I. Business Items

A. Curriculum Packets (Cirovic)

B. Proposed Revision: CAM 411.1A (Hale) (Att.-Senators Only)

C. 1978-1979 Executive Committee (Hale)

D. Curriculum Committee Policy Statement (Cirovic) (Att.-Senators Only)
Memorandum

To: Dale W. Andrews, Administrative Council
   Tom Hoke/Max Riedisperger, Academic Senate

From: Harold J. Jones
   Vice President for Academic Affairs

Subject: Proposed Revision: CAN 411.1A

Action is requested on the following proposed revision of CAN 411.1A, Curricular Electives:

"The following guidelines govern the structure of the baccalaureate curricula relative to the requirement of a minimum of 12 quarter units of electives:

A. Each baccalaureate curriculum will include at least 12 units of electives, of which a minimum of six nine will be unrestricted and the remaining may be restricted by the department (or school if departments are not in existence)."

Background

Since 1968-69, concern has been expressed about the difficulty in some disciplines of holding a minimum number of electives that are truly free and unrestricted. A series of memos between President Kennedy, Dr. Andrews, and others in 1969 and 1970 expressed concern about "hidden" requirements and lack of truly free course choices for students in some majors. Based on those early memos, Dave Cook held, wherever possible, to a requirement of nine unrestricted electives rather than six as presently stated in CAN.

Please ask your Councils to consider the above proposed revision of CAN 411.1A and report recommendations to President Kennedy.

Attachment: August 5, 1969, Memo from Robert E. Kennedy to Dale Andrews
The Curriculum Committee recommends that the Academic Senate adopt the following policy statement and forward it to President Kennedy:

Courses which lay the foundations of a subject—or which develop the basic skills needed to work within a subject area—should be taught by the departments most concerned with the subject as a whole. Recognition that these departments possess the greatest expertise is the basis of their service function, and the best use of university resources can only be achieved through the use of the service courses that they provide. Courses which make special use of a subject may be properly taught in other departments only after the basic subject has been taught in service courses.