Proposal for a University-Wide General Education Program

- **A University-Wide Structure**
  There will be a university-wide structure for general education, common across all colleges.

- **The Mathematics of the Structure**
  The structure will involve 10 courses of non-skills-based (i.e. not mathematics, composition, or second language) coursework -- 6 courses in a first tier to include 2 courses in Traditions & Cultures, 2 courses in Natural Science, and 2 courses in Individuals & Societies; and 4 courses in a second tier distributed across the following four segments -- Arts, Humanities, Natural Science, and Individuals & Societies.

  Students will be required to take one course in each of the four segments of the second tier. However, coursework in the major may satisfy one segment of the second tier. (For example, majors in MCB could complete a course in second tier Arts, a course in second tier Humanities and a course in second tier Individuals & Societies; the remaining segment in Natural Science could be completed by coursework required as part of an MCB major.) Each major will identify which segment could be completed within its coursework.

  Because of the unit load required for their majors, Tier 2 for students in the College of Engineering and Mines and the School of Health-Related Professions will comprise three segments (rather than four) -- Natural Science, Individuals & Societies and Arts & Humanities. Other majors with a comparable unit load may petition the University-Wide General Education Committee for a similar arrangement. [See Addendum for guidelines governing such exceptions.]

  One course focusing on a non-western culture or on race, gender, class or ethnicity is also required, but may be fulfilled by appropriate first or second tier courses or by designated courses elsewhere in a student's program.

  Students entering the University as freshmen will be expected to complete the first tier by the end of the midpoint of their degree (e.g. for a four-year 120 unit degree program by the end of the second year of full-time work or the completion of 60 units) and the second tier by the conclusion of their undergraduate degree.

- **The Content**
  The selection of courses in each of these segments will be common across all colleges.

  The initial course choices will be selected by the University-wide General Education Committee from those currently approved in the Arts and Sciences general education program, from the core courses already approved and from those which might be submitted to the Committee in the future, building on the first tier guidelines developed by the faculty and the second tier guidelines developed by the Committee.

  The long-term goal will be to develop a selective set of courses that offer broad, rigorous treatments of fundamental knowledge and methods of inquiry. Should this goal ultimately preclude the inclusion of introductory chemistry and physics courses, majors in the College of Engineering and Mines will be allowed to satisfy their first tier Natural Science with their required chemistry and physics coursework; other technically-based majors may petition, with their dean's approval, a similar arrangement. [The College of Science and The School of Health-Related Professions have already indicated their desire to petition.]

- **Foundations**
  The structure will also involve a third component. This component is intended to build a foundation in certain skills that can be further developed in first and second tier courses, as well as in major courses. It will include a course in mathematics (the character of which will vary with the major), courses in composition, fourth-semester skill level in a second language for all students in B.A. degree programs, and second-semester skill level in a second language for all students in non-B.A. degree programs.

  Each segment of this component may be satisfied, at least in part, by demonstration of proficiency, as well as by coursework.

The Structure in Schematic Form

Foundations

Mathematics: proficiency in one of three strands, varying with major

- 'G': Those students whose major requires general knowledge in mathematics only would take Mathematics in Modern Society (Mathematics 122). This is a topics course which naturally lends itself to the possibility of different sections according to the interests of different groups of students.

- 'M': Those students whose major requires moderate knowledge in mathematics would take Finite Mathematics, Brief Calculus, or a statistics courses, where the choice is determined by the major selected. Students in this group would be expected to come from Architecture, Agriculture, BPA, or certain majors in SBS.

- 'S': Those students whose major requires substantial knowledge of mathematics would take calculus. This group would be comprised largely of students in Engineering and Science

Composition: one of four strands, varying with placement

- 1: A two-course sequence of English 101 and English 102 or the ESL equivalents
- 2: A two-course sequence of extended English 101 and English 102 or the ESL equivalents
- 3: A two-course honors sequence of English 103h and English 104h
- 4: A one-semester course in combination with an AP score of 4 or 5 or a placement writing portfolio demonstrating advanced proficiency. The course would be English 109 at least initially, but appropriate courses could be developed for this purpose across the curriculum, given careful design and monitoring.

Second Language
  fourth-semester skill level for all B.A. degree programs
  second-semester skill level for all non-B.A. degree programs
    (see attachment for how this may be demonstrated)

Note: New University entrance requirements taking effect in Fall 1998 require two years of a second language in high school. Thus, if a student cannot demonstrate second semester skill level at entrance and is required to take coursework to meet this requirement, the second language units would not be included in the credit hours computed as part of the degree program. This policy is consistent with the treatment of English 100 and Mathematics 116.

