TO: PRESIDENT ALBERT W. BROWN
FROM: THE FACULTY SENATE

Meeting on May 19, 1969

RE:

I. Formal resolution (Act of Determination)
   II. Recommendation (Urging the fitness of)
   III. Other (Notice, Request, Report, etc.)

SUBJECT: Bachelor of Arts Degree in Liberal Studies.

Dr. Conrad moved, seconded by Dr. Hellmann: To accept the Bachelor of Arts Degree in Liberal Studies as presented.

Motion carried: 21 yes, 3 no.

Signed ___________________ Date Sent: 5/27/69
(For the Senate)

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN

RE: 1. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

a. Accepted. Effective Date 5/29/69
b. Deferred for discussion with the Faculty Senate on ____________
c. Unacceptable for the reasons contained in the attached explanation

II, III.

a. Received and acknowledged
b. Comment:

Distribution: Vice-Presidents: /__/ /__/
Others as identified:

Distribution Date: __________________________
Signed: ________________
President of the College

Date Received by the Senate: __________________________
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Meeting on May 19, 1969 (Date)

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    b. Comment:

DISTRIBUTION: Vice-Presidents: Allen, Cancro, Baker, Elom
Others as identified:

Distribution Date: [Signature]
Signed: President of the College

Date Received by the Senate: 6/4/69
Proposal For A
Bachelor's Degree Program For Adults
BACHELOR OF ARTS IN LIBERAL STUDIES
to be granted
by
The State University College at Brockport

A BACHELOR'S DEGREE FOR ADULTS, WITH ACADEMIC GOALS
ATAINED LARGELY THROUGH VARIOUS FORMS OF INDEPENDENT
STUDY, WITH FEW RESIDENTIAL REQUIREMENTS, AND ADMIN-
ISTERED BY THE OFFICE OF CONTINUING EDUCATION.

Office of Continuing Education
Richard D. Elton, Director
Lynn D. Johnston, Ass't. Director

May 1969
The Office of Continuing Education wishes to thank the following offices and individuals for their suggestions and criticisms offered during the preparation of this proposal.

Members of Central Administration, Office for Continuing Education, Albany, N.Y.

Members of the State Education Department, Division of Higher Education, Albany, N.Y.

The Special Committee for the Bachelor's Degree in Liberal Studies, State University College, Brockport, N.Y.

Two Undergraduate Policies Committees of the Faculty Senate, State University College, Brockport, N.Y.

Office of the Associate Dean, School of General Studies, Brooklyn College of the City University of New York.

Office of the Director, Bachelor of Independent Studies Degree Program, University of South Florida, Tampa, Florida.

Office of the Dean, Continuing Education, University of Maryland, College Park, Maryland.

Office of the Dean, College of Continuing Education, Bachelor of Liberal Studies, The University of Oklahoma, Norman, Oklahoma.

Office of the Assistant Dean for Academic Programs, College of Continuing Studies, Bachelor of General Studies, University of Nebraska at Omaha, Omaha, Nebraska.

Office of the Associate Dean, School of General Studies, Adult Continuing Education Program, Bachelor of General Studies, Queens College of the City University of N.Y., Flushing, N.Y.
Office of the Director, General Education, College of Continuing Education, Associate in Arts Degree in General Education, Rochester Institute of Technology, Rochester, New York.

Office of the Director, Division of Continuing Education, Bachelor of General Studies Degree, Roosevelt University, Chicago, Illinois.

Office of the Dean, University College, Bachelor of Arts in Liberal Studies, Syracuse University, Syracuse, N.Y.

Test Division, The Psychological Corporation, New York, N.Y.

College Entrance Examination Board, Box 592, Princeton, New Jersey.

College Proficiency Examination Program, New York State Education Department, Albany, New York.
## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Rationale</td>
<td>3</td>
</tr>
<tr>
<td>Facilities</td>
<td>7</td>
</tr>
<tr>
<td>Faculty</td>
<td>8</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>8</td>
</tr>
<tr>
<td>Step 1 - Application and Admission Procedures</td>
<td>9</td>
</tr>
<tr>
<td>Step 2 - Area Comprehensive Examinations</td>
<td>10</td>
</tr>
<tr>
<td>Step 3 - Enrollment Seminar</td>
<td>12</td>
</tr>
<tr>
<td>Step 4 - Area Studies</td>
<td>16</td>
</tr>
<tr>
<td>Step 5 - The Integrating Area</td>
<td>17</td>
</tr>
</tbody>
</table>

### Appendix

1. Questions and Answers — — — — — — — — — — — — — — — — — — — — — — — — — 19
   - Who can enter?
   - When and how enter?
   - Costs?
   - Professors?
   - Graduate Schools?
   - Residency?
   - The Middle Ages?
   - Semester Hours?
   - Lower division vs. Upper division?
   - Modern Foreign Language?

