

MINUTES OF THE UNIVERSITY SENATE, FEBRUARY 3, 1986

The University Senate met in a special session at 3:05 p.m., Monday, February 3, 1986, in room 116 of the Thomas Hunt Morgan Building.

Bradley C. Canon, Chairman of the Senate Council, presided.

Members absent: Curtis W. Absher, Ronald Atwood*, Charles E. Barnhart, Raymond F. Betts, Dibaker Bhattacharyya*, Peter P. Bosomworth, D. Allan Butterfield, Charles W. Byers*, John Cain, I. K. Chew, Emmett Costich*, George F. Crewe*, Robert Dennis, Herbert N. Drennen, Anthony Eardley, Donald G. Ely, Gerald Ferretti, Wilbur W. Frye*, Richard W. Furst, Willburt Ham*, S. Zafar Hasan*, Leonard E. Heller, Raymond R. Hornback, Susan Johnson, James R. Lang, Robin Lawson, Robert G. Lawson, Donald Leigh*, Edgar D. Maddox, Paul Mandelstam*, Kenneth E. Marino, Sally S. Mattingly*, John Menkhaus*, Peggy Meszaros, H. Brinton Milward, Mark Moore, Robert C. Noble*, Todd Osborne, Merrill W. Packer, Bobby C. Pass, Robin D. Powell, Madhira D. Ram*, G. Kendall Rice, Thomas C. Robinson, Wimberly C. Royster, Edgar L. Sagan, Karyl N. Shaw*, Timothy Sineath, Otis A. Singletary*, Carol B. Stelling*, Laura Stivers*, Kenneth R. Thompson, Kellie Towles*, Enid S. Waldhart*, Jesse Weil, Peter Winograd

The Minutes of the meeting of December 9, 1985, were approved as circulated.

Chairman Canon made the following announcements:

"First, I want to remind you of the Rally for Higher Education at the Civic Center Auditorium in Frankfort this Wednesday. You have probably gotten several notices so I will not reiterate the details. Second, the Senate will meet again a week from today for our regular February meeting. We have a number of agenda items for the February meeting that need to be considered.

We have only one item on the agenda today, the revision of the General Studies Curriculum, which is proposed by the Swift Committee that has worked three years on this revision. I fervently hope that we can finish this today, and I suspect all of you feel the same way. We disposed of about half of the amendments at the December meeting, and I hope we can finish the other half today. I want to apologize that all of the amendments are not in one package. If you have the circulations of November 4, November 25, and January 3 you should have everything you need to follow what is going on at the meeting.

The same rules that governed the December meeting will be in effect for this meeting. First, for convenience in counting votes the Senate Council asks that voting members of the Senate to please sit in the center section and non-voting members and visi-

tors to sit in the side sections. We voted in November that no new substantive amendments may be offered to the package at this time. Amendments to the amendments under consideration may be offered. Each amendment will be debated only fifteen minutes. Motion to extend debate will require a two-thirds vote. The proposer of an amendment will be recognized first and also for a final rebuttal. All speakers will be limited to two and one-half minutes. Secretary of the Senate, Dr. Dahl, will keep time. No speaker other than the proposer will be recognized twice, unless there are no others that wish to speak. If an unfriendly amendment is proposed to an amendment, it can be debated for an additional five minutes.

After all the amendments have been disposed, the entire package can be opened to debate. There is no time limit on this, but a person can speak only once. Professor Swift and other members of the committee are here to answer questions. Let me remind you that even if the package is approved today, the Senate will not be entirely through with the General Studies issue. Today we are considering only the substantive outline of the General Studies Curriculum. The Senate Council has assured the Senate that a specific proposal for the implementation of course selection procedures and administration will be presented to the Senate later in the spring. The Senate Council will start work on this immediately if the Swift Committee Report is adopted. The Senate Council welcomes any suggestions or ideas you have.

The first order of business today is going to relate to the statistics and logic revision. As you know, two versions of this option were circulated. The Senate Council wishes to withdraw its version, labeled version I, in favor of Senator Constance Wood's version, labeled version II, and Senator Lisa Barclay upon whose proposal the Senate Council's version I was originally modeled has agreed to this withdrawal."

The Chair recognized Professor Robert Hemenway of the English Department who spoke for the Senate Council in the absence of Chairman-Elect Wilbur Frye. He explained the Council's withdrawal of Version I. He said that when the Swift Committee made its original report, the wording was "Option I, Calculus, or Option II, Philosophy 120 plus Statistics 200." In subsequent discussions between the Council and the Swift Committee, it was realized that the original wording was not in keeping with the Swift Committee's general policy of not specifying particular courses at this time. As a result, the Senate Council changed Option II to the language now designated as Version I. After it was circulated, Professor Constance Wood argued that this language was not fully

in keeping with the goals of the Swift Committee, namely to provide an introductory statistics course. She proposed

Version II in which the requirement would read as follows: "Completion of a course in logic plus a course in statistics with a goal to help students reach an understanding of the modes of reasoning in statistics and the uses and misuses of statistics in everyday life and to acquire the ability to deal critically with numerical arguments rather than to gain the knowledge of specific methodological procedures." Professor Hemenway said, "Version II is what the Senate Council asks your unanimous permission and consent to submit as the actual wording of the General Education Proposal."

The Chairman asked if there was any objection to Version II. Professor Tom Olshewsky asked if the proposal was amendable. He said many studies came under the rubric of logic. His presumption was that was what the Swift Committee had in mind by listing 120 as a feature of the formal requirement of the proposal. He objected to Version II becoming a way to fulfill the requirement. Professor Hemenway said the committee's assumption was that the Senate would have a chance to respond to any inappropriate courses at the moment specific courses were proposed to be implemented in the general studies requirements. He said all that was being done now was asking the Senate to agree with what was stated in the proposal as a general guideline for the implementation committee as they go about considering courses that departments might propose to satisfy the calculus/logic/statistics requirement. Professor Olshewsky said that the revision provided no guidelines for what went in the slot under logic but felt it provided guidelines for what goes in the slot under statistics. His question to the chair was, "If we do unanimously accept the substitution, will it then be open to amendment?" The Chair ruled negatively, because the wording, in so far as completion of a course in logic, is the same in either version. After further discussion, the Chair held that a "friendly" amendment could be offered, that is one which clarified a common understanding and drew no objection. Professor Olshewsky then proposed a friendly amendment to change the phraseology in either version to "formal logic."

The Chair then asked if there were any objections to the withdrawal of the Senate Council's version of the Logic and Statistics option and the substitution of Senator Wood's version. No senator objected so Senator Wood's version was incorporated as part of the Committee's report.

The Chair said the Senate had received communication from the sponsors of Amendment 8 withdrawing the amendment. Professor Patrick McNamara, College of Pharmacy, read the following statement regarding the reason for withdrawing the amendment:

"The Department of Communication interprets the oral communication requirement as currently worded in the General Studies package (i.e. requiring a 'course or series of courses in oral communication skills') as meaning that students may complete this requirement either through a specific course in Communication or through completion of a series of courses embodying foci on communication competencies that meet the same objectives as parallel courses meeting the requirement in our Department."

The Chair said the statement was read for the record so that the intention would be understood when it came time for the actual choice of courses to be made.

Amendment #13 by Loys Mather was considered first and states: "Each student must take 12 hours of courses which deal with non-North American cultures. These courses may be from one or more of the humanistic disciplines excluding English (e.g. History, Foreign Languages, Art History, Music). A student may by-pass 9 hours of this requirement by completing two years of a foreign language in high school. At least 3 hours of this requirement must be taken in a course which deals primarily with the Third World or with a non-Western civilization." There was no objection to considering the amendment out of order and it was seconded. Professor Mather said the intention of the amendment was to allow a student who came to UK without having a foreign language to satisfy that cultural requirement not only with a foreign language experience but with another cultural approach such as a history or anthropology course.

Professor John Rea said to equate a foreign language with studies of culture as being exactly the same thing is incorrect. His second objection was that the amendment would make language optional, and the Senate had already voted to require a language. He was strongly against the amendment. Professor Louis Swift felt the confusion was between the two areas of the cultural dimension of the General Studies Program and the foreign language requirement. He emphasized that the crosscultural requirement is ideally non-Western. He cautioned the Senate against confusing the two issues. Professor Hemenway said foreign languages were something other than a cultural experience. He said there was a kind of introduction of certain cognitive possibilities to students that come with foreign languages which are valuable.

In rebuttal Professor Mather said the original proposal was that if a student did not have two years of a foreign language he/she would take six hours of a foreign language at UK. The thrust of the Mather amendment was to have some nonlanguage options. The Chairman said the amendment would by implication make the language requirements that were adopted by the Senate optional, but it would put the twelve hour requirement rather than a three-hour requirement in the crosscultural section. The Mather Amendment failed in a voice vote.

Professor Michael Tearney presented Amendment #9. Professor Tearney said the thrust of the amendment is that the social science requirement is out of line with the requirement for the humanities and the natural sciences which state that a six hour, two-course sequence would fulfill those requirements whereas in social science it specifically precludes the six-hour sequence in one discipline. He did not feel that the social sciences should be treated differently. Professor Jesse Harris spoke in opposition, arguing that the intellectual approaches to gaining and analyzing knowledge were more diverse in the social sciences than they were in either the humanities or the natural sciences and that is why the committee believed that students should be exposed to at least two social sciences. Professor William Adams reiterated Professor Harris's rationale, adding that the purpose of General Studies was to enhance a broad exposure to educational approaches.

Professor Tearney in rebuttal said he felt in some social sciences, particularly economics, the approaches were quite different in the two introductory courses and that, moreover, a six hour sequence in a particular social science was often necessary if the experience was to be of any use to the student. The amendment failed in a hand count of 18 for, 41 against.

Amendment #10 by Professors Stanhope and McNamara would add Behavioral Sciences to the list of departments included in the social sciences listing. Professor Harris said that people who proposed amendments should explore them. He said the Acting Chair of Behavioral Science did not know about the amendment. He did not feel there was a need for the amendment. Professor James Applegate said several departments had discussed with the Swift Committee the social science requirement and his understanding was the listing was only "for example" and that there was no intent to limit departments who wanted to participate in the social science area. Professor Swift said that was correct and the committee's concern was not whether a course came from a particular department but about the approval the committee gave. In a voice vote the amendment failed unanimously.

Amendment #11 in the Stanhope/McNamara package was a motion to allow humanities courses developed for students in specific programs to fulfill the humanities requirements. Professor Patrick McNamara said that he and Professor Stanhope feel there are several courses which fit the general purpose of the requirement and while those courses deal with specific subject matter that are developed for specific programs, they should be able to fulfill the humanities requirements. There was no discussion and the amendment failed on a voice vote.

Amendment #12 in the Stanhope/McNamara package would effect the cross-disciplinary requirements and it would permit the Academic Councils for each sector to determine which courses would fit the cross-disciplinary requirements. Professor William Lubawy said there had been some discussion concerning the difference between a discipline and a department. He said in the Medical Center virtually all curricula were interrelated. He said there were individuals who felt perhaps the Academic Council of the Medical Center might be better able to make the decision concerning appropriateness of cross-disciplinary requirements in their particular area. Professor Rea felt the amendment removed authority from the General Studies Committee, and he thought it should determine what courses were appropriate for fulfilling all requirements of the new General Studies Plan. Professor Martin McMahon did not think there was anything to preclude the General Studies Committee from taking into account input from the Academic Council of the Medical Center. He felt the point of the General Studies requirements was to try to expand horizons and to facilitate students to go outside their disciplines for a course. Professor Swift for clarification pointed out that the Senators should recognize that the cross-disciplinary requirements needed to be general studies courses. Professor Lubawy encouraged the Senators not to think of a discipline as a department because that did not hold true in the Medical School. Amendment #12 which would permit the Sector Councils to determine the acceptance of crossdiscipline failed in a voice vote.

Amendment #14 introduced by Professor Loys Mather would remove "or exclusively" from criterion (2), Appendix C, page 15 of the Swift Report. The amendment was seconded. Professor Mather said the criteria as listed on page 15 of the Swift Report was very good, but he felt the word "exclusively" was

stronger than was needed. Professor Hemenway said it was a good amendment and that the Senate should support it. Professor Swift also supported the amendment.