Tier One
Traditions & Cultures	2 courses
Individuals & Societies	2 courses
Natural Sciences	2 courses

       6 courses

Tier Two
Arts	one course
Individuals & Societies	one course
Humanities	one course
Natural Science	one course

    4 courses of which one could be in major

NOTE: For students in the College of Engineering and Mines and the School of Health-Related Professions Tier 2 will involve one course in three segments -- Natural Science, Individuals & Societies and Arts & Humanities

NOTE: One course in a student's degree program must focus on non-western cultures or on race, gender, class, or ethnicity.

B.A. degree students may fulfill the second language foundations requirement with one of the following options:

- 1: Completion of a two-course sequence beyond the second semester of post-secondary language instruction.
- 2. Completion with a C or higher of a three-or four-hundred level language course at the post-secondary level.
- 3. Completion of one course beyond the third semester in combination with an AP (Advanced Placement) score or a CLEP (College Level Entrance Program) score determined by the individual language department.
- 4: An AP score of 3 or higher or a CLEP score of 60 or higher in the language.
- 5: A minimum of one semester study abroad in a language program approved by the appropriate language department as the equivalent of fourth-semester skill level.

Non-B.A. degree students may fulfill the second language foundations requirement with one of the following options:

- 1: Scoring the equivalent of second-semester skill level on an entrance or placement examinination administered by the University of Arizona.
- 2: Completion with a C or better of a second semester course at the post-secondary level.
- 3. An AP score of 2 or higher or a CLEP score of 41 or higher in the language.
- 4. In the College of Engineering and Mines by a method determined within the College; however, all students in the College must also take a language placement examination on entrance to the University.

American students who are native speakers of languages other than English (e.g. Spanish, American Sign Language, Navajo) will be accommodated by the appropriate department. Foreign students who are native speakers of languages other than English may fulfill the second language requirement through proficiency in English.

University-Wide General Education Program

Segment	Tier I — Traditions & Cultures	Tier I — Natural Science	Tier I — Individuals & Societies	Tier 2 — Arts	Tier 2 — Humanities	Tier 2 — Natural Science	Tier 2 — Individuals & Societies	3rd Component — Mathematics	3rd Component — Composition	3rd Component — Second Language B.A. Degree	3rd Component — Second Language Non-B.A. Degree
# Courses	2	2	2	1	1	1	1	1	1 of 4 strands	4th semester skill	2nd semester skill
Agriculture	2	2*	2	1	1	1	1	1	x	-------	yes
Architecture	2	2	2	1	1	1	1	1	x		
BPA	2	2	2	1	1	1	1	1	x	-------	yes
Education	2	2	2	1	1	1	1	1	x		
Engineering	2	2*	2	1 – either segment		1	1	1	x	-------	yes
Fine Arts	2	2	2	1	1	1	1	1	x		
HRP	2	2*	2	1 – either segment		1	1	1	x	-------	yes
Humanities	2	2	2	1	1	1	1	1	x		
Science	2	2*	2	1	1	1	1	1	x	yes	yes
SBS	2	2	2	1	1	1	1	1	x		
University College	2	2	2	1	1	1	1	1	x	yes	yes
Nursing	2	2	2	1	1	1	1	1	x		

Tier I — (Freshmen complete Tier 1 by midpoint of degree)

Tier 2 — (Completion required for graduation)

3rd Component* — (* see detail sheet), Proficiency Level

* as part of prerequisite for major

2/19/97

UNIVERSITY-WIDE GENERAL EDUCATION STRUCTURE
EXCEPTION GUIDELINES

Any degree program, with the approval of its Dean, may petition the University-Wide General Education Committee for an exception from some aspect of the Tier 2 requirements, if it is shown that the number of credits associated with those requirements damage either student opportunities or the educational program. Possible bases for petition include inability to meet accreditation requirements, decreased student opportunities upon completion of degree, and significant reduction in competitiveness.

