

Proposal to Establish a  
Military Education Council

March 29, 1971\*

\*Approved by the University Senate, May 10, 1971

SPONSOR: Office of the Chancellor (Amended by Committee on Educational Policy).

BRIEF DESCRIPTION: General

The Military Education Council is designed to coordinate and supervise a horizontal grouping of the departments of Military Science, Air Force Aerospace Studies, and Naval Science. The Council will replace the present Military Affairs Committee, whose operation was judged by the Urbana-Champaign Senate in June of 1970 to include some anomalous organizational and procedural aspects. The operation of the Council will be characterized by major professional military input and civilian academic control. The Council will be appointed effective September 1, 1971.

Composition

The Council, appointed by the Chancellor, will be composed of:

- (1) a civilian chairman, reporting to the Chancellor in the manner normal for a Director of a School, and possessing a comparable level of authority;
- (2) six civilian faculty members (at least three of whom shall be Senate members) nominated by the Senate Committee of Committees;
- (3) the three military department heads, ex officio, but with vote;
- (4) one undergraduate and one graduate or professional student nominated by the Senate Committee on Committees;
- (5) one student nominated by the Armed Forces Council.

Duties

Continuing duties of the Council will be those appropriate for the proper governance of the three departments in question. Those duties will include, but will not necessarily be limited to, the following:

- (1) reviewing teaching staff appointments;
- (2) reviewing and supervising curricular matters;

- (3) assisting in budgetary, space, interdepartmental liaison, program orientation, contract negotiation, and other miscellaneous matters;
- (4) ensuring the exercise of academic freedom within the three military departments.

An initial and important duty of the Council will be a thorough review of all existing military education curricula and, after completion of this review, the Council shall propose curricula for submission to the Senate Committee on Educational Policy no later than September 1, 1972, for review and approval.

#### Curricular Shifts

Shifts in the emphases and characteristics of the curricula offered by the three military departments are anticipated. These shifts will be characterized by increased emphasis upon two-year programs of instruction, and upon civilian faculty participation in the military education programs. Those portions of current programs considered to be skill-oriented training should be moved to summer periods as soon as is feasible.

**JUSTIFICATION:** The attached Plan for Military Education was prompted by two Senate resolutions of June 1, 1970. In addition, however, the present review of military education was seen as an opportunity to institute a thorough curricular review of the programs. These changes should bring about greater conformity with normal educational practices of other departments and greater efficiency.

#### **BUDGETARY AND STAFF IMPLICATIONS:**

Long-range budgetary implications are indeterminable at this time. If the attached plan is implemented, however, there will exist the requirement for the support of a 50%, 12-month academic appointment of the Chairman of the Military Education Council. In addition, some clerical assistance to that official, at a level yet to be determined, should be anticipated.

A PLAN FOR MILITARY EDUCATION  
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

March 29, 1971

(Proposed by the Chancellor, and  
Amended by Committee on Educational Policy)

A Plan for Military Education  
University of Illinois at Urbana-Champaign

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## I. INTRODUCTION AND RATIONALE

### A. Instructions by the Senate

This plan was brought about by two specific resolutions of the Urbana-Champaign Senate on June 1, 1970. Those resolutions, together with comments and references to portions of this plan dealing with individual concerns expressed in those resolutions, follow:

#### MOTION I

Whereas the offering of military education is both a statutory requirement on the University of Illinois and an action relevant to the needs of our present society, and whereas offering of such education, including support by the Department of Defense, is not antithetical to academic goals of the University, BE IT RESOLVED that this Senate approves the inclusion of military officer education in some form, as part of the academic and professional offerings of the University of Illinois at Urbana-Champaign, subject to the same general procedures and standards as are normally applied to other academic and professional programs.

Comment: This plan provides for an academic/professional program of military officer education under the governance of a Military Education Council (see Part II, below). Guidance for future operation of the Council is contained in Part III, below, and is directed toward applying to an optimum degree procedures and standards normally appropriate for other academic and professional programs on this campus.

