

University of Minnesota
COLLEGE OF LIBERAL ARTS

REPORT OF
COMMITTEE ON UNDERGRADUATE EDUCATION

ADOPTED BY THE ASSEMBLY
SPRING 1980

Motion of Approval

The CLA Assembly approves the sections of the report that are italicized and also the supplementary and explanatory statements (pp. 15-19) under the heading "Modification of Group Distribution Requirements", as amended by the CI&A Council. The remainder of the report is accepted in principle as guidance for the committees, departments, and officers of the College as they proceed with implementation of the actions represented in the italicized sections.

In approving and recommending the report, the Assembly understands that implementation will extend over some time, as units study their offerings and programs and consider how the stated goals can be attained and as regular and special College committees assign courses to appropriate categories and take the policies into account in making the decisions that come to their agenda. It is further recognized that resource allocation, when necessary to accomplish some of the goals in some units, may make for uneven implementation dates among units. The College will of course follow its long-standing conventions of adequate notice to new students, especially transfer students, concerning changes in requirements and of acknowledgement of contracts implied by degree programs on file. The fall of 1981 is considered the earliest date at which any of the recommended changes could be in place; the revised distribution course lists and identification of World Studies courses could reasonably be expected by that time. Some of the changes, however, -- notably the English composition requirement and, in some units, the senior project -- may be delayed some years beyond.

Adopted May 8, 1980

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Membership of the Committee on Undergraduate Education

Clarke A. Chambers, chair, Rutherford Aris, Marcia Eaton, Nils Hasselmo, Brian Job, Walter Johnson, Marilyn Meiners, Roger Page, ex officio; Caroline Bassett and Karen Murray, staff assistants.

INTRODUCTION

This is the Report of the findings of the CLA Committee on Undergraduate Education with recommendations for action to guide the College of Liberal Arts in the decade of the 1980s. In it the Committee reaffirms the College's commitment to its undergraduate mission and seeks ways to carry forward that tradition in an era that will certainly be marked by new conditions and new challenges.

In appointing a Committee to study the CLA Bachelor of Arts degree and to submit recommendations for its improvement, Dean Lukermann noted that it had been eleven years since last the College had thoroughly reviewed its curriculum. Since 1967, the College had, of course, initiated a number of important modifications in its undergraduate liberal arts curriculum, but as the College looks ahead to an academic environment that is likely to differ substantially from the one we experienced from the mid-'60s to the mid-'70s, it seems timely to reconsider again CLA's basic undergraduate missions and to seek implementation of tasks in ways appropriate to new circumstances.

In his letter defining the Committee's charge, Dean Lukermann expressed his interest in "bringing the great strength and diversity of this faculty to bear on the undergraduate enterprise in learning and inquiry." Our study and deliberation these past twelve months have confirmed the judgment that the Arts College of the University of Minnesota can indeed count as its chief asset a distinguished faculty dedicated to the promotion of inquiry and learning in undergraduate liberal education as well as in the specialized research and instruction that characterize its graduate and professional school functions.

Perhaps a few brief observations on the Committee's composition, calendar, and procedures are first in order. The Committee, appointed in January 1979, consisted of Clarke Chambers, chair, Rutherford Aris, Marcia Eaton, Nils Hasselmo, Brian Job, Marilyn Meiners, and Roger Page, ex officio; Caroline Bassett

served as staff assistant. Walter Johnson joined the Committee in the fall when Professor Aris was on leave at another university. Karen Murray replaced Ms. Bassett, who went on maternity leave in October.

From January through May the Committee gathered relevant data bearing on CLA, studied recent developments at other universities, and listened extensively to the expression of faculty and student views. In May it presented an Interim Report that outlined preliminary findings, with the purpose of provoking wide discussion of the issues throughout the College. The response was heartening and helpful. We received a number of written communications from concerned faculty commenting on the Report and suggesting reservations, modifications, and new lines of inquiry. Subsequently, through June and July, the Committee met with members of the administrative staff of CLA, and with a number of persons throughout the College whose counsel we valued. During the fall quarter, the Committee met weekly to shape its recommendations in light of these conversations and our own rethinking of the issues.

Clearly the Committee did not have the time to analyze in detail all aspects of the undergraduate liberal arts experience. Our discussions touched upon a number of issues that we could not explore extensively -- recruitment, criteria for admissions and transfer, grading, course evaluations, independent study, the status of CLA degrees alternative to the Bachelor of Arts, and the like. Because we were asked to focus on education leading to the Bachelor of Arts degree, we did not consider at length CLA's many and significant services to students who seek and achieve degrees in other colleges (Biological Sciences, Business Administration, Education, the Institute of Technology). These are issues of importance to the College, but they were not part of the Committee charge.

Similarly, the role of CLA Honors and of the several departmental honors programs was frequently discussed as the Committee's attention focused first on one cluster of issues and then on others, but we did not engage in an extended or concentrated

survey and analysis of that subject. Our deliberations were sufficient, however, to justify a vigorous re-endorsement of the secure place we judge Honors to enjoy in the overall mission of the College. We believe that it is an essential component of undergraduate education, that it should, as it does, attract annually to CLA hundreds of our most able students. Surely the College must attend to its strongest and highest achieving students even while providing the best possible education for its many and diverse constituents.

The Committee also recognized that the B.A. degree, though central to the College's mission, must be supplemented by other options if the full range of student interests is to be met adequately. Alternative degrees -- the B.S., B.F.A., B.M., and B.I.S. -- recognize the diversity that is the hallmark of CLA and also permit the B.A. degree itself to be defined more specifically and rigorously.

It is our intention in the Report to propose recommendations outlining basic academic strategies for consideration and action by appropriate College governing bodies, knowing that their implementation necessarily depends upon the actions of other committees and officers of the College. We hope that our recommendations are clear and unambiguous, but we have not attempted to dot every "i" or cross every "t"; many details remain to be hammered out by departments and by regular or special committees of the College. In all our recommendations we have urged departmental initiative and participation, together with College-wide leadership, in the processes of implementation.

In making its final Report, the Committee wishes to restate a conclusion it had reached in May, that it is, indeed, easier by far to achieve agreement on eloquent abstractions and grand designs than to work out complex arrangements for their implementation. Running through the literature on liberal education these days are a multitude of telling phrases that illuminated and informed our own perceptions and hopes for liberal education: "...critical awareness ... a liberating experience leading to a sense of self and one's place in time ... the habit of rational

thought ... the encouragement of creative activity, divergent as well as convergent thinking ... the promotion of originality and imagination in the formulation of new hypotheses and the production of fresh works of art ... a chance for intellectual exploration ... a source of adaptability in a world of change ... a capacity to integrate diverse fields of knowledge, to draw connections, to think logically, to communicate clearly and effectively ... disciplined training in habits of analysis and synthesis... grounding in both cognitive and affective skills ... sensitivity to canons of validity and recognition of the inescapable presence of values in every judgment ... the general knowledge and skill to cope with a rapidly changing world and a rapidly changing employment scene ... preparation for enriched personal life and for responsible citizenship ... the ability to define oneself and to orient oneself maturely to the world"

Agreed! But it is never easy to shape a strategy for getting from here to there.

