

## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

The University Faculty met in the Assembly Room of Lafferty Hall Monday, May 14, 1962, at 4:00 p.m. President Dickey presided.

The minutes of the meeting of March 12th, which had been circularized, were approved without being read.

Professor Sullivan presented resolutions from the College of Commerce on the death of Dean Emeritus Edward Wiest; Dean White presented resolutions from the College of Arts and Sciences on the death of Professor John R. Mitchell; and Vice President Chamberlain presented resolutions on the death of Miss Maple Moores, Assistant Registrar, each with the request that these resolutions be spread upon the minutes of the Faculty, and copies be sent to the respective families and to the Board of Trustees of the University. The Chairman called for a moment of silence in tribute to these deceased and in acceptance of these resolutions.

## DEAN EDWARD WIEST

Dr. Edward Wiest, first Dean of the College of Commerce, University of Kentucky, was born April 28, 1878, in Citrus County, Florida, and died February 7, 1962. He received from George Washington University the degree of Bachelor of Arts in 1912 and from Columbia University the degrees of Master of Arts in 1913 and of Doctor of Philosophy in 1915. He wrote many articles for professional journals and was the author of two books: The Butter Industry in the United States, published in 1916, and Agricultural Organization in the United States, published in 1923.

He taught at the University of Vermont from 1915 to 1918, coming to the University of Kentucky in May, 1918, as Professor of Economics. From 1919 to 1925 he was Head of the Department of Economics and Sociology in the College of Arts and Sciences, and from 1924 to 1925 he was Acting Dean of the Graduate School. When the College of Commerce was founded in 1925 he was appointed Dean, in which capacity he served until 1948, when he went on change of work status.

During the period in which he was Dean he laid the foundation for the development of the College of Commerce, which has grown in numbers from 221 to 1025, the present enrollment. Along with the growth in size, his endeavors and policies brought recognition for quality of work. His planning for the College was always conceived in such manner as to provide for a strong cultural background for the professional training in business. He also offered to the other colleges on the campus courses which would give a breadth of knowledge in Economics and allied areas.

He will be remembered by the many students with whom he came in contact for his kindly counsel and his interest in their welfare. His faculty valued his friendship and respected his staunch character, his sound scholarship, and his dependable policies.

Therefore, be it resolved that these resolutions be approved by this Faculty as an expression of regard for Dr. Wiest; and be it further resolved that they be spread upon the minutes of this Faculty and those of the University Faculty and that a copy of them be sent to his family and to the Board of Trustees of the University.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

## JOHN R. MITCHELL

Professor John R. Mitchell, 76, Emeritus Assistant Professor of Chemistry, died on February 1, 1962. Born in New Wilmington, Pennsylvania, he was a son of the late John and Margaret Mitchell. He was a graduate of Westminster College and did graduate work at Michigan State University. Professor Mitchell served several years as an instructor in science in the high schools of Pennsylvania and Ohio and, from 1911 to 1915, was an instructor in chemistry at Michigan State University.

In 1915 he joined the faculty at the University of Kentucky: from 1927 to 1942, he was director of general chemistry. During the summers he served as a chemical analyst in the Kentucky Agricultural Experiment Station. He was a member of the American Chemical Society and the Alpha Chi Sigma chemistry fraternity and was active in scouting.

Professor Mitchell retired February 1, 1956 after forty and one-half years of service to the University. He was a devoted teacher and demanded a high level of performance from his students. He set the same high level of accomplishment for himself in his work. He spent many lonely hours late into the night in developing and setting up lecture demonstrations and laboratory experiments for his classes. He was highly respected by those students who were serious minded, diligent, and interested in chemistry. There probably has never been a more faithful teacher on the staff of the University. As a friend, he was warm, considerate, and generous.

We move that the resolutions be made a part of the minutes of the College of Arts and Sciences and copies be sent to the University Faculty, the Board of Trustees, his family and loved ones.

Respectfully submitted,

W. F. Wagner  
L. R. Dawson  
W. K. Plucknett  
Alfred Brauer  
Dana Card

Approved unanimously by the Faculty of the College of Arts and Sciences, March 26, 1962.

M. M. White  
Dean



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

## MISS MAPLE MOORES

Miss Maple Moores, Assistant Registrar, was born May 11, 1892 in Lexington, Kentucky. She joined the University staff as a stenographer in December, 1915. For a period of six months she was the secretary to the President of the University. From January 1918 to July 1938 she served as secretary to the Registrar. From July 1938 until her death on March 25, 1962 she was the Assistant Registrar.

Miss Moores will be remembered by the following comments made by her friends and colleagues.

"She was the most perfect lady I ever knew."

"I recall most vividly her unfailing sense of humor during times of stress."

"She never played favorites within the office."

"At the age of 66 it was said of her, "She is the youngest at heart in the entire Administration Building."

"The most frequent comment made by visiting parents, "We were on your campus with our son last week and were received most graciously by Miss Moores."

"One gorgeous Monday in the fall she was urged to accompany her friends on a trip to the Smokies and she said: "No thank you, I have to take the Faculty Minutes today."

"Her outstanding traits were her tolerance for others and her good grooming."

"A former student and Registrar writes, "I will be forever indebted to her for getting me started - she was the best teacher I ever had."

"At national and Southern Association meetings of Registrars and Admissions Officers the University of Kentucky means Ezra Gillis and Maple Moores, and for the past five years strangers have approached me and asked, 'How is Miss Moores? I remember when . . .'"

A faculty member said, "She knew more about the University -- the whys and whens than anyone else. We have lost a real historian."

Because Miss Moores was Recording Secretary for the University Faculty for 44 years, be it resolved that these Resolutions be approved by this Faculty as an expression of regard for Miss Moores; and, be it further resolved that they be spread upon the minutes of this Faculty and that a copy of them be sent to her family and to the Board of Trustees of the University.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

Dr. Rudd, Chairman of the Honors Program Committee, presented a report on the work of the Honors program which was accepted by the Faculty.

The rationale of Honors Programs, as stated by J. W. Cohen in the October 1961 issue of the Superior Student, is to provide special attention to the ablest students within a complex curriculum set for the general run of students.

In its report (1959) to the University Faculty the Sub-committee on the Gifted Student said "It should be stressed that provisions for gifted students have an impact far beyond the benefit to these students alone. A university's strength is derived from the nature and quality of its teachers, its material resources, and its students. Able faculty are stimulated and attracted by able students. When faculty can choose between positions, those who are strong and secure will usually select a university which is known for its superior students. Programs for gifted students provide an academic climate which should favor and encourage the development of higher standards for all students."

The Honors Program Committee states the purpose of the Honors Program to be "to help attract students of unusual ability and achievement to the University and to help provide them with suitable opportunities for intellectual development." The Committee feels that fulfillment of this purpose demands, at least, selection of students, special counseling or advising, and special courses or special sections of courses.

In the second year of operation there are 47 students in the Honors Program:

SOPHOMORES

|                  |                  |                   |
|------------------|------------------|-------------------|
| Bonnie Barnes    | Robert Halfhill  | Patricia Shinnors |
| Joseph Beach     | George Harper    | Vivian Shipley    |
| Karen Boxley     | Eric Henson      | James Shuffett    |
| Slade Carr       | Max Jerrell      | James Sims        |
| Paul Chellgren   | Lambert King     | Robert Stokes     |
| James Congleton  | Laura Larkins    | James Waitman     |
| Robert Dunnell   | Marilyn Meredith | Catherine Ward    |
| G. Richard Eckel | Louise Natcher   |                   |
| Mary Evans       | William Ormend   |                   |
| Glenn Graber     | James Pitts      |                   |

FRESHMEN

|                   |                   |                   |
|-------------------|-------------------|-------------------|
| Eugene Barnes     | Victor Day        | Reba Puckett      |
| Antoinette Barton | Carolyn Hall      | Drusilla Rawlings |
| William Baxter    | Kenneth Higdon    | Lucy Riley        |
| Charles Briggs    | Katherine Illston | James Svava       |
| George Broomell   | Robert Mittendorf | Larry Thompson    |
| John Cole         | William Ogden     | Barbara Yeoman    |
| William Conlon    | Pamela Price      |                   |



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

All freshmen are enrolled in an Honors section of advanced English Composition and in a weekly non-credit colloquium. Those taking chemistry are together in a laboratory section. Engineers were together in a section of General Engineering in the first semester.