2. Possible Schedule of Courses and Seminars for Candidates — — — — — — — — — — — — — — 22

3. The Program Explained Graphically — — — — — — — — — — — — — — — — — — — — — — — — — 26

Proposal For A
New Bachelor's Degree Program For Adults
BACHELOR OF ARTS IN LIBERAL STUDIES
to be granted
by
The State University College at Brockport

INTRODUCTION

This proposal for a new program leading to a bachelor's degree in liberal studies is submitted by the faculty of State University College, Brockport, New York. It is specifically designed for the adult who may have missed the opportunity earlier in life to study for a degree or who may have had his or her education interrupted by family or career considerations.

Brockport firmly believes that there should be a way for mature people to achieve a breadth of knowledge and understanding without necessarily attending courses night after night, year after year. Normally, applicants for this degree will be employed in full-time occupations and would find it difficult, if not impossible, to enter an undergraduate residence program. Recognizing these and other problems, we offer this degree program with fewer residential requirements.

Self-motivated learning and learning acquired primarily through informal educational experiences, both vocational and avocational, will be considered as the degree candidate meets with his faculty team of advisors. The program recognizes that people sensitive to the world of thought and action around them have acquired knowledge and skill through involvement in community affairs and everyday living. Such people will be given the opportunity to demonstrate competence in each concentration area both through course competency
examinations and area examinations. Such procedures require an adaptable and flexible curriculum.

This degree program is a legitimate opportunity for adults to achieve mastery of a planned program of education which is organized in terms of their own problems, needs, and talents without artificial reference to the basic number of required courses. Examinations and counseling interviews allow the student to recognize his own level of attainment. The student has flexibility in the manner and in the order in which he prepares for the three major areas of study: Humanities, Natural Science, and Social Science. The final, inter-area concentration also allows the student a good deal of flexibility in his reading program as well as in the seminar and the final project for the degree.
RATIONAL\E

Adults are different from college students. Before entering college, the adult has already compiled a record of activities related to career, home, community, and cultural life. His judgment is sounder, and he has a better understanding of human beings. The crucial difference between these adults and adolescents is life experience.

How much should this adult experience count toward a liberal arts education? Should an adult who seeks a baccalaureate degree be required to pursue the same curriculum we prescribe for regular college students? Is traditional attendance in regular college classes as valuable and important for him as for an adolescent? Are the pedagogic methods and techniques which we use with 17 to 20 year olds required with adults? Is there an "adult level" in teaching? Can qualified adults be accelerated in their studies because of their special competence and their need to conserve time?

These questions can be answered only in terms of the goals of education for both adults and traditional college students which are:

1. Providing the opportunity for the acquisition and assimilation of a liberalizing and useful body of knowledge;

2. Developing the ability to think critically, reason and generalize logically, and express one's thoughts and experiences with clarity and precision;

3. Developing the acquisition of a strong sense of individual responsibility;

4. Fostering an understanding and appreciation of human personality;

5. Promoting an understanding and appreciation of the need for effective practice of good social relations;

6. Meeting the needs of the student, as an individual and as a member of society for the stimulation and continuing development of activities related to his intellectual life, his career, his home life, and his community life.

These goals are achieved in college through reading, observing, searching,
thinking, talking, and writing in various branches of learning. These activities develop skills, understanding, insights, ideas, ideals, values, and a love of learning for its own sake. The curriculum leading to a baccalaureate degree generally consists of about 120 "credits" of such study, divided about equally into "prescribed" and "elective" courses. Prescribed courses are intended to develop skills, provide orientation, and introduce students to the major fields of knowledge: humanities, social science, natural science, and fine arts. They are the means of insuring general education and have been required by the faculty with young, immature students in mind. Elective courses build on this general education a superstructure of specialized knowledge and pre-professional training, with some attempt at integration of concepts.

To require an adult of forty with fruitful life experience to pursue such a curriculum planned for the average college student is inappropriate. The adult has often already developed skills of reading, writing, talking, thinking, and searching. He has frequently done wide reading, engaged in numerous civic activities, and made his mark in the business world, where he has learned responsibility, respect for human personality, and good social relations. He is usually married, established in his community, well on in his career, and eager to refine and enrich his intellectual life by subjecting his reading to greater direction, discipline, and integration. Why should he be required to sit out his time in a classroom studying English composition, principles of economics, or health education when he has already achieved in the college of life the aims and objectives of these courses? Would it not be more valid for him to be guided into the discipline and integration which he seeks, with the curriculum being built upon his accumulated life experience? An adult usually has already developed insights, ideas, ideals, and values, but although he clings to them
tenaciously, he needs to be made to reexamine and test them in the light of both theoretical and applied knowledge.

The adult enters college with intensely serious motivation and is frequently capable of doing independent study of high quality with considerably reduced classroom attendance. His motivation, moreover, is not only more serious than that of the adolescent but of a different kind. The high school graduate sometimes attends under duress, either because his parents insist on it or because he knows that he will be unable to find a highly paid position without a degree. As a result, he will often express resentment at having to study what is not intimately related to his notion of his vocational preparation.