The amendment passed and reads as follows:

"...courses should be devoted largely to the study of culture, rather than of politics, economics, or historical events....."

Amendment #15 was also introduced by Professor Mather which would impose a "sunset clause" on cross-disciplinary and cross-cultural courses. The amendment was seconded. Professor Mather felt that what the Swift Committee has done is adding a tremendous dimension to the undergraduate program. He said if the General Studies Committee did not force itself to look at some of the courses that were approved to go into the cross-disciplinary and cross-cultural category they could find out later that the program had gone stagnant. Professor Rea agreed with this and wondered why it had to be limited to courses in those particular areas. He suggested that the committee be a "watch dog" to make certain that any course in the proposal has not changed its nature and departed from the general studies requirements. He moved to amend the amendment to read that all courses included in the General Studies Curriculum be subject to periodic review. The motion was seconded. The chair ruled that the amendment was germane to Amendment #15 and allowed five minutes debate on it.

Senator Lisa Barclay felt the spirit of the amendment was very reasonable but pointed out that there might be a logistical problem of reviewing all or nearly all courses every six years and that courses should not be removed from the curriculum automatically if review was not feasible. Senator John Just made the same point. After some discussion, it was agreed that the wording of the Rea amendment was as follows:

"Courses selected for the General Studies Curriculum once approved shall be subject to review as to the suitability of their continued inclusion at least once every six years."

The amendment to the amendment passed unanimously. Professor Lester Goldstein did not see the original amendment as a "sunset clause," because there was no mention that the course would be automatically eliminated. According to Professor Mather the intent of the amendment was that courses would be reviewed not eliminated. Professor McMahon suggested for clarification that a course may be removed every six years upon review and if nothing is done, the course continues. Professor Mather accepted the suggestion to re-review every course every six years. The Mather Amendment passed unanimously on a voice vote.

The last amendment was #16 introduced by Professor Hans Gesund which was circulated January 3. The amendment was seconded. Professor Gesund said the amendment was practical because no Program Director should have the power to direct a program, department or faculty to do something but felt it was the power that a Chancellor may or may not have. He wanted to delete "and even require" from the rationale accompanying Section IV (the cross-disciplinary courses), so it would read:

".....that the director have the necessary authority and ability to encourage the initiation and development of the...."

Professor Bill Lyons felt the cross-disciplinary courses were a crucial element in the revision of the General Studies Curriculum and that it will necessarily require interdepartmental effort which may in a few situations call for outside direction or coordination. He agreed that the Program Director probably should not have the sole power to require departmental action and offered the following substitute amendment for the Gesund amendment:

Professor Lyons' substitute amendment follows:

"...and, [subject to the approval of the appropriate Vice-Chancellor for Academic Affairs,] even require departments or other academic units to develop or continue offering courses that will fulfill the "cross-disciplinary requirement."

Senator Gesund objected that the special rules adopted for debate on the General Studies Curriculum allowed amendments to amendments, but said nothing about substitute amendments. The Chair, after consultation with the Parliamentarian, ruled that a substitute motion in this situation was in effect an amendment to the amendment and accepted the motion. The Chair ruled further, after consultation with the Parliamentarian, that there would have to be two votes. The first would be on whether to approve the motion to substitute. If that passed, the substitute motion becomes the only one involved, and the second vote would be upon adopting or defeating the substitute motion. Professor Gesund felt the problem with the substitute amendment was that the Vice Chancellor for Academic Affairs had no control over the Medical Center. Professor Mark Leopold pointed out there were two Vice Chancellors for Academic Affairs and moved to insert the word "appropriate" before the words Vice-Chancellor. Professor Lyons accepted this as a friendly amendment. Motion to consider the substitute amendment passed on a voice vote.

Professor Gesund proposed an amendment to the amendment to substitute the Senate Council for the Vice Chancellors. The Chair said the Senate Council was not an administrative body and was not sure it alone could force anyone to do anything. Professor Gesund felt the faculty should not give up its prerogative to make academic policy or to make requirements for the faculty to the administrators. Professor Gesund's amendment was seconded. Professor Lyons did not feel his amendment stripped the faculty of any decisions regarding content or academic questions regarding any courses. The Gesund amendment that would substitute the Senate Council for the appropriate Vice Chancellors for Academic Affairs failed on a voice vote.

Professor Just spoke against the whole substitute amendment because he felt it would be very difficult for the Chancellors to administer and to require that a program or department faculty to initiate or develop courses. Professor Gesund said if the amendment were defeated the Director retains the power to do the "forcing" and he would rather have the Vice Chancellor. The amendment to insert [subject to the approval of the appropriate Vice-Chancellor for Academic Affairs] into the paragraph after the word "require" passed on a voice vote.

With all amendments disposed of, the Chair said the Swift Committee Report as a whole was now open to debate. No Senator wished to speak, so the Chair called for a voice vote on the adoption of the Swift Committee Report as amended. It passed unanimously and the Senate spontaneously gave itself a round of applause.

Professor Hemenway, on behalf of the Senate Council, wanted to stress his personal feelings and those of the Senate Council to Professor Lou Swift who always saw the "light at the end of the tunnel" and kept the committee moving in the right direction and deserved formal recognition. Professor Swift was applauded enthusiastically.

The meeting adjourned at 4:25 p.m.

Randall W. Dahl
Secretary, University Senate

The Swift Committee Report on the General Studies Requirements as amended is attached.

Presented to University Senate April, 1985
 Adopted with amendments by Senate
 February 3, 1986.

COMMITTEE ON GENERAL EDUCATION
 UNIVERSITY OF KENTUCKY
 FINAL REPORT

The Committee on General Education was jointly appointed by the Chancellor of the Lexington Campus and the Senate Council in September 1982. It was charged with responsibility "for reviewing our current General Studies Program and, after study of current national trends and institutional opportunities and constraints, recommending modifications and improvements in the content and delivery of general education at the University of Kentucky." As indicated in the progress report issued by the Committee's initial chairman, Professor John Stephenson (University Senate Minutes, April 6, 1984), a considerable amount of time was spent in the first two years studying national trends and assessing the present state of general education at the University of Kentucky through interviews with deans and chairmen and through public hearings open to the entire academic community.

The process of re-examining general education at this institution is part of a nationwide trend in which we are neither pioneers nor the last in line. Indeed, within the last six months no less than three major reports have been issued on the current status of higher education in this country.* All of these reports are critical of recent developments in undergraduate instruction but not all make the same diagnosis of the problem, nor do they all prescribe the same cure. One argues for a stronger focus on traditional content or subject matter; another suggests that more attention be given to the "methods and processes, modes of access to understanding, and judgment that should inform all study." What is obvious to everyone is that no one curriculum, however wisely and imaginatively structured, is appropriate for all institutions. Differences in student body, faculty, institutional resources, and institutional missions necessarily affect the type of program that is most desirable, and the Committee has attempted to keep such factors in mind.

Professor Stephenson's progress report outlined some assumptions and concerns which preoccupied the Committee in its deliberations. It seems superfluous to repeat all of them here, but it might not be out of place to list those which loomed rather large as we developed specific recommendations for changes in the general education program at the University of Kentucky.

*"Involvement in Learning: Realizing the Potential of American Higher Education" by the study Group on Conditions in Higher Education, (The Chronicle of Higher Education, October 24, 1984, 35-49); "To Reclaim a Legacy" by W. C. Bennett (Chronicle, November 28, 1984, 16-21); "Integrity in the College Curriculum; A Report to the Academic Community" by the Association of American Colleges (Chronicle, February 13, 1985, 12-30).

These concerns were fairly widespread both among Committee members and among faculty, students and administrators who took part in the hearings and interviews. They include the following:

1. The need for greater coherence in the General Education Program. The present system of allowing individuals to choose five out of eight areas and to select a wide variety of courses in each discipline says little to students about the connected character of human knowledge and provides little insight into what kinds of knowledge an educated person ought to have. Under such conditions the rationale for course selection becomes a matter of personal bent or is dictated by the requirements of one's major department. The Committee believes that although students should not be committed to a lock-step education, there are certain skills and certain educational experiences which are appropriate for all undergraduates.
2. The need for deepening all students' awareness both of their own cultural heritage and of non-western traditions. The shortcomings of our present general education program in this area were a frequent subject of criticism in our hearings and interviews, and many other institutions of higher learning are struggling with similar problems. The Committee feels strongly that the study of Western civilization should have a central place in the undergraduate curriculum for all undergraduates. It also seems clear that, amid the growing interdependence of nations and cultures, all students should be aware that the western way of structuring reality or manipulating symbolic forms is not the only way. Some experience with non-western traditions or with traditions that include non-western perspectives is a necessity.
3. The need for integrative thinking across disciplinary lines. For very solid academic reasons, individual disciplines have traditionally been a most effective and efficient mechanism for developing and transmitting knowledge. The Committee feels that blurring disciplinary lines in all areas of instruction is neither possible nor educationally desirable. At the same time, however, we believe that much benefit would accrue to students and faculty alike from seeing that these divisions of knowledge are the product of human invention and that what is learned in and through the disciplines is necessarily limited in scope. Much is to be gained by paying attention to the interconnections of human knowledge and to the ways in which one area of knowledge impinges on another.
4. The need for ongoing development of writing skills. The nature of the problem here has been discussed at length on this campus, and the recent decision of the University Senate to strengthen the University writing requirement is one important step in alleviating the difficulty. However, if our students are to continue to mature intellectually, writing must be integrated into the learning process. For this reason we believe that all general education courses should include a writing component.

5. The need for placing a high value on general education within university priorities. The conflicting demands of career education and general education are well known. However, even in practical terms general education is an extremely valuable component of the students' undergraduate experience. In the rapidly changing world of work, specific training for a career or a profession quickly loses its usefulness, and the skills needed to meet new challenges (e.g. reasoning, writing, speaking) are precisely the ones promoted by the general education program. More importantly, if the University is to be faithful to its stated aim of producing "men and women of intellectual interest and achievement, men and women possessing character, ideas, ingenuity, moral responsibility and general competence" (University Bulletin, p. 11), the program in general education must occupy a more prominent position in institutional priorities than it now does. As citizens of the Commonwealth seeking to enrich their own personal lives and to become responsible members of the community, our students have a right to expect that we will provide them with the very best curriculum, the very best faculty and the very best resources in general education that we can muster. To do this will require both a change in outlook on the part of faculty and administrators and a reward system that reflects our seriousness of purpose in this regard.

6. The need for ongoing oversight of the General Education Program. If Ernest Boyer's metaphor of general education as a spare room which everyone wants to use but no one wants to take care of is apt, the Committee feels that a good "straightening up," however thorough or well executed such a reorganization might be, is not enough. A general educational program needs both to change and to remain the same; it needs to meet new exigencies and preserve essential values. This goal can be attained only through continual scrutiny and supervision by individuals who are charged with the authority and responsibility to maintain good academic standards in the program and to respond to new circumstances.

Over the past seven months the Committee has attempted to articulate the above concerns and assumptions in the form of specific recommendations for changes in the general education program at the University of Kentucky. In doing so we wrestled not only with the problem of existing and potential resources but with the role of the University as a very complex institution with multiple responsibilities and constituents. As is evident in the recommendations listed below, we struck a middle course between retaining the present system and suggesting a revision that would radically orient the institution's resources to general education. In the conviction both that the present program is inadequate to the current needs of undergraduate students and that the University will and should continue a very strong commitment to such functions as graduate education, research, and service, we opted for a series of changes which we believe is a substantial and significant improvement over the present system and which is consonant with the University's complex mission.

The existing program of general education is the product of about two decades of development, some of it through planned change and some through haphazard accretion, deletion, or revision. Working to alter such a system will take time and will involve rethinking many of the things we have taken for granted in general education over the years. We believe, however, that such a process must begin if we wish to provide students with a stronger, more coherent, and more timely undergraduate experience at the University of Kentucky.