The freshmen colloquium is divided into two sections to allow adequate opportunity for student participation. Discussions center about readings in Plato's Republic, St. Anselm's Proslogium, d'Chardin's Phenomenon of Man, and Bultmann's Kerygma and Myth.

Sophomores are enrolled in one of two non-credit colloquia, which like the freshmen colloquium, meets one night weekly for a two-hour period. In one colloquium discussions are based on Black's Critical Thinking and other selective readings. The other Colloquium centers around several aspects of the general topic "Freedom."

In the first semester several sophomores were enrolled together in an Honors section of Humanities 201. An Honors section of Humanities 202 was scheduled for the second semester but it did not materialize because too few students registered.

At mid-year the cumulative G.P.A. for all students in the Honors Program at that time was 3.28; for the 28 sophomores, 3.46; and for the 20 freshmen, 3.08. A comparison of classes in terms of grade point performance is contained in the following table.

| Honors Program<br>Class and Year | Grade Point Averages |           |           |           |      | and<br>3.50 over |
|----------------------------------|----------------------|-----------|-----------|-----------|------|------------------|
|                                  | Under 2.00           | 2.00-2.49 | 2.50-2.99 | 3.00-3.49 | 3.50 |                  |
| 1961 Freshmen                    | 1                    | 2         | 6         | 13        | 13   |                  |
| 1962 Freshmen                    | 2                    | 2         | 4         | 4         | 8    |                  |
| 1962 Sophomores                  | 0                    | 0         | 2         | 10        | 16   |                  |

Most Honors students seem to enjoy and appreciate access to Library stacks and to a small reading room in the library, opportunity to register first, invitations to faculty homes, occasional meetings with faculty members and University Administrators at informal lunches and coffee hours. Also this year five incoming freshmen were awarded \$200 scholarships by the Lexington Rotary Club.

Some of the advantages of being in the Honors Program as stated by some of the students are - meeting interesting professors at informal social occasions, studying with other good students, friendship with serious-minded students, stimulation to compete for academic standing, introduction to a new world of books through the colloquia. One out-of-state student stated, "I wish I had known about the Honors Program. I would have studied hard enough to make the required standing to get into it at the end of my first semester. Now I'll try this semester." A parent said, "My son feels the Honors Program is the only thing that keeps him in the University of Kentucky." Statements and feelings such as these cannot be measured statistically, nor can they be evaluated impersonally; perhaps that may be significant.

A subcommittee is currently considering the question of future directions for the Honors Program in the light of experience.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

in such programs at this and other universities. If these deliberations lead to suggestions for changes in the program, such proposals will be brought to this faculty for consideration.

The Committee wishes again to cite the outstanding devotion to duty of the Honors Program Director, Dr. Stephen Diachun, whose efforts are largely responsible for the success of the program to date.

John Barrows  
 Ellis Brown  
 Loren Carlson  
 Vincent Cowling  
 Betsy W. Estes  
 Robert O. Evans  
 Harold Guthrie  
 James B. Kincheloe  
 Chuck Kirk  
 James G. Morris  
 Douglas Schwartz  
 Vivian Shipley  
 Robert W. Rudd, Chairman

Dr. Diachun, Director of the Honors Program, presented recommendations from the University Faculty Honors Program Committee for approval of two honors courses which were approved by the Faculty.

The University Faculty Honors Program Committee and the Honors Program Director recommend approval of the following:

|            |   |
|------------|---|
| HONORS 005 | JUNIOR COLLOQUIUM (0) I<br>One 2-hour meeting weekly.<br>Prereq. open only to Honors Students.  |
| HONORS 006 | JUNIOR COLLOQUIUM (0) II<br>One 2-hour meeting weekly.<br>Prereq. open only to Honors Students. |

Dr. Coleman, Chairman of the Committee on Committees, presented a report and proposal for creation of a University Faculty Council and a Committee on Curriculum which was approved. The President directed the Elections Committee to begin its work to carry out the mandate which the Faculty had assigned to it.

Herewith is a revised draft of our proposal. We plan to submit this for action by the Faculty at the May 14 meeting. A tentative form of this proposal was distributed to the entire faculty and staff on March 30, with an invitation to react, suggest, or criticize. A statement from the committee explaining the background and thinking relating to each major aspect of the proposal accompanied the statement.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

The Committee received about a dozen written or telephoned comments and suggestions. The faculty and staff were then invited to a meeting of the Committee on April 26, to present in person any further suggestions or reactions. No one other than Committee members came, but at this meeting each suggestion previously received was carefully reviewed by the Committee and certain revisions were decided on.

The plan which we now present for your consideration is basically the same as that submitted earlier, but a few changes have been made and we hope we have clarified and made more specific certain passages that may have been obscure.

## A PROPOSAL FOR THE CREATION OF A UNIVERSITY FACULTY COUNCIL

Submitted by the Committee on Committees for consideration by the University Faculty at its meeting of May 14, 1962.

1. Name and Composition -- The University Faculty Council shall be composed of nine persons elected by the University Faculty from its own elected membership, in the manner prescribed hereinafter.
2. Purpose and Functions -- The purpose of the Council shall be to enable the Faculty to more effectively perform its primary role in formulating and carrying out educational policy for the University, as described in the 1960 Governing Regulations of the University, pp. 8-9. The Council shall be specifically charged with continuously reviewing the University's programs and policies and providing leadership for the University Faculty in assuming its proper role in the formation and implementation of University policy and plans. In accordance herewith the Council shall serve as an executive committee for the Faculty in fulfilling the following functions:
  - a. The Council shall study and report or recommend (at the Faculty's direction or on its own initiative) to the Faculty on any matters of concern to the Faculty. Proposals made from the floor in the Faculty meetings may, by majority vote, be referred to the Council for further study and recommendation. A motion to refer an issue to the Council shall take precedence over any prior motion.
  - b. Faculty committees shall report through the Council, which will receive, consider, and recommend action on committee reports. Faculty committees may, and normally will, distribute their reports directly to all members of the Faculty, but the Council shall present them for action, with or without its own recommendations.
  - c. The functions of the present Program Committee and Committee on Committees (Rules of the University Faculty, December, 1960, p. 28) shall be assumed by the Council. The Council shall advise with the President and Secretary of the Faculty on agenda and program for Faculty meetings, on the appointment and discharge of Faculty committees, and on personnel



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

of such committees.

- d. The Council shall have power to act for the Faculty on course and curriculum changes, and on other matters delegated to it by the Faculty. Action taken by the Council shall be reported in writing to the University Faculty. The Faculty shall have the power to reverse a Council action or to delay its effective date for further study. However, if no action is taken by the Faculty on a Council decision which has been reported in writing to the Faculty seven or more days prior to the Faculty meeting, the decision of the Council shall stand. When the Council takes an action which needs to be made effective immediately, but circumstances prevent written notification seven days before a Faculty meeting, the Council may report the action at the meeting for approval or disapproval by a majority of those present and voting.

