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Lindenwood College Faculty Meeting Minutes, 1968-1969

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Lindenwood College
St. Charles, Missouri

AGENDA

for

Opening Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, 9:00 a.m., September 6, 1968

Invocation

Mr. Conover

"State of the College: 1968-69"

President Brown

I. ORGANIZATION OF THE FACULTY

- A. Reading of the minutes of May 22, 1968
- B. Changes in Faculty Manual
- C. Review of Faculty Committee Assignments
- D. Appointment of tellers and Parliamentarian
- E. Appointment of Faculty Secretary
- F. Election of Faculty Treasurer
- G. Consideration of faculty dues for 1968-69

II. SPECIAL ORDERS OF BUSINESS

- A. Introduction of New Faculty Members Mr. Quehl
- B. Admissions and Enrollment for 1968-69 Mr. Davis
- C. Academic Advising Mr. Hood
- D. Common Course Mr. Hood
- E. Registration Procedures Miss Beale
- F. Faculty Newsletter Mr. Berg
- G. Summer Session, 1968 Mr. Barnett
- H. Senior Synthesis Course Mr. Barnett
- I. Student Affairs Mrs. McClanahan
- J. Library Procedures Miss Ambler

III. OLD BUSINESS

- A. Constitution - Discussion of procedures and decision in regard to dates for special faculty meetings to complete the review of the draft document
- B. Other

IV. NEW BUSINESS

V. ANNOUNCEMENTS

- A. Orientation Seminar for New Faculty: Sat., Sept. 7, 9:00 a.m.
Young Lounge Dean Quehl
- B. Academic Convocation: Roemer Aud., Sat., Sept. 7, 7:45 p.m.
Dean Quehl
- C. St. Charles Human Relations Council: Mon., Sept. 9, 7:30 p.m.
Young Lounge Mr. Caine
- D. Other

Miss Amble

Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
September 6, 1968

The regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of the Young Science Center at 9 a.m., September 6, 1968. President Brown presided, and Mr. Conover gave the opening invocation.

President Brown's opening remarks dealt with the "State of the College, 1968-69." Although the library will not be completed until the end of October, it is now in use. The new Fine Arts building should be ready for the 1970 spring term. Niccolls Hall remains closed, since the concept of converting it into a students' center proved too costly; its use is still being studied. With First Capitol Drive and Kingshighway undergoing extensive change, we need an overall campus plan, but first we must have a program for a men's college.

The 1967-68 budget deficit was \$293,000; the 1968-1969 deficit of \$50,000, achieved partly with income from grants, is a realistic figure. Lindenwood now has the best salary level of any private college of this type in the area.

The public sector is competing with improved tuition level and quantity of construction, and we will now face increasing difficulties, such as (a) the possibility of private schools at public expense in some states (direct grants to private colleges in New York, California, etc.); (b) students' attitude about college, with action preferred to quiet and repose; (c) the financial problem of \$3,000 tuition, plus clothing, travel, and other extras (\$435 increase in tuition here this fall); and (d) overhead costs too high for our student body, with a faculty-student ratio of 8 to 1.

Although we have fewer students than we want, we have maintained our standards of admission. The President is delighted with the special students, who constitute almost 10 percent of this year's freshman class. A large portion of financial aid has been given to these students. Although the Ford Foundation knows of no other college who has had the courage to take this percentage of underprivileged students, it has given only minor support. Our two proposals to the Ford Foundation were for (a) disadvantaged pupils, and (2) aid to help faculty keep vital and renew itself. Only a small grant has been received for partial support of the salary of a special counselor for disadvantaged students.

We are trying to further broaden and deepen the interest of our Board of Directors in the College. The Board's meetings this year will be on campus. There have been several new appointments from areas other than St. Louis.

The President then stressed the necessity of working at the maintenance of a different level of morale. Too much discussion with students causes great confusion. Three areas which require special consideration are student assistance, grading pattern, and help for the acting dean of students.

The President closed his remarks with three personal observations. He feels that physically we have all we need except a students' center. Financially we have turned the corner. We have close to a \$9 million endowment and a \$2 million budget with a \$50,000 deficit. We need modest foundation support, with continued gift income and alumnae support. Personally he believes that we should all try to iron out the kinks in the new program. While honest disagreement and controversy should not be dropped, caustic discord leads only to futility. We should try to finish the faculty constitution with speed and good faith.

I. ORGANIZATION OF THE FACULTY

- A. The reading of the minutes of May 22, 1968, was postponed until the next regular meeting.
- B. The up-to-date Faculty Manuals were returned, and Dean Quehl said that any of the changes can be checked in his office.
- C. The faculty was directed to Academic Affairs - 1B for Faculty Committee Assignments.
- D. Mr. Moore and Mr. Murdock are to continue as Tellers. Miss Williams was appointed Parliamentarian, with Mr. Wier as Assistant Parliamentarian.
- E. Mrs. Wilhour was appointed Faculty Secretary for special meetings.
- F. Miss Beale read the Treasurer's report, which was accepted as read (Attachment No. 1). Mrs. Rechtern moved that Miss Beale continue as Treasurer. This motion was seconded and accepted unanimously.
- G. Miss Beale's recommendation that the \$4 faculty dues be continued was approved; she asked that payment be paid after she sends notices.

II. SPECIAL ORDER OF BUSINESS

- A. Dean Quehl introduced the new Faculty members; Mr. Thomas A. Harig, the new Business Manager; and Mrs. Nancy McClanahan, the Acting Dean of Students.
- B. Mr. Davis spoke on the admissions and enrollment for 1968-1969. There are 185 freshmen and transfers. The boys' scores are Math 580, Verbal 574; the girls' scores are Math 507, Verbal 509. He then introduced the new admissions staff: Miss Martha C. Latt, Assistant Director of Admissions (Eastern Seaboard); Miss Wildona J. Stepp, Assistant Director of Admissions (Missouri, Arkansas, Kansas, Pittsburgh, Pa., and the Southeast); and Mr. Paul Pytel, Admissions Counselor (Illinois, Wisconsin, Kentucky, and Indiana).
- C. Mr. Hood asked that the faculty advisers get their advisees' folders from his office.
- D. Mr. Hood spoke briefly about the changes in the Common Course (Attachment No. 2).

- E. Miss Beale announced that all registration material is in the mail.
- F. Mr. Berg introduced Miss M. Patricia Cronin, Director of Public Relations and Editor of the Faculty Newsletter. The Faculty is urged to send items for the Faculty Newsletter.
- G. Mr. Barnett reported on the successful summer session (Attachment No. 3).
- H. Mr. Barnett spoke briefly about the Senior Synthesis Course. There are 14 students enrolled at present, and all divisions are meeting as a group. More details will be sent to the Faculty later.
- I. Mrs. McClanahan asked for the Faculty's consideration and cooperation during her year as Acting Dean of Students. All requests for meeting rooms should be made through her office, and any calendar notations should be submitted one week before the first day of each month.
- J. Miss Ambler made the following remarks:

Because of the present condition of the Library since the addition has not been completed, we would appreciate your limiting the number of reserve books for the first two months. We have seating space for most of the students who will need to use the Library, but we do not have tables at which they can sit to take notes, etc.

A student handbook on the use of the Library will be given to each of the new freshmen and to the upperclassmen if they so desire. Faculty may also pick up copies of the handbook in the Library if they wish them.

We are requesting that this year you use forms which we will send to you when you ask your student assistants to check out books in your name. Last year we found that some students were checking out books in your name which you had not authorized them to do.

The head of the department will be receiving from the Library Committee the amount of money which will be allotted to the department for the current fiscal year. You may place orders for books at any time. Suggestions for periodicals may also be sent in through the head of your department. We hope in the new Library to arrange books by subject matter rather than strictly numerically by the Dewey Decimal Classification. This will mean, for example, that the books in the Social Sciences (300's, 900's, and biography) will be in one room.

III. OLD BUSINESS

- A. President Brown proposed that we immediately schedule more meetings for discussion of the Faculty Constitution. The Board of Directors are meeting on October 4 and again in early January, and the proposed constitution should be submitted to them at the earliest possible date. A meeting was scheduled for Wednesday, September 18, from 9 to 11 a.m. and from 1 p.m. as needed.
- B. No other old business.

IV. NEW BUSINESS

None

V. ANNOUNCEMENTS

- A. Dean Quehl announced an Orientation Seminar for New Faculty for Saturday, September 7, at 9 a.m., in Young Lounge.
- B. Dean Quehl announced an Academic Convocation on Saturday, September 7, at 7:45 p.m., in Roemer Auditorium.
- C. Mr. Caine announced a meeting of the St. Charles Human Relations Council for Monday, September 9, at 7:30 p.m., in Young Lounge. Dean Quehl paid tribute to Mr. Caine for his initiative and work in the field of human relations in St. Charles following the assassination of Martin Luther King.
- D. Mrs. Welch announced that the Faculty Club Committee will meet shortly to decide on dues. She urged all faculty members to join.

President Brown announced that any element of legal control by the Presbyterian Church over Lindenwood College and the five related Missouri colleges has been terminated. They are now independent colleges, although traditional ties with the Church are not destroyed. We will still ask for help where needed (approximately 1 percent of budget from Church), but we will no longer report to the Synod. There are many implications in this change, one being that no government funds can go to church-owned or church-controlled schools.

The President then told of a generous bequest from Pearl Aiken Smith Syers, an 1895 alumna, who left \$50,000 and also the residue of an estate of about \$460,000.

The meeting was adjourned.

Respectfully submitted,

Emma Purnell
Secretary to the Faculty

TREASURER'S REPORT
1967-1968

Lindenwood College Faculty and Administration Fund

| | |
|------------------------|---------------|
| Amount brought forward | \$ 38.84 |
| Dues received | <u>264.00</u> |
| Total operating fund | \$302.84 |
| Expenditures | <u>259.22</u> |
| Balance | \$ 43.62 |
| Bills outstanding | <u>14.70</u> |
| Remaining balance | \$ 28.92 |

Itemized expenditures:

| | |
|-----------------------------------|---------------|
| Flowers (Illness, deaths, babies) | \$ 84.22 |
| Retirement gifts | <u>175.00</u> |
| Total | \$259.22 |

Lula Clayton Beale, Treasurer

REPORT ON THE LCC TO THE FACULTY:

Based on our first year's experience in the Common Course, we have projected several changes.

1. First, the scheduling philosophy for the plenaries has been changed. This year the series has been structured around a narrower version of the theme. From the broad idea of "Change in the 20th Century," we have abstracted the idea of "Environment." Taking a simpler and more cohesive approach, we propose to have three interrelated series of plenary lectures, each of seven weeks.

The first series deals with the world environment. Then, emphasizing that we are in effect merely shifting the focus to a closer view, we move to a seven-week cycle on the urban environment, seeing it as a component of the larger environment. During the third seven-week cycle, we shift the focus again to consider the individual and his reactions to his own environment. Seven plenaries are designed to explore this area.

Significant readings have been assigned for all plenary topics so they become a regular part of the course, and we avoid the problem facing a speaker whose audience has no familiarity at all with the language of the subject.

More of the plenaries, about one-half of them, will be done by our own people. This arrangement provides continuity and coherence, which we did not obtain last year with an entirely visitor plenary series. We have brought in outside speakers where we needed them and not merely for the sake of having an outside speaker. We are convinced that this plan will provide a far more consistent pattern of plenary development for the students.

2. A second change based upon our experience in the Common is this: to avoid leaving any plenary topic dangling in a vacuum, we will follow every plenary with a so-called "subplenary." The class will be split into three groups for discussion purposes, presided over by a mixed team of faculty - one science person, one social science person, and one humanities person - to continue the topic, exploring it from a cross-disciplinary approach each time.

3. The third change which we are making concerns films. This year all films will be shown within class times and in class contexts.

4. A fourth shift is the addition of a biweekly series of faculty conferences.

5. In the fifth major change, we have carefully outlined the course with plenaries, subplenaries, its readings, etc.; and this year we will provide students with a syllabus.

DIRECTORS REPORT ON SUMMER SESSION, 1968:

Attendance

| | |
|---|-------------------|
| Total number of students | 213 |
| Number of courses offered | 36 |
| (16 full courses, 8 half courses, 1 Music, 1 Horsemanship, 10 Independent Study of which there were 3 full, 7 half) | |
| Average course load per student | 1.52 |
| Total students in residence (including Workshop and part-time students) | 49 (34 full term) |

Geographical Breakdown:

| | |
|---|------------|
| L.C. students living on campus. | 35 |
| L.C. students living elsewhere | 3 |
| Day students. | 44 |
| School teachers: | |
| City of St. Charles | 20 |
| St. Charles County | 30 |
| St. Louis County. | 62 |
| Away from the St. Charles Area. | 3 |
| Counselors Workshop (from all parts of the country) | 16 |
| | <u>213</u> |

Breakdown by Groups:

| | |
|---|-----|
| Regular Lindenwood students | 62 |
| Visiting students | 17 |
| Adult counselors. | 16 |
| Men | 12 |
| School teachers | 118 |
| High school students banking credit | 3 |

Academic

There was favorable response to our academic program in general. Judging by the fact that we were able to attract about ten percent of the regular Lindenwood student population, we seem to have given them courses which they wanted. The number of school teachers who attended this year also indicates that we were offering courses which interested them. Attendance in classes was excellent, and students kept up their work in a manner which is not typical of the regular session. Some students who have had difficulty during the year perform well in summer because of the concentration required and the absence of extracurricular distractions from study. The visiting instructors, Mr. and Mrs. Brooks of the Webster School District, Doctor Weinstock of University of Missouri at St. Louis, and Mr. Jenkins of the State Conservation Commission, made fine contributions to the summer program, and demonstrated the value of having new faces on campus.

The College, I think, received good public relations response from the summer program. Two of the men attending workshops, for example, remarked to me that they were hearing more and more about Lindenwood College and that our summer program was especially good because we were small enough to treat them as individuals and yet we had good variety. We had good press notices as evidenced by Clarissa Start's column on the Workshop for Adult Counselors. Visiting students from other colleges and universities were more numerous this summer, and I think their response to our academic program has been favorable.

A number of our own students have expressed several times that they enjoyed the Summer Session and felt that they were able to do some of their college work better than during the regular session. I think that nearly doubling the number of Lindenwood students over last year is indicative that the reaction has been favorable.

LINDENWOOD COLLEGE
ST. CHARLES, MISSOURI

September 3, 1968

TO: Members of the Faculty

FROM: John Anthony Brown

At the meeting of the Synod of Missouri of the United Presbyterian Church in the U.S.A. on June 24, 1968, the following new Board members were approved.

Mrs. Thomas S. Hall
St. Louis, Mo.

Mr. David S. Jacobson
Palo Alto, Calif.

Mr. James Quillian
Oklahoma City, Okla.

Mr. David Q. Reed
Kansas City, Mo.

Mr. Richard A. Young
St. Louis, Mo.

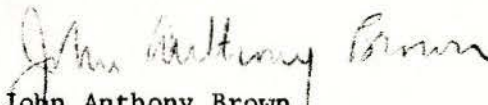
Also at the meeting of Synod, Synod divested itself from this point on of all legal ties with the five Presbyterian-related colleges in Missouri. This means that Lindenwood from this time on is essentially an independent college with no legal responsibility whatever to any denomination, but with traditional ties to the Presbyterian Church which are completely voluntary and without any implication of control of any kind by the Church or responsibility of any kind on the part of the Church.

At the last meeting of the Board the following dates were set for Board meetings which are to be held at Lindenwood College beginning with lunch on each of these dates. Out of town members of the Board have been told that they may stay on campus if they wish to do so.

October 4, 1968

January 6, 1969

May 30, 1969 (this is the day of baccalaureate)


John Anthony Brown
President

LINDENWOOD COLLEGE

ST. CHARLES, MISSOURI

The President's Room

September 5, 1963

TO: Faculty, Administration, Staff, and Students

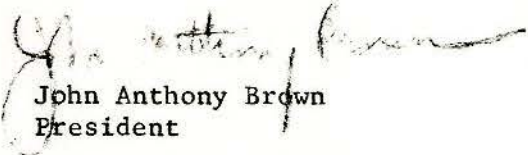
FROM: John Anthony Brown

In order to comply with the request of the St. Charles Police and Fire Departments and in the interests of the safety of everyone living on campus, the central campus roads will be closed to vehicle traffic beginning Monday, September 9.

We realize that this will inconvenience some members of the college community, and we have begun a program to expand the parking lots surrounding the campus. Students are asked to observe the parking regulations as printed in the Student Handbook. The lots will be checked periodically to ensure that the system operates as fairly as possible. Construction personnel for the art building project have been asked to park in the Chapel Parking Lot to reduce congestion on the streets adjacent to the campus.

On weekend evenings and in case of inclement weather we plan to allow cars and taxis to utilize the inner-campus roads during rush periods for loading and unloading only. No parking can be permitted on the fire lanes. Automobiles will also be permitted in the inner-campus area at the beginning and end of college terms to assist students in moving in and out of the residence halls. Violation of college parking regulations will result in suspension of the parking privilege on campus after the second violation has been recorded.

Your cooperation and your suggestions will be gratefully received.


John Anthony Brown
President

JAB:MY

Dear Student:

The purpose of this letter is to make clear the policies of the College on the use of alcohol, marijuana, L.S.D., speed, and other narcotic drugs. Our policy is:

Lindenwood students may not have or use alcoholic beverages on the campus or in the residence halls. There is no immunity at Lindenwood College from the State of Missouri's laws pertaining to the purchase or possession of any intoxicating liquor or non-intoxicating beer by persons under the age of 21. Violators of these regulations may be suspended.

The use or possession of psychedelic drugs by Lindenwood students is prohibited and violators are subject to suspension. If we should feel it necessary, there may be occasional unannounced room checks for liquor and drugs.

Our primary concern is that mature judgment dictate your thinking on the use of alcohol, marijuana and all narcotic drugs. The user of drugs is missing much of what can be learned in college in favor of his or her own introspective existence. He or she runs the risk of being asked to leave college and is in real danger of fine and imprisonment.

The effect of L.S.D. is a temporary psychotic state and there is some evidence that it may have serious genetic effects. Because of its potency and its unpredictable results, its legal use has been restricted to carefully controlled scientific experimentation; possession for illegal purposes may subject the violator to imprisonment up to a year and a fine up to \$1,000. The fact that it is illegal and can have a disastrous effect on the life of a person should deter a student in terms of his or her future.

There are some responsible persons in society who are sincerely arguing that the use of marijuana is not harmful to the physical health of an individual. We know that overuse may lead to psychological addiction and may also lead to the use of other drugs. Lethargy and self-neglect set in, stopping constructive growth. Fair or unfair, the crucial point remains that possession or use of narcotics (marijuana is not a narcotic, but is classified as a narcotic under Federal Law) is punishable by fine and/or imprisonment for from two to ten years. Specifically, college policy prohibits the use or possession of illegal drugs on campus property or at student functions. We also feel that it is our duty and responsibility as an educational institution to cooperate with the civil authorities in their investigations of infractions of the law.

All of us in the College community share a concern to help students avoid involvement in activities that can have such devastatingly detrimental effects. We particularly emphasize that the counseling offices of Mrs. Roudebush and Mrs. Watson are available to all students who wish to confidentially discuss any of their problems.

What has been said is obvious to most Lindenwood students, but it may be disputed by some. The Dean of Students Office invites open discussion of this issue and the reasons for our position.

Sincerely,

Nancy McClanahan
Nancy McClanahan
Acting Dean of Students

September 19, 1968

PASS-FAIL GRADING SYSTEM EVALUATION

BACKGROUND INFORMATION

46 women were interviewed and 46 Pass-Fail evaluation-interviews were tabulated.

Class-level Of the 46 women, at the time of the interview:

2 are classified as Freshmen
12 are classified as Sophomores
10 are classified as Juniors
22 are classified as Seniors

G.P.A. The accumulative grade-point average of these 46 women broke down accordingly:

G.P.A. 2.0-2.49 : 4 women
G.P.A. 2.5-2.99 : 22 women
G.P.A. 3.0-3.49 : 10 women
G.P.A. 3.5-4.00 : 10 women

Major Area of Concentration The major areas of concentration for the 46 women interviewed broke down accordingly:

Humanities: 20 women
Social Sciences: 14 women
Natural Sciences: 9 women
Elementary Education: 3 women
(Exception: 4 women had "double-majors" but were listed in this analysis as having only one major area of concentration.)

Area of Courses Taken on Pass-Fail Of the 46 women interviewed:

17 women selected Art courses on the Pass-Fail option
5 women " English courses on the Pass-Fail option
4 women " Language " " " " "
4 women " Philosophy seminars " " " "
3 women " Music courses " " " "

The rest of the courses taken on the Pass-Fail option were scattered among Psychology, Sociology, Political Sciences, Classics, Student Initiated Courses, Business, History, and Physical Education courses.

(Note: Many of the women have taken two or more courses on Pass-Fail but they were only evaluated for one course in this analysis.)

Total number of Pass-Fail Courses taken Of those women who have taken Pass-Fail Courses:

30 women have taken one course Pass-Fail
12 women have taken two courses Pass-Fail
4 women have taken three or more courses Pass-Fail

TABULATED QUESTIONNAIRE ANSWERS

I When the students were asked about their motivation for selecting a course under the Pass-Fail option, all but a couple of students listed two or three motivating factors. The two most listed factors were: "I wanted to take a course in an area I was unfamiliar with", (checked 28 times); and, "I wanted to work without the pressure of a grade", (checked 26 times). Following far behind as motivating factors were: "taking an overload", (checked 9 times); "it was a difficult course", (checked 8 times); "taking a large number of reading courses", (checked 8 times); and "taking a large number of math and science courses", (checked 2 times).

Other miscellaneous reasons given for selecting a course on Pass-Fail were: the course was only offered on a Pass-Fail basis (student initiated course); student desired to maintain fluency in a language; student wanted one course to coincide with another course; and one woman reported that she had been "in love with the professor and wanted to see what his class was like".

II When the students were asked whether they would have taken the course had it not been on Pass-Fail, 33 women (72%) reported that they would have anyway, and 13 women (28%) reported that they would not have taken the course.

III When the students were asked whether they spent more, less, or the same amount of out-of-class time on the Pass-Fail course as they did in classes in which they were on a regular grading basis, 9 women (19%) reported they spent more; 10 women (22%) reported they spent less; and 27 women (59%) reported they spent the same amount of out-of-class time.

IV When the students were asked if the Pass-Fail option had an influence on their class attendance, 7 women (15%) reported that it did; and 39 women (85%) reported that the Pass-Fail option had no effect on their class attendance.

V When students were asked whether there had been any difference in their attitude toward exams, 23 women (50%) reported that they did have a different attitude, and 21 women (46%) reported that they had the same attitude toward exams under the Pass-Fail system as they did in classes in which they were receiving a regular grade.

(Note: two of the students interviewed were in classes which had no exams.)

VI When the students were asked if they felt as though they put as much effort into their Pass-Fail course as they did in classes in which they were receiving a regular grade, 35 women (77%) reported that they put as much or more effort into the Pass-Fail course, and 11 (23%) of the women felt that they did not put as much effort into the Pass-Fail course.

VII When the students were asked if working without the pressure of a grade had encouraged them to branch off into special areas of study that would not have been possible had they not been on Pass-Fail, 16 (34%) women reported that they had branched off into other areas of study, and 30 (66%) women reported that they had not branched off into other areas of study.

VIII When the students were asked whether they felt that their professor's attitude toward them had been influenced by their being on the Pass-Fail option, 3 (6%) women reported that they did feel their professor's attitude toward them was influenced, and 41 (90%) women felt that their being on Pass-Fail did not influence their professors at all.

(Note: two of the students interviewed were in a Pass-Fail course with no professor.)

IX When the students were asked whether they felt that their fellow student's attitude toward them was influenced by their being on the Pass-Fail option, only one woman felt that it was, and 45 (99%) women felt that their fellow student's attitude was not influenced toward them at all.

X When the students were asked if they would like to see the number of Pass-Fail options increased beyond the present limit of five courses, 30 (66%) women reported that they would like to see the number increased, and 16 (34%) women reported that they would not like to see the number increased.

Comments: The majority of those students who desired to see the number of Pass-Fail options increased thought that a student should be able to take at least one Pass-Fail course every semester. A few students responded that a student should be free to take two or more courses on Pass-Fail every semester. Three or four women expressed concern over Freshmen being allowed to take courses on a Pass-Fail basis, feeling that Freshmen would not be able to handle freedom of working without grades as a motivating factor.

Most of the students who were against increasing the number of Pass-Fail courses felt that the present number of five was adequate. Some of these students were worried that taking any more than five courses on Pass-Fail would lead to many students taking advantage of the system and more "goofing off".

When the students were asked if they would like to see the Pass-Fail option extended to courses within their area of concentration, 17 (37%) women did want to see Pass-Fail extended into their area of concentration, 24 (52%) women did not want to see the option extended, and 5 (11%) women were not sure.

Comments: The general consensus among everyone interviewed on this question was extreme doubt as the advisability of extending Pass-Fail into one's area of concentration because of graduate school and transfer student requirements. The women who did favor this type of extension felt that it would work in cases where one has already fulfilled the number of area-of-concentration requirements and still wished to take more courses within her specialized area.

GENERAL COMMENTS

The vast majority of women who have elected the Pass-Fail option are the "better" students. Twenty-two of them are C+ (GPA 2.5-2.99) students and another twenty women have G.P.A.'s of 3.0 and above. This could be a proportional ratio between college G.P.A. and college enrollment; but it also suggests that these students have a greater degree of self-motivation and feel less need to "just make the grade".

Students have, thus far, really only taken advantage of the Pass-Fail option in the Humanities division, and to a lesser degree in the Social Sciences division. Only one student interviewed had elected a course in the Natural Sciences division (Biology Seminar) on Pass-Fail. (It is worth noting that she is the only student who reported that her professor lightened course requirements for her because she was on Pass-Fail.) This would seem to indicate that students refuse to "experiment" with Natural Sciences courses despite the Pass-Fail option.

The strongest motivating factors behind a student's decision to elect the Pass-Fail option was a desire to take a course in an unfamiliar discipline and a desire to avoid the pressure of being graded. Yet 72% of the students interviewed would have taken the course even if it had not been on Pass-Fail. One woman's comment is indicative of the way

many of the women felt about this apparent paradox, "I was curious to see how I would do, knowing I didn't have a grade hanging over my head. It was a personal thing. It gave me a little added incentive to take a course I was kind of doubtful about.....but I would have taken it anyway because of schedule conflicts."

In answer to the questions dealing with the Pass-Fail option's influence on out-of-class-time spent on the course, class attendance, and general effort put into the course, the results were fairly typical. The majority of students put as much time and effort and went to class just as much on a Pass-Fail basis as they did in classes in which they received grades. Among the students who did not spend as much time or effort, one of the repeated remarks was that their lack of interest was due, in large part, to a "boring" class rather than to the "freedom" of not having a grade "hanging over your head".

There was a tremendous difference in the student's attitude toward exams while on the Pass-Fail system. 50% of the women interviewed reported that they had a completely different outlook on exams: they did not worry as much; they didn't "cram" as much; they didn't feel the normal exam pressure. Most of the students who thought their attitude toward exams under a Pass-Fail system was different, reported that they had done just as well (and in many cases better) as if they had been working for a grade. Four of the students who felt a different attitude reported that they "slacked off" and probably didn't do as well.

While a majority of women (66%) taking classes under the Pass-Fail option did not feel encouraged to branch off into other areas of study, 34% of the women did feel the freedom and found the time to go off into areas of their own choosing. Many of the girls were delighted when they

found they could ignore what they considered "busy-work" and not have to worry about losing an "A" or "B" because they didn't follow the professor's requirements to the letter. Some of these girls reported their excitement in taking over their own academic/intellectual lead for the first time. One student summed up her feeling in these words, "Education--true education--involves a matter of self-decision. Pass-Fail provided me with the opportunity for self-decision--it wasn't just meeting someone else's requirements".

There seems to be little conflict felt by the vast majority of Pass-Fail students as to whether their professors or fellow students were at all influenced because of the Pass-Fail option. The very few students who thought their professors were influenced reported that the professor seemed to think the students on Pass-Fail were simply trying to "slide by".

Suggestions

Many of the students interviewed expressed a desire that a student be allowed to change her Pass-Fail grade to a regular grade at the end of the term.

Serious thought should be given to the possibility of increasing the number of Pass-Fail options a student may elect from five, at present, to one-per-semester (8).

All faculty counselors should make more of an effort to get their students to experiment with courses outside their area of concentration on a Pass-Fail basis.

Students should receive greater encouragement to make use of the Pass-Fail option in the Natural Sciences division.

Respectfully submitted:

Becky Achelpohl & Sandy Starr
Student Academic Affairs

COMMITTEES OF THE FACULTY

(Subject to election on September 5, 1969)

Admissions Committee

a. Membership:

- (1) The Director of Admissions (chairman), the Dean of the College (or the Director of the Summer School).
- (2) Two elected members and one appointed member of the Faculty, to serve staggered three-year terms. At the first meeting terms of three years, two years and one year shall be drawn by lot.

b. Duties:

- (1) To recommend to the Faculty and Administration criteria for the selection of students.
- (2) To review and make recommendations to the President and the Dean policies concerning all scholarships and all other financial assistance given to students upon admission to the college.
- (3) To make an annual report to the Faculty covering:
 - (a) Data concerning the nature of students admitted and statistical studies comparing this data with achievement data at certain intervals of the students' college careers.
 - (b) Any changes in admissions policy in a given year.

Educational Policies Committee

a. Membership:

Educational Policies Committee membership consists of the three divisional chairmen, four members of the faculty elected on staggered two-year terms, the President, and the Dean of the College as chairman. No more than two of the elected members may serve from the same academic division, and none of the elected members may serve two terms in succession.

b. Duties:

- (1) To represent the Faculty in the interim between meetings of the Faculty.
- (2) To serve in an advisory capacity to the President and Dean of the College.
- (3) To initiate or consider proposed changes in the educational program and make recommendations to the Faculty regarding such changes.
- (4) To meet with the Academic Vice-President of the Student Body and members of the Student Curriculum Committee at least once every long term.

Library Committee

a. Membership:

- (1) The Librarian and one other member of the library staff, to be selected by the Dean of the College in consultation with the Librarian; both to serve as ex officio members.
- (2) Three elected members and two appointed members of the Faculty, equitably distributed as to departments, to serve for staggered two-year terms.
- (3) Two student members appointed by the President, for a one-year term. One to be appointed from L.C. II for one year.

b. Duties:

- (1) To serve as a coordinating link between the Faculty, the students, and the Librarian.
- (2) To advise the Librarian on matters of general library policy.
- (3) To make recommendations to the Librarian concerning the library budget.
- (4) To make recommendations to the Librarian for the improvement of the book collection, the physical plant, and equipment.

Committee on Special Academic Programs

a. Membership:

- (1) Two appointed faculty members and one elected member from each academic division to serve for staggered three-year terms. At the first election, terms of three years, two years, and one year shall be drawn by lot.
- (2) Three appointed student members, to serve one-year terms. One to be appointed from L.C. II for one year.

Committee on Special Academic Programs (Continued)

b. Duties:

- (1) To originate, supervise, and evaluate all special academic programs for the superior student and to recommend to the Dean of the College for faculty review proposed changes.
- (2) To recommend to the Administration honorary degree candidates, the faculty lecturer, emeritus status, and honors involving persons other than students.
- (3) To offer suggestions for programs that bring visiting lecturers and artists to the college.
- (4) To plan and evaluate the program and activities of Honors Day.

Committee on Off-Campus Study

a. Membership:

- (1) Two appointed faculty members and one elected member from each academic division to serve for staggered three-year terms. At the first election, terms of three years, two years, and one year shall be drawn by lot.
- (2) Five appointed student members to serve for one-year terms. One student to be appointed from L.C. II to serve for one year.

b. Duties:

- (1) To stimulate, investigate, supervise, and evaluate all off-campus study programs scheduled during the fall and/or spring terms and the summer, including study abroad. Responsibility for study abroad shall be limited to Junior Year Abroad programs, semester abroad programs, and summer study abroad programs.
- (2) To recommend to the Dean of the College policies, guidelines, and procedures that shall govern off-campus study as defined in (1) above.
- (3) To serve as a depository and clearing house for all off-campus study opportunities included in (1) above.

Institutional Research Committee

a. Membership

- (1) Two appointed faculty members and one elected member from each academic division to serve for staggered three-year terms. At the first election, terms of three years, two years, and one year shall be drawn by lot.
- (2) Dean of the College and Vice-President for Public Affairs.

Institutional Research Committee (Continued)

b. Duties:

- (1) To collect and analyze data that will be helpful in long-range planning.
- (2) To devise ways of storing data in order that they can be retrieved with maximum efficiency.
- (3) To undertake a number of studies each year that will be helpful to long-range planning.

Miss Amble

Lindenwood College
St. Charles, Missouri

AGENDA
for
Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, 9:00 a.m., October 9, 1968
(Coffee: 8:30 a.m.)

- I. Invocation Mr. Conover
- II. SPECIAL ORDER OF BUSINESS (9:00 - 10:00)
 - A. Reading of the minutes of the special faculty meeting held on September 25, 1968
 - B. Continued review of the proposed Constitution and Bylaws
- III. OLD BUSINESS
- IV. NEW BUSINESS
 - A. The Senior Synthesis Course Mr. Barnett
 - B. Educational Policy Committee Recommendations for Faculty Action Mr. Moore
 1. Consideration of the following new courses for the January Term, 1969:
 - a. Art 294 - Independent Study (Thematic Studies in Art History) Mr. Hendren
 - b. Art 194 - Independent Study (Museum Work Program) Mr. Hendren
 - c. Art 209 - Studies in Regional Architecture and Problems of Conservation and Restoration Mr. Hendren
 - d. English 245 - Studies in Dante Miss Sibley
 - e. P.E. 201 - Dance in Action Mrs. Amonas
 - f. P.E. 210 - Intensive Study of Theory & Principles of Hunter Seat Equitation Mrs. Bittner
 2. Consideration of two proposals regarding the Pass-Fail Grading System:
 - a. That the Senior Synthesis Course be offered on a Pass-Fail basis this year in addition to the maximum number (5) of courses students can presently take under this system.
 - b. That all academic departments and the Student Academic Affairs Committee submit proposals (via the Dean of the College) regarding future policy on the Pass-Fail system to the Educational Policies Committee.
 3. Consideration of four proposals regarding the Lindenwood Honor System:
 - a. That the faculty accept the Honor Board request to temporarily suspend the social honor code (See attachment #1 for interim handling of social disciplinary cases). This proposal has passed the Honor Board and the President's Council and needs final faculty endorsement.

- b. That the faculty temporarily delay referring academic honor violations to the Honor Board until the Student Life Committee substantiates through written report that the Honor Board has been prepared to perform its duties and responsibilities, and until the student body has been prepared for participation in the academic honor system.
- c. That all cases of academic honor violation will be handled by the instructor involved, in consultation with the Dean of the College, until the conditions of (b) above are fulfilled.
- d. That the Student Life Committee, in conjunction with the Honor Board, be authorized to undertake a thorough study of the social and academic honor system of Lindenwood College, and that this report be forwarded to the faculty and student body with specific recommendations no later than March 1, 1969.

4. Consideration of a Study Committee on January Term Policies and Practices:

a. Recommended membership of study committee:

| <u>Faculty Membership</u> | <u>Ex Officio</u> | <u>Student Membership</u> |
|---------------------------|-------------------|------------------------------|
| Dr. Eddowes, Chairman | Dean Lichliter | Joan Chapman, co-chairman |
| Mr. Hendren | Mr. Harig | (Chairman of the January |
| Dr. Galvez | Dean Quehl | Term Study Committee of |
| Mrs. Huesemann | | the Student Academic Affairs |
| Dr. Johnson | | Committee) plus her sub- |
| | | committee members |

b. Specific Recommendations for Study (but not limited to these):

1. Overriding objectives of January Term off-campus and on-campus study.
2. Requirements for student participation, particularly for off-campus courses.
3. Processing of proposed January courses and criteria and authority for decision-making.
4. Coordination and supervision of cooperative programs with other 4-1-4 colleges and universities.
5. Consideration of alternative uses of the January Term, such as the development of a single, thematic on-campus course (Freedom and Authority in the 20th Century, for example).
6. Faculty and student load considerations.
7. Composition of a standing January Term Committee of the faculty.

C. Request for discussion of the role of the divisional structure in the college Miss Boyer

D. Other new business

V. ANNOUNCEMENTS

- A. KCLC-FM Mr. DeWulf
- B. Placement recommendations Miss Lichliter
- C. Other announcements

Temporary Machinery for Handling Social Disciplinary Cases

"During this period (of approximately one year), the existing social rules and regulations will be under the jurisdiction of the dormitory judiciary board. The House Presidents and Vice-Presidents will act as an appeal board. It should be emphasized that the present social regulations, which remain unchanged, are a part of every dormitory's rules and a girl will be subject to action by her respective judiciary board if she violates these rules..." - L.C. Honor Board

LINDENWOOD COLLEGE
ST. CHARLES, MISSOURI

TO: Members of the Faculty
FROM: John Anthony Brown

October 14, 1968

Subject: Men at Lindenwood

Our agenda for faculty meetings this fall has been so full that it has been impossible for me to discuss with the faculty the major issue before us: the introduction of male students into our milieu at Lindenwood.