Many adults who seek a degree are less vocationally motivated than high school graduates. They want to learn for learning's sake, to master the academic life as they have mastered the business life. Their complaints concerning college requirements are that they are made to study in elementary fashion what they have already learned through life experience. They state that they are slowed down in their studies by needless repetition and unnecessary spelling out of details and that they could proceed faster than college students, with less need of the prodding devices and learning posts built into the traditional curriculum for adolescents. At their advanced age it is important for them to conserve time. Here and there, advanced standing examinations do enable knowledgeable students to leapfrog certain courses, but most institutions have spent little effort in dealing with the total problem. Another barrier is the rigid senior year requirement maintained by most institutions.

This paper presents an outline of a degree program for adults which is based on the foregoing rationale, and which Brockport can offer in the immediate future because it has the facilities, the faculty, and has indicated support of and a
belief in continuing education including the program of University of the Air, Independent Study Correspondence Courses, evening programming, and the College Proficiency Examinations.
FACILITIES

Although adults do attack the matter of learning differently, and although it is a commonly accepted fact that a specifically designed facility for the education of adults is desirable, it is certainly not a necessity to have special facilities before a program for adults can be undertaken.

At the present time there are over 900 adults enrolled in various Continuing Education offerings at Brockport. Obviously, these enrollees are being cared for with the present facilities. The inception of a degree program for adults as outlined here would not call for an immediate change in facilities. However, in long range planning there is a proposal for a center for continuing education to be located on the southern edge of the campus.

With the eventual construction of the continuing education building, and the completion of the present expansion of campus facilities both planned and underway, there will be no problem of classroom facilities, laboratories, or library strength.

Since the type of degree program being suggested in this paper has academic goals which may be attained largely through independent study, an extension of facilities is a limited need.
FACULTY

A special degree program for adult part-time students is a significant innovation and it will contribute positively to the growing image of Brockport. The faculty at Brockport will support such a degree program. Special teaching faculty for continuing education offerings, whether there is a degree program or not, will not be needed. Our present faculty will teach courses and conduct seminars. Administrative policy holds that each department within the College has a commitment to continuing education just as it has to undergraduate and graduate programs. Departmental budgets are in part built on the basis of this total commitment to the college academic program. Therefore, it is possible for the degree program to be started with the present faculty with the knowledge that faculty will ultimately be added in already established departments where necessary. Inasmuch as most of the seminars occur during the summer months, there should be little difficulty in hiring existing faculty to teach and conduct seminars at this time. Eventually, it will be necessary to secure additional faculty for counseling, advisement, and to direct the program in general including the all-important seminars and evaluation procedures and techniques.
DEGREE REQUIREMENTS

General Degree Requirements:

As the program of study and the degree requirements are explained in this paper, it should be noted that the requirement for all bachelor's degrees at Brockport is the completion of 120 semester hours, or the equivalent, in an approved program. Appropriate physical education is required, and all candidates for the Bachelor of Arts in Liberal Studies will complete a general education block of 75 semester hours, or the equivalent, in the liberal arts.

Step One - Application and Admission Procedures

Admission to the degree program requires that the applicant submit an application (please see appendix, p. 23) which includes the following information about the degree candidate:

1. Personal statistics
2. Educational background
3. Employment background
4. Information on avocational and leisure time activities, community activities, and an autobiography.
5. Evidence of either high school graduation or an equivalency certificate; an indication that the candidate is at least 22 years of age; and, if either fully employed, a housewife, retired, or physically handicapped.

The adult will also be required to take the State University of New York Admissions Examination which is offered throughout the State ten times a year. It is felt that this kind of measurement is necessary in order to compare the adult applicant with what is thought of as the "regular" college student.

The next step is for the adult to participate in an application interview which will be conducted by the Office of Continuing Education and selected department
chairman. One reason that the application is written in such detail is that much of the information contained therein will be useful background information to those who are conducting the interview.

When the steps listed on page 9 have been completed, the Office of Continuing Education will write a letter to each applicant and explain in considerable detail what the student's potential for the degree program seems to be. If the student indicates a potential for success in the program he will be encouraged to actually enroll in the degree program and forms will be sent to the student so that he may start Step Two and apply for the area comprehensive examinations. In other words, that particular student is admitted to the degree program. On the other hand, if the prognosis of the student's potential for the degree program is extremely low, he will be strongly discouraged from spending any more time or money on this particular degree program. He will be encouraged to take course work through continuing education, but not to continue with degree goals at this time. Such a student would not be admitted to the degree program.

Step Two - Area Comprehensive Examinations

The next step for the adult candidate is to make application for and take three area examinations: one in Humanities, one in Natural Science, and one in Social Science. These examinations are administered on a series of Saturdays in November and again in May. They are in no way to be considered admission tests because the student has already been informed of his admission at this point. Rather, they will make clear in which disciplines of learning the student has strength, and in which disciplines he appears to be less than adequately prepared.

In the Humanities area the comprehensive examination will be based on the introductory courses in the disciplines of English, Fine Arts, Philosophy,
and Speech.

In the area of Natural Science the comprehensive examination will be based on introductory courses in the disciplines of Biology, Chemistry, Geography, Geology and Earth Science, Mathematics, and Physics.

In the Social Science area the comprehensive examination will be based on introductory courses in the disciplines of Anthropology, Economics, History, Political Science, Psychology and Sociology.