#### MOTION II

Whereas it is clear that certain organizational and procedural aspects of ROTC (military officer education) on the campus presently are not closely parallel to those normal to other academic or professional programs, BE IT RESOLVED that this Senate instructs the Chancellor to prepare a new plan for military officer education, not constrained by present structural or existing contractual arrangements. The purpose of the new plan would be to ensure that military educational activities on the campus conform in all possible respects to other programs of academic and professional instruction. The following policy guidelines should be observed in the development of this plan:

1. An agency should be established to have jurisdiction over the departments offering military education. The head of this agency should be a civilian member of the University staff, reporting to the Chancellor in the manner normal for a Director of a School.

Comment: Anomalous organizational and procedural aspects are reduced to a practical minimum by means of the prompt dissolution of the present Military Affairs Committee, and by guidance furnished the Military Education Council (see Parts III and V, below). Policy Guideline 1, above, is followed precisely by the organization and authority lines of the new Council (see Part II, below).

2. Programs and curricula shall be reviewed by the Senate Committee on Educational Policy.

Comment: This guideline is observed by provision for normal program and curricular review contained in Guidance to the Council (Part III, below).

3. Determination of course credit and of academic rank and status of the military education teaching staff should be made in accord with such criteria as are customary to academic and professional programs on this campus.

Comment: Determination of course credit granted by department concerned for military officer education courses is to be made in accordance with campus procedures. Credit granted by other academic units for military education courses is to be made in accordance with present practice by the academic unit concerned upon approval by the Senate. Guidance as to the appointment (including rank and status) of military education teaching staff is contained in Part III, below.

4. Normal principles of academic freedom, professional dignity and competence, academic merit, and faculty-student relationships should apply equally to all academic activities of this University, including programs of military education.

Comment: This guideline, difficult to administer and monitor, is incorporated in Guidance to the Council (Part III, below).

This plan is to be submitted to the Senate within eight months of the date of approval of this motion by the Senate, after which it will be reviewed by the Committee on Educational Policy and reported to the full Senate for action.

Comment: The deadline for this submission is February 1, 1971.

## B. Background and Rationale

Since its establishment in 1867, the University of Illinois has been an institution devoted to the pragmatic and utilitarian service of society. In the early years of development that service characteristically was focused upon the societal needs of the State of Illinois. With growing maturity, however, the University's concern for service steadily broadened, until today it directs a major portion of its energies toward the serving state, national and international populations. Recognition that a campus-based program of military education is relevant to the needs of society was made by the Senate of this campus in the first of two resolutions which furnished the impetus for this plan (see above).

With the passage of the National Defense Act of 1916 and the establishment therein on provisions for the on-campus military officer education program known as the Reserve Officer Training Corps (ROTC), this institution moved rapidly to establish an ROTC unit on the Urbana-Champaign campus. In 1916, the Army ROTC unit was established here; in 1945, the Naval ROTC unit was established on this campus; and in 1949, the Air Force ROTC unit was established. Throughout the years of existence of these three military officer education programs, the institution has enjoyed a direct and responsive relationship with the three military services concerned.

The decade of the sixties has seen major shifts, however, in educational patterns across the campuses of this country. ROTC at a growing number of institutions has been subjected to a level of scrutiny and criticism unprecedented in earlier times.

These trends notwithstanding, there will in all likelihood persist on this campus a significant number of students who desire to be engaged in military services as officers. The Senate of this campus has indicated its intention to continue to offer some form of military officer education here. Any professional officer education program which seeks acceptance, support and quality officer production on this campus must take into consideration two basic questions asked by students regarding any existent or potential military officer education program: "To what extent will my participation in a military officer education program

compete for my time with my chief academic endeavor (my degree program)?”, and “What level of applicability and short-range relevance will I experience in a military officer education program—in other words, how much study of significance and of personal benefit exists in the program I am considering?”

As a result of considerations of the above factors, and in an attempt to answer most appropriately the two crucial questions raised at the end of the foregoing paragraph, this plan for military officer education at the University of Illinois at Urbana-Champaign seeks to establish a Military Education Council which will oversee the operations of three military departments whose curricula and programs will follow those guidelines appearing in Part III, below.