I feel that I cannot proceed without reference to faculty judgment on this matter and, therefore, call a special meeting of the faculty for 9:00 to 10:30, Wednesday, October 23.

John Anthony Brown

John Anthony Brown

JAB:MY

Lindenwood College
St. Charles, Missouri

Office of the Dean

November 7, 1968

TO: Members of the Faculty
FROM: Gary H. Quehl
RE: Scheduled Faculty Meeting

The regular business meeting of the faculty for November will be held in Young Lounge, Wednesday, November 13, beginning at 9 a.m. (Coffee at 8:30)

If you wish to place an item on the agenda or an announcement, please describe it briefly below and submit it to my office before Friday, November 8.

NEW BUSINESS:

SPECIAL ANNOUNCEMENTS:

GHQ:fp

Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
November 13, 1968

- I. The regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of Young Science Center at 9 a.m., November 13, 1968. President Brown presided, and Mr. Conover gave the invocation.
- II. The minutes of the meeting of October 9, 1968, which had been distributed prior to the meeting, were approved.
- III. SPECIAL ORDER OF BUSINESS

- A. President Brown asked for permission to discuss a special matter which emanated from a responsible student group who met with the President's Council. These students have raised the question of expanding the opportunities of the January Term on campus by offering two forum series, or courses, on Tuesday evenings in January, and possible continuing on Wednesdays, which would be on a Pass-Fail basis and would each carry one-fourth course credit. (Attachment 2 - Since some of the suggested leaders will be off campus, others may be substituted.)

Mr. Bittner moved that in accordance with the request of the students two courses be offered in the January Term to carry one-fourth course credit, these courses to be along the line of the proposal presented by the student members of the President's Council. The motion was seconded and passed.

The question of freshmen being allowed to participate in January off-campus courses was raised. This will be discussed at a later time.

- B. In regard to the discussion and recommendations on the roles of the divisions and divisional chairmen, Mr. Conover reported that the Division of Humanities has passed a motion recommending that the role of the divisions be limited to curricular matters and that each division elect its own chairman.

Mrs. Wilhour, for the Social Science Division, reported that the Division met on October 30 and that members of the Division are in agreement on the following three points:

1. The Division should function together on curricular matters rather than administrative matters.
2. The Division Chairman should be elected by the members of the Division for a two-year term.
3. The Division Chairman should be a consultant for the Division and for the Administration in matters of hiring and promotion of faculty.

The Chairman of the Natural Sciences Division was absent, and no official report had been prepared. Mrs. Vokoun reported that members of the Division agree that the concept of the Division is to take an interdisciplinary approach to studies and believe it necessary to have a chairman to act as a coordinator for interdisciplinary projects. Members of the Division also agree that the role of the chairman is advantageous from an economic standpoint for the purchase of equipment.

Miss Sibley moved that, since two divisions recommend election of the division chairman, the faculty adopt this recommendation; that the members of the division elect the chairman for a two-year period; and that the chairman be eligible for reelection. The motion was seconded and passed.

Miss Sibley moved that the role of the divisional chairman be limited to curricular matters. The motion was seconded. Miss Sibley changed her motion to state that the primary function of the divisional chairman shall be curricular matters. Miss Sibley then said that she would like to return to the original motion of limiting the role of the divisional chairman to curricular matters and asked that the vote on the original motion be by cast ballot. The motion passed with 26 voting for it and 17 against it.

C. Continued reading of the proposed Constitution and Bylaws:

Mr. Feely moved that Item X of the Constitution be adopted as presented. The motion was seconded and accepted.

Mr. Feely moved that the Faculty give consideration to the Bylaws and then return to the Constitution and complete work on it. The motion was seconded and carried.

Mr. Barnett moved that Item A - 1a of the Bylaws be adopted as presented. The motion was seconded. Miss Williams moved that the item be amended to change "April" in A - 1a (2) to "March." The motion was seconded and passed. Mr. Barnett's motion as amended carried.

Mr. Bittner moved that A - 1b be accepted. The motion was seconded. Miss Sibley moved that A - 1b (1) be changed by adding "or elected" after "appointed" in the first sentence, and that "or to the faculty" be added at the end of the second sentence after "President." The amendment was seconded and passed. Mr. Bittner's motion as amended was passed.

Mr. Feely moved that A - 2 be accepted. The motion was seconded. Miss Sibley moved that A - 2a (2) be changed from "Three appointed members of the faculty, to serve staggered three-year terms" be changed to "Two elected members and one appointed member of the faculty, to serve staggered three-year terms." The amendment was seconded and carried.

The question of adding students to faculty committees was discussed. It was the consensus that in some areas it is preferable to have parallel student and faculty committees rather than having students on faculty committees.

Mr. Moore moved that Item A - 2a (2) be further amended by adding "At the first meeting terms of three years, two years and one year shall be drawn by lot." The amendment was seconded and passed. The original motion, as amended, was passed.

Mr. Moore moved that Item A - 2b be accepted. The motion was seconded and carried.

Miss McClear moved that a special faculty meeting to continue the discussion of the Bylaws be held for a two-hour period the morning of Wednesday, December 4, and that the Educational Policies Committee, scheduled to meet in the morning, meet at 1:30 p.m. on December 4. The motion was seconded. Miss Williams moved to amend the motion by adding that the special faculty meeting be held from 10 a.m. to 12 noon. The amendment was seconded and passed. Miss McClear's motion, as amended, carried.

IV. ANNOUNCEMENTS

Mrs. Ebest made the following announcements:

1. Volunteers are needed for Saturday, November 23, to supervise the painting of the Faculty House by the male students from the University of Missouri at Rolla.
2. Lunch will not be served at the Faculty House on the Wednesday before Thanksgiving.
3. Booking of the Faculty House for conferences, meetings, etc., should be made through the Dean of Students' Office.
4. Faculty Club dues are \$10.
5. The following reading material will be in the Faculty House:
 - a. The Sunday New York Times, from December 1 to May 31
 - b. The Chronicle of Higher Education
 - c. The Center Magazine

The meeting was adjourned.

Emma Purnell
Secretary to the Faculty

X. Amendment of the Constitution

This Constitution may be amended by:

- A. Reading and presenting a written statement of the proposed amendment at a regular meeting of the Faculty
- B. Securing the approval by a simple majority of those present and voting at the next regular faculty meeting, and
- C. Securing the approval of the Administration and Board of Directors.

LINDENWOOD COLLEGE
St. Charles, Missouri

BYLAWS OF LINDENWOOD COLLEGE FACULTY

A. The Committees of the Faculty

1. Nominations Committee

a. Membership:

- (1) Three members of the Faculty (no two from the same department) above the rank of instructor; staggered three-year terms; one new member shall be elected each year. At the first election, terms of three years, two years, and one year shall be drawn by lot.
- (2) Members are elected after nominations from the floor at the March faculty meeting.

b. Duties:

- (1) To nominate the Faculty members to be appointed or elected to committees. In each case, a minimum of one more nominee than required shall be submitted to the President or to the Faculty. Also, in each case, the committee notified the Faculty of the date by which nominations are to be completed, so that names may be submitted to the committee for considerations.
- (2) To keep records of all nominations and membership on committees
- (3) To nominate members to fill vacancies on committees

2. Admissions Committee

a. Membership:

- (1) The Director of Admissions (chairman), the Dean of the College (or the Director of the Summer School).
- (2) Two elected members and one appointed member of the Faculty, to serve staggered three-year terms. At the first meeting terms of three years, two years and one year shall be drawn by lot.

b. Duties:

- (1) To recommend to the Faculty and Administration criteria for the selection of students.
- (2) To review and make recommendations to the President and the Dean policies concerning all scholarships and all other financial assistance given to students upon admission to the college.
- (3) To make an annual report to the Faculty covering:
 - (a) Data concerning the nature of students admitted and statistical studies comparing this date with achievement data at certain intervals of the students' college career.
 - (b) Any changes in admissions policy in a given year.

From: Lindenwood College Student Association

Proposal for Enrichment Courses for January Term 1969

Course I

"Contemporary Creativity - What is the Meaning?"

Planning Committee

| | |
|----------|------------------------------|
| In Art | Mr. Eckert - Bonnie Bogden |
| In Music | Dr. Greenlaw |
| In Film | Miss Fields - Steve Hirsch |
| In Dance | Mrs. Amonas - Jan Buckingham |

An investigation into the film, dance, new directions in music (electronic, etc.), and art to find direction and meaning.

Course II

"Selection of the President - Are There Alternatives?"

Planning Committee - Dr. Williams, Mr. Wier, Dr. Brown,
Mary Margaret Smith, and Patty Uren

Proposed topics and lecturers:

| | |
|------------|---|
| January 7 | Survey the process (primaries--nomination--election) |
| January 14 | Problems and failures in the electoral system and possible solutions (Emphasis on the primaries) Paul Newman possible speaker |
| January 21 | The Convention (floor manager as lecturer) |
| January 28 | The Electoral College |

Wednesday might be spent taking a position on any of the problems in the electoral system. One could define the problems and project possible corrections (several groups might be required). At the end of the term these positions might be presented; and, if conflicting, a panel or debate might be scheduled. A person need not write a paper in order to receive credit for the course.

Structure

Classes would meet for a lecture on Tuesday evenings and Wednesday, either morning or afternoon (January 7, 14, 21, 28). The evening sessions would be either a lecture or discussion. The Wednesday meetings would be composed of discussion and preparation of a position in the case of Course II and possibly a statement of direction in case of Course I. Wednesday sessions would serve as a follow-up for lectures so that a constructive personal end might be reached. The course will be Pass-Fail; the grade for one-fourth course credit determined by attendance and participation (not necessarily completion of a paper). A student must attend 6 of the 8 sessions to receive a "Pass."

Purpose

To enrich the January Term for students remaining on campus by (1) bringing stimulating speakers to the campus; (2) allowing students to take a position on an issue and move creatively and positively in whatever direction that position might lead; and (3) filling a cultural void and attitude of inactivity felt by students during the January Term 1968. These courses would allow the students to devote as much time and preparation as possible to the fractional course in addition to their regular interim courses.

The program would also carry over into activity for the rest of the week. Art exhibits, music and dance presentations, films, and debates would be presented to enliven and enrich the campus during the January Term.

Financing

\$550 Student Association

Yet to be determined amount from the Lecture-Concert Fund

Preparation

The planning committees for both courses should meet immediately to (1) decide upon the basic curriculum, (2) begin scheduling speakers, and (3) prepare reading lists for the students who will participate.

SOME CONSIDERATIONS FOR THE NEW YEAR

I have not had an ample opportunity to offer my heartiest thanks for the long hours of arduous work the members of the faculty contributed to Lindenwood College last academic year. The preparation of new courses and the struggle to adopt new approaches to teaching extracted a measure of skill, patience, and downright energy to which few college faculties would have been willing to commit themselves.

Equally thankful am I for the large amount of time and reflective thought you gave to Lindenwood College outside of the formal classroom. You may get some idea of the magnitude of our labor if you measure the thickness of faculty and committee meeting minutes. Perhaps for once we might agree that "thickness" here is also a qualitative criterion, for this massive legislative program enabled us to correct many unanticipated dislocations in the new program. I personally believe that the large number of meetings and extensive detail work of last year was appropriate to a set of rather specific needs, formal needs which in many ways determined the very nature and style of our association.

We are only a few weeks into the new year, and I thought it might be appropriate and maybe even profitable if we could give a little early thought to projecting what some of our major roles and concerns should be this year. Assuredly, there will always be many minor departmental, divisional, and institutional matters that need thorough deliberation and final faculty decision, but for the most part I tend to feel that such activity need not and should not usurp a major amount of our personal energies and time this year.

We must put things in perspective and allow each member of the faculty to concentrate on imaginative teaching and scholarly excellence! Frankly, I believe we might best spend whatever time is left over from our central tasks to delineate a number of overriding problem areas. These problems are myriad, but there are a few that deserve our watchful patience and serious consideration. Should we be able to deal formally with one or two of these matters this year, so much the better; those that remain can be carried over to the next academic year.

I always hesitate to resort to a long and involved memorandum. Such a mode of communication does not allow for satisfactory explanation and clarification of terms and ideas required in these situations, and I write with some of the same misgivings Plato expressed in the Phaedrus, that written words, though they "have the attitude of life" yet preserve a "solemn silence" to the one who seeks to question and clarify, for they are only substitutes for the "living word of knowledge, which has a soul."

As I attempt to formulate a modest prospective on several issues and developments as they appear from the vantage point of the Dean's desk, let me suggest that these concerns are more properly and more readily shaped through the give and take of free-wheeling discussions during faculty, divisional, departmental, or committee meetings. Better yet, such problems might come to occupy some of our "unofficial," informal time. And, of course, I hope that my thrusting of this memorandum upon your desk stimulates not "solemn silence" but all the rights and obligations of "equal time," subject, one hopes, to no Platonic misgivings.

I. The Age of the Student: A National Movement

What has come to be known about youth in journalistic circles as "the apathetic 1950's" is well behind us. And yet, these years seem like yesterday, for many of us were unquestioning captives of that dormant era, quite content with almost

everything about the American system. College life on my own campus was pursued in a rather leisurely style, and fraternities and athletics were still King. The activist life being confined largely to these two activities, our world was safe from any penetration by timely social issues. Through the ancient social technique of ostracism and downright intimidation, most of the campus "intellectuals" were barred from the "joys" of fraternity life and exiled to an independent housing dormitory, where they might twitter away their leisure hours in quixotic talk. For the most of us, the racial problem was in a very real sense "academic," but we did succeed to dull whatever bad consciences we had about this abstract problem when the first Negro student was enrolled. He was the only Negro student and, of course, he was elected student body president. He was even admitted to my own fraternity, and we were quite proud of both our courage and our "prize," something which he was constantly reminded of in little ways throughout his four years. That he is now one of the most vociferous black nationalists in the Midwest can, I believe, be attributed to the deadly humanism of the 1950's. Of course, there was no war (Korea was already ancient history), and except for Gary Powers and his U-2, the world and its problems somehow went underground. We were quite content, then, to pass through our largely irrelevant four years of college and enter happily the Walter Mitty market place where we might "get our share." (Most of us never realized that our country had just passed through a rather serious recession.) And, as always, the most frustrated people on the American college scene were faculty members and administrators, who gnashed their teeth and begged, "Why don't they do something; why don't they care about anything of substance?"

How times have changed! I need not review with you the complicated processes that are involved in the current forms of student unrest. Not one of us would presume to grasp the subtleties of this world-wide revolution of youth; but we might all agree that the movement (perhaps a capital "M" is appropriate) is real, qualitatively different from any other viable social current in recent history, and is most assuredly having a profound effect upon society in general and our colleges and universities in particular.

For the sake of rather simple analysis, we might attempt to polarize the Student Movement into two styles or models: The Destructive Model, on the one hand, and the Humanistic Model, on the other hand. In so doing, we allow ourselves escape from the twin temptations of largely casting the Movement as either irrelevant or dangerously subversive. Moreover, such a scheme leaves room for us to look at the ever-present moderate middle, a favorite resting place for those like myself who have a rather naive grounding in political science.

Due to impatience, or inability to tolerate ambiguity, or both, many people seem to characterize the whole Student Movement as being destructive in style and intent. Abundant evidence exists to show clearly that a labyrinth of radical political splinter groups set as their ultimate goal the rapid disintegration of American political, economic, and social life. Sadly, I feel, the Destructive Model and its sensationalism has preempted much of the earlier Humanistic idealism and action, advanced by a larger group of young people, now less frequently seen, felt, and heard, and certainly less appreciated. These students and their activities still exist, but to the militants of the Movement, they are "old hat" and often in the way. Seen as largely irrelevant today were the early civil rights workers, the recent "Be Clean for Gene" kids, the VISTA and the Upward Bound student workers, and all the other students who have given of themselves to perhaps naive but refreshingly pure humanistic commitment and endeavor.

The one thing that the Destructive-Humanistic Models have had in common since about 1963 is that student protest and pressure has been directed at the local, national, and international political and racial scene -- in short, to the world outside. Only recently, perhaps really the last three years, have problems of "war and peace" been directed at the academy itself. Berkeley probably was the catalyst and Columbia the real eye-opener, but there does not seem to be much to support the notion that either university was a "model" for the large number of seemingly "satisfactory" gains (and, one must add, relatively unheard of cooperative accomplishments between faculty, administration, and students) made as a result of idiosyncratic Student Power movements at hundreds of other colleges and universities.

Emanating largely from the Moderate Middle, with fringe membership from both the Destructive and Humanistic elements, student power leverage and pressure has surfaced three dominant and related demands: (1) Evaluation of and changes in the nature of what is taught, how it is taught, and by whom it is taught. (2) Abandonment of the in loco parentis philosophy and most parietal rules which support this philosophy; this is to be replaced with a respect for students' decision-making in "private" affairs and by a judicial system which possesses certain civil procedures guaranteed to any American citizen, this latter to be used for violators of "public" affairs in the academic community. (3) A quest for a greater share in the governance of the institution itself.

II. The Age of the Student: Lindenwood College

Given this sketchy background of the national Student Movement, what observations can be made about our own campus and our own students? Regarding the first theme noted above, let us admit, with appropriate modesty, that the faculty of Lindenwood College two years ago dealt a permanent blow to the assumptions and attitudes which supported an anachronistic liberal arts model, a model that was largely irrelevant and certainly insensitive to the necessary requisites for qualitative being and doing in the 20th century. While such enlightenment seems to be gaining momentum across the country, we also know that the vast majority of institutions of higher learning are still beholden to the older model. And as we assess our change of two years ago, let us also remind ourselves that our students, or at least our understanding of the contemporary student and our expectations for her, played a major role in the shaping of the new program.

The attitudinal and procedural dislocations in last year's academic program were inevitable, but the collective and individual work of the faculty to make necessary readjustments enabled our students to flow into this new year with high morale and a fairly sophisticated understanding of the program. For the most part, then, although they are only coming to realize it, our students seem to be aware that the bold new program contains many of the features only dreamed about by student "revolutionaries" across the country. A comparison of notes with fellow students from other colleges and universities over the summer (both informally through friendships and more formally through student-power conferences and meetings) awakened many of our even moderately articulate students to the fact that opportunities for a tailor-made program are endless. And that's Student Power in its most dramatic and mature stage of development!

Developments outside of the classroom have not gone as well. Scientists have a term for it. The term "entropy" refers to the measure of unavailable energy, or to the disorder and randomness of a system. Cosmologists use the term to refer to the degradation or erosion of matter and energy in the universe toward an ultimate state of complete uniformity. The end, it seems is complete equilibrium, complete

randomness, complete absence of system and order. Entropy is not unknown in everyday life. I sometimes think that my son's room is a perfect example of the tendency toward entropy. What happens to a desk top left unattended for any length of time? Or, have you ever tried to find the right size shirt at a bargain counter? Entropy! Without pressing the analogy unduly, I would like to suggest that our students have experienced a profound sense of entropy in the non-academic or social phase of their campus life, which we jolly well know more than approximates that oft-mentioned lower portion of the iceberg in terms of student loyalty and time.¹

To those who observe this entropy and try to understand it, there seems to have developed an overwhelming cultural lag between the traditional "social life priorities of Lindenwood College, on the one hand, and the very real necessity for students to conserve a large amount of time if they are to meet even the minimal demands of the new academic program, on the other hand. The forces acting contrary to unity and tending toward entropy were myriad last year. Our students experienced the almost total collapse of their social honor system, a system that their predecessors created. They found it simply wasn't working; honor to one's own conduct replaced, to a great extent, honor to observe the minimal standards established for community living. The result? Entropy! Additionally, they discovered that the machinery and philosophy established to handle violators of the academic honor system also had some major contradictions, inequities, and general flaws. Partially caught up in the strong national Student Movement, there was also a time last year when our student government officers considered voting themselves and their government out of existence, primarily because they felt the notion of representative democracy was not as enticing as the elusive new concept which somehow allows everyone to play at governance ("participatory democracy"); they also came to believe that they should not and could not continue to be the guardians of the irrelevant, of the petty policy considerations that were ephemeral when compared to the hard educational policy issues facing the College.

1 We are only beginning to realize that the classroom teacher is not all that is on the other end of the log, Mark Hopkins, notwithstanding. A review of recent empirical studies supports the following generalizations: (1) "A student learns and develops in a complex environment, being influenced by and influencing the student groups of which he is a member, the friendships he forms, and the roles he plays in college affairs. He is also influenced by his teachers, advisers, and the somewhat intangible climate of the college." (Personality Factors on the College Campus: Review of a Symposium, the Hogg Foundation for Mental Health, Austin, Texas, 1962). (2) "Peer-group interaction and faculty-student interaction outside the classroom are important elements in the classroom climate; these have a stronger and more significant impact on student attitudes and values than the things that go in the classroom." (3) "Even narrowly defined academic achievement is affected by the classroom -- the advising program, the extra class program, counseling services, a dormitory system and residence hall program, and a campus program of cultural events -- enhance the motivation to learn and increase the perceived relevance of learning. They not only encourage but also facilitate the master of specific subject matter." (James G. Rice, "The Campus Climate: A Reminder," in Samuel Baskin (3d.) Higher Education: Some Newer Developments, McGraw-Hill Book Co., New York, 1964, p. 307)

General movement from chaos to some semblance of order seems to be evident this year. While it is still a bit early to tell, there appears to be a rather clear shifting on the part of our students (and student leaders) from the model of the past, perhaps best described as a "collegiate fun culture", to the emergence of a new model, which contains dominant elements of the "academic" or "intellectual culture" which most faculty seek for themselves and their students. This is obviously an over-simplification, and perhaps it is an optimistic one at that; but in my judgment our students, and particularly some of our newer underclass student leaders, are trying to sort out the practices, policies, and values of the Lindenwood that existed before the curriculum and calendar change but which still might have merit.

On the other hand, there appears to be a general desire on the part of many new and older students to create new forms, new values, and new freedoms and responsibilities which have not only been imported from the national Student Movement but which, they have discovered, are rather explicitly implied in our new academic philosophy and program.

At this time, let me merely list some of the concerns they wish to bring to our attention for community study, discussion, and resolution: (1) Although some of the details remain to be worked out this year, they have restructured their own government. In many ways, this new government already involves more students, and decision-making is somewhat more diffused. Foremost in the mind of student leaders is the hope of sharing greater policy-making opportunities and responsibilities with faculty and administration through a structure which, in many ways, they feel ought to parallel our faculty committee structure. (2) They wish to undertake, with extensive faculty assistance and planning, a comprehensive study of student evaluation of faculty teaching. Their motive is a positive one, aimed at helping the novice faculty member, to improve the instruction of the veteran, and to serve as one means for helping in the determination of rewarding good teaching. (3) Student leaders have expressed a genuine desire to participate with the faculty in helping to mold and evaluate the January Term experience. (4) With the participation of faculty and administration, student leaders wish to adopt, either in toto or with appropriate modifications, the Joint Statement on Rights and Freedoms of Students. This document, originally sponsored by the National AAUP and the National Student Association, brings for the first time to the American academic community a clear mandate for the further democratization of the college, a new respect for the personal and civil liberties of college undergraduates as citizens as well as students, and a plea for involving students more in the shared governance of the institution. (5) Student leaders feel the academic honor system (See Faculty Manual) is working quite well in the classroom testing experience, but they wish to review, with an appropriate faculty committee, both the philosophy and the machinery for handling violators of the academic honor system. (6) Student government has temporarily suspended, for at least a period of one year, their social honor system, a system perhaps most appropriate and workable for a homogeneous student body, which we no longer have. During the course of the year, they will study alternatives to the social honor system. Help and participation of faculty members will be sought, both through individual conferences and committee investigation (most likely the new Student Life Committee, which has nine members, three each from the faculty, administration and student body).

If I could ask for your patience, I would like to explore some of the implications and complexities of two of these proposals: (1) A larger and more important role for students in the governing of the college. (2) The evaluation of teaching.

III. Shared Governance: Some Alternative Approaches

Perhaps the most important issues confronting Lindenwood College at this time have to do with the matter of governance: how much, how little, under what conditions, and by whom?

The tradition of lay boards of control presiding over the American college and university, while currently under modest attack, is one of long standing. The concept of total, centralized decision-making authority and responsibility for the governance of the institution, however, has been obsolete in higher education for a great number of years. Not since the latter decades of the 19th century has governance in our colleges and universities approximated Emerson's statement that a university is "but the lengthened shadow of a great man." Over the years, the lengthened shadow to which Emerson referred has become a configuration. Ideally, it must be a configuration; and in it one sees an emerging role for students, not merely because the contemporary movement toward a greater democratization of the college demands they should be included, but because they have genuine contributions to make to the governance of that institution.

One problem in viewing the last few years as the "Age of the Student" is that this era has also been a remarkable "Age of the Faculty Member." Increased mobility,² rapid growth in economic status,³ and a general shortage of expertly educated teaching personnel⁴ have all contributed to a dramatic rise in the prestige and bargaining position of the American faculty member. Not the least of these has been a reasonable response, usually on his part, for a greater role in education and administrative policy-making,⁵ admittedly long overdue in most institutions of higher learning. At our own college, the most pressing matter before the faculty and administration for more than two years has been the creation of a satisfactory Constitution, a document which will define the distribution and conditions of decision-making authority and responsibility throughout the institution.

2 For example, see David G. Brown, The Mobile Professors, American Council on Education, Washington, D.C., 1967, 212 pp.

3 For a current report, see "On the Financial Prospects for Higher Education: The Annual Report on the Economic Status of the Profession, 1967-68," AAUP Bulletin, Vol. 54, No. 2, June, 1968, pp. 182-241. Pages 182-188 are especially recommended for those interested in relating economic gains of college teachers to the critical financial problems of private colleges and universities. To my knowledge, the AAUP has never made such a statement, and it is extremely pertinent to Lindenwood as a private institution.

4 This problem is amply reviewed in James F. Rogers, Staffing American Colleges and Universities: The Demand for Faculty and Other Professional Staff in Higher Education, November 1963 through October 1969, U.S. Office of Education, Washington, D.C., 1967, 220 pp.

5 There may be many points that need debate and clarification, but the following monograph is probably the most timely and best statement on the subject: Faculty Participation in Academic Governance, American Association for Higher Education, Washington, D.C., 1967, 67 pp.

One cannot help but hope that newly won faculty prerogatives will not overshadow or divert attention from the equally necessary need to consider for our students a greater share in the governance of Lindenwood College.

Any proposal which suggests that students ought to be included in the upper circles of educational policy-making is bound to be received by most of us with mixed feelings. Recent physical assaults and serious attempts to usurp a good share of faculty and administrative authority in educational decision-making -- seen most clearly at Columbia -- turn one's thoughts back to the 14th century and the University of Bologna, where students were firmly in control. Following the Bologna pattern, the earliest rectors of these student-controlled universities were elected by students, to serve at the discretion of students, and under the rules and regulations prescribed by students. Lest anyone be tempted to expose too large a grin at this early treatment of administrators, he should read a bit about the status of professors:

"The students of Bologna organized such a university first as a means of protection against the townspeople...Victorious over the townspeople, the students turned on their other enemies, the professors. Here the threat was a collective boycott, and as the masters lived at first wholly from the fees of their pupils, this threat was equally effective. The professors were put under bond to live up to a minute set of regulations which guaranteed his students the worth of the money paid by each. We read in the earliest statutes (1317) that a professor might not be absent without leave, even a single day, and if he desired to leave town he had to make a deposit to insure his return. If he failed to secure an audience of five for a regular lecture, he was fined as if absent -- a poor lecturer indeed who could not secure five hearers! He must begin with the bell and quit within one minute after the next bell. He was not allowed to skip a chapter in his commentary, or postpone a difficulty to the end of the hour, and he was obligated to cover ground systematically, so much in each specific term of the year. No one might spend the whole year on introduction and bibliography!"⁶

Masters still live almost fully from the fees of their students, at least at the private college! But, times have changed, and we would all hurry to agree that our academic community could not tolerate the results of autonomous student power in the governing of the institution.

On the other hand, there exists today a direct challenge to the tradition that students are to merely learn "democratic" government by toying in their student government laboratories with issues that are tangential to the major policy issues and momentum of the institution. By now we are aware that students wish to deal directly and as co-partners with the central issues that whirl within our colleges and universities. Supporting this contention is recent research, showing that selective colleges are more likely to be solidly democratic in orientation than those which are less selective in the students they admit. And maybe even more surprising is the discovery that private women's colleges tend to have a stronger emphasis placed on democratic philosophy and procedure than any other type of institution.⁷

6 Charles H. Haskins, The Rise of Universities, Cornell University Press, New York, 1957, pp. 9-10.

7 Patricia Nash, The Goals of Higher Education: An Empirical Assessment, Bureau of Applied Social Research, Columbia University, June, 1968, p.30.

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A majority of faculty members, administrative officers, and student leaders would probably agree that students, like their senior colleagues, should have certain discretionary decision-making authority of their own, combined with an opportunity to share in resolving major educational considerations before the institution. General creation and enforcement of residence hall and campus rules and standards might be one example of the former, but I wish to defer further consideration of student discretionary powers to a later portion of this paper.

If we consider the notion of shared decision-making authority with faculty and administration, at least three alternatives for involving students become obvious. Most typical of the past style of cooperation at Lindenwood has been the practice of student government committees recommending certain actions to faculty and administrative committees. For example, the Student Academic Affairs Committee made the original recommendation to the Educational Policies Committee that the Pass-Fail option be adopted. The recommendation was accepted by the Educational Policies Committee and passed by the faculty. This style of "remote" association between constituent governmental groups recently reached full cycle with the publication and distribution to the faculty of a study of the Pass-Fail grading system. The study was conducted by two members of the student Academic Affairs Committee last year. Do we wish to keep the Pass-Fail option, modify it, or extend it? Thus far, no response has been made to this study; action may be initiated and legislation suggested by either a faculty or the student committee.

Another popular practice (in the sense that it is catching on rapidly) is to include students as members of faculty and administrative committees. In some cases, this even includes student membership on the Board of Directors. (For example, Tarkio College, a sister institution in our own state, has had student membership on its board for almost two years now). Some colleges that have involved students on faculty and administrative committees allow student members to have voice but not vote. When such associations are found to be productive, the next stage of development usually allows student members to possess both voice and vote -- thereby enabling them to be truly equal partners in policy-making.

To the inquisitive, it would seem that the "goose and the gander" philosophy ought to obtain as well, that faculty members ought to serve on student committees. Sometimes, the "co-partner" philosophy has matured to the point that differences between "faculty" and "student" committees are obliterated, this to be found on such campuses as Antioch and Reed, where experiments at "Community" government have been going on with varying degrees of success for several decades.

We also find some examples of this second alternative on our own campus. The new Student Life Committee represents faculty, students, and administration equally in number, voice, and vote. Moreover, the President and Vice Presidents of the Student Association are now regular members of the President's Council, a major policy-forming committee of the administration. The Honor Board has had faculty and administrative representation since its inception. Finally, the current draft of the faculty Constitution includes a provision for student membership on several faculty standing committees. Of course, final faculty decision on this proposal has not been made at the date of this writing.

A third alternative might be called a Cooperation-Negotiation style of government. Of the three alternatives, this option might be most viable from both the student and faculty viewpoint; it would offer students a larger degree of discretionary powers, while at the same time eliminate understandable faculty reluctance to speak freely and confidentially when students are present in committee meetings.

Ideally, this style of government also enhances respective faculty and student "influence" spheres, thereby stimulating mutual respect and eliminating the prospects of intimidation of one by the other.

The Cooperation aspect of the model would be most often used; it would essentially involve bringing together faculty and student sub-committees to work both separately and jointly on commonly defined problems. For example, a sub-committee of the Educational Policies Committee and a sub-committee of the Student Academic Affairs Committee (both of which deal with overriding educational policy in their own spheres of influence) might come together to study the philosophy and inadequacies of our academic honor system. Each sub-committee might secure attitudes and other data from its respective constituency and report back for discussion and eventual policy recommendation. Such problems as evaluation of the January term, a review of the grading system, and a probe into scheduling difficulties might also be handled through similar means. This form of association would require reason, persuasion, and decision-making based upon knowledge, rather than upon emotive preference or authoritarian influence.

Contrary to, but a logical extension of, the Cooperation half of this model is the notion of "Negotiation." One would hope that the occasion to resolve extreme and even dangerous conflict would never arise, but it is entirely possible that the years ahead might bring with them more student activism on our own campus, activism that might necessitate a talking and even bargaining situation between faculty, students, and administration. If such governmental precedent and machinery had existed at Columbia University, it is conceivable that the magnitude of "the problem" could have been controlled and perhaps entirely dissipated, Mark Rudd of S.D.S., notwithstanding.

A discussion of how we might go about involving students more in the important policy matters that face this college seems terribly remote from our personal teaching and research activities and interests. In terms of our priorities, it is; in terms of our understanding of those factors that influence students' perception of our priorities, it is not. Quite irrespective of its professional meaning to us, we must be careful not to regard the sum of education as that which takes place in our classrooms. To deny that other factors are equally, if not more, significant to the shaping of student attitudes, values, and the imaginative acquisition of knowledge is to appropriate an antiquated educational philosophy. Such a philosophy is grounded on the dualistic notion that we may sort out students' cognitive faculties, give them a good working over for four years, and simply pass off students' affective and non-classroom experiences to the "extra-curricular," the sole responsibility for which supposedly falls with student personnel workers.

Such a philosophy may have been adaptable to the classical liberal arts model, but we know in this, the "Age of the Student," that such seemingly unimportant things as how and how much students govern themselves, and how they relate their style to our own serves, in the long run, to define our campus climate. And it is this very campus climate which can motivate students to learn and, especially, to increase the perceived relevance of learning both inside and outside of the classroom.

IV. The Evaluation of Teaching

If it can be assumed that the central purpose (although not the only one) of a liberal arts college is to engage in the imaginative teaching of young people, then there are at least two reasons to pay rather serious attention to the evaluation of that instruction. The most important, it would seem, is to use evaluation as a means for improving teaching; and this means self-improvement. While this is the more far-reaching goal, the evaluation of teaching also has its more mundane purpose, the rewarding of good teaching with capital, prestige, and permanence.

The purposes seem clear enough, but the answer to effective evaluation of teaching cannot be found among the gods:

In the best of all possible academic worlds, evaluation of teaching would be neither a problem nor a consideration. For all teachers would have been created equal and prepared equally well, and although some just might be more equal than others, there would be no need to identify them.⁸

Therein, unfortunately lies the problem. Within our imperfect scholastic society, we must accept the bitter truth that college teaching is probably the only profession in the world for which no specific training is required. The training for excellence in scholarship is rich in prerequisites, but this just is not so for instruction.

Fortunately, there exist many excellent teachers within the national membership of our academies who should be more than amply rewarded; there are also many adequate teachers who, through programs of self-improvement, can also come to be so rewarded; and, admittedly, there are also some pretty poor teachers, who either cannot or will not attempt to improve their instruction and, therefore, should not be rewarded with any of the resources enumerated above. The problem is national (international?) in scope, but it is at the local institution that we must ultimately fix responsibility for dealing with the issue of emphasizing teaching performance in the appraisal of faculty. More specifically, and yet more difficult, it is among the members of the guilds that workable answers must be found.

One encounters an initial difficulty in defining what we mean by good teaching. Everyone searches for the ideal. Would we go after Peter Abélard? Desiderius Erasmus? Or how about the perennial Mark Hopkins? Perhaps not. Good teaching, like beautiful women, is a concept on which everyone has his own idea, and everyone thinks he can recognize on sight. In short, like beautiful women, good teaching is too often thought of in the abstract. Perhaps, in the final analysis, the question is not "What is good teaching?" but "What is good teaching in 'X' course within 'Y' department at Lindenwood College?"

The second set of problems in evaluating teaching can be stated quite simply: How? And by whom? According to a 1960 survey by the American Council on Education,

8 John A. Centra, "Problems of Evaluating Teaching," Current Issues in Higher Education, Association for Higher Education, N.E.A., Washington, D.C., 1966, p. 261.

five methods were most commonly used. These include student ratings, informal student opinion, classroom visitations, colleagues' opinions, and the opinions of a department chairman or dean.⁹ These methods possess varying degrees of objectivity, but they all seem to represent examples of a once uttered definition of objectivity: objectivity is putting your biases on the table.

Perhaps least objective, but in the long run the most used means of evaluating a faculty member's teaching performance, are the pooled opinions of department chairmen and deans. The department chairman receives the greater share of this subjective knowledge, but it is largely based upon hearsay alone, and one can never be quite certain whether the report, even though ostensibly true, is a representative example of student or colleague opinion. Slightly more objective are evaluations based on classroom observations. But this practice has been largely cast aside in the world of higher education because such observations and ratings by supervisors can be a real threat to a faculty member's security, as well as an invasion of a long-honored prerogative. Such evaluations can also be discredited by the infrequency of observations, the lack of definable criteria, and the tendency for some teachers to react unnaturally while being observed.

There have been reports of successful "help" sessions emanating from among one's peers. One such practice is for two or three faculty members to "buddy-up" and visit each other's classes on a rotating basis; comments and observations are usually shared informally over a cup of coffee. Sometimes these voluntary "buddy" arrangements have matured to such a point that classroom lectures and group discussions are recorded on video-tape for later playback. This experience has typically been a true revelation, for the teacher sees himself from the students' side of the lectern. Practices such as this cannot automatically ensure great teaching, but they have tended to encourage faculty members to correct certain mannerisms and other forms of behavior that can be distracting to students and, thus, a detriment to effective communication. The limitation of these evaluative approaches is that they have rarely been used in the determination of such considerations as salary increase, promotion in rank, and tenure.