3. Committee on Curriculum -- To assist the Council in studying curriculum and course recommendations, a new standing committee of the Faculty shall be appointed in the manner of other standing committees. This committee shall be called the Committee on Curriculum, and shall consist of one representative from each of the following fourteen teaching units of the University, as listed in the 1960 Governing Regulations of the University, page 8:

|                                 |           |
|---------------------------------|-----------|
| Literature, Philosophy and Arts | Law       |
| Social Studies                  | Education |
| Physical Sciences               | Commerce  |
| Biological Sciences             | Pharmacy  |
| Agriculture                     | Medicine  |
| Home Economics                  | Nursing   |
| Engineering                     | Dentistry |

The Committee on Curriculum shall review and study all proposed course changes and make its recommendation to the Council, which may approve, disapprove, or refer the proposal back to the college with a request for further information, or with suggestions for modification. In reviewing curriculum proposals it shall be the duty of the Council and the Committee on Curriculum to strive toward the formulation and implementation of a consistent University-wide policy. The Council shall from time to time study and report to the Faculty its findings and recommendations as to general policy.

The term of office on this committee shall be three years, with about a third of the members appointed each year. Members shall be eligible for reappointment.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

4. Selection, Terms, and Make-Up of the Council -- Any elected member of the Faculty (or person appointed to replace an elected member) whose term of office has not expired at the time of election shall be eligible for election to the Council. Persons otherwise eligible may be re-elected to successive terms. Persons eligible for the Faculty but not currently members may be made eligible for election or re-election to the Council by a nominating petition signed by 15 members of the Faculty and filed with the Secretary prior to the time when the first ballot is made up. Once elected to the Council a person shall continue to serve on the Council for the length of his Council term, regardless of whether his term on the Faculty may expire meantime. While serving on the Council a person shall have the full rights and privileges of a member of the Faculty.

The election shall be conducted by mail, under the supervision of the Elections Committee of the Faculty. On the first election each Faculty member shall vote for nine members from the entire roster of eligible Faculty members as certified by the Secretary of the Faculty. Any member receiving a majority of the votes cast on the first ballot shall be deemed elected. The remaining vacancies shall be filled by a vote on the names receiving the highest plurality of votes, with the number of high plurality names remaining on the ballot being twice the number of vacancies yet to be filled. Those receiving a majority of the votes cast shall be deemed elected, and successive votes taken as necessary in the manner outlined above.

The terms of Council members shall be three years, except that after the first election the Council members shall by lot select three members for one-year terms, three for two-year terms, and three for three-year terms. In each succeeding year, three members shall be elected. In the event of resignation or death, the President shall, with the advice of the Council, appoint a successor to serve until the next Council election, at which time a person shall be elected to serve for any portion of the term that remains.

The first meeting of the Council shall be convened by the member whose name is first alphabetically. At this meeting the Council shall select a Chairman, Vice-Chairman and Secretary. Thereafter, the Council shall select its officers annually, at its first meeting following the annual election of new members. Five members shall constitute a quorum for the transaction of Council business.

5. Special Duty -- It shall be the special duty of the Council to promote and implement total University objectives, in accordance with the principle of unity within the University, as stated on pp. 35-36 of the 1960 Governing Regulations of the University. The Council members shall act as representatives of the total Faculty and total University, rather than representatives of their particular colleges. The Council shall maintain close liaison with the President, the Secretary of the Faculty, and the other administrative officers of the University.
6. Revision of this document -- The structure and functions of the Council may be changed by majority vote of the Faculty.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

Dean White presented recommendations from the College of Arts and Sciences covering new courses; change in course number, title and description of a course; change in credit; a dropped course; and courses to be offered in Europe effective with the 1963 Summer. These recommendations were approved.

I. New Courses

Chemistry 302, Fundamentals of Physical Science for Junior High School Teachers. (4) S Staff

A course to aid the junior high school teacher in selection and presentation of physical science topics. Classwork and laboratory, 10 hours. Prereq: Employment as junior high school teacher. To be offered during the Summer of 1962, only.

English 587, Oral Reading of the Bible. (3)  
(To be numbered 387 if not approved for graduate credit.)

To offer the student specific training in the oral reading of the Bible as one of the world's great pieces of literature.

Modern Foreign Language 212, French Civilization. (2)

The history of French literature and the arts will be correlated with the geography and history of France, including events of scientific, political, social and economic significance. No knowledge of French is required.

Modern Foreign Language 284, Comprehensive Readings in Japanese. (3)

A course designed to give students a reading knowledge of the standard colloquial form of Japanese used in newspapers and magazines.

Modern Foreign Language 285, Comprehensive Readings in Japanese. (3)

Continuation of 284. This course will increase the student's reading vocabulary and introduce slightly more advanced grammatical forms.

II. Change in course number, title and description

Ancient Language 251, Selections in Greek New Testament  
to

Ancient Language 151, Elementary Greek Reading

New description: Reading from the easier Greek authors to introduce Greek literature and to give facility in reading Greek. Prereq: A. L. 150.

III. Change in credits

Physics 504, Theoretical Mechanics, from 4 to 3 credits

IV. Drop

English 589, Speech Composition



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

- V. It is recommended that the following courses be offered in Europe beginning in the Summer of 1963:

Art 100, Orientation in Art  
 Art 105, Forms of Art  
 Art 200, 201, Art History Survey  
 Art 556, Medieval Art  
 Art 558, Renaissance Art in Italy  
 Art 559, Renaissance Art in Northern Europe  
 English 221, 222, Survey of English Literature  
 Humanities 203, Art: The Renaissance to the Present  
 Humanities 204, Music: The Renaissance to the Present  
 Modern Foreign Language 103, Elementary Aural-Oral Practice in French  
 Modern Foreign Language 104, Elementary French  
 Modern Foreign Language 201, Intermediate French  
 Modern Foreign Language 203, French Conversation and Composition  
 Modern Foreign Language 204, French Novel and Drama  
 Modern Foreign Language 212, French Civilization (if approved)  
 Modern Foreign Language 502, French Literature of the XIX Century  
 Modern Foreign Language 501, Advanced Phonetics  
 Modern Foreign Language 504, French Literature of the XVII Century  
 Modern Foreign Language 506, Advanced French Grammar  
 Modern Foreign Language 508, French Literature of the XVIII Century  
 Modern Foreign Language 509, French Literature of the XVIII Century  
 Modern Foreign Language 510, French Literature of the XX Century  
 Music 282, 283, Survey of Music Literature  
 Music 580, Seventeenth and Eighteenth Century Music  
 Music 581, Nineteenth Century Music

Dean Matthews presented a recommendation from the Law Faculty covering a numerical grading system in the College of Law. He requested approval of the system and asked the Faculty to authorize the Rules Committee and the Dean of Admissions to make the necessary changes in the applicable rules. After discussion the recommendation was approved as circularized.

Based on careful study by its Scholastic Standards Committee and a Special Committee, the Faculty of the College of Law has approved a numerical grading system for use in the College of Law. The Law Faculty requests and recommends approval of the system by the University Faculty.

The need for numerical grades in law arises mainly for two reasons: (1) experience in grading law school examinations shows that a numerical grade reflects more precisely the evaluation of the student's work, and (2) a weighted numerical average gives a more refined basis on which to determine the student's academic status in all of his course work. The use of a numerical average rather than a point average based on letter grades is especially helpful in applying exclusion standards, in determining the student's eligibility for particular programs according to academic performances (such as law review membership) and in reflecting comparative class rank for professional placement. The Committee study shows that numerical grades will make an important contribution to student morale and that most of the good law schools having comparable programs, standards, and objectives are using a numerical grading system.