This plan assumes there will be on campus young men and women who wish to elect military service as officer, but it also assumes a relatively high level of lack of information with regard to officer assignment and education opportunities, length of military assignments and service obligations among the several services, branch of service, utilization of civilian educational background among officers, and similar matters.

This plan recognizes the advisability of a continuation of contractual agreements for military officer education with the three military services which presently sponsor ROTC programs on this campus. It is recognized that any instructional program on this campus must be of a type and quality meeting equitable standards of the University of Illinois and that any such program should not be dictated by any outside agency. Because the educational programs, the contractual agreement—expressing as it does a mutual understanding and consent between an educational institution and the profession which that institution serves—is a foundation stone of this plan. Without this symbolic and substantial link between the programs we conduct and the professional for which these programs prepare our students, the sense of the Senate resolution of June 1, 1970 would not seem to be served, and the military programs envisioned would become less like other on-campus academic/professional programs presently conducted than is either necessary or desirable. It is recognized and should be noted, however, that these programs—from a curriculum origination and review perspective—are unique. That uniqueness is recognized and further discussed in Part III, below.

It is hoped that the Congress will approve the present Department of Defense-sponsored legislation embodying implementation of Recommendation 12 of the 1969 Report of the Special Committee on ROTC (the Benson Committee) to the Secretary of Defense: namely, that each institution hosting a military officer education program like those envisioned in this plan will receive from the Department of Defense a small institutional stipend for each commissioned graduate. If that legislation is enacted, it is hoped that a significant portion of the funds allocated to this campus may be used directly to support civilian faculty augmentation and other appropriate facets of these programs.

## II. ORGANIZATION AND AUTHORITY LINES

### General

The Military Education Council shall be organized for the purpose of coordinating and administering a horizontal grouping of the three military departments on this campus (the Department of Military Science, the Department of Air Force Aerospace Studies, and the Department of Naval Science). The Council, to be established as authorized by Section 32C of the Statutes, shall be headed by a Chairman, who shall be a voting member of the Council, appointed in addition to the faculty members discussed below. The Chairman shall report to the Chancellor in the manner normal for the Director of an independently organized school. Its membership shall include the three department heads in question. Due to the cross-disciplinary nature of the instruction provided within the three military department, and due to other unusual feature of the instructional programs represented therein, a majority of the Council will be composed of faculty members from outside the three military departments, and the Council shall have an appropriate number of student members (see following paragraphs). In short, the organization of the Military Education Council will be characterized by major military professional input and civilian academic control. Provisions are made (see Part IIIC, below) for accommodating the unique nomination and acceptance procedures involving the teaching staff of the three military departments. Because of the rather unusual relationships of the three departments under the jurisdiction of the Council with military headquarters lying outside the University, and because

of similarly unusual curricular matters, appropriate authority and reporting lines for the Military Education Council are discussed in detail below.

### Organization

The Chairman, as is indicated above, of the Military Education Council shall report to the Chancellor in the manner appropriate to that of the Director of an independently organized School. He shall be appointed by a process similar to that traditionally utilized in the appointment of such a Director. It is anticipated that his duties shall initially require only a 50%, 12-month academic appointment to the position. The Chairman shall be a civilian member of the campus faculty; he shall call meeting of the Council at such times as he may deem necessary and shall preside over such meetings. TO the end that committee work by reduced to a minimum, the Chairman may formulate and present policies to the Council for its consideration; however, the foregoing clause shall not be interpreted to abridge the right of any member of the Council to present any matter to the Council for its consideration. He shall make reports on the work of the Council and its three departments. He shall, under the supervision of the Chancellor, represent the campus in negotiations with the military services who sponsor military officer education programs on this campus. He shall generally oversee the registration and the progress of the students in the department supervised by the Council. He shall be responsible to the Chancellor for the educational use of the buildings and rooms assigned to any of the military departments, and for any campus-owned equipment assigned to any of those departments. He shall serve as the medium of communication for all official business of the Council with other campus agencies, and with all other agencies or groups. He shall represent the Council in conferences, except that additional representatives may be designated by the Chairman for specific conferences. He shall prepare the budget of the Council in consultation with the Council membership.