This leads us to that group which is being increasingly heard from on the American campuses: Students! The practice of student evaluation of faculty members as teachers has been a subject of considerable interest and study in American universities for almost five decades. As early as the 1920's, the University of Texas and Purdue University were carrying on rather careful experimentation in this regard.

It has been the last few years, however, that students have played an increasingly important role in commenting on their instructors and courses. Student evaluation has been expressed in three principle ways: (1) Informal student opinion -- the "grapevine" -- is probably as old as teaching itself. Usually in the form of verbal reports to instructors, department chairmen, or deans, such reports have the serious shortcoming of being neither systematic nor representative and, thus, can be quite inaccurate and unfair to the instructor. (2) At some institutions, student evaluation of teaching takes the form of public guides to "good" and "bad" courses, published several times during the year. At their best, these publications are based on ample evidence and try to be fair; at their worst, they often

rely on replies from only a few members in each course and can be brutally unfair. In either case, these publications have become weighty weapons that reflect student concern for the quality of instruction they are receiving; and in the activist spirit of the times, students are seeking to do something about it. (3) A method which currently seems to be overshadowing the first two allows students anonymous evaluation of teaching through formal ratings distributed by each instructor.

This third method deserves special consideration. There is good reason to believe that an important part of teaching exists, about which we can derive almost no information except from students. This raises the critical problem about the kind of questions that should be used in student-rating forms. Rather extensive research on the construction of these forms demonstrates it is important that the questions or items center around the organization of course activities, instructional techniques, and procedures. To a much lesser degree, students are also able to make valid comments about specific teacher behaviors, but these behaviors are but one small dimension of the total teaching enterprise.

We might clearly expect students to provide us with valid answers to at least the following questions: (1) Were the course objectives clearly stated early in the term? (2) Were the instructor's presentations clear, logical, and interesting? (3) Did the course move ahead in a logical manner? (4) Were the course materials deficient either because they were too easy or too difficult? (5) Were test questions fair? (6) Was the course grading system fair? (7) Were assignments too time-consuming? (8) Did the course contribute to personal educational objectives? (9) Did the instructor praise good work and provide constructive criticism of poor work? (10) Were class members able to express themselves without fear of sarcasm or other forms of intimidation from the instructor? (11) Was the instructor friendly and flexible; did he listen to students and explain why he did things? An almost endless list of rather explicit teacher behavior could be added to these items, but it would be superfluous.

Clearly outside students' connoisseurship, however, are questions regarding the instructor's knowledge of his discipline, the validity of reference materials, the soundness of course objectives, and the intrinsic merits of the course.

Even though the pitfalls are many, the method of anonymous student evaluation of teaching through formal rating represents a viable option for our academic community to study. Because a myriad of rating forms and questionnaires have been developed and implemented at many colleges and universities over the past thirty or forty years, we have the advantage of possessing some major conclusions, drawn from these researchers and a comprehensive survey of the literature:

1. A considerable number of those who have used student ratings believe this procedure is useful for facilitating the educational process.
2. Knowledge of student opinions and attitudes leads to the improvement of the teacher's personality and educational procedures.
3. There is some evidence that student opinion is only slightly positively related to achievement as measured by examination of students.

4. If twenty-five or more student ratings are averaged, they have as much reliability as do the better educational and mental tests at present available.
5. Grades of students are not in general related to their ratings of the teacher.
6. While the effect on student ratings on a generalized attitude ('halo effect') toward the teacher has not been isolated, it apparently does not exist to an extent sufficient to invalidate the ratings of separate aspects of teaching methods and of the course. Evidence indicates that students discriminate reliably for different aspects of the teacher's personality and of the course, and between different instructors and courses.
7. There is evidence showing that little if any relationship exists between student ratings of teachers and the judged difficulty of the course.
8. In a given institution there exist wide and important departmental differences in effectiveness of teaching as judged by student opinion.
9. The sex of the student raters bears little or no relationship to their ratings of teachers.
10. The cost in time and money of obtaining student opinion is low. In fact, it is considerably lower than the administration of a typical standardized educational test of some comprehensiveness.
11. Popularity in extra-class activities of the teacher does not seem to be appreciably related to student ratings of that teacher.
12. No research has been published invalidating the use of student opinion as a criterion of teaching effectiveness.
13. A positive relationship ($r=.24$) exists between student achievement and ratings awarded after initial ability has been partialled out.
14. Teachers with less than 5 years experience tend to be rated slightly lower than teachers with more than 8 years experience.
15. The sex of the instructor has no effect on the ratings received.
16. The year in school of the rater has no effect on the ratings given, except that ratings by graduate students tend to be a little bit higher than those by undergraduates.
17. Alumni of 10 years standing tend to rate their former instructors in the same way as do the present students of those instructors.

18. Students are more favorable to student ratings than instructors but more instructors have noticed improvement in their teaching as a result of student ratings than the students.¹⁰

Should we come to find that these generalizations warrant serious study, we may wish to determine whether some kind of student rating is both desirable and feasible at Lindenwood College. Additionally, we must alert ourselves to the uses (and their possible consequences) also open to us: For example, should such a program be voluntary or mandatory? And for whom: Students, faculty, or both? Ought the rating results be made known through some kind of formal publication? Or, should the results be made known only to the instructor? If the latter, ought the instructor have the option of filing the results with his department chairman if he so wishes? Or should these results automatically become part of a permanent, confidential record that will be used only to make "objective" administrative decisions about the faculty member?

The debate on questions such as these could be endless, and there are examples we might emulate for every answer. At the University of Washington, where a program of student evaluation of teaching has existed for almost twenty years, the procedures were very carefully controlled. Ratings were voluntary and confidential, and they were not made available to department chairmen or deans unless the faculty member so desired. However, failure of the voluntary nature of the program to evoke more than a small minority of faculty cooperation, led two years ago to a published "Course Critique". Prompted by destructive impulses, this student publication was of such absurd unfairness to many faculty that it turned back on its authors in the courts. There are informal reports that this experience has encouraged both students and faculty at the University to jointly consider a more moderate and yet effective means of evaluating teaching through student rating.

Generating most controversy (and, recently, a great deal of discussion) are programs of student rating that are used to aid those who must make decisions about salary increases, promotions in rank, and permanent tenure. For example, one small college in Iowa (if my memory serves me correctly, Upper Iowa College) decided, after lengthy study and discussion, that anonymous student ratings must be used if the rewarding of teaching is to have a defensible, objective base. The ratings there are not published, but each faculty member receives a confidential profile of student responses for each course that he teaches. A copy of each profile is filed safely for later use by a personnel committee, which includes representatives from the administration and the faculty. Initiated by the student body, this plan was adopted by the faculty because it allowed student ratings to encourage improved teaching and to be used as one indicator (among others) in guiding the committee to make "life chance" decisions about the awarding of permanent tenure, salary increases, and promotions.

Any of the options reviewed in this discussion are available to the Lindenwood faculty. The more subjective of these already exist to serve as guides for impor-

10. Professor Profiles: A Survey of Student Opinion, San Fernando Valley State College, Northridge, California, September, 1966, pp. 11-12.

tant faculty personnel decisions. Whether the more "objective" programs appeal to us is, at this time, a moot point. What is clear is that judgment will never be easy or totally fair. While the perfect system of evaluation will, therefore, always exceed our reach, we can dedicate ourselves to a search for those procedures and that information which might at least serve to illuminate our judgments of value.

Gary H. Quehl
October, 1968

Miss Amble

12

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Gary H. Gresh
October, 1968

Lindenwood College
St. Charles, Missouri

AGENDA
for
Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, 9:00 a.m., November 13, 1968

(Coffee: 8:30 a.m.)

- I. Invocation Mr. Conover
- II. Reading of the minutes
- III. SPECIAL ORDER OF BUSINESS
 - A. Discussion and recommendations on the roles of the divisions and the divisional chairmen.
 - B. Continued reading of the proposed Constitution and Bylaws. (see attachment)
- IV. ANNOUNCEMENTS

Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
October 9, 1968

- I. The regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of the Young Science Center at 9 a.m., October 9, 1968. President Brown presided, and Mr. Conover gave the opening invocation.
- II. SPECIAL ORDER OF BUSINESS
 - A. The reading of the minutes of the special faculty meeting on September 25, 1968, was postponed until completion of the review of the Constitution and Bylaws.
 - B. Continued review of the proposed Constitution and Bylaws
 1. Miss Sibley's motion (which was made at the meeting on September 25 and seconded) that the following statement be added in VIII B - 1 as "d" (VIII B - 4 in the revised Constitution) was brought to the floor for vote: "Persons on leave, except those on military leave, shall continue to receive the College's contribution to their retirement pensions and their major medical insurance policies. They shall not forfeit their status in connection with salary increments." The motion carried.
 2. Mr. Bornmann moved that IX A be adopted as presented. The motion was seconded and passed.
 3. Mr. Bauer moved that IX B be adopted as presented. The motion was seconded and adopted.
 4. Mr. Feely moved that a statement be added under IX dealing with the college's obligation toward a retirement pension. The motion was seconded and passed.
 5. Miss Sibley moved that through the Constitution Committee provision for disability insurance be embodied in the Constitution. The motion was seconded and carried.
 6. Miss Sibley moved that IX include the statement: "If a faculty member leaves the College or retires before age 65 for reasons other than disability, he shall be entitled to receive from the retirement policy retirement income in proportion to the years he has contributed to it." The motion was seconded and passed.
 7. Since the hour allotted for the special business of discussion of the proposed Constitution had come to a close, further discussion of the proposed Constitution and Bylaws was delayed until the next regular meeting of the faculty.

- C. Mr. Bornmann moved that the May 22, 1968, and September 6, 1968, minutes be adopted as presented. The motion was seconded and passed.

III. OLD BUSINESS.

None.

IV. NEW BUSINESS

A. The Senior Synthesis Course

Mr. Barnett made a report to the Faculty on the Senior Synthesis in lieu of providing a syllabus. Dean Quehl moved that the comments of Mr. Barnett be made a part of the formal record of this meeting.

B. Educational Policies Committee Recommendations

1. Mr. Moore moved that we accept the proposal of the Educational Policies Committee for the following new courses for the January Term, 1969:

- a. Art 294 Independent Study (Thematic Studies in Art History) - Mr. Hendren
- b. Art 194 Independent Study (Museum Work Program) - Mr. Hendren
- c. Art 209 Studies in Regional Architecture and Problems of Conservation and Restoration - Mr. Hendren
- d. English 245 Studies in Dante - Miss Sibley
- e. P. E. 201 Dance in Action - Mrs. Amonas
- f. P. E. 210 Intensive Study of Theory & Principles of Hunter Seat Equitation - Mrs. Bittner

The motion was seconded and carried.

2. Proposals regarding the Pass-Fail Grading System

- a. Mr. Moore moved that the recommendation of the Educational Policies Committee that the Senior Synthesis Course be offered on a Pass-Fail basis this year in addition to the maximum number (5) of courses students can presently take under this system be accepted. The motion was seconded. Mr. Bornmann moved that the motion be amended by striking (5) from the motion. This amendment was seconded and passed.

Mr. Moore's motion as amended passed. The amended motion reads: "The Senior Synthesis Course will be offered on a Pass-Fail basis this year in addition to the maximum number of courses students can presently take under this system." It was the consensus that this motion made clear the fact that this year a student could take the Senior Synthesis Course in addition to the maximum number of one pass-fail course per term and in addition to the maximum number of five pass-fail courses to be counted among the courses required for graduation.

- b. Mr. Moore moved the acceptance of the recommendation of the Educational Policies Committee that all academic departments and the Student Academic Affairs Committee submit proposals (via the Dean of the College) regarding future policy on the Pass-Fail system to the Education Policies Committee. The motion was seconded and passed.

3. Proposals regarding the Lindenwood Honor System

- a. Mr. Moore moved the acceptance of the recommendation of the Educational Policies Committee that the faculty accept the Honor Board's request to temporarily suspend the social honor code and endorse the machinery that has been established to handle social disciplinary action in the interim. The motion was seconded and passed.
- b. Mr. Moore moved the acceptance of the recommendation of the Educational Policies Committee that the faculty temporarily delay referring academic honor violations to the Honor Board until the Student Life Committee substantiates through written report that the Honor Board has been prepared to perform its duties and responsibilities, and until the student body has been prepared for participation in the academic honor system. The motion was seconded.

After discussion and because the consensus of the faculty was that we should not abandon, even temporarily, the academic honor system, Mr. Conover moved acceptance of a substitute motion, "that the faculty expresses its commitment to and support of an effective academic honor system and calls upon the Honor Board to prepare for its responsibilities, and to undertake the presentation of the Honor System to the student body." This motion was seconded and passed.

(President Brown asked to be excused from the meeting because of an engagement off-campus and turned the chair over to Dean Quehl.)

- c. Mr. Moore moved acceptance of the recommendation of the Educational Policies Committee that all cases of academic honor violation be handled by the instructor involved, in consultation with the Dean of the College, until the conditions of (b) above are fulfilled. (This motion refers to (b) as originally proposed by the Educational Policies Committee.) The motion was seconded and failed.

- d. Mr. Moore moved the acceptance of the recommendation of the Educational Policies Committee that the Student Life Committee, in conjunction with the Honor Board, be authorized to undertake a thorough study of the social and academic honor system of Lindenwood College, and that this report be forwarded to the faculty and student body with specific recommendations no later than March 1, 1969. The motion was seconded.

Dean Quehl moved to amend the motion by inserting "the Honor Board and a subcommittee of the Student Curriculum Committee" after "Student Life Committee" in the first sentence, by eliminating "in conjunction with the Honor Board" and by changing the date of March 1, 1969, to December 12, 1968. The amendment was seconded and passed.

Mr. Moore's motion, as amended, passed. The proposal, therefore, reads: "That the Student Life Committee, the Honor Board, and a subcommittee of the Student Curriculum Committee be authorized to undertake a thorough study of the social and academic honor system of Lindenwood College, and that this report be forwarded to the faculty and student body with specific recommendations no later than December 12, 1968."

4. Proposals in regard to a Study Committee on January Term Policies and Practices

- a. Mr. Moore moved that we accept the recommendations of the Educational Policies Committee for membership of the study committee as follows:

| <u>Faculty Membership</u> | <u>Ex Officio</u> | <u>Student Membership</u> |
|---------------------------|-------------------|------------------------------|
| Mr. Eddowes, Chairman | Mr. Harig | Joan Chapman, Co chairman |
| Mr. Galvez | Miss Lichliter | (Chairman of the January |
| Mr. Hendren | Dean Quehl | Term Study Committee of |
| Mrs. Huesemann | | the Student Academic Affairs |
| Miss Johnson | | Committee), plus her sub- |
| | | committee members |

The motion was seconded and passed.

- b. Mr. Moore moved that we accept the recommendation of the Educational Policies Committee for specific recommendations for study as follows (but not limited to these):

- (1) Overriding objectives of January Term off-campus and on-campus study
- (2) Requirements for student participation, particularly for off-campus courses
- (3) Processing of proposed January courses and criteria and authority for decision-making

- (4) Coordination and supervision of cooperative programs with other 4-1-4 colleges and universities
- (5) Consideration of alternative uses of the January Term, such as the development of a single, thematic on-campus course (Freedom and Authority in the 20th Century, for example)
- (6) Faculty and student load considerations
- (7) Composition of a standing January Term Committee of the faculty.

The motion was seconded and passed.

C. Discussion of the Role of the Divisional Structure in the College

Miss Boyer moved that, since it was late, we make the discussion of the role of the divisional structure in the College a special order of business for discussion at the beginning of the next regular faculty meeting. The motion was seconded and passed. Discussion of this subject will precede discussion of the proposed Constitution and Bylaws.

D. Other new business

Mr. Moore moved that a committee to study fringe benefits, insurance, etc., be set up and that this committee be composed of the following:

Mr. Bornmann
 Mr. DeWulf
 Mrs. Huesemann
 Miss Sibley
 Miss Williams

The motion was seconded and passed. It formally noted that this committee is the same as the AAUP Committee on Salaries and Tenure.

V. ANNOUNCEMENTS

- A. Mr. DeWulf, for the Advisory Committee on the FM Station, asked for support and help in any way possible for KCLC-FM, which went on the air October 7.
- B. Miss Lichliter asked members of the faculty to read page 2B, under Student Affairs in the FACULTY MANUAL, the section on Letters of Reference and Suggestions for Letters of Reference before writing recommendations for students.

The meeting was adjourned.

Emma Purnell
 Secretary to the Faculty

4. Persons on leave, except those on military leave, shall continue to receive the College's contribution to the retirement pension and their major medical insurance policies. They shall not forfeit their status in connection with salary increments.

IX. Retirement

- A. A member of the faculty shall retire from Lindenwood College on September 1 of the year nearest his 65th birthday unless, with the consent of the faculty member and upon the recommendation of the appropriate officers, the Board of Directors continues him under annual contract.
- B. A member of the faculty or an officer of administration with long and distinguished service to the College may, upon retirement, be awarded emeritus status. Emeritus status is recommended by a faculty committee and, with the concurrence of the Administration, is awarded by the Board of Directors. Those eligible for consideration for emeritus status are professors, associate professors, and administrative officers having faculty status. A professor emeritus is entitled to use facilities as arranged with the Administration of the College and to participate in faculty meetings, but he is without vote.
- C. (Statement is to be added dealing with the College's obligation toward a retirement pension.)
- D. (Statement is to be added providing that disability insurance be embodied in the Constitution.)

- E. If a faculty member leaves the College or retires before age 65 for reasons other than disability, he shall be entitled to receive from the retirement policy retirement income in proportion to the years he has contributed to it.

REPORT TO THE FACULTY ON THE SENIOR SYNTHESIS:

There has been some expectation that we would supply the faculty with the syllabus for the Senior Synthesis as has been done for the Common Course. I should like to be permitted to read the following report in lieu of providing the syllabus for the reasons which this report will make clear.

I would like for you, first, to consider what it would be like to be responsible for a course which is subjected to a kind of continuous scrutiny by administration and faculty--a scrutiny which began when the course was first proposed and persisted through each week of its development. As you know, there is a mystique about a class. The student enters with a faith that when all of the study has been completed the significance of the work will be clear and that each stage of progress is a part of a whole and will not be fully relevant until all stages have been encountered. To stop the student at any one stage and question its pertinence is to divert the student in a way which fragments the study and undermines confidence in the process.

Consider further that the course for which you are responsible is a new idea, the full realization of which comes in the working out of the class itself. The class mystique depends upon the students' acceptance of the idea as something which will unfold before them. Outside guesses at what the course is about, at the meaning of a title like synthesis or the purpose of certain readings, cause students to impose their own or other preconceptions (which are really misconceptions). The result is a loss of the mystique and time wasted in purging the students' minds of these ideas.

I can't imagine that anyone would suffer very patiently under such a burden--yet this is the burden under which the Synthesis faculty operates. The situation developed naturally enough. The course proposal came with other proposals for the curriculum and therefore was subjected to criticism. Having been adopted as an idea, it became part of the description of the new program and several people were involved in making a description--diversity of opinions of what the course might become being reflected in the generality of the language used. Administration and faculty discussing the new program with students tended to make their own interpretations and often to indicate their own attitudes, favorable and unfavorable. Some of the favorable attitudes were expressed in doubtful terms: "Well, it's something new; maybe it will work and maybe it won't," for example. So before the class even formed, students derived from the administration and faculty the notion that the idea might not be feasible, that there was uncertainty as to purpose, and that some didn't like it.

This situation carried over into registration as professors spoke doubtfully or positively as they wished, a large number advising their seniors against taking the course. All of this was done, certainly, in the context of an instructor's right to be skeptical and of his belief that he owed his first allegiance to the welfare of the individual student. The optional status of the Synthesis invited this kind of response--there being no wish to impose a course on students whose academic program had not been designed with something like this in mind.

Report to the Faculty on the Senior Synthesis - 2

These are the hazards that could have been expected and there is nothing reprehensible in anyone's attitudes or actions, but the scrutiny continues now during the operation of the course itself. Students are asked by administrative officers and by faculty how the Synthesis is going--what it means, what its objective is, why this subject is included, why those professors are there instead of others. The uncertainties in the students' minds get rather extensive. Is the course in competition with Mrs. Roudebush's program on women's life-roles, with Miss Lichliter's career-planning program, with some of the students' own programs? Is it a watered-down course in religion? I'm afraid it comes down sometimes to a question like: how can those five old men help young women find a philosophy of life?

In a class which makes a point of giving the students freedom to speak their minds, these conceptions come out. We are glad they do since progress becomes impossible unless we deal with them. This is why, however, we would like not to distribute the syllabus. It would probably bring more questions and we have to get on with our business.

Actually the idea for the course is quite simple and, being simple, its possibilities lie in depth rather than spectacle. If you would like to get at it through the word Synthesis, that is one way. No one can teach a synthesis, nor design one for someone else, nor impose his own on another person. By its very nature--and this is why the name seems appropriate--its meaning is individual. It comes one person at a time. Its direction is determined by the assumption that what one knows--intellectually and spiritually--should have some connection with what one does, and with what others do in areas of community where one is inescapably involved.

The plan is also simple. It is a series of encounters with ideas, life-views, and problems which cause one to question the significance of his education and his intellectual, moral, and spiritual postures, whatever they are at the moment, or whatever they may seem to be becoming. The first encounter was with some of the facts of a woman's predicament in the modern world. The second was with contemporary theology in a dynamic form (Tillich's). The third will be one of the student's own design. The fourth will be with the work and ideas of persons dedicated to the humanities; the fifth to those in the natural sciences; and the sixth to those in the social sciences. During all of these encounters, the faculty members are present as representative of professional and life-views which are not taught, but challenged. Although they will be leading some discussions, the faculty members are not instructors but are present as personifications of the culture which these students are either inheriting or disinheriting in the process of their graduating from college.

We are daring enough to allow these students to articulate their challenge to the old order and to take seriously a statement made in the latest Atlantic:

More terrifying than the disorder in the streets is the disorder in our heads; the rebellion of youth, far from being a cause of disorder in the streets, is rather a reaction, a rebellion against the disorder we call order, against our failure to make sense of the way we live now and have lived since 1945.

Out of the discussions and study will come whatever personal synthesis the student can make. There will also be definite projects in the form of papers, radio programs, panel presentations, or exhibits. One possible outcome may be a proposal for a finishing school for young men--not to teach them to be husbands and providers, but to educate them into an understanding of the individuality and intellectual integrity of the women they will marry.

I hope this description makes it clear that none of the questions raised by interested observers is pertinent and that helpful encouragement in the form of quizzing students and advising them as to your interpretation is no help. You can see that we have a difficult assignment as it is and we would like the same freedom to develop a program which you would expect in your own classes.

A few years ago, while he was at Nebraska University, Karl Shapiro--the poet--wrote in a moment of despair that poetry was apparently an art foreign to the United States, that it was a European art which had been brought into this country on boats and could not survive the climate. Some people brought it into greenhouses called English departments and kept it alive for a while, but it died anyway. He was wrong about that--but he had a vivid metaphor going.

Since the synthesis is a new idea, rather than an import, we hope it will survive. We kept it out of the various greenhouses of our college and have planted it out in the open, where it must, of course, compete with the shrubs and trees which already flourish. We would like to be excused from defending it from already existing shrubs and trees and to be allowed to give it the loving care which will enable it to grow. By the end of this term, you will be allowed to examine it again and to see whether or not it is possible for this new idea to survive in this grove of academe. Until then, please don't step on our green thumbs. End of Metaphor

Howard A. Barnett

Lindenwood College
St. Charles, Missouri

Minutes of Special Faculty Meeting
October 23, 1968

A special meeting of the faculty was held in Young Lounge on Wednesday, October 23, at 9 a.m., with President Brown presiding. The purpose of the meeting was to discuss the introduction of male students into the milieu at Lindenwood, as indicated in the call of the meeting on October 14.

Mr. Conover opened the meeting with prayer.

President Brown said that there had been no opportunity this fall to continue the discussion of last spring in regard to admitting male students. Since there was a protest against having male students at Lindenwood by some of the women students Tuesday night, October 22, this meeting is especially timely. It should be noted that the meeting was called prior to the protest. The faculty meeting will be followed by a student convocation at which the subject of male students will be discussed. This meeting was also on the calendar prior to the protest.

President Brown explained that, since there are some new members of the faculty, he believes he should review the history of the problem of men at Lindenwood.

The young men who were admitted this fall came as a result of the effort of the Admissions Office late last spring. Names were obtained from the College Admissions Center in Evanston, and letters were sent to about fifty asking if they would be interested in entering Lindenwood. The letter did not promise admission, and the Administration decided not to admit any male unless 12 could be admitted. Fifteen were admitted by the time College opened.

The prospect of having men students is not new. Some years ago Westminster College was approached about moving to the Lindenwood campus. When the Board of Westminster decided the college should remain in Fulton, St. John's College was approached about establishing a men's college here; but they decided to go to New Mexico. President Brown said that in 1966 the Board of Directors of Lindenwood brought a new president to the College with the promise to resolve this twenty-year-old dilemma at Lindenwood. In the inaugural address President Brown promised to begin planning for male students within a year. He was not able to meet this deadline, partly because other things, such as enlarging the library, had to be done first.

Last year, according to President Brown, we asked students, faculty, and members of the administration to give us statements in terms of sexual segregation. This document, with pro and con statements, was distributed to the Board, and discussions were held at faculty meetings.

In considering alternatives for study in regard to our future, no faculty member felt we should devote our planning to maintenance of our present status. Some sexually segregated institutions - Vassar, Yale, and Princeton, as well as others - have said that they cannot continue in their present situations.

Three of the main reasons, as stated by President Brown, for sexual integration are:

- a. Academic (student recruitment and retention, and faculty recruitment and retention)
- b. Economic considerations
- c. Social considerations

The issue of whether to have men is no longer a decision that has to be made. History has made the decision; the student generation has made it. We do have the option of deciding how this will be done. We must plan how many men we will admit, when we will admit them, under what circumstances (coordinate college or coeducation), what standards will be applied, and what level of coordination.

President Brown went on to say that he was asking the following members of the faculty to serve on a committee to work on a crash basis on the question of "how" and to make a report for presentation to the Board on January 6 after faculty approval.

Howard Barnett, Chairman
John Bornmann
Stanley Caine
Eugene Conover
Harry Hendren
Jeanne Huesemann
John B. Moore
George Warheit
Jane Wilhour

These persons will be excused at their request from any other service they have so that they can work on this committee.

In addition to the faculty committee, 22 students are being asked to work on a study committee, involving a report, and to meet with the faculty committee.

At the conclusion of President Brown's talk, there was a general discussion of the problems relating to the protest by the women students to men students. One fact that was made clear was that the students have no indication from members of the faculty in regard to their views about men students. Some faculty members indicated that students have told them that the faculty as a whole does not want men students.

Mr. Conover moved that the following resolution be adopted: That the faculty, convinced that the most promising future for Lindenwood College involves education of men as well as women, offers its fullest cooperation in the study of possible forms of coordinate education authorized by the faculty last

spring. The motion was seconded. After discussion, it was agreed that no formal action should be taken by the faculty this morning to be reported to the students at the convocation following the faculty meeting, but it was informally agreed that President Brown should inform the students of the action of the faculty last March. No vote, therefore, was taken on Mr. Conover's motion.

The meeting was adjourned.

Emma Purnell
Secretary to the Faculty

Attachment

Since I will not be here for the Faculty Meeting on November 13, and you may be discussing part of the By-laws of the Constitution, I would like to have the faculty consider one point which, if I were here, I would raise regarding the Library Committee.

I am in agreement with the general description of the duties and constitution of the Library Committee with one exception -- student membership on the committee. I feel very strongly that there are certain topics discussed by the Committee which should not become common knowledge among the students. For example, there are certain questions dealing with the budget and its apportionment which may involve discussions in which students should not be a participant or even know what is being discussed. It is possible that it would be better for all concerned for the students to know only of the final decision on certain other questions without knowing all of the discussion behind these decisions. Reasons for arriving at a decision may be given without revealing all of the arguments behind the decision. This criticism would hold true for any committee with student membership.

May I add on the other side that I think the students have just as much right to hold discussions in which there is no faculty participation. Each side should have a certain degree of privacy.

I am not opposed to having students on a liaison committee and would in fact welcome such a committee. It could be made up from a few members of the Library Committee, the Librarian, and a select group of students. This fall, for example, some students have come to me with suggestions as to types of literature they would like to see in the library and with subjects on which they find we do not have adequate material. I have welcomed these suggestions and will fulfill them in so far as the budget allows. Also, I would like to know the thinking of the students on certain problems which arise in library policy. The students have a right to know why certain rules are set up. The more understanding there is to the why behind decisions, the better will be the rapport between all concerned.

(Signed) Mary E. Ambler, Librarian

LINDENWOOD COLLEGE

November 22, 1968

NOTICE TO ALL FACULTY:

The Faculty Committee on Men at Lindenwood has been meeting for the past three weeks and will culminate its activities in an assembly of all the committees on December 6 and 7. At this time, a proposal will be prepared which will be reported to the faculty on December 11 and then submitted to the Board of Trustees on January 6.

Last spring, the faculty was asked to write to the president and to express its views on the question of bringing men to Lindenwood. A large number of the faculty responded and those responses were distributed to all of us who were here last year. These have naturally been part of the background with which the committee has proceeded.

At this time, we invite you to write to us any revisions you have concerning your ideas on how to meet the challenge of our present circumstances which point to the implementation of some kind of program which will involve men at Lindenwood. Those of you who have not submitted views on this subject (i.e., new members of the faculty and those who did not write to the president last spring) are invited to express them in writing or directly to committee members during the next week.

As chairman of the committee, I will be in the Faculty Club on Monday morning, November 25, to receive your views personally if you wish to so express them. If that time is not convenient, please let me know and I will arrange additional time.

Good ideas will be especially helpful at this point since it will be during the meetings of December 6 and 7 when specific aspects of our proposal will be formulated. Up to this time, we have been primarily engaged in getting the necessary information upon which we can base our decisions.

Members:

Dr. Conover
Dr. Bornmann
Miss Huesemann
Dr. Hood
Dr. Caine
Mrs. Wilhour
Dr. Moore
Dr. Warheit

Howard A. Barnett
Howard A. Barnett
Chairman, Committee on
Men at Lindenwood

Lindenwood College
St. Charles, Missouri

December 5, 1968
Office of the Dean

TO: Members of the Faculty
FROM: Gary H. Queh'
RE: Scheduled Faculty Meeting

The regular faculty meeting for December will be held in Young Lounge, Wednesday, December 11, beginning at 9 a.m. (Coffee at 8:30)

If you wish to place an item on the agenda or an announcement, please describe it briefly below and submit it to my office before Friday, December 6.

NEW BUSINESS:

SPECIAL ANNOUNCEMENTS:

GHQ:fp

Miss Amble

Lindenwood College
St. Charles, Missouri

AGENDA
for
Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, 9:00 a.m., December 11, 1968

(Coffee: 8:30 a.m.)

Invocation

Mr. Conover

I. MINUTES

II. SPECIAL ORDER OF BUSINESS

The Faculty meeting will briefly adjourn at 10:00 to join the student body in Roemer Auditorium for the formal presentation of the proposal concerning the Coordinate Men's College. The faculty will reconvene to discuss the proposal at 11:00 a.m.

III. OLD BUSINESS

A. Progress report of the January Term Study Committee: Mr. Eddowes

1. Outline of the study report is under revision. Preparation of a draft of the report is expected after the first of the year.
2. Until final action on a permanent January Term organization is determined and authorized, the Study Committee will assist with the early planning for the 1970 January Term.
3. It is requested that all departments consider possible offerings for the 1970 January Term. It is recommended that student needs and requirements be surveyed to obtain information relative to organizing the 1970 program.

B. Progress report of the Honor System Study Committees Mrs. McClanahan

IV. NEW BUSINESS

- A. The Educational Policies Committee recommends faculty adoption of a new course for spring term, 1969, Modern Black Literature (See attachment)
- B. Request by the Student Curriculum Committee that a sub-committee of the faculty join with the student curriculum committee in exploring the topic, "Student Evaluation of Teaching on the Lindenwood Campus." This request was forwarded to the Educational Policies Committee. EPC took no formal action on the request other than to transmit it to the faculty for deliberation.

Agenda for Faculty Meeting - December 11, 1968

- C. EPC recommends that department chairmen, the president, dean, and the registrar meet in January to (1) review questions of teaching loads, (2) review the four-year sequences of courses recently submitted, (3) review the 12-course limit in certain areas of concentration, and (4) review scheduling philosophy and practice. The date of January 22 has been selected for this meeting.

V. ANNOUNCEMENTS

- A. The faculty is invited to join the students for the annual Christmas Dinner in the dining room, tomorrow evening (Thursday, December 12, 1968). Spouses are also invited. The dinner will be buffet from 5:30 to 7 p.m. There will be no charge.
- B. Other

Attachment

Lindenwood College
St. Charles, Missouri

English Department

November 21, 1968

Dr. Gary H. Quehl, Dean
Lindenwood College

Dear Dr. Quehl:

The following course which has been scheduled for the spring term of 1969 and which replaces English 325, Modern Drama, is submitted herewith for approval by the Educational Policies Committee and the Faculty:

English 246: Modern Black Literature. Mrs. Watson.

This course deals mainly with pivotal black writers who are making the greatest literary contribution during the ongoing black revolution in America. Course content includes essays, poetry, autobiography, plays, movies, and novels. Together with the instructor, the class will explore the ways in which the uniqueness of this current phenomenon both adds to and changes the quality of the dominant American cultural scene.

Sincerely,


Howard A. Barnett
Chairman

SUMMARY REPORT AND RECOMMENDATIONS OF THE FACULTY-STUDENT COMMITTEES ON
MEN AT LINDENWOOD

The faculty and student committees making this report were assigned the task of studying the present circumstances of Lindenwood in the light of the changes taking place among private liberal arts colleges in general and among men's and women's colleges in particular. Our primary concern, of course, was a secure and dynamic future for Lindenwood, and although there was a feeling among committee members that some form of coeducation was the expected outcome, it was obvious that we must proceed objectively and allow the realities to lead us to our conclusions. If our investigation should lead us to the conviction that Lindenwood should remain a woman's college and that any form of coeducation would threaten the integrity and future well-being of the college, then our report would have to make this clear.

It is, indeed, unthinkable that there should be any other conclusion to our investigations and discussions than a set of recommendations which will preserve the advantages of the Lindenwood education, protect the college from the threat of obsolescence which private liberal arts colleges in general are facing, and prepare the way for growth toward the kind of relevance in higher education which could make Lindenwood one of the outstanding colleges of our nation. In this light, it is apparent that even a decision to remain a woman's college would not be enough. No college can simply remain what it has been for the past 20, 50, or 100 years. The changes in our academic, social, and political environment have already occurred. Some kind of program for development was clearly essential for our work to have any meaning.

How we proceeded and what kind of information we used will best indicate the degree of objectivity and of justness in our conclusions. We were--as is true of the whole Lindenwood community--divided in our personal opinions and no agreement could ever have been reached by simply taking a vote on what individuals wanted.

As a committee, we had to assume the role of trustees of the future, not the past or present, character of Lindenwood. Somehow information, reason, and the creative imagination had to be given the chance to point the way.

This is the procedure we followed. Each committee had its own area of emphasis. The faculty concentrated on academic and financial matters. The women concentrated on student life. The men stressed the relation of the dormitories and physical plant to the life of the college. All of the committees together, however, placed their particular emphases in the larger context of (1) what was going on in the nation, (2) what colleges similar to Lindenwood were experiencing, (3) what Lindenwood's circumstances were, and (4) what possibilities for the imaginative use of our resources existed now or could be brought into existence.

Among the facts about what is going on in the nation are such matters as the following:

(1) There has been great expansion in publicly supported colleges and universities. Three hundred new branches of universities, for example, have been established since 1945. Two hundred thirty two-year colleges have been built since 1960. In Greater St. Louis, the state university at Normandy has started from zero and grown to an enrollment of 8000 in three years. Community junior colleges are serving ten thousand students or so where two years ago they did not even exist. The state pays the costs for these developments and makes them available to state residents at moderate tuition rates.

(2) There is a trend toward providing state scholarships for students who attend private colleges in their own states. Illinois, New Jersey, and New York, for example, once supplied large percentages of Lindenwood enrollment but financial pressure in the form of state aid keeps many

potential Lindenwood students at home now that state scholarships are available. Missouri, on the other hand, provides no support for her residents who want to attend private colleges in their state.

(3) There is a lull in the college-age population which will last until 1972. In a period of increased opportunity for a good education at state supported universities, applications for admission at private colleges are declining.

(4) Because of generous state support, public universities are growing in quality as well as quantity. At the same time, the private liberal arts colleges, which have traditionally set the standards for excellence, face difficulties in getting top students for enrollment levels sufficient to support their academic quality. Every private college in the country must find new ways to be distinctive in order to provide for those students who need and want the intellectual and cultural life of a smaller, private, and therefore more idiosyncratic institution.

