There will be a meeting of the Faculty Senate on Tuesday, December 9, 1969 at 4:00 p.m. in New Austin, Room 132.

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AGENDA

- 1. Call to Order
 - 2. Approval of the Minutes
- 3. Special Order of the Day
 - 4. Unfinished Business
 Quarter/Semester Calender Committee Report (See Attached)
 - 5. Reports of Committees
 - A. Committee on Committees (See Attached)
 - B. Faculty Affairs Committee (See Attached)

University Curriculum Committee

- 1. Report
 - 2. Summary of Objections to History 227 & 228

(NOTE: Any person(s) wishing to be heard by the Senate relative to
History 227 and 228 are requested to contact the Chairman of
the Faculty prior to December 9, 1969.)

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I. Introduction

In December of 1968, the chairman of the Faculty Senate appointed a "committee to study the quarter, semester, and other divisions of the academic year." There are two main calendar systems used in the United States. The semester system is the most popular, with the quarter system second. The remaining calendar systems seem to be of equal popularity; these are the trimester system and the so-called 4-1-4 system. The semester, quarter, and trimester systems are considered in some detail in this report.

Since the 4-1-4 was not treated in detail perhaps a word here is in order. The 4-1-4 is essentially an attempt to eliminate the "lame-duck" session which occurs under the semester system (see Part III of this report). The system operates as follows. A semester of approximately 4 months duration is followed by a 1 month term which is to be used for independent research, "enrichment" studies, field trips, etc. Then the remaining semester runs for essentially 4 months.

There seems to be little factual material available concerning the 4-1-4, and all reports taken together do not form a strong case for or against the 4-1-4. Since this plan is a fairly radical departure for a school on the quarter system, it has been dismissed from consideration.

Sample calendars for each of the systems studied are given along with some pros and cons of each system. Many of the claimed pros and cons come directly from (1) and (3). Therefore, the pros and cons are not necessarily the feeling of the committee but merely strong or weak points which have been claimed for each system. By the same token, Section V. represents only the feelings of the committee.

II. The Quarter System

The quarter system should be familiar to everyone since the school operates under this plan. There are however, a few remarks that need to be made. It is often asserted that the quarter system is a southern or southeastern phenomenon; the facts are otherwise. Aside from California, about which we will say more in a moment, there are significant numbers of schools on the quarter system in Florida, Ohio, Montana, and Oregon. (This list is not intended to be exhaustive but to indicate that the quarter system is widespread.)

It has also been asserted that more schools switch from the semester system to the quarter system, than vice-versa. The evidence does present a weak case for this but is by no means conclusive. (See the section on the semester system.)

Finally, it would appear that the extra sessions involved in the quarter system would involve additional administrative costs. In this regard, however, it is interesting to note that the entire University of California (nine branches) was switched in 1966 to the quarter system with the prediction that "the change over from the 2-semester plan will have saved \$100 million in capital expenditures alone, by 1975." (6)

We include a sample quarter calendar used at East Carolina for purposes of comparison only. For simplicity we have ignored the six Saturdays involved in the summer sessions when counting total operating days and total teaching days for the year.

DAYS

TEACHING DAYS

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September 9 - Opening date

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September 11 - Classes begin

November 21 - Classes end

November 27 - Exams end

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WINTER QUARTER

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December 2 - Registration

December 3 - Classes begin

December 20 - Christmas holidays begin

January 6 - Classes resume

February 27 - Classes end

March 5 - Exams close

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53

SPRING QUARTER

March 10 - Registration

March 11 - Classes begin

April 3 - Spring holidays begin

April 9 - Classes resume

May 26 - Classes end

May 30 - Exams close

57

52

1ST. SUMMER SESSION

June 9 - Registration

June 10 - Classes begin

July 4 - Holiday

July 15 - Classes end

July 16 - Exams close

2.

DAYS

TEACHING DAYS

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July 17 - Registration

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July 18 - Classes begin

August 21 - Classes end

August 22 - Exams close

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TOTAL DAYS 224

TOTAL TEACHING DAYS 206

PROS OF THE QUARTER SYSTEM

- (1) Many proponents of the quarter system argue that effective learning is favored by student concentration on only three subjects per period of study rather than five or six under a semester system.

