

Durham, North Carolina, Saturday, May 25, 1968

Faculty approves changes in curriculum

Faculty advisory program

The following is the report on the faculty advisory program as presented to the Undergraduate Faculty Council by the Subcommittee on Curriculum. It will probably be approved if it can be funded.

Since the report of the Faculty Advisory Committee was distributed to members of the Undergraduate Faculty Council on Friday, May 3, the Subcommittee on Curriculum has engaged in additional research on the proposed program and offers this supplementary report. In this supplementary report the term "advising" refers to academic advising of students with respect to their course programs.

The proposal of the two committees starts with several existing institutions and practices. On West Campus there are now twenty-five Trinity College Faculty Fellows, who engage in advising in the November and April registrations and whose remuneration as Fellows has already been funded. In the Woman's College it is customary for the residential advisers to have faculty associates. Although their duties differ from those of the Trinity College Fellows, they form a tradition of faculty advising in the Department of Directors of Undergraduate Studies and about departmental programs. In addition freshmen are encouraged to prepare in advance a tentative course program for the first year, from materials supplied by the undergraduate colleges.

The two committees propose that these elements be organized into an advisory program for freshmen and sophomore majors. In the proposed program, a freshman would

Fellows would be increased in number from twenty-five to twenty-eight, yielding a proportion of approximately one Fellow to every twenty-four freshmen. The institution of Faculty Fellows would be extended to the Woman's College, where seventeen would be appointed for a ratio of one Fellow for twenty-one freshmen. The Fellows and associated Y men or FAC's of a given residential area would be organized into an Advisory Council for the freshmen and sophomores of that area. For example, the four Faculty Fellows of Smith, York, Lancaster, Taylor, and Mircourt houses plus a few Y men and other responsible underclassmen might form an Advisory Council for the 82 freshmen of that area. The four faculty members would be so selected that the three divisions of Humanities, Social Sciences and Natural Sciences would be represented on the Council. Or in the Woman's College the five Faculty Fellows of Southgate and Gilbert-Addams plus a few FAC's and other responsible underclassmen might form an Advisory Council for the 107 freshmen of that area.

At present, every student declares his major before the April registration in his sophomore year. For nonmajors there can be four registration periods during the freshman and sophomore years. For the sophomores, the registration week in September, November, and April registration in the freshman year, and November registration in the sophomore year. The two important advising periods are September and April, when a program of the entire year may be planned. If a year program is prepared, the November registrations become periods for confirmation of the plan for the sophomore year. In the proposed advisory program, a freshman would

arrive with a tentative arrangement of courses already prepared. He would be referred to the Faculty Fellow in his residential area who represents the division of knowledge in which the freshman is interested. After an advising conference, the Faculty Fellow would refer him to the appropriate student member of the Advisory Council and if necessary to a departmental faculty representative. The first November, as we said, would be a period of readjustment, but April would again be a serious advising session for the ensuing sophomore year.

It is necessary to make provision for the sophomore non-majors. First, how many are there? Of 670 Trinity College freshmen, approximately 140, or 20.9 per cent, choose a major before the first April registration. By the end of November, approximately 270, or 40.3 per cent, have declared a major, leaving 400 sophomores to be advised. That is, of 348 Woman's College freshmen, 91, or 26.1 per cent, choose a major by April of the freshman year; 177, or 50.9 per cent, have done so by the second November, leaving 171 to be advised at that time. Conceivably, under the new curriculum, the recommendations of their distributional requirements in one year and perhaps declare a major sooner than has been the custom. In that case, the number of sophomores left in the second November will diminish. However, we cannot count on that change, and it is possible that advice may have to be supplied to 571 sophomores in the second November. Since the November registration period, one of confirmation or readjustment, it may be possible for a Faculty Fellow

(Continued on Page 2)

4-course load planned, becomes effective in 1969

After weeks of discussion and tentative votes the Undergraduate Faculty Council last Friday approved the eleven proposals for reform of the undergraduate curriculum, as recommended by the UGC's Subcommittee on Curriculum with only minor changes in wording and content.