(5) Such facts have led to statements like this one by Dr. Miles, President of Alfred University. He takes his first three points from a report made by McGeorge Bundy's panel on higher education. These plus two of his own points make up his recommended formula for the survival of the small, private college:

- (a) Development of an efficient and economic administration
- (b) Development of strong private support
- (c) Development of state or federal aid for private
institutions
- (d) Private college relevance to student interests and
to world problems
- (e) A distinctive character

Dr. Miles' summarizing observation is that: unless the private college program is significantly different from that of the public institution, it doesn't deserve to survive.

* * *

Among colleges similar to Lindenwood--that is, men's and women's colleges--we considered this kind of information:

(1) In their announcements this fall that they are becoming coeducational institutions, Vassar, Bennington, Wesleyan, Williams, Connecticut College, Princeton, and Yale have all acknowledged the growing difficulty of getting highly qualified students to maintain economical levels of enrollment for academic excellence. To quote from the Vassar faculty committee's report: "To teach men along with women here would be the sort of thoroughgoing, major educational venture that would not merely be intended to solve a few of Vassar's current problems and improve its 'image' but would help keep Vassar in the forefront of quality education where it wants to be." Princeton reports the difficulty of getting the best qualified professors for sexually segregated teaching and sees coeducation to be necessary for it to maintain its prominence in American education. In establishing a coordinate college for women at Hamilton College, the spokesmen, in the official announcement, claimed that their "mission includes the blazing of new trails and not just the widening of old ones."

In nearly every case, sexually segregated colleges moving toward coeducation have uppermost in their thinking--not the immediate threat of declining enrollment--but the absolute necessity to continue to be the kind of college which Dr. Miles would say deserves to survive.

(2) The prevalence of this thinking is further in evidence in a report made by the U. S. Office of Education that over 60 (26 men's and 36 women's) traditionally separated colleges have gone coeducational in 1968. Again, the prevailing reason is not economic but a conclusion reached in the light of current attitudes that (to quote the journal, Higher Education and National Affairs): "separate higher education for the sexes has outlived its historical justification, while coeducation is a more realistic reflection of society, provides a more stimulating, intellectual and social environment, and enables the institution to be more competitive in attracting the best students of both sexes."

* * *

The information concerning Lindenwood's circumstances, placed in the context of our understanding of the national situation, renewed our confidence in the college's future, yet raised a question as to which alternative to choose to assure the best prospects for that future. The following facts will make this apparent:

(1) Lindenwood's endowment of nearly nine million dollars gives us, as an institution of our size, a secure base for growth comparable to the best of the eastern colleges which we have been studying.

(2) Lindenwood is in a growing urban community. Projections are that St. Charles will have over 200,000 population by 1990. Diversity in cultural and educational opportunity is at our doorstep.

(3) Our new curriculum, programs like the Communication Arts, the Mathematics Center, and plans for expansion in the Fine Arts, in Urban Affairs Study, etc. are already moves in the direction of the college that not only will, but deserves to survive. When we read Vassar's report on the new program now under consideration, we find a four-one-four calendar,

expanded on and off-campus independent study, January term programs, and Wednesdays free. They even propose a 34-course requirement for graduation in place of the old credit system. It is clear that Lindenwood--while it has not announced itself ready for coeducation--has already established a program which belongs to the future.

(4) In other ways, moreover, we find our situation similar to these colleges. The recently increased competition for well-qualified students has caused a decline in our applications for admission. We now have 577 students with a faculty and physical plant which could serve 800. We need this size faculty and plant not just for 800 students but, more importantly, for a creative academic program. We can't have strong sociology, mathematics, communication arts, natural science programs without a sufficient number of instructors. More students, in other words, are needed not simply to pay the fixed costs of maintaining buildings which are not fully utilized but to sustain the college academically. We need to grow beyond the 800 to become the college which will thrive in the world of the 1970's and 1980's.

(5) Our problem is aggravated by a low retention rate. Although it is improving, it still handicaps our development. In the past five years, the graduating classes at Lindenwood have represented 23-41% of the students entering as freshmen. The class of 1969, for example, entered as a class of 327 students and will graduate 122 of these, or 37%.

(6) At the same time, our entering classes of freshmen are smaller. The freshman class this year has 160 members instead of the 325 member class of two years ago. To keep the same total of 577 students, we need

a freshman class of 225 next year and many more if we are to grow toward a minimum economical and academically viable size of 800.

(7) One effect of our enrollment problem is that it makes our deficit too large for us to give full support to our new program and prohibits us from enrichment and further growth. Just to fill Ayres and Niccolls would provide dormitory income to offset fixed costs of maintenance and free funds for academic use even without counting the tuition income.

(8) A second effect of the enrollment and retention pattern is that our upper division is so much smaller than the lower division. In the fall term of 1968, for example, there are 69 classes out of 170 with fewer than 10 students, or 40%. Twenty-one (or 12.35%) have fewer than 5 students. While small classes are often desirable in certain subjects, having so many makes instruction excessively costly. It means, furthermore, that there are not enough majors in certain subjects to enable the college to keep and to attract the highly qualified instructors needed.

(9) Where do our students go after the first year or two at Lindenwood? Out of 2,295 transcripts (since 1951) sent by Lindenwood at the request of students transferring to other colleges, 2,276 or 98% went to coeducational institutions. Of these 64% were sent at the end of the freshman year, 32% at the end of the sophomore year. The implication is that over half of the students who come to Lindenwood as freshmen are not really interested in separate education except on the junior college level and therefore do not remain to give Lindenwood the upper division strength it needs to be first rate in its academic program.

* * *

The information thus far considered pointed unmistakably toward some kind of change. What we needed now was an understanding of our resources and of the possibilities of their imaginative use. The following material represents some of the factors which led to our conclusion:

(1) Our program and its potential need more diversity in enrollment. Reports from students and faculty alike argued that men were needed in mathematics, chemistry, music, dance, drama, communication arts, and some of the new programs being envisioned.

(2) Enrollment projections indicate that we need to appeal to the 95% of the college-age population which we have traditionally ignored by asking only for women applicants.

(3) The Sibley deed and charter, on the other hand, tie the Lindenwood name to women's education and would have to be changed if we were to admit men in any substantial numbers. Our attorney informed us that this would be a relatively simple legal procedure but warned that it would require going into the courts and bringing a review of a charter which gives us unusual advantages. Our charter constitutes a legislative grant (one of five given in the state of Missouri) enabling us to use our resources in land and endowment in ways not available to other corporations. A review in the courts of this charter might jeopardize these advantages.

(4) We have, however, 134.239 acres of land, a good endowment, and dormitory and classroom space for 264 students more than we have enrolled. Portions of the land were purchased specifically for the use of an adjacent men's college.

(5) In summary, we had the need and the potential for men in the Lindenwood program, but a legal status which made outright coeducation questionable as the best course to take.

At this point, the choice of alternatives became clear. In the charter for the Lindenwood Female College is the stipulation that, by that name, it "shall have perpetual succession and be capable of taking and holding by gift, grant, devise or otherwise, and of conveying, leasing, or otherwise disposing of any estate, real, personal, or mixed, annuities and endowments, franchises and other hereditaments; which may conduct to the support of said college, or to the promotion of its objects; and all property of said corporation shall be exempt from taxation, and the sixth, seventh and eighteenth sections of the first article of the act concerning corporations, shall not apply to this corporation."

While we could not become coeducational without disadvantage, we could bring into being a separate men's college with its own name and charter; we could lease our buildings and land to it; we could contract ~~on~~ its behalf for the services of our faculty; and we could collect the income from tuition and fees as more than a return on our investment in legal and other costs for chartering the new college.

We could, moreover, preserve the full integrity of Lindenwood's deed, charter, endowment, tradition, and historic advantages as a woman's college--providing, indeed, by this action, for its growth and increasing excellence. We could also keep separation where we knew this to be important and could take advantage of having men in programs which will develop more significantly because they are fully supported and adequately diversified.

To these ends, the committee prepared a set of six recommendations. If these are approved by the Board of Trustees, we envision a three-year development somewhat as follows:

1969--Chartering of the college. Immediate recruiting of men. Promotion of the Lindenwood program with this greater diversity of enrollment in mind. Contracting, on behalf of the new college, for residence and dining facilities and for faculty instruction

and instructional facilities, tuition to be received by Lindenwood as payment for its services. Accreditation of the new college is automatic since it is the Lindenwood faculty, library, and facility being used.

1970--Establishing a holding corporation with a combined Lindenwood and men's college board of trustees to administer the lands and endowments held by Lindenwood and those which may be acquired by the men's college. Fund raising and special program development for the new college. Building of special facilities to accommodate the changing programs.

1971--Building of new dormitories, married housing center, athletic-recreational facilities. Nationwide publicity to bring attention to the two colleges and their programs. Acquiring of foundation support for special areas of study.

Finally, we envision in June of 1973, the first class of graduates from the new college receiving diplomas with the name of that college at the top but the recommendation for the rewarding of the degree by the Lindenwood faculty which has provided the education.

Respectfully submitted,

Victoria Lowe, Women-Student Chairman

Joseph McWhorter, Men-Student Chairman

Howard A. Barnett, Faculty Chairman

December 11, 1968

Lindenwood College
St. Charles, Missouri

Miss Amble

LINDENWOOD COLLEGE

December 10, 1968

NOTICE TO THE FACULTY:

Attached is the Proposal for the Establishment of a Coordinate College which is the conclusion reached by the Committees appointed to study this subject. The proposal, preceded by a summary report which will describe and document the information and reasons for the particular nature of the proposal, will be presented at a joint meeting of the students and faculty tomorrow, December 11, at ~~11:00~~^{10:00} A.M. in Roemer Auditorium. At that time, the three chairmen of the student and faculty committees will be on stage as a panel to answer questions after the reading of the summary report and the proposal.

Since the content of the proposal will be printed in the Bark today so that they may understand and be well-informed for the meeting, I am providing you with the final version in mimeographed form for your perusal and use in the faculty meeting which will follow the town meeting. I hope, however, that you will wait until you have heard the summary report before raising points of discussion.

Howard A. Barnett
Chairman of the Faculty Committee

LINDENWOOD COLLEGE
ST. CHARLES, MISSOURI

A PROPOSAL FOR THE ESTABLISHMENT OF A COORDINATE COLLEGE

The Faculty and Student Committees on Men at Lindenwood, having completed their study and deliberation in general sessions on December 6 and 7, 1968, recommend to the Board of Trustees of Lindenwood the following proposal:

I. Our appraisal of the future of Lindenwood College has led us to the conclusion that the carefully planned introduction of men into our academic and social community would be in our best interest. We therefore recommend the establishment of a coordinate college with its own name and legal entity and recommend the cooperation and encouragement of Lindenwood be pledged to this objective. As soon as practicable, there should be the preparation of a charter granting the appropriate powers to recruit students, to contract for instruction from the Lindenwood College faculty, and to lease housing, instructional, dining, recreational, and health facilities, and all other things necessary to the full operation of a college. In return for these services and facilities, Lindenwood College is to collect tuition and fees, relinquishing this relationship as and to the extent that the new college acquires its own faculty and facilities. It is the intent of this committee that such a college have the legal power and the kind of directorial and administrative structure to design its own academic and student-life programs, to seek its own financial support, and to determine its own future as an institution cooperating with, but distinct from, Lindenwood College as the parent institution.

II. The student life-program of the new college should be developed in such a way that the integrity of the Lindenwood student government and social program be maintained. To this end, these recommendations are submitted:

1. Student Government: There should be two separate student governments--possibly meeting alternate weeks. Each should have its own leaders, and the two executive councils should hold joint meetings.

Both colleges should accept the same academic honor system, but details of the honor system will be determined through cooperative planning.

Housing and judicial affairs which are in the realm of social honor should remain separate.

All other student council committees would be separate. This concerns mainly those committees dealing with service organizations and special projects.

The Social Councils will have joint co-chairmen and will meet jointly and periodically as needed. The Student Curriculum Committee will be a joint committee under the leadership of co-chairmen.

2. Publications: Because of economic factors and the limited number of students with the qualifications and experience to work on the school newspaper and yearbook, the men and women should work together on a newspaper until and unless it seems practical and advantageous to have separate ones.

It would be important to have a publications board composed of faculty members and an equal number of male and female students to assure that qualified women have an equal chance for appointments to the top editorial positions.

3. Drama, Dance, and Music: Since these are areas where there is a great need for men, separateness in any degree is unlikely. There may be, however, something like separate glee clubs.

4. Organizations: Departmental organizations such as the Psychology Club, Philosophy Club, Triangle Club, will probably not be separate since the students will have the same classes and instructors. All organizations, however, will have the right to make this decision for themselves.

We sincerely hope that no Greek social or secret social club system be allowed to develop at the new men's college, because we believe this would create an undesirable atmosphere for a small campus.

5. Residence: A dean for the men's college should be employed no later than the first full year of the existence of the new college in order that men's residence regulations may have their own organizational context. Small residential units (40-50 students in each) are preferred.

The men's college should have the character of a residential college in the same sense that Lindenwood has always had.

III. The use of dormitories and of instructional and other facilities will necessarily be related to the needs which develop as the new college grows. The following recommendations are guidelines for their use:

1. During the first stage in the development of the new college and the period during which Lindenwood College has surplus dormitory space and instructional facilities, we recommend the use of existing buildings with no additional construction except as indicated below.

2. We recommend immediate steps be taken to provide adequate staff and facilities for the 1969-70 academic year in such areas as health services, physical education and athletics, and food service as they are related to increased enrollment of men.

3. We recommend that long-range planning for needed additional facilities for both colleges be undertaken at the earliest possible time, with consideration of the feasibility for the development of housing for married students.

IV. The academic program of the new college is in the beginning identical with that of Lindenwood, since the Lindenwood faculty and instructional facilities are the basis for its accreditation. These recommendations concern the ways in which the Lindenwood program be used and revised:

1. We recommend the retention of the 4-1-4 calendar and the basic Lindenwood program as it has evolved in the past two years.

2. We recommend using the present Lindenwood faculty with supplementation as new programs are introduced and as enrollment changes.

3. We recommend a reexamination of the curriculum in the light of the opportunities presented by the new college and urge the development of distinctive programs for both colleges. We call attention to the supporting data and attitudes developed by the faculty and student committees and request consideration of them.

4. We ask for flexibility in the matter of determining whether certain classes are to be sexually segregated or integrated.

5. We recommend an early study of the role of inter-collegiate athletics in the total program of the two colleges, both in the impact on the character of student life and in the relation to the academic curriculum.

V. The Admissions Program of the college is inevitably expanded by the establishment of a men's college and is the key to the success of Lindenwood's venture into coordinate education and to its own development. In view of this fact, we submit the following recommendations:

1. From the beginning, men should be admitted to all classes: freshman, sophomore, junior, and senior.

2. Special academic programs should be studied in the light of their impact on admissions.

3. There should be no reduction in admissions standards.

4. As has always been the practice at Lindenwood and in keeping with the provisions of the charter, space and scholarship money should not be taken from Lindenwood resources to the detriment of any qualified woman applicant.

5. New ways of supporting the recruiting program should be developed to give the men's college an advantageous start.

6. The prospect of building housing for married students should be considered as a means of promoting the new college and bringing diversity to the campus life.

VI. The program of implementation is the means by which the intentions of these committees are carried out and by which the faculty and students of Lindenwood College continue actively their involvement in influencing and promoting the development of the new college and protecting and extending the effectiveness of the parent college.

1. In the planning of the new college, the role of Lindenwood students and faculty as full participants should be ascertained by the appointment of a student-faculty committee.

2. The committees of students and faculty making these recommendations hereby offer their services to the administration of Lindenwood College as the initial implementation committee.

3. Activities in which a student-faculty implementation committee might engage include: long-term projections, stage by stage development, recruiting programs, funding assistance, and development of academic and social programs.

Respectfully submitted,

Victoria Lowe, Women-Student Chairman
Joseph McWhorter, Men-Student Chairman
Howard A. Barnett, Faculty Chairman

December 11, 1968

Lindenwood College
St. Charles, Missouri

Lindenwood College
St. Charles, Missouri

Minutes of Special Faculty Meeting on the Proposed Constitution and Bylaws
December 4, 1968

A special two-hour meeting of the Faculty was held in Young Lounge on Wednesday, December 4, 1968, at 10 a.m., with Dean Quehl presiding, to continue the discussion of the Proposed Constitution and Bylaws.

Mr. Thomas moved that Item A - 3a (3) of the Proposed Bylaws be changed from "Five appointed faculty members..." to "Two appointed faculty members and three who are elected from the faculty at large." The motion was seconded.

Mr. Barnett moved that the motion be amended so that the item reads: "Two appointed faculty members and three elected faculty members who are tenured, these to serve in staggered three-year terms. At the first meeting terms of three years, two years, and one year shall be drawn by lot." Mr. Moore moved to amend the motion so that the item would read: "Five faculty members who are tenured, three elected for staggered three-year terms, terms to be selected by lot, two appointed for three-year terms." This motion was seconded.

Mr. Barnett further amended the motion to read: "Five faculty members who are tenured, three elected for staggered three-year terms, two appointed for three-year terms. At the first election terms of three years, two years, and one year shall be drawn by lot." The motion was seconded and carried.

President Brown said that in order to be fair he should inform the Faculty that no administrative officer could recommend to the Board the document that is developing. By Faculty insistence that committee members be elected by the Faculty rather than be appointed by the President after consultation with and recommendations by the Nominations Committee, the document seems to be one that will have faculty approval but not administrative approval. In the past two years the President followed the recommendations of the Nominations Committee for committee assignments except for an addition to one committee. Miss Sibley commented that the original proposed committees had many elected members, that this proportion was changed later, and that the document that is emerging is much more like the original one.

President Brown agreed that this was exactly the case. The original document was a faculty proposal, revised after many hours of faculty-administrative consultation. He continued that it was now being changed back to a faculty proposal. He said he had no objection to proceeding with the document but wanted to make clear that he cannot now endorse it to the Board. Under this document he believes the role of the administration is being eroded.

Mr. Caine, as a relatively new member of the Faculty, asked for more clarification of the issue. President Brown replied that he could give a response to that question now or he could wait until the document is completed and then give administrative reaction. He believes we should proceed with the document and when the document is completed, he will make a response to some changes directly to the Faculty before doing so to the Board.

Several members of the Faculty indicated they believed we should proceed with the document, that the Faculty may wish to make some compromises, that we should go on with that thought in mind, and that both the Faculty and Administration make exceptions as we go along.

The question was called on the motion to approve A - 3a (3) and the item was approved as amended.

Although students are included on the Faculty-Board of Directors Liaison Committee, it was agreed that "students" should not be included in the title of the committee.

It was moved, seconded, and passed that Item A - 3a be adopted as amended.

It was moved, seconded, and carried that Item A - 3b be adopted.

Miss Sibley moved that Item A - 4a be approved. The motion was seconded and passed.

Mr. Bittner moved that A - 4b be adopted. The motion was seconded and carried.

Miss Ambler moved that "be invited to attend at least one committee meeting during each long term" be added to A - 5a (3). The motion was seconded and defeated.

Mrs. Huesemann said that, since we do not actually have an opinion in regard to having elected or appointed members of the committees, she would like to move that A - 5a (2) be changed from "Five appointed members of the Faculty..." to "Three elected members and two appointed members of the Faculty..." The motion was seconded and carried.

Acceptance of Item A - 5a was moved, seconded, and passed.

Miss Sibley, in order to clarify A - 5a (2), moved that "advise" be changed to "make decisions." The motion was seconded. Mr. Feely suggested that "decide" be used instead of "make decisions." Miss Sibley accepted this change in wording. It was then suggested that the motion be changed and that "the Librarian" or "to the Librarian" be inserted in (2), (3), and (4) so that they would read:

- (2) To advise the Librarian on matters of general library policy.
- (3) To make recommendations to the Librarian concerning the library budget.
- (4) To make recommendations to the Librarian for the improvement of the book collection, the physical plant, and equipment.

Miss Sibley accepted this in place of her amendment, and the amendment was passed.

Acceptance of A - 5b as amended was moved, seconded, and carried.

Miss Sibley moved that, since the President and the Dean of the College are ex officio members of all committees, A - 6a (2) should be removed. The motion was seconded. Discussion ensued with questions about the difference between regular membership and ex officio membership on committees. Miss Sibley stated that committee members could be more free to serve their functions if the President and Dean were not present. The President took exception to this statement and withdrew from the meeting, so that the Faculty could discuss the subject "freely."

Dean Quehl asked for permission to step out of the chair to speak against the motion. He pointed out that, if the President and the Dean are not regular members of the committee, the committee becomes a bargaining agent as a union.

Miss Williams asked to whom does the committee make recommendations if the President and the Dean are regular members of the committee rather than ex officio members. She stated that except for item (4) under the duties of the committee, the duties are innocuous. Dean Quehl said that he did not agree with this interpretation since under (1) it was the duty of the committee to consider matters of faculty welfare not specifically assigned to other committees.

Mr. Conover asked for permission to restate something which he said some months ago and that was that this committee without the President and the Dean would be made into a kind of AAUP.

Attention was called to I B - 6 of the Proposed Constitution which, after a lengthy discussion, was revised and approved as follows:

"A faculty member on tenure who is dismissed for cause, or a faculty member not on tenure who is dismissed before the expiration of his appointment, may request consideration of his case by the Faculty Personnel Committee. If agreement is not reached at this stage, then the next procedure is to request a joint meeting of the Faculty Personnel Committee and Board of Directors Committee on Faculty and Curriculum. If formal hearings are held, procedures outlined in the 1958 AAUP Statement on Procedural Standards and Faculty Dismissal Proceedings are to be followed, at which meeting the President and the Dean of the College will have no vote and the Chairman of the Board Committee shall preside."

Mr. Warheit stated that, as it is now set up, it seemed to him that there would be no avenue of redress for a faculty member who does not want to go through AAUP, and that he believed that the function of review should not remain with this committee as such. Mr. Feely agreed with this point and said he felt there should be a sort of jury system to serve for review cases.

It was suggested that item (4) which reads "To serve as review board in possible academic freedom cases, in which case only full-time teaching personnel will participate in the board's decision or recommendation" be removed as a function of this committee and that another system which would be fairer be devised.

Mr. Barnett moved that Miss Sibley's motion be tabled. The motion was seconded and passed.

Mrs. Huesemann moved that a special two-hour meeting to continue discussion of the Proposed Constitution and Bylaws be held January 8, from 10 a.m. to 12 noon. The motion was seconded. It was the feeling that, since some of the members of the Faculty would be off campus during January, a meeting should not be held at that time. The motion was defeated.

Miss Purnell moved that we discontinue further discussion of the Proposed Constitution and Bylaws until February 5 at 10 a.m. The motion was seconded and passed.

The meeting was adjourned.

Emma Purnell
Secretary to the Faculty

3. Faculty-Board of Directors Liaison Committee

a. Membership:

- (1) The President and Dean of the College (ex officio).
- (2) Five members selected by the Board of Directors.
- (3) Five faculty members who are tenured, three elected for staggered three-year terms, two appointed for three-year terms. At the first election terms of three years, two years, and one year shall be drawn by lot.
- (4) Five student members invited to attend meetings, one of whom shall be the President of the Student Body; one-year terms.

b. Duties:

- (1) To meet at least once a year, in February, for the purpose of exchanging ideas between members of the Board, Faculty, and Student Body.
- (2) When a President or a Dean is to be appointed, the committee shall be consulted in the initial stages in the process of discovering and interviewing candidates. The committee shall recommend names of persons believed by one or more faculty members to be suitable candidates, shall make known faculty opinions concerning the standards by which the candidates should be judged, and will be available for consultation until the appointment is made.

4. Educational Policies Committee

a. Membership:

- (1) The Divisional Chairmen, the President, and the Dean of the College as Chairman.
- (2) Six faculty members shall be elected at the April faculty meeting for staggered two-year terms. Nominations shall be in the first instance for two groups; one group shall serve one year, and the other group shall serve two years.
- (3) Four of the elected faculty members shall be on tenure, and all elected faculty members shall have been at Lindenwood for two or more years.
- (4) No more than two of the elected faculty members shall serve from the same academic division.

b. Duties:

- (1) To represent the Faculty in the interim between meetings of the Faculty.
- (2) To serve in an advisory capacity to the President and Dean of the College.
- (3) To initiate or consider proposed changes in the educational program and make recommendations to the Faculty regarding such changes.

- (4) To meet with the Academic Vice-President of the Student Body and the members of the Student Curriculum Committee at least once every long term.

5. Library Committee

a. Membership:

- (1) The Librarian and one other member of the library staff, to be selected by the Dean of the College in consultation with the Librarian; both to serve as ex officio members.
- (2) Three elected members and two appointed members of the Faculty, equitably distributed as to departments, to serve for staggered two-year terms.
- (3) Two student members appointed by the President, for a one-year term.

b. Duties:

- (1) To serve as a coordinating link between the Faculty, the students, and the Librarian.
- (2) To advise the Librarian on matters of general library policy.
- (3) To make recommendations to the Librarian concerning the library budget.
- (4) To make recommendations to the Librarian for the improvement of the book collection, the physical plant, and equipment.

Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
December 11, 1968

The regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of Young Science Center at 9 a.m., December 11, 1968. In the absence of President Brown, Dean Quehl presided, and Mr. Conover gave the invocation.

I. The minutes of the meeting of November 13, 1968, which had been distributed prior to the meeting, were approved.

II. OLD BUSINESS

A. Mr. Eddowes gave a progress report of the January Term Study Committee and moved that the Faculty approve the following:

1. That the current January Term Study Committee be authorized to assist with the planning and requirements for the 1970 January Term in addition to its role as a study committee.
2. That the Faculty begin to think about course offerings, activities, and programs for the 1970 January Term and that these ideas be processed through Department Chairmen or Division Chairmen and transmitted to the committee.
3. That opinions of students be solicited in regard to offerings they would like for the 1970 January Term.

The motion was seconded and passed.

B. Mrs. McClanahan reported on the progress of the Honor System Study Committees. The committee will have a report the first part of February in regard to the type of social honor system which will best fit the needs of Lindenwood students. In regard to the academic honor system, Mrs. McClanahan reported that the committee feels that a questionnaire should be submitted to students, and that this should be done in February since many will be off campus during January. Mrs. McClanahan moved that the Honor System Study Committees be granted an extension until March 1, 1969, for completion of their work. The motion was seconded and approved.

III. NEW BUSINESS

- A. Mr. Bornmann reported that the Educational Policies Committee recommends that English 246, Modern Black Literature, be offered in the 1969 Spring Term in place of English 325, Modern Drama. The motion was seconded and passed.
- B. Mr. Bornmann, continuing to report for the Educational Policies Committee, stated that a request had been received from the Student Curriculum Committee that a subcommittee of the Faculty join with the Student Curriculum Committee in exploring the topic "Student Evaluation of Teaching on the Lindenwood Campus." The Educational Policies Committee took no action on this and passed it to the Faculty for action. Mr. Bornmann stepped down from the chair, and as a member of the Faculty, he moved that a committee of three interested faculty members be appointed to meet with the Student Curriculum Committee for the purpose of cooperating in the proposed evaluation of teaching. The motion was seconded. Mr. Bornmann amended his motion to include "...appointed by the Dean..." Mrs. Carpenter further amended the motion to "...three elected Faculty members, one from each division..." The amendment was seconded and passed.

Mr. Caine moved that the meeting adjourn to join students in a convocation and that it reconvene at 11 a.m. The motion was seconded and passed.

After the convocation, at which the Faculty-Student Committees on Men at Lindenwood made its report and recommendations and the students passed a motion that they endorse the recommendations made by the committee, the meeting of the Faculty reconvened at 11 a.m.

Mr. Bornmann's motion, as amended - "That a committee of three elected Faculty members, one from each division, meet with the Student Curriculum Committee for the purpose of cooperating in the proposed evaluation of teaching" - was passed. Dean Quehl asked that each division select representatives to this committee at their next meetings. He also asked that if a person has a special interest in serving on this committee to make the fact known to the divisional chairman.

- C. Mr. Bornmann also reported that EPC recommends that department chairmen, the President, Dean, and the Registrar meet in January to (1) review questions of teaching loads, (2) review the four-year sequences of courses recently submitted, (3) review the 12-course limit in certain areas of concentration, and (4) review scheduling philosophy and practice. The date of January 22 was suggested for this meeting. Since two of the department chairmen will be off-campus during part of January, the date of the meeting was changed to January 8.

IV. SPECIAL ORDER OF BUSINESS

Mr. Barnett said he would be happy to answer any questions in connection with the report of the Faculty-Student Committees on Men at Lindenwood which was made at the convocation with the students earlier in the morning. Copy of the report is attached.

Mrs. Carpenter moved that the Faculty express its sincerest heartfelt admiration of and appreciation for the quality of the research study, recommendations, and proposals offered by the women students, men students, and faculty committee on "Men at Lindenwood." The motion was seconded and approved.

Mrs. Wilhour moved that the Faculty endorse the proposal for the establishment of a coordinate men's college. The motion was seconded and passed unanimously.

V. ANNOUNCEMENTS

- A. Dean Quehl announced that the Faculty and spouses are invited to join the students for the annual Christmas dinner in the college dining room December 12, 1968.
- B. Mr. Caine announced that the gymnasium would be open Friday evening for the use of members of the faculty and staff and their families.
- C. Mrs. Ebest announced that notices of Faculty Club dues would be sent in the next day or two.
- D. Miss Beale reminded members of the faculty that grades are due in the Registrar's Office by 5 p.m., December 19.

The meeting was adjourned.

Emma Purnell
Secretary to the Faculty

Lindenwood College
St. Charles, Missouri

January 7, 1969
Office of the Dean

TO: Members of the Faculty
FROM: Gary H. Quehl
RE: Scheduled Faculty Meeting

The regular faculty meeting for January will be held in Young Lounge, Wednesday, January 15, 1969, beginning at 9 a.m. (Coffee at 8:30)

If you wish to place an item on the agenda or an announcement, please describe it briefly below and submit it to my office no later than Thursday afternoon, January 9.

NEW BUSINESS:

SPECIAL ANNOUNCEMENTS:

GHQ: fp

Lindenwood College
St. Charles, Missouri.

Office of the Dean

January 9, 1969

TO: All Faculty Members
FROM: Gary H. Quehl
RE: Faculty meeting, Wednesday, January 15.

Due to the fact that the Educational Policies Committee has no legislation to recommend to the faculty, and since no other business has been suggested as needing immediate attention, there is perhaps little reason to hold the faculty meeting scheduled for next Wednesday, January 15. Given our rather heavy loads during the January Term, we all probably look with some relief upon this decision.

GHQ:fp

January 10, 1969

To: Students and Faculty

From: President John Anthony Brown

Subject: A Coordinate College

The report of the Student-Faculty Committees presented at the convocation on December 11, 1968, and endorsed by both groups thereafter, was presented to the Board of Directors of Lindenwood College this week with the enthusiastic endorsement of the administration of the college.

The general approach to our future which the report presents was approved unanimously by the Board. Action implementing the report was authorized and the legal steps to incorporate a new college, with its own Board of Trustees have been set in motion. A Board of Trustees is being developed, the relationship of the Lindenwood Colleges is being studied, and appropriate announcements and publications should be ready for the general public by the early days of February.

I would like to take this opportunity to officially commend the students and faculty who worked on the committees, those who wrote careful statements last spring, and those who entered into our discussions and debates.

We enter, soon, a new and broader world of higher education. We have chosen, by our decision, to carefully develop the Lindenwood Colleges so that Lindenwood College for Women will continue to be a place at which we concern ourselves with the special problems, needs, and roles of women. We have chosen a form of growth that will make it possible to preserve our traditions, to continue our emphasis on the humanities, to devote our resources and best efforts, in the future as in the past, to the best possible educational programs for young women.

And we have, with realism, recognized that this goal will be enhanced if we have a planned program of coordination with a second college which will bring young men into the Lindenwood community. We look forward to the growth of the Lindenwood Colleges in the years ahead and are pleased that you can be a participant in Lindenwood's future.

We will have a special convocation on January 29th at which the plans for the second of the Lindenwood Colleges will be presented.

Lindenwood College
St. Charles, Missouri

Miss Amble

TO: Members of the Faculty
FROM: The Office of the Dean

January 17, 1969

Attached you find the Dean's List for the Fall Term, 1968-69
academic year. Please insert it in your faculty manual under Memoranda.

Miss Amble

Lindenwood College
St. Charles, Missouri

AGENDA
for

Special Meeting of the Lindenwood College Faculty
Young Science Hall Lounge, February 5 - 9:00 a.m.

I. SPECIAL ORDER OF BUSINESS

The Educational Policies Committee has met to discuss the nature of college-wide requirements for students of Lindenwood College II. Because we wish to enroll a particular kind of male student next academic year, it is imperative that we make decisions that will affect the quality of education and experience that will be found in Lindenwood College II. That it is urgent for us to carefully decide upon such matters is obvious; mailing pieces and brochures are vitally needed if the Admissions Office is to accomplish the stated goals of the faculty.

After careful deliberation, the Educational Policies Committee recommends the following general policies to the faculty with respect to college-wide requirements for Lindenwood College II:

- A. The Physical Education requirement for male students will be suspended until 1972. A program of recreational activities will be planned for male students in the interim.
- B. The Lindenwood Common Course will be required for all freshmen and sophomore students of Lindenwood II. Juniors and seniors who wish to take the course may do so.
- C. Lindenwood College II students will not be required to take the Senior Synthesis.
- D. Lindenwood College II will adopt the academic policies of Lindenwood College for Women until such time as the faculty of Lindenwood College for Women no longer is responsible for the awarding of degrees to students of Lindenwood College II.
- E. Lindenwood College II students may have the option, with permission of the chairman of the major department and the Dean of Lindenwood College for Women, of a language or mathematics requirement.

This option shall be effective throughout the 1969-70 and 1970-71 academic years, with faculty review at the end of the 1970-71 academic year.

If the motion is approved by the faculty, the precise nature of the mathematics requirement, presented by the Mathematics Department, will be reviewed by the Educational Policies Committee and presented for faculty approval.

II. CALLED ORDER OF BUSINESS

Continuation of the first reading of the proposed Constitution and Bylaws

LINDENWOOD COLLEGE

TO ALL FACULTY MEMBERS

February 6, 1969

In accordance with the request attached, a meeting of the faculty of Lindenwood College is hereby called for Friday, February 7, at 12 noon, Young Hall.

John Anthony Brown
John Anthony Brown
President

JAB:PJ

Enc.

LINDENWOOD COLLEGE

February 6, 1969

A REQUEST FOR AN EMERGENCY AND SPECIAL MEETING OF THE FACULTY:

It is clear to the faculty members making this request that the EPC proposals presented to the faculty on Wednesday morning raised points of discussion which diverted us from the crucial issue and the true reason for our meeting: that is, how the new college is to make its start. So much depends upon the success of this venture that we must meet again and suspend the rules on the time required for announcing a meeting in order to solve the problems which face us in launching Lindenwood II. We, therefore, ask that the President convene the faculty at 12:00 noon on Friday, February 7, for a one hour session in Young Auditorium. (We are informed that a luncheon can be served.)

The true subject of the last meeting was not the validity of the Common, the Synthesis, and the foreign language requirement but rather the kind of separateness which Lindenwood II must have if it is to acquire an identity of its own and to develop a program which will attract men in sufficient numbers to give it an adequate academic, social, and financial base.

We propose two courses of action for the meeting. One concerns an immediate decision on the degree programs, and the other concerns a governing committee to take other actions needed to develop the college. In our opinion, based on some of the discussion at the last meeting, Lindenwood II should be authorized to grant the B.S. degree in addition to the B.A. degree. We see this authorization as one of the directions in which the new college should go in its development of a separate program and consider the importance of a foreign language to the B.A. degree as unchallenged by this action. We are also aware that there are additional areas in which Lindenwood II should be able to accommodate itself to the particular needs of the young men it will attract, and therefore believe that the Lindenwood faculty should establish a committee to serve with an administrative officer to be appointed as the Educational Policies Committee for the men's college.

The facts which support the concept of different options and hence a separate program for men include: (1) the admissions office reports that some 1/3 to 1/2 of the potential male applicants are lost to us in this initial stage unless we have the foreign language option; (2) the competition is such that we need every qualified student we can get to achieve the enrollment of sixty men which is absolutely essential for the new college to get its start and to give the Lindenwood Colleges together a freshman enrollment which is economically and socially viable; (3) the attitudes of the press and the listing agencies for colleges require that the new college's separateness be clear. The urgency of all of this is summed up in the fact that Lindenwood, in itself and in this venture into coordinate education, is threatened by the financial, social, and academic weakness which would ensue if an adequate enrollment cannot be achieved.

The new college needs direction and a certain amount of autonomy. We believe the faculty should authorize the B.A. and the B.S. degrees for Lindenwood II as a start toward a distinct program and that it should delegate authority to make further changes, reserving the right to prescribe limits and to review the decisions of the governing committee. We sincerely hope that the faculty will consider the actions of the last meeting in this new light and provide the means by which the planning for the new college and the recruiting of students may proceed.