There are two kinds of area comprehensive examinations which will be used in the early years of this degree program. One will be an area comprehensive examination constructed by the departments in the College. It will allow for about fifty minutes of testing of each of the disciplines included in the particular area and will be based on the introductory courses of the discipline and/or a reading list prepared by the department and covering the same course content. In most cases, the "introductory courses" in each of the disciplines will consist of two of the beginning courses. The second area comprehensive examination that will be used in this program will be General Examinations of the College Entrance Examination Board, Princeton, New Jersey. The General Examinations of the College Entrance Examination Board do not contain questions on all the disciplines which should be tested in this proposed degree program, but they do have the advantage of being standardized. Therefore, it is the intent of the committee at this particular time to administer both examinations to the enrollees in the degree program and over a period of the first few years, study the correlation between the two examinations and then either eliminate the College Board General Examinations or eliminate the college-made comprehensive examinations.

The use of the comprehensive examinations is particularly important. The student will receive a score for each discipline within the area, and in
addition will receive a total score for that area. For each of the three areas a "qualifying score" will have been determined. The qualifying score is not for each discipline within the area but is for the total score of the area. If the student achieves the qualifying score on the area comprehensive examination, he will be admitted directly to the seminar of that particular area. (Please see chart on page 26). If the qualifying score is not achieved, the student has five choices of preparation to qualify for the seminar, step four.

All three of the area comprehensive examinations are completed at least six weeks before the start of the enrollment seminar. Such a procedure is necessary in order that all examinations may be scored and so that the advisors will have had time to look over the results and balance these results against information which was obtained on the application form and in the interview, and to make some tentative decision as to how the student may wish to proceed with his study for the degree.

Step Three - Enrollment Seminar

The enrollment seminar requires another application and fee and a choice from the student as to whether he wishes to attend this seminar in a series of ten sessions of once a week from 7 to 9:40 p.m., during February, March and April, or as a three day residential weekend during the month of July.

Adults within easy commuting distance might prefer the first choice, whereas those from some distance would have the second choice as a possibility. At present the seminars will be located only at Brockport but in the future they might be conducted at other centers in the State. During the seminar the group will study adult learning processes in some depth with emphasis on the problems which some of them may face when they resume their studies after a lapse of possibly several years. Brockport realizes that the adult who is returning
to academic study may need some definite assistance in terms of preparation for academic study, a review of reading skills, and memory retention suggestions.

As was mentioned in Step Two, if a qualifying score was not achieved on the area comprehensive examination, the student has five choices of preparation to qualify for the seminar of that area. During the enrollment seminar the student and his faculty advisor will determine the method of study which it is felt will best prepare him in the manner which best suits his particular requirements and interests. There are no required courses and there are no required studies or disciplines which a student must pursue as he prepares to enter the area seminar. The degree program is not designed to produce majors in any one area but rather to produce adults with a relevant understanding in all of the areas. The student may prepare himself for the area seminars in any order he desires. Some students may decide to prepare themselves in two areas at the same time. Again it should be stated that it is not the purpose of the program to provide a mere sampling of lower division knowledge from all academic fields, nor is it expected that the student be equally competent in all disciplines. The student is encouraged to achieve higher levels of competence in the subjects of greatest interest to him as he attempts to acquire information which will be relevant and meaningful to him as an adult American.

The adult American of the present day should have a background of experience in the Fine Arts (Art, Dance, Music, Theater) and, although not given prominence by setting it apart as a required area of concentration, it has not been neglected. In this proposal the Fine Arts are included in the area of concentration labeled "Humanities" but when a student is qualifying for the area seminar in the Humanities he may select one of the four disciplines of the Fine Arts as the specific discipline which he wishes to study.
Likewise, the need for emphasis in the preparation for and use of leisure time by adults of today and tomorrow must not be neglected. Of importance in this area might be information relating specifically to such diverse yet related topics as hobbies, arts and crafts activities, gardening, camping physical activities, and the like.

The program planning will be completed during the Enrollment Seminar and will involve the selection of one of five choices of study in each area which the student will follow in the first part of Step Four. The five choices which are available to the student in order to prepare for and qualify for the area seminar are:

Choice A:
The student will make the decision to do independent reading in all disciplines of the area. The reading list for each discipline is prepared by the department and covers the content of two introductory courses in each discipline of the area. In this choice the student qualifies for the area seminar by taking an alternate form of the comprehensive examination.

Choice B:
The student will decide to qualify for the seminar by enrolling in eight courses in the disciplines of the area concerned. The eight courses are distributed over at least two disciplines, and there may be no more than four courses taken in any one discipline. When the student has satisfactorily completed the eight courses he will be qualified for the area seminar. Courses may be taught in the classroom, over television, or via correspondence at Brockport or at any other previously approved accredited institution of higher education.

Choice C:
The student will decide that he will do independent reading as in Choice A, but,

*see chart, page 27
instead of reading in all disciplines as he would under Choice A, he reads in only two disciplines of the area. His reading in this particular choice will have the equivalency in content of four courses in each of the two disciplines. When the student feels he is ready he qualifies for the seminar by taking an examination in each of the two disciplines in which he has been doing his reading.

