MINUTES OF THE UNIVERSITY FACULTY APRIL 4, 1960

The University Faculty met in the Assembly Room of Lafferty Hall Monday, April 4, 1960, at 4:00 p.m. President Dickey presided. Members absent were: A. D. Albright, R. S.Allen, Philip Austin, R. W. Boughton Jr.*, L. L. Boyarsky, A. J. Brown, George B. Byers, John M. Carpenter, L. H. Carter, Leo M. Chamberlain, Morris Cierley, Bernard Fitzgerald, Lyman V. Ginger, Carsie Hammonds, R. D. Jacobs, Don R. Jacobson, John Kuiper, Vincent Nelson, Helen Marshall, L. Niel Plummer, Robert Straus,* Lawrence Thompson and C. A. Walton.

The minutes of March 14 were read and approved.

Dean White presented for the College of Arts and Sciences recommendations covering new and dropped courses and changes in courses, which were approved by the Faculty.

The Arts and Sciences Faculty recommends the following course changes

NEW COURSES

*Anthropology 510 (new), HISTORY OF ANTHROPOLOGICAL THEORY. (3)
Description and analysis of significant anthropological ideas in their historical context; the growth of the theoretical concepts in physical anthropology, archaeology and ethnology.

Music 363 (new), INSTRUMENTAL METHODS AND MATERIALS IN THE SECONDARY SCHOOL. (2)
A study of the methods, materials and techniques of teaching instrumental music in the secondary school, including the survey and analysis of band and orchestra repertory, rehearsal techniques, marching band techniques. Three class hours each week. Prereq: Junior standing in music and Music 160, 163, 165, 560, 362.

DROP

Music 53b, THEORY III: ADVANCED HARMONY IN COUNTERPOINT.

CHANGE IN CREDIT, TITLE AND DESCRIPTION

Music 360 (129a), from METHODS AND MATERIALS IN THE ELEMENTARY GRADES. (3) to
VOCAL METHODS AND MATERIALS IN THE ELEMENTARY GRADES. (2)
A course for music education majors in methods and materials in music education for the first six grades. This includes the care of the child voice, rote-singing and repertoire, rhythmic development, listening experiences, notation, part-singing, and use of accompanying instruments. Three lectures per week.

Music 361 (129b), from METHODS AND MATERIALS ON THE SECONDARY LEVEL. (3) to
CHORAL METHODS AND MATERIALS ON THE SECONDARY LEVEL. (2)

* Absence explained
* If the Graduate Council approves this course the number will be 510. If not, the number will be 310.

Methods and materials in music education for junior and senior high schools. This includes the study of the adolescent and his voice, general music classes, importance of assembly-singing, organization of choral groups, preparation of integrated units, program production, etc. Prereq: 360. Three lectures per week.

Music 362 (130), from INSTRUMENTAL METHODS AND MATERIALS. (3) to INSTRUMENTAL METHODS AND MATERIALS IN THE ELEMENTARY SCHOOL. (2)
A study of methods and materials, teaching techniques, and the organization of instrumental instruction in the elementary school. Three class hours each week. Prereq: Junior standing in music and Music 160, 163, 165.

* If the Graduate Council approves this course the number will be 510. If not, the number will be 310.

Dean Wall presented for the College of Agriculture and Home Economics recommendations for reorganization of the curricular programs in agriculture leading to the degree of Bachelor of Science in Agriculture. After some discussion the Faculty approved the revised curricula.

The College of Agriculture and Home Economics submits herewith recommendations for reorganization of the curricular programs in agriculture leading to the degree of Bachelor of Science in Agriculture.

1. That the curricula be organized in three program areas in addition to the pre-professional areas, short courses, etc.

2. That the program areas be in agricultural technology, agricultural science and agricultural business.

3. That a core of courses and course groups common to all three program areas constitute approximately the first two years of the curriculum.

4. That the departments of the college develop plans for departmental majors, within these three program areas or in as many of them as they may choose to offer options.

The objectives of the three program areas are:

1. Agricultural Technology- The curricular program in Agricultural Technology provides and opportunity for training designed to serve those students primarily interested in such fields as farm operation, agricultural extension, teaching vocational agriculture, certain U. S. D. A. services, and various other positions requiring technical proficiency in agriculture. It is expected that students electing this program would take fewer courses in the sciences and mathematics than those following the agricultural science program. However, these students would have more courses in technical agriculture and an equal number in the humanities, communications, and social sciences.

2. Agricultural Science- The curricular program in Agricultural Science is primarily for students interested in graduate work in his chosen subject matter field or profession or for those interested in scientific phases of agriculture. While providing a minimum back ground in general agriculture and liberal arts courses, emphasis in the curricula will be on the basic science relevant to the subject matter area, mathematics and research methods, and communications.

3. Agricultural Business- The curricular program in Agricultural Business provides an opportunity for training designed to serve those students interested in the wide range of jobs in the administrative, sales, and managerial aspects of the agricultural industry. Emphasis in the curricular program is given to general education in agriculture, liberal arts, and humanities with special emphasis on communications, economics, commerce, and a subject matter area in agriculture.

The proposed basic curriculum for the first two years for the programs in agricultural technology, agricultural science, and agricultural business is as follows:

Required Courses or Course Groups	Semester Hours
Military or Air Science (Male students only)	8
Physical Education	2
English Composition	6
General InorganicChemistry	8-10
Mathematics (Math 5 or 17)	3
BiologicalScience Group (Outside of Agriculture)	8
Humanities Group	6
Communications Group	6
Social Studies Group	6
The Agriculture Industry	2
Basic Agriculture Group	15
Total	70-72

The first two years would be considered, in part, as an exploratory period during which the student would decide upon a departmental or group major. By the beginning of his junior year, a student would be expected to choose between the program in agriculture technology, agricultural science, and agricultural business. The major and the program to be followed would be elected by the student on the basis of his individual interests and occupational or professional objectives. He should be guided by his adviser and other sources of counsel and guidance.

For those students who enter the college knowing their plans for departmental majors, advisers in the department in which the student plans to major will be appointed. An advisory committee from the faculty will be selected to serve as advisers of all other students during the exploratory period.

