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INTRODUCTION

General education at Bradley in the late 1960's and 1970's conformed closely to national norms in allowing students to choose freely from three traditional areas in Liberal Studies. With the exception of the all-university requirements in English and Speech, there has been little consistency or apparent rationale for college requirements. The Committee has not attempted to trace all of the history of the current general education requirements found in the six colleges of the University. It seems likely that each of the colleges has over the years developed its own requirements based upon a distribution of hours from the three curriculum divisions of the College of Liberal Arts and Sciences before the reorganization of 1978--Humanities and Fine Arts, Social Sciences, Mathematical and Natural Sciences. The state of general education at Bradley, based upon present group requirements, is in reality no more than a required elective system.

With the publication of the Harvard Report and several others, colleges and universities throughout the country have moved in the direction of establishing general education and core requirements that would provide students with a common educational experience regardless of major. Stimulated by the Harvard Report and drawing heavily from it, the College of Liberal Arts and Sciences in 1978-79 proposed a new general education requirement for that college based upon identifying a limited number of areas where students should be required to take courses. The areas identified in the Liberal Arts and Sciences Report were: (1) Literature, (2) Fine Arts, (3) Foreign Cultures, (4) Scientific Principles, (5) Institutions, Organizations and
Communities, (6) Self, Culture and Society, (7) Perspectives on Western Civilization, (8) Perspectives on Human Values, (9) Logical Reasoning, (10) Composition, (11) Fundamentals of Oral Communications, and (12) An Integrated Seminar. After this action by the College of Liberal Arts and Sciences, the Provost and Vice President for Academic Affairs on October 23, 1979, appointed this Committee. He requested that the Committee use the CLAS program as a "point of departure" to "review the state of general education at Bradley and across the nation" with the goal of developing a "program for our campus." In addition, in his charge to the Committee, the Provost and Vice President emphasized that the Committee should not represent college or departmental interests and that the Committee should attempt to fashion general education requirements keyed to the needs of students throughout the University.

The Committee began its work in the fall of 1979 by examining materials from a variety of institutions, reading commentaries on different general education programs, and reviewing reports from national associations of higher education. Its earliest discussions focused on whether we should continue the present open distribution requirements based upon loosely defined groups or adopt a general education requirement based upon a set of rigidly defined "core" (required) courses. The present group requirements were rejected for several reasons; it was noted, for example, that there is little sense of coherence or consistency in either the theory or practice of the current scheme of things. The possibility of moving toward core courses proved equally unappealing because students would have no choice, and because the Committee was convinced it would be impossible for
the University to agree upon one set of courses to accomplish broad educational objectives. From its earliest deliberations, therefore, the Committee was inclined to strike something of a balance between these two approaches.

From the beginning, Committee members received inquiries from throughout the University about the philosophical bases of our deliberations. Because it was seen as almost an impossible task for a dozen independent-minded persons to establish a priori a single philosophical premise upon which to construct general education requirements, we agreed to write position papers setting forth our individual principles.

The sense of those position papers is illustrated by excerpts from three sources (see Appendix A). As these excerpts indicate, the Committee from its inception had differences of opinion as to which elements would be desirable in a general education program. However, despite disagreements about specifics, the Committee early in its deliberations agreed that any new general education requirement should be based upon the principles of "liberal education." Therefore, fundamental assumptions about liberal education have provided the foundation upon which all of our recommendations are based. These fundamental assumptions include:

(1) A liberal education provides all students with the intellectual tools necessary to explore the best that civilization has produced.

(2) A liberal education provides the means for all students to exercise control over their lives through thoughtful responses to their political, social, cultural, technological, and natural environment.

(3) A liberal education emphasizes critical, historical, theoretical,
scientific, and aesthetic approaches to knowledge.

(4) A liberal education enhances the quality of life and fosters an appreciation of learning as a foundation for continuing inquiry.

(5) The purpose of a liberal education is to develop students, regardless of academic major or professional aspiration, who are able to understand and participate in society as responsible human beings.

The roots of liberal education are imbedded in the long history of higher education. As John Stuart Mill said in his inaugural address at St. Andrews in 1867, "Men are men before they are lawyers or physicians or manufacturers; and if you make them capable and sensible men they will make themselves capable and sensible lawyers and physicians." Despite the multi-faceted missions of Bradley University, the Committee believes that Bradley can produce, through a coherent and consistent system of liberal education, men and women who will be capable and sensible citizens regardless of career goals.