Entitled "Varieties Experience", the approved innovations have been called revolutionary by some of their proponents and will eventually completely supplant the present curriculum requirements for the B.A. and B.S. degrees.

The new curriculum will become operative for freshmen entering Trinity and the Woman's College in the fall of 1969. Students entering before then are still subject to the curriculum requirements in effect when they entered.

Students enrolling before September, 1969, will thus not be able to take advantage of the changes except in indirect ways such as through possible changes in course offerings as a result of the new format. Nor will nursing and engineering students be affected except in indirect ways.

The recommendations of the Subcommittee on Curriculum were the result of a comprehensive year-long curriculum review headed by the Subcommittee member Dr. Robert Krueger. Other Subcommittee members are its chairman Dr. Donald Fluke, Dr. John Altrochi, Dr. Hugh Jall, Dr. Harold Parker, Dr. Bruce Wardroppe, Dr. Paul Welsh, Dr. Frederick Joerg, and student associate Craig Kessler.

There were only two notable deviations of the curriculum adopted Friday and the original report of the Subcommittee. The foreign language requirement was not entirely dropped as

was recommended, but there were still three significant changes.

The validating year is no longer required for students with satisfactory achievement & test scores. Only two years of all languages will be required of students unable to satisfy the requirement otherwise. Proficiency exams will be recognized as a sufficient means for completely waiving the two-year

requirement for all students. In effect a student must simply present the equivalent of two college years of language to waive the requirement.

In regard to the physical education section, the proposed one year of "physical activity" was increased to two years. The letter grades will not count.

(Continued on Page 2)

What it means

Dr. Donald Fluke, chairman of the UGC Subcommittee which prepared the new curriculum and presented it to the UGC, calls the approved version "ambitious" and "probably the most substantial change in the history of the University."

A major principle of the new program is that a student is not impeded by basic requirements for which he can demonstrate skill or knowledge beforehand. The existing requirement was abolished completely.

Even the distributive requirements in the three fields of social sciences, humanities, and natural sciences and mathematics may be satisfied by other than lower-level courses if there are no prohibitive prerequisites.

Theoretically the student also has not one, but three, curricula from which to choose. Program I is the more direct alternative, but it still allows great freedom of choice. Program II allows qualified students to design their own college program with faculty supervision. A third alternative would be

available if the University follows the UGC's directive to "develop special curricular programs" under the fourth proposal.

Any student will be able to elect independent study work on an independent project, or work on a senior thesis. Students will be able to arrange interdisciplinary majors between two or more departments of their choice. Much discretion will be left the student and the faculty advising and teaching him.

Dr. Fluke emphasizes the "Learning Experience" section, which will require seminars, preceptorials, or similar small-group participation of freshmen and sophomores.

Because of the new curriculum, says Dr. Krueger, "A student will no longer be able to go through Duke anonymously." The student will be able to pursue either depth or breadth in his studies. The quality of undergraduate education should rise as the student begins to contribute to the education of his fellow students in a more meaningful way.

Text of curriculum proposals accounted

The following is the revised set of curricular proposals as passed by the Undergraduate Faculty Council Friday.

(Subcommittee on Curriculum)

We offer the following set of curricular proposals to the Undergraduate Faculty Council with the understanding that they become effective for the freshman class entering in 1969, and that they apply to succeeding classes entering the Woman's College and Trinity College.

We further recommend that the section described as Learning Experience be implemented gradually, as described below:

That the freshman classes entering in 1969, 1970, and 1971 be allowed to satisfy the requirement under Second Proposal I, A and B, in the following manner:

IV. Learning Experience. The student is required to have the following varieties of learning experience to be fulfilled at some time during the freshman and/or sophomore years.

1. A seminar in one semester, or

2. Two preceptorial discussion sections, or tutorials as the terms "preceptorial," "discussion section" and "tutorial" are defined in the preceding section.