The proposed plan for the last two years' work in each of the study programs is as follows:

Courses in Group Options	Study Program Area: Agricultural Technology	Agricultural Science	Agricultural Business
Departmental Major (a)	18 (b)	18	18
Specialty Support	6 (c)	20 (c)	26 (d)
Mathematics and Statistics	-	6	-
Agricultural Plant Sciences	7	-	-
Agricultural Animal Sciences	7	-	-
Agricultural Economics & Rural Soc. Sci.	9	3	3
Electives	23 (e)	23 (e)	23 (e)

(a) A maximum of 30 hours in a department may be offered by the students in fulfilling minimum requirements for a degree. Courses in genetics and statistics in agriculture are not to be counted in this 30 hour maximum.

(b) Include subject matter departments, agricultural extension course group and agricultural education course group.

(c) To be made up of courses in science considered to be appropriate background for the departmental area in which the student is majoring.

(d) To be made up of a group of business, economics, and agricultural economics courses.

(e) To include at least one course offered at the sophomore level or above in at least three departments in the College of Agriculture outside the one in which the student is majoring. In the Agricultural Technology curriculum, one of these three departments should be Agricultural Engineering.

The programs of all students are subject to the approval of their major adviser and dean of the college.

As proposed, this program would provide for granting the B. S. Degree in Agriculture to students completing work in either of three study areas.

Summary of Requirements for the Program in Agricultural Technology

Courses required outside the College of Agriculture and Home Economics	53-55 credits
Courses required in agriculture	67 credits
Courses in specialty support and electives	20 credits
Total to require for degree	140 credits

Summary of Requirements for the Program in Agricultural Science

Courses required outside the College of Agriculture and Home Economics	59-61 credits
Courses required in agriculture	47 credits
Courses in specialty support and electives	34 credits
Total required for degree	140 credits

Summary of Requirements for the Program in Agricultural Business

Courses required outside the College of Agriculture and Home Economics	53-55	credits
Courses required in business group	26	credits
Courses required in agriculture	47	credits
Electives	14	
Total required for degree	140	credits

Requirements for the various groups designated in the basic curriculum and the specialty support groups would be met with approved courses in departments indicated as follows:

Biological Science Group
Approved courses in Bacteriology, Botany, and Zoology

Humanities Group
Approved courses in Philosophy, Language and Literature, Music and Art

Communications Group
Approved courses in English, Speech, and Journalism

Social Studies Group
Approved courses in Economics, Geography, History, Political Science, Psychology, Sociology, and Rural Sociology

Specialty Support (Agri-Business Group)
Approved courses in Agricultural Economics, Commerce, and Economics

*Basic Agriculture Group

An introductory course in Agricultural Economics or Rural Sociology

An introductory course in Agronomy (Soils, Crops, and Plant Pathology)

An introductory course in Animal Husbandry, Dairy Science, or Poultry

An introductory course in Agricultural Engineering, Entomology, or Animal Pathology

An introductory course in Horticulture or Farm Forestry

* Students must select five courses from at least four of the areas listed in this group.

Dean Shaver presented recommendations from the College of Engineering. These included the dropping of four courses in Architecture, changes in the Agricultural Engineering curriculum, a five-year curriculum leading to the degree of Bachelor of Architecture, and new courses in Architecture. The Faculty approved all recommendations from the College of Engineering.

COURSES TO BE DROPPED

Arch 100 (Architectural Engr 1) Architectural Rendering, 2 credits
Arch 394 (Architectural Engr 7a) Building Construction, 3 credits
Arch 395 (Architectural Engr 7b) Building Construction, 3 credits
Arch 399 (Architectural Engr 8) Theory of Architecture, 2 credits
(Metallurgical Engr 132)Metallurgical Calculations, 3 credits

RECOMMENDED CHANGES IN THE AGRICULTURAL ENGINEERING CURRICULUM

Courses to be dropped from the Agricultural Engineering curriculum:

1. Agricultural Economics 110 -- Farm Management
2. Agricultural Engineering 20 -- Farm Machinery

Courses to be added to the Agricultural Engineering curriculum:

1. *Agricultural Economics 114 -- Current Farm Management Problems
2. **Agricultural Engineering 415 -- Engineering Analysis in Farm Machinery Design

* Agricultural Economics 118 may be taken instead of 114.
** Approval requested contingent on approval of the course by the Graduate Council.

Following is the proposed five-year curriculum leading to the professional degree of Bachelor of Architecture.

FIVE-YEAR CURRICULUM LEADING TO THE PROFESSIONAL DEGREE OF BACHELOR OF ARCHITECTURE

YEAR I

First Semester

	COURSE (New	Old)	SUBJECT	CREDITS	
Arch.	001		The Architectural Profession	(1.0)	0
Arch.	110		Basic Architecture	(0.9)	3
Arch.	112		Architectural Graphics	(1.3)	2
Math.	111	17	College Algebra	(3.0)	3
Engl.	101	1a	English Composition	(3.0)	3
***			General Requirements	(4.0)	4
Mil.			Basic M. S. or A. S.	(3.0)	2
P. E.			Physical Education	(0.3)	1
				(15.15)	18

Second Semester

Arch.	002		The Architectural Profession	(1.0) 0
Arch.	111		Basic Architecture	(0.9) 3
Arch.	113		Architectural Graphics	(1.3) 2
Math.	112	18	Plane Trigonometry	(3.0) 3
Engl.	102	1b	English Composition	(3.0) 3
C. E.	102		Construction Surveys	(0.3) 1
***			General Requirements	(3.0) 3
Mil.			Basic M. S. or A. S.	(3.0) 2
P. E.			Physical Education	(0.3) 1
				(14.18) 18

*** - GENERAL REQUIREMENTS

1. All elective courses must have approval of Department of Architecture.
2. A minimum of six (6) s.c. will be taken in Humanities or Social Studies.
3. The remaining elective credits may be used for a "minor" of the student's choice, with approval of his advisor. However, a published recommended list of electives in other disciplines is available.
4. When an entering student does not show credit for high school chemistry, at least one semester of college chemistry will be required during the Freshman Year.