In fashioning our general education recommendations we have been aware of two recurrent criticisms. In a recent article on liberal education (Academe, October; 1980) Richard J. Burke points to the most prevalent weaknesses in attempts to establish general education requirements when he writes: "Instead of challenging each other to make our assumptions about education explicit and arguing about them, we immediately seek political compromises: 'We'll vote for your course if you'll vote for ours.'" Or as Hazard Adams in The Academic Tribes has written concerning curriculum development: "Debate over requirements deteriorates rapidly from the level of principle to that of expediency." The great strength of this Committee's
work has been that principles were observed from the beginning and expediency was minimized as much as possible.

Because the Committee concluded that a rigid "core" curriculum made up of required courses would not be appropriate for all colleges within the University, in the spring of 1980 we agreed to develop a modified distribution requirement—that is, major areas should be identified and a limited number of courses approved to meet educational objectives. The Committee felt that its work should be to develop the categories or major areas which are to be emphasized in general education requirements; the task of designating specific courses to meet those objectives should be left to an "implementation committee" once the categories have been approved by the Senate. After examining numerous models of modified distribution requirements, the Committee prepared a preliminary list of general education categories and divided into sub-committees assigned to examine each category in detail. The Committee produced an interim report on March 14, 1980, which was circulated to the faculty as a whole, and asked for written comments. In addition to soliciting written responses, we held an open meeting on May 7 at which three model programs (Harvard, Bradley CLAS, and University of Illinois) were compared and contrasted with the Committee's thinking at that time.

When the Committee reconvened in September, 1980, it spent considerable time analyzing the oral comments from the spring open hearing and the written communications to the Committee. The faculty concerns tended to center in three areas: 1) there was wide diversity of opinion on which modified distribution model was best and on whether some of the specified categories might
be appropriate; 2) some thought that not enough attention had been given to the development of core courses which would present the students with integrative or interdisciplinary approaches to learning; and 3) some faculty members expressed a desire that the Committee consider whether their respective disciplines could contribute to general studies. The General Education Committee responded to these concerns in the following ways:

1) Working through its sub-committees, the General Education Committee began to redefine, consolidate and in some cases eliminate categories that had been considered in the spring.

2) Although the Committee stood firm on the principle that we should not develop a truly core curriculum by establishing required courses, in response to the request for integrative or interdisciplinary studies, the Committee created one category—Western Civilization—which would provide for integration of some categories under consideration.

3) The Committee reaffirmed the principle that general education courses could be developed by departments and individual instructors from throughout the University. However, the espousal of this principle was not intended as an invitation for each department in the University to establish general education courses; the highly specialized nature of certain disciplines would cause some departments to be excluded from offering general education courses in their discipline. But individual instructors from those same departments could participate in interdisciplinary courses or team-taught efforts in general education, or they could develop courses which might satisfy general education criteria. In any case, the principle of "open access" for
faculty throughout the University has been preserved in the final Committee report.

In its deliberations during the fall, the Committee came to the position that certain categories included in the interim report last spring were not strictly applicable to general education, defined as a coherent and consistent system of liberal learning. Those required courses in English Composition, Speech, and Mathematics are most appropriately described as "basic skills." Hence, in the recommendations made below, basic skills have been separated from the recommendations concerning general education per se. In this final report, the Committee sets forth the basic skills that should be required of each student. These skills should be interpreted as a level of proficiency necessary for work at the baccalaureate level. An expanded program of testing must be devised to allow for the possibility for an incoming student to demonstrate an acceptable level of proficiency in each of the areas in basic skills.

In reaching its final recommendations, the Committee had to face one practical question. Because of constraints placed upon certain curricula by outside accrediting agencies, the number of hours which can be devoted to general education must necessarily be limited. Thus, the Committee is recommending only the minimum number of hours required for basic skills and general education. Because these are minimum hours, it is obvious that any college would be free to add additional requirements as college requirements to the hours suggested in this report.
RECOMMENDATIONS
of the General Education Committee as Amended and
Revised by the Senate Committee on Curriculum and Regulations

The recommendations of the University General Education Committee are in
three parts: I. Basic Skills II. General Education Requirements, and III.
Implementation Strategy — Recommended by the Committee on Curriculum and
Regulations.

I. BASIC SKILLS

Since it is increasingly difficult because of the diversity of students
now entering higher education to determine whether or not a given student has
developed sufficient basic skills in secondary school, the Committee recommends
that students be required to demonstrate competency in the basic skills enumer-
ated below either through successful completion of specified courses, by test-
ing, or other approved means. Courses fulfilling Basic Skills Requirements are
subject to the usual review and acceptance by the Implementation Committee.
Where students satisfy basic skills requirements by course work, courses
and semester hour requirements are as follows:

English Composition at the 100-level
and at the 300-level (6 S.H.)