Choice D:
The student will do independent reading in one discipline and he will qualify in the second discipline by successfully completing four courses. Actually, he will have selected one-half of Choice C and he will have selected one-half of Choice E in this case. He will qualify for the area seminar by taking an examination in the discipline in which he has been doing his reading and by satisfactorily completing the four courses in the second discipline.

Choice E:
Choice E gives the student the opportunity to qualify for the seminar by taking only course work. Whereas in Choice B he took course work in many of the disciplines, in this choice he takes four courses in each of two disciplines. Thus he achieves more depth in two areas. He will qualify for the area seminar by satisfactorily completing the eight courses.

In this proposed degree program semester hour credit and course grades are not being considered. However, for those who feel uneasy when semester hours of credit are not stated, it should be noted that in each of the three areas the student is qualifying for the area seminar by successfully completing the equivalent of eight courses of three credit hours each. Therefore, it can be considered that the student will have completed 72 credit hours of work when he has qualified for the three seminars.
Step Four – Area Studies

The method of qualifying for the area residential seminars has been described above. The choices will be made during Step Three and the study will be completed during the first part of Step Four. Residential seminars are held either on the Brockport Campus or on the Fancher Campus for a three-week period during the summer months. It is expected that most students enrolled in the seminar will live on campus in dormitories during the three-week period.

The actual seminar topic or topics will be selected by the department chairman of the area. The topic theme will not only cut across all of the disciplines of the area but also will relate to a major current problem. The department chairmen of the area will select a team of outstanding members of the Faculty of the State University College at Brockport and other experts who will direct the three weeks of intensive residential learning. During the seminar the student will have the opportunity to discover the diversity of intellectual interests among students and faculty, and also to question the specialists about particular fields of knowledge in which he has an interest, and, in which he may be formulating plans for his culminating project.

In order to successfully complete each of the three major areas of Humanities, Natural Science, and Social Science the student must produce a final "project". For many students the final project may be in the form of a paper but for others the project might be anything from a production in one of the fine arts to some meaningful project in civic participation. In other words, the possibilities of the culminating project are to be wide and varied. It will be selected by the student and his advisors. It is expected that the culminating project will be unique or original, will involve some independent thinking and work but, as mentioned above, it may be narrow or broad in dimension, and it may be of a
research or of a creative nature. Perhaps it will relate to one discipline in the area or, on the other hand, it may relate to many. The culminating project must be completed within six months of the end of the seminar, and it will be read and judged by the seminar faculty.

Step Five - The Integrating Area

The integrating area is the fourth and final area of study followed by an examination, an inter-area seminar, and a final project for the degree. The other three areas were studied in any order by student choice. The integrating area is the concluding portion of the degree program and offers the opportunity for the student to integrate his new knowledge from the previous three areas and apply it to problems of his own particular interest and concern. Adults in today's society should have a deep concern for, and should become intimately involved in community affairs and the consideration of urban, economic, political, and social problems. One of these might become the broad theme and objective of this final, integrating area.

This important final area will consist of four main parts.

Part I.

Working with the student and with his advisors an individual reading program will be designed which takes into account the previous study that the student has done and the interests that the student has shown through the three culminating projects already completed. In addition to the individual reading program, there will be a basic reading list required of all candidates. The reading program will be based largely on study which is the equivalent of upper division work. When the student has completed the total reading program and when he feels he is ready he may enter Part II of this integrating area.
Part II

This portion of the program is an examination, both written and oral, based on the reading just completed. When his advisors judge the examination satisfactory, the student will be allowed to enter the three week, resident inter-area seminar which will be offered during the summer.

Part III - Resident Inter-Area Seminar

This resident seminar is similar to the other three which the student has attended. It also will be designed by department chairmen and advisors of the student. Whereas the other seminars dealt strictly with problems within each of the particular areas of Humanities, Natural Science, or Social Science, this seminar will be allowed to cut across the broad spectrum of the college program. The department chairmen and the advisors will select the seminar theme from current problems, current literature, or the burgeoning problems of society. They also will select the faculty team of experts who will design the specifics of this inter-area seminar in the same manner as the previous seminars in other summers were designed. The very last step for each student in this seminar period will be completion of the Graduate Record Examination.

Part IV - Final project for degree

The possibilities for the final project for degree will be just as broad as were those culminating projects at each of the previous three areas; however, this final project will not be restricted to any one area as was the previous case. There is the possibility that this final project might be an enlargement and a refining of one of the previous culminating projects.

Upon completion of the foregoing steps, the student will be recommended for the Bachelor of Arts Degree in Liberal Studies. Graduation ceremonies for the students will be a part of the regular commencement exercises of the college.
APPENDIX

Questions and Answers

1. Who may enter the program?

Any fully employed adult 21 years of age or over who is a high school
graduate or who holds an equivalency diploma may apply for admission to
the Bachelor of Arts in Liberal Studies Degree Program.