YEAR II

First Semester

COURSE (New	Old)	SUBJECT	CREDITS
Arch. 003		The Architectural Profession	(1.0) 0
Arch. 210		Architectural Studio I	(1.12) 5
Arch. 220		Materials and Construction Methods	(1.3) 2
Math. 113	19	Analytics andCalculus I	(3.0) 3
Physics 211	1a	General College Physics	(4.2) 5
Mil.		M. S. or A. S.	(3.0) 2
			(13.17) 17

Second Semester

Arch. 004		The Architectural Profession	(1.0) 0
Arch. 211		Architectural Studio II	(1.12) 5
Arch. 221		Materials and Construction Methods	(1.3) 2
Math. 211	20	Analytics and Calculus II	(4.0) 4
Physics 213	1b	General College Physics	(4.2) 5
Mil.		M. S. or A. S.	(3.0) 2
			(14.17) 18

YEAR III

First Semester

COURSE (New)	Old)	SUBJECT	CREDITS	
Arch. 005		The Architectural Profession	(1.0)	0
Arch. 330		Architectural Studio III	(1.12)	5
Arch. 332		Theory and History of Architecture I	(3.0)	3
G. E. 221	AM 3	Statics	(3.0)	3
M. E. 401	141a	Mech. & Elec. Equip. of Bldgs.	(1.3)	2*
Art 110	61	Drawing and Painting	(1.4)	2
***		General Requirements	(3.0)	3
			13.19	18

Second Semester

Arch. 006		The Architectural Profession	(1.0)	0
Arch. 331		Architectural Studio IV	(1.12)	5
Arch. 333		Theory & Hist. of Architecture II	(3.0)	3
G. E. 331	AM c100	Strength of Materials	(3.0)	3
CE 380	171a	Theory of Structures I	(3.0)	3
ME 402	141b	Mech. & Elec. Equip. of Bldgs.	(1.3)	2*
***		General Requirements	(3.0)	3
			(15.15)	19

(*These will be changed from 3 credits to 2 credits before the Architecture students take them.)

YEAR IV

First Semester

COURSE (New)	Old)	SUBJECT	CREDITS	
Arch. 007		The Architectural Profession	(1.0)	0
Arch. 340		Architectural Studio V	(1.15)	6
Arch. 342		Theory & History of Architecture III	(3.0)	3
Arch. 345		Planning I	(2.0)	2
CE 387	173a	Steel Structures	(3.0)	3
CE 385	175	Timber Structures I	(0.3)	1
***		General Requirements	(3.0)	3
			(13.18)	18

Second Semester

Arch. 008		The Architectural Profession	(1.0)	0
Arch. 341		Architectural Studio VI	(1.15)	6
Arch. 343		Theory and History of Architecture IV	(3.0)	3
Arch. 346		Seminar	(0.2)	1
CE 392	110a	Reinforced Concrete I	(3.0)	3
Art 210	63	Drawing and Painting	(1.4)	2
***		General Requirements	(3.0)	3
			(12.21)	18

YEAR V

First Semester

COURSE (New)	(Old)	SUBJECT	CREDITS	
Arch. 350		Architectural Studio VII	(0.18)	6
Arch. 351		Thesis Research	(1.0)	1
Arch. 353		Theory of Architecture V	(2.0)	2
Arch. 356		Professional Practice I	(2.0)	2
Arch. 355		Planning II	(2.0)	2
Arch. 359		Advanced structural theory	(2.0)	2
Art 236	64a	Sculpture	(1.4)	2
			(10.22)	17

Second Semester

Arch. 352		Thesis	(0.30)	10
Arch. 357		Professional Practice II	(2.0)	2
Art 510	165a	Advanced Painting	(1.4)	2
***		General Requirements	(3.0)	3
			(6.34)	17

CREDITS REQUIRED FOR BACHELOR OF ARCHITECTURE DEGREE

General Requirements	22
Profession and Related	146
Military and Physical Education	10
Total	178

ARCHITECTURE

001-002	The ARCHITECTURAL PROFESSION	(1st Year)	(0)	I, II	Staff
003-004	The ARCHITECTURAL PROFESSION	(2nd Year)	(0)	I, II	"
005-006	The ARCHITECTURAL PROFESSION	(3rd Year)	(0)	I, II	"
007-008	The ARCHITECTURAL PROFESSION	(4th Year)	(0)	I, II	"

Lectures, seminars and discussion by visiting professionals with emphasis on the student's future responsibilities to his profession, clients and community.

110 BASIC ARCHITECTURE (3) I,II Staff
Exercises in simple architectural problems. Two and three dimensional exercises in space, form, color and materials. Lecture and studio, nine hours.

111 BASIC ARCHITECTURE (3) I,II Staff
A continuation of Architecture 110. Beginning emphasis on human need, human scale, function and structure in architecture. Lecture and studio, nine hours. Prereq: Arch. 110 and approval of instructor.

112 ARCHITECTURAL GRAPHICS (2) I,II Staff
Descriptive drawing, architectural projections, shades, and shadows, perspective drawing, emphasis on skills in graphic media.

Lecture, one hour; studio, three hours. Concurrent with Arch. 110

113 ARCHITECTURAL GRAPHICS (2) I, II Staff
A continuation of Arch. 112. Lecture, one hour; studio, three hours. Concurrent with Arch. 111.

210 ARCHITECTURAL STUDIO I (5) I, II Staff
Architectural problems dealing with simple space and structural requirements. Instruction by problem method on an individual critic-student basis followed throughout the entire studio sequence. Lecture, one hour; studio, twelve hours. Prereq: Arch. 111

211 ARCHITECTURAL STUDIO II (5) I, II Staff
A continuation of Arch. 210. Residential and small building design. Lecture, one hour; studio, twelve hours. Prereq: Arch. 210 and approval of instructor.