Biomedical Engineering Interdisciplinary Graduate Program
Synopsis and Major Components

_iomedical engineering is a discipline which integrates the engineering sciences with biology and medicine. The field of biomedical engineering has seen a dramatic escalation in activity over the past 20 years leading to the development of a wide variety of medical devices, medical procedures, and a basic understanding of biological processes. Scientists have now realized that engineering principles can be used to study and understand numerous biological processes. The University of Arizona has established strengths in the field of Medical and Biological engineering with faculty members providing education and research opportunities from nearly every scientific discipline on this campus. The University of Arizona Committee on Medical and Biological Engineering has concluded that the need exists to join these multiple disciplines within a single interdisciplinary graduate program. The program's major goal will be to provide graduate education to students in biomedical engineering. The proposed program will also permit undergraduates in established engineering programs to gain education in the field of biomedical engineering through courses, senior design engineering projects and investigator sponsored research projects.

- Why fast track request? Time sensitive due to Whitaker grant opportunity, site visit by Whitaker team April 11, 1997
- Under development since January 1995
  a. Incorporates recommendations of ABOR report by Robert Barker, 1986, and Biology 21 Report, 1991
- Planned and proposed by University Committee on Medical and Biological Engineering (members listed on page 2)
- Communication of planned IDP with ASU
  a. March 1996-Eric Guilbeau
  b. June 1996- Joint meeting at ASU
  c. Oct 1996-Letter discussing plans to ASU
  d. Nov 1996-Meeting in Casa Grande with ASU
  e. Nov 1996-Letter of understanding sent to ASU
  f. Feb 1997-ASU letter to U of A in response to letter of understanding
- Non duplication of programs: ASU program is a Chemical, Bio and Materials Engineering program. U of A program is Biomedical Engineering-Interdisciplinary between the College of Engineering, College of Medicine, College of Agriculture, College of Science
- Emergence of biotechnology has increased demand for biomedical engineers. ASU has approximately 35 grad student and 7 faculty. U of A anticipates our program will reach 30-40 studentsafter 3 years.
- Funding
  a. Faculty-College of Engineering and College of Medicine have placed new emphasis on Biomedical Engineering. Four faculty, two from each College, have been committed to this program to support educational goals
  b. Program Coordinator-support through Vice President for Research
  c. Grants
     i. Whitaker Foundation
        $1 million over 3 years, site visit April 11, 1997
        We must have a BME program to receive funding
     ii. Hewlett Packard
        Large systems engineering proposal
        Aerospace and Mechanical Engineering currently funded by HP thru computer grant
     iii. NIH
        Interdisciplinary biomedical engineering training grants, proposal request, planned May submission
     iv. ATP-Department of Commerce
        Biomedical Engineering Programs in Tissue Engineering

v.   NSF
     Biomedical Engineering Interdisciplinary Programs

- New Courses-Who will teach them?
  a. Physiology for Biomedical Engineers-Stuart Williams and new BME faculty in College of Medicine
  b. Biology for Biomedical Engineers-Ronald Heimark, Joel Cuello and new BME faculty in College of Medicine
  c. Fundamentals of Biomedical Engineering-Bruce Simon and John Williams
     Course team taught with new BME faculty in College of Engineering
  d. Applied Biomedical Engineering- Glen Gerhard
     Course team taught with BME faculty
  e. Ethics-existing course

- Research Methods-coordinated by John Williams and Stuart Williams
  a. Team taught by BME Faculty
- All other courses from current curriculum offerings

Committee on Medical and Biological Engineering
Stuart K. Williams, Chairman

Members

Cuello, Joel	Agricultural and Biosystems Engineering
Dallas, William	Radiology
Gerhard, Glen	Electrical and Computer Engineering
Goldberg, Jeffrey	Systems and Industrial Engineering
Humphrey, Joseph	Aerospace and Mechanical Engineering
Lloyd, Farrell	Medicine, Informatics and Decision Making
Martinez, Ralph	Electrical and Computer Engineering
Mendelson, Neil	Molecular and Cellular Biology
Secomb, Timothy	Physiology
Simon, Bruce	Aerospace and Mechanical Engineering
Strickland, Robin	Electrical and Computer Engineering
Szivek, John	Surgery
Tabor, Michael	Applied Mathematics
Watt, Richard	Anesthesiology
Weinstein, Ronald	Pathology
Williams, John	Aerospace and Mechanical Engineering
Williams, Stuart	Surgery

GUIDELINES FOR SHARED GOVERNANCE
The University of Arizona

Draft 8   2/25/97   (Senate APPC)