Mathematics (3 S.H.)

Speech (3 S.H.)

Computer Usage (1 S.H.)

1. English Composition. The student must complete English 101 (or equiva-
   lent) and a 300-level composition course (or equivalent). While it is
   likely that most students will need to enroll in English 101 as freshmen,
students may test out of English 101 by a variety of means. They can
demonstrate proficiency at the 300-level only by passing a test devised
by the Department of English. No student may fulfill the 300-level
requirement by CLEP.
2. Mathematics. Every student who graduates from Bradley University must have demonstrated proficiency in Mathematics. While we recommend that the intellectual level be that of basic algebra (e.g., the current MTH 113), there may well be better, broader courses in Mathematics that could be created to meet the needs of our students. In its present form Mathematics 100 is not such a course. We recommend that the Implementation Committee working with the Department of Mathematics determine the appropriate courses at the proper level of proficiency. Many students who have taken 3-4 years of mathematics at the secondary school level should be able to demonstrate proficiency by examination.

3. Speech. The Committee recommends the retention of the present Speech requirement. It is also recommended that the Implementation Committee working with the Division of Speech Communication develop a new and appropriate means for students to demonstrate proficiency in meeting the basic Speech requirements. In addition to two hours in SPC 105, engineering majors may fulfill the third hour of the requirement through oral presentations in advanced engineering courses. The third hour equivalency will be developed in consultation with the Division of Speech Communication.

4. Computer Usage. Because of the increasing importance of computers in everyday life, we believe that every Bradley graduate should have had some experience in the use of computers. This requirement will be met by a variety of means. Some students will have had such experience in secondary school. We do not believe that a course specifically devoted
to computer usage is necessary to meet this requirement. The experience might be gained in any college—for example, completion of BMA 192 or GEO 318 might be an acceptable means for fulfilling this requirement. The purpose, in any case, will be to require all students to demonstrate a familiarity with computer usage. It should be noted that satisfactory completion of this requirement does not demand that a student earn any credit hours.

**II. GENERAL EDUCATION REQUIREMENTS**

<table>
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<tr>
<th>Course</th>
<th>Minimum Hours</th>
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<tr>
<td>Western Civilization</td>
<td>3 S.H.</td>
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<tr>
<td>Non-Western Civilizations</td>
<td>3 S.H.</td>
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<tr>
<td>Human Values</td>
<td>3 S.H.</td>
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<tr>
<td>Fine Arts</td>
<td>3 S.H.</td>
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<tr>
<td>Social Forces and Institutions</td>
<td>6 S.H.</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>6 S.H.</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>24 Semester Hours</strong></td>
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1. **Western Civilization—3 hours.** This core course was adopted in response to faculty requests for an element of integrated studies within the general education requirement. Originally, the Committee strongly favored a two-semester course, but because of considerations for total number of hours in general education, the one-semester course was finally agreed upon. Since faculty members from several departments have for several years been planning such an interdisciplinary course, the Committee has been able to develop the complete description below and also a model course syllabus which is attached as Appendix B.
THE EVOLUTION OF WESTERN CIVILIZATION

This core course will be designed to give a multidisciplinary picture of the development of civilization in the western world from classical antiquity through the twentieth century. It will demonstrate that movement from one historical period to another is not attributable to any one aspect of life, but is caused by a complex interaction of several factors. This approach will assume that each historical age has its own cosmology and basic beliefs, that these affect and are affected by various aspects of human existence, and that there is a close connection between the dominant beliefs of a people and the kind of civilization they create.

The central goal of this core course will be to examine typical characteristics of each major period of western civilization for the purpose of developing a better understanding of the present age and what it owes to the past. It will give students a larger sense of perspective, moderating the parochialism of time and space by reminding them that for centuries each generation has thought that it was the end and object of history.

Approximately equal emphasis will be placed on each of three major divisions of study: intellectual, socio-political, scientific-technological. Such a distribution serves several important functions: it assures the students that each of the divisions is of importance; it discourages the faculty from falling into the pattern of overemphasis upon one division or another; and, it presents the students with a comprehensible course organization.