Descriptions of prevailing academic moods and modes and their projection into the near- and middle-future (long-range planning is a still more hazardous enterprise) demonstrated common features and matched the observations of many who came to share their concerns with the Committee. Fiscal retrenchment, inflation, declines in enrollment, a surge of vocationalism among undergraduates, faculties heavily (and increasingly) tenured, retardation of professional mobility -- these constituted a source of troubles for liberal arts colleges throughout the nation as here in Minnesota.

Testimony from colleagues in CLA reflected concerns expressed on other campuses: The contemporary era is marked by rapid and accelerating social and cultural change; by a piling up of crises; by the emergence of complex questions of technology that even an educated lay citizenry can only approximately and imperfectly begin to understand. In private lives and in the public arena, we confront a multiplication of choices demanding to be made. The exponential growth of knowledge in all fields of endeavor compels intense intellectual specialization. The future promises to be uncertain.

Give and take, there emerged general agreement among critics of major tendencies in higher education over the past decade or so. Witnesses complained, here at Minnesota as elsewhere in the country, of a lack of coherence in the undergraduate curriculum. Fragmentation of courses, separation among disciplines, the neglect of fundamentals, excessive permissiveness, a perceived decline in student performance (camouflaged by grade inflation), a slippage of expectations --- these were common complaints.

The Committee studied the reports of other Universities that over the past several years have undertaken self-analyses similar in motive to the examination in which we are currently engaged on this campus. But we sensed that although we had much to learn from Michigan, Indiana, Iowa, Berkeley, and Harvard (to cite the most notable reports), the University of Minnesota confronted problems and opportunities in many ways different from those obtaining in our sister universities, and in the section of this Report focused on the educational environment we have presented in summary form the conditions and factors that characterize the Minnesota scene. Those data have led the Committee, for example, to estimate that a significant and probably increasing proportion of the undergraduate body will consist of students transferring to CLA from other public and private institutions of higher learning. We have also considered the likelihood that many of our students will continue to have interrupted academic careers -- that they will "stop out" from time to time to work, to travel, to pursue other interests and then return to full- or part-time matriculation. And likely a higher proportion of our students than at present will be older, entering or returning to education in their late 20s, their 30s, or later. Clearly, also, Minnesota, like other institutions of higher learning, can expect a decline in enrollments beginning in several years.

But problems are also opportunities. An era of declining enrollment, if combined with relatively stable resources, holds the promise that the faculty may be enabled to provide that intensive learning environment that we all seek but that has been

proscribed by bulging enrollments, crowded classrooms, and chronic underfunding in the decades just past. Total College undergraduate enrollments from 1967 through the '70s never dropped below 16,000 and exceeded 17,000 seven years. By the mid-'80s we can expect enrollments of less than 15,000 and much lower by the '90s. The instructional demands on the College (the University's "Full Year Equivalent" statistic) run lower and will probably decline even more sharply. Not all of these students eventually earn the Bachelor of Arts degree, of course, but while they are enrolled in CLA in our classes they constitute our responsibility. And hundreds of students enrolled in other University colleges also look to CLA courses for both their liberal education and their learning in the basic disciplines that undergird their professional study. The impact of declining enrollments (at graduate and undergraduate levels) will be experienced in different ways and at different levels from discipline to discipline, program to program. It is not unreasonable to expect that the financial support the College will be able to claim in times of declining enrollments will relate in significant ways to the quality of education we provide for the youth and adults of the state.

The rationales underlying the specific recommendations the Committee makes are detailed in subsequent sections of this Report, but a few general, introductory observations may be in order at this point.

In more settled days scholars were able to keep abreast of major developments in their own and related disciplines and to master specialities within their fields; in recent years that task has become increasingly difficult. We are burdened by "information overload," and however conscientiously we labor to keep abreast of developments in our own fields, our efforts often seem destined to frustration. As a consequence of the exponential growth of knowledge and the emergence of new systems of interpretation, we need not only to devise new modes of research, but also to revise both the content and pedagogical methods we employ in lectures and seminars.

Within the context of accumulating knowledge and rapid change, we have come to emphasize the methodological components of our disciplines. It made sense to initiate ways to introduce our students to diverse ways of knowing, both cognitive and affective, so that they would be led to learn different ways of asking questions, gathering evidence, analyzing data, and synthesizing complex factors, to learn different ways of sensing and understanding. In various parts of the Report, therefore, we have encouraged instructional and curricular efforts that will involve students in more active learning processes aimed at the achievement of these goals, processes in which all of them would be expected to become more self-initiating and self-directed. It is simply the case that learning how to learn and how to think must be central to the academic enterprise.

Some of our recommendations open opportunities for faculty to work with students in individual or small group tutorial settings. In this context, the advising functions become an integral part of the instructional responsibility of all faculty; they also provide a way to advance a community of learning, a goal admittedly difficult to realize in a commuter college. We believe that many benefits will flow from these investments. But we know, as well, that incentive systems and recognition programs at department and College levels will need to be accommodated to these new emphases in order to encourage and reward these initiatives.

A number of principles and goals are implicit in the recommendations we bring to the College for its deliberation and action. We believe it is important for students, whatever their likely career patterns, to master the arts of communication, to be able to take apart and to put together, to write simple and clear prose. We deem it valuable to break out of the parochial limitations of time and place and to seek to understand cultures other than our own. We believe that students graduating with a Bachelor of Arts degree should have enjoyed the experience of designing and carrying through successfully sustained projects

appropriate to their major areas of study. In an era of accelerating social and cultural change we hold it essential that students learn different modes of disciplined inquiry, and that they acquire the capacity to relate their concerns and interests to fields and methods both proximate to and remote from their own fields of major concentration.

The Committee is convinced that whatever the shape of the curriculum, whatever the requirements for the B.A. degree, whatever departmental and college strategies demand in way of concentration and distribution -- the learning experiences that occur in the classroom, the laboratory, the library, in individual conversations of faculty and students, and in group tutorials are of primary and ultimate importance. We have kept that simple fact always in mind.

We are also aware that many of the recommendations made in this Report will involve a substantial and increased investment of faculty resources in the undergraduate enterprise. If the encouragement the Committee received in response to its Interim Report is an accurate indication of faculty determination, the faculty generally appears eager to engage in that process. We are a faculty of high quality; we evidence a balanced commitment to disciplined inquiry (research and publication), to graduate and undergraduate instruction, and to public outreach and service. On that solid foundation we can continue to go from strength to strength.