2. When can one enter?

A student may prepare himself for future degree study by taking any
college level course at any time. He officially enters the degree pro-
gram by completing Step One (Application and Admission) which may be
done at any time during the calendar year.

3. How does one enter?

Complete Step One as above (Application and Admission). Submit written
application. Take the State University Admission Examinations. Parti-
cipate in an interview. Receive a written statement of your potential.

4. What are the costs of the degree?

<table>
<thead>
<tr>
<th>Step</th>
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<th>Estimated Costs</th>
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<tr>
<td>Step 1</td>
<td>State University Admissions Examination, and establishing a Brockport College file in Continuing Education.</td>
<td>$10.00</td>
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<tr>
<td>Step 2</td>
<td>Area Comprehensive Examinations</td>
<td>50.00</td>
</tr>
<tr>
<td>Step 3</td>
<td>Enrollment Seminar</td>
<td>50.00</td>
</tr>
<tr>
<td>Step 4</td>
<td>Courses (residence, television, correspondence, independent study) as required.</td>
<td>Up to 950.00</td>
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<td></td>
<td>Retesting as required</td>
<td>Up to 105.00</td>
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<td></td>
<td>Area Residential Seminars</td>
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<td></td>
<td>Humanities</td>
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<td></td>
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<td>Social Science</td>
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<tr>
<td>Step 5</td>
<td>Integrating Inter-Area Seminar</td>
<td>200.00</td>
</tr>
<tr>
<td></td>
<td>(plus $110.00 for room, board, and expenses for each of the four seminars)</td>
<td>440.00</td>
</tr>
</tbody>
</table>
Over the period of years necessary for the student to complete his degree requirements, he will pay fees totaling anywhere from $1400 - $2500 plus travel and books and supplies.

5. Who are the professors?

The professors will be leading members of the full-time faculty of the State University College at Brockport and other accredited colleges and universities. The advisors will be members of the faculty of State University College at Brockport.

6. Will graduate schools accept this new degree?

The College at Brockport cannot speak for other colleges and universities; however, the Brockport Graduate Office will consider any candidate who has received the Bachelor of Arts in Liberal Studies. Students who do plan to pursue graduate study at some future time are advised to select their undergraduate courses so as to form a block of hours in the field in which they anticipate graduate work will be done.

7. Will the degree proposal meet the current residency requirements?

Yes, this proposal requires a minimum of twelve semester hours to be earned in residency.

8. Why are the disciplines of Art, Dance, Music and Theatre lumped under the heading of "Fine Arts" in the Humanities Area.

This was done for two reasons: one, consultants did not see the necessity for testing so deeply in each of these disciplines and thus increasing the comprehensive examinations by three more tests; and two, much of the important "performance" portions of these disciplines are not testable on a comprehensive examination. An alternative would have been to have treated the Fine Arts as an additional and separate area with its own seminar and culminating project. This appeared to be unnecessary and would have extended
the degree requirements to the equivalent of five years. However, it must be remembered that a student may select any of the Fine Arts disciplines as he studies to fulfill the requirements for admission to the Humanities Area Seminar. Also, his culminating project in Humanities could be in one of the disciplines of Fine Arts.

9. What is the total of semester hours required for the degree?
   This proposal is an attempt to define and measure progress towards a bachelor's degree without counting hours. However, the requirement for admission to each of four area seminars calls for the equivalent of eight courses or a total of ninety-six semester hours. There are four, three week, residential seminars which are the equivalent of twelve semester hours. Also, there are four culminating projects which have a value of three semester hours each. Therefore, there is the equivalent of one hundred and twenty semester hours in the program.

10. How much lower division and upper division study is involved?
    The preparation for the first three area seminars involves seventy-two semester hours of mainly lower division work. The seminars, the culminating projects, and the inter-area portion of the program consists of forty-eight hours of upper division study.

11. Where is Modern Foreign Language in the degree proposal?
    Foreign Language is included in the Humanities Area, but it will not be a part of the required comprehensive examination in that area. However, a degree candidate who wishes to use a foreign language as a part of the requirements for admission to the Humanities Area Resident Seminar may do so. In addition it should be stated that it is the intent of this proposal to allow a student to use any approved major or minor within the college as a part of his program in any of the three area studies.
POSSIBLE SCHEDULE OF COURSES AND SEMINARS
FOR POTENTIAL CANDIDATES FOR
BACHELOR OF ARTS IN LIBERAL STUDIES

Fall 1969

1. Credit courses available:
   Basic courses in the three areas of concentration. (Humanities, Social Sciences, Natural Science)

2. Three University of the Air courses available:
   Rise of the American Nation I and II; Eye On The Universe; Gates Tag I and II.

3. Thirty-six Independent Study Correspondence courses available in the departments of Anthropology, Economics, English, Geography, Geology, History, Mathematics, Modern Language, Philosophy, Political Science, Psychology, Recreation and Parks and Sociology.

4. Step One may be started. A college file may be established in the Office of Continuing Education. Application forms and transcripts may be filed. Interviews may be completed. The State University Admissions Examination may be taken.

Spring 1970

1, 2, 3, 4 same as above.