In effect this proposal means that the requirement in Learning Experience is waived for these students during their first two years. We propose that the entering class in 1972 and all succeeding classes should satisfy the full requirement in Learning Experience during the first two years of their college careers. The requirement will be central to our entire set of curricular proposals. We expect that the requirement of the staff needed to provide this kind of experience will be made available by the overall reduction in student load from five to four courses per semester. While the first class that would enter under the new proposals would be taking only four courses, sophomores, juniors, and seniors would still take five courses, not all the staff time to be saved by reducing from five to four courses would be available immediately. In order to make easier the transition, we suggest that about half of each class entering in 1969, 1970, and 1971 receive this learning experience in its freshman year, the other half in its sophomore year. Since courses taken

by juniors and seniors usually have smaller enrollments than those currently taken by freshmen and sophomores, we would have all students entering as freshmen in 1969 or later satisfy the requirements under Second Proposal I, C, that apply to the junior and senior years.

We suggest that, no later than spring, 1972, there be a review of problems that might arise in connection with Learning Experience.

FIRST PROPOSAL

That the University measure academic achievement in terms of semester courses (and half-courses or double courses) satisfactorily completed rather than in terms of semester hours, and that four courses per semester be considered the normal academic load of a student working toward a bachelor's degree in the liberal arts and sciences. A course is roughly equivalent to a three- or four-hour course as presently offered.

SECOND PROPOSAL

That Program I be a satisfactory curriculum to replace the present requirements for the degrees of Bachelor of Arts and Bachelor of Science listed on pages 610 of the Bulletin of Duke University: Undergraduate Instruction, 1968.

Distributional Requirements: Subject-Matter.

A student must pass courses in each of three divisions: social sciences, natural sciences and mathematics, and humanities. He may choose from courses in which the essential subject-matter and subject-matter of discipline are presented. He may not, however, satisfy the distributional requirements by taking elementary skill courses; a tentative list of such courses appears in Appendix E.

A student will pass the appropriate number of courses in one division required by the department or departments in which he concentrates.

B. A student will pass at least four semester courses in a second division, at least two of three at the advanced level. Normally, "advanced level" courses come at the 100- and 200-level courses otherwise.

C. A student will pass at least three semester courses in a third division.

II. Skill in English Composition. All students are required either to demonstrate their ability to write good

English or to pass a one-semester course in English composition, which they should take in their first semester. Students may demonstrate this ability by presenting a score of 70, or more on the College Entrance Examination Board English Composition Achievement Test.

III. Skill in Foreign Language.

All students are required to demonstrate proficiency in foreign language equivalent to that attained by completing the second college year of that language, or by passing the second year college course, or by examination. Satisfactory proficiency may be demonstrated by meeting the College Entrance Examination Board Placement Test scores in the foreign language listed in the Freshman Academic Guide, 1967.

IV. Learning Experience.

The student is required to have the following varieties of learning experience:

A. Freshman year.

1. A seminar in one semester, or

2. Two preceptorial discussion sections, or tutorials during this year, as the terms "preceptorial," "discussion section," and "tutorial" are defined in the preceding section.

B. Sophomore year.

The same requirements as in the freshman year.

C. Junior and Senior years.

1. A combination of seminars or independent study with credit equal to at least two courses,

2. A thesis or an independent project at some time during the student's junior or senior years for which he would receive credit for two courses.

V. Concentration.

A major consists of at least five courses in one department above the introductory level. A department may not require a student for the B.A. degree to take more than eight courses above the introductory level in the major, though the student may elect to do so. A department may not require a student for the B.S. degree to take more than ten courses above the introductory level in the major, though the student may elect to do so. Foreign language departments may at their discretion begin their major after the elementary and intermediate courses. Otherwise, introductory courses are considered to occupy one-quarter of a

student's time for the first year of study in a department. More intensive major programs may be offered for the students election.