220 MATERIALS AND CONSTRUCTION METHODS (2) I Staff
Materials of construction; their sources and characteristics, manufacture, use and size classification, limitations, standards of fabrication. Lecture, one hour; studio, three hours. Concurrent with Arch. 210

221 MATERIALS AND CONSTRUCTION METHODS (2) II Staff
A continuation of Arch. 220. Methods of construction and choices of systems. Lecture, one hour; studio, three hours. Prereq: Arch. 220

222 BUILDING CONSTRUCTION (3) I, II Staff
Analysis of the architectural process, investigation of materials and construction methods. Individual and group case studies in the drawing studio. Designed for Engineering majors. Lecture, two hours; studio, three hours. Prereq: Junior standing.

330 ARCHITECTURAL STUDIO III (5) I, II Staff
Architectural problems with emphasis on materials and detail in the design process. Lecture, one hour; studio, twelve hours. Prereq: Arch. 211

331 ARCHITECTURAL STUDIO IV (5) I, II Staff
A continuation of Arch. 330, with additional emphasis on building design related to site. Lecture, one hour; studio, twelve hours. Prereq: Arch. 330 and approval of Instructor.

332 THEORY AND HISTORY OF ARCHITECTURE I (3) I Staff
A study of the development of architecture in relation to world culture with emphasis on aesthetics, principles and philosophies of design, structure, use of materials and the social and political backgrounds. Illustrated lectures, parallel reading, discussion, sketching and research.

Introduction, prehistoric through Greek architecture. Lecture, three hours. Prereq: Approval of Instructor.

333 THEORY AND HISTORY OF ARCHITECTURE II (3) II Staff
A continuation of Arch. 332. Roman through Gothic Architecture. Lecture, three hours. Prereq: Arch. 332

340 ARCHITECTURAL STUDIO V (6) I Staff
Colloborative and individual projects in community planning and design. Lecture, one hour; studio, fifteen hours. Prereq: Arch. 330

341 ARCHITECTURAL STUDIO VI (6) II Staff
Advanced architectural problems in design. Collaborative work with Civil and Mechanical Engineering students. Lecture, one hour; studio, fifteen hours. Prereq: Arch. 340 and approval of instructor.

342 THEORY AND HISTORY OF ARCHITECTURE III (3) I Staff
A continuation of Arch. 333. Renaissance through 19th Century Revival Architecture. Lecture, three hours; Prereq: Arch. 333.

343 THEORY AND HISTORY OF ARCHITECTURE IV (3) II Staff
A continuation of Arch. 342. Modern Architecture. Lecture, three hours. Prereq: Arch. 342

345 PLANNING I (2) I Staff
Seminar in urban planning; redevelopment and rehabilitation . Research related to project in studio course. Seminar, four hours. Prereq: Concurrent with Arch. 340.

346 SEMINAR (1) II Staff
Design Seminar. A critical evaluation by each student of his principles and philosophy, prior to final year. Seminar, two hours. Prereq: approval of instructor.

350 ARCHITECTURAL STUDIO VII (6) I, II Staff
Comprehensive problems in architectural design. Lecture and studio eighteen hours. Prereq. Arch. 340

351 THESIS RESEARCH (1) I, II Staff
Research and Analysis for undergraduate thesis project. Thesis topic to be submitted for approval of design faculty prior to entering course. Lecture, one hour. Prereq: approval of design faculty.

352 THESIS (10) I, II Staff
Independent undergraduate thesis. Credit on acceptance following visual, oral and written presentation. Studio, thirty hours. Prereq: Arch. 351

353 THEORY OF ARCHITECTURE V (2) I Staff
A continuation of Arch. 343, Seminar, four hours, Prereq: Arch. 343 and approval of instructor.

355 PLANNING II (2) II Staff
The design of cities through history to present. A discussion of effect of each culture on form of city with emphasis toward future forms derived from present society. Lecture, two hours. Prereq: approval of instructor.

356 PROFESSIONAL PRACTICE I (2) I Staff
Office administration, specifications, cost estimating, contracts, legal problems, insurance and professional ethics. Lecture, two hours. Prereq: Arch. 331.

357 PROFESSIONAL PRACTICE II (3) II Staff
A continuation of Arch. 356. Lecture, two hours. Prereq: Arch. 356.

359 ADVANCED STRUCTURAL THEORY (2) I CE Staff
Theory and visual study of structural reactions related to new techniques and principles. Lecture, two hours. Prereq: CE 110a, (CE 392), approval of instructor.

Dean Dake, of the College of Nursing, presented recommendations from that college covering the establishment of a curriculum in Nursing and three courses. The Faculty approved the curriculum and the courses with the provision that the numbers of the courses in Community Nursing should be changed to indicate that they were not freshman courses.

The College of Nursing submits herewith general recommendations for the total four-year curriculum with request for approval of specific courses for the first year of this curriculum.

Planning for the program to be offered in the College of Nursing has been done with consultation from within this University as well as with outside agencies and individuals. Effort has been made to take full advantage of the "clean slate" opportunity provided and to incorporate sound principles of undergraduate education. Guiding principles of baccalaureate degree education for nursing, as established by the National League for Nursing, have been carefully considered.

CONSIDERATIONS PERTINENT TO PLANNING BACCALAUREATE DEGREE EDUCATION FOR NURSING

Society's demand has led to a phenomenal growth in health services in the last half century. Paralleling this growth in all health services has been the changing and broadening in the function of nursing. The services of nurses are being demanded in schools, in industries, in physicians offices, and in many other places where health care, teaching and research are required. Educational programs to prepare nurses for the nursing problems of today as well as these that can be foreseen for the future must be planned. The College of Nursing at the University of Kentucky was established in order that more well qualified professional nurses might be prepared to meet the increasing demand for nursing care.

Nursing and education for nursing are in a state of transition. This phenomenem cannot be understood in an isolated manner since its basis is found in the multiple changes in American life. There has, however, been an inclination by many members of the nursing profession as well as recipients of nursing services to judge today's practice by yesterday's standards.

Part of this problem stems from inadequate definition of modern nursing and part results from lack of breadth in understanding nursing as an integral part of society.

The College of Nursing has a responsibility to promote and participate in studies of changing health problems and nursing needs of society, and to develop educational programs which will respond to these changed needs. This College must take an active part in helping the public to understand effective use of modern health facilities and personnel, particularly nursing services. An important element in such interpretation is improved understanding by members of the health professions with, of course, primary emphasis on the nursing profession itself.