Howard A. Barnett
Jim Tammen
C. Eugene Conover

John B. Moore
Stanley Cairne
Harry Shindren
Ariff S. Bittner
John A. Bommann
J. J. Warkent
B. J. D. Warkent
James H. Feely

AGENDA
for

Faculty Meeting of Lindenwood College

Young Science Center, Memorial Lounge, 9 a.m., February 12

(Coffee 8:30)

Invocation

Mr. Conover

I. SPECIAL ORDER OF BUSINESS (From 9:00 - 11:00 a.m.)

Continued first reading of proposed Constitution and Bylaws

II. READING OF THE MINUTES

Meeting of December 11, 1968

III. OLD BUSINESS

IV. NEW BUSINESS

A. Nominations from Nominating Committee for Educational Policies Committee of Lindenwood II

Mr. Barnett

B. The Educational Policies Committee recommends adoption of the proposed Faculty Research and Enrichment Plan (See attachment # 1)

Mr. Moore

C. The Educational Policies Committee recommends adoption of three, three-hour courses offered free to Lindenwood students by the McDonnell Planetarium:

1. Measurements in Astronomy
2. II General Astronomy
3. II Introduction to Astronomy

D. The Educational Policies Committee recommends adoption of recommendations from Dean Lichliter regarding the College Level Examination Program (CLEP):

1. That a maximum of 4 courses may be earned through ^{the general exam of} CLEP. This credit is applicable to the Continuing Education Program, the adult student 25 years or older:

Mathematics 1 course
Natural Sciences 1 course
Social Sciences-History 1 course
Humanities 1 course

2. The score on each individual test must equal or exceed the 50th percentile on the national college sophomore norm (which is a scaled score of approximately 500) in order for the student to receive course credit for that particular test.

3. That these scores be applied to total hours and be designated on the transcript in the following manner: Proficiency by CLEP.
 4. That the English test not be used, since we no longer have a freshman English composition course.
 5. That the above proposals, as ultimately passed, become effective Spring Term, 1969.
- E. The Educational Policies Committee recommends adoption of the following policies regarding maximum course load:
1. That the maximum number of courses which a student may carry without overload is four in each of the long terms and one in January.
 2. That certain courses carrying fractional credit and serving to supplement the academic program may be submitted to the EPC and faculty for acceptance as courses which may be taken as overload without the Dean's approval. (Among these might be such courses as music ensemble, literary editing - Communication Arts, physical education, and courses in the Secretarial Institute.)
 3. That only one of the approved fractional courses can be added to the normal course load for any term, without the Dean's approval, at the choice of the student and the discretion of the student's faculty adviser. Other courses taken as overload will require the recommendation of the faculty adviser and the approval of the Dean of the College.
 4. That the above three proposals, as ultimately passed, become effective Fall Term, 1969, for all full-time students.

V. ANNOUNCEMENTS

- A. Membership of the Committee to Study the Evaluation of Teaching has been determined. Elected from the three divisions to represent the faculty are Mrs. Welch, Mr. Eddowes, and Mr. Wehmer. Student membership includes Patty Uren, Margaret Daley, and Mary Kay Bordner.
- B. A sub-committee from the Educational Policies Committee has been appointed, including membership outside the committee, to conduct a thorough study of our Independent Study Program. Such a study will at least include a review of purposes, procedures, programs, and quality of individual study projects during the last two years. Faculty load as it relates to this problem will also be studied.
- C. Other announcements.

FACULTY RESEARCH AND ENRICHMENT PLAN

PURPOSE: The Faculty Research and Enrichment Plan is designed to provide faculty members with time away from the classroom, during which they may refresh their scholarly life and develop ways of improving their teaching in order that they may be more effective and find more satisfaction in the classroom.

NATURE OF THE PLAN: During any given year, a faculty member may apply for a reduction in teaching load for the following academic year. Normally, eligible projects that are awarded will reduce a faculty member's teaching load by one course in one of the terms. However, in a given academic year, a faculty member may receive two or more awards if the project warrants it.

ELIGIBILITY: All full-time faculty members of Lindenwood College are eligible to participate in the Faculty Research and Enrichment Plan.

It is understood that the course(s) normally taught by the awardee will either be rescheduled in ways that will not seriously disrupt the logic of departmental offerings or will be taught by another member of the department.

Application and a written Proposal may be submitted for the following activities:

1. Scholarly research
2. A writing project, including writing for doctoral dissertation
3. The construction of a curricular innovation or the re-working of a course in the interest of teaching improvement
4. The development of a personal education program
5. In a limited number of cases, reduction in load due to unusually excessive administrative duties

APPLICATION PROCEDURES: The following procedures will ensure efficient and equitable processing of all Applications and Project Proposals:

1. An Application Form may be secured from the Office of the Dean of the College at any time during the year.
2. In addition to completing the brief Application Form, a Proposal must be written which thoroughly describes the nature of the project.
3. The Application and Project Proposal must be approved by the Department Chairman and Divisional Chairman before submission by the faculty member to the Dean of the College.
4. The Application and Project Proposal must be received for consideration by the Dean of the College no later than March 31, prior to the year in which the award is requested.
5. The President of the College will announce awards no later than April 30, prior to the year in which the awards are requested.
6. Applications will be received March 31, 1969.

Lindenwood College

St. Charles, Missouri

Office of the Dean of the College

February 10, 1969

TO: Members of the Faculty

FROM: Gary H. Quehl

There will be a meeting of the faculty Wednesday, February 12, beginning at 9 o'clock. The first two hours will be given to the continued first reading of the Bylaws. From 11 to 12 o'clock, we shall reconvene in formal business session.

I am sorry that it will be impossible to send you an agenda for this meeting today. However, an agenda should follow tomorrow.

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Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
February 12, 1969

A meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of Young Science Center, at 9 a.m., February 12, 1969, with the first two hours of the meeting being devoted to a special order of business (continued first reading of the proposed Constitution and Bylaws) and the last hour being devoted to regular business. Dean Quehl presided, in the absence of President Brown, and Mr. Conover gave the invocation.

I. SPECIAL ORDER OF BUSINESS

Dean Quehl called attention to the fact that a motion made by Miss Sibley at the meeting on December 4 had been tabled. Miss Sibley then moved that since the President and Dean are ex officio members of all committees, A - 6a (2) should be deleted. The motion was seconded and carried.

Mr. Moore moved that Item A - 6b (1) be deleted as a duty of the Faculty Personnel Committee and that function be delegated in Item 6, on page 4 of the revised Constitution, with a statement that will be forthcoming. The motion was seconded and approved.

Miss Sibley moved that the name of the Faculty Personnel Committee be changed to Faculty Welfare Committee. The motion was seconded and defeated.

Mr. Feely moved that A - 6b (1), which was deleted, be added as (3) under A - 6b. The motion was seconded and passed.

Mr. Bornmann moved that A - 6 be accepted as amended. The motion was seconded and carried.

Mr. Feely moved that A - 7a (1) be amended to read "Two appointed faculty members and one elected member from each academic division to serve for staggered two-year terms." The motion was seconded and passed.

Mrs. Huesemann moved that the statement "At the first election, terms of two years and one year be drawn by lot" be added. The motion was seconded.

Mr. Feely changed his motion from "staggered two-year terms" to "staggered three-year terms."

Mrs. Huesemann amended her motion to "terms of three years, two years, and one year shall be drawn by lot." The motion was seconded and carried.

A motion was made and seconded to accept A - 7b as proposed. The motion passed.

Mr. Bittner moved to change A - 8a to "One appointed and two elected faculty members on tenure to serve for staggered three-year terms." The motion was seconded and passed.

Mrs. Huesemann moved that "At the first election terms of three years, two years, and one year shall be drawn by lot" be added. The motion was seconded and approved.

A motion was made and seconded to accept A - 8b as proposed. The motion carried.

Mr. Feely moved that A - 9a (1) be changed to read "Two appointed faculty members and one elected member from each academic division to serve for staggered three-year terms. At the first election terms of three years, two years, and one year shall be drawn by lot." The motion was seconded and passed

Miss Lichliter moved that the membership of the Committee on Off-Campus Study (Item A - 9a) include three appointed student members to serve one term. Miss Lichliter then changed the number of appointed student members to five. The motion was seconded and passed.

Mr. Galvez moved to accept A - 9b as proposed. The motion was seconded and carried.

Mr. Feely made a motion to add to A - 10a (1) the Dean of Continuing Education and Career Planning as a member of the Council on Teacher Education. The motion was seconded and passed.

Mr. Hendren moved that A - 10a (2) be amended to "Appointed staff members of college departments which are involved with teacher education. One member from each department is to be appointed by the chairman of such departments." The motion was seconded and carried.

Mrs. Wilhour, speaking for Mr. DeWulf, who was absent, moved that (3) be added under A - 10a to include public school personnel, recommended by the Department of Education, as consulting members with voice but no vote on the Council on Teacher Education. The motion was seconded. After discussion Mrs. Wilhour moved that the motion be tabled until Mr. DeWulf and the Council on Teacher Education could be consulted. The motion was seconded and passed.

Mr. Galvez moved that A - 10b be accepted as proposed. The motion was seconded and approved.

Mr. Feely moved that A - 11a (1) be changed to "Two appointed faculty members and one elected member from each academic division to serve for staggered three-year terms. At the first election, terms of three years, two years, and one year shall be drawn by lot." The motion was seconded and passed.

A motion was made, seconded, and passed to accept A - 11a as amended.

Mr. Moore moved that A - 11b be accepted as proposed. The motion was seconded and carried.

A motion was made, seconded, and passed that Item B be passed as proposed. The motion was seconded and passed.

Miss Ambler moved that a special meeting be held the first Wednesday in March (March 5) to take care of items in the proposed Constitution and Bylaws that have not been resolved, as well as recommendations on Lindenwood College II. The motion was seconded and passed.

Mr. Moore moved that the meeting convene at 9 a.m. The motion was seconded and carried.

Miss Purnell moved that the meeting adjourn by 12 noon. The motion was seconded and passed.

A motion was made, seconded, and accepted to adjourn the special meeting and to convene the regular meeting of the faculty.

- II. Mr. Barnett moved that the minutes of the meeting of December 11, 1968, be approved as distributed. The motion was seconded and passed.
- III. Dean Quehl read a note of thanks from Miss McClear, and Miss Purnell read a note of thanks from Mrs. Barnett.

IV. NEW BUSINESS

- A. Mr. Barnett presented the slate from the Nominating Committee for the Educational Policies Committee of Lindenwood II as follows:

From the Humanities Division - Martha May Boyer

From the Natural Science Division - Jeanne Huesemann
 Teresa Welch

From the Social Science Division - Edward Eddowes

Mr. Moore moved that nominations cease and that those nominated be elected by acclamation. The motion was seconded and passed.

The President will make three appointments to this committee in addition to those elected.

Upon being questioned about the chairmanship of this committee, Mr. Barnett stated that an administrative officer of Lindenwood II is to be designated by the President and that person would be the acting chairman of this committee.

- B. Mr. Moore moved acceptance of the Faculty Research and Enrichment Plan. The motion was seconded. Mr. Kanak moved that Item 2 under Eligibility be amended to include "or compositional project in art or music." The motion was seconded. Mr. Barnett moved that the item be amended to "A writing project or compositional project in fine arts or music, including writing for terminal degrees." The motion was seconded and passed.

Mr. Wier moved that "Receipt of a grant will not affect rank or remuneration of the faculty member" be added at the end of the paragraph on Nature of the Plan. The motion was seconded and passed.

A motion was made, seconded, and passed to accept the Faculty Research And Enrichment Plan as amended. (Attachment #2)

- C. Mr. Moore moved that the faculty accept the recommendation of the Educational Policies Committee to adopt the following three-hour courses offered free to Lindenwood students by the McDonnell Planetarium:

1. Measurements in Astronomy
2. II General Astronomy
3. II Introduction to Astronomy

The motion was seconded and carried.

- D. Mr. Moore moved that the faculty accept the recommendation of the Educational Policies Committee to adopt the suggestions from Dean Lichliter regarding the College Level Examination Program (CLEP):

1. That a maximum of 4 courses may be earned through CLEP. This credit is applicable to the Continuing Education Program (the adult student 25 years or older):

| | |
|-------------------------|----------|
| Mathematics | 1 course |
| Natural Sciences | 1 course |
| Social Sciences-History | 1 course |
| Humanities | 1 course |

2. That the score of each individual test must equal or exceed the 50th percentile on the national college sophomore norm (which is a scaled score of approximately 500) in order for the student to receive course credit for that particular test.
3. That these scores be applied to total hours and be designated on the transcript in the following manner: Proficiency by CLEP.
4. That the English test not be used, since we no longer have a freshman English composition course.
5. That the above proposals, as ultimately passed, become effective Spring Term, 1969.

Miss Lichliter moved that Item 1 be amended to "That a maximum of 4 courses may be earned through the general examinations of CLEP. This credit is applicable to the Continuing Education Program (the adult student 25 years or older)..." The amendment was seconded and passed.

The motion as amended was passed.

E. Mr. Moore moved acceptance of the recommendation of the Educational Policies Committee to adopt the following policies regarding maximum course load:

1. That the maximum number of courses which a student may carry without overload is four in each of the long terms and one in January.
2. That certain courses carrying fractional credit and serving to supplement the academic program may be submitted to the EPC and faculty for acceptance as courses which may be taken as overload without the Dean's approval. (Among these might be such courses as music ensemble, literary editing - Communication Arts, physical education, and courses in the Secretarial Institute.)
3. That only one of the approved fractional courses can be added to the normal course load for any term, without the Dean's approval, at the choice of the student and the discretion of the student's faculty adviser. Other courses taken as overload will require the recommendation of the faculty adviser and the approval of the Dean of the College.
4. That the above three proposals, as ultimately passed, become effective Fall Term, 1969, for all full-time students.

Mr. Barnett moved that Item 2 be amended to "Certain courses carrying fractional credit may be taken in addition to the four without the Dean's approval." The motion was seconded.

After discussion, Mr. Conover moved to table the motion. This motion was seconded and passed.

- V. Although there was not time to make the announcements listed on the agenda, attention should be called to the following.
- A. Membership of the Committee to Study the Evaluation of Teaching has been determined. Elected from the three divisions to represent the faculty are Mrs. Welch, Mr. Eddowes, and Mr. Wehmer. Student membership includes Patty Uren, Margaret Daley, and Mary Kay Bordner.
 - B. A subcommittee from the Educational Policies Committee has been appointed, including membership outside the committee, to conduct a thorough study of our Independent Study Program. Such a study will at least include a review of purposes, procedures, programs, and quality of individual study projects during the last two years. Faculty load as it relates to this problem will also be studied.

The meeting was adjourned.

Emma Purnell
Secretary to the Faculty

6. Faculty Personnel Committee

a. Membership:

- (1) Five elected members of the faculty to serve for staggered two-year terms, all of whom shall be on tenure. Nominations shall be in the first instance for two groups; one group shall serve one year, and the other group shall serve two years.
- (2) All full-time teaching members are elected at the April faculty meeting.

b. Duties:

- (1) To recommend policy with regard to faculty teaching loads, Sabbatical leaves, leaves of absence, and other grants.
- (2) To consider provisions for faculty work facilities, faculty research, and attendance at professional meetings.
- (3) To consider matters of faculty welfare not specifically assigned to other committees.

7. Committee on Special Academic Programs

a. Membership:

- (1) Two appointed faculty members and one elected member from each academic division to serve for staggered three-year terms. At the first election, terms of three years, two years, and one year shall be drawn by lot.

(2) Three appointed student members, to serve one-year terms.

b. Duties:

(1) To originate, supervise, and evaluate all special academic programs for the superior student and to recommend to the Dean of the College for faculty review proposed changes.

(2) To recommend to the Administration honorary degree candidates, the faculty lecturer, emeritus status, and honors involving persons other than students.

(3) To offer suggestions for programs that bring visiting lecturers and artists to the college.

(4) To plan and evaluate the program and activities of Honors Day.

8. Committee on Faculty Rules and Regulations

a. Membership:

One appointed faculty member and two elected faculty members on tenure to serve for staggered three-year terms. At the first election, terms of three years, two years, and one year shall be drawn by lot.

b. Duties:

(1) To make an annual review of the Faculty Manual and recommend necessary changes.

(2) To make certain that rules and regulations in the Manual are in accord with the Constitution and Bylaws.

(3) To propose amendments to the Constitution and Bylaws.

9. Committee on Off-Campus Study

a. Membership:

(1) Two appointed faculty members and one elected member from each academic division to serve for staggered three-year terms. At the first election, terms of three years, two years, and one year shall be drawn by lot.

(2) Five appointed student members to serve for one-year terms.

b. Duties:

(1) To stimulate, investigate, supervise, and evaluate all off-campus study programs scheduled during the fall and/or spring terms and the summer, including study abroad. Responsibility for study abroad shall be limited to Junior Year Abroad programs, semester abroad programs, and summer study abroad programs.

(2) To recommend to the Dean of the College policies, guidelines, and procedures that shall govern off-campus study as defined in (1) above.

(3) To serve as a depository and clearing house for all off-campus study opportunities included in (1) above.

10. Council on Teacher Education

a. Membership:

- (1) The staff of the Department of Education, the President, the Dean of the College, the Dean of Students, the Registrar, and the Dean of Continuing Education and Career Planning.
- (2) Appointed staff members of college departments which are involved with teacher education. One member from each department it to be appointed by the chairmen of such departments.
- ((3) Public school personnel, recommended by the Department of Education, as consulting members with voice but no vote. Secretary's note: Motion to add this item under membership was tabled until Mr. DeWulf and the Council on Teacher Education could be consulted.)

b. Duties:

To review, plan, and approve the program of teacher education.

11. Institutional Research Committee

a. Membership:

- (1) Two appointed faculty members and one elected member from each academic division to serve for staggered three-year terms. At the first election, terms of three years, two years, and one year shall be drawn by lot.
- (2) Dean of the College and Vice-President for Public Affairs.

b. Duties:

- (1) To collect and analyze data that will be helpful in long-range planning.
- (2) To devise ways of storing data in order that they can be retrieved with maximum efficiency.
- (3) To undertake a number of studies each year that will be helpful to long-range planning.

B. Amendment of the Bylaws

1. These Bylaws may be amended by:

- a. Reading and presenting a written statement of the proposed amendment at a regular meeting of the Faculty.
- b. Securing the approval by a simple majority of those present and voting at the next regular faculty meeting, and
- c. Securing the approval of the Administration of the College.

FACULTY RESEARCH AND ENRICHMENT PLAN
(Passed by Faculty February 12, 1969)

- PURPOSE:** The Faculty Research and Enrichment Plan is designed to provide faculty members with time away from the classroom, during which they may refresh their scholarly life and develop ways of improving their teaching in order that they may be more effective and find more satisfaction in the classroom.
- NATURE OF THE PLAN:** During any given year, a faculty member may apply for a reduction in teaching load for the following academic year. Normally, eligible projects that are awarded will reduce a faculty member's teaching load by one course in one of the terms. However, in a given academic year, a faculty member may receive two or more awards if the project warrants it. Receipt of a grant will not affect rank or remuneration of the faculty member.
- ELIGIBILITY:** All full-time faculty members of Lindenwood College are eligible to participate in the Faculty Research and Enrichment Plan.

It is understood that the course(s) normally taught by the awardee will either be rescheduled in ways that will not seriously disrupt the logic of departmental offerings or will be taught by another member of the department.

Application and a written Proposal may be submitted for the following activities:

1. Scholarly research
2. A writing project, or compositional project in fine arts or music, including writing for terminal degrees
3. The construction of a curricular innovation or the reworking of a course in the interest of teaching improvement
4. The development of a personal education program
5. In a limited number of cases, reduction in load due to unusually excessive administrative duties.

- APPLICATION PROCEDURES:** The following procedures will ensure efficient and equitable processing of all Applications and Project Proposals:

1. An Application Form may be secured from the Office of the Dean of the College at any time during the year.
2. In addition to completing the brief Application Form, a Proposal must be written which thoroughly describes the nature of the project.

Attachment 2

APPLICATION
PROCEDURES
(CONTINUED):

3. The Application and Project Proposal must be approved by the Department Chairman and Divisional Chairman before submission by the faculty member to the Dean of the College.
4. The Application and Project Proposal must be received for consideration by the Dean of the College no later than March 31, prior to the year in which the award is requested.
5. The President of the College will announce awards no later than April 30, prior to the year in which the awards are requested.
6. Applications will be received March 31, 1969.

Miss Ambler

Lindenwood College
St. Charles, Missouri

Minutes

Special Meeting of the Lindenwood College Faculty
March 5, 1969

A special three-hour meeting of the Faculty was held in Young Lounge on Wednesday, March 5, 1969, at 9 a.m., with President Brown presiding, to take care of items in the proposed Constitution and Bylaws that have not been resolved, as well as recommendations on Lindenwood College II. Mr. Conover gave the invocation.

Mr. Moore moved that Item 6 on page 4 of the revised Constitution be amended as follows:

"A faculty member on tenure who is dismissed for cause, or a faculty member not on tenure who is dismissed before the expiration of his appointment, may request consideration of his case by a hearing committee. This ad hoc committee shall consist of faculty members not previously connected with the case, who are elected by the faculty after being nominated by the Nominations Committee on the basis of their objectivity and competence and the regard in which they are held in the academic community. If agreement is not reached at this stage, then the next procedure is to request a joint meeting of the hearing committee and the Board of Directors Committee on Faculty and Curriculum. If formal proceedings are held, procedures outlined in the 1958 AAUP Statement on Procedural Standards and Faculty Dismissal Proceedings are to be followed, at which meeting the President and the Dean of the College will have no vote and the Chairman of the Board Committee shall preside."

The motion was seconded and passed.

Mr. Kanak moved that "of the faculty" which had been omitted in error in typing be added at the end of III A, on page 5 of the revised Constitution. The motion was seconded and carried.

Miss Williams moved that the following sentence (the last sentence in the item) be deleted from III C on page 6 of the revised Constitution. This sentence is "In case of an amendment of a motion before the Faculty that would in the judgment of the chairman constitute a substantive change in the original motion, he may, at his discretion, postpone a vote on the proposal until the next Faculty meeting." The motion was seconded and carried.

Miss Sibley moved that IV C (page 8 of the revised Constitution) be amended to "All standing committees will contain some members elected by the faculty and some appointed by the President." The motion was seconded and passed.

Miss Sibley moved that IV D (page 8 of the revised Constitution) be amended to read, "The annual election of standing committees other than the Nominating Committee shall take place at the April Faculty meeting." The motion was seconded and approved.

Mr. Bauer moved that IV F (page 8 of the revised Constitution) be approved. The motion was seconded and carried.

Although at an earlier meeting action on IV G, page 9 of the revised Constitution, was postponed until the President and the Dean of the College were present for discussion, President Brown assured the Faculty that Dean Quehl would not object to the Faculty's dealing with this issue. Miss Williams moved that the item be accepted as proposed. The motion was seconded and passed.

President Brown again assured the Faculty that Dean Quehl would want the Faculty to take action on IV I, page 9 of the revised Constitution. It was moved, seconded, and passed that this item be deleted from the proposed Constitution.

President Brown read from the November 13 minutes the discussion and action in regard to division chairmen. Mr. Feely moved that in accordance with former action of the Faculty, Item V B - 1a, page 10 of the revised Constitution, be amended to "Division chairmen are elected by the Faculty," and in 1b "reappointment" be changed to "reelection." The motion was seconded and passed.

Miss Williams moved that V B - 2a, page 10 of the proposed Constitution, be deleted. The motion was seconded and approved.

Mr. Galvez moved that the duties of the Division Chairman as listed in V B - 2, pages 10 and 11 of the revised Constitution, be accepted with the deletion of 2a. The motion was seconded and carried.

Mr. Feely moved that Item VI, page 13 of the revised Constitution, be adopted. The motion was seconded and passed.

Mr. Bauer moved that Item VII, page 13 of the revised Constitution, be approved as presented. The motion was seconded. Mr. Feely moved that VII B - 4 be amended to "contributions to the cultural life of the College and the community." The amendment was seconded and defeated. Mr. Bauer's motion to approve the item passed.

Miss Williams moved that VII A, page 13 of the revised Constitution, be amended to "Recommendations to the President and Dean of the College for the promotion of faculty members may be made by the chairman of the department and by the division chairman, or the Faculty Personnel Committee." The motion was seconded and approved.

Miss Sibley moved that in VIII A - 3, page 14 of the revised Constitution, the date of April 1 be changed to February 1. The motion was seconded and passed.

Mr. Moore moved that IX C, page 16 of the revised Constitution, read, "All changes in the retirement plan of the faculty and other fringe benefits shall be made only after approval of the Faculty." The motion was seconded and carried.

In regard to a statement which was to be added as IX D, page 16 of the revised Constitution, in regard to disability insurance, President Brown said that he could not put the matter before the Faculty at this meeting but that it is unwise for us to go on without disability insurance, and an item for this will be included in the budget for the coming year. Any change after it is included would be covered under IX C and it is, therefore, not necessary to include Item D.

In regard to A - 10a (3), page 27 of the revised Bylaws, Mr. DeWulf said that the Council on Teacher Education met last week and felt that the problem of adding public school personnel to the Council on Teacher Education could be handled for the next two years by bringing in consultants. A motion was made, seconded, and passed to delete A - 10a (3) from the revised Bylaws.

After a discussion of including Lindenwood II in this proposed Constitution, or writing a Constitution for a college that would eventually have its own faculty, Mr. Barnett stated that he believed "until such time as Lindenwood II has its own faculty, the Constitution and Bylaws of Lindenwood College shall apply for both colleges. The committees as needed for the operation of Lindenwood II shall be formed as standing committees or ad hoc committees by the Lindenwood Administration and Faculty and shall be constituted according to the models provided in the Constitution and Bylaws."

Miss Fields moved that the statement made by Mr. Barnett be added to the Bylaws. The motion was seconded and passed.

Miss Beale moved that for the first year of operation for Lindenwood II, one representative from Lindenwood II serve on each committee that carries appointed students. The motion was seconded and passed.

Now that the first reading of the Constitution and Bylaws has been completed, the Faculty, according to Miss Williams, the Parliamentarian, can now make any changes before approving the Constitution and Bylaws.

It was agreed that the Committee on the Constitution and Bylaws would now reorganize the Constitution and Bylaws in terms of style. When the retyped Constitution and Bylaws are distributed to the Faculty, the Committee will report all style changes. The Faculty will then be ready for a motion to adopt the Constitution and Bylaws. This action can be taken at the April meeting. At this time, or prior to this with the Committee, the Administration will make known any reservations they have before taking it to the Board.

Miss Fields announced the benefit performance to be held at the St. Charles Cinema to raise money which will be used to purchase a wire service.

Miss Beale asked that all January Term grades be turned in as soon as possible.

The meeting was adjourned.

Emma Purnell
Secretary to the Faculty

(Please substitute the attached pages for similarly numbered pages in the revised Constitution and Bylaws.)

5. During the probationary period a teacher has the academic freedom that all other members of the faculty have.

6. A faculty member on tenure who is dismissed for cause, or a faculty member not on tenure who is dismissed before the expiration of his appointment, may request consideration of his case by a hearing committee. This ad hoc committee shall consist of faculty members not previously connected with the case, who are elected by the faculty after being nominated by the Nominations Committee on the basis of their objectivity and competence and the regard in which they are held in the academic community. If agreement is not reached at this stage, then the next procedure is to request a joint meeting of the hearing committee and the Board of Directors Committee on Faculty and Curriculum. If formal proceedings are held, procedures outlined in the 1958 AAUP Statement on Procedural Standards and Faculty Dismissal Proceedings are to be followed, at which meeting the President and the Dean of the College will have no vote and the Chairman of the Board Committee shall preside.

7. Termination of a tenure appointment because of financial exigency should be demonstrably bona fide. Cases of proposed termination shall be brought before the Faculty Personnel Committee for discussion. If that Committee does not agree with the administrative proposal, it shall have the right to request a joint meeting with the Board Committee on Faculty and Curriculum.

II. Faculty Duties and Responsibilities

- A. The Faculty shall fulfill duties as designated in the Faculty Manual.

3. The Faculty shall have the responsibility to:

1. Determine the membership categories of the Faculty for the purposes of voting, with due regard for the principle established by the Board of Directors that the President and Vice-President and Dean of the College are by nature of their appointments voting members of the faculty.
2. Originate, as well as study, hear proposals upon, and make and approve recommendations to the Administration about the academic curriculum of the college.
3. Determine the requirements for earned degrees.
4. Recommend to the Board of Directors candidates for earned and honorary degrees.
5. Determine the nature of the system to be used in grading students in courses.
6. Make recommendations to the President and Dean of the College concerning any other matters of educational policy.
7. Approve changes in the faculty manual.

III. Faculty Organization

- A. The Faculty of Lindenwood College shall consist of all full-time members of the college staff holding the rank of Instructor, Assistant Professor, Associate Professor, or Professor. Administrative officers having faculty status are the President, the Vice-President and Dean of the College, the Dean of Students, the Dean of Continuing Education and Career Planning,

the Registrar, the Librarian, and such other librarians as the Faculty may vote to admit. The Vice-President for Public Affairs and the Business Manager shall have voice but not vote. The Faculty may vote to extend to other persons either special or standing invitations to attend Faculty meetings. Such guests of the Faculty shall have voice but not vote. Standing invitations to attend Faculty meetings shall be continuous until such time as this privilege is withdrawn by vote of the Faculty.

- B. Regular meetings of the Faculty shall be held once a month during the academic year. Special meetings may be called by the President or the Vice-President and Dean of the College. The Dean shall call a special meeting on the written request of either the Educational Policies Committee or at least ten Faculty members. The written request may state a specified time interval during which the meeting must be held.
- C. The agenda shall be distributed to each Faculty mailbox no later than the second day before each regular or, if time permits, before each special meeting of the Faculty. By a two-thirds vote of the members present and voting, the Faculty can waive the two-day requirement regarding any particular item of business. On any subject requiring a vote, a statement of the proposal to be voted on and pertinent information concerning it shall accompany the agenda.
- D. One-half of the voting Faculty membership shall constitute a quorum.

- E. Meetings and other business of the Faculty shall be conducted according to Robert's Rules of Order.
- F. Any item of business conducted in Faculty meetings to be held confidential shall be so designated by the President or the Dean of the College. Announcement of all Faculty action shall be made only by the President or the Dean of the College, or by such other persons as the President or Dean may designate.

- C. All standing committees will contain some members elected by the Faculty and some appointed by the President.
- D. The annual election of standing committees other than the Nominating Committee shall take place at the April Faculty meeting.
- E. New committee members shall commence their term of office at the beginning of the next academic year, but they may attend as observers any meetings of their committees during the period between the announcement of appointment or election results and the beginning of their services.
- F. An elected member of a committee shall not succeed himself, but he may be reelected to the same committee after a period of one year. A Faculty member shall not serve simultaneously on more than two standing committees of the Faculty either by election or appointment.

G. Unless otherwise indicated, each committee shall elect its own chairman and secretary. After new committee members have been designated and before the end of the academic year, members of the committee for the next academic year shall elect officers and report the results of the election to the Dean of the College.

H. All committees shall make at least an annual report to the Faculty in writing. At least two weeks before the close of each academic year, each committee shall submit to the Dean a written report of its activities and recommendations for future action.

V. Faculty Having Administrative Responsibility

A. The Librarian

1. Appooointment:

The Librarian shall be appointed by the President of the College.

2. Duties:

a. Shall be responsible to the Dean of the College.

b. With the advice of the Library Committee, shall be responsible for formulating such policies as will promote the fullest use of the library by students and Faculty and, in general, make the library an effective educational organization.

- c. Shall direct and supervise the work of the library and its personnel.
- d. With the advice of the Library Committee, shall be responsible for the administration of the library budget and the purchase of books, periodicals, and other materials.
- e. Shall assist the Library Committee and the Dean of the College in preparation of the budget by submitting to both an annual report on the activities and needs of the library.

B. The Division Chairman

1. Appointment:

- a. Division chairmen are elected by the Faculty.
- b. The term of office is two years, and a chairman is eligible for reelection.

2. Duties:

- a. Shall represent the points of view of the disciplines of his Division to the Administration.
- b. Shall be a member of the Educational Policies Committee.
- c. Shall coordinate the various departmental plans for curricular development within the Division.

- c. Shall direct and supervise the work of the library and its personnel.
- d. With the advice of the Library Committee, shall be responsible for the administration of the library budget and the purchase of books, periodicals, and other materials.
- e. Shall assist the Library Committee and the Dean of the College in preparation of the budget by submitting to both an annual report on the activities and needs of the library.

B. The Division Chairman

1. Appointment:

- a. Division chairmen are elected by the Faculty.
- b. The term of office is two years, and a chairman is eligible for reelection.

2. Duties:

- a. Shall represent the points of view of the disciplines of his Division to the Administration.
- b. Shall be a member of the Educational Policies Committee.
- c. Shall coordinate the various departmental plans for curricular development within the Division.

- d. Shall confer with the President, the Dean of the College, and the respective Department Chairman with reference to recruitment, appointment, and promotion of Faculty members within their academic divisions.

C. The Department Chairman

1. Appointment:

- a. Department Chairmen are appointed by the President on recommendation of the Dean of the College, after consultation with the Division Chairman and with the members of the department in the process of formulating his recommendation.
- b. The term of office is for two years, and a chairman is eligible for reappointment. Departments with two or more tenured members and three or more members with the rank of assistant professor or higher may elect to follow the principle of rotation of chairmen.

2. Duties:

- a. Shall be responsible to the Vice-President and Dean of the College.
- b. Shall be the administrative officer of his department and shall, by means of departmental meetings and personal consultation, involve his colleagues in the department in the making of decisions. He may also delegate administrative duties.

- d. Shall confer with the President, the Dean of the College, and the respective Department Chairman with reference to recruitment, appointment, and promotion of Faculty members within their academic divisions.

C. The Department Chairman

1. Appointment:

- a. Department Chairmen are appointed by the President on recommendation of the Dean of the College, after consultation with the Division Chairman and with the members of the department in the process of formulating his recommendation.
- b. The term of office is for two years, and a chairman is eligible for reappointment. Departments with two or more tenured members and three or more members with the rank of assistant professor or higher may elect to follow the principle of rotation of chairmen.

2. Duties:

- a. Shall be responsible to the Vice-President and Dean of the College.
- b. Shall be the administrative officer of his department and shall, by means of departmental meetings and personal consultation, involve his colleagues in the department in the making of decisions. He may also delegate administrative duties.

VI. Appointments

Appointment to the Faculty is made by the Board of Directors upon the recommendation of the President of the College after he has consulted with the Dean of the College, the Division Chairman, and the Chairman of the Department concerned.

VII. Promotion

A. Recommendations to the President and Dean of the College for the promotion of faculty members may be made by the chairman of the department and by the division chairman, or the Faculty Personnel Committee.

B. Four general criteria are considered in making promotions:

1. Effectiveness in teaching
2. Scholarly and creative growth
3. Contributions to one's professional group and to the functioning of the committees contained in the bylaws.
4. Contributions to the cultural, intellectual, or spiritual climate of the College and the community.

VIII. Leaves of Absence

A. Sabbatical Leave

1. A member of the Faculty is eligible for Sabbatical leave after completion of six full years of service prior to each leave.

2. Sabbatical leave shall include a whole academic year or one long term and one short term.
3. Written application for any leave for any coming college year shall be made by the eligible person by November 1 of the year preceding the leave. The application should include a statement of the purpose of the leave. The faculty member must assure the College that it is his intention to return to the College for at least one full academic year after the leave. The announcement of the granted leave shall be made by the Administration by February 1 of the next year.
4. The compensation for a Sabbatical leave shall be equal to half salary for one year or full salary for one long term and one short term. A person on Sabbatical leave shall continue to receive the college contribution to his retirement pension and his major medical insurance policy and other fringe benefits. He shall not forfeit his status in connection with salary increments.

B. Other Leaves

Full-time members of the Faculty may be granted leave with or without pay in accordance with the following provisions:

1. Leaves granted by the President for special or emergency reasons

4. Persons on leave, except those on military leave, shall continue to receive the College's contribution to the retirement pension and their major medical insurance policies. They shall not forfeit their status in connection with salary increments.

IX. Retirement

- A. A member of the Faculty shall retire from Lindenwood College on September 1 of the year nearest his 65th birthday unless, with the consent of the faculty member and upon the recommendation of the appropriate officers, the Board of Directors continues him under annual contract.
- B. A member of the Faculty or an officer of the Administration with long and distinguished service to the College may, upon retirement, be awarded emeritus status. Emeritus status is recommended by a faculty committee and, with the concurrence of the Administration, is awarded by the Board of Directors. Those eligible for consideration for emeritus status are professors, associate professors, and administrative officers having faculty status. A professor emeritus is entitled to use facilities as arranged with the Administration of the College and to participate in faculty meetings, but he is without vote.
- C. All changes in retirement plan of the Faculty and other fringe benefits shall be made only after approval of the Faculty.

- D. If a faculty member leaves the College or retires before age 65 for reasons other than disability, he shall be entitled to receive from the retirement policy retirement income in proportion to the years he has contributed to it.

10. Council on Teacher Education

a. Membership:

- (1) The staff of the Department of Education, the President, the Dean of the College, the Dean of Students, the Registrar, and the Dean of Continuing Education and Career Planning.
- (2) Appointed staff members of college departments which are involved with teacher education. One member from each department is to be appointed by the chairmen of such departments.

b. Duties:

To review, plan, and approve the program of teacher education.