B. Interdepartmental Concentration.

Interdepartmental concentration consists of at least three courses beyond the introductory level in each of two or more departments, and requires the approval of the Directors of Undergraduate Studies in the department concerned.

IV. Advanced Work.

A student must pass at least twelve semester-courses at an advanced level.

That Program II be a satisfactory curriculum for a limited number of students to replace the present requirements for the degrees of Bachelor of Arts and Bachelor of Science listed on pages 610 of the Bulletin of Duke University: Undergraduate Instruction, 1968, and that the Undergraduate Faculty Council establish a Committee on Program II which must (1) approve student recommendations for acceptance in Program II and their courses of study, and (2) must recommend students proceeding through the program for graduation. In addition:

I. The Committee must approve a written statement submitted jointly by the student and department or department of his area of concentration defining the objective of the student's curriculum and the means for attaining it.

II. The Committee must approve any major changes in the students program.

Yearly check-sheets showing the progress of the students program must be submitted to the dean.

FOURTH PROPOSAL. That the University develop special curricular programs which students might elect, and which would offer common courses of study; such programs should satisfy some or all of the curricular requirements for graduation.

FIFTH PROPOSAL.

That the University's curriculum be governed by the following statement: Graduation with Distinction. Programs featuring independent study and other honors opportunities are available under the title Graduation with Distinction in the majority of the academic departments. Although the details and requirements of the program vary from department to department,

certain general requirements are a uniform. Each department may have its own, at the end of their sophomore or junior year, those students who can achieve by the time of graduation at least a "B" average in science and mathematics and a "C" average in the other fields to enter the Graduation with Distinction program. After participation in a seminar in the junior or senior years, and a directed course of reading, laboratory research, or other independent study, the student must embody the results of his laboratory research and study in a distinguished piece of writing.

The student's achievement, including the paper, is assessed by a departmental committee. If it approves the student's achievement, and the student has at least a "B" average in the major field, the department may recommend that the student be graduated with Distinction in his major field. Interested students should consult the Director of Undergraduate Studies in the appropriate department.

SIXTH PROPOSAL.

That any student be allowed, with the approval of his instructor, his adviser, and the Director of Undergraduate Studies of the institution's department, to engage in independent study, and that the limits of such study be determined by the student, his adviser, and the instructor concerned.

SEVENTH PROPOSAL.

That a student must have the signature of his adviser approving his program of study, and that the student, if a student who has not declared a major cannot agree with his adviser on a program the Chairman of the Subcommittee on Curriculum will decide the issue. In Program II, disagreements are decided by the Chairman of the Committee on Program II. The deans are required to have power of approval where advisers are unavailable.

EIGHTH PROPOSAL.

A. In addition to a completion of an approved curriculum, a student must pass at least 32 semester-courses or a combination of semester-courses, half-courses, and double-courses, that would be equivalent to 32 semester-courses.

B. A student must have permission of his academic dean to take fewer than four courses per semester, or to take more than five courses.

C. Four academic years (eight semesters) in residence is the normal amount of time a student may take to earn the degree of Bachelor of Arts or Bachelor of Science. Five years is the absolute maximum to be permitted, unless the student has previously been admitted as a special student.

The minimum time that any student may spend in residence before taking a degree of Bachelor of Arts or Bachelor of Science is three years; this must include the student's last two years at Duke, unless the student has spent a certain period of time in study at another institution in this country or abroad, having received prior approval from Duke for this course of study.

D. Failing grades appear on the transcript. If a student fails two or more courses in any subsequent semester must leave the University at least two semesters. The double summer session may be counted as a semester. The student's return must be approved by the Dean of his College. If the student thereafter fails two or more courses in a semester, he must be permanently dismissed from the University. In addition, a student may be dismissed temporarily or permanently for failure to meet academic standards to make satisfactory progress toward graduation. Any student excluded from the University under the provisions of this proposal may at his request have his case reviewed by a committee on academic standards of the Undergraduate Faculty Council.