Nursing may be broadly conceived as a process of dynamic human interaction involving both therapautic and educational functions. It is a service to mankind carried out in cooperation with other members of the health team in order to meet the health needs of individuals and of society. In carrying out patient care functions the practitioners of nursing share in the promotion and preservation of health, diagnostic and curative procedures and rehabilitation measures. Nursing is practiced in a wide variety of social settings, in the home, school, and industry, as well as in the hospital and its various extensions.

The baccalaureate degree program [1] will seek to prepare nurses who will become capable of effective participation with the health team, of giving comprehensive nursing care requiring a high degree of professional judgement, and for coordination and supervision of the activities of auxiliary nursing personnel. It must be emphasized that the degree of professional competence implied in this statement may not be fully developed within the given period of formal education.

The philosophy of the total Medical Center is that the beginning professional program should prepare students for "undifferentiated" servi to patients rather than provide preparation for the specialities. In the case of nursing, this means that students will not be prepared at the baccalaureate level for such specialities as head nursing, obstetrical nursing, psychiatric nursing, etc. Students will be provided opportunities which will enable them to perform the leadership roles in nursing care as they acquire further experience.

The practice of comprehensive nursing requires a wide range of skill, knowledge and understanding which is related to factors contributing to a patient's state of dependence. The assumption of ultimate responsibility for comprehensive nursing demands a broad knowledge of physiological, and psycho-social factors related to growth and development, as well as cultural and societal factors influencing health and human behavior. Of equal importance to the nurse are skill and understanding related to therapeutic and educative processes.

PHILOSOPHY AND OBJECTIVES

Development of educated persons is not completed within a given period of formal education. It is a life-long process. The educational institution has a responsibility for encouraging the development of an inquiring mind and for aiding the student in the acquisition of skills and tools for continued learning and personal maturation. The baccalaureate degree program in nursing must include opportunities for personal growth and development as well as opportunities for specialized education in nursing.

General education offerings help the student understand himself and his associates and acquire knowledge and attitudes necessary for responsibile citizenship. Moreover, general education subject matter is an essential foundation and corollary to specialized education for nursing.

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[1]For purposes of clarity the terms baccalaureate degree program and post baccalaureate degree program have been used in place of undergraduate and graduate degree programs. The latter terms are frequently misinterpreted in nursing since persons who have completed diploma school education are referred to as "Graduate Nurses."

Certain aspects of general education subject matter are more basic than others in the performance of nursing care. For effective utilization of this subject matter, the curriculum must provide the student with experience in its application to nursing. Nursing faculty must be intimately familiar with the total educational program in order to help students effectively draw on all subject matter.

Physical and Biological Sciences. There has been a general acceptance of the concept that nursing practice is based on and uses the principles of the basic science. To date, however, there has been only a minimum of study to determine what knowledge of facts and principles from these physical and biological sciences is essential for nursing practice.

Knowledge in the area of the physical and biological sciences has been steadily increasing. Certain aspects of knowledge from these fields are considered of utmost importance to intelligent living in this scientific age. A question which has received far too little attention is what are the specific needs of nursing students which may be different and perhaps more extensive than the needs of a general college student. Can the needs of nursing students be met most effectively through the same organization and teaching of these sciences as is provided other undergraduate students? These questions are particularly important to planning. The first step in solution of this matter would appear to be the identification of the facts and principles which are requisites in the practice of nursing. This information must then be considered against the recommendations relative to the scientific needs of all educated persons.

The Behavioral Sciences. A large percentage of nursing practice is carried on within the hospital environs, and is focused on the curative aspects of illness. Nursing is, however, carried on in various social situations and knowledge and understanding of all those settings as they influence patients is essential for effective care.

The behavioral sciences provide a conceptual basis, together with basic principles, for understanding social, cultural, and psychological aspects of behavior, and for synthesizing this knowledge with principles of biological and physical science. These concepts are directly applicable to comprehensive patient care, understanding of role relationships and social structure, and the mobilization of health resources to meet needs of society.

Many preventive, therapeutic, and rehabilitative health sources are provided outside the hospital environs. Social organization for meeting comprehensive health needs of society is complex. Nursing students must have an opportunity to gain insight into the social structure in order to function effectively in many situations. Experience in participating in team efforts or toward comprehensive health care is as important outside the hospital as it is within the hospital.

Specialized Education

Education for nursing has in the past followed the traditionally defined specialties of medical practice and hospital service organization. Nursing has been classified into these special areas of medical practice such as medical nursing, surgical nursing, pediatric nursing and so on for the other areas. As a result of this specialization and segmentation, the basic elements or "hard core" of nursing practice are without clear definition.

Careful consideration must be given to identification of these factors which are similar or different in nursing care of patients with various illnesses which may require attention from one or several of the medical specialties. For instance, what are the similarities and differences in the nursing care of a patient in shock when the patient is primarily a medical, surgical, obstetrical or orthopedic patient? Acceptance of the premise that there are some special nursing care problems related to the medical specialties, does not overcome the need for concerted effort to identify both the general nursing care and the particular or special nursing care problems. Economy of curricular time should result from such considerations. Nursing efficiency may likewise be effected.

There is a real opportunity to explore this concept of a "hard" or "central core" of nursing especially if an "undifferentiated" service can be developed within the University Hospital. Here patients would not be admitted on the basis of a medical specialty classification. It would therefore, be possible, within this setting, to evaluate carefully the nursing care needs of patients with problems which are treated best by one or several of the medical specialties. The opportunity to function within this service should also have an influence on planning

clinical experiences for nursing students. Efforts to identify the "central core" of nursing should not be dependent upon the development of an "undifferentiated" service within the University Hospital. It must be recognized, however, that the process of such identification becomes more complicated when patients are grouped according to illnesses classified by medical specialization.

Provisions must be made within the educational program to enable nursing students to acquire a broad perspective of the health field. The concept of the health team is dependent upon such a perspective. In addition to understanding the relatedness of health specialists, students must have opportunities to develop an appreciation of the numerous agencies related to the health field. For example, it is recognized by these persons planning the educational programs within the University Medical Center that the physical facilities and the philosophy of patient care of the Medical Center will be unique, particularly as they relate to meeting the health problems of Kentucky. If students preparing for the health profession are to be adequately prepared to take their place in community health services throughout the state of Kentucky and elsewhere, it will be necessary to provide opportunities for students to observe, participate in, and/or practice nursing within different types of health agencies.