11. Institutional Research Committee

a. Membership:

- (1) Two appointed faculty members and one elected member from each academic division to serve for staggered three-year terms. At the first election, terms of three years, two years, and one year shall be drawn by lot.
- (2) Dean of the College and Vice-President for Public Affairs.

b. Duties:

- (1) To collect and analyze data that will be helpful in long-range planning.
- (2) To devise ways of storing data in order that they can be retrieved with maximum efficiency.
- (3) To undertake a number of studies each year that will be helpful to long-range planning.

12. Faculty Committees of Lindenwood College II

- a. Until such time as Lindenwood College II has its own faculty, the Constitution and Bylaws of Lindenwood College shall apply for both colleges. The committees as needed for the operation of Lindenwood II shall be formed as standing committees or ad hoc committees by the Lindenwood Administration and Faculty and shall be constituted according to the models provided in the Constitution and Bylaws.
- b. For the first year of operation for Lindenwood II, one student representative from Lindenwood II will serve on each committee that carries appointed students.

B. Amendment of the Bylaws

These Bylaws may be amended by:

1. Reading and presenting a written statement of the proposed amendment at a regular meeting of the Faculty.

b. Duties:

- (1) To collect and analyze data that will be helpful in long-range planning.
- (2) To devise ways of storing data in order that they can be retrieved with maximum efficiency.
- (3) To undertake a number of studies each year that will be helpful to long-range planning.

12. Faculty Committees of Lindenwood College II

- a. Until such time as Lindenwood College II has its own faculty, the Constitution and Bylaws of Lindenwood College shall apply for both colleges. The committees as needed for the operation of Lindenwood II shall be formed as standing committees or ad hoc committees by the Lindenwood Administration and Faculty and shall be constituted according to the models provided in the Constitution and Bylaws.
- b. For the first year of operation for Lindenwood II, one student representative from Lindenwood II will serve on each committee that carries appointed students.

B. Amendment of the Bylaws

These Bylaws may be amended by:

1. Reading and presenting a written statement of the proposed amendment at a regular meeting of the Faculty.

Lindenwood College
St. Charles, Missouri

Minutes of Special Faculty Meeting
February 7, 1969

A special faculty meeting of Lindenwood College was called to order at 12 noon on February 7, 1969, by President Brown.

Miss Fields moved that the faculty suspend its normal rules in order that actions could be taken at this meeting. Dr. Barnett seconded. Motion was carried unanimously.

Dr. Barnett moved that in order to give Lindenwood College to a start toward its own distinctive program, Lindenwood II be authorized to offer the Bachelor of Science Degree as well as the Bachelor of Arts. In response to questions, President Brown explained that Lindenwood II was not chartered as a men's college nor as a women's college, but that for the time being a policy had been set that only men will be admitted to Lindenwood II. After further discussion, the question was called and the motion carried without dissenting vote.

Dr. Barnett then moved that the Lindenwood College for Women faculty authorize the establishment of a governing committee for Lindenwood II to be called the Educational Policies Committee and that this committee have the same position in Lindenwood II that the Educational Policies Committee has in Lindenwood I. Dr. Bornmann seconded. In the discussion, Dr. Williams raised the issue of how this additional EPC will affect the constitution being worked on for Lindenwood I. President Brown agreed that this did raise a constitutional issue that would have to be worked out along with the entire relationship between Lindenwood I and Lindenwood II. On the question, motion carried without dissenting vote.

Dr. Barnett then moved that the Nominations Committee present a slate of four names for the Lindenwood II Educational Policies Committee for a vote at the next meeting of the faculty. Motion carried without dissenting vote.

Dr. Barnett moved that the option of the Bachelor of Arts and the Bachelor of Science degrees of Lindenwood II be founded at the first on the absence of a Foreign Language requirement for a Bachelor of Science degree. Mr. Hendren seconded the motion and on the question the motion carried without dissenting vote.

Respectfully submitted,

James F. Hood
Acting Secretary to the Faculty

Lindenwood College
St. Charles, Missouri

Minutes of Special Faculty Meeting
February 5, 1969

A special meeting of the faculty was held in Young Lounge on Wednesday, February 5, 1969, at 9 a.m., with Dean Quehl presiding. The purpose of the meeting was (1) to discuss the nature of college-wide requirements for students of Lindenwood College II, and (2) to continue with the first reading of the proposed Constitution and Bylaws. Mr. Conover gave the opening invocation.

Miss Williams, the parliamentarian, suggested that this special meeting was out of order. Since the meeting was established for the consideration of the Constitution and bylaws, the subject of the requirements for Lindenwood College II was out of order; and the EPC has no authority to call a special meeting.

Dean Quehl asked if we should continue with Item II today and have a special meeting on February 12 to consider Item I.

Mr. Doherty moved that we suspend the original purpose of today's meeting to consider Item II and replace it with Item I. This motion was seconded and accepted with a two-third faculty vote.

Mrs. Huesemann moved that we continue with Item II until noon today if there was time and that February 12 be reserved for a further reading of the Constitution and Bylaws. This seconded motion was defeated.

Miss Sibley moved the continuation of the reading of the Constitution and Bylaws on February 12 from 9 to 11 a.m., or for two hours in the morning. This motion was seconded. After Mr. Hendren expressed the need for earlier decisions for budgeting and scheduling, Miss Sibley added "after 11 a.m. we reconvene for a business meeting" to her original motion. This altered motion passed.

SPECIAL ORDER OF BUSINESS

- A. That Physical Education requirements for male students will be suspended until September, 1972. A program of recreational activities will be planned for male students in the interim. This motion was made, seconded, and accepted.
- B. That Lindenwood Common Course will be required for all male freshmen and sophomore transfer students of Lindenwood II. Male students and seniors who wish to take the course may do so. This motion was made, seconded, and passed.
- C. Lindenwood College II students will not be required to take the Senior Synthesis. This motion was made and seconded. Dr. Barnett moved to amend the motion to read that the Senior Synthesis will be considered a tentative requirement for both colleges but will be omitted from public statements until the faculty takes further action after hearing the Senior Synthesis faculty report. The amendment was seconded. After discussion, Dr. Barnett withdrew his motion and offered a substitute motion to read that for the students of the 1969-70 entering class, Lindenwood College II would not require the Senior Synthesis. This motion was seconded and adopted.

- D. Lindenwood College II will adopt the academic policies of Lindenwood I until such time as Lindenwood I no longer awards the degree. Dr. Bornmann moved the motion to read, "Lindenwood II will adopt the academic policies of Lindenwood I with the exceptions of stated faculty actions to the contrary until such time as Lindenwood I no longer awards the degree." The amended motion was adopted.
- E. Lindenwood II students, with the permission of the department chairman and the Dean, may have the option of a mathematics requirement in place of a language requirement effective for the 1969-70 1970-71 years, after which time the requirement will be reviewed by the faculty. The motion was seconded and on a cast ballot was defeated by a vote of 23 no-21 yes.

Respectfully submitted,

Emma Purnell

Secretary to the Faculty

James F. Hood

Acting Secretary to the Faculty

March 28, 1969

TO THE FACULTY:

The Nominating Committee respectfully presents the following slate of twelve nominees for the Searching Committee. According to the decision of the faculty on March 26, seven are to be chosen from this group. Upon consideration of nominations from the floor, we recommend that each faculty member list his seven choices on the ballots provided and that the tellers report the names of the seven persons receiving the most votes. You will note that Division Chairmen, Department Chairmen, and individuals from various disciplines are represented. There are three from the Natural Sciences, four from the Social Sciences, and five from the Humanities--reflecting the relative sizes of those divisions.

- Mr. Bornmann, Chemistry, Dept. and Div. Chairman
- ✓Miss Boyer, Communication Arts, Dept. Chairman
- Mr. Caine, History
- ✓Mrs. Carpenter, Psychology
- ✓Mr. Conover, Philosophy and Religion, Dept. and Div. Chairman
- Mr. DeWulf, Education, Dept. Chairman
- ✓Mr. Hendren, Art. Dept. Chairman
- ✓Mrs. Huesemann, Mathematics
- Mr. Moore, Economics, Dept. and Div. Chairman
- ✓Miss Sibley, English
- ✓Mrs. Watson, Intercultural Programs
- Mrs. Welch, Chemistry

Respectfully submitted,

Howard A. Barnett
Walter Grundhauser
Jane Wilhour

Miss Ambler

Lindenwood College
St. Charles, Missouri

AGENDA

Faculty Meeting of Lindenwood College
Young Science Center, Memorial Lounge, 9:30 a.m., April 23, 1969

Note: Important divisional meetings will be held at 8:30 a.m. in rooms designated by divisional chairmen. Each faculty member should receive a notification of the agenda and place of meeting from his divisional chairman.

(9:30 a.m.)

Invocation

I. READING OF THE MINUTES

Minutes of March 26, 1969

II. OLD BUSINESS

III. NEW BUSINESS (Due to a lack of time, which is in such shortage at this time of the year, many departmental course requests failed to reach the Division for decision before they were forwarded to the Educational Policies Committee. The EPC has given tacit approval to the following proposals, subject to approval at divisional meetings held at 8:30. Therefore, the chairman of each division may have amendments to make directly to the faculty regarding any of the following items except D and E. Divisional approval does not apply in the cases of the Secretarial Institute proposal and the library proposal.)

- A. The Educational Policies Committee recommends faculty **Mr. Murdock** approval of fall and spring term course offerings for the 1969-70 academic year. This recommendation is contingent on approval by respective divisions of all courses not previously brought before them for action. (See attachment # 1).
- B. The Educational Policies Committee recommends faculty approval of Department of Psychology course additions and deletions, subject to approval of the Social Science Division. (See attachment # 2).
- C. The Educational Policies Committee recommends faculty approval of the Department of Physical Education requests, subject to approval of the Division of Natural Science and Mathematics (See attachment # 3).
- D. The Educational Policies Committee recommends faculty approval of the following proposals, with respect to library science courses:
 1. Acceptance of six courses (See attachment # 4), as submitted by Miss Mary Ambler, to be offered in the evening and in summer school. These courses are primarily directed toward Continuing Education students who wish certification in Library Science in the State of Missouri, but the courses would also be offered as electives to Lindenwood College students.

2. If taken by regularly enrolled Lindenwood College students who are degree candidates, these courses would carry credit equal to one full course, with the stipulation that a practicum in the library would be included in each course.
 3. Continuing Education or special students who are not degree candidates will receive three semester credit hours for each of these courses.
 4. This program would operate under the auspices of the Education Dept.
- E. The Educational Policies Committee recommends faculty approval of the following proposals, with respect to the Secretarial Institute:
1. Typewriting
 - a. To offer Typewriting 60A (Beginning), 60B (Intermediate), and 60C (Advanced) as $\frac{1}{2}$ course credit each term for two terms (60A-61A), (60B-61B), and (60C-61C).
 - b. When a course is completed in one term, $\frac{1}{2}$ credit will be given.
 - c. To include these courses in the fractional courses allowed, without special permission of the Dean of the College, in addition to the 4 courses each term.
 - d. While college credit is given for the above courses, this credit shall not count toward the 36 courses required for graduation.
 2. Office Machines and Procedures: Shorthand Courses
 - a. To allow Office Machines and Procedures (one course) to count toward the 36 courses required for graduation.
 - b. To allow the Shorthand courses (maximum of 3 courses) to count toward the 36 courses required for graduation.
 - c. That the Certification Requirements as stated on page 37 of the 1968-69 catalog remain in effect.
 - d. While the ten courses may lead toward certification, they may be combined with areas of concentration in any of the three divisions.
- F. Other new business

IV. ANNOUNCEMENTS

- A. All matters of educational policy that would require action by EPC must be received by the Dean of the College prior to the final EPC meeting (May 7) if they are to become effective with the opening of the 1969-70 academic year.

- B. The last business meeting of the faculty will be held on May 21.
- C. Miss Lichliter reminds us that many seniors are still without recommendations from faculty members of whom requests were made. She asks that you check your folders and complete any recommendations that may be outstanding at your earliest possible convenience. Recommendations should be sent to Miss Lichliter's office. We are having to send out, in many cases, incomplete credentials, which makes it difficult for students to receive contracts.
- D. Other announcements.

Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
March 26, 1969

The regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of Young Science Center at 1:30 p.m., March 26, 1969. President Brown presided, and Mr. Conover gave the invocation.

- I. Mr. Bornmann moved that the minutes of the meeting of February 12, which had been distributed prior to the meeting, be approved. The motion was seconded and passed.

President Brown requested permission to make a statement before proceeding with the items on the agenda. He stated that there is a need for a Dean of Lindenwood II who will essentially divide his time in three parts: 50% planning and conceptualizing function, 25% student personnel, and 25% development. As the years ahead for Lindenwood II have been discussed and its leadership needs evaluated, it has become clear that what is needed in its deanship is what Lindenwood College has in Gary Quehl. According to President Brown, Dean Quehl has been attracted to this opportunity and some weeks ago offered his resignation as Dean of Lindenwood College for Women if, in the judgment of President Brown and the members of the Educational Policies Committee for Lindenwood II, he is the right man. It was agreed that he is the right man, and his resignation as Dean of Lindenwood College for Women will be accepted to coincide with his election to the position of Vice-President and Dean for Lindenwood II.

President Brown then asked the Faculty to take action on establishing a Searching Committee to advise the President and the Board in the appointment of a new dean. President Brown said that he hopes the committee that will be chosen will be somewhat myopic; that he believes there is now administrative talent within the Faculty that should be considered and that the College would be best served by a smooth and graceful transfer of authority at the present time.

It was proposed by President Brown that the Faculty authorize the Nominating Committee to present a slate for election of a Searching Committee and that the Faculty hold a special meeting on April 15, at 12:30 p.m., to elect this committee

Mr. Moore moved that the Nominating Committee select a slate of candidates and that the Faculty meet April 15, at 12:30 p.m., to elect a Searching Committee. The motion was seconded. Mr. Bornmann moved to amend the motion to include a statement that there be seven members on the committee and that the Nominating Committee give consideration to distribution of the committee. The amendment was seconded and passed. Mr. Bornmann moved to amend the motion further to change the date of the special meeting of the Faculty from April 15 to Friday, March 28, at 12:30 p.m. The amendment was seconded and passed. Mr. Moore's motion, as amended, was approved.

President Brown asked that the Faculty treat this information confidentially and that Dean Quehl and the College be allowed to make the announcement in the appropriate way.

II. OLD BUSINESS

Mr. Eddowes called attention to the January Term Study Committee report and moved that the Faculty, in accordance with the recommendation of the Educational Policies Committee, adopt the report in order to set up a permanent organization. The motion was seconded and passed. (The report of the January Term Study Committee is Attachment #1 of the Agenda for March 26, 1969.)

III. NEW BUSINESS

- A. Mr. Eddowes, in reporting for the January Term courses, asked approval of the Faculty for two courses prior to approval of the January Term Committee: a course called Music Study Course, in the Music Department, to be offered in Europe by Mr. Greenlaw, and a course in the Economics Department, Economics of Poverty, to be offered on-campus. A motion was made, seconded, and passed to accept the recommendation of the January Term Committee of all proposed January Term courses, as listed in Attachment #2 of the Agenda for the March 26, 1969, Faculty Meeting, in addition to the two courses above.
- B. Mr. Eddowes moved that all Lindenwood students be allowed to participate in January Term courses sponsored by other cooperating 4-1-4 colleges, subject to faculty adviser and department chairman approval. The motion was seconded. A motion was made to amend this statement to insert "eligible" between "all" and "Lindenwood students" so that the statement would read "All eligible Lindenwood students be allowed to participate in January Term courses..." The amendment was seconded and passed. The original motion, as amended, was approved.
- C. Mr. Conover, after explanation, moved that the Faculty approve the recommendation of the Educational Policies Committee to consider the following requests of five departments, for a period of two years, with review at the end of the two years. The departmental recommendations would become effective beginning with the fall term, 1969.

In order to prevent over-specialization, the EPC recommends that the Faculty approve these requests with the expectation that permission for such supplementary courses be given to individual students only in cases where the need is clearly demonstrated. Therefore, these recommendations should not be construed as a departmental standard for all students:

1. The Art Department requests that a maximum of 16 courses in the offerings of the Art Department be open to students with an area of concentration in Studio Art or Art History. It is understood that the maximum in either area of concentration will be 14, with a minimum of 2 supporting courses in the other area of concentration offered by the Art Department.

2. The Department of Classics requests that students completing the area of concentration in Latin be permitted to take 4 supporting courses in the Greek language, beyond the maximum of 12 courses in the area of concentration.
3. The Communication Arts Department, which is setting up an interdisciplinary area of concentration, requests that students be permitted to take 2 to 4 supporting courses beyond the 12-course limit which now applies to all areas of concentration.
4. The Department of Modern Languages requests that students who intend to engage in graduate work or to teach a foreign language be permitted to take up to 4 courses in another foreign language than the one selected for the area of concentration. In addition, this department requests permission to follow the usual practice in colleges and universities of excluding beginning language courses from the list of courses counting in the area of concentration.
5. The Department of Music reports that our students, unless they come with unusually complete preparation, are deficient in applied music when they attempt to complete an area of concentration within the 12-course limit. The department requests permission to use 2 to 4 supporting courses within the offerings of the department beyond the 12-course limit, with the consent of the adviser.

The motion was seconded.

Mr. Bittner moved to amend the motion by deleting the second paragraph. The motion was seconded and defeated.

Mr. Conover's motion passed.

- D. Mr. Conover moved to adopt the recommendation of the Educational Policies Committee to accept the proposed courses for the English Department (Attachment #3 of the Agenda for March 26, 1969.) The motion was seconded and passed.
- E. Mr. Conover made a motion to accept the recommendation of the Educational Policies Committee that the following proposal be adopted.

Attendance at Convocations and Academic Forums is required as part of the educational program of the College. A certain number of the total Forum Programs, to be recommended by the Lectures and Concerts Committee and approved by the Faculty, will be required of each student every year, with the student having choice as to

which programs he or she will attend within the specified number. Attendance is recorded on cards provided for that purpose. Absences due to illness, student teaching, or other reasons approved by the Dean of Students will be excused. Completion of the Forum Program will be noted on the student's permanent record as a requirement for graduation.

The motion was seconded and approved.

President Brown asked that the Educational Policies Committee give further thought to the consequences of nonattendance.

- F. Dean Quehl called attention to the fact that Honors Day will be May 14. He moved that the Faculty continue the practice established last year of participating in an academic procession. The motion was seconded and passed.
- G. Mr. Barnett reported on this year's Senior Synthesis Program and proposal for next year (Attachment #4 of the Agenda of March 26, 1969.)

Mr. Thomas moved that Mr. Barnett be given the benefit of Faculty discussion and that he make a recommendation through the Educational Policies Committee for Faculty action. The motion was seconded and passed.

Mr. Moore moved that the meeting be recessed for ten minutes. The motion was seconded and passed.

- H. When the meeting reconvened, Mr. Conover moved that the Faculty adopt the recommendation of the Educational Policies Committee for proposals in regard to course load for students. The motion was seconded.

In the February 12 meeting a motion regarding an earlier EPC's recommendation on maximum course load had been tabled following discussion. When Mr. Barnett called attention to the differences in the two recommendations and asked for consideration of the first one, Dean Quehl explained that the February 12 recommendation had been purposely changed and that the motion concerning the altered version must be considered now, since no one had moved first to consider the tabled motion.

Mr. Barnett then moved to amend A of the proposal as given in the March 26, 1969, Agenda by inserting "full" between "number of" and "courses." The motion was seconded and passed.

Mr. Barnett moved to amend B to read, "That certain courses carrying fractional credit and serving to supplement the academic program, may be submitted to the EPC and the Faculty for acceptance as courses in addition to the maximum of 4 full courses, up to $\frac{1}{2}$ -course credit, which may be taken without the Dean's approval." The amendment was seconded and passed.

Mrs. Bittner moved to insert a third item a C, "A total of 36 courses plus $\frac{1}{2}$ -course credit in physical education is required for graduation," and to change C as listed in the proposal to D. The amendment was seconded and passed.

The original motion, as amended, was approved.

The proposals regarding course load for students as amended are:

1. That the maximum number of full courses which a student may carry without overload is 4 in each of the long terms and 1 in January.
2. That certain courses carrying fractional credit and serving to supplement the academic program may be submitted to the Educational Policies Committee and the Faculty for acceptance as courses which may be taken in addition to the maximum of 4 full courses, up to $\frac{1}{2}$ -course credit, without the Dean's approval.
3. A total of 36 courses plus $\frac{1}{2}$ -course credit in physical education is required for graduation.
4. That the above proposals will become effective fall term, 1969, for all full-time students.

Dean Quehl pointed out that courses to be approved under Item 2 should go through Division Chairmen so that they may be approved by the Educational Policies Committee April 16 and the Faculty April 23.

- I. Mr. Conover moved that the Faculty adopt the recommendation of the Educational Policies Committee in regard to transfer of credit for sophomores as stated in the Agenda for March 26, 1969. The motion was seconded.

Mr. Barnett moved to amend Item B to "For 2 courses in English Composition, 1 course will fulfill the English Proficiency Examination requirement, and the second course may count as 1 Humanities Exploratory Divisional Elective as determined by the review of the Humanities Division Chairman. If he decides that it should not count, it will be accepted as an English elective." The amendment was seconded and passed.

Mr. Conover's motion, as amended, was approved. The amended recommendation is:

The Registrar and the Director of the Lindenwood Common Course are directed to accept, in the case of transfer sophomores, transfer credit in English composition in the following manner:

1. For 1 course in English composition, acceptance will be equivalent to the successful completion of the English Proficiency Examination.
2. For 2 courses in English composition, 1 course will fulfill the English Proficiency Examination requirement, and the second course may count as 1 Humanities Exploratory Divisional Elective as determined by the review of the Humanities Division Chairman. If he decides that it should not count, it will be accepted as an English elective.

- J. Mr. Conover moved that the Faculty approve the recommendation of the Educational Policies Committee that Wednesday afternoons be reserved solely for individual faculty use and that no official business be scheduled at this time. The policy will become effective fall term, 1969. The motion was seconded and passed.

IV. ANNOUNCEMENTS

Miss Purnell read a letter of thanks from President Brown for flowers sent at the time of his sister's death.

Dean Quehl expressed his thanks and appreciation for the cooperation of the Faculty for the two years he had served as Dean of Lindenwood College for Women.

After an announcement by President Brown that Paul Findley had accepted the invitation to be the commencement speaker this year, Mr. Barnett moved that Mr. Findley be awarded the appropriate honorary degree. The motion was seconded and passed.

The meeting was adjourned.

Emma Purnell
Secretary to the Faculty

Lindenwood College
St. Charles, Missouri

Minutes

Special Meeting of the Lindenwood College Faculty
March 28, 1969

A special meeting of the Faculty was held in the Memorial Lounge of Young Science Center on Friday, March 28, 1969, at 12:30 p.m., with Mr. Conover presiding in the absence of President Brown and Dean Quehl, for the purpose of electing members of a Searching Committee for a new dean.

Mr. Barnett made the following report for the Nominating Committee, which consists of Mr. Barnett, Mr. Grundhauser, and Mrs. Wilhour:

The Nominating Committee respectfully presents the following slate of twelve nominees for the Searching Committee. According to the decision of the Faculty on March 26, seven are to be chosen from this group. Upon consideration of nominations from the floor, we recommend that each faculty member list his seven choices on the ballots provided and that the tellers report the names of the seven persons receiving the most votes. You will note that Division Chairmen, Department Chairmen, and individuals from various disciplines are represented. There are three from the Natural Sciences, four from the Social Sciences, and five from the Humanities - reflecting the relative sizes of those divisions.

Mr. Bornmann, Chemistry, Department and Division Chairman
Miss Boyer, Communication Arts, Department Chairman
Mr. Caine, History
Mrs. Carpenter, Psychology
Mr. Conover, Philosophy and Religion, Department and
Division Chairman
Mr. DeWulf, Education, Department Chairman
Mr. Hendren, Art, Department Chairman
Mrs. Huesemann, Mathematics
Mr. Moore, Economics, Department and Division Chairman
Miss Sibley, English
Mrs. Watson, Intercultural Programs
Mrs. Welch, Chemistry

A motion was made, seconded, and passed that the nominations be closed.

Mr. Conover appointed Mr. Bittner to act as teller in place of Mr. Murdock. Mr. Moore and Mr. Bittner reported that the vote showed that the following seven received the most votes and were elected to the Searching Committee:

Miss Boyer
Mrs. Carpenter
Mr. Conover
Mr. Hendren
Mrs. Huesemann
Miss Sibley
Mrs. Watson

The meeting was adjourned at the conclusion of the item of special business for which the meeting had been called.

Emmia Purnell
Secretary to the Faculty

LINDENWOOD COLLEGE

Course Offerings, 1969-1970

ART
Fall Term

| | | |
|-----|--------------------------------------|---------------|
| 100 | Basic Art (1) | |
| | Section 1, Wehmer | 8,9,10,11 TF |
| | Section 2, Knickmeyer..... | 1,2 MTThF |
| 111 | World Art and Literature (1) | |
| | Section 1, Sibley, Hendren..... | 10,11 TF |
| | Section 2, Feely, Hendren..... | 10,11 TF |
| 300 | Painting (1) Kanak..... | 8,9,10,11 TF |
| 310 | Graphics (1) Kanak..... | 8,9,10,11 MTh |
| 320 | Sculpture (1) Knickmeyer..... | 3,4 MTThF |
| 330 | Drawing (1) | |
| | Section 1, Wehmer..... | 8,9,10,11 MTh |
| | Section 2, Kanak..... | 1,2 MTThF |
| 325 | American Art I (1) Eckert..... | 3 MTThF |
| 351 | Oriental Art (1) Hendren | 10,11 MTh |
| 353 | Italian Renaissance (1) Eckert..... | 1 MTThF |
| 355 | Pre-Columbian Art (1) Wehmer | 2 MTThF |
| 357 | Greek and Roman Art (1) Hendren..... | 2 MTThF |

Spring Term

| | | |
|-----|---------------------------------|---------------|
| 100 | Basic Art (1) | |
| | Section 1, Kanak..... | 8,9,10,11 TF |
| 112 | World Art and Literature (1) | |
| | Section 1, Sibley, Hendren..... | 10,11 TF |
| | Section 2, Feely, Hendren..... | 10,11 TF |
| 300 | Painting (1) Wehmer..... | 8,9,10,11 TF |
| 310 | Graphics (1) Wehmer..... | 8,9,10,11 MTh |
| 320 | Sculpture (1) Knickmeyer..... | 3,4 MTThF |
| 330 | Drawing (1) | |
| | Section 1, Kanak..... | 8,9,10,11 MTh |
| | Section 2, Wehmer..... | 1,2 MTThF |
| 340 | Open Studio (1) Kanak..... | 3,4 MTThF |
| 332 | Primitive Art (1) Hendren..... | 10,11 MTh |
| 356 | Baroque Art (1) Eckert..... | 1 MTThF |
| 360 | American Art II (1) Eckert..... | 3 MTThF |
| 394 | Senior Studies (1) Hendren..... | 2 MTThF |

BIOLOGY

Fall Term

- 101 General Biology (1)
Section 1, Rechtern (for upperclassmen).....12 M; 10,11,12 Th; 10,11 F
Section 2, Staff (for Freshmen only).....8,9,10,11 T; 8,9 F
- 306 Cellular Physiology (1) Delaney.....2 MThF; 2,3,4 T
- 315 Survey of Plants (1) Rechtern.....3 MTThF; 4 TTh
- 363 Biochemistry (1) Delaney.....8,9 T; 8,9,10,11 F

Spring Term

- 102 General Biology (1)
Section 1, Rechtern (For upperclassmen).....12 M; 10,11,12 Th; 10,11 F
Section 2, Staff (for Freshmen only).....8,9,10,11 T; 8,9 F
- 252 Cultivated Plants (1) Rechtern..... 3 MThF; 4 TTh
- 302 Environmental Biology (1) Staff 2 MThF; 12,1 F
- 308 Genetics (1) Grundhauser..... 10,11 MT; 10 Th
- 313 Microbiology (1) Grundhauser..... 3 MThF; 4 TTh
- 194 Independent Study (1) Delaney..... TBA

CHEMISTRY - PHYSICS

Fall Term

CHEMISTRY

- 151 General Chemistry I (1)
Section 1, Welch..... 12 MTTh; 10,11,12 F
(Section 1 is for students who have had high school chemistry)
Section 2, Welch..... 3 MTF; 3,4,5 Th
(Section 2 is for students who have had no high school chemistry)
- 353 Chemical Equilibria (1) Welch.....4 hours TBA; 8,9 Th
- 363 Biochemistry (1) Delaney.....8,9 T; 8,9,10,11 F
- 371 Physical Chemistry I (1) Bornmann.....8,9,10,11 T; 8,9 F

Spring Term

Chemistry

- 152 General Chemistry II (1)
Section 1, Welch..... 12 MTTh; 10,11,12 F
Section 2, Welch..... 3 MTF; 3,4,5 Th
- 354 Quantitative Analysis (1) Welch..... 4 hours TBA; 8,9 Th
- 372 Physical Chemistry II (1) Bornmann..... 8,9,10,11 T; 8,9 F

Fall and Spring Terms

Physics

- 303-304 General Physics I & II (1 - 1) Willis..... 7 to 9:30 p.m. TTh

CLASSICS

Fall Term

| | | |
|-----|--|----------|
| 165 | Graeco-Roman Civilization (1) Toliver..... | 10,11 TF |
| 301 | Latin Masterpieces (1) Toliver..... | 1 MThF |
| 321 | Roman Drama (1) Toliver..... | 2 MThF |

Spring Term

| | | |
|-----|--|----------|
| 166 | Graeco-Roman Civilization (1) Toliver..... | 10,11 TF |
| 302 | Latin Masterpieces (1) Toliver..... | 1 MThF |
| 322 | Roman Letters (1) Toliver..... | 2 MThF |

COMMUNICATION ARTS

Fall Term

| | | |
|-----------|--|------------|
| 50 | Principles of Broadcasting ($\frac{1}{2}$) Boyer..... | TBA |
| 61 | Scenic Art I ($\frac{1}{2}$) Hume..... | 8, 9 TF |
| 81 | Literary Editing ($\frac{1}{2}$) Carlson..... | TBA |
| 171 | History of Theatre I (1) Hume..... | 10, 11 TF |
| 173 | History & Criticism of the Film (1) Fields..... | 10, 11 TF |
| 249 | The Actor and The Play (1) Enoch..... | 7 pm MTTh |
| 250 | Phonetics (1) Hume..... | 2 MTThF |
| 273 | Broadcasting in The Public Interest (1) Boyer..... | 10, 11 MTh |
| 191,2,3,4 | Independent Study Off-Campus ($\frac{1}{2}$, $\frac{1}{2}$, $\frac{3}{4}$, 1) Staff..... | TBA |
| 291,2,3,4 | Independent Study On-Campus ($\frac{1}{2}$, $\frac{1}{2}$, $\frac{3}{4}$, 1) Staff..... | TBA |
| Eng 211 | Writing Workshop (1) Carlson..... | 1 MTTh F |

Spring Term

| | | |
|-----------|--|------------|
| 50 | Principles of Broadcasting ($\frac{1}{2}$) Boyer..... | TBA |
| 62 | Scenic Art II ($\frac{1}{2}$) Hume..... | 8, 9 TF |
| 82 | Literary Editing ($\frac{1}{2}$) Carlson..... | TBA |
| 172 | History of the Theatre II (1) Hume..... | 10, 11 TF |
| 254 | The Actor and The Theatre (1) Hume..... | 2 MTThF |
| 272 | Speech for Broadcasting (1) Boyer..... | 10, 11 MTh |
| 280 | Motion Picture Workshop (1) Enoch..... | 8, 9 MTh |
| 312 | Broadcast Programming (1) Boyer..... | 1 MTThF |
| 191,2,3,4 | Independent Study Off-Campus ($\frac{1}{2}$, $\frac{1}{2}$, $\frac{3}{4}$, 1) Staff..... | TBA |
| 292,2,3,4 | Independent Study On-Campus ($\frac{1}{2}$, $\frac{1}{2}$, $\frac{3}{4}$, 1) Staff..... | TBA |
| Eng 212 | Writing Workshop (1) Carlson..... | 1 MTThF |

ECONOMICS

Fall Term

- 101 Introduction to Economics I (1) Roman..... 8,9 TF
301 Labor Problems & Industrial Relations (1) Moore..... 10,11 TF
305 Comparative Economic Systems (1) Roman..... 1 MTThF

Spring Term

- 102 Introduction to Economics II (1) Roman.....8,9 TF
104 Consumer Economics (1) Moore.....2 MTThF
303 International Economic Relations (1) Roman.....10,11 TF
304 Economic Development (1) Roman.....10,11 MTh

EDUCATION

Fall Term

| | | |
|-----|--|---|
| 10 | Children's Literature (3/4) Banks..... | 9 MTh |
| 30E | Teaching of Social Studies (1/2) Carpenter..... | TBA |
| 200 | Education in America (1) DeWulf..... | 8-9:30 P.M. Tues. |
| 300 | Strategies and Tactics of Secondary Teaching (1) Carpenter..... | 10,11 MTh |
| 303 | Study of Teaching, Elementary (1) Section 1, Banks..... | 10,11 MTh |
| | Section 2, Wilhour..... | 7-9:30 p.m. Monday Field Studies TBA |
| 350 | Student Teaching (2) Banks, Carpenter, DeWulf, Wilhour | 4 T & TBA |
| 30F | Methods of Teaching Speech (1/2) Boyer..... | TBA |

Spring Term

| | | |
|-----|--|------------------------------|
| 8 | School Organization (1/2) Section 1, DeWulf..... | 2 TF |
| | Section 2, DeWulf..... | 7-9 p.m. Tues. |
| 12 | Music in Elementary Schools (3/4) G. Bittner..... | 4 TTh |
| 14 | Art in Elementary Schools (3/4) Banks..... | 9 TF |
| 16 | Mathematics in Elementary Schools (3/4) Huesemann.. | 2 MTThF |
| 74 | Phys.Ed. in Elementary Schools (3/4) Amonas..... | 4 MF |
| 240 | Urban Education (1) R. Johnson..... | 4,5 TTh Field Studies TBA |
| 301 | Strategies and Tactics of Secondary Teaching (1) Carpenter..... | 10,11 MTh |
| 306 | Teaching Reading (1) Section 1, Banks..... | 10,11 MTh |
| | Section 2, Wilhour..... | 10,11 TF |
| 350 | Student Teaching (2) Banks, Carpenter, DeWulf, Wilhour | 4 T & TBA |

ENGLISH

Fall Term

| | | |
|-----|---|-----------|
| 111 | World Art and Literature (1) | |
| | Section 1, Sibley, Hendren..... | 10,11 TF |
| | Section 2, Feely, Hendren..... | 10,11 TF |
| 211 | Writing Workshop (1) Carlson..... | 1 MTThF |
| 213 | The Essay (1) Sibley..... | 10,11 MTh |
| 225 | English Novel I (1) Sibley..... | 2 MTThF |
| 231 | American Literature I (1) Fields..... | 1 MTThF |
| 233 | Shakespeare I (1) Feely..... | 10,11 MTh |
| 238 | English Renaissance Literature (1) Feely..... | 3 MTThF |
| 241 | Contemporary Short Fiction (1) Carlson..... | 8,9 MTh |
| 263 | Romanticism I (1) Barnett..... | 2 MTThF |
| 325 | History of English Language (1) Barnett..... | 10,11 TF |

Spring Term

| | | |
|-----|---|-----------|
| 25 | Modern Criticism (½) Barnett..... | 4 TF |
| 27 | Linguistic Workshop (½) Barnett..... | 4 MTh |
| 112 | World Art and Literature (1) | |
| | Section 1, Sibley, Hendren..... | 10,11 TF |
| | Section 2, Feely, Hendren..... | 10,11 TF |
| 212 | Writing Workshop (1) Carlson..... | 1 MTThF |
| 226 | English Novel II (1) Sibley..... | 2 MTThF |
| 232 | American Literature II (1) Fields..... | 1 MTThF |
| 234 | Shakespeare II (1) Feely..... | 10,11 MTh |
| 239 | Milton (1) Feely..... | 3 MTThF |
| 246 | Contemporary Black Literature (1) Watson..... | 3 MTThF |
| 251 | Modern Poetry (1) Carlson..... | 8,9 MTh |
| 261 | William Blake (1) Sibley..... | 10,11 MTh |
| 264 | Victorian Poetry (1) Barnett..... | 2 MTThF |

GEOGRAPHY

Spring Term

| | | |
|-----|--|---------|
| 201 | Principles of Geography (1) Staff..... | 2 MTThF |
|-----|--|---------|

HISTORY

Fall Term

| | | |
|-----|---|-----------|
| 101 | Western World I (1) Staff..... | 8,9 TF |
| 201 | History of England (1) Hood..... | 2 MThF |
| 205 | United States History (1) Caine..... | 3 MThF |
| 214 | Diplomatic History of U.S. (1) Caine..... | 1 MThF |
| 221 | Early Middle Ages (1) Staff..... | 10,11 MTh |
| 231 | Classic Europe (1) Staff..... | 3 MThF |
| 340 | War & Peace in the 20 th Century (1) Hood..... | 10,11 TF |