 (See observation in Section V of this report.)
- (2) Frequent class meetings under a quarter system are said to favor education and to help maintain student interest.

(3) The quarter system permits more frequent counseling of students and evaluation of their progress plus greater flexibility in planning a course of studies.

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- (4) The smaller tuition payments and total costs of attending one quarter session may allow those students with marginal funds for college to attend a quarter session whereas they might not be financially able to meet the costs of a semester's expenses.
- (5) The quarter system necessitates more exam periods which some educators believe important to the educational process.
- (6) It is maintained that a quarter system requires less class and lab space if the same number of separate subjects of equal credit are offered during the academic year under both systems.
- (7) The quarter system is said to be better adjusted to national holidays and normal breaks since it is generally arranged for Christmas and spring vacation to fall between terms.
 - (8) The quarter system calendar can easily be arranged to articulate satisfactorily with the public school calendar. This is convenient for students who are entering, for public school teachers who are studying in the summer and for faculty members who have children of school age.
 - (9) The quarter system is said to make for less memorizing and less craming than does the semester system.
 - (10) Many students believe that work gets underway more rapidly under the quarter system than under the semester system.
 - (11) The shorter final examinations (usually two-hour) of the quarter system are neither too long nor too crowded.

CONS OF THE QUARTER SYSTEM

- (1) Critics of the quarter system argue that courses are covered too rapidly in this short period thus being detrimental to learning and to contemplative thinking about a subject.
- (2) The quarter system involves more time in starting up and ending each term and on such items as registration, drop-add and examinations. This increases administrative and clerical work as well as advising loads on faculty since all the routines must be completed three times instead of twice.
- (3) The quarter system involves more wasted time in such subjects as chemistry laboratories where setting up a laboratory at the start of a term and cleaning it up at the end are unproductive operations which are multiplied under this system.
- (4) Some maintain that frequent examinations under a quarter system interfere with the calm perusal of the subject matter.
- (5) Some argue that it is difficult to arrange sequential subject offerings under a quarter plan especially if sequences of subjects are offered in different quarters since this may reduce the number of fields that a student may study.
- (6) The quarter calendar, like the semester calendar, perpetuates the idea that the summer months are not a normal time for study; consequently, students will usually take the summer quarter or session off. The quarter system, too, fails as an ideal year-around operation calendar since it does not change students' attitudes toward summer study.

- (7) The quarter system does not make the learning process appear leisurely since class meets daily. Reading and term paper work must be accelerated.
- (8) The quarter system offers less flexibility in adjusting for absence from class by either faculty or student.
- (9) In reality, the quarter system does not assure the elimination of the so-called "lame-duck session" following the Christmas holiday.

As was pointed out, the quarter system suffers from the fault of the so-called "lame duck" session, i.e., the brief period at the beginning of the winter quarter before the Christmas holidays (typically about three weeks). The following is an example of how a calendar may be shifted to begin the fall quarter later and to end at the start of Christmas recess.

FALL QUARTER (1968 - 1969)

Days

Teaching Days

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Bearing the Market State of the State of the

September 20 - School opens

September 24 - Classes begin

November 27 - Thanksgiving recess begins

November 30 - Classes resume

December 9 - Classes end

December 13 - Exams end

Fall quarter ends

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WINTER QUARTER

January 3 - Registration

January 6 - Classes begin

March 14 - Classes end

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Control of the contro March 24 - Registration

