

DOCUMENT RESUME

ED 065 064

HE 003 197

TITLE Report of the Ad Hoc Committee on the General Studies
BA Degree Program.

INSTITUTION Michigan Univ., Ann Arbor. Coll. of Literature,
Science, and the Arts.

PUB DATE 69

NOTE 22p.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS *Bachelors Degrees; *College Majors; *Degree
Requirements; General Education; *Higher Education

ABSTRACT

In 1969 the Dean of the School of Literature, Science, and the Arts at the University of Michigan appointed an ad hoc committee to study the possibility and plausibility of establishing a Bachelor of General Studies degree. After careful consideration of the curricula offered in the school, it was recommended that (1) the Bachelor of Science degree be changed to a Bachelor of Science degree in a discipline; and (2) that the Bachelor of Science degree be expanded in certain areas and become known as a Bachelor of Science in General Studies. As of May 1, 1969, students enrolled in the School of Literature, Science, and the Arts were eligible for the Bachelor of General Studies (BGS). This document presents the graduation requirements for such a degree, the process of selection of a degree program, information concerning the election of and counseling for courses, and the procedures for changing degree programs. (HS)

ED 065064

*School of Literature, Science & Arts
The State University
of Mississippi, Hattiesburg*

Report of the Ad Hoc Committee
on the
General Studies Degree Program

BA

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HE 003197

The charge to the ad hoc committee by the Dean of LS&A was to draw up in detail a proposal for a Bachelor of General Studies degree and to submit a report to the Dean and Faculty as soon as possible. The establishment of the ad hoc committee and its charge were the consequence of action taken by the LS&A Faculty at its last meeting, March 3, 1969. This report and the proposals which are contained herein represent the unanimous recommendations of the committee to the Dean and Faculty. The committee urges support for the proposals.

In assuming its responsibilities to carry out the charge given it, the committee engaged in research on degree programs in general, in examination of the distribution of courses by level taken by a sample of graduating seniors, and in discussion with both faculty and students. While there were areas of disagreement among members of the committee on some points, the disagreements were in large measure related to details, rather than substance. There was unanimity of opinion on all of the substantive issues.

What follows is a preface to the two proposals which the committee wishes to place before the Faculty for action. We hope that these introductory remarks will provide a background against which to consider our recommendations.

It was agreed that any proposed program have educational objectives that are in concert with those stated on page 6 of the 1968-69 LS&A Announcement. The Announcement states that "As its primary goal, the College aims at expanding the intellectual frontiers of each student by stimulating him to explore the unknown by providing him with knowledge, not in the narrow sense of facts alone, but in the broadest sense of new awareness about man and his surroundings....In addition, the College strives to give a student the ability to compare, contrast, analyze, classify, discriminate, criticize, evaluate and choose.

intelligently from among the myriad experiences and ideas which confront him."

It was also agreed by the ad hoc committee that these objectives could be achieved through a variety of approaches. The task then was to examine and evaluate such alternative routes, and to recommend to the Dean and Faculty those which would best meet the needs of our students and a changing society. To this end, Professor E. Lowell Kelly prepared a report on "Baccalaureate Degrees." His full report is included as an addendum to the committee report. The main points are summarized here.

In 1960, Eells and Haswell recorded a total of 2,452 different degrees which had been offered in the United States, 1,600 of which were still obtainable in 1960. Of these 1,600 degrees, 108 represented varieties of what might be called the "traditional" A.B., and 426 were designated as B.S. degrees.

There are 55 degrees in the liberal arts, 101 in the humanities, 208 in natural science and 93 in social science. Although the "simple" A.B. (or B.A.) and B.S. are the most commonly awarded undergraduate degrees, there is virtually no uniformity among degree granting institutions with respect to admission requirements or curricular requirements for the granting of either of these degrees.

While the authority to grant degrees is vested in the corporation, regents or controlling board of an institution, decisions regarding curricular requirements are usually left to the respective faculties. Unfortunately, Professor Kelly was unable to ascertain a summary of recent data with respect to required courses. However, such a summary for the situation thirty years ago was available for 84 institutions (29 state and 55 private). These data are summarized in the following table.