I. INTRODUCTION

This memorandum of understanding agreed to by faculty and administration outlines principles of shared governance at The University of Arizona, entered into freely by a faculty and an administration committed to a common vision of the mission of the University. Shared governance involves mutual participation and agreement in the development of policy decisions by both faculty and administration, and requires shared confidence between faculty members and administrators. This confidence extends to short- and long-range financial priorities for the University, the creation and elimination of programs and units, and a shared understanding that faculty representatives and administrators have the support of the faculty in whose name they speak and whom they serve. The following guidelines are intended to elaborate further details in the way the faculty and administration address certain issues. It is intended that these guidelines be consistent with Arizona Board of Regents Policy, the applicable provisions of the Constitution of the Faculty of The University of Arizona (1), ~~and~~ the Revised Statutes of the State of Arizona (2), *and other documents as described in Section II. I.*

II. STRUCTURE AND PROCESS FOR SHARED GOVERNANCE

A. Selection and Review of Academic Administrators *and Vice Presidents*

~~In a manner consistent with Arizona Board of Regents policy~~, The faculty and administration will play an integral role in the recruitment, selection, retention, and review of heads of departments or academic unit directors, deans, vice provosts, and vice presidents. Except for the provisions of paragraph F, below, all such administrators will be selected, and then retained or released, ~~through regular periodic review~~ on the basis of mutual agreement of the faculty and the administrator superior to the individual in question. Processes to attain this end will be established at the University level and, appropriate to the circumstances within each college, at the college and unit levels. *Except for cases when compelling institutional interests cannot be overlooked,* the selection and retention of a head or academic unit director shall require a majority vote of the faculty of the respective department or unit unless an absolute two-thirds majority of faculty of that department or unit has decided to grant their mandate to an elected committee of the department or unit. With respect to such decisions relating to academic deans, vice provosts, and vice presidents, the faculty shall be represented through faculty chosen by way of an elected faculty committee on committees at the respective college and university levels. Faculty representatives shall comprise half or more of each search committee and each review committee. It is the responsibility of these committees to ensure open faculty input, including the input of the appropriate elected faculty body. Extraordinary reviews, using the same procedures described above, may take place upon written petition of one third of the constituent faculty.

B. Budget and Strategic Planning

With respect to budgetary and financial matters, the projected budget of University funds will be formulated by the administration *with faculty participation*, publicized to both the faculty and public, and *then* reviewed by ~~elected~~ faculty representatives, *chosen by way of accepted faculty governance procedures*. A committee on the budget and long-range strategic planning, comprised of faculty, administrators, and other sections of the University community as appropriate, shall be the forum for reaching mutual agreement on the projected budget. As least half of the committee will come from the faculty, chosen by way of *accepted* faculty governance procedures. The committee will receive full and timely input from the Faculty Senate and regularly report back to the Faculty Senate. University *budgets and records of University expenditures* will continue to be open to all members of the faculty and the public, as required by law.

C. Position Searches

All *tenured and tenure-eligible* faculty, ~~and~~ *academic* administrative *and vice-presidential* appointments will be made following open competitive searches with selection based on merit and due consideration of intellectual and cultural diversity. This statement is not intended to prohibit target-of-opportunity appointments.

D. Faculty Representation

Representation of the faculty at all levels of University governance will be carried out by members of the faculty who have been elected directly by their faculty peers or selected by a committee on committees or other faculty body which has been elected directly by the faculty at the University, college, or unit level. Faculty members have the responsibility to participate in shared governance. In work assignments and performance reviews, their participation shall be recognized as service and given the weight necessary to ensure the success of shared governance.

E. Academic and Academic Personnel Policies

Academic and curricular policies rest primarily with the faculty. The creation and elimination of programs and units, policies relating to student affairs and admissions, faculty personnel policy, and the guidelines on faculty and administration salary policy also are among those included within the jurisdiction of shared governance. ~~When If it wishes to develop suggest a new policy or a revision of present policy in any of these areas, the administration shall consult with the duly constituted faculty governance committee (as defined in paragraph D) or, if one is unavailable, shall bring together a working committee on which faculty representatives, chosen through methods set forth in paragraph D, comprise at least half of the committee.~~ *An initial proposal to change academic or academic personnel policy may come from any source, but the formal consideration and development of such policy changes shall always be undertaken through shared governance arrangements.*

If a substantial minority of any shared governance committee disagrees with any action taken by the committee, their position should be stated with the committee's recommendation. These recommendations then will go through the normal procedure of the Faculty Senate, which is the ultimate representative of the faculty in these areas. The Faculty Senate and administration will work to resolve any differences they may have so as to attain an outcome that is mutually agreeable to both in the end. When mutual agreement on a policy is reached, the administration will suggest the steps it intends to take to implement the policy and provide a timeline so as to assure proper implementation of the policy and appropriate faculty review. Except for review and monitoring, shared governance does not extend to management decisions, that is, to the carrying out and implementation of policy that stays clearly within the guidelines of that policy.