March 25 - Classes begin

THE FLANT TO STREET THE THE PARTY OF THE PAR April 4 - Spring holidays begin

April 7 - Classes resume

June 2 - Classes end

June 6 - Exams end

Spring Quarter ends

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June 8 - Commencement

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FIRST SUMMER SESSION

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DETERMINED

June 13 - Registration

June 14 - Classes begin

July 4 - Holiday

July 18 - Classes end

July 21 - Exams

First session ends

27 25

SECOND SUMMER SESSION

July 22 - Registration

July 23 - Classes begin

August 20 - Classes end

August 27 - Exams

Second session ends

TOTAL

220

201

As before there are actually three Saturday meetings in each summer session which have not been included. It is evident that the total days as well as the total teaching days compare favorably with our present plan. The calendar given actually increases the length of time allowed for the Christmas holidays (from 16 to 20 days) although it does begin classes sooner after New Year's Day. The alternate plan given here would decrease the number of Spring holidays but otherwise there is no significant change. Note also that the opening and closing dates are such that persons connected with the public school system would find no difficulty in attending the summer sessions.

Perhaps an even better arrangement would be to schedule a full-fledged quarter session in the summer. If desired, the calendar given here could readily contain that also as shown here.

SUMMER QUARTER

Days

Teaching Days

June 18 - Registration

June 19 - Classes begin

July 4 - Holiday

August 21 - Classes end

August 27 - Exams end

The semester system, in which the school year is divided into two semesters of about fifteen weeks of classes and a summer session of eleven or twelve weeks divided into two terms, is the predominant calendar plan in the United States. In the 1963-64 issue of the Education Directory (5) 2144 schools were listed and of this total 1778 (or slightly over 82%) were on the semester system. A rather hurried check of the same publication for 1968-69 shows that of 2537 schools listed approximately 77% follow the semester plan. Any attempt to deduce from this that there is a trend away from the semester system would not be advised.

There are two additional factors which traditionally characterize the semester plan. These are, Saturday classes and a long vacation period near the end of the first semester. While these factors are usually found at schools using the semester plan, they should not be assumed to be necessary to the semester plan. The University of North Carolina at Charlotte operates under a semester plan with no Saturday classes and beginning in the fall of 1969, the Chapel Hill campus will eliminate Saturday classes. There are also colleges which have adopted a semester by opening earlier in the year and observing Christmas holidays between semesters; the nearest is no doubt Lenoir Rhyne College in Hickory, North Carolina. (4)

In drawing up the following sample semester calendar, it was assumed that classes would not be held on Saturdays. There are various ways in which this can be accomplished. Again note that the total number of teaching days is very nearly the same as under the present system. During the summer, of course it may be necessary to meet a few Saturdays as is now done. Usually under the semester system, classes meet for 90 minutes per day in the summer. The The calendar is for the school year 1969-70.

FALL SEMESTER

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Days Teaching Days

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September 15 - School opens

September 17 - Classes begin

November 26 - Thanksgiving holidays begin

December 1 - Classes resume

December 19 - Christmas holidays begin

January 5 - Classes resume

January 20 - Classes end

January 27 - Exams end

SPRING SEMESTER exclased as neverto as noteeses aminor of cosselesses and and a

February 2 - Registration the formation applies the should be supplied by the sound of the sound

February 3 - Classes begin and the land once of the design to the basis to the basis.

March 6 - Spring recess begins

March 11 - Classes resume

May 22 - Classes end

May 29 - Exams end Designation of the press of the plants years and a resident

May 31 - Commencement 83 10 2011, eccl. 12 forth and discretizate bus massasts compass on date delig

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SUMMER SESSION currently to average a service by added a land and the land of the policy of the land of the over

June 10 - Registration

June 11 - Classes begin

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July 16 - Classes end

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First Session ends

July 20 - Registration

July 21 - Classes begin

August 24 - Classes end

August 25 - Exams

Second Session ends

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TOTAL

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PROS OF THE SEMESTER SYSTEM

- The semester system is considered a more favorable period for preparation of term papers and for extended reading in connection with aubjects.
- (2) There are those of the opinion that the term of length of the semester system is better for the maturing process and that the longer length of time permits the student to become more interested in the subject. A longer learning experience is considered good for development of critical thinking and quality of research work.