5. May take Comprehensive Examinations in May.

6. Non-credit courses available:
   Effective Study; Essentials of Remembering; Methods of Notetaking; How to Study; Speed Reading; etc.

Summer 1970

1, 3, 4 same as above.

7. The Enrollment Seminar is offered.

Fall 1970

1, 2, 3, 4, 5 same as above.

5. May take Comprehensive Examination in November.

7. The Enrollment Seminar is offered.

22
SPRING 1971

1, 2, 3, 4, 6 same as previous page.

5. May take Comprehensive Examination in May.

7. The Enrollment Seminar is offered.

SUMMER 1971

1, 2, 3, 4 same as above.

5. May take Comprehensive Examination in July.

7. The Enrollment Seminar is offered.

8. Area Residential Seminar: Natural Science


SUMMER 1972

1, 2, 4, 5 same as above.

7. The Enrollment Seminar is offered.

9. Area Residential Seminar: Social Science

10. Area Residential Seminar: Humanities
STEPS TO THE
Bachelor of Arts Degree in Liberal Studies

Office of Continuing Education
State University College at Brockport
Brockport, N.Y.

STEP ONE
Application and Admission

STEP TWO
Area Comprehensive Examinations

STEP THREE
Enrollment Seminar

HUMANITIES AREA
- Culminating Project
- Resident Seminar
- Qualify for Area Seminar
- Fulfills requirements for admission to
  HUMANITIES AREA SEMINAR
  by one of five possible methods

NATURAL SCIENCE AREA
- Culminating Project
- Resident Seminar
- Qualify for Area Seminar
- Fulfills requirements for admission to
  NATURAL SCIENCE AREA
  by one of five possible methods

SOCIAL SCIENCE AREA
- Culminating Project
- Resident Seminar
- Qualify for Area Seminar
- Fulfills requirements for admission to
  SOCIAL SCIENCE AREA
  by one of five possible methods

FINAL PROJECT FOR DEGREE
- Resident Inter-Area Seminar
- Examination of Inter-Area Reading

INTER-AREA Reading Program

STEP FOUR

STEP FIVE
THE BACHELOR'S DEGREE IN LIBERAL STUDIES

APPLICATION AND ADMISSION PROCEDURES

1. Submit application for admission which includes
   A. Information about vocation, avocation, reading, schools
      attended, credit and non-credit courses, etc.
   B. Evidence of high school graduation or equivalency.
   C. Indication of being at least 22 yrs. of age, and of being
      either fully employed, a housewife, retired, or physically
      handicapped.
   D. Transcripts of any higher education enrollments.
   E. Fee for application and admissions examination.
2. Take SUNY admissions exam, offered 10 times a year.
3. Participate in application interview.
4. Written prognosis of student's potential for degree program.
5. Admission to the degree program.

AREA COMPREHENSIVE EXAMINATIONS

1. Application and fee for three area exams: Humanities, Natural
   Science, Social Science.
2. Administered on a series of Saturdays in November or May.
3. All examinations will be completed at least six weeks before
   the start of the enrollment seminar.

ENROLLMENT SEMINAR

1. Application and fee for seminar.
2. Seminar held twice a year on campus: (either A or B)
   A. Residential: A Friday afternoon through a Sunday
      afternoon in July.
   B. Evenings: Ten sessions in February, March, and April
      from 7:00 - 9:00 p.m.
3. Scores of area exams will be interpreted.
4. Instructions are given to help student prepare for academic
   study.
5. A program of study set up for each student.
6. Commence study in the degree program.

Start study in one
or more of three
areas of concentration.
### Humanities Area

**Humanities Comprehensive Examination**
Examination based on introductory courses in each discipline.

<table>
<thead>
<tr>
<th>Disciplines Included in Humanities Area</th>
<th>Score</th>
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<tbody>
<tr>
<td>English</td>
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<td>Fine Arts</td>
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<td>Philosophy</td>
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<td>Speech</td>
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**Total Score**

**Qualifying Score**

### Natural Science Area

**Natural Science Comprehensive Examination**
Examination based on introductory courses in each discipline.

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<tr>
<th>Disciplines Included in Natural Science Area</th>
<th>Score</th>
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<td>Biology</td>
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<td>Chemistry</td>
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<td>Geography</td>
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<td>Geology and Earth Science</td>
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<td>Mathematics</td>
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<td>Physics</td>
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**Total Score**

**Qualifying Score**

### Social Science Area

**Social Science Comprehensive Examination**
Examination based on introductory courses in each discipline.

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<th>Disciplines Included in Social Science Area</th>
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<td>Sociology</td>
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**Total Score**

**Qualifying Score**
STEP FOUR

Fulfilling the requirements of the Humanities, Natural Science, and Social Science Areas, and qualifying for the area seminar.

If qualifying score is achieved on the area comprehensive examination, taken during step two, student is admitted to the area seminar. If qualifying score is not achieved, the student has five choices of preparation to qualify for the seminar.