<u>Subject</u>	<u>Required In</u>	<u>Elective In</u>	<u>Total</u>
English	78	6	84
Foreign Language (at least one)	68	14	82#
Mathematics	61	23	75
Natural Science	52	32	84
History	41	43	84
Physical Education	38	46	84
Philosophy	32	52	84
Psychology	21	63	84

Apparently not even offered in 2 institutions

Examination of this table and other relevant data makes it obvious that every faculty has the right to create any degree that it desires, that it can assign to the degree any label it chooses, and most important, that it can designate the requirements it believes appropriate to those to whom the degree may be awarded. It was from this vantage point that the ad hoc committee undertook the study of the current degree programs offered by the College of LS&A.

Two broad alternatives suggested themselves as solutions to the problem confronting the committee. One was to recommend the retention of the current degree programs (A.B., B.S. and B.S. in Chemistry) with the addition of a new degree program, Bachelor of General Studies. The other alternative was to retain the A.B. as it now stands (unless modified by action of the Faculty on the issue of the language requirement) and restructure the B.S. degree to accommodate the changes suggested in the original resolution which resulted in the creation of the ad hoc committee. A third alternative was briefly considered and quickly rejected. It was that we recommend no new degree or modification of any presently offered degree.

The course of action taken by the ad hoc committee was to choose the second alternative. Such a course of action would

permit the "traditional" meaning of A.B. to be retained without modification, while allowing flexibility by providing for those students whose educational goals require differing curricular patterns.

The ad hoc committee will, in its formal proposals, recommend that the Bachelor of Science Degree be restructured so as to permit the attainment of a B.S. in a particular discipline or a B.S. in General Studies. The details of the restructuring will be found in the proposals. The major distinction between the two types of B.S. degree is that one will be "discipline" oriented and the other "student" oriented. The latter would assign to the student responsibility for planning an appropriate academic program. Thus, the student will, if he elects the B.S. in General Studies, enjoy the advantage of greater freedom and flexibility; and he will incur the risk that his decisions will occasionally be contrary to his best interests.

A chart comparing the present A.B., B.S., and proposed restructured B.S. programs is appended to this report. Also appended to the report is an analysis of the courses taken by a sample of 101 students from among those who obtained a Bachelor's degree from the College of LS&A in the Fall 1968. This report was prepared by Mr. Olsen of the statistics section of the Registrar's Office. Examination of the report shows that by far and away most of the courses elected by this sample of students were at or beyond the 300 level. Thus, it is entirely reasonable to expect students to be able to elect 60 hours of course work at the 300 or above level as part of the total of 120 hours required for graduation.

One final comment. The committee's recommendations are in the form of two separate resolutions. Each can be acted upon separately by the Faculty or, if the Faculty so desires, as a single resolution. We are presenting the proposals in the order in which we believe that they should be taken up,

that is, resolution 1, pertaining to the establishment of a B.S. in a Discipline; and then resolution 2, pertaining to the establishment of a B.S. in General Studies. It is our hope that the Faculty will look with favor upon these resolutions.

Several alternative titles for these programs were discussed. The most favored is the one suggested. However, the Committee does not feel that title of the degree is the most critical issue. Rather, we should focus on the substance of the proposals. It is pertinent to note that of the 1195 L.S.A. degrees awarded in 1968, 870 were B.A.'s, 289, B.S., and 36 B.S. in Chemistry.

Respectfully submitted,

Herbert S. B. Baraf, '69
Simon Z. Benninga, '69
Philip J. Elving, Chemistry
E. Lowell Kelly, Psychology
Charles B. Maurer, German,
Residential College
Martin P. McLaughlin, '71
George Piranian, Mathematics
Peter A. S. Smith, Chemistry
Ronald S. Tikofsky, Psychology
and Speech (Chairman)

Resolution I

Be it resolved that the College of LSEA recommend to the President and the Board of Regents of The University of Michigan that the current Bachelor of Science degree be restructured so as to become a Bachelor of Science in a Discipline in the College of LSEA, that this degree be made available to students in the College in addition to the present baccalaureate degree, and that the proposed new degree be governed by the following rules:

1. Admission Requirements

The requirements for admission to the College of LSEA shall be the same for all students admitted to candidacy for any Bachelor's degree.