(3) Articulation with secondary schools and colleges is better since most high school calendars run September to June and since over 70% of U. S. colleges are on the semester system. BETTE THE CENTER OF THE SERVICE STREET AND THE COURSE The semester system is easier from a mechanical standpoint since the routines of registration, grade computation, drop-add, etc., are necessary only twice a year. (5) The semester system makes it easier to allow time for a reading period at the end of a semester than it is to allow for a reading period at the end of each quarter. Bollak . Leagque Ladorare Baron o vide video, La surado Son dago The semester system makes it easier to arrange sequential subject offerings according to some registrars. Deputation in this completion is tolarque videles (7) Under the semester system there are fewer examination periods per year -which some claim is advantageous to students and faculty as well. (3) Under the semester system, the lengthy summer vacation period allows for faculty research, leave of absence, and student anf faculty vacations. (9) The system is flexible enough to meet the needs to students and faculty. Those students who want to accelerate may complete and undergraduate degree in many areas in three years. Those who need to make up for lost time may utilize either one or both terms for this purpose. Students may enter at the beginning of any semester or summer term and they may complete degree requirements at the end of any semester or summer term. As for faculty members, additional employment during the summer is available for a limited number of faculty members while the system also makes it possible for parttime faculty who combine instructional services with graduate study to advance more rapidly toward graduation. (10) Students and instructors have longer to get to know one another under the semester system than under the quarter system. CONS OF THE SEMESTER SYSTEM (1) The normal semester system has Christmas recess so near the end of the first semester that it leaves what is called a "lame duck session" in January between the time students return from vacation until the completion of first semester exams. Students are critical of the strain from worrying about exams during the Christmas holidays while faculty are critical of the brevity of this session. (Recall that this is not necessary to the semester system.) (2) Advocates of ideal year-round operation claim that the semester system with terms of unequal length make it difficult to integrate the summer session with the two semesters in a balanced year-round program. There is an irregular academic cadence since summer school moves at a more rapid pace and limits the range of normal student and faculty activities. (3) The semester system does not provide adequate time for computing grade averages at the end of fall semester to discover those students who are academically ineligible nor is there adequate time to advise those students in academic distress before the opening of spring semester. The semester system with only two rounds of registration provide fewer opportunities for the advising of Eudents. Furthermore, the system does not provide the student with an opportunity to experiment on a large variety of courses in search of a major.

The trimester plan divides the year into three terms of equal length, usually about 15 weeks. This plan was used by the University of North Carolina at Chapel Hill during World War II and several other institutions. According to a report prepared for the consolidated university (1), all institutions dropped this plan immediately after the war.

Interest in the trimester system apparently revived during the early 1960's. Great things have been expected from the trimester system; the idea of terms of equal length and status clearly has a great rational appeal. Nelson Associates, management consultants, reported in 1961. "A balanced year-round calendar provides the best means of increasing college capacity.... The balanced trimester calendar is slightly superior in efficiency to the balanced four-quarter calendar; but either is far superior in efficiency to the conventional calendar, whether semester or quarter." (2)

Experiments with the trimester have been disappointing. In 1960 the University of Pittsburgh adopted a trimester plan. Later a committee investigating Pittsburgh's financial difficulties saw the trimester plan as a cause. (1) Perhaps it is only chance that Kentucky Southern, founded on the trimester system has had continuing financial problems. All state universities in Florida adopted the trimester plan in 1962 but shifted to the quarter system in 1967. (1)

It seems worth of note that no large school other than Pittsburgh has refrained from splitting the third trimester. (1) A major cause of the failure of this "ideal" system of equal length terms is no doubt the fact that students do not choose to attend school year round. "The custom of going to school during the winter months and not during the summer months is an American folkway." (2)

Below is a possible trimester calendar for 1969-70. It is assumed that classes will not be held on Saturday. Note that the total number of teaching days is very nearly the same as in our present system.