Education for Registered Nurses

It is the belief of the College of Nursing that its baccalaureate degree must signify a defined level of competence in the application of leadership skills in nursing practices.

Planning education for registered nurses who have been granted a diploma from a hospital school of nursing presents many complex problems. It is essential that a program allow flexibility for meeting individual needs within the framework of the requirements for the degree andthe objectives of the total program. In most cases, it can be assumed that there are two major areas in which registered nurses will require further education. The first of these is the area of general education which has not been available to most students in hospital diploma programs(particularly upper level courses). Secondly, registered nurses will need further opportunity to increase their knowledge and skills related to leadership in provision of comprehensive nursing care.

Registered nurses will be pursuing the same baccalaureate degree program as will other undergraduate nursing students. The needs of graduates of diploma programs are recognized to be considerably different and more individualized than the general needs of students pursuing the generic collegiate program. Greater attention on the part of the faculty is required to define the educational needs of the individual graduate nurse and a program for meeting these needs. Care will be taken to prevent duplication or repetition of previous nursing education. Emphasis will be placed

on assisting these students in the fulfillment of those objectives of the baccalaureate degree program not met by previous education or experience.

It is expected that in some areas of the nursing portion of the program needs of registered nurses can be met through the same content as other students. In other cases special offerings for registered nurses may need to be developed. Continuing study will be necessary since undergraduate education for registered nurses is in a state of transition nationally.

THE PROPOSED CURRICULUM

The curriculum is planned on the basis of four academic years, following the regular University calendar. The program will lead to the degree Bachelor of Science in Nursing and will require a minimum of 128 to 130 credits.

Rationale of Construction

Undergraduate nursing students have need for liberal as well as (professional) specialized education and upper division as well as lower division offerings in this field. The curriculum has thus been planned to incorporate an approximate balance between liberal education and specialized nursing education. To allow opportunities for upper division liberal education and to provide the advantage of a basic foundation in the liberal arts, the curriculum is planned with an inverse ratio of liberal to specialized education. This design also makes possible the introduction of specialized nursing education in the first year, an approach which is deemed highly important by nursing educators.

The ratio is planned as follows:

	1st. Yr.	2nd. Yr.	3rd. Yr.	4th. Yr.
Nursing	1/4	1/3	2/3	3/4
Liberal Education	3/4	2/3	1/3	1/4

The faculty of the College of Nursing are dedicated to the importance of flexibility in meeting individual differences. It is likewise desirous of assisting students in obtaining as broad an education as is possible within the limits of an undergraduate, specialized curriculum. To implement this philosophy areas of liberal arts subject matter have been defined. Absolute requirements within these areas will be kept as minimal as possible. The defined areas with minimum credit distribution are outlined below.

Liberal and Fine Arts - 15 semester credits
Electives - 9 semester credits
Physical and Biological Sciences - 16 semester credits
Behavioral Sciences - 12 semester credits

English Composition - 12 semester credits
Nursing - 64 semester credits
Physical Education - 2 semester credits

There are certain areas of subject matter which, through frequently classified as liberal education, are considered more directly related to the practice of nursing, therefore, allowance has been made within the credit allocation for nursing. Definition of these areas will be made within course descriptions presented for approval for the second, third and fourth years.

The faculty of the College of Nursing presents the following nursing courses for approval:

a,b, Foundations of Nursing

A beginning consideration of the use of self in performing the role of nurse with an overview of various phases of man's development that serve as a basis of framework for education specific to nursing. 4 semester credits.

Public Health Nursing

Introduction to principles of public health nursing with concurrent experience in various community agencies. 6 semester credits.

The faculty of the College of Nursing recommends the following new courses.

100 Foundations of Nursing

A beginning consideration of the use of self in performing the role of nurse with an overview of various phases of man's development that serve as a basis or framework for education specific to nursing. 4 semester credits

102 Community Nursing

Principles, objectives and methods of nursing in community agencies. (Concurrent with 103).
3 semester credits

Prerequisite: Permission of Instructor

103 Community Nursing Laboratory

Guided experience in the practice of comprehensive nursing with individuals and families in various community settings. (Concurrent with 102)
5 semester credits

Prerequisite: Persmission of Instructor

MINUTES OF THE UNIVERSITY FACULTY, APRIL 4, 1960

Dean Kirwan, of the Graduate School, presented recommendations from the Graduate Council. They were to approve graduate credit for one course in Law, four courses in Metallurgical Engineering, and five courses in Mathematics and Astronomy; also to approve two strictly graduate courses in Commerce, and to drop one course in Psychology. The Faculty approved these recommendations.

Dean Kirwan also presented recommendations from the Graduate Council that the requirements for the degree of Master of Business Administration be changed as follows: (1) the semester hours of prerequisite courses be reduced from 27 to 21, and (2) the semester hours of strictly graduate courses (present 200 level) be increased from 18 to 21.

The Faculty also approved a recommendation from the Graduate Faculty presented by Dean Kirwan, that Plant Pathology be added to those departments now offering the doctorate program in Biology (Anatomy and Physiology, Botany, and Zoology).

1. Law 135 Commercial Law (4)
   The study of commercial law principles with special emphasis on the law of negotiable instruments and the law of sales, especially as governed by the Uniform Commercial Code.

2. Metallurgical Engineering 451. Metallurgical Thermodynamics (3)
   Application of fugacity, activity and equilibrium constants to metallurgical systems. Analysis of ideal, non-ideal and regular solutions and their relation to non-metallic solutions at elevated temperatures, molten salt solutions and slags. Discussion and application of the Phase Rule to metal systems. Lecture, 3 hours. Prerequisite: Metallurgical Engineering 351.