Spring Term

| | | |
|-----|---|-----------|
| 102 | Western World II (1) Staff..... | 8,9 TF |
| 202 | History of England II (1) Hood..... | 2 MThF |
| 206 | United States History II (1) Caine..... | 3 MThF |
| 222 | High Middle Ages (1) Staff..... | 10,11 MTh |
| 232 | French Revolution (1) Staff..... | 3 MThF |
| 371 | Topics in History (1) Caine..... | 10,11 TF |
| 390 | History and Historians (1) Hood..... | 10,11 TF |

HUMANITIES

Fall Term

| | | |
|-----|--|--------|
| 400 | Senior Synthesis (1) Conover (open to all Seniors).. | 8,9 TF |
|-----|--|--------|

LINDENWOOD COMMON COURSE

Fall and Spring Terms

| | | |
|---------|---|---------------|
| 101-102 | Dynamics of 20 th Century (1-1) Staff..... | 8,9,10,11 MTh |
|---------|---|---------------|

MATHEMATICS

Fall Term

| | | |
|--------------------|--|----------|
| 101 | Concepts of Mathematics I (1) | |
| | Section 1, Huesemann..... | 8 MTThF |
| | Section 2, Huesemann..... | 1 MTThF |
| 171 | Mathematical Analysis I (1) | |
| | Section 1, Huesemann..... | 2 MTThF |
| | Section 2, Nichols..... | 4 MTThF |
| 200 151 | Introduction to Electronic Data Processing | |
| | (1) Konstam..... | 3 MTThF |
| 181 | Computer Science I (1) Konstam..... | 10,11 TF |
| 303 | Mathematical Analysis III (1) Nichols..... | 12 MTThF |
| 305 | Mathematical Analysis V (1) Soda..... | 12 MTThF |
| 315 | Linear Algebra I (1) Soda..... | 2 MTThF |
| 331 | Topology (1) Nichols..... | 2 MTThF |

Spring Term

| | | |
|-----|---|----------|
| 102 | Concepts of Mathematics II (1) | |
| | Section 1, Huesemann..... | 8 MTThF |
| | Section 2, Huesemann..... | 1 MTThF |
| 172 | Mathematical Analysis II (1) | |
| | Section 1, Nichols..... | 2 MTThF |
| | Section 2, Nichols..... | 4 MTThF |
| 182 | Computer Science II (1) Konstam..... | 10,11 TF |
| 304 | Mathematical Analysis IV (1) Nichols..... | 12 MTThF |
| 307 | Complex Analysis I (1) Soda..... | 12 MTThF |
| 322 | Algebraic Structures I (1) Soda..... | 2 MTThF |
| 352 | Numerical Analysis (1) Konstam..... | 3 MTThF |

Modern Language - FRENCH

Fall Term

| | | | |
|-----|--|-------|-------|
| 201 | Elementary French (1) | | |
| | Section 1, Morros..... | 1 | MTThF |
| | Section 2, Staff..... | 1 | MTThF |
| | Section 3, Morros..... | 2 | MTThF |
| 301 | Intermediate French (1) | | |
| | Section 1, Doherty..... | 1 | MTThF |
| | Section 2, Staff..... | 2 | MTThF |
| 311 | French Conversation & Composition (1)Doherty..... | 2 | MTThF |
| 331 | Introduction to French Literature (1)Doherty..... | 4 | MTThF |
| 341 | French Theatre of 17 th Century (1) Morros..... | 10,11 | TF |

Spring Term

| | | | |
|-----|---|-------|-------|
| 202 | Elementary French (1) | | |
| | Section 1, Morros..... | 1 | MTThF |
| | Section 2, Staff..... | 1 | MTThF |
| | Section 3, Doherty..... | 2 | MTThF |
| 302 | Intermediate French (1) | | |
| | Section 1, Doherty..... | 1 | MTThF |
| | Section 2, Staff..... | 2 | MTThF |
| 312 | French Conversation & Composition (1)Morros..... | 2 | MTThF |
| 332 | Introduction to French Literature (1)Doherty..... | 4 | MTThF |
| 351 | The Age of Enlightenment (1) Morros..... | 10,11 | TF |

Modern Language - GERMAN

Fall Term

| | | | |
|-----|--|---|------|
| 201 | Elementary German (1) Staff..... | 1 | MThF |
| 301 | Intermediate German (1) Staff..... | 2 | MThF |
| 305 | German Culture and Civilization (1) Staff..... | 3 | MThF |
| 317 | German Drama (1) Staff..... | 3 | MThF |

Spring Term

| | | | |
|-----|--|---|------|
| 202 | Elementary German (1) Staff..... | 1 | MThF |
| 302 | Intermediate German (1) Staff..... | 2 | MThF |
| 306 | German Culture and Civilization (1) Staff..... | 3 | MThF |
| 398 | German Romanticism (1) Staff..... | 3 | MThF |

Modern Language - SPANISH

Fall Term

| | | |
|-----|--|-----------|
| 201 | Elementary Spanish (1) | |
| | Section 1, Galvez..... | 1 MThF |
| | Section 2, Staff..... | 2 MThF |
| 301 | Intermediate Spanish (1) | |
| | Section 1, Staff..... | 1 MThF |
| | Section 2, Norris..... | 2 MThF |
| 311 | Advanced <u>Conversation</u> and Composition (1) Norris..... | 1 MThF |
| 335 | Spanish Culture and Civilization (1) Norris..... | 10, 11 TF |
| 341 | Medieval Spanish Literature (1) Galvez..... | 3 MThF |
| 342 | Lyrics of The Golden Age (1) Galvez..... | 2 MThF |

Spring Term

| | | |
|-----|--|----------|
| 202 | Elementary Spanish (1) | |
| | Section 1, Galvez..... | 1 MThF |
| | Section 2, Staff..... | 2 MThF |
| 302 | Intermediate Spanish (1) | |
| | Section 1, Staff..... | 1 MThF |
| | Section 2, Norris..... | 2 MThF |
| 312 | Advanced Conversation and <u>Composition</u> (1) Norris..... | 1 MThF |
| 336 | Latin American Culture and Civilization (1) Galvez..... | 3 MThF |
| 343 | Novel of The Golden Age (1) Galvez..... | 2 MThF |
| 344 | Spanish Theatre of The Golden Age (1) Norris..... | 10,11 TF |

MUSIC

Fall Term

| | | | |
|-----|--|-------|-------|
| 10 | Instrumental Techniques: Strings ($\frac{1}{2}$) Staff..... | 2 | TF |
| 100 | Introduction to Music (1) G. Bittner (for non-majors)..... | 10,11 | TF |
| 101 | Introduction to Music Theory (1) Greenlaw (open to all stdn'ts)..... | 1 | MTWTF |
| 200 | Opera Literature ($\frac{1}{2}$) Robbins..... | 2 | MTh |
| 250 | Music of the 19th Century (1) Swingen..... | 3 | MTThF |
| 350 | History of Music (1) Greenlaw..... | 8,9 | MTh |

Applied Music - $\frac{1}{2}$ course credit for each:

| | | | |
|----|---|---|-----|
| 1 | Functional Piano Class, G. Bittner..... | 2 | MTh |
| 2 | Piano, G. Bittner, Swingen..... | | TBA |
| 3 | Organ, Staff..... | | TBA |
| 4 | Voice, Robbins, Greenlaw..... | | TBA |
| 5 | Orchestral Instruments, Staff..... | | TBA |
| 20 | Choir, Greenlaw..... | 4 | MTh |
| 40 | Vocal Chamber Ensemble, Greenlaw..... | | TBA |
| 50 | Opera Workshop, Robbins..... | | TBA |

Spring Term

| | | | |
|-----|--|-------|-------|
| 12 | Instrumental Techniques: Woodwinds ($\frac{1}{2}$) G. Bittner..... | 2 | TF |
| 100 | Introduction to Music (1) Swingen (for non-majors)..... | 10,11 | TF |
| 251 | Music of the 20th Century (1) G. Bittner..... | 3 | MTThF |
| 302 | Theoretical Foundations of Music (1) Greenlaw..... | 1 | MTThF |
| 351 | History of Music (1) Greenlaw | 8,9 | MTh |

Applied Music - $\frac{1}{2}$ course credit for each:

| | | | |
|----|---------------------------------------|---|-----|
| 2 | Piano, G. Bittner, Swingen..... | | TBA |
| 3 | Organ, Staff..... | | TBA |
| 4 | Voice, Robbins, Greenlaw..... | | TBA |
| 5 | Orchestral Instruments, Staff..... | | TBA |
| 20 | Choir, Greenlaw..... | 4 | MTh |
| 40 | Vocal Chamber Ensemble, Greenlaw..... | | TBA |
| 50 | Opera Workshop, Robbins..... | | TBA |

PHILCSOPHY

Fall Term

| | | |
|-----|---|----------|
| 155 | Philosophical Thinking (1) Conover..... | 10,11 TF |
| 254 | Ethics (1) Conover..... | 3 MThF |

Spring Term

| | | |
|-----|--|----------------------|
| 156 | Aesthetics (1) Conover..... | 10,11 TF |
| 202 | Logic (1) Conover..... | 3 MThF |
| 206 | Existentialism (1) Thomas, Conover..... | 7-10 p.m. Tuesday |
| 304 | Readings in Religious Philosophy (1) Thomas..... | 10,11 TF |

PHYSICAL EDUCATION

Fall Term

| | | |
|-----|--|----------|
| 50 | History of Dance ($\frac{1}{2}$) Amonas..... | 9 MTh |
| 70 | Orientation of Phys Ed & Recreation ($\frac{1}{2}$) Ebest..... | 9 TF |
| 73 | Health Education ($\frac{3}{4}$) Ebest..... | 8 MTh |
| 350 | Adaptive Physical Education (1) Ross..... | 10,11 TF |

Spring Term

| | | |
|-----|--|---------|
| 72 | First Aid ($\frac{1}{2}$) Ebest..... | 8 TF |
| 75 | Techniques of Horsemanship ($\frac{1}{2}$) F. Bittner..... | TBA |
| 204 | Camp Counseling (1) Ross..... | 4,5 TTh |
| 304 | Organization & Administration of Phys. Ed. (1) Ross | 8 MTThF |

POLITICAL SCIENCE

Fall Term

| | | |
|-----|---|--------------------|
| 100 | Art and Science of Politics (1) Williams..... | 8,9 TF |
| 215 | Public Opinion (1) Wier..... | 1 MThF |
| 281 | 19 th Century Theory (1) Williams..... | 7-9:30 p.m. Tues. |
| 285 | Seminar: Political Thought of Jose Ortega y Gasset (1) Williams..... | 10,11 TF |
| 311 | Communist Political Systems (1) Wier..... | 7-9:30 p.m. Thurs. |
| 335 | Political Parties (1) Wier..... | 10,11 MTh |

Spring Term

| | | |
|-----|---|--------------------|
| 200 | American National Government (1) Wier..... | 10,11 MTh |
| 206 | Community Political Systems (1) Wier..... | 7-9:30 p.m. Thurs. |
| 244 | American Political Thought (1) Williams..... | 10,11 TF |
| 282 | 20 th Century Politics (1) Williams..... | 7-9:30 p.m. Tues. |
| 290 | Contemporary Approaches to Study of Politics (1) Williams..... | 8,9 TF |
| 325 | Legislative Processes (1) Wier..... | 1 MThF |

PSYCHOLOGY

Fall Term

| | | |
|----------------|---|----------|
| 100 | Introduction to Psychology (1) | |
| | Section 1, Eddowes..... | 8,9 TF |
| | Section 2, Nord..... | 1 MTThF |
| 210 | The Psychology of Personality (1) Nord..... | 10,11 TF |
| 310 | Child Psychology I (1) Eddowes..... | 10,11 TF |
| 291,2,3,4 | Independent Study ($\frac{1}{2}, \frac{1}{2}, 3/4, 1$) Staff..... | TBA |
| <u>Soc.Sc.</u> | | |
| 201 | Social Science Statistics (1) Nord..... | 2 MTThF |

Spring Term

| | | |
|-----------|---|----------|
| 100 | Introduction to Psychology (1) | |
| | Section 1, Nord..... | 8,9 TF |
| | Section 2, Nord..... | 1 MTThF |
| 312 | Child Psychology II (1) Carpenter..... | 8,9 MTh |
| 320 | Experimental Psychology (1) Eddowes..... | 8,9 TF |
| 340 | Abnormal Psychology (1) Nord..... | 10,11 TF |
| 350 | History and Systems of Psychology (1) Eddowes..... | 10,11 TF |
| 291,2,3,4 | Independent Study ($\frac{1}{2}, \frac{1}{2}, 3/4, 1$) Staff..... | TBA |

RELIGION

Fall Term

| | | | |
|-----|--|-------|-------|
| 151 | Tradition & Dissent in Old Testament (1) Thomas..... | 10,11 | TF |
| 200 | Religions in America (1) Johnson..... | 2 | MTThF |
| 211 | Personality Development & Religion (1) Johnson..... | 10,11 | TF |
| 306 | The Meaning of Jesus for Today (1) Johnson..... | 10,11 | MTh |
| 310 | Comparative Religion (1) Thomas..... | 1 | MTThF |

Spring Term

| | | | |
|-----|--|-------|-------|
| 152 | Introduction to Literature and Religion of the New Testament (1) Johnson..... | 10,11 | TF |
| 214 | Women in Religion (1) Johnson..... | 2 | MTThF |
| 305 | The Meaning of Paul for Today (1) Johnson..... | 10,11 | MTh |

SECRETARIAL INSTITUTE

Fall Term

| | | |
|-----|---|-----------|
| 60A | Beginning Typewriting ($\frac{1}{2}$) Purnell..... | 3 MTTh |
| 60B | Intermediate Typewriting ($\frac{1}{4}$ or $\frac{1}{2}$)Purnell..... | 1 MTTh |
| 60C | Advanced Typewriting ($\frac{1}{4}$ or $\frac{1}{2}$) Purnell..... | 1 MTTh |
| 255 | Accounting (1) Purnell..... | 10,11 MTh |
| 260 | Business Law (1) Roman..... | 10,11 TF |
| 261 | Elementary Shorthand (1) Purnell..... | 2 MTThF |
| 362 | Advanced Shorthand (1) Purnell..... | 10,11 TF |

Spring Term

| | | |
|-----|--|-----------|
| 61A | Beginning Typewriting ($\frac{1}{2}$) Purnell..... | 3 MTTh |
| 61B | Intermediate Typewriting ($\frac{1}{4}$ or $\frac{1}{2}$) Purnell..... | 1 MTTh |
| 61C | Advanced Typewriting ($\frac{1}{4}$ or $\frac{1}{2}$) Purnell..... | 1 MTTh |
| 256 | Accounting (1) Purnell..... | 10,11 MTh |
| 262 | Elementary Shorthand (1) Purnell..... | 2 MTThF |
| 353 | Advanced Shorthand (1) Purnell..... | 10,11 TF |

SOCIOLOGY

Fall Term

| | | |
|-----|---|------------------------------|
| 102 | Basic Concepts of Sociology (1) | |
| | Section 1, Staff..... | 8,9 TF |
| | Section 2, Staff..... | 2 MTThF |
| 219 | Majority-Minority Relations (1) R. Johnson..... | (Evening Course Time TBA) |
| 227 | Sociology of Religion (1) Staff..... | 8,9 MTh |
| 310 | Sociology of Community (1) Staff..... | 10,11 TF |
| 320 | Social Thought and Theory (1) Staff..... | 1 MTThF |
| 327 | Social Stratification (1) Staff..... | 3 MTThF |

Spring Term

| | | |
|-----|---|----------|
| 102 | Basic Concepts of Sociology (1) | |
| | Section 1, Staff..... | 8,9 TF |
| | Section 2, Staff..... | 2 MTThF |
| 229 | Juvenile Delinquency (1) Staff..... | 8,9 MTh |
| 311 | Sociology of Complex Organizations (1) Staff..... | 10,11 TF |
| 322 | Contemporary Social Theory (1) Staff..... | 3 MTThF |
| 325 | Introduction to Research Methods (1) Staff..... | 1 MTThF |

To: Educational Policies Committee, Lindenwood College

From: Psychology Department

Subject: Renumbering, Reorganization and Renovation of Course Offerings

1. The following course number changes are recommended:
The Psychology of Personality, change from 342 to 210
Social Psychology, change from 300 to 211
Educational Psychology, change from 312 to 212 (this includes also a
title change from Child Psychology II)
Industrial Psychology, change from 360 to 213

The rationale of these recommended changes is to make available without prerequisites significant psychology courses to students who may not be in a position to devote additional time to the pursuit of their interests in the areas covered by the above designated courses.

A number change for Creativity, as well as title change, is also recommended to clarify its position as an advanced course. The new title and number, pending approval, is:
The Psychology of Creativity - 331.

2. The following course reorganizations, including the addition of two courses and the deletion, from Psychology offerings, of four courses are recommended:

Drop: The Child in Middle Class America - 316

Change { ~~Drop~~: Model Societies from a Psychological Point of View - ~~333~~ 351
(a January course not currently planned to repeat)

~~Drop~~: Visits to Psychological Service Agencies - ~~346~~ 352
(a January course not currently planned to repeat)

Drop: Experimental Psychology - 322 (no longer required)

Add: The Psychology of Perception - 333 (a course in perception should be included in our offerings in the interest of completeness and balance of advanced courses available to Psychology students)

Add: Child Psychology II - 311 (a true Child Psychology course, ostensibly taking the place of the old course numbered 312, which was actually an Educational Psychology course, dealt with in item 1 above.) This course will deal with the child between the ages of 8 and 12.

Title Change: 350 - History and Systems of Psychology,
changed from Psychological Systems

Content Change: Child Psychology I will deal with the child from conception to age 7.

Attachment # 3

The Physical Education Department requests that all Service Courses offered by the Physical Education Department and carrying fractional credit be included among those courses which may be taken as an overload without the approval of the Dean.

The Physical Education Department wishes to define two separate types of courses which may be taken from their department. The service courses are designed for all students regardless of their major; on the other hand the theory courses are primarily intended for those with an area of concentration in physical education. The theory courses cannot be used to meet the college-wide physical education requirements.

Undoubtedly most people recognize the distinction between the two types of courses. If there should remain any further question, the theory courses are listed on pages 77 and 78 of the current catalog while the service courses are listed on page 79.

John A. Bornmann

PROPOSED LIBRARY SCIENCE COURSES .

The Department of Education of the State of Missouri is going to require, in the very near future, each school have on its staff at least one person who has had some library training. At the present time this is to consist of 15 hours in the field of Library Science. These are not the courses offered in the various graduate library schools throughout the country but are on the undergraduate level.

Several of the colleges in the area are offering such courses, and we feel that Lindenwood College should do the same. Two such programs are offered by Washington University and the Community Junior Colleges. The University of Missouri is also considering offering extension courses in this field in St. Charles. They have offered some courses in the St. Louis area with what I considered inadequate facilities. We feel that the facilities at Lindenwood are as adequate, or even more adequate, than those offered by these institutions.

As a trial balloon two such courses are to be offered in summer school this summer if there is enough registration. Those to be given are The Administration of School Libraries and Principles of Cataloguing and Classification. We are doing this because some of the principals in the area asked if such courses would be offered.

The program which we would like to establish on this campus would be in conjunction with the continuing education program. It would, however, be open as an elective to any of our students who are interested in the courses. At present the courses would be on a rotating basis with a total of five or possibly six being offered. Two courses would be offered in the summer school and one each during the regular long school terms. These would be given in the late afternoon or the evening. Each would carry three hours credit.

Since it is not possible to increase the library staff at the present time, we would be offering the courses in addition to our present work. I will give the courses this summer and at least one of the courses during the regular term. I think that it can be done without sacrificing any of the services which we now give. Miss Stangle has indicated that she would be willing to teach one of the courses. Miss Meszaros will have her master's degree at the end of this semester and will be qualified to teach also. Since she has had teaching experience in the high school and at that time worked very closely with the librarian, I feel that she should be a good person to teach some of the courses.

The courses which would be offered are as follows:

Library Administration:

General administrative procedures used in administration of school library: organization, staffing, budget, physical plant, etc.

Cataloguing and Classification:

Simple cataloguing problems following standard practices. Classification according to the Dewey Decimal Classification System.

Reference and Bibliography:

Study of the books useful in school reference section: encyclopedias, dictionaries, general reference books, and simple bibliographies.

Selection and Acquisitions of Library Materials:

Principles of selecting books, etc., for the school library. Use of guides, bibliographies, etc.; purchasing methods; sources of supply; purchasing records, etc.

Children's Literature:

History and development of literature suitable for the grade school and high school students. Evaluation of current material. (This would not be the same as the course now offered in Children's Literature. It should have another title, no doubt.)

Selection and Acquisition of Audio-visual Material:

Discussion of the types of material other than books suitable for the school library: purchasing, storing and repairing such materials. Some experience in the making of their own materials, e.g. slides, transparencies, felt boards, etc.

If the Communication Center grows as we hope that it will, a course in Oral Interpretation could be offered which would fulfill the story-telling requirement.

Miss Merribeth Cook, who was with the State Library before coming to the Kathryn Linnemann Library, has already indicated that she is anxious to have these courses offered so that her staff may take advantage of them. We feel confident that there are others in the community who would like to have this opportunity. In fact when the summer school bulletin came out, one of the students working in the library and who is graduating this June said that she wished they had been offered while she was a student.

Mary Elizabeth Ambler
Librarian

MEA:jt

Miss Beale

Lindenwood College
St. Charles, Missouri

AGENDA

Meeting of the Faculty of Lindenwood College
Young Lounge, May 21, 1969, 9:00 a.m.
(Refreshments: 8:30 a.m.)

- Invocation Mr. Conover
- I. MINUTES President Brown
 - Reading of the minutes of April 23, 1969
- II. SPECIAL ORDER OF BUSINESS
 - Reading of Resolution for Miss Louise Beasley Mrs. Huesemann
- III. OLD BUSINESS President Brown
 - A. Reading of minutes from special faculty meeting held on March 28, 1969 (Election of Dean Search Committee)
 - B. Reading of minutes from special faculty meeting held on May 14, 1969
 - C. Proposals emanating from student study of the Lindenwood College social and academic honor systems: (Patty Uren, Nancy Peters, Toni Pitts)
 - 1. The student governments of the Lindenwood Colleges seek faculty approval of the proposed new Academic Honor System (see Attachment # 1)
 - 2. The student government of Lindenwood College for Women seeks faculty approval of the proposal to remove the social aspect from the Honor System and to set up a judicial system for Lindenwood College for Women.
 - D. Other Old Business
- IV. NEW BUSINESS President Brown
 - A. Presentation of the Class of 1969 to the faculty for approval as degree candidates (see Attachment # 2) Miss Beale
 - B. Presentation of the slate of nominees for the 1969-70 Nominations Committee Mr. Barnett
 - C. The Educational Policies Committee recommends the following items of business for faculty approval: Mr. Quehl
 - 1. That students be given automatic permission to take any of the following three courses in the Communication Arts Center (each carrying one-half course credit) beyond the normal load of four courses without approval of the Dean of the College:
 - Comm. Arts 50 (Fall and Spring) Principles of Broadcasting (½)
 - Comm. Arts 61 (Fall), 62 (Spring) Scenic Arts (½)
 - Comm. Arts 81 (Fall), 82 (Spring) Literary Editing (½)

2. That one or two of the following Education Department courses each term, offered for the purpose of meeting certification requirements, and carrying fractional credit, be included among those courses which a student may take as an overload without the approval of the Dean of the College, the total load being not more than 4.5 courses:

- Education 10 - Children's Literature (3/4)
- Education 12 - Music in the Elementary School (3/4)
- Education 14 - Art in the Elementary School (3/4)
- Education 16 - Mathematics in the Elementary School (3/4)
- Education 74 - Physical Education in the Elementary School (3/4)
- Physical Education 73 - Health Education (3/4)

3. That all courses in applied music, and all courses in Instrumental Techniques, each of which carries no more than one-half course credit, be approved as fractional courses that may be taken in addition to the maximum number of four courses without the Dean's approval.
4. That two courses in Modern Dance, now offered by the Department of Physical Education, be counted hereafter as courses offered by the Art Department. Beginning Dance would be included in the course in Basic Art. The History of Dance would be included in the courses in art history. These courses would count as art credit in the Humanities Division only.
5. That the proposed Senior Synthesis program for next academic year (Reviewed by Mr. Barnett during the March 26 faculty meeting) be approved and carry $\frac{1}{2}$ course credit. *In addition to 1/2 course credit*

D. Proposed changes in the faculty advising system of students (The first proposal comes directly to the faculty from the Humanities Division. The second proposal comes from the Educational Policies Committee by way of its review of the Humanities Division proposal):

1. The Humanities Division recommends that the faculty discuss the advisability of extending the present system of advising upper-classmen to include the advising of incoming freshmen.
2. The Educational Policies Committee recommends the following:
 - a. In view of the fact that we will have a new Dean of Lindenwood College and a new Dean of Students, EPC recommends postponement of a final decision on the advising program until the new deans have had an opportunity to make their proposals to the faculty.
 - b. In the meantime, EPC proposes that the faculty recommend that the Deans appoint a number of faculty members to assist in advising freshmen. Those faculty members who would like to volunteer their services for this most important task should make their wishes known to the Deans.

E-Commission only Assembly at Commencement

IV. ANNOUNCEMENTS

- A. The faculty is requested to direct its attention to the Mr. Quehl revised calendar for the 1969-70 academic year. Specific changes have been made in the first week of the academic year. Also, spring recess has been lengthened from seven to ten days (see Attachment # 3)
- B. New equipment in the library; book orders for next fall; Miss Ambler return of order cards.
- C. The following academic departments, centers, and disciplines have elected to offer the B.S. degree option in their area of concentration:

| | |
|-------------------------------------|--|
| Art (art studio concentration only) | Mathematics Center |
| Biology | Music |
| Chemistry | Philosophy |
| Communication Arts Center | Physical Education |
| Economics | Pol. Science (S.S. 210 - Social Sci. Statistics; required) |
| Education (Elementary only) | Psychology |
| History | Sociology (S.S. 210 - Social Science Statistics; required) |

- D. The following academic departments and disciplines have not elected to offer the B.S. degree option in their area of concentration:

Art (Art History concentration only)
 Classical Civilization
 English
 Modern Languages
 Religion

- Business*
 F. E. The Division of Natural Science and Mathematics recommends Mr. Bornmann faculty approval of the following Exploratory Divisional Electives, effective Fall Term, 1969:

Biology 101-102 - General Biology
 Chemistry 151, 152 - General Chemistry
 Mathematics 101-102 - Concepts of Mathematics I, II
 Mathematics 171, 172 - Mathematical Analysis I, II
 Mathematics 181, 182 - Computer Science I, II

- G. F. The Social Science Division recommends faculty approval Mr. Moore of the following Exploratory Divisional Electives, effective Fall Term, 1969

Economics 101, 102 - Introduction to Economics I, II
 Economics 104 - Consumer Economics
 Education 100 - Education in America
 Education 140 - Urban Education
 History 101, 102 - Western World I, II
 Political Science 100 - Art and Science of Politics
 Psychology 100 - Introduction to Psychology
 Psychology 101 - The Psychology of Personality
 Psychology 102 - Principles of Child Growth & Development (summer ses. only)
 Sociology 102 - Basic Concepts of Sociology
 Sociology 122 - Races of Man

- G. The Humanities Division recommends faculty approval of the Mr. Conover following Exploratory Divisional Electives, effective Fall Term, 1969:

H.

Art 100 - Basic Art
Art 101 - Design (prerequisite 100) — Art 111, 112
Communication Arts 171, 172 - History of the Theatre I, II
Communication Arts 120 - Broadcasting Today
Communication Arts 173 - History and Criticism of the Film
English 111, 112 - World Art and Literature — Art 111, 112
English 125 - History of the English Language and Introduction to Linguistics
Music 100 - Introduction to Music (fall and spring)
Music 101 - Introduction to Music Theory (fall)
Philosophy 155 - Philosophical Thinking
Philosophy 156 - Aesthetics
Philosophy 106 - Philosophy of Science
Religion 151 - Tradition and Dissent in the Old Testament
Religion 152 - Introduction to the Literature & Religion of the New Testament
Religion 100 - Religions in America

- H. The Lindenwood College Alumnae Directory is now available at a cost of \$3.50. It contains an alphabetical, geographical, and class listing of all living alumnae. Members of the faculty may purchase a copy in the Alumnae Office. Mrs. McClanahan
- I. Announcements regarding Baccalaureate and Commencement Exercises Mr. Moore
- J. Other announcements
- K. President Brown

LINDENWOOD COLLEGE STUDENT ASSOCIATION

May 22, 1969

TO: Dean Gary H. Quehl

FR: Lindenwood College Student Association

RE: R. Randy Warren - Resolution

Mr. Randy Warren, during the Student Council meeting Wednesday, May 21, 1969, asked for consideration of his proposed commission into the U. S. Marine Corps during the commencement exercises May 31, 1969.

Mr. Warren feels strongly about this matter. His feeling is that his commission is a result in part of receiving a Bachelors degree. He, therefore, requests that the faculty of Lindenwood College reconsider its vote of May 21 and that Mr. Warren be present to explain his case.

Therefore, the Student Association would request that this matter be reconsidered and that Mr. Warren be present at that time.

PASSED UNANIMOUSLY BY THOSE PRESENT

gr

CC All Lindenwood College Faculty Members

Special Faculty Meeting Agenda
May 14, 1969

Attachment # 1

Recommendations regarding the B.S. degree in Lindenwood II

1. The Educational Policies Committee of Lindenwood College II recommends, effective fall term, 1969, that students of Lindenwood II who elect the B.S. degree take three exploratory divisional electives in each of the three divisions.
2. The Educational Policies Committee of Lindenwood College II recommends that a department may determine whether to offer the B.S. degree option within its area of concentration.

Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
April 23, 1969

The regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of Young Science Center at 9:30 a.m., April 23, 1969. Dean Quehl presided, in the absence of President Brown, and Mr. Conover gave the invocation.

I. Mr. Bornmann moved that the minutes of the meeting of March 26, 1969, be approved as distributed. The motion was seconded and approved.

II. OLD BUSINESS. None

III. NEW BUSINESS

A. Dean Quehl moved that the Faculty accept the recommendation of the Educational Policies Committee to approve the fall and spring term course offerings for the 1969-70 academic year, the recommendation being contingent on approval by respective divisions of all courses not previously brought before them for action. The motion was seconded. (See Attachment #1 of April 23, 1969 Agenda.)

Mr. Bornmann moved, according to the action of the Natural Sciences Division, that Mathematics 151 in the fall term be changed to Mathematics 200. In the absence of any objection, the Chair recognized the change.

Mr. Conover moved as a substitute motion that the Faculty approve new courses in the curriculum as outlined and accept the curriculum as a whole. The motion was seconded and approved.

B. Dean Quehl moved that the Faculty approve the recommendation of the Educational Policies Committee for Department of Psychology course additions and deletions, subject to approval of the Social Science Division. (See Attachment #2 of the April 23 Agenda.) The motion was seconded.

Mr. Moore, on the recommendation of the Social Science Division, moved that under Item 2 of Attachment #2 "Drop: Model Societies from a Psychological Point of View - 333 (a January course not currently planned to repeat)" be amended to "Change Number: Model Societies from a Psychological Point of View - 351" and that "Drop: Visits to Psychological Service Agencies - 346 (a January course not currently planned to repeat)" be amended to "Change Number: Visits to Psychological Service Agencies - 352." The amendment was seconded and carried.

Dean Quehl's motion, as amended, passed.

C. Dean Quehl moved that the Faculty adopt the recommendation of the Educational Policies Committee for approval of the Department of Physical Education requests, subject to approval of the Division of Natural Sciences and Mathematics (Attachment #3 of the April 23 Agenda).

D. Library Science Courses

1. Dean Quehl moved that the Faculty approve the recommendation of the Educational Policies Committee for acceptance of six courses in Library Science (Attachment #4 of April 23 Agenda), as submitted by Miss Mary Ambler, to be offered in the evening and in summer school. The motion was seconded and passed.
2. Dean Quehl moved acceptance of the recommendation of the Educational Policies Committee that, if the courses are taken by regularly enrolled Lindenwood College students who are degree candidates, they would carry a credit equal to one full course, with the stipulation that a practicum in the library would be included in each course. The motion was seconded.

After discussion of this and Item 3 of the April 23 Agenda which indicates that Continuing Education or special students who are not degree candidates will receive three semester credit hours for each of these courses, the Chair moved that Items 2 and 3 of the April 23 Agenda be deleted and replaced by a substitute motion that courses will carry credit equal to one full course. The motion was seconded and passed.

3. In regard to Item 4 of the April 23 Agenda, Mr. Barnett made a substitute motion that the program would operate under the auspices of the Education Department but would carry the designation of Library Science. The motion was seconded. Miss Beale amended the motion to include that for one year the courses carry a dual designation of Education and Library Science since students may receive a B.S. in Education for one more year. The amendment was seconded and passed. The motion, as amended, passed.

E. Dean Quehl moved acceptance of the Educational Policies Committee's recommendation to approve courses in the Secretarial Institute as listed in Items 1a through 1d of the April 23 Agenda. The motion was seconded and carried.

Dean Quehl moved acceptance of the Educational Policies Committee's recommendation to approve courses in the Secretarial Institute as listed in 2a through 2d of the April 23 Agenda. The motion was seconded. Mr. Eckert moved that 1d be amended to "While the ten courses may lead toward certification, they do not in themselves constitute an area of concentration." The amendment was seconded and passed. The main motion, as amended, carried.

IV. ANNOUNCEMENTS

- A. Dean Quehl called attention to the fact that all matters of educational policy that would require action by EPC must be received by the Dean of the College prior to the final EPC meeting (May 7) if they are to become effective with the opening of the 1969-70 academic year.
- B. Mr. Conover reported that the members of the Searching Committee elected by the Faculty are ready to make a repliminary report. The report is as follows:

The first step taken was to devise a brief questionnaire, copies of which were mailed to the Faculty on April 16. Forty members of the Faculty returned the papers to the committee. The results were considered by members of the committee in a meeting attended by President Brown. The committee did not consult with President Brown or reach conclusions concerning committee recommendations until the poll of the Faculty had been completed and the results tabulated.

The following significant statistics can be announced: Twenty-nine of the forty faculty members replying asked the committee to look for a candidate within our own membership. Eight expressed no preference; a number of these papers indicated that the committee should look for the ablest candidate, whether in our midst or elsewhere. Three urged or suggested that we look elsewhere.

The names of nine members of the Lindenwood Faculty have been placed in nomination for the deanship. Three persons from other institutions have also been recommended for consideration.

The committee is making a prompt report and recommendation to the President of the College. Because of the various steps which must be taken before an appointment can be made and publicly announced, at this time the committee can only express its appreciation for the prompt and helpful replies to the questionnaire, and assure the Faculty that the procedures required in the recommendation by the Faculty and appointment by the Administration and Board of Directors are being followed.

- C. Mrs. Huesemann urged members of the Faculty to attend the lecture by Dr. Nichols Demerath on April 30, at 8:30 p.m.
- D. Dean Quehl said that, while announcement will be made by the President to the student body, the Student Life Committee has recommended to the President that Miss Sandra Thomas be employed as Dean of Students. He asked that members of the Faculty consider this information confidential until official announcement has been made.
- E. Miss Ross asked that during preregistration for next year all who have not met the physical educational requirement be sent to the Physical Education office for registration.

- F. Miss Lichliter announced that members of the Faculty should be alerted to the fact that January Term courses will be included in the booklet that will come from Florida Presbyterian College; this information will be received from Miss Beale's office and Miss Lichliter's at the time of preregistration.
- G. Miss Beale announced that the plan for preregistration would follow the same pattern as last year. She also reminded those who have not paid faculty dues that they may still do so.

The meeting was adjourned.

Mary Yonker
Acting Secretary to the Faculty

Approved

Emma Purnell
Secretary to the Faculty

Lindenwood College
St. Charles, Missouri

Minutes of Special Faculty Meeting
May 14, 1969

A special meeting of the Faculty was held in 310 Young Hall on Wednesday, May 14, 1969, at 2 p.m. The meeting was called to order by President Brown. The invocation was given by Dr. Conover.

ANNOUNCEMENTS

1. Professor Caine asked for volunteers for a community tutoring project in elementary English and science.
2. President Brown announced that the National Collegiate Athletic Association had funded a summer sports program under the auspices of Lindenwood College to be conducted in St. Louis by Mrs. Ebest. He commended Mrs. Ebest for conceiving of the project, securing the funding, and donating her services without pay to comprise the College's matching portion of the grant. This program will comprise a portion of the Summer Youth Opportunity Program for Metropolitan St. Louis.

SPECIAL ORDER OF BUSINESS

A. Recommendations from the Educational Policies Committee of Lindenwood II

Dr. DeWulf moved that, effective, fall term, 1969, students of Lindenwood II who elect the B.S. degree take three exploratory divisional electives in each of the three divisions. Mr. Hendren seconded. After discussion, the motion carried without dissenting vote.

Mr. Hendren moved that departments may determine whether to offer the B.S. degree option within their areas of concentration. Mr. Bauer seconded. After discussion, motion carried without dissenting vote.