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FIRST TRIMESTER

Teaching Days Days September 3 - School opens BRIGGET COLUMN FROGER A September 5 - Classes begin November 27 - Thanksgiving Recess begins Attacked Colored December 1 - Classes resume December 11 - Classes end December 15 - Exams begin 68 December 19 - Exams end (1st Trimester ends) 76 SECOND TRIMESTER Ser british while the break to January 5 - Registration January 6 - Classes begin April 9 - Classes end April 13 - Exams begin 68 April 17 - Exams end THIRD TRIMESTER Samuel The Branch will be April 30 - Registration May 1 - Classes begin Miss front with Potter August 4 - Classes end August 6 - Exams begin each a second 68 August 12 - Exams end 204 226 TOTAL

By O phinispell Sectorbur 3 - School opens A Report On Various Types September 5 - Classes begin Of Academic Calendars Scheel basses (5 + 1 tadispost December II - Clesses end and the second - Elementes by bons and a second and a second The Faculty Senate Calendar Study Committee January 5 - Kegdaltrabies denuary 6 - Classes begin EAST CAROLINA UNIVERSITY Sos Lossofold - Clings dinod proxi - El liver ins and - TI Itagh Mr. Robert Woodside, Chairman Dr. Frank Arwood Dr. Donald F. Clemens molise intraffic DE lings Dr. John B. Davis Dr. Scott Garrow mod comento + 1 ven Miss Gwendolyn Potter Bua es la la Jangua argod the late of the same December 2, 1969 one con a - Sf deugli

VI. BIBLIOGRAPHY

- (1) Report of the All-University Calendar Committee. (An unpublished report)
- (2) SREB (Southern regional education board) Research Monograph Number 7
 "The Year-Round Calendar in Operation", W. Hugh Stickler and Milton W. Carothers 1963.
- (3) Academic Calendars in North Carolina Tax Supported Senior Colleges: The Semester System and the Quarter System. (An unpublished report)
- (4) "Lenoir Rhyne to Experiment with New School Calendar" (A press release from the Department of Public Relations Lenoir Rhyne College, Hickory,

 North Carolina.)
- (5) U. S. Office of Education Education Directory Part 3 Higher Education 1968-69

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(6) THE EPE (Educational projects for education) 15-Minute Report for College and University Trustees September 30, 1966.

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PROS OF THE TRIMESTER SYSTEM

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- (1) It eliminates the "lame duck" session which comes before Christmas in the quarter system and after Christmas in the semester system.
- (2) The course offerings could be improved over those in a semester system since there would be an extra term of the same length and status as the other two.
- (3) Greater freedom could be given the faculty members in terms of free time for research, choice of vacation periods, etc.

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(4) Students wishing to attend year round could complete their degree programs in 2 2/3 years.

CONS OF THE TRIMESTER SYSTEM

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- (1) The trimester system presents a serious problem in financing the third (or summer) trimester since students traditionally do not attend school in summer months.
- (2) The fact that a very small number of schools are following the trimester plan means that such schools find their calendars "out of step" with other colleges and universities and even with the secondary schools.
- (3) The trimester loses the liesurely pace of the semester system without replacing this with a course load of fewer courses as in the quarter system.

V. RECOMMENDATIONS

The committee, after a consideration of the various existing plans, feels that though valid arguments might be made for any, or indeed all of them, that no particular plan shows such a marked superiority that the change to it would be worth the considerable effort needed to change to it. We, therefore, recommend that we do not change from the present system at this time, though we do feel that a better division of the summer periods of instruction may be made for example, to a full quarter.

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In its continuing reveiw of academic committees, the Committee on Committees has noted a problem regarding the Faculty Affairs Committee.

Not only is that committee charged with the responsibilities listed on page 8-9 of the Faculty Manual, but also with the responsibility of serving as an appeals board for tenured faculty members dissatisfied with promotion and or salary increases. The pertinent section of the Personnel Policy and Procedure for the Faculty, appendix B., page 96 of the Faculty Manual, reads:

In matters pertaining to promotion and salary increases the individual tenured faculty member has the right of appeal to the Faculty Affairs Committee. It is desirable that the right of appeal through the Department Chairman be utilized before an appeal is made to this committee.

The Faculty Affairs Committee shall consider all evidence pertinent to the requested promotion or salary increase and report its recommendation to the Department Chairman, appropriate Dean, President of the University, and Chairman of the Faculty. The Chairman of the Faculty shall be notified of administrative action on the Committee's recommendation; and, in the event that administrative action differs from the recommendation of the Committee, the Chairman of the Faculty shall be informed of the reasons for this decision.