The recommendations we propose, furthermore, rest upon the fundamental strengths of this College and what we perceive to be centrality of the liberal arts to the whole educational enterprise. We have not been seduced by the apparent desire of many students to pursue academic programs designed to advance narrow vocational objectives, for we are convinced that grounding in the fundamental disciplines that compose the liberal arts provides the soundest, as well as the most practical, preparation for careers, which typically change over the years, and for the shaping of one's life. Here in Minnesota several major professional schools (journalism, library sciences, public affairs,

social work) and some departments whose missions are career-oriented are imbedded in the College of Liberal Arts, whereas in some other universities such programs tend to be free-standing. We believe that the Minnesota arrangement provides reciprocal advantages to all our students.

A few of our colleagues urged the Committee to break from traditional modes and patterns to initiate bold, new designs. Such counsel informed our deliberations. Often we asked ourselves -- if we could create an ideal program and had resources sufficient to the task, what would we propose? Our strategy finally was to begin with what was given and to suggest ways to modify and extend commitments already deeply rooted in the traditions of the College. Our aim is to reaffirm the undergraduate mission in the College of Liberal Arts and to offer concrete proposals for its renewal during the decade of the 1980s. There are important tasks of rejuvenation to be accomplished.

The history of the College gives evidence of a sustained commitment to basic principles and purposes, on the one hand, and of flexibility and adaptability in practice, on the other. We have the resources, the imagination, and the will to move the College to new levels of excellence in the fulfillment of its undergraduate mission. We hope that this Report will help to point the way.

THE EDUCATIONAL ENVIRONMENT

The Committee has from the very beginning of its work devoted particular attention to the context in which its recommendations would need to be considered. Who are our students? What characteristics of our faculty are particularly relevant to our task? What are the financial constraints in the University and the College? While stating forthrightly the goals that ought to be sought, the committee tempered its ideals in reality, hoping -- and believing -- that reality did not rule out ideals. Products of our times, we nevertheless resisted as best we could whatever we could identify as merely the trends and moods of the day. (What is more trendy than education?)

CLA, like other undergraduate colleges at the University of Minnesota, is predominantly a commuter college. Half of our 17,000 students spend fewer than 20 hours per week on campus. They do not live in University residences, but all about the metropolitan area. Thirty-five percent reside at home with their parents. Seventy-five percent are working part-time; 30%, more than 20 hours per week. The College currently graduates approximately 2,000 students a year. The mean age for graduates is 26. There is much "stopping out"; graduates who entered CLA as beginning freshmen average six years to graduate; all graduates (including the many who begin CLA with advanced standing) average five years after entering the College. Graduates average 195 total credits (median number, 187), and 156 UM credits (median number 176). Graduates who enter with advanced standing bring 65-70 credits, on the average.

Only about half of our graduates begin their college work within the University of Minnesota system; only one-third begin in CLA. Over 20% start their college careers in out-of-state colleges, and the remaining approximate 30% begin in Minnesota private colleges, community colleges, or state universities (7 to 10% in each group). About 40% of entering freshmen have a

CLA major as their educational objective; 35% classify themselves as undecided. CLA is the University entry college for students planning on Business Administration (20% of entering freshmen, currently), Education (3%), various Health Sciences other than Medicine and Dentistry (8%). Medicine and Dentistry, which require a bachelor's degree before admission, are the objectives of 7% of our entering freshmen. All freshmen receive their advising assistance in the College's Pre-Major Advising Offices; sophomores and more advanced students are referred to their major department when they have decided on their major. Undecided students and those planning to transfer to other University colleges continue to be advised by the Pre-Major Advising staff. Essentially occupational or economic interests are not new for CLA students; historically those entering this urban land-grant institution, the only public, full four-year college in the population center of the state, have listed career preparation as one of their primary objectives. More than a third of CLA graduates continue in professional study, including graduate school, after their baccalaureate.

The CLA faculty is 80% tenured, with only 28 faculty members (of a faculty of 574) scheduled to retire through 1985 (assuming retirement at age 70; ages of retirement are uncertain, with changing legislation and unknown economic circumstances.) Through 1990, 40 additional retirements would be scheduled, using 70 as the retirement age. The general mobility of CLA faculty, like that of faculty everywhere, has decreased significantly in recent years. Also like faculties at other research oriented, graduate institutions, members often give their allegiance more to their disciplines than to their colleges, and their identification with the institution leans toward identification with their departments.

Projections of the financial base for the University are difficult even in the short run, to say nothing of long-range. Basic legislative support over the decades has been closely related to enrollments, and enrollments are expected to drop

sharply in the '80s, simply because high school graduating classes will be substantially smaller. Graduate education, an important part of the responsibility of CLA faculty, will likely see just as great declines, and probably before the dip in population reaches graduate school age, because of a diminished market for advanced degrees of most CLA departments. Graduate enrollment in CLA departments has already declined from 3,017 in 1970 to 2,486 in 1978. Unless state funding is related to variables other than enrollment or unless supplementary sources of support can be found or additional student clienteles can be added, one would have to expect critical budgetary problems in the College. And although efforts will be made along each of these lines, the College will undoubtedly face financial difficulties under the best of circumstances.

The context noted above poses significant constraints on curricular developments and other College plans. Students have minimal interaction with the College while here; they drop in and out; there is little sense of community. Increasing numbers of them do their first year or two elsewhere; curricular requirements, new courses, and CLA teachers can not reach them directly in their early college experiences. Many enter, as freshmen or with advanced standing, without basic liberal education objectives; for them those values must be communicated after they arrive. A maturing faculty, with few additions, holds the danger of gradual alienation from the youth it serves; policies for faculty development and renewal, with clear rewards for contributions to the undergraduate enterprise, will be particularly important. Against the background of stable or decreasing financial resources, new efforts will have to be supported heavily through change of emphasis among current staff. New programs can otherwise come only through cutbacks in old programs, a significant additional barrier to new developments. New student clienteles, needed to sustain enrollments, may need new curricula and new teaching approaches.

It is in response to its understanding of the crucial educational issues facing higher education in the 1980s and in light

of the special characteristics of CLA at the University of Minnesota that the Committee framed its recommendations. In the sections of the Report that follow are detailed the recommendations we wish to make regarding graduation requirements, group distribution, English composition, the nature of the major, advising, integrative studies, and related issues.

GROUP DISTRIBUTION, SECOND LANGUAGE, WORLD STUDIES,
AND ENGLISH COMPOSITION

This section addresses a set of requirements for the B.A. degree that, together with the major, can be regarded as fundamental to a liberal education. They are the group distribution, second language, world studies, and English composition requirements. The requirements are designed to ensure that students become exposed to a certain breadth of intellectual experience, that they develop a perspective on themselves and their fellow human beings around the world, and that they develop certain basic cognitive skills that will help them think for themselves and communicate their thoughts to others.