The system involves these basic features:

- (1) The official grade in all law courses would be a numerical grade.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

(2) The official grade average in the College of Law for all academic purposes, including graduation and dropping of students, would be a weighted numerical average.

(3) For transcript interpretation purposes the comparable letter grades and computation of grade point averages would be according to the following scale:

|             |   |
|-------------|---|
| 85 or above | A |
| 75-84       | B |
| 60-74       | C |
| 50-59       | D |
| Below 50    | E |

(4) The cumulative, weighted numerical average required for graduation in law (On all law courses attempted for the LL.B. degree) would be 60.

(5) The cumulative average required under present drop rules applicable in the College of Law would be

|   |
|---|
| 55 at the end of the first semester                 |
| 58 at the end of the second semester                |
| 59 at the end of the third semester                 |
| 60 at the end of the fourth semester and thereafter |

(6) No change in law faculty grading standards is contemplated or expected under the new system.

(7) The numerical grading system in law courses would be effective with the fall semester, 1962, and the College of Law records would reflect a letter grade and a numerical grade for all students in the law classes to graduate in 1963 and 1964. (In the present academic year the Law Faculty has maintained an informal record of numerical grades in all courses to test the system and to make this prompt transition possible.)

The Law Faculty considers the giving of numerical grades essential to its academic program and recommends approval of use of the system as described. It requests the University Faculty to authorize the Dean of Admissions and the Rules Committee to make the required and appropriate changes in the applicable rules.

Dean Ginger presented recommendations from the College of Education for changes in three courses which were approved by the Faculty.

The faculty of the College of Education recommends approval of the following changes:

From: Ed. 100 Planning a Career in Education (1 hour) I, II, S  
To: Ed. 98 Planning a Career in Education (0 credit) I, II, S

New course description:

A general orientation program for freshman students who expect to enter the teaching profession. It is in this course that information is supplied to students about the different programs in teaching, and information is secured from the student as to his ability, interest in and aptitude for teaching.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

From: Ed. 101 The Teacher in American Schools (2 hours) I, II, S  
 To : Ed. 101 The Teacher in American Schools (3 hours) I, II, S

## New course description:

An introductory course in education for freshman and sophomore students. Considers basic information about the teaching profession and the role of the school in a democratic society. The student will begin to study individual differences, the learning process, the school program, the role of the teacher in the school, and current educational issues. Affords opportunity for planning individual programs of teacher education.

From: Ed. 501 School Organization (3 hours) I, II, S  
 To : Ed. 301 American Public Education (3 hours) I, II, S

An introductory course for juniors and seniors who have not had Ed. 101. Considers the scope and nature of the American public school system, basic questions related to the profession, organizational problems that relate to the work of the classroom teacher and pertinent educational issues.

Dean Carpenter presented a recommendation from the Commerce College for changes in courses and curricula which was approved as presented.

The faculty of the College of Commerce recommends approval of the following changes in courses and curricula:

## 1. Course changes

Commerce 538, Cases in Management, 3 hours, to be changed in number, title, and description to the following:

Commerce 438, Quantitative Analysis in Management, 3 hours

An introduction to quantitative techniques in management decisions. Includes basic linear programming, Monte Carlo, and waiting line theory.

2. Remove Commerce 518, Cost Accounting, from the requirements in the marketing and merchandising curriculum and increase the electives from 21 to 24 hours.

3. In the economics curriculum, add Commerce 517, Corporation Finance, to the requirements for the junior-senior years, and in the statement concerning electives change the number of hours to 5 or 11, and delete the words "including one course in economics or commerce." In the freshman and sophomore years, remove Economics 104, Resources and Industries or Geography 155, Economic Geography Survey, from the requirements, and increase the electives from 4 to 7.

Dean Slone presented recommendations from the College of Pharmacy for approval of new courses, the numbering as presented subject to approval by the Graduate Council. Dean Slone requested that the course description of MM 520 be changed to read as follows:



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

A course concerned with the physiologic effects on man, animals, and plants of various toxic substances encountered in agriculture, industry, urban and rural environments, as well as the home.

The Faculty approved the recommendations as changed.

The Faculty of the College of Pharmacy recommends approval of the following new courses:

- PCH 408 - Independent Problems in Pharmaceutical Chemistry, (1-3), I, II, S. Staff  
Selected problems of interest from the general field of Pharmaceutical Chemistry. Prereq: Permission of the Instructor. May be repeated for a total of six credits.
- MM 474 - Independent Problems in Materia Medica (1-3) I, II, S, Staff  
Selected problems from the general field of Materia Medica (Pharmacology, Pharmacognosy, or Toxicology). Prereq: Permission of the Instructor. May be repeated for a total of six credits.
- MM 486 - Poison Information and Control. (3). I. Luckens  
A course designed to prepare individuals to organize and supervise (or gather data for) poison information centers. Subject matter includes: functions of poison information centers, sources for poison information for centers, type formulations of chemical specialties (household chemicals, cleansers, solvents, polishes, etc.) industrial chemicals, drugs and medicaments, cosmetics, etc., organizations and operation of centers and the role of cooperating specialists. Three lectures per week. Prereq: Permission of the Instructor.
- MM 520-- Biotxicology (3 or 5). I Luckens  
A course concerned with the physiologic effects on man, animals, and plants of various toxic substances encountered in agriculture, industry, urban and rural environments, as well as the home. Lecture, three hours; Laboratory, four hours (optional). Prereq: Permission of the Instructor.
- MM 530 - Biotxicology (3 or 5) II Luckens  
A continuation of MM 520. Lecture, three hours; Laboratory, four hours (optional). Prereq: MM 520.

Dean Willard presented the following two recommendations from the College of Medicine:

1. Changes in course designation in the first and second year curricula, which were approved.

The College of Medicine requests approval of the University Faculty for the following changes in course designation in its first and second year curricula:



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

First Year

Conjoint 114, Introduction to Clinical Medicine - change of name to Introduction to Communication and Interviewing. This course deals primarily with the processes of communication and interviewing and includes opportunities for students to engage in practice interviewing. The name, Introduction to Clinical Medicine, has created some false expectations on the part of students and faculty and has therefore been confusing. The proposed name, Introduction to Communication and Interviewing, is more specifically descriptive of the course.

Second Year

Radiology 021, no credits - change to Radiology 221, 1 credit

Medicine 221, 9 credits - change to Medicine 221, 8 credits

This is an internal adjustment designed to provide a credit for the course in Radiology to which students devote 20 hours.

Conjoint 223 - change to Pharmacology 223. This change in designation reflects the fact that with the establishment of the Department of Pharmacology the conjoint committee will be relieved of responsibility for teaching this course and the course will be presented by the Department of Pharmacology.

2. Specific recommendations for its third year curriculum, together with some general considerations pertaining to the curriculum for the third and fourth years. Included in these recommendations was request for approval of Anatomy 611, Regional Gross Anatomy. The Third and Fourth Year Curriculum recommendations, together with Anatomy 611, were approved as presented.

The College of Medicine submits herewith specific recommendations for its third year curriculum together with some general considerations pertaining to the curriculum for the third and fourth years. These considerations, like those submitted for the first and second year curriculum, are based on substantial study by the Medical Center Staff. Specific recommendations have been formulated by the Committee on Education Policy and Curriculum which includes all of the College's department chairmen.

The recommendations submitted at this time are concerned with the major components of the clinical curriculum, its overall objectives and organizations. The purpose underlying the elaboration of the proposed clinical curriculum includes the following assumptions which are also major considerations in planning for patient care programs in the University Hospital and Clinics.