In making recommendations for change, the Committee might have presented a list of existing or potential courses which could be used to satisfy the general studies requirements outlined below. However, except in the areas of basic skills - writing and mathematics - we chose to present a more general format for two reasons. The usefulness of a specific course list is predicated on the acceptance by the University community of the proposed revisions in general education. Prior to that decision the lengthy study required to establish such a list is premature. Furthermore, we believe that the selection of such courses is a task better left to a representative group of faculty and students who have been vested with the authority to make decisions on the basis of the goals of the general education program and a careful scrutiny of the courses themselves. If the selection of courses is a matter of public debate, we think the result will be endless frustration for all concerned. Thus, the Committee foresees that if the proposed changes are adopted, there will be need for a committee to evaluate individual course offerings as appropriate or inappropriate to the new general studies program. To assist that committee's work we have set forth in Appendix A our conception of the criteria which should distinguish general education courses from other offerings in the curriculum.

One last but not insignificant point about the recommendations listed below: The Committee believes that the term "general education" has become a pejorative or, at least, an inadequate term for designating an important dimension of the University's responsibility. "University Studies" is, we think, a better title for conveying the idea that general education is an integral part of all students' academic experience and that the program, calling as it does upon the resources of more than one college or academic unit, represents a fundamental commitment of the entire institution.

THE UNIVERSITY STUDIES PROGRAM

The University Studies Program is designed to provide undergraduates with a broad liberal arts education in the expectation that such education will assist them in defining and pursuing goals which are important to themselves personally and which contribute to the well-being of society as a whole. The Program entails the development of certain skills, knowledge, and perspectives which will at once aid individuals in becoming both more self-confident and more self-critical, open to new developments in all areas of human experience, and sufficiently trained to evaluate these developments in an intelligent fashion.

More specifically, the intellectual skills which should be enhanced in the University Studies Program include the following:

- a) To communicate effectively in both spoken and written languages.
- b) To deal with data and with mathematical symbols.
- c) To think critically--to abstract, analyze, synthesize and evaluate, and to understand the nature of thought.
- d) To learn on one's own.
- e) To employ the scientific method.
- f) To create and to express creativity.
- g) To adapt to new circumstances (that is, to apply learning).

The Program seeks to introduce students to the traditional areas of the Humanities, the Sciences and the Fine Arts and to help them develop a perspective on their own culture and on that of others, on the issues and responsibilities of citizenship, on systems of personal and social values, and on time itself through study of the past and through analysis of possible futures. In all of these pursuits the most pervasive goal is the development of intellectual habits which will prepare students for the future and will promote lifelong learning.

In light of these aims, the requirements of the University Studies Program are as follows:

OUTLINE

- I. Basic Skills
 - A. Mathematics (College Algebra, or exam, or ACT 25, or Calculus)
 - B. Foreign Language (Two years of high school or one year of college)
- II. Inference and Communicative Skills
 - A. Calculus or Logic and Statistics 3-6 hrs.
 - B. University Writing Requirement (English) 6 hrs.
 - C. Oral Communication Requirement 3 hrs.
 - a) Completing one course in College Algebra and Analytic Geometry, or
 - b) Passing a competency examination (without University credit), or
 - c) Passing a course in calculus.

III. Disciplinary Requirements

- A. Natural Sciences (Two-semester sequence in one discipline) 6 hrs.
- B. Social Sciences (Single course in each of two separate disciplines) 6 hrs.
- C. Humanities
 - a. Survey from Greece to the Present or
 - b. Two courses in a single humanistic discipline, or
 - c. Freshman Seminars (two) 6 hrs.

IV. Cross-disciplinary Requirement

Each student must take a pair of complementary courses which are designed to demonstrate the interrelationship of the disciplines. These courses may be from different departments in a single area (i.e. humanities, social sciences, natural sciences) or may couple two different areas. 6 hrs.

V. Cross-cultural Requirement

Each student must take one course which deals primarily with the Third World or with a non-Western civilization. 3 hrs.

39-42 hrs.

NOTE: A course taken to satisfy a requirement in one area of general studies cannot be used to satisfy a requirement in another area of general studies, except that calculus may be used to satisfy both I-A and II-A.

DESCRIPTION AND RATIONALE

I. Basic Skills

- A. Mathematics: The University Studies requirement in this area may be satisfied through one of the following options:
 - a) Completing one course in College Algebra and Analytic Geometry, or
 - b) Passing a competency examination (without University credit), or
 - c) Passing a course in calculus.

II. Inference Rationale: The aim of this requirement is to ensure that all students possess some skill in symbol manipulation and graphic presentation of data. Frequently this skill is acquired in secondary school programs, and the Committee expects that before long all entering students will have achieved this level of competency before they come to the University.

B. Foreign Language: The University Studies requirement in this area may be satisfied through one of the following options:

- a) Completion of two years of a foreign language (modern or ancient) at the secondary school level, or
- b) Completion of two semesters of a foreign language (modern or ancient) at the university level.

Rationale: Since language is the principal medium through which a culture is transmitted, the Committee feels that competency in a foreign language is one of the most useful means of increasing students' awareness of the diversity in human society and broadening their understanding of a complex world. What the Committee has in mind here is the ability to read a foreign language at a level that will provide access to a foreign culture (i.e. the ability to read newspapers, magazines, etc.). We are under no illusion that the above requirement constitutes adequate preparation for this purpose. But within the constraints of other pressing needs and of our resources, it is a step toward that goal and an affirmation of the role that language study should play in a university education. We anticipate that as this requirement becomes widely disseminated, more and more of the responsibility for elementary language instruction will be assumed by the secondary schools and that more and more entering students will be prepared to pursue additional language study in this area with confidence and for personal satisfaction. Satisfactory completion of secondary school courses will be accepted as automatic fulfillment of the requirement in the University Studies Program. Competency examinations of incoming freshmen may be administered and the results used to assist the secondary schools, wherever necessary, in strengthening their foreign language programs. Foreign students, whose native language is not English, are not required to take an additional foreign language.

III. Disciplinary Requirements

A. Natural Sciences: The University Studies requirement in this area may be satisfied by completion of a two-semester sequence (totaling no less than 6 hours) in any of the physical or biological sciences.

B. Social and Behavioral Sciences: The University Studies requirement in this area may be satisfied by completion of one three-hour course in each of two separate departments in the social and behavioral sciences (e.g. Anthropology, Economics, Geography, Political Science, Psychology, Sociology).

II. Inference and Communicative Skills

- A. **Calculus or Logic and Statistics:** The University Studies requirement in this area may be satisfied through one of the following options:

Option 1: Completion of a course in calculus.

Option 2: Completion of a course in formal logic, plus a course in statistics where the goal is to help students reach an understanding of the modes of reasoning in statistics and the uses and misuses of statistics in everyday life, and to acquire the ability to deal critically with numerical arguments, rather than to gain a knowledge of specific methodological procedures.

Rationale: For many students a knowledge of calculus is, if not mandatory, at least useful in the pursuit of their major discipline. Calculus is also essential for understanding a great deal of modern technical thought. For these reasons the Committee believes it ought to be part of the required curriculum for a large segment of the undergraduate student body. Other students, however, who have little need of calculus, will be better served through training in logical argument and statistical analysis.

- B. **University Writing Requirement (English):** This requirement may be satisfied through completion of the stipulations outlined in the Writing Requirement endorsed by the University Senate in the Fall of 1984 (Senate Minutes, November 12, 1984, pp. 8-11).
- C. **Oral Communication:** This requirement may be satisfied through completion of a course or a series of courses in oral communication skills.

Rationale: It is widely believed that students need improvement in their oral communication skills as much as in their writing ability. Such a requirement is being added to the general education curricula in many universities today and was recently incorporated in the University of Kentucky Community College general education curriculum.

III. Disciplinary Requirements

- A. **Natural Sciences:** The University Studies requirement in this area may be satisfied through completion of a two-semester sequence (totaling no less than 6 hours) in any of the physical or biological sciences.
- B. **Social and Behavioral Sciences:** The University Studies requirement in this area may be satisfied by completion of one three-hour course in each of two separate departments in the social and behavioral sciences (e.g. Anthropology, Economics, Geography, Political Science, Psychology, Sociology).

C. Humanities: The University Studies requirement in this area may be fulfilled by choosing one of the following:

- a. A two-semester survey in one of the humanistic disciplines e.g. English, Philosophy, History, Foreign Language in Translation, Art History, Theatre, Musicology) spanning the period from classical Greece to the twentieth century.
- b. Two courses in a single humanistic discipline.
- c. Freshman Seminars (two)

Rationale: The Committee believes that the traditional division of learning into three distinct areas (natural sciences, social sciences, and humanities) retains its usefulness, and we are convinced that mandatory exposure to all three branches is essential if the students' undergraduate experience is to have adequate breadth. In the natural sciences we feel that a two-semester sequence in a single science is the only way to provide a proper introduction to the methods of scientific inquiry. In view of the diversity of social science methodologies, we believe that a single course in two different disciplines would provide a better introduction than two semesters in one discipline.

In the humanities our aim is to provide an introduction to some of the major intellectual, social, political, ethical and aesthetic traditions and institutions of the Western world in order that students may better understand their own cultural heritage. Students choosing option a. will take a sequence of courses, not unlike many of those presently offered in general studies, which extends from Classical times to the twentieth century. In option b. the two courses may be narrower in scope but must encompass more than a single author, genre, or monument or time period. Option c. is a special new program, which is described in Appendix B.

IV. Cross-disciplinary Requirement.

The University Studies requirement in this area may be fulfilled by the completion of two courses which have been specifically designated as paired offerings. Such courses may be within single a broad area of study (i.e. humanities, social sciences, natural sciences) or may cross over these areas. However, to be included within cross-disciplinary studies such courses, in addition to following the guidelines for University Studies courses, must meet the following criteria:

- 1) The courses must involve more than one discipline.
- 2) The content of cross-disciplinary courses must be broad in scope and must deal with such matters as philosophical dimensions, disciplinary assumptions, historical perspectives and issues of value rather than with technical or professional information.
- 3) The syllabi of these courses must reflect joint planning on the part of the participating departments and must indicate the nature of the overlap between the two courses (i.e. the assumptions, principles, goals, source materials, methodologies, etc. which will be compared and/or contrasted in the two offerings).
- 4) The paired courses must have some common readings.

Rationale: The major portion of general education at the University of Kentucky has been and will continue to be centered around individual disciplines. This arrangement has proved to be an effective and efficient method over the years. With such a system, however, we easily create the impression that knowledge can be nicely categorized and that what is learned in one discipline has little to do with what is learned in another. To counter this misconception the Committee feels that students should have some experience with courses which go beyond disciplinary distinctions and which seek to demonstrate the interrelated character of human knowledge. It is anticipated that, with only a modicum of revision, large numbers of courses already being taught at the University will serve this purpose. Many current offerings in literature, philosophy, history, and fine arts, as well as some in the social and natural sciences, will lend themselves to this kind of pairing. We wish also to encourage departments to develop new offerings which will effectively relate one area of study to another.

We suggest that these courses be taken within two consecutive semesters, and for this reason, only courses which are offered on a fairly regular basis should be included in the University Studies Program. Because we believe that general education courses should be spread throughout the four years of undergraduate study, a significant number of upper division offerings will be included in Cross-disciplinary studies as well as in the Cross-cultural component.

It is particularly important that the director have the necessary authority and ability to encourage and subject to the approval of the appropriate Vice-Chancellor for Academic Affairs, even require the initiation and development of the Cross Disciplinary courses.

V. Cross-cultural Requirement.

The University Studies requirement in this area may be fulfilled by the completion of a three-hour course which deals primarily with the Third World or with a non-Western civilization (i.e. a civilization outside the Judaeo-Christian tradition).