2. Election of Degree Program

Sometime during their freshman year students will be expected to elect a degree program. Students in good academic standing may transfer from one degree program to another, but they must meet the requirements of the programs to which they transfer.

3. Graduation Requirements for the Bachelor of Science in a Discipline

Completion of 120 hours with an overall grade average of C or better. Each department will set its own requirements for concentration; not more than 45 hours in any one department shall be credited toward the degree, and at least 30 hours of the student's program shall be free electives not specified in the departmental concentration requirements.

4. Guidance and Consultation

The election of courses for the freshman year shall be subject to approval by one of the designated

Freshman Counselors. Thereafter, students seeking the degree B.S. in a Discipline shall have their programs of study approved by concentration advisors from the department in which the student will concentrate.

5. Graduation with Distinction

Students who achieve a grade-point average of at least 3.2 (at least 3.6) shall be recommended for a degree with distinction (with high distinction).

Resolution II

Be it resolved that the College of LS&A recommend to the President and the Board of Regents of The University of Michigan that the current Bachelor of Science degree be restructured so as to also become a Bachelor of Science in General Studies in the College of LS&A, that this degree be made available to students in the College in addition to the present baccalaureate degree, and that the proposed new degree be governed by the following rules:

1. Admission Requirements

The requirements for admission to the College of LS&A shall be the same for all students admitted to candidacy for any Bachelor's degree.

2. Election of Degree Program

Sometime during their freshman year students will be expected to elect a degree program. Students in good academic standing may transfer from one degree program to another, but they must meet the requirements of the programs to which they transfer.

3. Graduation Requirements for the Bachelor of Science in General Studies

Completion of 120 hours with an overall grade average of C or better. This shall include 60 hours of work in intermediate or advanced courses (courses numbered 300 or higher), and the average grade of C must be achieved for these 60 hours as well. Not more than 20 hours earned in any one department shall be credited toward the 60-hour requirement. Up to 20 hours of the 120 hours may be elected outside of the College of LS&A.

4. Guidance and Consultation

The election of courses for the freshman year

shall be subject to approval by one of the designated Freshman Counselors. Thereafter, students shall be encouraged to seek advice from the Counselling Offices or from individual faculty members; however, each student shall assume the responsibility for planning an academic program that is commensurate with his ability and aspirations and that satisfies the degree requirements. After the freshman year, a counselor's approval of elections is not required.

5. Graduation with Distinction

Students who achieve a grade-point average of at least 3.2 (at least 3.6) shall be recommended for a degree with distinction (with high distinction).

LS&A ad hoc COMMITTEE ON AN ALTERNATIVE DEGREESOME NOTES AND QUOTES REGARDING BACCALAUREATE DEGREES

"The use of academical degrees, as old as the thirteenth century, is visibly borrowed from the mechanic corporations, in which any apprentice, after serving his time, obtains a testimonial of his skill and a license to practice his trade and mystery."

Edward Gibbon, Autobiography (1796)

"Academic degrees of various types are granted annually to more than a half million men and women by the more than two thousand institutions of higher education now in existence in the United States. These degrees vary greatly in level, in requirements, in nomenclature, in development, in significance, and in inherent value."

Maister C. Ellis, Degrees in Higher Education

The bachelors degree was apparently first granted by guilds or groups of scholars in the thirteenth century. At that time it was not in fact a degree but a certificate of admission to further training for the title of Master or Doctor. Upon receiving the designation "bachelor" the person became an apprentice; after a period of time he took an examination called the determina to become a journeyman and a final examination after which he was awarded the title of Master, Doctor or Professor, these terms being used synonymously and interchangeably. The bachelors degree or diploma has had very different meanings at different times and in different countries. It is not used at all in many European countries today. In France it is the diploma awarded at the end of the period of secondary education. On the other hand, it was early adopted by Oxford and later by Cambridge and since the first American institutions of higher learning were patterned after Cambridge, the practice of using the bachelors degree to designate completion of four years of college was established in the United States even before the Revolutionary War. In England it is typically given after three years of study, it being assumed that college preparatory work is some what more adequate than in America.