With this appeals responsibility of the Faculty Affairs Committee in mind, the Committee on Committees recommends that two alternate members be appointed to the Faculty Affairs Committee. The alternate members will serve on the Committee when regular members feel it necessary to disqualify themselves from considerations of the Committee or where regular members of the Committee are not available to serve.

- II. The Committee recommends that the Chairman of the Faculty be considered an ex officio member of all standing committees.
- III. The Committee recommends that standing committees report in the following manner:
 - A. The Committee recommends that oral reports be made to the Senate, with the Provision that written reports for circulation be required if the Committee makes recommendations which are to be ratified by the Senate.

PERSONAL PROPERTY PRO

B. The Committee recommends that a regular scheduling of the oral reports by the Committee Chairman be adhered to.

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C. A proposed schedule for presentation of the oral interim or progress reports:

Second Senate Meeting Third Senate Meeting

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- 2. Calendar
- 4. Guidance 4. Library
 - 5. Recruitment

Fourth Senate Meeting

Committees on: Committees on:

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Committees on: Committees on:

- The section of the se 1. Admissions 1. Continuing Education
 - 2. Teacher Education and Career
- 3. Credits 3. Vocational Education

Fifth Senate Meeting

1. Faculty Affairs 1. Student Scholarship, 2. Faculty Welfare Fellowships and Financial Aid

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- D. In that the University Curriculum Committee is required to meet regularly as work demands, it is not felt that they need a special reporting date.
 - The Committee recommends that the annual reports of the standing committees follow the form attached:

Annual Report of the ____ Committee

I. Date:

To:

From:

Subject:

- Membership of the Committee (including ex officio members)
- III. Meetings of the Committee (including dates, members absent)
- IV. Date of interim report to the Faculty Senate
- V. Questions discussed by the Committee during the year
- VI. Policy recommendations made by the Committee
- Response to the Committee's recommendations by the appropriate agencies.

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Committee on Committees Fred D. Ragan, Chairman

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.....Once the School/College has approved the proposal, it should be forwarded to the University Curriculum Committee which will study it in terms of its relationship to other University curricula. If the University Curriculum Committee approves the proposal, it will be forwarded to the members of the Faculty Senate and will be available upon request to the general faculty. If it is not rejected by the Faculty Senate at its first regularly scheduled meeting following University Curriculum Committee approval, then it will be forwarded to the Dean of Academic Affairs and Vice-President and Dean of the University. If the University Curriculum Committee approves any proposal during the time interval defined by a regularly scheduled Faculty Senate meeting and its preceding Agenda Committee meeting, then the proposal will be forwarded as above unless rejected by the Faculty Senate at its second regularly scheduled meeting following approval by the University Curriculum Committee.....

In line with the above procedure the following courses are presented to the Faculty Senate for its considerations:

History 227. History of the Physical Sciences (3)
Prerequisites: History 40 and 41 or permission of the instructor.
Catalogue description: An introduction and survey of the rise and transformation of the physical and exact sciences and their impact on the world view and the political, social and economic development of Civilization in the West.

History 228. History of the Life Sciences (3)
Prerequisites: History 40 and 41 or permission of the instructor.
Catalogue description: An historical survey of the life or natural sciences and their influence upon the general cultural, social, and intellectual history of mankind, especially in the western world.

Summary of Objections

It is claimed that a dichotomy of content between "life" and "physical" sciences is detrimentally artificial. Sciences appear to have a common original involving a shift from dogmatism to empiricism during the Renaissance. Certainly, this is not to claim that all sciences developed in the same way at the same time, nor that all sciences tend to have the same philosophical biases. Surely, there are differences among sciences just as there are differences among scientists who profess a particular science. However, sciences have been and are closely inter-related. For example, there are many instances when psychologists ("life" scientists) have attempted to use physics (a "physical science") as a model science or to reduce concepts to concepts in biology or in some other science.