Rationale: The Committee views this requirement as a natural counterpart to its earlier recommendation (i.e. in the Humanities Requirement) that all students take a sequence of courses dealing with the traditions and institutions of the Western world. It is highly important that our undergraduates develop some appreciation for cultural heritages which are not part of the Western tradition but which nonetheless have impressive histories of their own. We concur with a suggestion made by the American Association of Colleges in its recent report on higher education that "colleges must create a curriculum in which the insights and understandings, the lives and aspirations of the distant and foreign, the different and the neglected, are more widely comprehended by their graduates." Such understanding, we believe, is valuable not only in its own right but as a way in which students can acquire a larger perspective on their own heritage. The ideal here is for all students to have experience with a culture outside the Judaeo-Christian tradition, and there are currently a good number of offerings in History, Geography, and Anthropology which meet this standard. However, the Committee recognizes that this ideal may be achieved only over a period of years, and in the interim some offerings within that tradition may be accepted as satisfying the Cross-Cultural component. If so, we recommend that courses included in this component meet the following criteria:

- 1) Courses dealing with cultures or sub-cultures that are markedly different from the students' experience are to be preferred to courses which are close to that experience.
- 2) Every effort should be made to emphasize those aspects of a culture or sub-culture which differentiate it from the traditional western outlook.
- 3) Where possible attention should be focused on different aspects of a culture including folk as well as elite traditions.

What must be remembered in the selection of courses for this requirement is that the benefit to students will be in direct proportion to the amount of "culture shock" involved, i.e. the degree to which students must initially struggle to comprehend how it is that people can think and act in different

ways. For a discussion of the type of courses the Committee has in mind see Appendix C. The Committee feels that departments should be encouraged to design and submit new courses which will come closer to achieving the ideal than do most offerings which are currently on the books.

ADDENDA

Writing: There are several dimensions to the University Studies program which the Committee would like to underscore in its recommendations. The first of these has to do with writing skills. If our undergraduates are to continue to mature intellectually, writing must be integrated into the learning process; it must be a presence in the students' total educational experience. As a way of ensuring this presence, the Committee recommends that all University Studies courses, except for those in Basic Skills, include a writing component. The nature and extent of this component will vary from course to course, but we believe that writing is the single most effective means of developing an individual's critical, synthetic, and expressive abilities. It is worth noting in this connection that formal writing assignments (e.g. term papers and research reports) are by no means the only kind of writing that can be used to advantage. Summaries, syntheses, critiques, and exercises which compel students to write in response to what they read and hear can all contribute to the art of learning.

Ethical Dimension: The Committee recommends that the ethical dimension of education be an integral part of the University Studies program. Instructors should be encouraged to raise ethical issues wherever appropriate and to explore with their classes the moral arguments, criticisms, ideals, and consequences which are inevitably bound up with human decisions. The purpose here should not be to indoctrinate or to argue a particular point of view but to assist students in defining for themselves what is entailed in such concepts as valor, temperance, justice, and the like, and what it means to act responsibly in the public and private spheres.

Computer Literacy: It is a truism that in the future all students will have to possess some degree of computer literacy. However, the Committee feels that individual needs in this area are so diverse that it is inappropriate for us to establish a universal requirement. Individual departments should establish suitable levels of competency for their majors and should see to it that their students gain the necessary experience.

Active Learning: Finally, we believe that a special effort should be made in University Studies courses to promote active student engagement in the learning process. On this matter the Mortimer Committee ("Involvement in Learning...") has expressed the point very well: "To do a discipline means to speak it, to work with its primary methods, to follow its processes, and to adapt its perspectives. Active modes of teaching require that students be inquirers -- creators, as well as receivers, of knowledge." Through a variety of techniques, such as discussions, debates, simulations, oral presentations, and individual learning projects, instructors should assist students in developing intellectual initiative and creative habits of learning.

RESOURCES

At every stage of drafting its recommendations for changes in general education at the University of Kentucky, the Committee considered the problem of resources. It is our best estimate that through the reallocation of

existing resources and new monies the cost of implementing the University Studies Program will be approximately \$400,000. This estimate, which is based on enrollment figures for 1984/85 and on the class profile of 1982/83, can be affected by several factors which are difficult to assess at the present time. These include the total enrollment at the University, which has been declining in recent years; the principle of double counting (i.e. using a course to apply both to one's major and to University Studies), which will decrease under the new system; and student interest, which is affected by many things. Amid all these considerations it is important to remember that some resources will be made available through the changes that are involved in the new program, and in the area of Basic Skills the need for additional resources will decline as students come to the University better prepared to bypass these requirements. Most importantly, however, we should be mindful that we are discussing changes that will significantly improve the education of the entire undergraduate student body for years to come. In that light the Committee believes that the estimated additional costs are most reasonable, and we are convinced that with sufficient lead time the University can initiate the proposed revisions without inordinately taxing the system as a whole.

Implementation and Oversight: Implementing the University Studies Program will require a considerable amount of planning, and for this reason the Committee recommends the Fall 1988 as a target date for initiating the new requirements. Other implementation and oversight arrangements will be adopted by the Senate late in the Spring 1986.

AFTERWORD

The Committee believes that the proposed changes in the structure and content of general education at the University of Kentucky represent a substantial and significant improvement over what we have in the present system. The new program is more coherent and comprehensive, and it will, we are convinced, better prepare our students to meet the challenges they face in the coming decades. In that connection we would like to conclude with two reminders about what we all know. The first is that no format or structure is a guarantee of quality in instruction or learning. Quality comes from people, that is, from our faculty and students, not from structures. The success of University Studies will depend on the dedication and performance of those engaged in the process, not on the distribution of courses or the number of hours required in the program. For this reason we wish to reiterate the point made earlier about using our best faculty in University Studies courses and about promoting excellence in this area through an appropriate reward system.

Secondly, adequate time will be needed to implement and to evaluate the new system. In the initial stages there will inevitably be false starts, shortcomings, and perhaps some major blunders. That fact should not be surprising. It will be a time for initiative and forbearance, for vision and for criticism, for individual energy and joint action. We think that the process of putting the new program into effect can be as stimulating and productive for the faculty as for the students. Here is an opportunity, not just a task. After the University Studies Program has been firmly in place for some time, it will be appropriate to stop and take stock once again. The business of general education, like every other academic pursuit, should always be the object of periodic revision and timely new beginnings. We think the present moment is a time for such a beginning.

Courses selected for the General Studies curriculum once approved shall be subject to review as to the suitability of their continued inclusion at least once every six years.

Appendix A University Studies Courses

Although University Studies courses may sometimes function as an introduction to particular disciplines, their primary purpose is quite different from that of the usual departmental offerings. Their principal aim is to help students to become familiar with the broad dimensions of human knowledge, to develop an appreciation for the great diversity of approaches in human inquiry, and to experience some of the satisfactions of the intellectual life. Since this aim should be pursued at every level of undergraduate education, upper division courses in University Studies are most desirable. Within the disciplinary areas, as well as the cross-disciplinary and the cross-cultural components of University Studies, courses should be designed with the following criteria in mind:

- A. They should provide a reasonably comprehensive coverage of the basic principles, concepts, and current state of knowledge of the area described in the course title and description.
- B. Without becoming bogged down in detail, they should provide a general understanding of the methods of study that are germane to a particular area of study.
- C. They should provide some sense of the historical developments that have led to the current body of knowledge in a particular field.
- D. They should demonstrate how a particular body of knowledge fits into the larger body of human knowledge as developed in related disciplines.
- E. They should indicate how the content or skills imparted in a particular course might be useful or important in the students' own life.
- F. They should be taught in language that is free of jargon and (except in the case of basic skills and sequential courses) should normally assume no prior knowledge of the subject.
- G. Through a judicious selection of illustrative material and through the presentation of differing viewpoints they should seek to develop the students' spirit of inquiry and an appreciation of the joys of intellectual pursuits.
- H. Wherever appropriate they should raise questions of value and should explore the philosophical, ethical, and aesthetic consequences which are entailed in all human decisions.
- I. They should contain a writing component.

- J. Through a variety of teaching methods they should seek to promote active student involvement in the learning process.
- K. They should involve methods of evaluation that go beyond the objective (e.g., multiple choice) examination. Among the options here are shorter, written examinations or quizzes, essays within or outside the classroom, and oral presentations.

Appendix B Freshmen Seminars

The Freshmen Seminars are a two-semester sequence of courses focusing on some of the major intellectual, social, political, ethical, and aesthetic traditions and institutions of the Western world from Classical times to the twentieth century. In addition to introducing students to a substantial number of issues and answers that have shaped the Western tradition, these courses are designed to provide a stimulating environment in which individuals can develop an appreciation for the challenges and satisfactions of intellectual inquiry. The courses will be taught in sections of 20 students by experienced faculty, and the material will be organized around a theme, a principle, or a set of issues established beforehand by the individual instructor. Emphasis will be placed on the relevance of problems and issues in the Western tradition to twentieth century culture.

Rationale: One common criticism of education at large universities is that students frequently do not have an opportunity to participate in a small class with experienced faculty until they become juniors or seniors. At a critical stage in their university career when they are just beginning to develop academic skills and are establishing their attitude toward learning, they have little opportunity to engage in extended classroom discussion, to share ideas with their peers and to experience in a personal way the challenges and satisfactions of intellectual pursuits. The Freshmen Seminars are designed to alleviate this problem in a limited way. Their purpose is threefold: a) to introduce students to some of the issues and answers which have shaped the Western tradition and which have had an impact on modern ways of thought; b) to pursue this goal through integration of materials from a variety of disciplines; c) to stimulate the students' spirit of inquiry and to assist them in developing an appreciation for the values of the intellectual life. Though the Committee believes that this kind of academic experience is desirable for all students, it seems impractical at this time to make it a universal requirement. We recommend that such a program be initiated for approximately 400 students (20 sections) and that after a period of trial and evaluation a decision be made about expanding it.

Appendix C Cross-cultural Courses

The following is suggested as a scale of priorities for courses to meet the cross-cultural requirement. It must be borne in mind that (1) represents the minimum standard and (5) the ideal. The committee which initially certifies courses in this area may be obliged to accept any course that falls within priority (1); later the committee may be able to insist that courses satisfy some higher standard.

- (1) The culture studied should be one that is markedly different from that of the students and preferably outside the Western or Judaeo-Christian tradition. There are many Anthropology courses and a number of Geography, History, and Political Science courses that would meet this criterion.
- (2) The content of the course should be devoted largely to the study of culture, rather than of politics, economics, or historical events. There are Anthropology and probably some History courses that would satisfy this criterion.
- (3) The course should expose students to many different aspects of a "foreign" culture, including folk as well as elite traditions, in order to make them aware of the interrelatedness of the different aspects of culture. For the time being this criterion seems to be most nearly met by Anthropology courses and possibly some Geography courses.
- (4) The course should expose students to a non-Western culture that has or had a significant recorded history and a well developed philosophical tradition of its own, to dispel any idea that ours is the only "civilized" mode of thought. For the time being there are no courses or the books that adequately satisfy this criterion, except for occasionally-taught Anthropology courses on Egyptian or Maya civilization.
- (5) The course should expose students to a cultural tradition that is still alive and viable in the present-day world; in other words, a culture that they are quite likely to meet face-to-face at some point in their future lives. For the time being there are no courses that meet this requirement.

Jason Harris, Psychology

Robert Henshaw, English

David Johnson, Mathematics

David Kao, Civil Engineering

Michael Kerwin, Community College System

Barbara Mabry, Arts and Sciences

Craig Sanders, Student

Donald Sarda, Academic Affairs

Patricia Smith, Philosophy

Louis Swift, Classics, Chair

Respectfully submitted,

MINUTES OF THE UNIVERSITY SENATE, FEBRUARY 10, 1986

The University Senate met
February 10, 1986, in room 115

Bradley C. Canon, Chairman

Members absent: Curtis W. Michael Daer, Lisa Barclay*, Betty Peter P. Gosoworth, Ray K. Chew*, Emmett Costich, Stephen Richard C. Domak*, Robert Lewis Anthony Eardley, Donald G. Ely Furst, Art Gallaher, Jr., William Harris*, S. Zafar Hasan, Leonard Henken*, Alison Hodges, Raymond James D. Kemp, James R. Lang*, Edgar D. Maddox, Paul Mandelstein John Menkhaus, Peggy Messaros Meade, Michael T. Mitzel, Robert Phillip C. Palmgreen*, Bobby C. Madhira D. Ram*, G. Kendall Nic Timothy Sineath, Otis A. Sing Michael G. Tearney, Kenneth A. Jesse Weil, James H. Wells, Charles Wood*, Robert G. Zumbakle*

- William Adams, Anthropology
- Kathlene Ashcraft, Student
- Raymond Betts, Honors Program
- Corrie Bridge, Education
- James Chapman, Resource Management
- John Christopher, Arts and Sciences
- Narcy Dye, Arts and Sciences
- Joseph Engelberg, Physiology
- Juarita Fleming, Nursing
- Wilbur Frye, Agronomy
- Thomas Gray, Biological Sciences
- Steve Greenwell, Student
- Jesse Harris, Psychology
- Robert Hemerway, English
- David Johnson, Mathematics
- David Kao, Civil Engineering
- Michael Kerwin, Community College System
- Barbara Mabry, Arts and Sciences
- Craigie Sanders, Student
- Donald Sards, Academic Affairs
- Patricia Smith, Philosophy
- Louis Swift, Classics, Chair

The approval of the Minutes
passed until the March meeting.