1) The primary objective of undergraduate medical education is to prepare the student, with further training, to enter one of several general areas;

- a) Practice as a family or personal physician
- b) Practice as a clinical specialist
- c) Academic medicine including research
- d) Medical Administration, medical education, public health, and related fields.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

2) The medical student is not fully prepared to enter the practice of medicine at graduation and both postgraduate and continuing education are requisites for all physicians today if they are to be adequately prepared and to keep up with modern medicine.

3) It is better to encompass a limited number of general and fundamental principles rather than to attempt to cover all of medicine and its sub-specialties.

The multiplicity of specialties and the increasing amount of technical information in medicine make it necessary for a clinical curriculum to reflect certain decisions made in recognition of the limitations of student and faculty time and energies. A discriminating selection is mandatory with respect to what is important and proper for the medical student and what should be relegated to an elective status or to the postgraduate years. The problem of knowing how to equip students for a career in medicine is difficult since every specialty demands the privilege of presenting itself as an identifiable whole.

Certain decisions affecting the third and fourth years were made in conjunction with planning for the first and second years. For example, it was agreed that regional anatomy would be included in the third year curriculum; and that there would be a community medicine clerkship in the fourth year with students assigned to the field. Also, the pharmacology course in the second year would be directed to the bio-chemical and physiological foundations for drug action rather than clinical therapeutics which was left for a later course.

It was also agreed with respect to scheduling, that the curriculum for the third and fourth years would be provided on a year-round basis. This permits a more efficient utilization of the Medical Center's clinical facilities which operate on a year-round basis. Many medical educators have long questioned the desirability of conducting education in clinical medicine on an academic schedule subject to vacation interruptions which have no relevance to the practice of medicine, and a number of schools now follow a calendar year schedule for their so-called "clinical years". Such a schedule will require a staggered vacation schedule. Furthermore, patients are available on a year-round basis, and during vacation time valuable opportunities for clinical experiences are wasted. In addition, students play an important role in hospital organization and patient care.

Planning for the clinical curriculum has been based on the conviction that only an exemplary program of patient care can serve the interests and objectives of medical education. Therefore, the clinical curriculum should be tailored to fit the requirements of the patient care program of the Medical Center. The proposed curriculum is, therefore, inexorably bound with the organization of patient care and the philosophy of comprehensive medical care which has been developed by the patient care committee of the University Medical Center.

Following is a list of courses proposed for the third and fourth years of the Medical College curriculum including two courses designed to run through both years:



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

Third Year

| <u>Dept. &amp; Number</u> | <u>Course</u>   | <u>Scheduled Time</u> | <u>Suggested Credits</u> |
|---------------------------|---|-----------------------|--------------------------|
| Anatomy 611               | Regional Gross Anatomy  | 180 hours             | 8                        |
|                           | (New Course Application submitted to Graduate Council 3/2/61) |                       |                          |
| Conjoint 331              | Basic Clerkship Adults  | 13 weeks              | 20*                      |
| Pediatrics 331            | Basic Clerkship Children                                      | 13 weeks              | 20*                      |
| Psychiatry 331            | Psychiatric Clerkship   | 6½ weeks              | 8*                       |

Third & Fourth Years

|               |              |          |    |
|---------------|--------------|----------|----|
| Medicine 334  | Therapeutics | 48 hours | 2* |
| Radiology 334 | Radiology    | 48 hours | 2* |

Fourth Year

|                              |                  |          |     |
|------------------------------|------------------|----------|-----|
| Medicine 341                 | Senior Clerkship | 12 weeks | 15* |
| Surgery 341                  | Senior Clerkship | 12 weeks | 15* |
| Community Medicine 341       | Senior Clerkship | 6 weeks  | 8*  |
| Obstetrics-Gynecology<br>341 | Senior Clerkship | 6 weeks  | 8*  |
| Conjoint 345                 | Senior Elective  | 12 weeks | 14* |
|                              |                  |          | 120 |

(\*Open only to Medical Students)

Most of the students' time during the third and fourth years will be spent in one of the clinical clerkships. During each clerkship the students' full time will be devoted to learning the diagnostic and therapeutic skills and principles of patient management of a particular clinical area. Scheduled activities include hospital rounds, clinical conferences, and assignment to a medical care team in the hospital and outpatient clinic.

A typical weekly schedule follows:

|                | <u>Mon.</u>  | <u>Tues.</u>            | <u>Wed.</u>                         | <u>Thurs.</u>  | <u>Fri.</u>                          | <u>Sat.</u>    | <u>Sun.</u> |
|----------------|--|-------------------------|-------------------------------------|----------------|--------------------------------------|----------------|-------------|
| 6:30 - 8:00    | Clinical Service Work Rounds   |                         |                                     |                |                                      |                |             |
| 8:00 - 9:00    | Surg.<br>Conf.   | Med.-Ped.<br>Conference | Psyc.<br>Conf.                      | Surg.<br>Conf. | Med.-Ped.<br>Conf.                   | Psyc.<br>Conf. | on<br>call  |
| 9:00 - 10:00   | Medical Care Team  |                         | Rounds with Students                |                | Lecture                              |                |             |
| 10:00 - 11:00) | Inpatient - History taking, physical<br>examinations, laboratory and x-ray<br>procedures, diagnostic and evaluation<br>conferences |                         |                                     |                | Clinical<br>Conferences              |                | R<br>O      |
| 11:00 - 12:00) | T<br>A<br>T  |                         |                                     |                |                                      |                |             |
| 1:00 - 4:00    | Outpatient - as above  |                         |                                     |                |                                      |                |             |
| 4:00 - 5:00    | Clinical Pathological<br>Conferences   |                         | Therapeutics &<br>radiology courses |                | Patient<br>Management<br>Conferences |                | O<br>N      |
| 5:00 - 6:00    | Evening Rounds and Resident Conferences  |                         |                                     |                |                                      |                |             |

Charts I and II depict how the third and fourth year curriculum will look graphically:



MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

Chart 1  
4/62

University of Kentucky College of  
Third Year Curriculum, 1962-63  
Major Clerkship Schedule \*

Scale 1.3" = 1 week

|  |  |                                      |                            |                          |                            |                          |                          |
|--|--|--------------------------------------|----------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| Class to be<br>divided into<br>three groups<br>designated<br>I, II, and<br>III | June 4, 1962<br>9 weeks                        | Aug. 3, 1962<br>4<br>wks.            | Sept. 10, 1962<br>13 weeks | Dec. 10 1962<br>13 weeks | March 11, 1963<br>13 weeks | June 8, 1963             |                          |
|  | I<br>II<br>III                                 | I<br>II<br>III                       | I<br>CONJOINT 331          | I<br>PEDIATRICS 331      |                            | Ia<br>PSYCHIATRY<br>331  | Ia<br>VACA-<br>TION      |
|  | A<br>N<br>A<br>T<br>O<br>M<br>Y<br>6<br>1<br>1 | V<br>A<br>C<br>A<br>T<br>I<br>O<br>N | II<br>PEDIATRICS<br>311    | IIa<br>PSYCHIATRY<br>331 | IIa<br>VACA-<br>TION       | II<br>CONJOINT<br>331    |                          |
|  |  |                                      | IIIa<br>PSYCHIATRY<br>331  | IIIa<br>VACA-<br>TION    | III<br>CONJOINT<br>331     |                          | III<br>PEDIATRICS<br>331 |
|  |  | IIIb<br>VACA-<br>TION                | IIIb<br>PSYCHIATRY<br>331  | III<br>CONJOINT<br>331   |                            | III<br>PEDIATRICS<br>331 |                          |

\* In addition, courses in Radiology and Therapeutics will be scheduled with monthly meetings throughout a two-year period.



MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

University of Kentucky College of Medicine  
 Projected Fourth Year Curriculum, 1963-64  
 Major Clerkship Schedule \*

Scale 1/8" = 1 week

June 8, 1963

|                   |                  |                  |                 |                 |
|-------------------|------------------|------------------|-----------------|-----------------|
| July 8, 1963      | August 30, 1963  | Dec. 23, 1963    | March 16, 1964  | Commencement    |
| 12 weeks          | 12 weeks         | 12 weeks         | 12 weeks        |                 |
| I<br>MEDICINE     | I<br>SURGERY     | Ia<br>Com.Med.   | Ia<br>Ob-Gyn    | I<br>ELECTIVES  |
|                   |                  | Ib<br>Ob-Gyn     | Ib<br>Com.Med.  |                 |
| II<br>ELECTIVES   | II<br>MEDICINE   | II<br>SURGERY    | IIa<br>Com.Med. | IIa<br>Ob-Gyn   |
|                   |                  |                  | IIb<br>Ob-Gyn   | IIb<br>Com.Med. |
| IIIa<br>Com. Med. | IIIa<br>Ob-Gyn   | III<br>ELECTIVES | III<br>MEDICINE | III<br>SURGERY  |
| IIIb<br>Ob-Gyn    | IIIb<br>Com.Med. |                  |                 |                 |
| IV<br>SURGERY     | IVa<br>Com.Med.  | IVa<br>Ob-Gyn    | IV<br>ELECTIVES | IV<br>MEDICINE  |
|                   | IVb<br>Ob-Gyn    | IVb<br>Com.Med.  |                 |                 |

In addition, courses in Radiology and Therapeutics will be scheduled with monthly meetings throughout a two year period.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

Course Descriptions: Third Year

Anatomy 611

Regional Gross Anatomy

(Described in a separate recommendation submitted through the Graduate Faculty)

Conjoint 331

Basic Clerkship, Adults

Pediatrics 331

Basic Clerkship, Children

The basic clerkship will comprise approximately six months of the third year, divided evenly between the pediatric and adult services, during which the student will become a member of one of the inter-departmental teams on a hospital unit. The objectives of the clerkship are the acquisition by the student of the following:

## I. Knowledge and understanding of:

- A. The causes, processes, and manifestations of some of the major diseases. It is expected that the student will utilize here much of what he has learned in the basic sciences, integrating it with his clinical experiences.
- B. The needs of the patient, as determined by disturbances in body function, by social, psychological, and intellectual factors, and by the immediate environment in which his medical care is rendered.
- C. The logical approach to the differential diagnosis and evaluation of the patient's problems.
- D. The student's own reactions in the student-patient relationship and ways in which these may affect patient care.
- E. The role of growth and development in health and disease.
- F. The principles of therapy, including rehabilitation, in broad introductory outline.
- G. The principles of preventive medicine as they apply to patient care.
- H. The roles of the several members of the medical care team, including the nurse and the social worker, in their collaborative effort to meet the needs of the patient.

## II. Abilities:

- A. To elicit a history and perform a complete examination.
- B. To perceive the emotional components of the patient's illness and the emotional needs of the individual.
- C. To record a history and examination accurately.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

- D. To report this material verbally.
- E. To perform certain appropriate laboratory tests.
- F. To perform certain procedures, e.g., venipunctures, venous pressures, lumbar punctures, etc.
- G. To analyze the data, identify the significant factors in the patient's illness, and formulate a differential diagnosis.
- H. To identify further information necessary for optimal patient management, evaluate this information, and reformulate the problem as indicated.
- I. To function with some degree of skill in the physician-patient relationship.
- J. To work effectively with other members of the team.
- K. To pursue the unknown by all reasonable means.

## III. Values and Attitudes:

- A. Respect for the dignity, privacy and worth of the patient as an individual and concern for his needs.
- B. Awareness of the significance of emotional factors in the genesis of illness and in the management of the patient.
- C. Awareness of the significance of social factors in the genesis of illness and in the management of the patient.
- D. Intellectual honesty.
- E. Sense of responsibility for his own actions and continued learning.
- F. Cooperative attitude toward other individuals who are participating in the care of his patients.

For the achievement of these objectives, the student will be provided with the following learning experiences:

- I. The performance and recording of histories and physical examinations on patients to whom he is assigned. Although patients will be assigned to him regardless of departmental category, such assignment should be sufficiently controlled to assure a reasonable breadth of experience and a patient load compatible with careful study. The student will be expected to present his data during rounds and certain conferences. The team physician is responsible for the supervision and constructive criticism and guidance of the student's work.
- II. Participation with the house staff and attending physician in planning the management of his patients. It should be noted here that although the team has the basic responsibility for the teaching program on its clinical unit, including aspects both of diagnosis and management, it does not function in the direct care of the individual patient.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

- III. The performance of certain laboratory tests.
- IV. The observation and performance of certain procedures under close supervision by the house staff or attending physician.
- V. The recording of progress notes on his patients.
- VI. Daily review of x-rays and laboratory results with the house staff.
- VII. Participation in rounds and conferences. It is not expected that the student attend all conferences although his participation in daily team rounds is indicated unless he is involved in an urgent patient care situation. It is anticipated that he will find many other conferences of considerable educational value and will assume the responsibility of planning his time according to his learning needs and interests. When conflicts arise between conferences and patient contact, the latter should take precedence.
- A. Daily rounds with a member of the team--internist or pediatrician, surgeon, or psychiatrist. Such rounds will focus on the students' patients and problems arising from their evaluation and care.
- B. Weekly rounds in which all members of the team participate, as the needs of individual patients may dictate.
- C. Patient management conference, involving all members of the team and focused upon a patient, the understanding and management of whom involve several or all of the disciplines represented by the team. The interrelationships of the patient, his illness, his family and social setting will be considered where pertinent.
- D. Grand Rounds--both medical or pediatric and surgical, on weekly schedules.
- E. Combined Clinical Conference. This is a weekly two hour conference, rotated among the major clinical departments, and involving also the participation of other clinical as well as basic science departments. An appropriate patient will be chosen by the responsible department from the University Hospital inpatient or outpatient service. The third and fourth year classes will attend, as well as house staff and attending physicians.
- F. Clinical Therapeutic Conference. This is a monthly two hour conference for the combined third and fourth year classes, coordinated by the Department of Medicine but held in conjunction with the Department of Pharmacology and other clinical departments. These conferences, based upon the presentation of a patient with a therapeutic problem, will systematically cover the major areas of clinical therapeutics over a two year period.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

- G. Conferences or seminars under the direction of the Medical or Pediatric and Surgical services. Here the student may increase his experience by seeing patients outside the geographical confines of his team. Special topics pertaining to diagnosis or management may be discussed. Within this framework, also, it would seem advantageous and logical to benefit from the interdepartmental organization of the team by identifying certain techniques or problems which are common to several members of the team and which are appropriate subjects for learning at the level of the basic clerkship. Such topics oriented about a specific patient could be used for joint teaching sessions bringing together the knowledge and skills of several services and exemplifying the team approach.
- H. Sub-specialty conferences.

VIII. Selected operating room experiences. The student will be given the opportunity to scrub on his own cases in order to correlate the operative findings with the clinical picture. This is to be a learning experience rather than a service responsibility.

IX. The Outpatient Department follow-up of selected patients. The objectives and ideals of this program are a continuation of those of the basic clerkship.

A. Adult Service.

Although a student at this level may be easily overwhelmed by the complexities of diagnosis and management of an adult patient within the limits of time available in the OPD, it would be advantageous for him to participate in long-term care and observe the needs of the patient as he moves from hospital to home. With the guidance of the staff, the student will select one or more such patients, participate intensively with members of the team in overall care, discharge planning and follow-up visits. It may prove feasible and desirable that such patients be followed by the student throughout much of the remainder of his third and fourth years during a scheduled weekly clinic session.