B. Relations of Lindenwood College for Women with Lindenwood II

Mrs. Huesemann reported that the Lindenwood II Educational Policies Committee had reviewed the impact of the colleges on each other, and in light of that impact, she moved that Lindenwood College for Women grant both the B.S. and B.A. degrees. The requirements for the B.S. degree in Lindenwood College for Women shall be the same as those in Lindenwood II. Miss Lichliter seconded. After discussion, motion carried without dissenting vote.

Meeting adjourned.

Emma Purnell, Secretary to the Faculty

James F. Hood, Acting Secretary to the Faculty

PROPOSED ACADEMIC HONOR SYSTEM FOR THE LINDENWOOD COLLEGES

I. Academic Honor

A. You are on your honor not to cheat. Cheating includes:

1. Giving or receiving aid on examinations or quizzes.
2. Turning in another student's work as your own.
3. Using or possessing any test without authorization by the professor.
4. Writing a test in any place which is not specified.
5. Altering any exam after it has been turned in or any records of any sort.
6. Giving or receiving any aid in a laboratory or classroom not authorized by the professor.
7. Assisting a second party to any of the above.

Note: The student is responsible not only to refrain from cheating but to avoid the appearance of cheating.

B. You are on your honor not to plagiarize or to employ methods of preparation which are not approved by the instructor. Plagiarism shall be defined as:

The dishonest use of the work of others....
since the plagiarist offers, as his own, for
credit, the language or information, or thoughts
for which he deserves no credit.¹

C. *Library Responsibility*

Plagiarism falls into two general categories:

1. The use of exact words, phrases, or sentences of another person's work without quotation marks and proper documentation.
2. The use of opinions and ideas of others in one's own words but without proper documentation.

Note: Students are responsible for any typist's mistakes or omissions which constitute plagiarism.

II. Individual Responsibility

A. Every student while under the jurisdiction of the Academic Honor System of the Lindenwood Colleges should be responsible for:

1. Reporting to the professor upon violation of Academic Honor.
2. Going directly to the student who has broken the Academic Honor Code and urge her or him to report within 24 hours to the professor. The student is not obligated to report another student who is believed to have cheated to the professor.
3. Revealing to no one except to the professor, a member of the Honor Board or the student who committed the violation, when one has knowledge of a violation.

¹ Newman P. Birk and Genevieve B. Birk, Understanding and Using English, Third, Edition, (New York: 1958), p. 696.

III. Academic Honor Violations

It is believed that any suspicion of violation or covert violation of the Academic Honor System should be a confidential matter between the professor and the accused student. If guilt is admitted by the student, the professor is free to fix the penalty within reasonable limits for the violation. In such a case as cheating on a test or exam, a reasonable penalty ^{may} ~~would~~ be a failure mark. And in the instance of repeated violation, a professor may fail a student in that course. In cases of plagiarism, a professor may wish to make the student rewrite the paper, and other repeated violations of this kind warrant a failure on the paper or in the course.

In a situation in which a professor is unable to determine decisively if a student has cheated, he can choose to dismiss the incident or bring it before the Honor Board. The Honor Board will then attempt to establish guilt or innocence. But the professor will be allowed to fix the penalty if guilt is established. The student may also appeal a professor's penalty to the Honor Board if she ^{he} feels it is excessively harsh such as barring her from class on the first suspicion of cheating. The Honor Board, if in agreement with the student, has the power to lessen the penalty.

It is to be understood, however, that the initiative in handling a suspected or affirmed violation of the Honor Code lies with the student and the professor. The Honor Board is merely an appeal body to handle difficult cases only after agreement cannot be reached between student and professor.

IV. Hearings

An appeal hearing shall proceed according to the following rules of due process:

1. Each party (the student and professor) shall be informed in writing of the date and subject (whether to decide guilt or innocence or to question a penalty) of the hearing.
2. The student has the right to assistance in defense from another student or a faculty member.
3. The burden of proof lies with those bringing the charges.
4. The student and professor should have the opportunity to testify, present evidence, and call witnesses. A student should be able to hear and question adverse witnesses.
5. All evidence must be introduced at the hearing, and the decision will be based only on the presented evidence. ~~Five~~ ^{Five} out of ~~six~~ ^{six} votes is the consensus necessary to sustain the charge.
6. A ~~recorded~~ ^{written} record will be kept of every proceeding.
7. The decision of this board is final and binding on both parties.

V. Procedure for establishing the Academic Honor Board

1. The Honor Board shall consist of eight members: four faculty members and two students from Lindenwood College for Women and two students from Lindenwood II. The Dean of Students is allowed access to a hearing but has no voting power. The Vice-President of Housing and Judicial Affairs is allowed access to a hearing but has no voting power.
2. The four faculty members shall be elected or appointed to the Honor

Board each spring by the members of the Faculty.

3. Elections for student members of the Honor Board will be held when a vacancy occurs. Each student elected to the Honor Board will serve in her/his position as long as he/she remains a student at the Lindenwood Colleges or until she/he resigns. *A student must then achieve at least 2.0 avg. to re*
4. A secretary (a faculty member or a student) will be elected by members of the Honor Board from their ranks to handle the written notifications and minutes of the hearings.
5. In the event that all of the student members of the Academic Honor Board are absent from the campus when a case arises, such as at the end of the academic year, the ~~three~~ faculty members are authorized to hear an appeal.
6. All the members of the Honor Board are responsible for knowing the procedures concerning hearings so that any one of them may begin the necessary action should he ^{she} be approached by either professor or student.

LINDENWOOD COLLEGE
Office of the Registrar

Attachment #2

1969 degree candidates:

A.B. degrees:

Rebecca Ann Achelpohl
Linda Kay Allen
Charlotte Hunt Ali
Jean Elizabeth Lundy Bailey
*Janet Lynn Barbour
*Cynthia Anne Brandow
Susan Jane Bell
Carol Jeanne Bollinger
Dorothy J. Brune
Geraldine Marie Burns
Candace Carol Buss
Sandra Sorensen Caldwell
Suzanne Elizabeth Carlton
Joan Brewster Chapman
Jeanne Lee Chappell
*Sue Ellen Conde
*Carolinda Louise Cowles
*Estle Harriet Crews
*Adalaide A. Daley
Judith Jeanne Darlington
Gwendolyn Jane Davis
Catherine L. Dean
Sherri Jean Dennis
*Marla Alice Dill
Anne Claire Doherty
Elise duPont Donaldson
Linda Kay Forrest
Judith Ann Fritsch
Margaret Anne Gaffney
*Carol Jeanne Garcia
Katherine Gillis
Louise Vera Hallworth
Roanne Harless
Penelope Jane Harrison
Van Haviland
Julianne Hendren
Mary Van Herrington
Mary Ellen Heslop
Patricia Ann Holder
Carolyn Mauldin Holliday
Linda R. Iorio
Bernadette Grace Jackson
Brenda Johnson
Susan Louise Josephson
Sherry Maureen Kelleher
Joy Anne Kesler
Joy Kathleen Kruse
Vicki Mae Lea
Dale Patricia Little
Judith Loeffler
*Eileen McIntyre Lonergan
Linda Karol Long

Linda Jean Loughridge
Victoria Jean Lowe
Beth Reid Lower
Donna Kay McCaslin
Linda Granger McCormick
Kathy Jayne Riddle McCoy
Patricia A. McKibbin
Judy Kathryn Maxwell
Samye Norene Miller
Janet Eileen Morgan
Nancy Nemec
Gail Gross Neumann
Jean Kay Nixon
Marguerite Odell
Kathleen Pearson
Patricia Ann Penkoske
Jary Knemueller Persons
Katherine Pfeifer
Lynda Sue Pontius
Meredith Olivia Reichel
Ann Hall Robinson
Edith LaMotte Rogers
Melinda Johnson Sachs
Rachel C. Sampson
Gail L. Savage
Jane Ann Seck
Ann DeVere Silva
*Diane Elaine Singer
*Catherine E. Skirrow
Margaret Abigail Slemmer
Lizbeth Stone Smith *Josephine Smith
Sharon Louise Soutar
Laura Spicer Thomas
Joan Marie Tomschin
Virginia Claire Tiffany
Patricia Sue Trampe
Lynn Constance Trout
Phyllis Janell Underwood
Kathleen Gaffney Velsor
Anne E. Venters
Holly J. Vince
Susan Ann Warburg
Elizabeth Shepherd Warren
Roy Randall Warren
Tove E. Weisser
Anne Rothman Whitney
Kathleen Anne Williams
Judith Kistler Wilson
*Kirstin L. Witman
Betty Frances Witthaus
Virginia Wolf
Susan Martha Wolfe
Barbara Lee Zeliff

LINDENWOOD COLLEGE
Office of the Registrar

1969 degree candidates:

B.S. degrees:

*Kathy Lee Alexander
Lydia Virginia Allred
*Joan Robertson Ballard
Ginger Louise Bauer
Marilyn Sue Bennett
Wanda Holland Bueneman
Sharon Patricia Clelland
Barbara J. Cook
Betty A. Coons
Mary Louise Cox
Margaret Ann Crawford
Diane Elizabeth Crow
*Susan Denise Deal
Joan Harper Dwyer
Betty Connell Dye
Catherine Mary Falcone
Mary Catherine Falcone
Bonnie Lee Fiedler
*Charlene E. Finders
Rowena Ann Fischer
Pamela Gay Foster
Miriam Audrey Gerber
Susan Bowers Good
Sally Louise Gordon
Adrine Anne Griggs
Margaret Louise Haller
*Mary Lou Hamilton
*Ann Hill
Christine Jackson Hinton
Mary Ann Hodgins
Lovice Holland
Beverly Gail Hudgens
Linda Louise Jinkerson
Mary Frances Evans Joplin
*Kay Lorraine Kirkland
Ellen M. Koehler
Jeanne Bender Kuhlman
Ann Christine Lohrman
Gentry Moellenhoff
Marilyn Kay Leonard Perry
Nancy A. Peters
Helen Polonski
Elvera May Rogers
Elois Elizabeth Ruth
Martha Ann Saathoff
Sue Ann Sample
Joyce Frances Schneider
Katy Ann Scott
Sarah Waite Scudder
Judith T. Segal
Nan Lee Seybert
Janie Shifflett Traner
Joyce Black Vaughan

Margaret Anne Westgate
Martha Ann White
Imogene Ruth Yankey
*Tanya Odette Yeldell

B. M. E. degrees:

Lauren Mary Ewing
Linda Jean Froemling
Norma Jean Meyer

* Returning Credit

LYNDENWOOD COLLEGE
Office of the Registrar

To: All Faculty

Please add to the list of candidates for the Bachelor of Arts degrees the name of Josephine Smith. She will be returning credits, so her name should be starred.

*Smith, Josephine

Lula Clayton Beale
Registrar

LCB:ee

THE LINDENWOOD COLLEGES
COMBINED CALENDAR FOR 1969-1970

SEPTEMBER

FALL TERM

| | | |
|-------------|-----|--|
| Thurs.-Sat. | 4-6 | Faculty Conferences |
| Saturday | 6 | New Students Arrive: Academic Convocation, 7:30 p.m. |
| Sunday | 7 | Student Orientation Day; Lindenwood College I and Lindenwood College II |
| Monday | 8 | Freshman Testing: a.m. |
| | 8 | Freshmen and Transfer Orientation: Departmental Open Houses, 1-3 p.m. and 3-5 p.m. |
| Tuesday | 9 | New Student Registration |
| Wednesday | 10 | Monday's Classes |
| Thursday | 11 | Tuesday's Classes |
| Friday | 12 | Thursday's Classes |
| Wednesday | 17 | Last Day to Change Classes |
| | 17 | President's Convocation |
| | 17 | January Term Off-campus Course Adjustments |

OCTOBER

| | | |
|-----------|----|---|
| Monday | 13 | Meeting of Board of Trustees of Lindenwood College II |
| Friday | 24 | Meeting of Board of Directors of Lindenwood College I |
| Saturday | 25 | Parents' Day |
| Wednesday | 29 | Final Registration for January Term Courses on Campus |

NOVEMBER

| | | |
|-----------|----------|---|
| Mon.-Fri. | 17-21 | Course Adjustments for Spring Term |
| Wednesday | 19 | Graduate Record Examinations for Seniors |
| Wed.-Mon. | 26-Dec.1 | Thanksgiving Recess or Reading Period on Campus |

DECEMBER

| | | |
|-----------|-------|--|
| Tuesday | 2 | Classes Resume: 8 a.m. (Four day week: Tuesday, Wednesday, Thursday, Friday) |
| Thursday | 11 | Classes End |
| Friday | 12 | Reading Day |
| Sat.-Wed. | 13-17 | Final Examinations: Christmas Vacation Begins After Last Examination |

JANUARY

JANUARY TERM

| | | |
|---------|----|---|
| Tuesday | 6 | January Term Begins (Four day week: Tuesday, Wednesday, Thursday, Friday) |
| Thurs. | 8 | Last Day to Change Classes |
| Monday | 12 | Meeting of Board of Trustees of Lindenwood College II |
| Monday | 19 | Meeting of Board of Directors of Lindenwood College I |
| Friday | 30 | January Term Ends |

FEBRUARY

| | | |
|-----------|----|---|
| Thursday | 5 | Spring Term Begins: 8 a.m. |
| Wednesday | 11 | Last Day to Change Classes |
| Wednesday | 18 | Religion-in-Life Program |
| Saturday | 21 | Father-Daughter Banquet; Lindenwood College I |

SPRING TERM

MARCH

| | | |
|----------|----|---------------------------------------|
| Thursday | 26 | Spring Recess Begins After Last Class |
|----------|----|---------------------------------------|

APRIL

| | | |
|--------|---|------------------------|
| Monday | 6 | Classes Resume: 8 a.m. |
|--------|---|------------------------|

MAY

| | | |
|-----------|-------|---|
| Saturday | 2 | Alumnae Day; Lindenwood College I |
| Mon.-Fri. | 4-15 | Registration for 1970-71 Academic Year |
| Wednesday | 13 | Honors' Convocation |
| Thursday | 21 | Last Day of Classes |
| Friday | 22 | Reading Day |
| Sat.-Wed. | 23-27 | Final Examinations |
| Friday | 29 | Meeting of Board of Directors of Lindenwood College I |
| | 29 | BACCALAUREATE: 7:30 p.m. |
| Saturday | 30 | COMMENCEMENT: 10:30 a.m. |

JUNE

SUMMER SESSION

| | | |
|--------|----|---|
| Monday | 8 | Summer Session Begins |
| Monday | 15 | Meeting of Board of Trustees of Lindenwood College II |

JULY

| | | |
|--------|----|---------------------|
| Friday | 17 | Summer Session Ends |
|--------|----|---------------------|

Lindenwood College
St. Charles, Missouri

Minutes

Meeting of the Faculty of Lindenwood College
May 21, 1969

The regular meeting of the Faculty of Lindenwood College was held in the Memorial Lounge of Young Science Center at 9 a.m., May 21, 1969, with President Brown presiding. Mr. Conover gave the invocation.

The following changes were made in the Agenda:

1. Under Item IV, New Business, the following item was added:
 - E. Commissioning ceremony at commencement.
 2. Items E, F, and G under Item IV, Announcements, were added as Items F, G, and H under Item IV, New Business.
 3. Item IV, Announcements, should be Item V, Announcements.
 4. Items H, I, J, and K under Item V, Announcements, are changed to Items E, F, G, and H.
- I. It was moved, seconded, and passed that the minutes of the meeting of April 23, which had previously been distributed, be approved.
- II. Mrs. Huesemann read a resolution in appreciation of the service of Louise Beasley, who is retiring at the end of the 1968-69 academic year, and moved that the resolution be made a matter of record and that a copy be sent to Miss Beasley. The motion was seconded and adopted.
- III. OLD BUSINESS
- A. It was moved, seconded, and passed that the minutes of the special faculty meeting held on March 28 be approved as distributed.
 - B. Mr. Conover reported for the Searching Committee that Howard Barnett is the choice of the Faculty for Vice President and Dean of the College of Lindenwood College and that this recommendation had been sent to the Administration.
 - C. A motion was made, seconded, and carried that the minutes of the special faculty meeting held on May 14 be approved as distributed.
 - D. Proposals in regard to the academic and social honor systems were considered. Patty Uren, Nancy Peters, and Toni Pitts joined the meeting to answer questions. Miss Pitts noted the following changes which should be made in Attachment #1 of the Agenda:

Page 2 - first paragraph - line 5 - change "would" to "may."

Page 2 - second paragraph - line 6 - add "or he" after "she" and "him" after "her."

Page 2 - Item IV, 5. Change "five" to "seven" and "six" to "eight."

Page 2 - Item IV, 6. Change "recorded" to "written."

Page 3 - Item V, 3. At the end of the paragraph add, "A student must have at least a 2.0 average to run."

Page 3 - Item V, 5. Change "three faculty members" to "four faculty members."

Page 3 - Item V, 6. In the last line after "he" add "or she."

1. Mr. Hendren moved adoption of the academic honor system as proposed in Attachment #1, as corrected, of the Agenda. The motion was seconded.

Miss Lichliter moved an amendment to change "Academic Honor System for the Lindenwood Colleges" to "Academic Responsibility System for the Lindenwood Colleges," the new statement to include

- a. Academic responsibility
- b. Plagiarism
- c. Responsibility of students in the library (to be spelled out in a statement to be prepared later).

The amendment was seconded and passed. Miss Lichliter stated that the passage of this amendment would mean that the whole proposal would have to be rewritten to be consistent with the amendment.

Mr. Wier proposed a substitute motion using "code of conduct." The motion was not seconded.

The original motion as amended passed. (Copy of Academic Responsibility System, as corrected, is attached.)

2. Miss Lichliter moved that the Faculty adopt the proposal of the student government of Lindenwood College to remove the social aspect from the Honor (Responsibility) System and to set up a judicial system for Lindenwood College for Women. The motion was seconded and carried.
- E. President Brown explained that the possibility of bringing out a two-year catalog is being explored because of high printing costs. Department chairmen, therefore, should carefully consider material for the new catalog.

It was necessary for President Brown to leave the meeting because of another engagement. Dean Quehl presided for the balance of the meeting.

IV. NEW BUSINESS

- A. Miss Beale asked that the following name be added to the list of A.B. degree candidates on Attachment #2 of the Agenda:

*Josephine Smith

And that an asterisk (*) be placed in front of the name of Diane Elaine Singer.

Miss Beale moved that degrees be granted to students listed on Attachment #2, as revised, of the Agenda pending completion of requirements. The motion was seconded and passed.

- B. Mr. Barnett, reporting for the Nominations Committee, presented the following slate of nominees for the 1969-70 Nominations Committee:

| | | |
|--------------|---|-------------------------------|
| Mr. DeWulf |) | From Social Science Division |
| Mrs. Nord |) | |
| Mrs. Welch |) | From Natural Science Division |
| Mr. Bornmann |) | |
| Mr. Thomas |) | From Humanities Division |
| Mr. Doherty |) | |

Mrs. Carpenter moved that one member from each division be elected, making a total of three on the Nominating Committee. The motion was seconded and carried.

A motion was made, seconded, and passed that Mrs. Huesemann's name be added as a nominee from the Natural Science Division.

It was moved, seconded, and approved that nominations be closed.

Vote was taken by ballot, and the following were elected to the Nominating Committee for 1969-70:

Mr. Thomas
Mrs. Huesemann
Mr. DeWulf

- C. Educational Policies Committee proposals:

1. Dean Quehl moved that the Faculty approve the recommendation of the Educational Policies Committee that students be given automatic permission to take any of the following three courses in the

Communication Arts Center (each carrying one-half course credit) beyond the normal load of four courses without approval of the Dean of the College:

Comm. Arts 50⁵² (Fall and Spring) Principles of Broadcasting ($\frac{1}{2}$)
 Comm. Arts 61 (Fall), 62 (Spring) Scenic Arts ($\frac{1}{2}$)
 Comm. Arts 81 (Fall), 82 (Spring) Literary Editing ($\frac{1}{2}$)

The motion was seconded and passed.

2. Dean Quehl moved that the Faculty approve the recommendation of the Educational Policies Committee that one or two of the following Education Department courses each term, offered for the purpose of meeting certification requirements, and carrying fractional credit, be included among those courses which a student may take as an overload without the approval of the Dean of the College, the total load being not more than 4.5 courses:

Education 10 - Children's Literature (3/4)
 Education 12 - Music in the Elementary School (3/4)
 Education 14 - Art in the Elementary School (3/4)
 Education 16 - Mathematics in the Elementary School (3/4)
 Education 74 - Physical Education in the Elementary School (3/4)
 Physical Education 73 - Health Education (3/4)

The motion was seconded.

Mr. DeWulf moved to amend "4.5 courses" to "4.75 courses." The motion was seconded. After discussion, Mr. DeWulf withdrew his amendment.

The motion was approved.

3. Dean Quehl moved that the Faculty approve the recommendation of the Educational Policies Committee that all courses in applied music, and all courses in Instrumental Techniques, each of which carries no more than one-half course credit, be approved as fractional courses that may be taken in addition to the maximum number of four courses without the Dean's approval. The motion was seconded and adopted.
4. Dean Quehl moved that the Faculty accept the recommendation of the Educational Policies Committee that two courses in Modern Dance, now offered by the Department of Physical Education, be counted hereafter as courses offered by the Art Department. Beginning Dance would be included in the course in Basic Art. The History of Dance would be included in the courses in art history. These courses would count as art credit in the Humanities Division only. The motion was seconded and passed.
5. Dean Quehl moved that the Faculty adopt the recommendation of the Educational Policies Committee that the proposed Senior Synthesis program for next academic year, as reviewed by Mr. Barnett at the March 26 faculty meeting, be approved and carry $\frac{1}{2}$ course credit. The motion was seconded.

After discussion, it was agreed to add after "carry $\frac{1}{2}$ course credit" the statement, "which may be taken in addition to four full courses without the Dean's approval."

The motion, as corrected, was approved.

D. Mrs. Huesemann moved that the Faculty adopt the recommendation of the Educational Policies Committee as follows:

1. In view of the fact that we will have new Deans of Lindenwood Colleges I and II, postponement of a final decision on the advising programs be made until the new deans have had an opportunity to make their proposals to the Faculty.
2. In the meantime, the Deans should appoint a number of faculty members to assist in advising freshmen. Any who wish to volunteer their services for this should make their wishes known to the Deans.

The motion was seconded and passed.

E. Dean Quehl moved that the Faculty approve the commissioning of Randy Warrer as a Lieutenant in the Marine Corps at the time of the commencement program. The motion was seconded but not passed, with no member of the Faculty voting in favor of the motion.

F. Mr. Bornmann moved that the Faculty approve the recommendation of the Division of Natural Science and Mathematics for the following Exploratory Divisional Electives, effective Fall Term, 1969:

Biology 101-102 - General Biology
 Chemistry 151, 152 - General Chemistry
 Mathematics 101-102 - Concepts of Mathematics I, II
 Mathematics 171, 172 - Mathematical Analysis I, II
 Mathematics 181, 182 - Computer Science I, II

The motion was seconded and approved.

G. Mr. Moore moved that the Faculty adopt the recommendation of the Social Science Division for the following Exploratory Divisional Electives, effective Fall Term, 1969:

Economics 101, 102 - Introduction to Economics I, II
 Economics 104 - Consumer Economics
 Education 100 - Education in America
 Education 140 - Urban Education
 History 101, 102 - Western World I, II
 Political Science 100 - Art and Science of Politics
 Psychology 100 - Introduction to Psychology
 Psychology 101 - The Psychology of Personality
 Psychology 102 - Principles of Child Growth & Development (Summer session only)
 Sociology 102 - Basic Concepts of Sociology
 Sociology 122 - Races of Man

The motion was seconded and passed.

- H. Mr. Conover moved that the Faculty approve the recommendation of the Humanities Division for the following Exploratory Divisional Electives, effective Fall Term, 1969:

Art 100 - Basic Art
 Art 101 - Design (prerequisite 100)
 Art 111, 112 - World Art and Literature
 Communication Arts 171, 172 - History of the Theatre I, II
 Communication Arts 120 - Broadcasting Today
 Communication Arts 173 - History and Criticism of the Film
 English 111, 112 - World Art and Literature
 English 125 - History of the English Language and Introduction
 to Linguistics
 Music 100 - Introduction to Music (fall and spring)
 Music 101 - Introduction to Music Theory (fall)
 Philosophy 155 - Philosophical Thinking
 Philosophy 156 - Aesthetics
 Philosophy 106 - Philosophy of Science
 Religion 151 - Tradition and Dissent in the Old Testament
 Religions 152 - Introduction to the Literature & Religion of the
 New Testament
 Religion 100 - Religions in America

V. ANNOUNCEMENTS

- A. Dean Quehl called attention to the calendar for 1969-70 (Attachment #4 of the Agenda).
- B. Miss Ambler reported on new equipment in the library. She announced that new book orders should be in as soon as possible.
- C. The following academic departments, centers, and disciplines have elected to offer the B.S. degree option in their area of concentration:

| | |
|-------------------------------------|------------------------------|
| Art (art studio concentration only) | Music |
| Biology | Philosophy |
| Chemistry | Physical Education |
| Communication Arts Center | Pol. Science (S.S. 210 - |
| Economics | Social Sci. Statistics; |
| Education (Elementary only) | required) |
| History | Psychology |
| Mathematics | Sociology (S.S. 210 - Social |
| | Sci. Statistics; required |

- D. The following academic departments and disciplines have not elected to offer the B.S. degree option in their area of concentration:

Art (Art History concentration only)
 Classical Civilization
 English
 Modern Languages
 Religion

- E. Mrs. McClanahan announced that the Lindenwood College Alumnae Directory is now available at a cost of \$3.50 through the Alumnae Office.
- F. Mr. Moore announced plans for baccalaureate and commencement exercises.
- G. Mrs. Ebest announced that today would be the last day this year that luncheon will be served at the Faculty House.
- H. Mr. Hendren and Mr. Wehmer invited the entire Faculty and Administration to a party at Mr. Wehmer's studio, Saturday, May 31, at 8 p.m.
- I. Mr. DeWulf announced that the meeting of the Council on Teacher Education would be postponed until 2:30.
- J. Dean Quehl expressed his appreciation to the Faculty for cooperation during the time he has been Vice President and Dean of the College for Lindenwood College.
- K. Miss Beale announced that all senior grades must be in by noon, Thursday, May 29.

The meeting was adjourned.

Mary Yonker
Acting Secretary to the Faculty

Approved

Emma Purnell
Secretary to the Faculty

ACADEMIC RESPONSIBILITY FOR THE LINDENWOOD COLLEGES

I. Academic Responsibility

A. You are responsible not to cheat. Cheating includes:

1. Giving or receiving aid on examinations or quizzes.
2. Turning in another student's work as your own.
3. Using or possessing any test without authorization by the professor.
4. Writing a test in any place which is not specified.
5. Altering any exam after it has been turned in or any records of any sort.
6. Giving or receiving any aid in a laboratory or classroom not authorized by the professor.
7. Assisting a second party to any of the above.

Note: The student is responsible not only to refrain from cheating but also to avoid the appearance of cheating.

B. You are responsible not to plagiarize or to employ methods of preparation which are not approved by the instructor. Plagiarism shall be defined as:

The dishonest use of the work of others...since the plagiarist offers, as his own, for credit, the language or information, or thoughts for which he deserves no credit.¹

Plagiarism falls into two general categories:

1. The use of exact words, phrases, or sentences of another person's work without quotation marks and proper documentation.
2. The use of opinions and ideas of others in one's own words but without proper documentation.

Note: Students are responsible for any typist's mistakes or omissions which constitute plagiarism.

C. You are responsible to uphold library regulations:

1. Reference books and periodicals, except under unusual circumstances when specific permission is granted by one of the librarians, are never to be taken from the library proper. (Library assistants cannot grant the necessary permission.)

¹ Newman P. Birk and Genevieve B. Birk, Understanding and Using English, Third Edition, (New York: 1958), p. 696.

2. Reserve books are not to be removed from the reserve shelves without process of signature.
3. Books and periodicals must not be mutilated in any way.
4. No books are to be taken out of the library without process of signature.

II. Individual Responsibility

A. Every student while at the Lindenwood Colleges is responsible for:

1. Reporting to the professor upon violation of any of the regulations concerning Academic Responsibility.
2. Going directly to the student who has broken any regulations and urging her or him to report within 24 hours to the professor. The student is not obligated to report another student who is believed to have cheated to the professor.
3. Revealing to no one except to the professor, a member of the Appeals Board, or the student who committed the violation, when one has knowledge of a violation.

III. Violations of Academic Responsibility

It is believed that any suspicion of violation or covert violation of Academic Responsibility should be a confidential matter between the professor and the accused student. If guilt is admitted by the student, the professor is free to fix the penalty within reasonable limits for the violation. In such a case as cheating on a test or exam, a reasonable penalty may be a failure mark. And in the instance of repeated violation, a professor may fail a student in that course. In cases of plagiarism, a professor may wish to make the student rewrite the paper, and other repeated violations of this kind warrant a failure on the paper or in the course.

In a situation in which a professor is unable to determine decisively if a student has cheated, he can choose to dismiss the incident or bring it before the Appeals Board. The Appeals Board will then attempt to establish guilt or innocence. But the professor will be allowed to fix the penalty if guilt is established. The student may also appeal a professor's penalty to the Appeals Board if he or she feels it is excessively harsh such as barring her from class on the first suspicion of cheating. The Appeals Board, if in agreement with the student, has the power to lessen the penalty.

It is to be understood, however, that the initiative in handling a suspected or affirmed violation of Academic Responsibility lies with the student and the professor. The Appeals Board is merely an appeal body to handle difficult cases only after agreement cannot be reached between student and professor.

IV. Appeal Board Hearings

An Appeal Board hearing shall proceed according to the following rules of due process:

1. Each party (the student and professor) shall be informed in writing of the date and subject (whether to decide guilt or innocence or to question a penalty) of the hearing.
2. The student has the right to assistance in defense from another student or faculty member.
3. The burden of proof lies with those bringing the charges.
4. The student and professor should have the opportunity to testify, present evidence and call witnesses. A student should be able to hear and question adverse witnesses.
5. All evidence must be introduced at the hearing and the decision will be based only on the presented evidence. Seven out of eight votes is the consensus necessary to sustain the charge.
6. A written record will be kept of every proceeding.
7. The decision of this board is final and binding on both parties.

Procedure for establishing the Appeal Board

1. The Appeal Board shall consist of eight members: four faculty members and two students from Lindenwood College for Women and two students from Lindenwood II. The Dean of Students is allowed access to a hearing, but has no voting power. The Vice-President of the student body in charge of Housing and Judicial Affairs is allowed access to a hearing but has no voting power.
2. The four faculty members shall be elected or appointed to the Appeal Board each spring by the members of the faculty.
3. Elections for student members of the Appeal Board will be held when a vacancy occurs. Each student elected to the Appeal Board will serve in his/her position as long as he/she remains a student at the Lindenwood Colleges or until he/she resigns. A student must have at least a cumulative average.
4. A secretary (a faculty member or a student) will be elected by members of the Appeal Board from their ranks to handle the written notifications and minutes of the hearings.
5. In the event that all of the student members of the Appeal Board are absent from the campus when a case arises, such as at the end of the academic year, the four faculty members are authorized to hear an appeal.
6. All the members of the Appeal Board are responsible for knowing the procedures concerning hearings so that any one of them may begin the necessary action should he/she be approached by either student or professor.

Lindenwood College
St. Charles, Missouri

TO: Faculty Advisers, Students of Lindenwood College for Women,
Students of Lindenwood College II

FROM: Gary H. Quehl

RE: B. A. and B. S. degree requirements; revised list of Exploratory Divisional
Electives

The following information is conveyed to faculty advisers and students in order that decisions regarding pre-registration for next academic year can be re-examined in the light of new policy considerations recently passed by the faculty:

1. Students at either Lindenwood College for Women or Lindenwood College II are eligible for the B. A. degree or the B. S. degree.
2. Lindenwood College for Women students who are candidates for the B. A. degree shall complete all requirements, as stipulated on pp. 21-22 in the 1967-68 or pp. 19-21 in the 1968-69 Lindenwood College Bulletin (the bulletin under which the student entered as a freshman or transfer). Lindenwood College II students who are candidates for the B. A. degree shall complete all requirements as stipulated in the 1968-69 Lindenwood College Bulletin on pp. 19-21, with the exception that the Senior Synthesis Course is an elective instead of a requirement, and the two 1/4 course Physical Education Activities requirement is temporarily waived.
3. All academic departments will continue to offer the B. A. degree.
4. Effective fall term, 1969, the following academic departments and centers will also offer the B. S. degree in the area of concentration:

| | |
|---|---------------------------------------|
| Art (art studio concentration only) | Mathematics Center |
| Biology | Music |
| Chemistry | Philosophy |
| Communication Arts Center | Physical Education |
| Economics | Pol. Science (S.S. 210 - Social |
| Education (at present, Elementary only) | Science Statistics; |
| History | required) |
| | Psychology |
| | Sociology (S. S. 210 - Social Science |
| | Statistics; required) |

5. The following academic departments will not offer the B. S. degree option in the area of concentration:

Art (art history concentration only)
Classical Civilization
English
Modern Languages
Religion

6. With but two exceptions, the requirements for the B. S. degree for students in Lindenwood College for Women and Lindenwood College II are identical to those of the B. A. degree. These exceptions are as follows:

- a. Proficiency in a foreign language or the successful completion of four courses in a specific language is not required as an all college requirement for the B. S. degree. This does not exclude the fact, however, that a candidate for the B. S. degree may elect or may be advised to take a foreign language.
 - b. Candidates for the B. S. degree must take three Exploratory Divisional Electives in each of the three divisions: Humanities, Social Science, Natural Science and Mathematics.
7. The requirement of three Exploratory Divisional Electives in each division is designed to provide the B. S. degree candidate with a broad distribution of courses across the many disciplines and fields of knowledge. Central to this idea is the belief that the student and his faculty adviser can together explore a combination of courses that can be tailor-made to academic and professional and occupational goals.
 8. It is with this intent and from this philosophy that a revised and expanded list of Exploratory Divisional Electives was developed by each academic division. Students who have already fulfilled certain Exploratory Divisional Electives that may not be listed below will not be subject to retroactive action. That is, Exploratory Divisional Elective courses already completed by the student by the end of the current academic year will be included in the total number of Exploratory Divisional Electives required for either the B.S. degree or the B.A. degree.

Division of Natural Science and Mathematics Exploratory Divisional Electives

Biology 101-102 - General Biology
 Chemistry 151, 152 - General Chemistry
 Mathematics 101-102 - Concepts of Mathematics I, II
 Mathematics 171, 172 - Mathematical Analysis
 Mathematics 181, 182 - Computer Science I, II

Social Science Division Exploratory Divisional Electives

Economics 101, 102 - Introduction to Economics I, II
 Economics 104 - Consumer Economics
 Education 100 - Education in America
 Education 140 - Urban Education
 History 101, 102 - Western World I, II
 Political Science 100 - Art and Science of Politics
 Psychology 100 - Introduction to Psychology
 Psychology 101 - The Psychology of Personality
 Psychology 102 - Principles of Child Growth and Development (Summer Session, 1969; regular session 1970-71 academic year)
 Sociology 102 - Basic Concepts of Sociology
 Sociology 122 - Races of Man

Humanities Division Exploratory Divisional Electives

- Art 100 - Basic Art
- Art 101 - Design (prerequisite, Art 100)
- Art 111, 112 - World Art and Literature
- Communication Arts 171, 172 - History of the Theatre I, II
- Communication Arts 120 - Broadcasting Today
- Communication Arts 173 - History and Criticism of the Film
- English 111, 112 - World Art and Literature
- English 125 - History of the English Language and Introduction to
Linguistics
- Music 100 - Introduction to Music (fall and spring)
- Music 101 - Introduction to Music Theory (fall)
- Philosophy 155 - Philosophical Thinking
- Philosophy 156 - Aesthetics
- Philosophy 106 - Philosophy of Science
- Religion 151 - Tradition and Dissent in the Old Testament
- Religion 152 - Introduction to the Literature & Religion of the
New Testament
- Religion 100 - Religions in America

NOTE: Please note that course numbers, in some cases, are different from those listed in pre-registration course listing that was made available several weeks ago. The important thing for both faculty adviser and student is that while the course number might change or be changed in the future, the selection of the course title as listed above is most important to individual registration for the 1969-70 academic year.

Lindenwood College
St. Charles, Missouri

Office of the Dean

May 15, 1969

TO ALL STUDENTS OF LINDENWOOD COLLEGE FOR WOMEN AND LINDENWOOD COLLEGE II:

The faculty, by formal action on May 14, 1969, has established the opportunity for students enrolled in either college to declare themselves as candidates for either the B.A. or the B.S. degree.

Candidates for the B.A. degree in either college will have to meet an all-college requirement in language.

Candidates for the B.S. degree in either college will have to take nine divisional exploratory electives, three from each division. These electives should be chosen in consultation with the student's faculty adviser.

Students who declare themselves as B.S. candidates may find that in a very few areas of concentration, proficiency in a foreign language will be required by the department.

It should be clear that the B.S. degree may not be available to students of either college in a few areas of concentration where that degree is deemed to be inappropriate by the department. All departments will be able to advise students on this point in the very near future.

Howard A. Barnett

Howard A. Barnett
Vice President and Dean-elect of Lindenwood College for Women

Gary H. Quehl

Gary H. Quehl
Vice President and Dean-elect of Lindenwood College II