NINTH PROPOSAL.

That a student who fails three or more courses in the first semester of the freshman year or who fails two or more courses in any subsequent semester must leave the University at least two semesters. The double summer session may be counted as a semester. The student's return must be approved by the Dean of his College. If the student thereafter fails two or more courses in a semester, he must be permanently dismissed from the University. In addition, a student may be dismissed temporarily or permanently for failure to meet academic standards to make satisfactory progress toward graduation. Any student excluded from the University under the provisions of this proposal may at his request have his case reviewed by a committee on academic standards of the Undergraduate Faculty Council.

TENTH PROPOSAL.

That satisfactory completion of two years of physical activity be required for graduation. The student is excused for medical reasons. This requirement would be met by satisfactory completion of two years in appropriate physical education courses, or by an alternate form of physical activity approved by the appropriate physical education department. The student must begin to fulfill this requirement in his freshman year. The student receives letter grades for physical education courses, but these grades do not count toward graduation. The student receives letter grades for physical education courses in the military sciences be graduated without a student's graduation.

Faculty advisory

(Continued from Page 1)

to advise both his freshmen and sophomores. If not, then additional faculty associates will have to be added to the proposed forty-five Faculty Fellows.

Since twenty-five Faculty Fellows are already funded, we estimate that the cost of the advisory program in new money would be no greater than the amount already spent on the current group of Faculty Fellows. If the forty-five can handle the sophomores, the cost in new money would be less.

This program assembles several elements that have never before been brought together in an advising system at Duke. One element, in existence for several years, is the freshman preparation of a tentative course program before arrival. A new element is the sense of significance the adviser would have. Under the proposed curriculum, advising becomes a real intellectual endeavor.

Rather than simply tallying the number of courses that students must take in various areas, the proposed curriculum would require that advisers consider carefully the background, intelligence, interests, and needs of students and work with the students to help them form an educational program that makes sense for them. We assume that advisers would find satisfaction in this work. Advising in this context would become a teaching function; although no specific subject-matter is taught, he student is taught to examine himself, his educational goals, and the reasons for his choices. He is also made aware of areas of knowledge that it may be wise for him to explore. A third new element is a developing residential system. The fourth is money.

The two committees believe that an advisory program thus organized will enlist the aid of the faculty and will succeed.

4-course load planned

Faculty approves changes

(Continued from Page 1)

in the q.p.r., however, and the P.E. requirement may be filled by the student's individual approved program of physical activity and not necessarily by P. E. courses.

Some time later the UFC will act on a provision governing the minimum graduation & requirements under the new curriculum. The eighth proposal had included a stipulation that 24 of the 32 required courses had to be passed with a grade of C- or better, but it was deleted pending further study of the plus-minus grading system. The new curriculum will still emphasize courses passed, and not those failed, in meet-

ing the graduation requirement.

According to Dr. Fluke, there is among the UFC members a definite disinclination to count grade average in terms of q.p.r. for graduation and continuation & requirements. The q.p.r. will be computed only for honors and transcript purposes.

In approving the seventh proposal on advising, the UFC assumed an improvement in the present advising system. One proposed plan is now being considered and is printed elsewhere on this page. The new curriculum will depend on improvements in the advising system, says Dr. Joerg. Some new funds

will have to be found by the administration if the tentative proposal is approved.

Whether there will be financial needs for implementing the curriculum proper is difficult to appraise now because staffing needs have not been pinpointed. All departments will have to reappraise their staff needs and course offerings next year and during the three-year "phase-in" of the new curriculum among freshmen beginning in 1969. It is generally felt, however, that little or no overall increases will be needed in faculty or funds solely because of the new curriculum.

Dedicated

to

Dr. Harold Parker

(for the one that got away)

Dr. Robert Krueger

Dr. Donald Fluke

and the

Subcommittee on Curriculum

(for the one that didn't)