B. Pediatric Service.

Since a large portion of pediatric practice deals with the areas of preventive medicine, growth and development, minor behavior problems and illnesses that do not require hospitalization, a greater proportion of the student experience in the Pediatric Basic Clerkship will be in the outpatient area. This plan for each student to be in the clinic at least three half-days a week in order to give the student the opportunity to follow several well babies and children, as well as to work up all types of new patients referred to the Medical Center.

X. Attendance at lectures, the content and scheduling of which remains to be worked out. In general, lectures are to be kept at a minimum and will not attempt to cover systematically the major areas of medicine, pediatrics, or surgery. Their purpose will be the clarification of difficult concepts and the organization in proper perspective of significant material out of a large mass of information.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

- XI. Pertinent reading.
- XII. Informal and unscheduled discussions with any member of the team.
- XIII. Discussions with the attending physician.
- XIV. Informal, unscheduled discussions with sub-specialists and other full-time staff members as they consult on the floor. The team organization and philosophy in no way diminish or replace the obvious and valuable contribution of specialty knowledge and skills.
- XV. Observation of the processes of thought and the conduct of staff members. It is recognized that such observation is a more forceful determinant of student values and attitudes than exhortation by the faculty or simple statement of a course objective.

It is hoped throughout the basic clerkship that the student will be given sufficient individual guidance and support to maximize his learning potential and that his responsibilities may increase to a degree commensurate with his enlarging abilities.

## Psychiatry 331

## Psychiatric Clerkship

Six and one-half weeks will be spent on the Psychiatric Clerkship, during which time each student will have opportunities under supervision to participate in the diagnostic appraisal and in therapeutic planning for patients.

Objectives of this clerkship include:

1. To provide each student with time to lose his apprehension and become relatively understanding in his relationships with, and objective in his evaluation of, psychotic and severely neurotic patients, or patients with character disorders.
2. To observe how patients' maladjustive processes can create adverse environmental responses, thus perpetuating the maladaptive behavior, and also to see how this pattern can be altered through a series of corrective emotional experiences for the patient in a therapeutically oriented milieu.
3. To see psychiatric patients through the course of hospital admission, successful treatment, hospital discharge and return to their family, social groups, communities, and referring physicians.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

4. To develop an understanding of the potentialities, limitations and possible complications of a psychotherapeutic milieu, somatic and psychopharmacological methods of treatment, and other therapeutic procedures.
5. To see a variety of psychiatric, severely ill patients with character disorders and to observe the impact of hospitalization for psychiatric reasons on the patient and his family.
6. To approach the need for adequate diagnostic knowledge and dynamic understanding for effective psychiatric referral.
7. To consider the importance of effective interpretation of therapeutic measures in eliciting family cooperation and to consider problems of resistance of the patient's family in the activation of a therapeutically psychiatric regime.

It is necessary that the clerkship be a complete block encompassing responsibility for the twenty-four-hour-a-day period when the students can see the effects of diurnal variations of the physiological processes, moods, and psychomotor activities of the patients.

In this clerkship, there will be staff conferences with case presentations, supervision, review of history, examinations, the student's relationship with patients, and lectures on specific problems of psychiatric treatment including both somatic therapies and psychotherapies. A weekly seminar will be held, at which time a student will present a review of the literature of a diagnostic group or concept, and show how this data is or is not applicable to one of his patients. The student's final report of this study, with bibliography, is a required thesis for the course.

Course Descriptions: Courses Spanning 3rd and 4th Years

Medicine 334

Therapeutics

The third and fourth year course in Therapeutics is planned in terms of the broad definition of Therapeutics, "the medical science which treats of the application of remedies for diseases," rather than strictly in the more narrow sense of "the use of drugs in the treatment or prevention of disease."

The facets of therapeutics to be emphasized will vary from session to session. For example, some meetings will focus upon the biochemical basis for the mode of action of specific drugs; others will direct attention to the management of a given therapeutic problem from the standpoints both of individual and of social medicine; still others will assess critically the evidence for the efficacy of regimens of drug therapy.

The objectives to be achieved for the student in this course are as follows:

1. The student will become acquainted with a broad view of the management of the patient. This is essentially an attitude of mind and a method of approach rather than a precise set of orders to be written automatically as soon as a diagnosis is made.
2. Another opportunity will be afforded to emphasize the necessity for correlation of information from many sources if patient management at the clinical level is to be optimal. The interrelations of the basic medical sciences and clinical medicine will be constantly stressed.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

3. Some of the major problem areas in therapeutics, to include both the known and the unknown, will be evaluated.

4. The student will have another opportunity to become familiar with some of the important subtleties in the management of patients which no course can teach didactically and which may be subsumed under the oft-used term, "the art of medicine." These presentations built around the problems of individual patients, will illustrate how important it is for the physician to be sensitive to the imponderables which enter into every therapeutic situation. Many of these factors can be taught best by example, and it is hoped that the student will come to appreciate these considerations from the nature of the cases presented and from the manner in which they are discussed and handled before the student group.

This course will be presented through two-hour sessions held once a month over a two-year period.

Radiology Clerkship

## Radiology 334

The medical student can view radiology in its proper perspective and see its role in the care of patients and the study of disease by interdigitating or integrating it with the various clinical clerkships. In this way, radiology in action can be demonstrated upon the patients available in the various wards and clinics.

Although throughout the various clerkships, patients will be available on the wards who demonstrate radiology in action, there is still need for a planned systematic approach to the teaching of radiology.

It is felt that the most effective approach to the teaching of diagnostic roentgenology is through well-planned, illustrated lectures covering the broad applications and indications for X-ray examinations of the system under discussion. The objectives of such lectures will be as follows:

1. Teach the usefulness of radiology as a diagnostic and therapeutic tool.
2. Teach students the broad principles of roentgenological diagnosis and treatment.
3. Apprise students of the values, dangers and applications of radiology.
4. To interpret the above principles to the students in terms of basic concepts of health and disease.

In this course, lectures will be presented covering the broad applications and indications for X-ray examinations of the various body systems as well as the fundamental principles of roentgen interpretation involved in the examination of the system.

Each lecture will be followed by the distribution of test cases to students who will be in groups of four to six. Test



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

case materials will include pertinent history, clinical findings, laboratory studies and X-ray films. Cases will be selected that demonstrate basic principles as well as specific diseases. Students will be expected to study their cases in concert and report to the instructor who will discuss and evaluate the case as well as the student's conclusions.

This course will be presented through two-hour (2) sessions once a month over a two-year period.

Approval of the University Faculty is requested for the overall third and fourth year curriculum plan prescribed herewith, together with the following courses which have been described in detail and will be taught in the third year:

Anatomy 611

Conjoint 331

Pediatrics 331

Psychiatry 331

Medicine 334

Radiology 334

## NEW COURSE APPLICATION

Date March 2, 1962

1. Submitted by College of Medicine.
2. Course to be offered in Department or Division of Anatomy.
3. The proposed designation and catalog description of this course:

|                              |  |   |
|------------------------------|--|---|
| (1) <u>611</u><br>Number     | (2) <u>Regional Gross Anatomy</u><br>Title |   |
| (3) <u>8</u><br>Credit Hours | (4) <u>I, II, S</u><br>Semester Offered    | (5) <u>Benton &amp; Staff</u><br>Instructor |

## (6) Prerequisite(s):

Courses in Comparative Anatomy and Embryology and Anatomy 511 or the equivalent and consent of instructor.

## (7) Description:

The course will include 1) a detailed dissection of the human body 2) study of specific relations of the systems within major regions 3) a familiarization with reference sources in the field of gross human anatomy.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

4. Outline of course (general outline of subject matter areas with estimate of relative amounts of time devoted to each. If more space is needed, please use back of sheet or extra page. A complete syllabus may be submitted.)