We propose here no major changes in current B.A. requirements. To a considerable extent we reaffirm goals and objectives that are a traditional part of a liberal arts education and have been represented for decades in CLA's B.A. degree (and more recently across the whole University by Council on Liberal Education standards for all baccalaureate degrees). Of course we do not affirm these goals and objectives simply because they are a part of the liberal arts tradition; we affirm them because we believe that they are still the best means of developing in our students the intellectual capabilities and basic skills that they will need in a society that requires both perspective and flexibility. We see the group distribution requirements as a means of introducing the students to modes of inquiry and subject matter characteristic of major branches of knowledge; we see the second language requirement -- and a new world studies requirement -- as a means of developing a sense of what other cultures are about as well as improving certain communication skills; and we see the English composition requirement as a means of sharpening the special cognitive skills required, and fostered, by writing.

Our first intention is to redefine some standards that have been in effect for some time, so that their basic purposes will become clearer. We believe, for example, that both the group distribution guidelines and the second language Route II suffer

from a certain diffuseness, caused primarily by the profusion of courses that may be used to fulfill these requirements. We also propose a critical review by departments and College committees of the courses that meet certain requirements, as a means of encouraging instructional reform. To both ends we have therefore decided to recommend that new limitations be imposed on the nature and number of courses eligible to fulfill requirements and that the courses proposed for such purposes be subject to special review. It is our belief that in the past -- as well as in some of the reforms that have recently been given publicity on other campuses -- too much faith has been placed in simply requiring a new set of courses or in devising a rigid core curriculum. The revisions that we are proposing involve a certain amount of curricular reorientation. Our basic concern, however, has not been so much to make substantial changes in group distribution as to clarify the purposes of the requirements and to set up a review process whereby the faculty's creativity will be brought to bear on devising ways to orient students to the theories and methods and to the basic contents of the several disciplines. It is our hope and expectation that most of the time and effort of the proposed review will be devoted to the development of new modes of presentation and new modes of interaction between faculty and students and among students. Our goals are to sharpen critical thinking, to enlarge aesthetic appreciation, and to promote learning experiences that transcend the mere learning of facts, methods, and theories.

Designation of Courses for Satisfaction of Group Distribution

One primary objective of a liberal arts education should be to help students understand and address the major issues that will confront them as individuals and as members of society. Apart from the obvious need to have students learn for "life" -- in its broadest and richest sense -- and not only for "school," the affirmation of this objective points to the pedagogical value of engaging students in intellectual debates of pressing concern.

The Committee is of the opinion that in the beginning stages of their education students will be served best by courses that introduce them to the methods of particular disciplines and to the content or subject-matter agreed upon as being central to those disciplines. It is understood that the mix of method and substance varies greatly from discipline to discipline, from course to course (and to some extent from instructor to instructor), but it is the Committee's judgment that basic distribution courses should survey major themes and subject areas and introduce students to basic modes of inquiry in selected disciplines.

It is likely that most of the courses used to fulfill the group distribution requirements will be 1xxx level courses. The development of selected 3xxx level courses specifically directed toward these purposes should, however, also be encouraged. The 3xxx level courses should then be clearly identified either as parts of sequences suitable for fulfilling specific requirements (typically one 1xxx level course followed by a 3xxx level course) or as an independent 3xxx level course suitable for such a purpose. This recommendation is based on the Committee's view that while the group distribution requirements will most likely be fulfilled quite early in the student's career in the College, selected requirements might be postponed until the junior or even senior year and satisfied by taking somewhat more advanced courses. The 3xxx level courses might also serve transfer students who have not fulfilled all their distribution requirements elsewhere. Juniors and seniors should be discouraged from taking 1xxx level courses if appropriate 3xxx courses are available.

After careful review it may be that some departments will wish to forward to the college -- for inclusion as courses acceptable for satisfaction of group distribution -- certain courses now being offered. In other instances departments may wish to modify current course offerings. In still other cases departments may wish to initiate new basic liberal arts courses designed to satisfy these requirements. In any case, departmental proposals should be reviewed by a select College committee (as provided below) and ratified when they are judged to fulfill

the basic criteria outlined in this section.

The expected result is a significant reduction in the number of courses that can be used to fulfill the distribution requirements, since we would abandon the current system, in which each and every course may be used for this purpose, in favor of a system in which only specially designed and designated courses may be so used. It should be noted, however, that in practice the change will not be nearly so dramatic with respect to the number of courses used; most of the distribution requirements are now, de facto, fulfilled by the students in a very limited number of courses.

There are problems in establishing exactly how students currently fulfill their distribution requirements. A University study of student degree programs completed not long ago used a simple pattern of chronology to investigate this issue, assuming that the first course taken by a student appropriate to a certain requirement was in fact used by the student for that explicit purpose. The study discovered that large numbers of students satisfied their distribution requirements with the same relatively small number of courses and that practically none of these courses was at the 3xxx level. With the new standard, we hope to focus more institutional attention on the courses that already carry a major part of the responsibility for fulfilling distribution requirements, to modify some of them appropriately, and to expand the universe of courses offered primarily for such purposes. The need for such a new standard has already been noted by the College's Curriculum Committees, which have in the last year or two declined to assign some specialized upper level courses to any distribution group. Our recommendation in effect would make formal policy toward which the College has already begun moving.

The Committee recommends that the system in which all courses are certified to satisfy some group distribution requirement be replaced by a system in which only a limited number of specially designed courses be certified as fulfilling these requirements. We further recommend that each department,

program, or instructional unit of the College identify present courses, modified courses, or new courses that it believes appropriate for use in satisfying distribution goals. Such courses should introduce students to the methods of a particular discipline and to the content or subject-matter agreed upon as being central to that discipline. All proposals should be subject to review as recommended below in the section dealing with implementation.

This is not to imply that other courses are not liberal in intent; indeed, one hopes that all courses in the College have liberal education as one of their aspects. But the general distribution requirements have certain particular objectives not likely attained unless courses are dedicated specifically to these goals.

Modification of Group Distribution Requirements

Under each set of distribution requirements we are recommending a refocusing on the theoretical and methodological questions that we interpret as fundamental to the set of disciplines represented. We are recommending that we wash away the accretions that have gathered around the distribution requirements because of the requirement that all courses be assigned to a specific distribution category. It seems obvious to us that the inclusion of many currently permissible courses simply tends to blur the basic thrust of the requirements; as has already been stated, the "richness" represented by all these courses is in many ways fictitious since many of them are never used to fulfill distribution requirements in any case.

The Committee recommends the following restatement of distribution requirements:

A. Language, Logic, Mathematics and the Study of Argument

Two courses (8-10 credits) that focus on the nature, analysis and use of natural and formal languages and formal symbolic systems. These courses should teach students to understand precisely stated definitions, postulates and rules, and

to use them in specific applications. They should also emphasize the importance of clarity and precision as these ideals are exemplified in the formal sciences and in arguments in ordinary discourse. Two courses from a single discipline as well as a combination of courses from two disciplines should be accepted as fulfilling the requirement. At least one of the courses should deal specifically with a formal language or a formal symbolic system.