Chairman Canon made the fo

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Plagiarism and it is
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March meeting.

The Senate Council
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There are a couple
nal relations. I saw
Higher Education in Frankfort last Wednesday.
think UK was well represented. We had a fairly big
contingent, probably bigger than any university in
the state except Kentucky State.

There is a statewide faculty leadership organi
zation called the Coalition of Seniors and Faculty
Leaders made up of the senate and faculty leaders at

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

23 January 1986

TO: Members, University Senate

The University Senate will meet in special session on Monday, February 3, 1986, at 3:05 p.m. in Room 116 of the THOMAS HUNT MORGAN BUILDING.

AGENDA:

1. Minutes of 9 December 1985.
2. Chairman's Remarks.
3. ACTION ITEM
 - a. Proposed revision of the General Studies Curriculum. (All materials relating to this item have been previously distributed.)

Randall Dahl
Secretary

PLEASE NOTE: To facilitate voting on proposed amendments, we ask that all voting members of the Senate sit in the center section of the room and that all non-voting members and visitors sit in the side sections.

/cet
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MAR 7 1986

MINUTES OF THE UNIVERSITY SENATE, FEBRUARY 3, 1986

The University Senate met in a special session at 3:05 p.m., Monday, February 3, 1986, in room 116 of the Thomas Hunt Morgan Building.

Bradley C. Canon, Chairman of the Senate Council, presided.

Members absent: Curtis W. Absher, Ronald Atwood*, Charles E. Barnhart, Raymond F. Betts, Dibaker Bhattacharyya*, Peter P. Bosomworth, D. Allan Butterfield, Charles W. Byers*, John Cain, I. K. Chew, Emmett Costich*, George F. Crewe*, Robert Dennis, Herbert N. Drennen, Anthony Eardley, Donald G. Ely, Gerald Ferretti, Wilbur W. Frye*, Richard W. Furst, Willburt Ham*, S. Zafar Hasan*, Leonard E. Heller, Raymond R. Hornback, Susan Johnson, James R. Lang, Robin Lawson, Robert G. Lawson, Donald Leigh*, Edgar D. Maddox, Paul Mandelstam*, Kenneth E. Marino, Sally S. Mattingly*, John Menkhaus*, Peggy Meszaros, H. Brinton Milward, Mark Moore, Robert C. Noble*, Todd Osborne, Merrill W. Packer, Bobby C. Pass, Robin D. Powell, Madhira D. Ram*, G. Kendell Rice, Thomas C. Robinson, Wimberly C. Royster, Edgar L. Sagan, Karyll N. Shaw*, Timothy Sineath, Otis A. Singletary*, Carol B. Stelling*, Laura Stivers*, Kenneth R. Thompson, Kellie Towles*, Enid S. Waldhart*, Jesse Weil, Peter Winograd

The Minutes of the meeting of December 9, 1985, were approved as circulated.

Chairman Canon made the following announcements:

"First, I want to remind you of the Rally for Higher Education at the Civic Center Auditorium in Frankfort this Wednesday. You have probably gotten several notices so I will not reiterate the details. Second, the Senate will meet again a week from today for our regular February meeting. We have a number of agenda items for the February meeting that need to be considered.

We have only one item on the agenda today, the revision of the General Studies Curriculum, which is proposed by the Swift Committee that has worked three years on this revision. I fervently hope that we can finish this today, and I suspect all of you feel the same way. We disposed of about half of the amendments at the December meeting, and I hope we can finish the other half today. I want to apologize that all of the amendments are not in one package. If you have the circulations of November 4, November 25, and January 3 you should have everything you need to follow what is going on at the meeting.

The same rules that governed the December meeting will be in effect for this meeting. First, for convenience in counting votes the Senate Council asks that voting members of the Senate to please sit in the center section and non-voting members and visitors to sit in the side sections. We voted in November that no new substantive amendments may be offered to the package at this time. Amendments to the amendments under consideration may be offered. Each amendment will be debated only fifteen minutes. Motion to extend debate will require a

*Absence explained

two-thirds vote. The proposer of an amendment will be recognized first and also for a final rebuttal. All speakers will be limited to two and one-half minutes. Secretary of the Senate, Dr. Dahl, will keep time. No speaker other than the proposer will be recognized twice, unless there are no others that wish to speak. If an unfriendly amendment is proposed to an amendment, it can be debated for an additional five minutes.

After all the amendments have been disposed, the entire package can be opened to debate. There is no time limit on this, but a person can speak only once. Professor Swift and other members of the committee are here to answer questions. Let me remind you that even if the package is approved today, the Senate will not be entirely through with the General Studies issue. Today we are considering only the substantive outline of the General Studies Curriculum. The Senate Council has assured the Senate that a specific proposal for the implementation of course selection procedures and administration will be presented to the Senate later in the spring. The Senate Council will start work on this immediately if the Swift Committee Report is adopted. The Senate Council welcomes any suggestions or ideas you have.

The first order of business today is going to relate to the statistics and logic revision. As you know, two versions of this option were circulated. The Senate Council wishes to withdraw its version, labeled version I, in favor of Senator Constance Wood's version, labeled version II, and Senator Lisa Barclay upon whose proposal the Senate Council's version I was originally modeled has agreed to this withdrawal."

The Chair recognized Professor Robert Hemenway of the English Department who spoke for the Senate Council in the absence of Chairman-Elect Wilbur Frye, and explained the Council's withdrawal of Version I. Professor Hemenway said the basic situation was that when the Swift Committee originally made its report, the reference was to Section II, Inference and Communications Skills, and under that the calculus/logic/statistics was the recommendation. He said when the Swift Committee made its original proposal the wording was "Option I, Calculus or Option II, Philosophy 120 plus statistics 200." In subsequent discussions with the Senate Council and the Swift Committee it was realized that the proposal was not in keeping with the general philosophy of the Swift Committee. As a result, the Senate Council submitted Version I to satisfy calculus/logic/statistics as part of the communication skills requirement. Professor Constance Wood said that was not fully in keeping with the Senate Council or what the Swift Committee was trying to accomplish. She proposed Version II in which the requirement would read as follows: "Completion of a course in logic plus a course in statistics with a goal to help students reach an understanding of the modes of reasoning in statistics and the uses and misuses of statistics in everyday life and to acquire the ability to deal critically with numerical arguments rather than to gain the knowledge of specific methodological procedures." Professor Hemenway said, "Version II is what the Senate Council asks your unanimous permission and consent to submit as the actual wording of the General Education Proposal."

The Chairman asked if there was any objection to Version II. Professor Tom Olshewsky asked if the proposal was amendable. He said many studies came under the rubric of logic. His presumption was that was what the Swift Committee had in mind

by listing 120 as a feature of the formal requirement of the proposal. He objected to Version II becoming a way to fulfill the requirement. Professor Hemenway said the committee's assumption was that the Senate would have a chance to respond to any inappropriate courses at the moment specific courses were proposed to be implemented in the general studies requirements. He said all that was being done now was asking the Senate to agree with what was stated in the proposal as a general guideline for the implementation committee as they go about considering courses that departments might propose to satisfy the calculus/logic/statistics requirement. Professor Olshewsky said that the revision provided no guidelines for what went in the slot under logic but felt it provided guidelines for what goes in the slot under statistics. His question to the chair was, "If we do unanimously accept the substitution, will it then be open to amendment?" The Chair ruled negatively, because the wording, in so far as completion of a course in logic, is the same in either version. After further discussion, the Chair held that a "friendly" amendment could be offered, that is one which clarified a common understanding and drew no objection. Professor Olshewsky then proposed a friendly amendment to change the phraseology in either version to "formal logic."

The Chair then asked if there were any objections to the withdrawal of the Senate Council's version of the Logic and Statistics option and the substitution of Senator Wood's version. No senator objected so Senator Wood's version was incorporated as part of the Committee's report.

The Chair said the Senate had received communication from the sponsors of Amendment 8 withdrawing the amendment. Professor Patrick McNamara, College of Pharmacy, read the following statement regarding the reason for withdrawing the amendment:

"The Department of Communication interprets the oral communication requirement as currently worded in the General Studies package (i.e. requiring a 'course or series of courses in oral communication skills') as meaning that students may complete this requirement either through a specific course in Communication or through completion of a series of courses embodying foci on communication competencies that meet the same objectives as parallel courses meeting the requirement in our Department."

The Chair said the statement was read for the record so that the intention would be understood when it came time for the actual choice of courses to be made.

Amendment #13 by Loys Mather was considered first and states: "Each student must take 12 hours of courses which deal with non-North American cultures. These courses may be from one or more of the humanistic disciplines excluding English (e.g. History, Foreign Languages, Art History, Music). A student may by-pass 9 hours of this requirement by completing two years of a foreign language in high school. At least 3 hours of this requirement must be taken in a course which deals primarily with the Third World or with a non-Western civilization." There was no objection to considering the amendment out of order and it was seconded. Professor Mather said the intention of the amendment was to allow a student who came to UK without having a foreign language to satisfy that cultural requirement not only with a foreign language experience but with another cultural approach such as a history or anthropology course.

Professor John Rea said to equate a foreign language with studies of culture as being exactly the same thing is incorrect. His second objection was that the amendment would make language optional, and the Senate had already voted to require a language. He was strongly against the amendment. Professor Louis Swift felt the confusion was between the two areas of the cultural dimension of the General Studies Program and the foreign language requirement. He emphasized that the cross-cultural requirement is ideally non-Western. He cautioned the Senate against confusing the two issues. Professor Hemenway said foreign languages were something other than a cultural experience. He said there was a kind of introduction of certain cognitive possibilities to students that come with foreign languages which are valuable.

In rebuttal Professor Mather said the original proposal was that if a student did not have two years of a foreign language he/she would take six hours of a foreign language at UK. The thrust of the Mather amendment was to have some non-language options. The Chairman said the amendment would by implication make the language requirements that were adopted by the Senate optional, but it would put the twelve hour requirement rather than a three-hour requirement in the cross-cultural section. The Mather Amendment failed in a voice vote.

Professor Michael Tearney presented Amendment #9. Professor Tearney said the thrust of the amendment is that the social science requirement is out of line with the requirement for the humanities and the natural sciences which state that a six hour, two-course sequence would fulfill those requirements whereas in social science it specifically precludes the six-hour sequence in one discipline. He did not feel that the social sciences should be treated differently. Professor Jesse Harris spoke in opposition, arguing that the intellectual approaches to gaining and analyzing knowledge were more diverse in the social sciences than they were in either the humanities or the natural sciences and that is why the committee believed that students should be exposed to at least two social sciences. Professor William Adams reiterated Professor Harris's rationale, adding that the purpose of General Studies was to enhance a broad exposure to educational approaches.

Professor Tearney in rebuttal said he felt in some social sciences, particularly economics, the approaches were quite different in the two introductory courses and that, moreover, a six hour sequence in a particular social science was often necessary if the experience was to be of any use to the student. The amendment failed in a hand count of 18 for, 41 against.

Amendment #10 by Professors Stanhope and McNamara would add Behavioral Sciences to the list of departments included in the social sciences listing. Professor Harris said that people who proposed amendments should explore them. He said the Acting Chair of Behavioral Science did not know about the amendment. He did not feel there was a need for the amendment. Professor James Applegate said several departments had discussed with the Swift Committee the social science requirement and his understanding was the listing was only "for example" and that there was no intent to limit departments who wanted to participate in the social science area. Professor Swift said that was correct and the committee's concern was not whether a course came from a particular department but about the approval the committee gave. In a voice vote the amendment failed unanimously.