**Choice A:** Independent reading in all disciplines of area.
- Qualify by retaking Comp. Exam (alt. form)

**Choice B:** Eight courses in the disciplines of the area; distribute ever at least 2 disciplines; no more than 4 courses in one.
- Qualify by satisfactory completion of the 8 courses.

**Choice C:** Independent reading in 2 disciplines of area.
- Qualify by taking exams in the 2 disciplines.

**Choice D:** Independent reading in 1 discipline; 4 courses in a 2nd discipline.
- Qualify by taking one discipline exam; and satisfactory completion of 4 courses in 2nd discipline.

**Choice E:** Four courses in each of 2 disciplines.
- Qualify by satisfactory completion of the 8 courses.

NOTE:
1. Upon advisement, a student may take an alternate form of the area comp. exam when regularly given.
2. Courses may be classroom, television, or correspondence courses.
APPLICATION FOR ADMISSION

BACHELOR OF ARTS DEGREE IN LIBERAL STUDIES

This application is for use only for application for admission to the BACHELOR OF ARTS DEGREE IN LIBERAL STUDIES. If you wish to apply for admission to any other degree program, please write to the Office of Admissions, State University College at Brockport, Brockport, New York 14420, for the proper application forms.

This form is to be completed and returned to the Office of Continuing Education, 255 Hartwell Hall, State University College at Brockport, Brockport, New York 14420, together with an application fee of $10.00. The application fee is not refundable. Please make check or money order payable to: State University College at Brockport.

PLEASE TYPE OR PRINT

Date ______________________

PERSONAL STATISTICS

Miss__

1. Mrs.____
   Mr.____ (Last name) (First name) (Middle name) ( Maiden name)

2. Permanent Address
   (Number & Street) (City) (County) (State) (Zip Code)

3. Home Telephone ______________________ Business Telephone ______________________
   (Area Code) (Number) (Area Code) (No.)

4. Business Address ______________________ (Name of Firm)
   (Number & Street) (City) (County) (State) (Zip Code)

5. Age ______ Date of Birth ______ Social Security No. ______ / ______
   (Month) (Day) (Year)

6. Marital Status: Single ( ) Married ( ) Divorced ( ) Widowed ( )

7. Are you a citizen of the U.S.? ______ If not, of what country are you a citizen? ____________________________ Are you an official resident of N.Y. State ______
8. Have you had any military service? If so, give dates. 

Which Service? 


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<th>Name</th>
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EDUCATIONAL BACKGROUND

10. Give name and address of each secondary school you have attended, including dates of attendance and date of graduation. Request the Guidance Counselor or Principal of each school to send an official transcript of your record directly to the Office of Continuing Education, 255 Hartwell Hall, State University College at Brockport, Brockport, New York 14420.

High School Diploma (Check one): Regular _Equivalency_ Date: 

If equivalency, request the State Education Department, Albany, N.Y. to send a copy of the certificate to the Office of Continuing Education.

11. Give name, address, and inclusive dates of any school, college or university you have attended on any basis since graduation from high school. Request each institution to send two official transcripts of your record directly to the Office of Continuing Education, 255 Hartwell Hall, State University College at Brockport, Brockport, New York 14420.

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29
12. Have you applied before for admission to State University College at Brockport? 

If so, give date.

13. Have you attended State University College at Brockport? 

If so, give date (s).

14. List any correspondence or television courses, including dates, in which you have enrolled. If you enrolled for credit, request the institution to send two official transcripts of your record directly to the Office of Continuing Education, 255 Hartwell Hall, State University College at Brockport, Brockport, New York.

<table>
<thead>
<tr>
<th>Correspondence</th>
<th>Television</th>
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15. List any NON-CREDIT educational programs, including military programs, in which you have participated, indicating the dates.

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EMPLOYMENT BACKGROUND

16. Starting with your present employment, list your employment experience (including periods of retirement) in reverse chronological order. If necessary, attach a separate sheet of paper at the end of this form.

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<tr>
<th>Employer</th>
<th>Date of Employment</th>
<th>to present</th>
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<tbody>
<tr>
<td>Title or Position</td>
<td>Date of Employment</td>
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<td>Job Description</td>
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<th>Employer</th>
<th>Dates of Employment</th>
<th>To</th>
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<tr>
<td>Title or Position</td>
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<td>Job Description</td>
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<table>
<thead>
<tr>
<th>Employer</th>
<th>Dates of Employment</th>
<th>From</th>
<th>To</th>
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</table>

17. Describe your avocational and leisure time activities.

________________________________________________________________________
________________________________________________________________________
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18. Describe any community activities in which you have participated, indicating dates and offices held.

________________________________________________________________________
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19. Briefly describe your travel experience, including travel in the United States and in foreign countries.

________________________________________________________________________
________________________________________________________________________
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20. Describe special subject-matter interests. (if applicable)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

21. Why are you seeking more education?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
22. What kinds of books and magazines do you like to read? 
List a few of those you have read in the last year.

23. On a separate sheet of paper, write your autobiography. We want you to give us an idea of the experiences and opportunities which have had the most to do with making you the person you are. Also, outline your plans for the future.

I assume complete responsibility for the completeness and accuracy of the information on this application.

Signature of Applicant