Intellectual history, within this framework, includes the philosophy, political philosophy; social criticism, religious orientation, and cultural manifestations that shape the spirit of the age of a given period. Socio-political history provides basic historical chronology; it is the story of the rise and fall of civilizations, of wars and revolutions; it also gives a broad outline of the fundamental political, social and economic institutions of communities and states. The history of science and technology examines not only the discoveries that affected the world view of past generations, but also the applied technology that provided the material foundation for western civilization from the beginning of farming through the industrial revolution to the present.

This core course will be taught in a multidisciplinary manner. Interested faculty from several departments would have to cooperate in such a venture, but not merely as visiting lecturers on given days. To participate, they would be required to attend all the lectures, to lead student discussion groups covering all the areas of the course, and to attempt to achieve the goal of understanding the complexity of western civilization. This means they would have to discuss regularly as a team the objectives of each unit and how individual lectures would fit into the agreed scheme.

There are sound pedagogical as well as intellectual reasons for including this multidisciplinary core course in General Education. Such a demonstration
of the collective wisdom of disparate disciplines, brought to bear upon a common subject, shared by students and faculty alike, could serve as a reminder for all that university education ought to be a collegial experience. In this vein, one is mindful of C. P. Snow's warning that the intellectual life of Western society increasingly is being split into two polar groups: the literary intellectuals and the scientists. With goodwill and cooperation, this particular multidisciplinary core course may generate some progress toward better understanding and communication between the two cultures, at least on our campus.

The key criterion for inclusion of this core course in General Education is that it presents the Evolution of Western Civilization in a systematic, historical and multidisciplinary manner. With the view that such a course can serve as a broad introduction to more specialized offerings in the humanities and social science, as well as in the history of science and technology, some students may choose to enroll in it during the freshman or sophomore years. Others may see it as the logical culmination of more specialized offerings in a variety of disciplines, and hence may elect to enroll in this course during the junior or senior years.

Implementation: The Evolution of Western Civilization, as a special multidisciplinary core course on civilization, should have a course prefix of "CIY" so that enrollment in this team-taught course will be credited to the individual instructors, rather than accruing to any single department.

2. Non-Western Civilizations--3 hours. The goal of this category is to encourage students and faculty to look beyond the narrow confines of the predominant Western attitudes that have shaped American views of the world. Inherent in this category is the idea that an educated person needs an introduction to more than one culture. One of the important purposes of general education should be to dispel ignorance of, and indifference to, the outside world. This category will introduce students to the dynamics of Non-Western societies which comprise the overwhelming majority of the world's population.

This understanding of civilizations other than the Euro-American must be gained within an historical context through examination of the
economic, ideological, political, aesthetic, or intellectual dimensions inherent in every cultural system. Emphasis must be placed on Non-Western analyses and on Non-Western contributions to world-wide development. Such courses should develop an appreciation for other contemporary civilizations, should make clear the impact of cultural conditioning, and should clarify Eurocentric values in the process. Efforts should be made to develop some multidisciplinary courses in this area.

Courses may qualify for this category which deal with the following geographic regions: Africa, Asia, the Caribbean, Latin America, the Middle-East, and Russia.

The Implementation Committee should have little difficulty identifying courses for this category. The Academic Handbook, Fall, 1980, lists 22 courses which are exclusively Non-Western in character, and an additional 13 with substantial Non-Western contents. Not all such courses might be suitable for general education; however, the number of courses demonstrates faculty strengths in this vital category.

3. Human Values—3 hours. The common aim of courses in this category will be to introduce students to profound questions of values and choice that face humanity as individuals or groups. They will draw upon important traditions of thought and literary expression to help make students aware of the complexity of ethical arguments and value confrontations. Indeed, the key criterion for inclusion in this category will be that course offerings should deal with significant moral and ethical questions as addressed by the world's
most influential philosophers and authors. In the end, the overall purpose of instruction in Human Values will be to challenge students to think seriously about formulating systematic, reasoned and structured bases for their own values.

Courses in Human Values will place emphasis on Philosophical Analysis or Literary Analysis as follows:

Philosophical Analysis will provide a systematic analysis of religious or ethical systems. The main concern will be to raise universal value issues that transcend a specific time or place.

Literary Analysis will examine outstanding literary works which raise universal value issues. Although analysis may familiarize the student with how great literature emerges, the emphasis here will be on value issues.

4. Fine Arts--3 hours. The fine arts are instruments by which societies express their deepest feelings and ideas about themselves and the world. The various arts allow whole communities to discover and communicate certain levels of their own humanity which are otherwise unknowable or inexpressible. Major art forms such as music, visual and theatre arts make unique and distinct contributions to our experience. These forms of human expression can be understood best and enjoyed most when they are contacted directly and responded to with sensitivity and knowledge. Individuals without sensory and intellectual capabilities trained to
respond to our great artistic heritage are cut off from some of the highest and most concentrated expressions of the human spirit. For these reasons, among others, courses in the fine arts are indispensable in a well-conceived general education program.