The Council, in additions to the Chairman, discussed above, will consist of the following members, who shall be appointed as indicated:

Six civilian faculty members, at least four of whom are chosen from the four academic colleges whose students for most populous in the military education

programs, and at least three of whom should hold membership in the Urbana-Champaign Senate (appointed by the Chancellor upon nomination by the Senate Committee on Committees);

Three department heads, one from each of the departments under the jurisdiction of the Council (appointed by the Chancellor ex officio, but with vote);

One undergraduate and one graduate or professional student (appointed by the Chancellor upon nomination by the Senate Committee on Committees);

One additional undergraduate, graduate, or professional student (appointed by the Chancellor upon nomination by the Armed Forces Council).

A special meeting of the Council may be called by any three members of the Council who, upon agreement, request such a special meeting.

The duties of the Council will include a general advice and assistance on matters discussed under the duties of the Council Chairman, above. The Council shall bear the responsibility of making recommendation to the Chairman concerning teaching staff appointments within the three departments under the jurisdiction of the Council, of reviewing course and curricular matters within the three departments, of maintaining liaison efforts with academic units outside the departments supervised by the Council, of assisting in budgetary review and recommendations, of initiating and maintaining liaison with agencies responsible for the dissemination of information concerning all three officer education programs, of assisting in contract and/or other negotiations with any or all of the military services sponsoring military officer education programs on the campus, and furnishing assistance in any matters dealing with the institutional position with respect to the military officer education in general. The duties of the Council shall also include overall responsibility for ensuring the exercise of an appropriate degree of academic freedom on the part of the teaching faculty of the three military departments.

The Council shall also be responsible for review of information disseminated in regard to the military education program on this campus. This will include all

program orientation regarding officer assignment and education opportunities, length of military assignments and service obligations among the services, utilization of civilian educational background among officers, and similar matters appropriate to and characteristic of commissioned service as a result of successful completion of any of the military officer education programs.

Appointment of the civilian faculty members to the Councils shall be made for staggered two-year terms; appointment of the department heads shall be made for the periods of their tours of duty on the campus and, although ex officio, these Council members shall be allowed to vote on all matters brought before the Council; appointment of the students shall be made for one-year terms.

The Departments (the Departments of Military Science, Air Force Aerospace Studies, and Naval Science) will normally be organized in the manner deemed most appropriate by the military service concerned, since it is recognized that these departments are also self-contained military units, each reporting to a higher headquarters outside the University. In the event an organizational decision involving any one of the departments is considered inappropriate by the Council, however, the Council Chairman shall be responsible for effecting negotiation with the military service concerned to reach agreement in the matter.

#### Authority Lines

As is indicated above, the Chairman of the Military Education Council will act in the manner appropriate for the Director of an independently organized School. It is recognized that for a number of administrative military concerns, each of the three department heads (who are also commanders of three separate military detachments) will report to their higher military headquarters outside the University. It shall not be the policy or intention of the Council to stifle or inhibit those reporting procedures, although the Council Chairman may from time to time choose to communicate with the higher headquarters concerned when it is in the interest of the campus to do so.

Insofar as the Office of the Chancellor is divided functionally into areas of concern, it is anticipated that the Military Education Council shall be placed

under the operational control of the Vice Chancellor for Academic Affairs, in the same manner as other academic unit clusters already established.

### III. GUIDANCE TO THE COUNCIL

#### A. General

Normal principles of academic freedom, professional dignity and competence, academic merit, and faculty-student relationships should apply equally to all academic activities of the three departments under the jurisdiction of the Military Education Council.

#### B. Curricular Development and Review

While the programs of instruction and courses comprising these curricula may be originated in a manner differing somewhat from the more traditional processes, they will be reviewed in the normal manner.