Amendment #11 in the Stanhope/McNamara package was a motion to allow humanities courses developed for students in specific programs to fulfill the humanities

requirements. Professor Patrick McNamara said that he and Professor Stanhope feel there are several courses which fit the general purpose of the requirement and while those courses deal with specific subject matter that are developed for specific programs, they should be able to fulfill the humanities requirements. There was no discussion and the amendment failed on a voice vote.

Amendment #12 in the Stanhope/McNamara package would effect the cross-disciplinary requirements and it would permit the Academic Councils for each sector to determine which courses would fit the cross-disciplinary requirements. Professor William Lubawy said there had been some discussion concerning the difference between a discipline and a department. He said in the Medical Center virtually all curricula were interrelated. He said there were individuals who felt perhaps the Academic Council of the Medical Center might be better able to make the decision concerning appropriateness of cross-disciplinary requirements in their particular area. Professor Rea felt the amendment removed authority from the General Studies Committee, and he thought it should determine what courses were appropriate for fulfilling all requirements of the new General Studies Plan. Professor Martin McMahon did not think there was anything to preclude the General Studies Committee from taking into account input from the Academic Council of the Medical Center. He felt the point of the General Studies requirements was to try to expand horizons and to facilitate students to go outside their disciplines for a course. Professor Swift for clarification pointed out that the Senators should recognize that the cross-disciplinary requirements needed to be general studies courses. Professor Lubawy encouraged the Senators not to think of a discipline as a department because that did not hold true in the Medical School. Amendment #12 which would permit the Sector Councils to determine the acceptance of cross-discipline failed in a voice vote.

Amendment #14 introduced by Professor Loys Mather would remove "or exclusively" from criterion (2), Appendix C, page 15 of the Swift Report. The amendment was seconded. Professor Mather said the criteria as listed on page 15 of the Swift Report was very good, but he felt the word "exclusively" was stronger than was needed. Professor Hemenway said it was a good amendment and that the Senate should support it. Professor Swift also supported the amendment.

The amendment passed and reads as follows:

"....courses should be devoted largely to the study of culture, rather than of politics, economics, or historical events....."

Amendment #15 was also introduced by Professor Mather which would impose a "sunset clause" on cross-disciplinary and cross-cultural courses. The amendment was seconded. Professor Mather felt that what the Swift Committee has done is adding a tremendous dimension to the undergraduate program. He said if the General Studies Committee did not force itself to look at some of the courses that were approved to go into the cross-disciplinary and cross-cultural category they could find out later that the program had gone stagnant. Professor Rea agreed with this and wondered why it had to be limited to courses in those particular areas. He suggested that the committee be a "watch dog" to make certain that any course in the proposal has not changed its nature and departed from the general studies requirements. He moved to amend the amendment to read that all courses included in the General Studies Curriculum be subject to periodic review. The motion was seconded. The chair ruled that the amendment was germane to Amendment #15 and allowed five minutes debate on it.

Senator Lisa Barclay felt the spirit of the amendment was very reasonable but pointed out that there might be a logistical problem of reviewing all or nearly all courses every six years and that courses should not be removed from the curriculum automatically if review was not feasible. Senator John Just made the same point. After some discussion, it was agreed that the wording of the Rea amendment was as follows:

"Courses selected for the General Studies Curriculum once approved shall be subject to review as to the suitability of their continued inclusion at least once every six years."

The amendment to the amendment passed unanimously. Professor Lester Goldstein did not see the original amendment as a "sunset clause," because there was no mention that the course would be automatically eliminated. According to Professor Mather the intent of the amendment was that courses would be reviewed not eliminated. Professor McMahon suggested for clarification that a course may be removed every six years upon review and if nothing is done, the course continues. Professor Mather accepted the suggestion to re-review every course every six years. The Mather Amendment passed unanimously on a voice vote.

The last amendment was #16 introduced by Professor Hans Gesund which was circulated January 3. The amendment was seconded. Professor Gesund said the amendment was practical because no Program Director should have the power to direct a program, department or faculty to do something but felt it was the power that a Chancellor may or may not have. He wanted to delete "and even require" from the rationale accompanying Section IV (the cross-disciplinary courses), so it would read:

".....that the director have the necessary authority and ability to encourage the initiation and development of the...."

Professor Bill Lyons felt the cross-disciplinary courses were a crucial element in the revision of the General Studies Curriculum and that it will necessarily require interdepartmental effort which may in a few situations call for outside direction or coordination. He agreed that the Program Director probably should not have the sole power to require departmental action and offered the following substitute amendment for the Gesund amendment:

Professor Lyons' substitute amendment follows:

"...and, [subject to the approval of the appropriate Vice-Chancellor for Academic Affairs,] even require departments or other academic units to develop or continue offering courses that will fulfill the "cross-disciplinary requirement."

Senator Gesund objected that the special rules adopted for debate on the General Studies Curriculum allowed amendments to amendments, but said nothing about substitute amendments. The Chair, after consultation with the Parliamentarian, ruled that a substitute motion in this situation was in effect an amendment to the amendment and accepted the motion. The Chair ruled further, after consultation with the Parliamentarian, that there would have to be two votes. The first would be on whether to approve the motion to substitute. If that passed, the substitute motion becomes the only one involved, and the second vote would be upon adopting or

defeating the substitute motion. Professor Gesund felt the problem with the substitute amendment was that the Vice Chancellor for Academic Affairs had no control over the Medical Center. Professor Mark Leopold pointed out there were two Vice Chancellors for Academic Affairs and moved to insert the word "appropriate" before the words Vice-Chancellor. Professor Lyons accepted this as a friendly amendment. Motion to consider the substitute amendment passed on a voice vote.

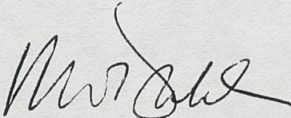
Professor Gesund proposed an amendment to the amendment to substitute the Senate Council for the Vice Chancellors. The Chair said the Senate Council was not an administrative body and was not sure it alone could force anyone to do anything. Professor Gesund felt the faculty should not give up its prerogative to make academic policy or to make requirements for the faculty to the administrators. Professor Gesund's amendment was seconded. Professor Lyons did not feel his amendment stripped the faculty of any decisions regarding content or academic questions regarding any courses. The Gesund amendment that would substitute the Senate Council for the appropriate Vice Chancellors for Academic Affairs failed on a voice vote.

Professor Just spoke against the whole substitute amendment because he felt it would be very difficult for the Chancellors to administer and to require that a program or department faculty to initiate or develop courses. Professor Gesund said if the amendment were defeated the Director retains the power to do the "forcing" and he would rather have the Vice Chancellor. The amendment to insert [subject to the approval of the appropriate Vice-Chancellor for Academic Affairs] into the paragraph after the word "require" passed on a voice vote.

With all amendments disposed of, the Chair said the Swift Committee Report as a whole was now open to debate. No Senator wished to speak, so the Chair called for a voice vote on the adoption of the Swift Committee Report as amended. It passed unanimously and the Senate spontaneously gave itself a round of applause.

Professor Hemenway, on behalf of the Senate Council, wanted to stress his personal feelings and those of the Senate Council to Professor Lou Swift who always saw the "light at the end of the tunnel" and kept the committee moving in the right direction and deserved formal recognition. Professor Swift was applauded enthusiastically.

The meeting adjourned at 4:25 p.m.


Randall W. Dahl
Secretary, University Senate

The Swift Committee Report on the General Studies Requirements as amended is attached.

Presented to University Senate April, 1985
Adopted with amendments by Senate
February 3, 1986.

COMMITTEE ON GENERAL EDUCATION
UNIVERSITY OF KENTUCKY
FINAL REPORT

The Committee on General Education was jointly appointed by the Chancellor of the Lexington Campus and the Senate Council in September 1982. It was charged with responsibility "for reviewing our current General Studies Program and, after study of current national trends and institutional opportunities and constraints, recommending modifications and improvements in the content and delivery of general education at the University of Kentucky." As indicated in the progress report issued by the Committee's initial chairman, Professor John Stephenson (University Senate Minutes, April 6, 1984), a considerable amount of time was spent in the first two years studying national trends and assessing the present state of general education at the University of Kentucky through interviews with deans and chairmen and through public hearings open to the entire academic community.

The process of re-examining general education at this institution is part of a nationwide trend in which we are neither pioneers nor the last in line. Indeed, within the last six months no less than three major reports have been issued on the current status of higher education in this country.* All of these reports are critical of recent developments in undergraduate instruction but not all make the same diagnosis of the problem, nor do they all prescribe the same cure. One argues for a stronger focus on traditional content or subject matter; another suggests that more attention be given to the "methods and processes, modes of access to understanding, and judgment that should inform all study." What is obvious to everyone is that no one curriculum, however wisely and imaginatively structured, is appropriate for all institutions. Differences in student body, faculty, institutional resources, and institutional missions necessarily affect the type of program that is most desirable, and the Committee has attempted to keep such factors in mind.

Professor Stephenson's progress report outlined some assumptions and concerns which preoccupied the Committee in its deliberations. It seems superfluous to repeat all of them here, but it might not be out of place to list those which loomed rather large as we developed specific recommendations for changes in the general education program at the University of Kentucky.

*"Involvement in Learning: Realizing the Potential of American Higher Education" by the study Group on Conditions in Higher Education, (The Chronicle of Higher Education, October 24, 1984, 35-49); "To Reclaim a Legacy" by W. C. Bennett (Chronicle, November 28, 1984, 16-21); "Integrity in the College Curriculum; A Report to the Academic Community" by the Association of American Colleges (Chronicle, February 13, 1985, 12-30).

These concerns were fairly widespread both among Committee members and among faculty, students and administrators who took part in the hearings and interviews. They include the following:

1. The need for greater coherence in the General Education Program. The present system of allowing individuals to choose five out of eight areas and to select a wide variety of courses in each discipline says little to students about the connected character of human knowledge and provides little insight into what kinds of knowledge an educated person ought to have. Under such conditions the rationale for course selection becomes a matter of personal bent or is dictated by the requirements of one's major department. The Committee believes that although students should not be committed to a lock-step education, there are certain skills and certain educational experiences which are appropriate for all undergraduates.
2. The need for deepening all students' awareness both of their own cultural heritage and of non-western traditions. The shortcomings of our present general education program in this area were a frequent subject of criticism in our hearings and interviews, and many other institutions of higher learning are struggling with similar problems. The Committee feels strongly that the study of Western civilization should have a central place in the undergraduate curriculum for all undergraduates. It also seems clear that, amid the growing interdependence of nations and cultures, all students should be aware that the western way of structuring reality or manipulating symbolic forms is not the only way. Some experience with non-western traditions or with traditions that include non-western perspectives is a necessity.
3. The need for integrative thinking across disciplinary lines. For very solid academic reasons, individual disciplines have traditionally been a most effective and efficient mechanism for developing and transmitting knowledge. The Committee feels that blurring disciplinary lines in all areas of instruction is neither possible nor educationally desirable. At the same time, however, we believe that much benefit would accrue to students and faculty alike from seeing that these divisions of knowledge are the product of human invention and that what is learned in and through the disciplines is necessarily limited in scope. Much is to be gained by paying attention to the interconnections of human knowledge and to the ways in which one area of knowledge impinges on another.
4. The need for ongoing development of writing skills. The nature of the problem here has been discussed at length on this campus, and the recent decision of the University Senate to strengthen the University writing requirement is one important step in alleviating the difficulty. However, if our students are to continue to mature intellectually, writing must be integrated into the learning process. For this reason we believe that all general education courses should include a writing component.

5. The need for placing a high value on general education within university priorities. The conflicting demands of career education and general education are well known. However, even in practical terms general education is an extremely valuable component of the students' undergraduate experience. In the rapidly changing world of work, specific training for a career or a profession quickly loses its usefulness, and the skills needed to meet new challenges (e.g. reasoning, writing, speaking) are precisely the ones promoted by the general education program. More importantly, if the University is to be faithful to its stated aim of producing "men and women of intellectual interest and achievement, men and women possessing character, ideas, ingenuity, moral responsibility and general competence" (University Bulletin, p. 11), the program in general education must occupy a more prominent position in institutional priorities than it now does. As citizens of the Commonwealth seeking to enrich their own personal lives and to become responsible members of the community, our students have a right to expect that we will provide them with the very best curriculum, the very best faculty and the very best resources in general education that we can muster. To do this will require both a change in outlook on the part of faculty and administrators and a reward system that reflects our seriousness of purpose in this regard.