The courses should concern themselves with concepts and special terminologies integral to the understanding of the type of art under study (e.g., music, visual or theatre arts). Closely connected to this indispensable task should be guidance and practice in the basic sensory skills necessary to discern and analyze the aesthetic forms that make up the art chosen for study. Certain carefully selected and representative works should be experienced and examined more or less in isolation. Thus, examples of major works from a variety of periods and cultures might be presented, including examples from our own century. Emphasis should be placed on how these works function as art, because the hallmark of truly great art resides in its power to transcend the time and circumstances of its own creation and speak to cultures and societies that are far removed in time and place. However, as far as possible in the time permitting, the courses should also treat the historical and artistic contexts and traditions that gave rise to the works studied.

In cases where some form of practice can be demonstrated to enhance significantly the student's understanding and appreciation, it should be incorporated into the courses when feasible. In the general education context, the practice of an art should not, however, take precedence over an intellectual analysis of the art form.
5. Social Forces and Institutions—6 hours. A strong emphasis upon the study of Social Forces and Institutions is necessary in general education for several reasons. To come to an understanding of economic, political, and social institutions and their impact on the individual is essential in shaping the ability of the educated person to function in the contemporary world. These are, after all, the very forces that have the most immediate impact on individuals in their daily concerns and pursuits as consumers, voters, citizens, and participants in community affairs. A secondary reason for placing emphasis on this category is the breadth that it encompasses and the large number of disciplines spread over all six colleges of the University that have a great deal to contribute to it.

The purpose of this category is to acquaint the students with the study and analysis of social forces, institutions, and organizations and the individual's interaction with them. The courses must draw upon a formal body of theory and empirical data to arrive at an understanding of contemporary society. These courses should familiarize students with some of the central approaches of the social and behavioral sciences and with the analyses of social forces, social issues, and social institutions.

The key criteria for course acceptance into this category will include a systematic presentation of some major social theories and approaches, an introduction to the empirical foundations of those theories, and the application of the theories to society or the individual. There should be a balance among these criteria so that the student will gain an appreciation of the relationships of the theories
and data to important issues in society.

In certain cases, introductory department courses may well serve the needs of this general education requirement. In other cases, courses will have to be specially designed or adapted for general education by individual departments or by faculty members from more than one department. Faculty members from various disciplines and colleges are strongly encouraged to cooperate in the development of a course or courses. Introductory courses that are a potpourri of what a department has to offer within the major program, or those emphasizing current policy issues without substantial use of formal theories or approaches, will not be eligible for inclusion.

6. **Science and Technology—6 hours.** A strong emphasis upon Science and Technology in general education is necessary in order to prepare students to live in the rapidly changing world. The requirement is not only utilitarian; science as a discipline is different in kind from most other academic disciplines, and exposure to the modes of thought and procedures of science should generate critical and systematic thinking that students can transfer to a number of other intellectual pursuits. Moreover, the social impact of scientific discoveries, when translated into technological forms (e.g., nuclear power stations, the neutron bomb, the computer, life-support systems), is of such far-reaching importance regarding our future life-styles that informed appreciation of the promise and threat of technology is considered an equally essential part of a general education in the late twentieth century.
It is recommended that two classifications of courses be offered in this category:

(1) **Fundamental Concepts in Science - 3 hours.** Courses for the Class 1 requirement will be directed towards the comprehension of the fundamentals of science and scientific methodology as disciplined modes of thought and procedure.

Courses currently offered by science departments at an introductory level may be acceptable for the requirement, but even these should be scrutinized to ensure that they are rigorous and fundamental enough for this requirement.

(2) **Science and Technology in the Contemporary World - 3 hours.**

Courses for this class will be directed towards developing an educated understanding of the implications of the application of scientific and technological principles in the contemporary world.

Few courses currently at Bradley will fulfill the Class 2 requirement.

The Committee offers as a model Chemistry 300, Chemistry and Civilization, which would meet the Class 2 requirement. There may be other courses currently in the catalog that could be acceptable. The science and engineering faculties should be challenged to develop new courses such as Science and Civilization or Man and Technology.