Approval of the precise design of the curricula to be offered within the three military departments will be responsibility of the Council, which will then forward approved curricula through appropriate educational channels for consideration by the Senate in the manner of other academic curricula and programs. All curricula so approved should represent an appropriate blending of the professional needs of the military services concerned with the individual characteristics, facilities, and academic capabilities of this campus. It is intended that these curricula will compromise neither the academic standards of the institution nor the professional preparatory needs of the military services. The review process outlined below is intended to ensure that these standards be maintained.

The Council shall review and monitor the curricular offerings of the three military departments on a continuing basis, and shall act as a college-level course and curriculum committee in this regard. It shall be the responsibility of the Council to design, in consultation with representative of the appropriate military service, specific courses and programs of instruction appropriate to each of the three departments supervised by the Council.

In the event that any individual course, course sequence, or program of instruction, acceptable to the Council, is found by a military service to be inappropriate for curricular inclusion from the professional perspective, the Chairman shall be responsible to enter immediately into negotiations with that military service with the objective of reaching a solution to that specific curricular impasse. If such negotiations fail, it is conceivable that the University could then move to terminate the existing institutional contract with that military service, or that the military service could so move. While it is considered highly unlikely that any such impasse will be reached, the very uniqueness of origin characterizing these programs makes such an eventuality possible, and it would be unrealistic to fail to recognize that possibility.

When compared to the programs of instruction embodied in the present ROTC departmental offerings, it is envisioned that the programs offered under the Military Education Council would be characterized by (1) a greater degree of team-teaching between civilian educators and professional military officers, (2) a move toward a higher dependence upon two-year educational programs within all three military departments, and (3) a greater willingness on the part of academic disciplines to make faculty members available to assist in the preparation of military officer education courses (to the extent that this availability can be supported and encouraged by resources at the disposal of the campus). Nothing in this paragraph should be taken as a statement of intention to lessen significantly or to dilute the quality of the professional officer-student class-room contact, upon which military officer preparation programs depend.

For a discussion of matters of immediate and/or current curricular concern and guidance related to those matters, see Part V, below.

### C. Staffing

With regard to the review procedures appropriate for nominations to the teaching staffs of the military departments, the Council shall initially utilize the criteria for selection presently observed by the Military Affairs Committee. In this connection, it should be noted that the University of Illinois has for many years exercised its right to review carefully all nominations of military teaching

staff members to the three military departments on this campus. Nominees from all three military services have from time to time been rejected. Indeed, this campus has acted as something of a pioneer in the development of what are seen to be reasonable and proper standards in this area. Those standards are best enunciated in the following quotation from a letter originated by a campus official in February of 1969:

I believe that the general policy of this campus of the University of Illinois toward the assignment of ROTC officer personnel to its three military departments can be stated rather simply: because of our desire to provide the best possible educational experience and professional preparation for our students, it is our desire that officer personnel assigned to the teaching staffs of the three military departments on this campus (1) possess a record demonstrating the highest possible excellence in the profession of arms—a record which indicates that the nominee should indeed be a high example of the professional military officer to the young men whom he teaches, and (2) that each nominee exhibit a record of academic achievement which places him as close as reasonably possible to a position of parity with the academic staffs of the other departments on this campus. It is acknowledged that professional military officers are not professional academicians. They seldom publish, are generally prohibited from making consultation arrangements, and normally are quite limited in the number and types of professional organizations to which they might belong. Nevertheless, it is recognized that within certain branches of the United States Army, certain areas of specialty of both line and staff officers in the United States Navy, and in certain specialization fields in the United States Air Force, it is the stated intention and manifest policy to arrange the acquisition of graduate education for selected officer personnel. To at least the same degree that the Department of Defense places positive value upon academic excellence within its various officer corps, we here—representing an institution of national renown and bearing a tradition of high quality officer production—encourage emphasis upon the academic preparation and performance of our ROTC officer personnel.