During the pre-Revolutionary period there were but four types of bachelors degrees offered in the United States: arts, law, medicine and theology. Later came the distinction between the bachelor of arts and the bachelor of science degree.

The number of institutions authorized to grant degrees in the United States increased very slowly in the 17th and 18th century. During the next two centuries, however, the increase was extremely rapid and by 1961-62 the education directory listed 2040 institutions of higher education, most of which granted degrees. Of these some 600 were junior colleges conferring only the associate degree, 1400 offered both baccalaureate and/or first professional degrees, 700 awarded masters degrees and more than 200 programs leading to the doctorate.

The rapid increase in the number of colleges and universities was more than paralleled by the increase in the number of degrees offered. In 1872, there were fourteen varieties of degrees conferred by 298 colleges, however, only a decade later, the author of the first published American handbook on degrees wrote, "I find that most people who are fairly educated do not know what one quarter of the

degrees mean ... We have now more than sixty degrees in common use. It would seem that a directory of degrees must be prepared to explain and define the meanings of all these to the public."¹ By 1898 a published directory of degrees gave detailed information on 242 degrees and their abbreviations!

But the end was not yet, the most recent tabulation (Eells and Haswell, 1960) recorded a total of 2452 different degrees which had been offered in the United States at some time, 1600 of which were in use in 1960. While many of these 1600 are varieties of professional or graduate degrees, there were 108 varieties of the A.B. and 426 of the B.S.! Although American ingenuity seems to have exceeded that of any other national group, the British were not too far behind; for example 633 different degrees are offered by different institutions in the British Commonwealth.

Looking only at the baccalaureate degrees, some indication of their distribution is suggested by the following breakdown: in liberal arts 55, in humanities 101, in natural sciences 208, in social sciences 93. While the simple A.B. (or B.A.) and the B.S. degrees are by far the most commonly awarded by undergraduate institutions, there is practically no uniformity among degree granting institutions with respect to admission requirements or curricular requirements for the award of either of these degrees. Originally, instruction at Harvard was exclusively in Latin so reading and writing competence in the language was expected at the time of admission. Because of the strong emphasis on the Classics in many early colleges, Greek was also sometimes required for the degree. Only much later was formal instruction in modern foreign languages considered an appropriate subject matter for the college curriculum!

As indicated above, there is almost no uniformity with respect to either admission or curricular requirements for either of the degrees. Traditionally the liberal arts included the so called trivium (grammar, rhetoric and didactic) and the quadrivium (arithmetic, geometry, astronomy and music). To these seven traditional liberal arts, Oxford added philosophy (natural, moral and metaphysical). However, one of the pervasive features of American education has been the emphasis on the elective system. One of its first proponents was Thomas Jefferson who argued for the freedom of choice amongst courses, a practice which he termed "the liberalization of the curriculum". As early as 1825 the University of Virginia replaced its single curriculum with eight. In 1826 the elective system was introduced at Harvard. Under President Eliot's influence, by 1884 all courses except a few in the freshman year were elective. As a reaction to the excesses of the elective system, many institutions adopted the present distribution-major-minor system. After World War I many colleges began requiring survey courses in the natural sciences, the social sciences and in the humanities. However, in spite of all of the experimentation and much debate, there is still wide variation in practice with little or no effort to standardize.

The result is that while the authority to grant degrees is vested in the corporation, the regents or the controlling board of an institution, decisions regarding curricular requirements for degrees are usually left entirely in the hands of the faculty. I have not been able to obtain any recent summary of the situation with respect to required courses but thirty years ago the situation in 84 institutions (29 state and 55 private) was as follows:

¹ F.S. Thomas, University Degrees: What They Mean, What They Indicate, and How To Use Them.