F. Process Monitoring

Until the point that mutual agreement is reached between the administration and the faculty, the status-quo ante prevails. Only on those rare occasions where mutual agreement between the faculty and administration cannot be reached and where the President deems action clearly necessary in order to protect or advance interests vital to the University shall the President act unilaterally. Faculty members, *through the Faculty Senate*, have the responsibility to determine whether such an action or series of actions has breached the spirit of shared governance. The Faculty Senate, by two-thirds vote, shall be the vehicle for undertaking such determinations.

G. Governance Review Committee

With the purpose of enhancing the smooth operation of shared governance, a review committee composed of the Chair of the Faculty, the Presiding Officer of the Senate, three ~~elected~~ Senators *(elected by the Senate)*, the Provost, and two other members of the administration shall be established. Its purpose is to address issues regarding the implementation and functioning of the procedures contained in this document and to make recommendations toward more effective working of shared governance.

H. Involvement of Students, Staff, and Professional Personnel

Students, classified staff, and professional personnel should participate in the shared governance process where appropriate and in a fitting manner. A task force shall be appointed to develop further details of this participation for consideration by the Faculty Senate and the administration. This task force should include one representative selected by each of the following groups: Appointed Personnel Organization Council, Staff Advisory Council, ASUA, GPSC, Faculty Senate, and the Provost's Office. The recommendations of this task force should be submitted to the Senate and the administration for further action by the end of the first year of the start of the implementation of the shared governance process.

I. Consistency With Other Documents

Anything in this document that conflicts with the Constitution and By-laws of the General Faculty, Arizona Board of Regents Policy, the University Handbook on Appointed Personnel, or the Arizona revised Statutes shall be made to conform with those documents. However, the Constitution and By-Laws, and the University Handbook on Appointed Personnel may be amended to conform with the principles set forth in this document.

It is intended that these guidelines be consistent with the applicable provisions of the Arizona Revised Statutes, Arizona Board of Regents policies, the Constitution and By-Laws of the Faculty of the University of Arizona, and the University Handbook for Appointed personnel. These documents supersede the guidelines.

However, the guidelines are built upon principles of shared governance developed after the Constitution and UHAP were instituted. Therefore, these guidelines are designed to provide a framework for revising those documents, which may be amended to conform with the principles set forth in this document.

J. Continuing Structure and Process

Shared governance on the above-mentioned policies needs *shall* also to occur *be implemented* within the colleges and units, as appropriate to the circumstances of each college and unit, but consistent with the aims and objectives of shared governance.

The Faculty Senate and the administration shall consider further development of the structure and implementation *of shared governance. The Faculty Senate and the administration shall jointly continue to consider the further development of this memorandum of understanding, and make arrangements to implement the provisions as adopted. In particular,* the Faculty Senate will also *shall* consider issues related to representation in the Senate.

Since these may be longer term goals, implementation of the measures described above is not dependent upon attaining this objective.

NOTES:

1) From The Constitution of the Faculty of the University of Arizona: "The general faculty has fundamental responsibilities in the areas of academic personnel policy, instruction and curriculum policy, research policy, student affairs policy, ethics and commitment, advice on budget and university support, and acts on such matters affecting the welfare of the University as are brought for consideration in accordance with University policy."

2) From Arizona Revised Statute 15-1601B: "The Universities shall have colleges, schools and departments and give courses of study and academic degrees as the Board (of regents) approves. Subject to the responsibilities and powers of the Board and the University Presidents, the faculty members of the Universities, through their elected faculty representatives, shall share responsibility for academic and educational activities and matters related to faculty personnel. The faculty members of each University, through their elected faculty representatives, shall participate in the governance of their respective Universities and shall actively participate in the development of University policy."