To be sure, the demands of the military services in a time of national peril will demand that a high number of the very officers who are best qualified to instruct university students be assigned to duties away from detachments such as ours. International conditions and pressures—such as the present conflict in Viet Nam—must constantly be kept in mind as the responsible officials of this institution review the nominations of officer-instructor personnel to the various military detachments serving the institution. It should be noted, however, that it is the intention of the University of Illinois at

Urbana-Champaign to mover deliberately toward the position of specifically requesting the three armed services represented here to furnish officer personnel who have (1) achieved the baccalaureate degree by means of resident instruction at a properly accredited institution, and who have (2) been awarded a graduate degree as a result of resident instruction. It is recognized that, at the present time, the armed forces of the United States do not possess a sufficient quantity of officers in the various services who hold graduate degrees to meet this second requirement if it were to be imposed upon them by a large number of host institutions. Because of the academic relationship which our three ROTC departments have with the other department of the various colleges on this campus, however, the officials responsible for officer assignments to their detachments here should be made aware of our intention to move in the direction of requiring such qualifications of officer personnel at some reasonable time after the cessation of hostilities in the Viet Nam conflict.

It has been the policy of this institution for some time to require of nominees to the positions of Professor of Air Force Aerospace Studies, Professor of Military Science, and Professor of Naval Science, (1) the achievement of at least one graduate resident degree, and (2) the successful completion of an on-site interview with responsible administrative and academic officials of the institution. We anticipate the continuation of this policy. In the case of each officer nomination to the position of Assistant or Associate Professor on the various ROTC staffs, it has been (and will continue to be) our policy to inspect the undergraduate academic transcript for evidence of adequate and appropriate scholarly achievement, and to screen, with the advice of the current department head, the nominee's record of professional service to ascertain the degree of promise possessed by the nominee. As a present operating policy, and with recognition of our desire ultimately to require the possession of a graduate degree of these officers, we shall generally accept otherwise qualified officer nominees in the grades 0-2 and 0-3 who hold resident baccalaureate degrees, and who are potentially admissible as degree candidates to one of the departments of our Graduate College. In these cases we strongly encourage the pursuit of graduate education on the part of assigned officers. For officers in the grades of 0-4 and 0-5, a much closer scrutiny of academic achievement is warranted and (while the requirements described for personnel of 0-2 and 0-3 grades presently constitute a minimum acceptable standard) it is the officers of these higher grades who shall first be expected to have earned graduate degrees in the future.

The Chairman of the Council shall, with the advice and consent of the Council, be responsible for the size and composition of any subcommittee charged

with reviewing teaching staff nominations under the above criteria. It is highly desirable that, beginning with Semester I, 1971-72, all officer personnel newly assigned to teaching posts on this campus hold at least one graduate resident degree from an accredited institution.

In view of the above remarks, constituting as they do a relatively high set of professional and academic standards for teaching staff selection, it seems appropriate to request that the Council recommend titles consistent with the qualifications of the proposed faculty members. Current practice dictates that these appointments be made without regard to such matters as tenure and retirement benefits.

Due to the desirability of maintaining teaching and administrative staff continuity, officer personnel should be assigned to these departments for a minimum of three continuous academic years. In time of urgent national defense requirements, this length of duty assignment may temporarily be impossible to achieve.

#### IV. BUDGETARY AND SPACE IMPLICATIONS

The immediate budgetary implications of this plan are relatively small. It will be necessary to provide the 50%, 12-month salary for the Council Chairman, together with appropriate clerical support. It is anticipated that, if the Congress provides for institutional stipends in support of military officer education programs here, some of the funds could be made available for the budgets of the Military Education Council for use in general support of the activities of the three departments under its jurisdiction. These funds might be utilized to encourage civilian faculty participation in the cross-disciplinary programs and team-teaching efforts conducted by those three departments. The precise level of any funding to be made available to the Council will be decided by University and campus officials after consideration of the direct and indirect costs incurred by the operation of the three departments and of the Council.

The Council shall continuously monitor the space needs of its three departments. It is anticipated that the military services will continue to request the type of University space allotment which is characteristic of the present

institutional ROTC contracts. All matters pertaining to the allocation and utilization of campus space shall be conducted in consultation with the Office of Space Utilization.