6. The need for ongoing oversight of the General Education Program. If Ernest Boyer's metaphor of general education as a spare room which everyone wants to use but no one wants to take care of is apt, the Committee feels that a good "straightening up," however thorough or well executed such a reorganization might be, is not enough. A general educational program needs both to change and to remain the same; it needs to meet new exigencies and preserve essential values. This goal can be attained only through continual scrutiny and supervision by individuals who are charged with the authority and responsibility to maintain good academic standards in the program and to respond to new circumstances.

Over the past seven months the Committee has attempted to articulate the above concerns and assumptions in the form of specific recommendations for changes in the general education program at the University of Kentucky. In doing so we wrestled not only with the problem of existing and potential resources but with the role of the University as a very complex institution with multiple responsibilities and constituents. As is evident in the recommendations listed below, we struck a middle course between retaining the present system and suggesting a revision that would radically orient the institution's resources to general education. In the conviction both that the present program is inadequate to the current needs of undergraduate students and that the University will and should continue a very strong commitment to such functions as graduate education, research, and service, we opted for a series of changes which we believe is a substantial and significant improvement over the present system and which is consonant with the University's complex mission.

The existing program of general education is the product of about two decades of development, some of it through planned change and some through haphazard accretion, deletion, or revision. Working to alter such a system will take time and will involve rethinking many of the things we have taken for granted in general education over the years. We believe, however, that such a process must begin if we wish to provide students with a stronger, more coherent, and more timely undergraduate experience at the University of Kentucky.

In making recommendations for change, the Committee might have presented a list of existing or potential courses which could be used to satisfy the general studies requirements outlined below. However, except in the areas of basic skills - writing and mathematics - we chose to present a more general format for two reasons. The usefulness of a specific course list is predicated on the acceptance by the University community of the proposed revisions in general education. Prior to that decision the lengthy study required to establish such a list is premature. Furthermore, we believe that the selection of such courses is a task better left to a representative group of faculty and students who have been vested with the authority to make decisions on the basis of the goals of the general education program and a careful scrutiny of the courses themselves. If the selection of courses is a matter of public debate, we think the result will be endless frustration for all concerned. Thus, the Committee foresees that if the proposed changes are adopted, there will be need for a committee to evaluate individual course offerings as appropriate or inappropriate to the new general studies program. To assist that committee's work we have set forth in Appendix A our conception of the criteria which should distinguish general education courses from other offerings in the curriculum.

One last but not insignificant point about the recommendations listed below: The Committee believes that the term "general education" has become a pejorative or, at least, an inadequate term for designating an important dimension of the University's responsibility. "University Studies" is, we think, a better title for conveying the idea that general education is an integral part of all students' academic experience and that the program, calling as it does upon the resources of more than one college or academic unit, represents a fundamental commitment of the entire institution.

THE UNIVERSITY STUDIES PROGRAM

The University Studies Program is designed to provide undergraduates with a broad liberal arts education in the expectation that such education will assist them in defining and pursuing goals which are important to themselves personally and which contribute to the well-being of society as a whole. The Program entails the development of certain skills, knowledge, and perspectives which will at once aid individuals in becoming both more self-confident and more self-critical, open to new developments in all areas of human experience, and sufficiently trained to evaluate these developments in an intelligent fashion.

More specifically, the intellectual skills which should be enhanced in the University Studies Program include the following:

- a) To communicate effectively in both spoken and written languages.
- b) To deal with data and with mathematical symbols.
- c) To think critically--to abstract, analyze, synthesize and evaluate, and to understand the nature of thought.
- d) To learn on one's own.
- e) To employ the scientific method.
- f) To create and to express creativity.
- g) To adapt to new circumstances (that is, to apply learning).

The Program seeks to introduce students to the traditional areas of the Humanities, the Sciences and the Fine Arts and to help them develop a perspective on their own culture and on that of others, on the issues and responsibilities of citizenship, on systems of personal and social values, and on time itself through study of the past and through analysis of possible futures. In all of these pursuits the most pervasive goal is the development of intellectual habits which will prepare students for the future and will promote lifelong learning.

In light of these aims, the requirements of the University Studies Program are as follows:

OUTLINE

- I. Basic Skills
 - A. Mathematics (College Algebra, or exam, or ACT 25, or Calculus)
 - B. Foreign Language (Two years of high school or one year of college)
- II. Inference and Communicative Skills
 - A. Calculus or Logic and Statistics 3-6 hrs.
 - B. University Writing Requirement (English) 6 hrs.
 - C. Oral Communication Requirement 3 hrs.

III. Disciplinary Requirements

- A. Natural Sciences (Two-semester sequence in one discipline) 6 hrs.
- B. Social Sciences (Single course in each of two separate disciplines) 6 hrs.
- C. Humanities
 - a. Survey from Greece to the Present or
 - b. Two courses in a single humanistic discipline, or
 - c. Freshman Seminars (two) 6 hrs.

IV. Cross-disciplinary Requirement

Each student must take a pair of complementary courses which are designed to demonstrate the interrelationship of the disciplines. These courses may be from different departments in a single area (i.e. humanities, social sciences, natural sciences) or may couple two different areas. 6 hrs.

V. Cross-cultural Requirement

Each student must take one course which deals primarily with the Third World or with a non-Western civilization. 3 hrs.

39-42 hrs.

NOTE: A course taken to satisfy a requirement in one area of general studies cannot be used to satisfy a requirement in another area of general studies, except that calculus may be used to satisfy both I-A and II-A.

DESCRIPTION AND RATIONALE

I. Basic Skills

- A. Mathematics: The University Studies requirement in this area may be satisfied through one of the following options:
 - a) Completing one course in College Algebra and Analytic Geometry, or
 - b) Passing a competency examination (without University credit), or
 - c) Passing a course in calculus.

Rationale: The aim of this requirement is to ensure that all students possess some skill in symbol manipulation and graphic presentation of data. Frequently this skill is acquired in secondary school programs, and the Committee expects that before long all entering students will have achieved this level of competency before they come to the University.

B. Foreign Language: The University Studies requirement in this area may be satisfied through one of the following options:

- a) Completion of two years of a foreign language (modern or ancient) at the secondary school level, or
- b) Completion of two semesters of a foreign language (modern or ancient) at the university level.

Rationale: Since language is the principal medium through which a culture is transmitted, the Committee feels that competency in a foreign language is one of the most useful means of increasing students' awareness of the diversity in human society and broadening their understanding of a complex world. What the Committee has in mind here is the ability to read a foreign language at a level that will provide access to a foreign culture (i.e. the ability to read newspapers, magazines, etc.). We are under no illusion that the above requirement constitutes adequate preparation for this purpose. But within the constraints of other pressing needs and of our resources, it is a step toward that goal and an affirmation of the role that language study should play in a university education. We anticipate that as this requirement becomes widely disseminated, more and more of the responsibility for elementary language instruction will be assumed by the secondary schools and that more and more entering students will be prepared to pursue additional language study in this area with confidence and for personal satisfaction. Satisfactory completion of secondary school courses will be accepted as automatic fulfillment of the requirement in the University Studies Program. Competency examinations of incoming freshmen may be administered and the results used to assist the secondary schools, wherever necessary, in strengthening their foreign language programs. Foreign students, whose native language is not English, are not required to take an additional foreign language.

II. Inference and Communicative Skills

- A. Calculus or Logic and Statistics: The University Studies requirement in this area may be satisfied through one of the following options:

Option 1: Completion of a course in calculus.

Option 2: Completion of a course in formal logic, plus a course in statistics where the goal is to help students reach an understanding of the modes of reasoning in statistics and the uses and misuses of statistics in everyday life, and to acquire the ability to deal critically with numerical arguments, rather than to gain a knowledge of specific methodological procedures.

Rationale: For many students a knowledge of calculus is, if not mandatory, at least useful in the pursuit of their major discipline. Calculus is also essential for understanding a great deal of modern technical thought. For these reasons the Committee believes it ought to be part of the required curriculum for a large segment of the undergraduate student body. Other students, however, who have little need of calculus, will be better served through training in logical argument and statistical analysis.

- B. University Writing Requirement (English): This requirement may be satisfied through completion of the stipulations outlined in the Writing Requirement endorsed by the University Senate in the Fall of 1984 (Senate Minutes, November 12, 1984, pp. 8-11).

- C. Oral Communication: This requirement may be satisfied through completion of a course or a series of courses in oral communication skills.

Rationale: It is widely believed that students need improvement in their oral communication skills as much as in their writing ability. Such a requirement is being added to the general education curricula in many universities today and was recently incorporated in the University of Kentucky Community College general education curriculum.

III. Disciplinary Requirements

- A. Natural Sciences: The University Studies requirement in this area may be satisfied through completion of a two-semester sequence (totaling no less than 6 hours) in any of the physical or biological sciences.

- B. Social and Behavioral Sciences: The University Studies requirement in this area may be satisfied by completion of one three-hour course in each of two separate departments in the social and behavioral sciences (e.g. Anthropology, Economics, Geography, Political Science, Psychology, Sociology).

C. Humanities: The University Studies requirement in this area may be fulfilled by choosing one of the following:

- a. A two-semester survey in one of the humanistic disciplines e.g. English, Philosophy, History, Foreign Language in Translation, Art History, Theatre, Musicology) spanning the period from classical Greece to the twentieth century.
- b. Two courses in a single humanistic discipline.
- c. Freshman Seminars (two)

Rationale: The Committee believes that the traditional division of learning into three distinct areas (natural sciences, social sciences, and humanities) retains its usefulness, and we are convinced that mandatory exposure to all three branches is essential if the students' undergraduate experience is to have adequate breadth. In the natural sciences we feel that a two-semester sequence in a single science is the only way to provide a proper introduction to the methods of scientific inquiry. In view of the diversity of social science methodologies, we believe that a single course in two different disciplines would provide a better introduction than two semesters in one discipline.

In the humanities our aim is to provide an introduction to some of the major intellectual, social, political, ethical and aesthetic traditions and institutions of the Western world in order that students may better understand their own cultural heritage. Students choosing option a. will take a sequence of courses, not unlike many of those presently offered in general studies, which extends from Classical times to the twentieth century. In option b. the two courses may be narrower in scope but must encompass more than a single author, genre, or monument or time period. Option c. is a special new program, which is described in Appendix B.

IV. Cross-disciplinary Requirement.

The University Studies requirement in this area may be fulfilled by the completion of two courses which have been specifically designated as paired offerings. Such courses may be within single a broad area of study (i.e. humanities, social sciences, natural sciences) or may cross over these areas. However, to be included within cross-disciplinary studies such courses, in addition to following the guidelines for University Studies courses, must meet the following criteria:

- 1) The courses must involve more than one discipline.
- 2) The content of cross-disciplinary courses must be broad in scope and must deal with such matters as philosophical dimensions, disciplinary assumptions, historical perspectives and issues of value rather than with technical or professional information.
- 3) The syllabi of these courses must reflect joint planning on the part of the participating departments and must indicate the nature of the overlap between the two courses (i.e. the assumptions, principles, goals, source materials, methodologies, etc. which will be compared and/or contrasted in the two offerings).
- 4) The paired courses must have some common readings.

Rationale: The major portion of general education at the University of Kentucky has been and will continue to be centered around individual disciplines. This arrangement has proved to be an effective and efficient method over the years. With such a system, however, we easily create the impression that knowledge can be nicely categorized and that what is learned in one discipline has little to do with what is learned in another. To counter this misconception the Committee feels that students should have some experience with courses which go beyond disciplinary distinctions and which seek to demonstrate the interrelated character of human knowledge. It is anticipated that, with only a modicum of revision, large numbers of courses already being taught at the University will serve this purpose. Many current offerings in literature, philosophy, history, and fine arts, as well as some in the social and natural sciences, will lend themselves to this kind of pairing. We wish also to encourage departments to develop new offerings which will effectively relate one area of study to another.