3. Metallurgical Engineering 453 Metallurgical Kinetics (3)
   Rate processes in heat and mass transfer, nucleation and growth. Fluid flows in molten metal systems. Lecture 3 hours.
   Prerequisite: Metallurgical Engineering 451

4. Metallurgical Engineering 461. Physical Metallurgy (3)
   High purity metals, nuclear alloys, powder metallurgy techniques. Lecture 2 hours, laboratory 3 hours. Prerequisite: Metallurgical Engineering 361.

5. Metallurgical Engineering 463 Structure of Alloys (3)
   Age hardening and diffusion in metal systems. Lecture 2 hours. Lab three hours. Laboratory concerned with senior thesis type problems.
   Prerequisite: Metallurgical Engineering 363

6. Mathematics and Astronomy 432, 433 Applied Calculus (3 ea.)
Fourier series and integrals, Laplace Transform, partial differential equations, matrices, Bessel functions, complex variables and conformal mapping, vector analysis and numerical analysis. Prerequisite: M&A 35 (331) or equivalent.

7. Mathematics and Astronomy 492 Galactic Astronomy II (3)
Study of the content, organization, and evolution of our own and other galaxies. Prerequisite: M&A 292 or consent of the department.

8. Mathematics and Astronomy 532 Differential Equations (3)
This course consists of a thorough study in the linear differential equation of the second order along with its associated Riccati Equation. Attention is given to equations of the Fuchsian Type and other classical equations. Eigen-value problems are considered along with oscillation theory of the second and fourth order linear differential equations. Prerequisite: M&A 431

9. Mathematics and Astronomy 565 Introduction to Matrices (3)
The algebra of matrices, linear transformations, determinants of square matrices, systems of equations, applications. Prerequisite: M&A 211

10. Mathematics and Astronomy 591, 592 Cosmology I, II (3 ea.)
Consideration of observational basis of cosmology, cosmological theories of general relativity, the steady state theory, and kinematic relativity. A study of the universe as a complete physical unit. Consideration of the various relativistic models and theory evaluations in the light of current observations. Prerequisite: M&A 431.

II. The Graduate Council recommends approval of the following strictly graduate courses.

1. Commerce 719 Quantitative Methods in Business Decisions (3)
Application of mathematical analysis in business decision making. Includes linear programming, total value analysis, incremental analysis, and other phases of operations research. Prerequisites: Mathematics 211 and Economics 107

2. Commerce 720 Statistics in Business Decisions (3)
Statistical methods as applied to business decisions. Includes waiting line theory, Monte Carlo method, and sampling as applied to inventory control, quality control, and similar business problems.
Prerequisite: Economics 507

III. The Graduate Council recommends that Psychology 431 a-p (Special Field Practicum) be dropped.

Dr. W. M. Carter, Chairman of the Rules Committee, presented the report of that Committee on the question of student discipline, which had been referred to the Committee by the University Faculty. President Dickey stated that the procedure outlined by the Dean of Men and Dean of Women and sent to the Faculty March 28, could be included as a part of the Faculty Rules if the Rules Committee agreed. After some discussion, the Faculty approved a motion by Dr. Weaver that the procedure be included as a footnote following the statement of the rule, but not as an official Faculty rule.

The University Faculty, on November 9, 1959 asked the Committee on Rules to make a study and report to the Faculty on certain areas of student discipline. The Committee has met many times concerning this problem and on February 24, circulated a memorandum to the Faculty with certain recommendations to be presented at the March meeting.

The Committee wishes to withdraw these recommendations.

The following resolution passed by the Committee at a meeting on Thursday, March 10, constitutes its report to the Faculty:

Since the report of the Rules Committee has been circularized the Committee has been informed by Dean Martin of an interpretation of the Governing Regulations by President Dickey, Vice-President Chamberlain, and Dean Matthews to the effect that the University Faculty has no power to legislate in disciplinary matters other than those occuring in the classroom. It has also been brought to the attention of the Rules Committee that the Board of Trustees is in the process of considering new Governing Regulations and that these Governing Regulations clearly exclude the University Faculty from non-classroom discipline.

The Committee on Rules

C. F. Elton	Alan Ross
Howard Hopkins	W. G. Survant
R. D. Johnson	W. F. Wagner
A. K. Moore	M. M. White
W. O. Reichert	W. M. Carter, Chairman

President Dickey has requested that the Dean of Men and the Dean of Women provide the faculty with information concerning disciplinary procedures followed in cases involving misconduct.

In terms of principles, the rules of the University community apply to all students. Since misconduct involves a number of variables unique to each case, the discipline, in order to be just must take the variables into account. To assure full evaluation, the personnel deans consult with persons having relevant judgment and responsibility for the student and his behavior.

In view of recent questions raised by the University Faculty in regard to the responsibility and procedures in student discipline, and taking into consideration the recent suggestion of the Rules Committee, the following procedures in regard to academically-related misconduct will be followed:

In cases of academically-related misconduct which are referred to the Dean of Men or the Dean of Women, as provided for in the Rules of the Faculty, the dean to whom the case is referred will, with the assistance of the referring faculty member, conduct a thorough investigation into the alleged behavior. When it is found that misbehavior has occurred, the dean shall convene a committee composed of two members of the University Faculty, who shall serve on all such committees for a period of continuing service designated by the President when appointing them; a representative of the teaching faculty of the department in which the offense occurred, the appropriate ad hoc appointment to be determined by the dean of the college; a representative of the college in which the student is enrolled, if possible the student's academic adviser; the Dean of Men and the Dean of Women; and two members of the Judicial Board of the Student Congress, designated by the Judicial Board.

The committee's responsibility shall be threefold: to review the evidence, including hearings of those involved; to make recommendations concerning the seriousness of the problem and the type and conditions of discipline deemed appropriate; and to determine advisability, extent, and method of publicity to be given to the case. In determining publicity in these matters, part of the concern of the committee will relate to the welfare of the University, the welfare of the student involved, and the possible effect on other students.

Upon conclusion of the review and recommendations, the responsible dean shall make a report to the President, with copies to the dean of the college in which the offense occurred and the dean of the college in which the student is enrolled. Upon request, the personnel dean will discuss the case confidentially with any member of the University faculty.