Subject	Required In	Elective In	Total
English	78	6	84
Foreign Language (at least one)	68	14	82*
Mathematics	61	23	75
Natural Science	52	32	84
History	41	43	84
Physical Education	38	46	84
Philosophy	32	52	84
Psychology	21	63	84

* Apparently not even offered in 2 institutions

From the above it is obvious that every faculty has the right to create any degree that it wishes, to give it any label it chooses and to designate whatever combination of requirements it believes appropriate to those to whom the degree is awarded. In this connection the following quotation stating the requirement for the first bachelor of arts degree given in the United States is of interest:

"Every Schollar, that on prooffe is found able to read the Originalis of the Old and New Testament into the Latine tongue, and to resolve them Logically; withall being of godly life and conversation; And at any publick Act hath the Approbation of the Overseers and Master of the Colledge, is fit to be dignified with his first Degree." ²

Laws of Harvard College, 1642.

It is clear that at the present juncture the faculty of LS&A has one of two broad alternatives available to resolve the immediate issue of the foreign language requirement. We can continue to restrict ourselves to the A.B. and B.S. (and B.S. in Chemistry!) but modify requirements for these degrees so that these two (or three) broad labels cover many very different types of educational programs. To do so will inevitably result in what many of our colleagues regard as cheapening or devaluing the traditional A.B. degree. (I have to smile at this since originally Artes refers to skills and not to anything very arty or aesthetic!). As of the moment there is relatively little distinction between the degree A.B. or B.S. In fact a student who has sixty or more hours in the natural sciences and mathematics may choose to receive either of the two degrees. Alternatively we may wish to provide more than the two (or three) degrees and establish different curricular requirements for each. This would permit those who do not wish to see the traditional meaning of the A.B. modified, to retain any language or any other distribution requirements they wish and at the same time permit those of us who feel that it is possible to provide a "liberal education" without insisting that every student follow the same curricular pattern, to award one (or more) new degrees which we believe would serve an educational need for a substantial number of our students and which could be administered in a manner to insure that it would be fully equal in prestige to the traditional A.B. and B.S. I am sure that all of us, even those of us who disagree most with respect to the means would endorse the following quotation.

² S.E. Morison, The Founding of Harvard College

"The college, or department, that meets its responsibilities of providing a well-reasoned, well-rounded education for young people in the years to come will have a faculty which will not hesitate to spell out loud and clear the values and competencies they want their graduates to possess. These curriculum makers will then set about working with experts in all disciplines to avail their students of experiences that will develop them. If the college catalogue does not carry the courses, they will put them in it. If their offerings look different and even slightly awry, so be it. Happily, more and more institutions are coming to this view.

In thinking about the type of young people they would like to see in their graduation ceremonies, most faculties will envision a youngster who is articulate, both in speech and writing, one who has a feel for language, a respect for clarity and, it is to be hoped, a knowledge of some language other than his own. This young graduate will be at home in the world of quantity, number and measurements; he will be able to recognize the difference between fact and opinion; and he will be logical yet quite capable of imaginative and creative thought. This ideal graduate will know both the worlds of nature and the worlds of man, and he will not be afraid to apply what he knows with the judgement and discrimination which come from deep knowledge of other persons, other times and places. He will never be merely a type. He will have acquired the bent and skill for perpetual self-renewal, and he will have a value system and a yen for excellence which serve him well in a rapidly changing world."

Brazziel, W. F., Curriculum Development and the Larger Learnings,
Educ. Record, 1966, 46. 336-346.

As I see it, the task of our ad-hoc committee is threefold: (a) to establish a new curriculum pattern which we believe will as often (or perhaps more often) achieve this type of product of LS&A, (b) to find a distinctive label (and set of letters) to designate the new degree and (c) to convince the majority of the faculty of LS&A that there is a need for and extensive faculty support of the new degree program.

March 14, 1969

E. Lowell Kelly

ADDENDA II

Report of the Statistical Division
of the Registrar's Office

by

Harris D. Olson

Re: Sample of 101 people who received a degree in the Fall 1968

The following is a distribution of courses taken(i.e., not of hours):

<u>At level</u>	<u>Number of courses</u>
100	1122
200	742
300	757
400	1014
500	244
600	11
900	3

Of the 101 people, 25 received credit for the following courses, and thus did not actually have 120 hours upon graduation:

7 of these received credit for English 123,
3 " " " " " Latin 232,
15 " " " " " French, Spanish, and
History at the 300 level.