All students will be required to complete two courses in the category of Science and Technology, and at least one of them must be in Class 1, Fundamental Concepts in Science. Many majors (Engineering, Natural Sciences, Nursing, et al.) already require sufficient studies in Science and Technology to fulfill the 6-hour requirement. Non-science majors normally will take one course in each class.
Implementation Strategy
THE GENERAL EDUCATION SUBCOMMITTEE*
(Recommended by the Curriculum and Regulations Committee)

It is recommended that implementation be effected by a newly created standing subcommittee of Curriculum and Regulations to be called the General Education Subcommittee.

The General Education Subcommittee should be composed of dedicated faculty whose primary concern would be to examine and approve courses submitted to fulfill the goals of liberal learning for all Bradley students. Members of the Subcommittee should be selected for their commitment to the goals of general education rather than for their dedication to the interests of a particular college.

I. Structure.

a. The General Education Subcommittee shall consist of the Associate Dean of the College of Liberal Arts and Sciences, who shall serve as director, and who shall administer the General Education Program; nine faculty members who shall serve for three-year terms; and one student member who shall serve a one-year term.

b. Each year, according to a fixed rotation, two deans of the undergraduate colleges, after consulting with the chairmen or directors of their colleges, shall each forward to the Chairman of the University Senate the names of two nominees from among the full-time faculty of the University for membership on the Subcommittee.

c. The Executive Committee of the University Senate will select two names from those nominated by the deans and will submit these names to the full membership of the University Senate for confirmation as members of the Subcommittee.

d. Each year, the Provost and Vice President for Academic Affairs will.

* See page 22 for procedures for initial constitution of Faculty Membership.
appoint one member to the Subcommittee from among the full-time faculty of the University, and submit that person's name to the full membership of the University Senate for confirmation.

e. Each year, the Student Senate will appoint one student for membership on the Subcommittee and submit that person's name to the full membership of the University Senate for confirmation.

f. Vacancies on the Subcommittee may be filled by ad hoc appointment by the person or body who forwarded the name for Senate confirmation. The appointment shall be for the remainder of the vacated term and shall be subject to confirmation by the full membership of the University Senate.

II. Function.

a. The General Education Subcommittee shall evaluate all course proposals according to the letter and spirit of the concepts and guidelines contained in the General Education Program Statement and forward its recommendations to the Committee on Curriculum and Regulations for action.

b. In addition to evaluating courses proposed to it, the Subcommittee may urge upon faculty or departments the need for courses in certain areas.

c. The Subcommittee, in consultation with the appropriate departments or divisions, shall determine the levels of proficiency in basic skills, and whether departments or divisions offering courses in basic skills have adequate testing procedures to measure proficiency.

d. The Subcommittee shall establish policies for transfer credit for basic skills and the general education requirements.
e. The Subcommittee shall develop a schedule for periodic review of all courses that have been accepted for general education.

f. The Subcommittee shall publish its specific operating procedures and norms of evaluation for the guidance of the faculty and administration.

III. The General Education Subcommittee shall be a Standing Subcommittee of the Committee on Curriculum and Regulations.

IV. Four years after the initiation of the General Education Program, the General Education Subcommittee will review and report on its operations to the Committee on Curriculum and Regulations, which will in turn forward the report to the University Senate.
Procedures for Initial Constitution of Faculty Membership of the General Education Subcommittee:

1. After consulting with the chairmen or directors of their colleges, each of the six deans of the undergraduate colleges will forward to the Chairman of the University Senate the names of two nominees from among the full-time faculty of the University for membership on the General Education Subcommittee.*

2. The Executive Committee of the University Senate will select six names from those nominated by the deans and submit those names to the full membership of the University Senate for confirmation as members of the Subcommittee.

3. The Provost and Vice President for Academic Affairs will appoint three members to the Subcommittee from among the full-time faculty of the University, and submit those names to the full membership of the University Senate for confirmation.

4. The Provost and Vice President for Academic Affairs, after nine faculty members have been confirmed by the University Senate, shall determine by lot that three of the nine members shall be appointed to two-year terms, three to three-year terms, and three to four-year terms. After two years, selection of members to fill expired terms shall proceed according to the procedures outlined in Section I ("Structure") of the General Education Subcommittee Statement.