Dr. Wagner stated that the recommendations of the Rules Committee which had been circularized to the Faculty on February 24, and then withdrawn had contained some recommendations that should be voted upon. He moved approval of I a,b,c,d,e of the recommendations. Upon being seconded, the motion was approved.

Make the following changes in the April 3, 1959 circulation of the Rules:

I. (a) Page 8, paragraph 3, line 1:
change: "A student on probation shall not -----"
to: "A student on <u>academic</u> probation shall not ---"

(b) Page 9, paragraph 3, line 2 (section on Pharmacy):
change: "Any full time student who fails to make a grade point average of 2.0 during the semester shall be placed on probation."
to: "Any full time student who fails to make a grade point average of 2.0 during the semester shall be placed on <u>academic</u> probation.

(c) Page 9, paragraph 5, line 3 (section on Law):
change: "----and may be dropped from the University and placed on probation as the facts warrant."

to: "-----and may be dropped from the University and placed on academic probation as the facts warrant."

(d) Page 10, paragraph 3, line 1:
change: "Students shall be removed from probation only on ----------"
to: "Students shall be removed from academic probation only on ---------."

(e) Page 17, line 1 (Participation in Intercollegiate Athletics):
change: "He must not be on academic probation."
to: "He must not be on academic or disciplinary probation."

President Dickey announced that he had asked the Committee on Committees to suggest the names of four persons to serve on the advisory committee provided for in the report of the Sub-Committee on the Composition and Role of the University Faculty. This committee is to advise the President on the agenda for the Faculty meetings.

The Faculty adjourned at 5:05 p.m.

Charles F. Elton
Secretary

THE UNIVERSITY FACULTY 1960-61

ARTS AND SCIENCES

Literature, Philosophy and Arts

Fitzgerald, Bernard '61
[illegible]eman, R. B. '61 (for Buck-resigned)
Jacobs, Robert D. '61
Plummer, Niel '61
Whitaker, Paul K. '61
Cooke, Arthur L. '62
Kuiper, John '62
Lecky, Emma Lou '62
Shine, Hill '62
Ward, William S. '62
Amyx, Clifford '63
Brady, George K. '63
Blyton, Gifford '63
Evans, R. O. '63
Jack, H. H. '63
Server, Alberta W. '63

Social Studies

Kaplan, Sidney J. '61
Snow, Charles E. '61
Vandenbosch, Amry '62 (for Kraehe-on leave)
Reeves, J. E. '62
Wall, Bennett H. '62
Flint, J. T. '63
Ball, J. C. '63
Trimble, E. G. '63

Biological Sciences

[illegible]rpenter, John M. '61
[illegible]ley, H. P. '61 (for Boyarsky-transferred)
Scherago, Morris '61
Blanton, Richard '62
Henrickson, C.E. '62
Weaver, Ralph '62
Wiseman, Ralph F. '62
Kodman, Francis, Jr. '63
Seaton, Don Cash '63

Physical Sciences

DeMarcus, W. C. '61
Roberts, Thomas G. '61
Yost, Francis L. '61 (for Gildart-on leave)
Krogdahl, W. S. '62
Pignani, Tullio J. '62
Plucknett, William K. '62
Cochran, L. W. '63
Royster, W. C. '63
Sears, Paul G. '63

AGRICULTURE AND HOME ECONOMICS

Agriculture

Buck, Charles F. '61
Hull, F. E. '61
Jacobson, Don R. '61
Seath, D. M. '61
[illegible]eay, W. A. '61
[illegible]bele, Dewey G. '61
Thurston, Richard '61 (for Schneider-transferred)
Webster, Gilbert T. '61
Chapman, Richard A. '62
Coughenour, C. Milton '62
Hutcheson, Thomas B. '62
Kemp, James D. '62

(OVER)

Agriculture (cont.)

Rudd, Robert W. '62
Survant, W. G. '62
Templeton, W. C. '62
Woolfolk, Patch G. '62
Brown, Aubrey J. '63
Card, Dana G. '63
Diachun, Stephen '63
Fergus, E. N. '63
Garrigus, Wesley P. '63
Loeffel, Frank A. '63
Parker, Blaine F. '63
Sigafus, Roy E. '63
Townsend, Lee H. '63

Home Economics

Combs, Lois B. '61 (for Marshall-resigned)
Ringo, Jessie W. '62
Brownlie, Ann '63

ENGINEERING

Blythe, David K. '61
Lauderdale, Robert A., Jr. '61
Mateer, R. S. '61
Graves, C. P. '62
Maney, C. T. '62
Romanowitz, H. A. '62
Adams, Staley '63
Carter, W. Merle '63
Crewe, George F. '63
Gard, Oliver '63

LAW

Ham, Willburt D. '61
Salmon, Dorothy '62

EDUCATION

Binkley, Harold R. '61
Hammonds, Carsie '61
Hartford, Ellis '62
Trabue, M. R. '62
Moore, James T. '63
Musselman, Vernon '63
Sorenson, Herbert '63

COMMERCE

Carter, Lucian H. '61
Haun, R. D. '61
Beals, Wendell E. '62
Sullivan, M. Rodman '62
Cabe, Carl '63
Masten, John T. '63

PHARMACY

Smith, Harry A. '61
Walton, Charles A. '62

MEDICINE

Boyarsky, L. L. '61
McCafferty, R. E. '61
Carlson, L. D. '62
Ross, Alan '62
Knisely, W. H. '63
Pellegrino, E. D. '63
Schwert, G. W. '63

NURSING

Prough, Suzanne '63

LIBRARIES
Stutsman, Ellen B. '62
Bull, Jacqueline '63

EX OFFICIO MEMBERS
Dickey, Frank G.
Chamberlain, Leo M.
Elton, Charles F.
Peterson, Frank D.
White, M. M.
Welch, Frank J.
Wall, M. Stanley
Shaver, R. E.
Matthews, William L. Jr.
Ginger, Lyman V.
Carpenter, Cecil C.
Kirwan, A. D.
Willard, William R.
Dake, Marcia A.
Slone, Earl P.
Albright, A. D.
Martin, Leslie L.
Seward, Doris M.
Thompson, Lawrence
Tucker, Robert
Boughton, Roland W. Jr.
Wainscott, Bob (SC President)

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