Of these same 101 people, 24 attended another(not The University of Michigan) college between the freshman and senior year, i.e., it could have been summer school, a year abroad, etc. Also, 3 persons attended another school or college within the University for one or more terms, i.e., they began and ended in LS&A but spent one or more terms in the Medical School, or at the Dearborn Campus, etc.

Comparison between Present B.A. and Proposed Restructured B.S. Programs

	<u>Present B.A.</u>	<u>Proposed B.S. in G.S.</u>	<u>Proposed B.S. in a Discipline</u>
Admission Requirements	As listed in Announcement	same	same
Foreign Language Require.	4th semester proficiency	none	none - may be required by Department of Concentration
English Composition	One term	none	none
Distribution Requirement	3 courses in Nat. Science, 3 courses in Humanities, 3 courses in Social Sciences - with 2 courses in one department	none	none - but student must elect at least 30 hours outside field of Concentration - Department of Concentration establishes requirements
Concentration Programs	Departmental, Independent studies, Liberal Studies, Interdepartmental Programs	none	yes
Limits on Hours	maximum of 40 in one Department	maximum of 20 in one Department at or above the 300 level credited toward the degree	maximum of 45 in one Department may be credited toward the degree
Requirement on Number of Hours at or beyond 300 level	none	60	none

(continued on next page)

ADDENDUM IIB

	<u>Present B.A.</u>	<u>Proposed B.S. in G.S.</u>	<u>Proposed B.S. in a Discipline</u>
Overall GPA	2.0	2.0	2.0
GPA Requirement for Courses at or beyond 300 level	varies with field of concentration	2.0	determined by field of concentration
Total Number of Hours Required for Graduation	120	120	120

COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS

BACHELOR OF GENERAL STUDIES

As of May 1, 1969, students enrolled in L.S.& A. are eligible for a new degree program, the Bachelor of General Studies (BGS). The following information is intended to explain the provisions pertaining to the BGS degree.

I. BGS Graduation Requirements:

1. Like the AB (BS) student, the BGS student must complete 120 hours with an overall grade average of "C" or above. He must, however, complete at least 60 hours of work in intermediate or advanced courses--courses numbered 300 or higher--and must achieve a "C" average grade for these 60 hours as well.

2. Not more than 20 hours earned in any one department may be credited toward the 60-hour requirement. (This rule does not preclude a student from taking more than 20 hours in a department if the hours are below the 300 level or if a student takes more than 60 hours of 300 and 400 level courses. Students are limited, however, to a total of 40 hours in a single department within the basic 120 hours required for the degree.)

3. Up to 20 of the 120 hours may be courses from other schools and colleges of the University of Michigan, Ann Arbor, except for those courses expressly excluded by the College Executive Committee. Courses having a highly specialized or technical content such as Education School "E" and "F" courses and Business Management 450 and 451 are considered unacceptable.

4. Neither distribution nor concentration requirements are required for the BGS. Even if a student completes a "concentration" as defined under the AB (BS) program, however, the spirit of the BGS degree precludes the formal certifying of a concentration program on the official transcript.

II. Selection of a Degree Program:

Sometime during their freshman year, students will be expected to elect either the AB (BS) or the BGS degree program. Students in good academic standing (2.0 gpa or above) may transfer from one degree program to the other. (Students who have been placed on "Action Pending" status by the College Administrative Board are not eligible to transfer from one degree program to another.)

Students with more than ninety hours, since they presumably have insufficient time remaining to meet the spirit of a new degree program, normally are not eligible to switch programs. Students with questions about their eligibility should consult with Dr. Charles G. Morris, in the Junior-Senior Counseling Office.

Students while enrolled in the honors program must be working toward the AB (BS) degree.