We suggest that these courses be taken within two consecutive semesters, and for this reason, only courses which are offered on a fairly regular basis should be included in the University Studies Program. Because we believe that general education courses should be spread throughout the four years of undergraduate study, a significant number of upper division offerings will be included in Cross-disciplinary studies as well as in the Cross-cultural component.

It is particularly important that the director have the necessary authority and ability to encourage and subject to the approval of the appropriate Vice-Chancellor for Academic Affairs, even require the initiation and development of the Cross Disciplinary courses.

V. Cross-cultural Requirement.

The University Studies requirement in this area may be fulfilled by the completion of a three-hour course which deals primarily with the Third World or with a non-Western civilization (i.e. a civilization outside the Judaeo-Christian tradition).

Rationale: The Committee views this requirement as a natural counterpart to its earlier recommendation (i.e. in the Humanities Requirement) that all students take a sequence of courses dealing with the traditions and institutions of the Western world. It is highly important that our undergraduates develop some appreciation for cultural heritages which are not part of the Western tradition but which nonetheless have impressive histories of their own. We concur with a suggestion made by the American Association of Colleges in its recent report on higher education that "colleges must create a curriculum in which the insights and understandings, the lives and aspirations of the distant and foreign, the different and the neglected, are more widely comprehended by their graduates." Such understanding, we believe, is valuable not only in its own right but as a way in which students can acquire a larger perspective on their own heritage. The ideal here is for all students to have experience with a culture outside the Judaeo-Christian tradition, and there are currently a good number of offerings in History, Geography, and Anthropology which meet this standard. However, the Committee recognizes that this ideal may be achieved only over a period of years, and in the interim some offerings within that tradition may be accepted as satisfying the Cross-Cultural component. If so, we recommend that courses included in this component meet the following criteria:

- 1) Courses dealing with cultures or sub-cultures that are markedly different from the students' experience are to be preferred to courses which are close to that experience.
- 2) Every effort should be made to emphasize those aspects of a culture or sub-culture which differentiate it from the traditional western outlook.
- 3) Where possible attention should be focused on different aspects of a culture including folk as well as elite traditions.

What must be remembered in the selection of courses for this requirement is that the benefit to students will be in direct proportion to the amount of "culture shock" involved, i.e. the degree to which students must initially struggle to comprehend how it is that people can think and act in different

ways. For a discussion of the type of courses the Committee has in mind see Appendix C. The Committee feels that departments should be encouraged to design and submit new courses which will come closer to achieving the ideal than do most offerings which are currently on the books.

ADDENDA

Writing: There are several dimensions to the University Studies program which the Committee would like to underscore in its recommendations. The first of these has to do with writing skills. If our undergraduates are to continue to mature intellectually, writing must be integrated into the learning process; it must be a presence in the students' total educational experience. As a way of ensuring this presence, the Committee recommends that all University Studies courses, except for those in Basic Skills, include a writing component. The nature and extent of this component will vary from course to course, but we believe that writing is the single most effective means of developing an individual's critical, synthetic, and expressive abilities. It is worth noting in this connection that formal writing assignments (e.g. term papers and research reports) are by no means the only kind of writing that can be used to advantage. Summaries, syntheses, critiques, and exercises which compel students to write in response to what they read and hear can all contribute to the art of learning.

Ethical Dimension: The Committee recommends that the ethical dimension of education be an integral part of the University Studies program. Instructors should be encouraged to raise ethical issues wherever appropriate and to explore with their classes the moral arguments, criticisms, ideals, and consequences which are inevitably bound up with human decisions. The purpose here should not be to indoctrinate or to argue a particular point of view but to assist students in defining for themselves what is entailed in such concepts as valor, temperance, justice, and the like, and what it means to act responsibly in the public and private spheres.

Computer Literacy: It is a truism that in the future all students will have to possess some degree of computer literacy. However, the Committee feels that individual needs in this area are so diverse that it is inappropriate for us to establish a universal requirement. Individual departments should establish suitable levels of competency for their majors and should see to it that their students gain the necessary experience.

Active Learning: Finally, we believe that a special effort should be made in University Studies courses to promote active student engagement in the learning process. On this matter the Mortimer Committee ("Involvement in Learning...") has expressed the point very well: "To do a discipline means to speak it, to work with its primary methods, to follow its processes, and to adapt its perspectives. Active modes of teaching require that students be inquirers -- creators, as well as receivers, of knowledge." Through a variety of techniques, such as discussions, debates, simulations, oral presentations, and individual learning projects, instructors should assist students in developing intellectual initiative and creative habits of learning.

RESOURCES

At every stage of drafting its recommendations for changes in general education at the University of Kentucky, the Committee considered the problem of resources. It is our best estimate that through the reallocation of

existing resources and new monies the cost of implementing the University Studies Program will be approximately \$400,000. This estimate, which is based on enrollment figures for 1984/85 and on the class profile of 1982/83, can be affected by several factors which are difficult to assess at the present time. These include the total enrollment at the University, which has been declining in recent years; the principle of double counting (i.e. using a course to apply both to one's major and to University Studies), which will decrease under the new system; and student interest, which is affected by many things. Amid all these considerations it is important to remember that some resources will be made available through the changes that are involved in the new program, and in the area of Basic Skills the need for additional resources will decline as students come to the University better prepared to bypass these requirements. Most importantly, however, we should be mindful that we are discussing changes that will significantly improve the education of the entire undergraduate student body for years to come. In that light the Committee believes that the estimated additional costs are most reasonable, and we are convinced that with sufficient lead time the University can initiate the proposed revisions without inordinately taxing the system as a whole.

Implementation and Oversight: Implementing the University Studies Program will require a considerable amount of planning, and for this reason the Committee recommends the Fall 1988 as a target date for initiating the new requirements. Other implementation and oversight arrangements will be adopted by the Senate late in the Spring 1986.

AFTERWORD

The Committee believes that the proposed changes in the structure and content of general education at the University of Kentucky represent a substantial and significant improvement over what we have in the present system. The new program is more coherent and comprehensive, and it will, we are convinced, better prepare our students to meet the challenges they face in the coming decades. In that connection we would like to conclude with two reminders about what we all know. The first is that no format or structure is a guarantee of quality in instruction or learning. Quality comes from people, that is, from our faculty and students, not from structures. The success of University Studies will depend on the dedication and performance of those engaged in the process, not on the distribution of courses or the number of hours required in the program. For this reason we wish to reiterate the point made earlier about using our best faculty in University Studies courses and about promoting excellence in this area through an appropriate reward system.

Secondly, adequate time will be needed to implement and to evaluate the new system. In the initial stages there will inevitably be false starts, shortcomings, and perhaps some major blunders. That fact should not be surprising. It will be a time for initiative and forbearance, for vision and for criticism, for individual energy and joint action. We think that the process of putting the new program into effect can be as stimulating and productive for the faculty as for the students. Here is an opportunity, not just a task. After the University Studies Program has been firmly in place for some time, it will be appropriate to stop and take stock once again. The business of general education, like every other academic pursuit, should always be the object of periodic revision and timely new beginnings. We think the present moment is a time for such a beginning.

Courses selected for the General Studies curriculum once approved shall be subject to review as to the suitability of their continued inclusion at least once every six years.

Appendix A University Studies Courses

Although University Studies courses may sometimes function as an introduction to particular disciplines, their primary purpose is quite different from that of the usual departmental offerings. Their principal aim is to help students to become familiar with the broad dimensions of human knowledge, to develop an appreciation for the great diversity of approaches in human inquiry, and to experience some of the satisfactions of the intellectual life. Since this aim should be pursued at every level of undergraduate education, upper division courses in University Studies are most desirable. Within the disciplinary areas, as well as the cross-disciplinary and the cross-cultural components of University Studies, courses should be designed with the following criteria in mind:

- A. They should provide a reasonably comprehensive coverage of the basic principles, concepts, and current state of knowledge of the area described in the course title and description.
- B. Without becoming bogged down in detail, they should provide a general understanding of the methods of study that are germane to a particular area of study.
- C. They should provide some sense of the historical developments that have led to the current body of knowledge in a particular field.
- D. They should demonstrate how a particular body of knowledge fits into the larger body of human knowledge as developed in related disciplines.
- E. They should indicate how the content or skills imparted in a particular course might be useful or important in the students' own life.
- F. They should be taught in language that is free of jargon and (except in the case of basic skills and sequential courses) should normally assume no prior knowledge of the subject.
- G. Through a judicious selection of illustrative material and through the presentation of differing viewpoints they should seek to develop the students' spirit of inquiry and an appreciation of the joys of intellectual pursuits.
- H. Wherever appropriate they should raise questions of value and should explore the philosophical, ethical, and aesthetic consequences which are entailed in all human decisions.
- I. They should contain a writing component.

- J. Through a variety of teaching methods they should seek to promote active student involvement in the learning process.
- K. They should involve methods of evaluation that go beyond the objective (e.g., multiple choice) examination. Among the options here are shorter, written examinations or quizzes, essays within or outside the classroom, and oral presentations.

Appendix B Freshmen Seminars

The Freshmen Seminars are a two-semester sequence of courses focusing on some of the major intellectual, social, political, ethical, and aesthetic traditions and institutions of the Western world from Classical times to the twentieth century. In addition to introducing students to a substantial number of issues and answers that have shaped the Western tradition, these courses are designed to provide a stimulating environment in which individuals can develop an appreciation for the challenges and satisfactions of intellectual inquiry. The courses will be taught in sections of 20 students by experienced faculty, and the material will be organized around a theme, a principle, or a set of issues established beforehand by the individual instructor. Emphasis will be placed on the relevance of problems and issues in the western tradition to twentieth century culture.

Rationale: One common criticism of education at large universities is that students frequently do not have an opportunity to participate in a small class with experienced faculty until they become juniors or seniors. At a critical stage in their university career when they are just beginning to develop academic skills and are establishing their attitude toward learning, they have little opportunity to engage in extended classroom discussion, to share ideas with their peers and to experience in a personal way the challenges and satisfactions of intellectual pursuits. The Freshmen Seminars are designed to alleviate this problem in a limited way. Their purpose is threefold: a) to introduce students to some of the issues and answers which have shaped the western tradition and which have had an impact on modern ways of thought; b) to pursue this goal through integration of materials from a variety of disciplines; c) to stimulate the students' spirit of inquiry and to assist them in developing an appreciation for the values of the intellectual life. Though the Committee believes that this kind of academic experience is desirable for all students, it seems impractical at this time to make it a universal requirement. We recommend that such a program be initiated for approximately 400 students (20 sections) and that after a period of trial and evaluation a decision be made about expanding it.

Appendix C Cross-cultural Courses

The following is suggested as a scale of priorities for courses to meet the cross-cultural requirement. It must be borne in mind that (1) represents the minimum standard and (5) the ideal. The committee which initially certifies courses in this area may be obliged to accept any course that falls within priority (1); later the committee may be able to insist that courses satisfy some higher standard.

- (1) The culture studied should be one that is markedly different from that of the students and preferably outside the Western or Judaeo-Christian tradition. There are many Anthropology courses and a number of Geography, History, and Political Science courses that would meet this criterion.
- (2) The content of the course should be devoted largely to the study of culture, rather than of politics, economics, or historical events. There are Anthropology and probably some History courses that would satisfy this criterion.
- (3) The course should expose students to many different aspects of a "foreign" culture, including folk as well as elite traditions, in order to make them aware of the interrelatedness of the different aspects of culture. For the time being this criterion seems to be most nearly met by Anthropology courses and possibly some Geography courses.
- (4) The course should expose students to a non-Western culture that has or had a significant recorded history and a well developed philosophical tradition of its own, to dispel any idea that ours is the only "civilized" mode of thought. For the time being there are no courses or the books that adequately satisfy this criterion, except for occasionally-taught Anthropology courses on Egyptian or Maya civilization.
- (5) The course should expose students to a cultural tradition that is still alive and viable in the present-day world; in other words, a culture that they are quite likely to meet face-to-face at some point in their future lives. For the time being there are no courses that meet this requirement.

Respectfully submitted,

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