ASSOCIATED STUDENTS OF
THE UNIVERSITY OF ARIZONA

THE UNIVERSITY OF
ARIZONA.®
TUCSON ARIZONA

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February 19, 1997

Dear Colleague:

We are writing in order to inform you about the need for a point of clarification regarding the resolution that provides for the publication of teacher evaluations. From our understanding, the proposal that was passed last year allowed for a hardcopy, "booklet", publication of teacher evaluations. However, it has come to our attention that the cost for this publication has the potential to exceed our means. Therefore, we are requesting a point of clarification in order to determine if we can pursue an alternate means of publication. Our intention is to create a restricted web page that will allow students to access the desired information.

Again, our desire is to limit the cost the publication of teacher evaluations. If you have any questions regarding this matter, please contact Patrick Williams at 621-6021 or Rhonda Wilson at 621-2782. Thank you for your consideration in this matter.

Sincerely,
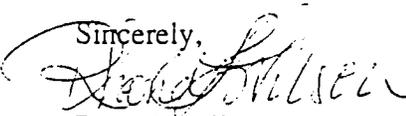
Rhonda Wilson
President
ASUA

Patrick Williams
Academic Affairs Director
ASUA

Rationale For Examination Of And Proposed Changes To
Policy On Requirements For Minors

There are substantive reasons to examine policies regarding minors for undergraduate students at the University of Arizona. Under current policy:

1. Many academic units offering ABOR-approved majors also offer minors in the same areas, although specific requirements (published in the catalog) vary. However, in practice, the major advisor/college certifies completion of minor requirements during degree certification. Unless the requirements for a minor have been clearly stated, the major advisor has much discretion in certifying that minor requirements have been met. For example, the advisor for a student majoring in Philosophy may sign off on a minor in Engineering. Requirements for minors and authority for certification of completion of requirements should be more clearly defined.

2. Some students complete "split minors," by drawing on closely related courses in two disciplines. However, merely combining required preparatory courses from 2 areas (e.g., math and physics or chemistry and geology) primarily to meet graduation requirements in programs without "room" for a more traditional minor may be counter to the spirit of a minor.

3. Some students develop and get approval of a plan for a unique "quilt work" of courses making up a "thematic minor." Thematic minors allow students to explore and acquire depth in areas of study that cross the boundaries of several departments and for which no major or minor exist. However, some students use this option to "patch" together completed course work into a minor just prior to graduation (therefore without a plan). In either case, the major advisor approves the structure of the minor and certifies completion of minor requirements during degree certification. Again, requirements for minors and authority for certification of completion of requirements should be more clearly defined.

4. The 120-unit degree limit may put constraints on the number of units that reasonably can be required (and the number of upper division units required) for a minor. A University-wide minimum unit requirement for minors is suggested.

5. The multiple path-ways to minors and variation in the specificity of requirements for minors creates hardships in moving toward the "On Course" automated degree check system.

It is probably healthy for academic units that require minors or that offer minors to re-examine their policies and practices with regard to minors. Faculty should re-examine why they do or do not require minors. If an academic unit elects to offer a minor, faculty may want to assist students by offering specific guidelines or strict requirements for selection of course work. The proposed changes to university-wide policy for minors are designed to alleviate these problems and to alert faculty to the opportunity to re-examine the rationale and procedures for minors in their academic units.

Minor Policy

1. A College determines whether its degrees must include a minor or not. However, a College cannot preclude a student from declaring an existing minor.

2. Minors are discipline-based; that is, the discipline that labels the minor defines its content. However, all minors must include no fewer than 18 units of which a minimum of 9 units must be upper division. (Minors in uncommonly taught languages may be an exception to the upper division requirement.) Split minors and thematic minors are available to students by petition only. A split minor draws equally from the minor requirements of two disciplines. A thematic minor draws from courses related to a common theme across three or more disciplines.

3. Any program with an ABOR-approved major has the option of defining a minor. Programs lacking an ABOR-approved major must have their minor approved by the Board.

4. Certification of a minor at the point of degree audit for graduation indicates that the student has met the requirements specified by the discipline defining the minor. Any variation from the prescribed content must be approved by the minor discipline.

Implications of the Minor Policy

1. Colleges should reevaluate the place of a minor in their degree programs.

2. Departments should determine if they wish to offer a minor and, if so, they should define its content, consistent with the guidelines.

3. Degree programs which currently employ a minor to collect pre-requisites for the major will need to reconstruct their majors.

4. The electronic degree audit system must include minor requirements. Certification for graduation must include a check of the satisfaction of minor requirements.

5. Three kinds of petitions must be constructed, one for split minors, another for thematic minors, and a third for variation in a prescribed minor program.