III. Elections and Counseling:

The election of courses for the freshman year shall be subject to approval by one of the designated freshman counselors. Thereafter, students shall be encouraged but not required to seek advice from the Counseling Offices or from individual faculty members; each student, however, shall have the ultimate responsibility for planning an academic program which is commensurate with his ability and aspirations and which satisfies the degree requirements. Although students need not obtain a counselor's approval of elections after the freshman year, all normal college regulations such as those regarding appropriate course loads and drops and adds continue in force. Students are expected to carry a minimum of 13 hours. Students who desire exceptions (i.e., reduced course loads or changes in elections after the third week) will need to consult with a representative of the Administrative Board in the appropriate counseling office.

IV. Procedures for Switching Degree Programs:

Students on the AB (BS) program who wish to switch to the BGS must consult with a counselor to discuss the change and to obtain the necessary form. Freshmen and Sophomores should see their regular counselor in 1213 Angell Hall. Juniors (55-84 hours) and Seniors with 90 hours or less should see their concentration advisor; if they have never seen a concentration advisor, they should see Dr. Morris in 1223 Angell Hall. Seniors with over 90 hours must also see Dr. Morris. Once a student has seen a counselor and arranged to go on the program, he needs only to identify himself at the reception desk in the appropriate counseling office as a BGS student to obtain necessary election cards and drop-add forms, subject to the restrictions noted in item III above.

Students on the BGS program who wish to switch to the AB (BS) must also consult with a counselor. Freshmen and Sophomores who wish to switch from the BGS to the AB (BS) program should see a counselor in 1213 Angell Hall. Juniors and Seniors should see an appropriate concentration advisor to determine if all distribution and concentration requirements can be met within the normal 120 hours; Juniors and Seniors who have questions about their eligibility and Seniors who have completed over 90 hours must also see Dr. Morris in 1223 Angell Hall.

5/16/69

ELECTION OF BACHELOR OF GENERAL STUDIES PROGRAM

Effective with the _____ term, 19____ I will change my degree program to Bachelor of General Studies.

Name _____

Student Number _____

Present Address _____

Local Phone _____

Date _____

I have discussed this change with the student.

Jr.-Sr. Counselor

Date _____

Bring the completed form to 1223 Angell Hall

THE UNIVERSITY OF MICHIGAN • ANN ARBOR
COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS

FACULTY COUNSELORS FOR JUNIORS AND SENIORS
1223 ANGELL HALL

Beginning with the _____ term, 19 ____ you are considered to be a candidate for the degree of Bachelor of General Studies in the College of Literature, Science, and the Arts. A copy of this letter will be sent to the Office of Registration and Records to inform them of this degree change.

As you know, BGS students may elect courses and make course changes (in the first three weeks of a term) without a counselor's signature. You should obtain the necessary materials to elect or change courses from your counseling office.

It is presumed that BGS candidates come under the same general College regulations as other students. Exceptions such as late course changes, extensions of incompletes, election of a reduced course load, withdrawal from the College, and the like will require the approval of one of the members of the Administrative Board in your counseling office in lieu of a formal counselor.

While you will not have a formal counselor, I encourage you to make use of the counseling facilities as one source of information in planning your work. In particular, although the College will not certify the completion of a concentration program as part of the BGS degree, it may be possible for you to meet all concentration requirements with the assistance of the concentration advisor. In such a case, he may be willing to provide you with a letter to the effect that you have met the concentration requirements and have the equivalent of a concentration in that department. Such a letter might be useful to you in applying to graduate schools, for example.

Although a number of graduate schools have indicated that their admissions offices will honor the BGS, there is no indication that individual departments within those graduate schools will share in this evaluation, and individual departments eventually make the decision whether or not to accept an applicant. Therefore, if you anticipate postgraduate study, you would be wise to write to the departments to which you intend to apply asking for their evaluation of the BGS degree. If you have not yet given thought to postgraduate work, it seems that now is the time to begin doing so.

It is important that you realize that the freedom to structure your education in a way meaningful to you carries with it the responsibility for meeting the few requirements for graduation set for the BGS degree, and that you will be able to complete your degree requirements in the normal amount of time. If I or any other member of the Administrative Board can be of help in giving you an interpretation of the requirements, or in evaluating your progress in meeting the requirements, please don't hesitate to call on us.