The revised bulletin statement would read as follows:

Group A Language, Logic, Mathematics, and the Study of Argument

Study of formal languages and symbolic systems and their use in deduction, computation, information processing and the study of natural language; analysis of argument as used in ordinary discourse and communication; theory, methods and applications of logic, mathematics, statistics, computer science, linguistics and rhetoric.

(Requirement: 8 to 10 credits for B.A. -- normally two courses, at least one of which should deal specifically with a formal language or formal symbolic system.)

B. The Physical and Biological Universe

Three courses of 4 or 5 credits each, totalling 12 to 15 credits in physical and biological sciences, two of which must be in basic foundation courses and one of which must have an approved laboratory. This recommendation further extends (now to two courses) the policy approved by the CLA Assembly last spring that one of the three required science courses provide a solid foundation in one of the sciences. The requirement as here defined may be satisfied by a two-quarter basic course in a single physical or biological science or two one-quarter courses from different physical or biological sciences. The courses appropriate for meeting this requirement should be initially based on a list developed last year by the Natural Sciences Curriculum Committee. In order to enhance the usefulness of these foundation science courses as components of a liberal education program, faculty are

encouraged to include, when feasible and relevant, material that analyzes the impact of science and technology on contemporary society.

The revised bulletin statement would read as follows:

*Group B The Physical and Biological Universe
Observation, identification, description, experimental investigation, and theoretical explanation of natural phenomena; explorations and methods of scientists of earth, space, matter, and life. (Requirement: 12 to 15 credits for B.A. -- three 4 or 5 credit courses, one to include a laboratory. Two of the courses must be chosen from the list of Group B basic foundation courses, either as one two-quarter sequence in a particular science or as two one-quarter courses in different sciences.)*

C. The Individual and Society

This requirement should now be divided into three parts as follows:

1. Individual and Institutional Behavior
Courses representing the empirical study of individual and institutional behavior; the study of psychological, economic, social, geographical, cultural, and political phenomena.
2. The Historical Perspective
Courses dealing with the study of societies and cultures temporally removed from the present.
3. Social and Philosophical Analysis
Courses dealing with social, political, moral, philosophical, or religious thought.

These categories represent an effort by the Committee to impose some order on the present Group C requirement in recognition of the widely diverse disciplines and methods currently encompassed by that rubric. In some ways it represents a return to a previous, more differentiated requirement. The proposed restatement also reflects the Committee's wish to encourage basic courses to

focus on modes of inquiry as well as to survey subject matter. The Committee has made an attempt to take into account the diverse methods of learning that characterize different disciplines and, indeed, often enrich the scholarly life within individual disciplinary units.

It is understood and intended that many courses that would qualify under the three categories would fall within the basic course offerings of departments located administratively within the Humanities and Fine Arts Division as well departments within the Social Sciences Division.

The requirement C-2, "The Historical Perspective," follows from the belief of the Committee that students should be asked to go beyond the parochial limits of their own time. It is our expectation that courses representing this perspective will focus on eras other than the contemporary, and that a large number of departments will offer appropriate courses.

The revised bulletin statement would read as follows:

Group C The Individual and Society

1. *Individual and Institutional Behavior*

The empirical study of individual and institutional behavior; the empirical study of psychological, economic, social, cultural, geographical, and political phenomena.

2. *The Historical Perspective*

The historical study of societies and cultures or major aspects thereof.

3. *Social and Philosophical Analysis*

The analytical study of social, political, moral, philosophical, and religious thought.

(Requirement: 16 to 20 credits for B.A. -- normally four courses -- one in each of the three categories and a fourth in one of them.)

(Note from Assembly meeting: The listing under C3 is not intended to be inclusive; any course that presents social or philosophical analysis may be considered.)

D. Literary and Artistic Expression

Three courses (12 to 15 credits) whose purpose is to develop the students' appreciation of, and sensitivity to, aesthetic values, and to familiarize them with significant works of literature and the other arts, with principles of criticism, with techniques of analysis, and with methods and styles of composition and performance. Courses involving the practice of one of the arts would be accepted as fulfilling this requirement if they include, as an explicit major component, attention to the principles of the art form.

The revised bulletin statement would read as follows:

Group D Literary and Artistic Expression

The study of literature, music, the visual arts, theatre, and film; the analysis of significant works of literature and the other arts; and the study of principles and techniques of criticism. (Requirement: 12 to 15 credits for B.A. -- normally three courses.)

Implementation of Changes in Group Distribution

After considering the possibility of assigning full responsibility to the Divisional Curriculum Committees for identifying courses appropriate for distribution purposes, the Committee became persuaded that the magnitude of the task was such that it ought not be given to committees already carrying on-going major responsibilities but rather, during a transitional period, to an ad hoc committee appointed by the Dean. In addition to reviewing courses proposed by departments, this committee would also be responsible for developing more specific guidelines for course categorization. We believe that the suggestions and proposed bulletin statements provided in this Report can serve as a basis for the committee's work. It has seemed unwise to separate the task of developing specific guidelines from the task of reviewing preliminary proposals, since the former task would necessarily be informed by the latter. We have in mind the possibility that a set of preliminary guidelines based on this report be used to

solicit preliminary proposals from departments. More specific guidelines would then be developed, taking account of problems and possibilities identified in the review of preliminary proposals, and would in turn be used to solicit final course proposals. The procedure would not only make it possible for the committee to draw on a broad range of experience in the College but would perhaps also suggest areas where special efforts might be required to ensure adequate coverage of the distribution requirements. Potential cooperative ventures would perhaps also be identified in the preliminary round and followed up on the final round.

The Committee recommends that during a transitional period the review of courses proposed by departments for fulfilling group distribution requirements be entrusted to a representative committee appointed by the Dean and approved by the Assembly.

In order to ensure the necessary interaction with the Divisional Curriculum Committees, some overlap in membership is desirable for the transition period. After the first full round of review and decision, ongoing responsibility for the classification of courses in distribution areas should become part of the regular responsibility of Divisional Curriculum Committees (with the appeal procedures to the full Curriculum Council that are already in place.)

The Second Language Requirement

The Committee finds it gratifying that the President's Commission on the Study of Foreign Languages has emphasized the national importance of this branch of study. Recent events have underscored the importance to the national and international community of an understanding of foreign languages and cultures. These concerns stress the importance not only of maintaining but of reinforcing our capability in foreign languages and cultures. It is also important to note that what is lost in periods of slackening interest is not easily regained when the national interest is again asserted. One of the

enduring values of liberal education is that it is not an education for the moment, subject to the intellectual or political fashions of the time, but an education designed to help cope with a variety of situations, and with rapidly changing conditions. To the Committee, the value of the study of foreign languages and cultures to liberal education has been paramount. If we uphold the commitment in the liberal arts to the study of foreign languages and cultures, demoralizing and costly vacillations in resources and demand may be diminished.