#### V. TRANSITION FROM PRESENT PROGRAMS

The preceding discussion has outlined a program for military officer education on this campus which departs in several significant ways from present ROTC operations. This section of the plan is intended to provide the apparatus and additional guidance necessary for a reasonable transition from present operations to those envisioned above. This section is intended to furnish guidance to the presently constituted Military Affairs Committee in addition to furnishing supplementary guidance to the Military Education Council, once the latter body is appointed.

It is anticipated that the Chairman of the Military Education Council shall be appointed effective September 1, 1971, and that the Military Education Council itself shall be appointed simultaneously. Responsibility for governance of the military officer education program as a whole shall begin with those appointments. The Military Affairs Committee is charged with the responsibility of creating the best possible conditions for assumption of the jurisdiction of the three military departments by the Military Education Council, and shall provide continuous liaison with the Chairman-designate, once he is selected. The Military Affairs Committee shall be dissolved on September 1, 1971.

An early order of business of the Military Education Council will be a thorough review of all curricula currently offered by the three departments under its jurisdiction. To aid that body in its review, the Council Chairman shall appoint three major curricular subcommittees, each charged with the responsibility of reviewing the curricula of one of the military departments under the jurisdiction of the Council. The department head shall be a voting member of the subcommittee designated to study his curricula. The subcommittees shall review not only the textual and other materials utilized in support of present ROTC course offerings, but they shall also be conscious of the nature and quality of the continuing classroom and non-classroom dialogue between professional military

officer-teachers and ROTC cadets and midshipmen. Their reports shall take these factors into consideration, and they shall also include comment concerning the degree of academic freedom available to and exercised by individual course instructors in the three departments. The subcommittee reviewing Naval ROTC curricula shall place special emphasis upon considerations involving the initiation of a two-year program of instruction designed to complement the present four-year programs, since the Navy currently offers no two-year program of instruction on any campus in the country.

One the reports of these three subcommittees are approved by the Council, it shall be the responsibility of the Council Chairman to present the Council's recommendations to the Senate Committee on Educational Policy.

Throughout this curricular review, the subcommittees involved shall attempt to identify those portions of existing programs which are reasonable considered to be skill-oriented training, rather than education. Those portions so identified shall be reported to the Military Education Council, which shall deliberately consider recommending to the military services involved the movement of those identified portions into summer training periods, where such training can be better administered and more quickly and competently assimilated by cadets and midshipmen who are not then simultaneously preparing for major examinations, classroom recitation, laboratory exercise, etc. These subcommittees shall also be alert to the existence of present or potential common-core courses of equal or nearly equal applicability to two or more of the military departments, and shall recommend to the Council appropriate common- or cross-listings or other devices designed to utilize this instruction most efficiently, Cognizance shall also be taken by the subcommittees of the fact that some course included in the military science curricula, especially skill-oriented training courses, may be inappropriate for university credit and should, therefore, carry zero credit.

It shall also be the responsibility of the three curricular review subcommittees to identify those courses or course clusters most amenable to team-teaching effort. Courses so identified shall be reported to the Military Education Council, where liaison efforts shall be begun to establish the proper level of cooperative effort between the military department concerned and the academic

discipline which could make the most appropriate contribution to the courses in question.

Throughout this curricular review, it is anticipated that the subcommittee reviewing the operations of a single department may identify course offerings in which desirable change can be effected simply by discussions with the department head concerned. This type of course change and program development is highly encouraged. The entire effort of the Military Education Council directed toward curricular review during the 1971-1972 school year, however, shall be guided by the directions outlined in Part III.

As soon as practicable after the completion of the curricular review referred to above, and in no case later than September 1, 1972, the Council Chairman shall begin negotiations with representatives of the three military services to establish this program. It should be noted that the Senate of the University of Illinois at Chicago Circle has recommended to the President that a separate contract be drawn for the military education program (Army) on that campus. Negotiations anticipated in this section could well include provisions for this change.