*In the event that at least eight separate names are not submitted, the deans will be so notified and, after further consultation with their chairmen or directors, allowed to change their nominations.
CONCLUSION

The Committee recognizes that a formidable task lies ahead in implementing its proposals. Currently many students fulfill general education requirements by taking introductory courses designed for specific majors. Introductory courses, however, often tend to be too narrow and exclusively concerned with disciplinary methodologies. In the opinion of this Committee, the primary goal of the general education courses should be to describe and define basic principles and concepts in the fields under study and focus on what these areas of knowledge contribute to our understanding of ourselves and the world. If the principle is accepted that few introductory courses to the major would be approved for general education, the faculty will be challenged to devise courses keyed to the needs of liberal learning. Thus, the Committee hopes that one of the main effects of this report will be to encourage faculty throughout the University to develop new courses. The success of the General Education program depends on faculty initiative. The fact that faculty from throughout the University can develop courses for general education should increase the involvement of faculty in this most important enterprise.

Curricular change always creates tensions and controversies. However, we feel that by proposing a modified distribution requirement the intellectual tension and scholarly controversy created will ultimately result in a curriculum which will provide quality general education for the future Bradley graduate.

The University General Education Committee feels that the proposals contained in this report have properly addressed the needs of students for the
1980's. We have acknowledged that our report will end the present system of filling the general education requirements by means of unlimited student choice from loosely, and at times inaccurately, defined group requirements. However, the modified distribution requirement presently proposed will provide students with sufficient free choice. With the exception of the single core course in Western Civilization, a variety of courses may be adopted to fulfill the other requirements listed. The Committee believes that the proposed requirements will allow Bradley students and their academic advisers sufficient freedom to structure the individual student's general education requirements in such a way as to complement the student's major.

There are sound intellectual as well as administrative advantages in adopting a system that adds coherence and consistency to the process of choice in general education requirements. For the student, there will exist a set of requirements that apply regardless of changes in major; the beneficial implications of such a situation for the growing number of students in the Academic Exploration Program, for example, ought to be obvious.

Finally, there is a sentiment that, in spite of the diversity that exists in a university such as Bradley, the constituent Colleges ought to be able to identify and commit themselves to some common pursuits. Indeed, to be unable to find any coherent commonality raises the question of whether or not there is in existence a true university.
UNIVERSITY GENERAL EDUCATION COMMITTEE

Patrick Ballegarde-Smith (International Studies)
Peter Z. Bulkeley (College of Engineering and Technology) *
Pamela S. Ford (Speech and Hearing Sciences)
Max H. Kele (College of Liberal Arts and Sciences)
Kenneth E. Kolb (Chemistry)
E. Neville Pickering (Electrical Engineering & Engineering Technology)
Elmo E. Roach (History)
Joan L. Sattler (Special Education)
Paul S. Sawyer (English and Foreign Languages)
Brian Svenkeson (student - Business) **
Kevin M. Teeven (Business Management and Administration) ***
Walter E. Thompson (Art)

* Departed the University, September 5, 1980
** On Accounting Internship, Spring 1981
*** On Sabbatical Leave, Spring 1981
APPENDIX A

Perspectives from the Committee's position papers can be illustrated by excerpts from three sources:

I. Several of the Committee members supported the College of Liberal Arts and Sciences proposal, though there was great disagreement as to whether all of the categories (listed on page 1-2 of text) were appropriate. Nonetheless, these Committee members supported the goals of the CLAS Report, which would have all students:

- read and think critically in order to select and analyze significant elements of human knowledge;
- gain the capacity to synthesize and to theorize in order to comprehend more fully the basic unity of knowledge;
- understand diverse methodological approaches to knowledge;
- further develop moral, ethical and aesthetic values;
- write and speak clearly and effectively;
- acquire an understanding of other cultures and the inter-relationship between them;
- understand the complexities of the individual, of institutions, and of society; and
- gain knowledge and understanding of the universe.

II. One Committee member, though strongly committed to the present decentralized system of college determination of general education requirements, stated his goals as follows:

First, a student must be able to clearly articulate his or her thoughts in oral and written form. Thus several courses in composition and a course in speech should be required. Additional "skills" which the student should have competence in are mathematics and a foreign language.

Second, a student should be conversant with the literature and arts of his or her culture.
Third, a student should be able historically to explain aspects of the present day world. The student should be exposed to a historical perspective on the process of human history.

Fourth, a student should understand the methodology of the social, physical and biological sciences.

Fifth, the student should be exposed to other cultures, both Western and Non-Western. The average American is more provincial than the average citizen of any country in the modern, industrial world. A global view of events needs to be provided to the student.

Finally, a student should be exposed to moral considerations through philosophical analysis.

III. Another Committee member proposed:

(1) English Composition—(purely skill course). In addition, all other courses should have a defined writing component graded separately for substance and for writing style—the latter by an expert in English.

(2) Oral communication: Present speech requirement.