There has been some sentiment in the Committee for the reinstatement of the present Route I (five quarters of language) as the sole way to fulfill the requirement. In the end the Committee has recommended retention of the present alternative sets of requirements as a better way to meet the range of interests represented by our students and the range of programs represented by our departments. (In fact, about half of our current graduates follow Route I.)

Included in this recommendation for continuation of the current alternative routes is the requirement, directed toward making Route II a stronger option, that all courses now accepted for Route II programs be reviewed by the College's Committee on Civilization and Culture. That Committee adopted some time ago good guidelines for approval of courses newly proposed for Route II, but the guidelines have not been applied to courses previously approved. They should be so applied. The gist of the guidelines is that a Route II course must have a scope sufficiently broad to introduce the student to major aspects of the culture and society of the speakers of the language, while at the same time retaining a sound methodological base (disciplinary or interdisciplinary).

The Committee recommends, therefore, that the B.A. Second Language Requirement be maintained as now defined but that the criteria now being imposed on new courses approved for Route II be applied in review to all courses now classified for Route II. (These criteria may be modified through usual College procedures.)

Studies in World Cultures

The Committee came to be convinced that we needed to find means to have our students' curricula transcend the boundaries traditionally set by the major European and North American traditions. The Committee recognized the wide cultural diversity that characterizes societies within which human experience, behavior, thought, and expression take place. The study of other parts of the world rests on many grounds: on practical terms of economic interest or military strategy; on intellectual arguments that seek to expand the aesthetic universe or the range of the social scientist's analysis, or along the more subjective line that one knows one's self by knowing others. Conversely, ignoring the rest of the world cannot be so justified. The world is there. Ignorance of it is at odds with the spirit of a liberal education.

Two overlapping approaches were considered by the Committee. One would stress the need to introduce our students to at least one major cultural tradition other than those of Europe and North America, which form the setting for most of their studies; the other would stress the need to have our students confront the "radical other." In the end, we have chosen to meld the two approaches, stressing that the main purpose is the confrontation with a cultural tradition radically different from those that dominate in our educational system. Cultures represented by hundreds of millions of people would thus be included as options for fulfilling this requirement as well as cultures represented by relatively small groups. Specifically we wish to include on the proposed list courses dealing with the cultures of East, Southeast, and South Asia, the Middle East, Africa, and Latin America (including in the latter case also European-based cultures) as well as courses in traditional American Indian cultures. The courses should deal with major aspects of a culture, and may be disciplinary or interdisciplinary in nature.

There is no restriction on the use of these courses to satisfy any other requirement. We thus do not see this requirement as necessarily additional to other requirements but as a means of orienting students in a certain direction as they fulfill other requirements. Courses that have been developed for fulfilling distribution requirements may be especially well suited for the purpose, but we do not wish to limit the options to such courses. Courses in the discipline of a student's major may sometimes be especially appropriate for fulfilling this requirement.

The Committee therefore recommends that B.A. candidates be required to include somewhere in their curriculum at least two courses (8 to 10 credits) from a list of courses dealing with cultures of Asia, Africa, and Latin America, and with traditional American Indian cultures.

A large number of such courses are already offered in many departments. It is assumed that specialized courses at the 3xxx and 5xxx levels as well as more general courses at the 1xxx level will qualify as long as they deal with themes central to and revealing of major aspects of a given culture.

During a transition period, a special College committee should be appointed by the Dean with approval of the Assembly to establish a list of appropriate courses for fulfilling this requirement. It is expected that departments will initiate this review process by identifying and justifying current courses they believe to be appropriate for these purposes. After the initial task is completed, authority to certify courses would be assumed by Divisional Curriculum Committees, following the precedents established in the first review.

English Composition Requirement

During the last ten years the language competence of entering freshmen seems to have deteriorated. Standard tests, given throughout the nation, record a decline in reading, writing, and study skills. Beginning students appear to be chiefly

conversationalists. Used to speaking primarily to close friends whose attitudes and knowledge base are much like their own, they come to us with cognitive habits very different from those of the more print-oriented students of fifteen years ago. These traits are, in turn, exhibited in student writing; not so much in the failure to master surface grammar, spelling and mechanics as in an inability to analyze problems systematically and to express the results of these analyses in the complete, integrated texts a reader requires. To teach composition in 1980 is a significant challenge; in many ways it involves changing the cognitive patterns of students' minds. The basic writing course in CLA -- that students are currently required to take -- seems to do this well for most of our students.

However there are limits -- developmental limits -- to how far one can take a beginning writer in the first year of college. Most writing research reveals that an effective course can effect immediate and significant change in student ability in a relatively short time, but that the remaining skills that constitute fuller mastery of writing come much more slowly. More crucially, it is difficult to teach these more complex skills to students whose knowledge base is small; they seem to need to master some information and some particular, disciplinary ways of thinking before they can write maturely. Every writing teacher knows this intuitively; the hardest part about the second quarter of the beginning course is finding things to write about. Instructors cannot simply "find" topics for students; students must find them for themselves, out of their own interests.

One likely solution is to split the composition requirement in half: a basic course in the freshman year to prepare students for college writing experiences, and an advanced course in the junior or senior year with the writing projects directed toward the specific information-gathering, analysis, drafting, editing, documentation, and style of some discipline: writing in the behavioral or documentary social sciences, for example, or law, or

medical science, or humanities. Students in their last two years of college are able to develop further and with greater ease than their first-year counterparts. Three Big Ten Universities and many other universities and colleges have gone to such a split requirement. The English Department's Freshman English Review Committee Report (1971) recommended such a change. Further, it makes practical sense for this University; about half our graduates do not begin their work here. We can only accept the previous work of those who are poor writers or send them to a writing class of 18-year olds, where they clearly don't belong.

An upper level course offers a logical solution. Furthermore, such a course would encourage departments to participate in writing instruction by advising on course design and content, setting senior writing or research projects in conjunction with the course, coordinating writing projects in classes with course work, and by generally using this course as a means to implement writing across the curriculum. The Committee expects, however, that actual classroom instruction of such a course would be carried on by staff similar in training and experience to those persons who are now engaged in the freshman program and under similar direction.

The Committee recommends that the English Composition Requirement consist of a freshman course, an upper division course and, for students whose quality of writing at the completion of the freshman course warrants, additional course work or writing laboratory assistance.

The freshman course would be entered through the College's long-standing placement system, involving Preparatory Composition when indicated. Upon completion of the freshman course, students would be evaluated to determine what further study they may need. At the end of this freshman phase of the requirement, students will be expected to have writing skills adequate to the demands of most 3-level courses.

Upper division courses would focus on writing in the context of a specific discipline or set of related disciplines.