Sincerely yours,

Charles G. Morris
For the Administrative Board

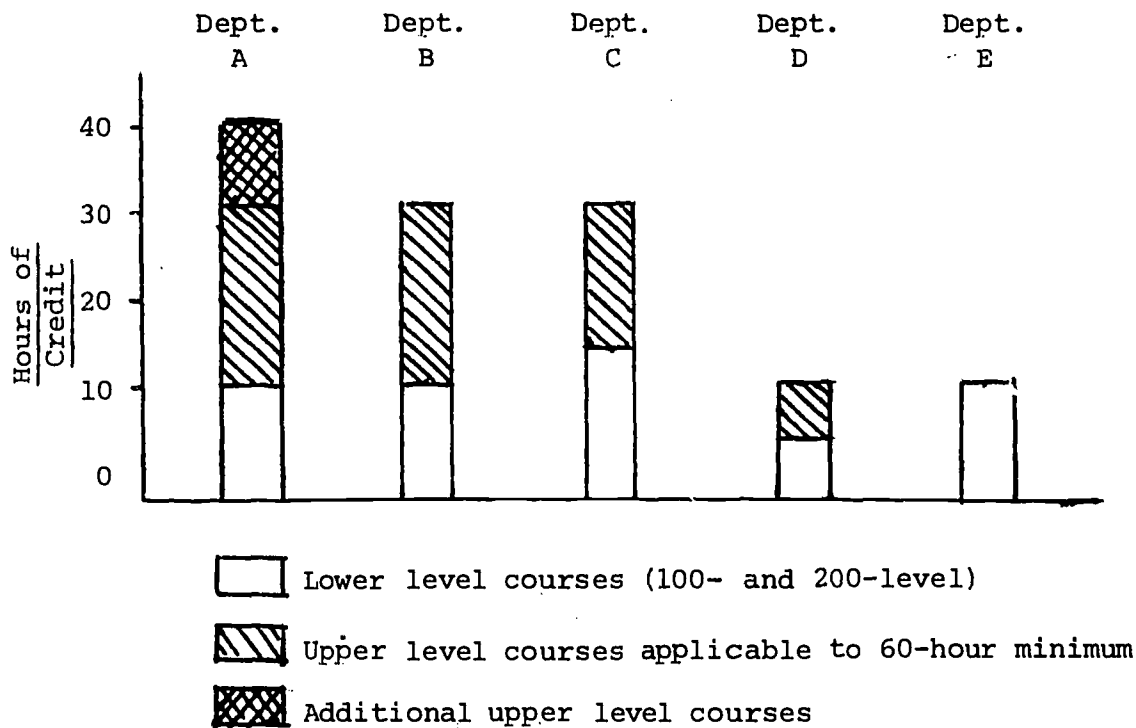
jea

cc: Office of Registration and Records
File

Interpretation of 20-hour rule for BGS degree

The regulations governing the BGS degree are minimal and, with one exception, clear. The exception is the 20-hour limit on upper level work (i.e. 300-level or higher) in one department. The Administrative Board has made the following interpretation of that regulation: a student is limited to 40 hours of work in a single department. There is no limit on the number of those hours which may be upper level courses. However, no more than 20 hours of upper level work may be counted from any single department in satisfying the requirement that of the 120 hours for graduation, the student "shall include 60 hours of work in intermediate or advanced courses."

Consider the following student's credit distribution:



This student has taken the maximum of 40 hours in Dept. A, and less than the maximum in the other four departments. He has a total of 60 hours of intermediate and advanced work (20 hours from Dept. A, 20 from Dept. B, 15 from Dept. C, and 5 from Dept. D). 10 hours of advanced work in Dept. A were not able to be used to satisfy the minimum 60-hour requirement. However, Dept. A indicates clearly that the BGS degree does not limit a student to 20 hours of advanced work. The BGS program simply will not count the extra advanced work as part of the 60-hour minimum which is required; those extra hours are considered to be elective hours.

Note also that a BGS student may elect up to 20 hours outside of LSA. Therefore, it is possible that Dept. D and Dept. E are non-LSA departments (e.g. Education, Business, Art, Music). In the case of the student above, 5 hours of non-LSA work were counted in the minimum 60-hours of advanced work.

5/1/69