(3) Mathematics—(purely skill course). Simple algebra: translation of simple word problems into symbols and algebraic solution; Graphs: conceptual understanding of differentiation (derivative) and integration (integral) through graphing of functions. Pre-requisite for certain subjects.

(4) Computer Science (CMS 103). Many disciplines will require this, or its equivalent, as a matter of course. It seems to me that all students should have some exposure to the computer in view of the increasingly dominant role the computer will play in any future society.

(5) Individual Man. These two courses should address the question "What do I have in common with all now living and all who have lived before me"? The Harvard Report Pt. 1,(1), Literature: "how great authors have contrived distinctive statements about timeless and universal aspects of human experience," would fit under this heading. Plays, poetry and novels, from classical times to the present, might form one course. A second course might start from the certainty of death and consider how different civilizations have coped with this and what individual thinkers have had to say about it and what moral resources we have for facing our mortality.
(6) Aesthetic Man. These courses should be designed to develop a taste for beauty that cannot be put into words. They should not be survey courses. The kind of courses described in the Harvard Report Pt. 1,(1), b,(1) Fine Arts and (2) Music would fit this heading.

(7) Organized Man. To rise above brute existence man has had to organize into groups. The two courses here might cover:

1) Historical study of the growth of groups from family/tribe to nation state. Economic, political and technological forces involved in the growth and decline of a particular civilization/empire. Forces leading to development of a modern group (e.g., European Common Market, EEC).

2) The impact of the group on the individual. This course might be of the nature of those described in the Harvard Report Pt. 1,(3), II, Philosophical Analysis where students "are to learn that it is possible to think systematically about such issues as justice, obligation, personal responsibility, citizenship, friendship."

(8) Scientific Man. Exposure to the ways of thought of different science-based disciplines, specifically:

1) Physical Science with laboratory (4) (Chemistry or Physics)

2) Biological or Earth Science (3) (Biology or Geology)

3) Social Science (3) (Anthropology, Economics, Political Science, Psychology, Sociology)

(9) Technological Man. Regrettably, the inclusion of this non-optimal course probably needs some justification. Technology is a ten-letter word, although it would seem to be classified otherwise in the context of modern liberal studies. The object of the proposed course is to develop in students some appreciation of man's technological genius by study in detail of one facet of this genius. Cheap and abundant energy is the foundation on which the industrial state has grown. Hence no topic would be more fitting for this course than a study of energy: what it is in a scientific sense, how it has been harnessed through the ages, how its use blossomed in the steam-age and came to flower in the late 20th century, with consideration at each stage of the attendant economic, political and social progress.

This Committee member came to the conclusion that his "proposed core curriculum turns out to be remarkably in tune with a condensed
Harvard core curriculum (as is the CLAS general education requirements proposal). This is presumably no accident but rather an indication that all roads lead to Rome!"
APPENDIX B

THE EVOLUTION OF WESTERN CIVILIZATION

Sample Lectures:

M What is civilization?
W The Spirit of the Age: Greek vs. Roman
F Greece and Rome: Basic Political History
M Economic Foundations of the Ancient World
W Daily Life in the Ancient World
F Discussion
M Greek Science and Roman Technology
W The Spirit of the Age: The Middle Ages
F Discussion
M Feudalism: The Medieval Political, Social and Economic System
W The Cathedral: A Symbol of Medieval Politics, Society and Technology
F The Castle: A Symbol of Medieval Politics, Society and Technology
M Daily Life in Manor and Town
W Review
F Exam
M The Spirit of the Age: The Renaissance
W Machiavelli: The Secularization of Politics and Thought
F Michelangelo: Symbol of Renaissance Thought and Culture
M The Medici: Renaissance Economic Development
W The Scientific Revolution
F Discussion
M The Spirit of the Age: The Enlightenment
W Newton and Locke: Symbols of an Age
F Discussion
M Neoclassicism: Culture and Society
W The Rise of the Nation State
F The American Revolution
M The French Revolution
W Review
F Exam
M The Industrial Revolution: Spirit of an Age
W Technological and Scientific Basis of the New Cosmology
F Romantic Reaction: Culture and Society in the 19th Century
M Intellectual Trends: Conservatism, Liberalism, Nationalism
W Intellectual Trends: Socialism, Fascism
F Discussion
M Daily Life in the Industrial Age
W Imperialism and the World Wars
F Discussion
M The Spirit of the Age in the 20th Century
W Einstein and Freud: Symbols of an Age
F 20th Century Art: Culture and Relativity
M 20th Century Economic Trends
W Intellectual Trends to the Present
F Review

FINAL EXAM