It is understood, as noted elsewhere in this section, that accomplishing these changes will require two or three or more years and that a variety of adjustments may be necessary in moving to final implementation.

As is the case of several other recommendations in this Report, a number of problems will have to be answered before an upper-level writing requirement can be fully implemented. Among the specific questions that the Committee would like to see addressed are the following: a procedure for the certification of writing competence that would excuse students from the upper-level composition course; the use of the upper-level composition course as a means of directly assisting students with writing their major projects (in those instances in which the projects include a significant amount of writing); and the development of several options for the completion of the upper-level writing requirement, including, for example, regular class work, tutorials, and directed study conducted jointly by a composition teacher and a teacher from the student's major.

THE MAJOR

Two achievements are viewed as central to the attainment of the liberal arts degree: the acquisition of breadth, leading to an appreciation and integration of various branches of knowledge, and the acquisition of depth and proficiency within a single field of knowledge. The latter is usually acquired through completion of a program of concentrated study called the major. The Committee accepts the consensus that the place of the major in the liberal arts curriculum is secure. Among the commonly accepted goals of the major are these: attaining a high level of knowledge of a particular subject matter within a discipline; developing understanding and proficiency concerning the mode(s) of evidence and method(s) of inquiry common to the discipline; and involving the individual student in a cumulative, integrated program of study in which learning takes place in a variety of educational modes and settings -- a mixture of large and small classes and independent study, for example, courses involving field or laboratory work, courses requiring the practical application of basic theories and methods, or whatever mix is appropriate in a given discipline. (Some majors are interdisciplinary, having the same objectives but more broadly defined.) Furthermore, the major should serve as a focus around which the student organizes and completes, in the junior and senior years, the full range of courses necessary to obtain the bachelor of arts degree.

Committees charged with the task of re-examining undergraduate education at many other universities in recent years have tended to pay but slight attention to the place of the major and to emphasize, instead, matters associated with distribution requirements and core curricula. Such emphasis may be a tribute to the strength and viability of the major in liberal education generally. We thought it wise, however, to include in our deliberations a careful and critical consideration of traditions and conditions bearing on the major

in CLA. The following facts and observations about current major programs in CLA provide a starting point for the Committee's recommendations concerning the major.

CLA, like the University as a whole, is open to the interdisciplinary pursuit of knowledge. This is reflected in the number and diversity of interdisciplinary programs available -- in American Studies, Humanities, and Women's Studies, for example, in the several ethnic programs, in interdepartmental programs that offer regional or thematic concentrations (East Asian Studies and Urban Studies, in way of illustration), and most notably, perhaps, through Individually Designed Interdepartmental Majors and through arrangements leading to the Bachelor of Individualized Studies degree. CLA currently offers over seventy fields of concentration or majors, which vary enormously in size -- some ten majors serve five or fewer students each, four majors serve over five hundred students each. Faculty-student ratios vary widely across programs. It is also the case that a significant portion of students who complete degrees in CLA have done their preparatory work at other institutions. Finally, significant numbers of our students attend the university in an interrupted fashion, a factor mitigating against the completion of a series of courses in designated sequences.

Given that the CLA environment is complex and complicated, as suggested above, the Committee believes that the design and implementation of the major within the College are basically sound. A singular advantage of being a large university such as ours is the association of undergraduate teaching, graduate education, and research that can be accomplished with a well-constructed major program. There are, however, a number of issues that lead the Committee to make certain recommendations regarding the function of the major.

Student Selection of, and Preparation for, a Major

The Committee heard expressions of concern regarding the manner in which students choose their major program of study.

Choices, it appears, are often made on an uninformed basis; choices are made simply from having taken a popular course or a popular instructor; choices are influenced by stereotyped notions that certain majors are necessary for postgraduate professional work (as in law, or medicine, or business); and choices change frequently over the four (or more) years of college. It is probably the case that many students do not avail themselves of the CLA pre-major or departmental major advising programs that could assist them in their planning. The need is obvious for better information for students regarding all aspects of every major.

The Committee recommends that departmental and College advising offices coordinate their activities closely in order to facilitate students' transition into major programs in an informed and orderly manner.

For that substantial portion of CLA graduates who do their initial college work at other institutions and then transfer to the University of Minnesota, preparatory work and distribution requirements are not likely to have been fully satisfied according to the expectations of the major department or the College. One implication of this fact upon the operation of major programs of study within the College is apparent: departments may erroneously assume the existence of certain background and knowledge on the part of their upper division students. Few departments have given systematic attention to this issue.

The Committee, therefore, recommends that departments undertake investigations to discover the nature of preparation of transfer students in their major programs. Inquiries of, and liaison with, faculty at community colleges and other institutions in the state could prove useful.

The Major as a Coherent Program of Study

On various occasions both students and faculty expressed the complaint that major programs often lack integration. These problems appear to arise from course selections that are mere

"strings of courses" without coherence, departmental course offerings so diverse that students can merely sample them while completing their major, and deficient or insufficient advising by departmental advisors about the logical and appropriate design of majors.

The Committee recommends that to remedy these problems:

- (a) Departments undertake review and redesign of their program offerings with the goals of integration and cumulation in mind.*
- (b) Departments identify or design clusters of related courses within their undergraduate offerings, these clusters to be composed of courses that logically fit together and build upon each other, so that individual students will be encouraged to design major programs that are more coherent and that fit their needs more clearly.*

The Committee's attention was also directed to three other issues: the scope and place of departmental honors programs; the advising and coordination of students taking double majors; and the enrollment of significant numbers of undergraduate students in 5xxx level courses that are by design, by enrollment, or by instruction, aimed primarily at graduate students.

While the Committee has elsewhere reaffirmed its support for the College Honors Program and for honors programs within the majors, it has undertaken no investigation sufficient to allow specific recommendations.

The Committee believes that the coordination of certain double major programs (those with complementary majors that are most frequently taken) should be increased.

To further this end, the Committee recommends that departments provide better information to students involved in double majors and that they seek to coordinate their curricula, where appropriate, with such students in mind.

Finally, the Committee affirms the belief that graduate and undergraduate education generally have distinct purposes and that these purposes are often ill-served by significant overlapping

of courses and content. The Committee realizes, however, that staffing and financial considerations often dictate current practice in some departments, and it recognizes that the interaction between graduate and undergraduate students can be helpful and exciting when carefully conceived and self-consciously done.

The Committee recommends that whenever possible, major programs and courses be designed and taught in ways likely to preserve the advantages and features of separate graduate and undergraduate instruction and, when courses are combined, to gain the full benefits of such combination for both student constituencies.

Requirement of a Major Project

By common agreement, the basic objectives of liberal education are the ability to think critically and creatively; to gather, recognize and interpret data; to solve problems; and to interpret and communicate findings. The Committee believes strongly that completion of the major should entail not only the acquisition of knowledge but also the attainment of understanding and proficiency in the mode(s) of inquiry and/or performance common to the discipline in question. In the long run, the subject matter of students' majors is likely to be less relevant than the analytic and conceptual skills developed in dealing with substantive material.

With this in mind, the Committee believes that all students should reach the point in their major study at which they are capable of competent inquiry or performance in the subject matter of the major, at the level expected of baccalaureate graduates. The Committee further believes that it is unacceptable that students be allowed to graduate without having been called upon to demonstrate this competency in some fashion appropriate to their chosen field of study.

The Committee recommends that B.A. candidates be required to complete a special project appropriate to the major.

The nature of this achievement and the manner in which it is satisfied will vary from discipline to discipline and from program to program. The format of the major project may vary as well; that is, it may be done in the context of a regular course, a tutorial, independent study, a special seminar, or the like. Those programs that do not direct completion of the major project in a specific course setting will have to institute some mechanism to ensure that each student satisfies the requirement sometime during the completion of regular program coursework.

As discussed above (in the section of the Report dealing with the English Composition Requirement), the Committee believes that redesign of the current composition requirement is desirable so that students will take one composition course at the upper division level. Institution of the major project requirement, which for most students will involve a final written document, could tie in very closely, in the Committee's view, with the student's work in upper-division composition. While no precise plans were considered, the Committee believes that departments should plan and coordinate these two activities with some care. The formulation and administration of the major project requirement is best left to individual departments, subject to review by the College through usual Divisional Curriculum Committee action.

Advising of Students in Major Programs

As stated earlier, both the strengths and the weaknesses of CLA are found in the same characteristics of the College -- its size and diversity. In order to maximize the probability that the College's size and diversity will be positive rather than negative factors, students must receive sound and informed advice about the opportunities available.

Various recommendations noted above have implied that students have the need and the right to receive more complete and attentive advising in the major departments than is

currently given in many. Furthermore, the Committee believes that faculty members have a responsibility to become (or remain) involved in the advising of students. For many departments, the recommendations below will have little effect on current practice; for others the impact may be substantial.

To restate our concerns briefly, the Committee recommends that faculty members be more directly involved in advising students concerning the selection of major programs, the design of coherent major programs of study, the coordination of work outside the major, and the completion of the major project.

INTEGRATIVE STUDY

Both in hearings held prior to the presentation of the Interim Report and in discussions following, the Committee found widespread support for the proposition that students who seek a B.A. degree should have had an integrated educational experience. This approval is undoubtedly explained by the fact that liberal education is generally understood as integrative in nature. Liberal education "integrates learning in ways that cultivate the student's broad understanding and ability to think about a large and complex subject," in the words of the Carnegie Report; it "provides a context of values that gives meaning and resonance to more narrow academic pursuits," and "fosters the organic development of the individual," as others have written. We have come to recognize that the broad and complex problems facing contemporary society require adaptability -- the ability to draw on and relate methods and advances in many disciplines. Both faculty and students expressed their uneasiness that the opportunity to synthesize work done in different courses is generally missing.

How is this lack to be addressed, given the resources at the College's disposal? One first step is the proposed major project requirement which, it is hoped, will provide a focus within each student's major program and, in many instances, will draw on work done in minor or in related fields. However, this is not enough. A liberally educated person must also be able to relate specialized learning to other areas. It is likely that limiting the number of courses that fulfill distribution requirements will lessen the disjointed nature of the undergraduate experience; but by itself this step will not achieve the goal of a coherent liberal education.

The Committee has discussed among ourselves and with visitors the desirability of adding an integrative learning requirement for the B.A. Such a requirement would ideally be fulfilled in the junior or senior year, for students in the

first two years are often lacking in skills and knowledge that are essential to a "pulling together." Furthermore, students would benefit from relating specialized work in the major areas to other advanced courses. If done at upper division levels, as the Committee believes it should be, the intellectual focus of the work would be compatible with the research interests of faculty and at the same time be valuable to undergraduates.

The Committee, then, notes broad approval for the ideal of integrative education; it recognizes the activities of a number of faculty who engage in integrative instructional strategies; it has heard from staff who express an interest in experimenting with it. While the Committee agrees that the encouragement and promotion of integrative study is desirable, we have reluctantly concluded that at this time such a requirement is not feasible.

We do, however, wish to make several suggestions about the ways in which students might immediately begin relating their studies in various disciplines. Some of these exist already; some are new but would require only minimal resources. All are intended only for sub-populations of the student body. To advance these goals, the Committee urges that major advisers assume the responsibility (as many have) for directing students into work that will relate the courses they take, and that they inform students of opportunities that exist, or come to exist, within the University.

Cross-Disciplinary Studies provides eight years of experience on which the College can draw. In modest ways the double major could be used as a foundation upon which select students could work across traditional disciplinary lines. By sound and imaginative advising, majors in a given department might be led to take courses in minor or related fields that offer the possibility to students of drawing together diverse fields and methods. The opportunity for integrative works is afforded already in a number of inter-disciplinary programs, some of which offer integrating senior seminars as part of the

regular requirements for their own majors. Some directed studies projects might well take advantage of the chance to draw together diverse materials in a tutorial setting. For students enrolled in the College Honors Program, seminars and colloquia frequently aim at integrating methods and subject matter drawn from different disciplines around a common theme. In such settings the students themselves come from many different intellectual backgrounds and bring varied skills and perceptions to a common enterprise.

Faculty initiative in designing and participating in such diverse possibilities needs to be encouraged by an incentive system -- at departmental and College levels alike -- that would seek to reward such efforts. It may, perhaps, become possible for the College to employ "transfer of effort" devices (in other than budgetary settings) to promote such curricular experiments.

In the meantime, this Committee wishes to suggest that the exploration of ways to enable sound initiatives in integrative learning should be assigned a high priority in College deliberations over the next several years.

CONCLUSION

The Report, with its recommendations, is brought to the College for its consideration and action with the unanimous and heartfelt endorsement of all members of the Committee. Ours was not an easy assignment, for the issues proved complex and the problems the College faced sometimes seemed intractable. Our deliberations were often enlivened (and enlightened) by critical exchanges, by expressions of differences of opinion that were not easily or quickly resolved. Preliminary drafts of the several parts of the Report were the subject of prolonged debates. Sections were revised ... and revised again, until consensus was achieved and our purposes and proposals were as clear as we could make them.

The implementation of new strategies will demand the best from faculty and students alike. To encourage these developments the College will need to devise systems of incentive and reward that will provide renewed emphases on the instructional and advising roles of faculty. The faculty, in its turn, will need to elaborate ways for engaging students more actively in the learning process.

We are agreed on the specific recommendations. We are one, as well, in our confidence that the College of Liberal Arts possesses the resources of intellect, disposition, and determination that will enable it to meet, in creative ways, the challenges of the 1980s.