The classified major regions of the human body to be dissected and studied are listed below with the approximate percentage of course time devoted to each indicated:

|                              |     |
|------------------------------|-----|
| Anterior and Posterior Trunk | 8%  |
| Superior Extremity           | 22% |
| Abdominal and Pelvic Situs   | 14% |
| Inferior Extremity           | 18% |
| Head, Neck and Thorax        | 38% |

Collateral readings will be required in conjunction with the study of each region.

5. Function of the course in the graduate program

(1) In department or area

This course will be the primary source of detailed information in the gross anatomy of the human body.

Dean Willard also presented Criteria for Evaluation and Promotion of Students which was recommended by the College of Medicine. He stated that the last sentence of paragraph 2. of the recommendation should be amended to read:

Grades will be reviewed and made final by the instructor after comprehensive examinations and review by the Academic Promotion Committee.

The Faculty approved this recommendation as amended by Dean Willard.

CRITERIA FOR EVALUATION AND PROMOTION OF STUDENTS

The College of Medicine recommends the following criteria for evaluation and promotion of its students and requests approval of the University Faculty:

1. An Academic Promotion Committee for each year directly responsible to the Faculty Council (Department Chairmen and the Dean of the College) will be established for the purpose of reviewing the record of each student and, at the end of each academic year, making specific recommendations relative to promotion, adjustment of academic load, or failure.
2. All departments will submit both a letter grade (A, B, C, D, E, I, or W) and a comment on each student at the end of each course to the College of Medicine's Office of Student Services. Grades will be reviewed and made final by the instructor after comprehensive examinations and review by the Academic Promotion Committee.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

3. At the end of each academic year all grades will be submitted to the University Registrar.
4. Those students who at the end of each academic year have achieved an academic average of 2.00 or better and no failing grades may be promoted.
5. Those students who have failed two or more courses in one year, or who have not achieved a 1.50 average in that year, will be dropped unless there are extenuating circumstances in the judgment of the Academic Promotion Committee.
6. Those students who have received an incomplete in a subject will be permitted to take additional work or a reexamination after further study if permission is granted by the Chairman of the Department, the Academic Promotion Committee and the Faculty Council. Incompletes must be removed within one year after they have been incurred.
7. Promotion ordinarily will not be permitted until an incomplete has been removed as described (6).
8. The academic load and other activities of students who have not achieved a cumulative average of 2.00 will be subject to review and possible adjustment by the Dean in accordance with the needs and ability of the student.
9. Any student may be denied permission to continue if, in the opinion of the faculty, his character or mental or physical fitness casts grave doubts upon his capabilities as a physician.
10. The Office of Student Services, working with the Academic Promotion Committee, will periodically review overall student progress and notify those students whose level of work is considered borderline or unsatisfactory.
11. All students will be notified of their academic status in writing at the end of the academic year, and if they so desire, may be informed of their grades by the Office of Student Services after the final report to the University has been made.

Miss May Sanders presented recommendations for the College of Nursing covering new courses and change in course. These recommendations were approved with a change in the credit of Nursing 310 from 13 to 10 credits.

I. New Courses

Nursing 336, LEADERSHIP IN NURSING, 9 credits.

The professional nurse's responsibilities in directing nursing personnel in patient care. Course content includes principles of management, team nursing and legal aspects in patient care. Application of theory in the clinical setting.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

Nursing 306, PRINCIPLES AND METHODS OF TEACHING IN NURSING, 2 credits.

Principles of teaching as they apply to nursing in work with patients, families, and health personnel.

Nursing 307, FUNDAMENTALS OF ADMINISTRATION, 2 credits.

Introduction to the basic principles of administration in leadership and management of a unit.

Nursing 110, THE NURSING PROFESSION I, 1 credit.

Introduction to a profession: the purposes of a professional education, professional ethics, organizations, and legal implications.

Nursing 310, NURSING OF ADULTS, 10 credits.

Nursing of the hospitalized adult patients with medical and surgical conditions, including the concepts of prevention and rehabilitation, medical management, surgical therapy, diets, and drugs.

Nursing 316, COMPREHENSIVE NURSING, 8 credits.

Elements to be considered in planning and giving nursing care with application in the clinical setting.

## II. Change

From Nursing 220-221, FOUNDATIONS OF COMPREHENSIVE NURSING, 7 credits.

To Nursing 210, FOUNDATIONS OF NURSING, 5 credits. (Description remains the same.)

Dr. Morris presented recommendations of the College of Dentistry for its first year curriculum, and a general framework for the organization of its curriculum for all four years, with the provision that courses with 400 and 500 classification be approved subject to approval by the Graduate Council; otherwise, such courses would be changed to the 300 numbering series. The Faculty approved the recommendations as presented by Dr. Morris.

The College of Dentistry herewith submits recommendations for its first-year curriculum and a general framework for the organization of its curriculum for all four years.

These considerations are based on the present faculty's philosophy of dental education, on recommendations made by the recent Survey of Dentistry published by the American Council on Education, on a study of various dental curricula through firsthand observations, and finally, on the support obtained from the December 1961, Kentucky Conference on Dental Curriculum attended by eighteen educators, as well as representatives of private practice, public health dentistry, and representatives of most agencies of the dental profession.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

Objectives of the College of Dentistry

Consonant with the basic philosophy of education for personnel in the health services as expressed in the University of Kentucky Medical Center Staff Memorandum, dated December 15, 1956, is the following statement formulated as the specific goals of the College of Dentistry.

A College of Dentistry should have as its aim the development of biologically oriented, technically capable, socially sensitive dental practitioners who are keenly aware of the significance of their potential contribution to the total health of their patients. These practitioners should have confidence in their ability to render service, but should be aware of and dissatisfied with their limitations. They should be prepared to assume major responsibility for their continuing development toward a well-rounded professional man.

These considerations imply these primary objectives:

1. To educate and train the various kinds of personnel required to provide more adequate dental services for the people of Kentucky, and to provide Kentucky's share of dental personnel for the national pool. This includes programs for dental students, graduate students for specialty areas, potential dental teachers and investigators, and post graduate students (practicing dentists). It also includes programs for essential auxiliary personnel.
2. To conduct experimentation in methods of dental education.
3. To foster and conduct an active research program.
4. To provide diagnostic treatment and preventive services for patients properly referred to and accepted by the Medical Center.
5. To offer consultation and other appropriate services to health agencies in the State which will help them improve the quality and efficiency of their services, and when necessary to broaden their scope.
6. To collaborate with other institutions, organizations, and agencies, insofar as this is practicable, in meeting the dental needs of the State.

Planning the Curriculum

In planning the curriculum, the intent was to create a structure which would 1) facilitate for the faculty the implementation of the objectives set forth for the College of Dentistry; and 2) communicate to others the basic pattern chosen to fulfill these objectives.

With this in mind, the subjects required for approval by the Council on Dental Education of the American Dental Association were critically reviewed. It was felt that these items of curriculum content could be grouped into five major divisions which would reflect the objectives "biologically oriented, technically capable, and socially sensitive" - characteristics hoped for in the dental graduate. CLINICAL DENTISTRY and PRE-CLINICAL DENTISTRY are directed toward technical capability; BASIC HEALTH SCIENCES and CONJOINT DENTAL SCIENCES, toward biological orientation, with the latter group being a medium specifically designed for correlation



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

among all the sciences; and finally, DENTAL SOCIAL SCIENCES, directed toward social sensitivity.

| <u>Hours</u> | <u>Curriculum Division</u> | <u>Clock Hours</u> | <u>Credit Hours</u> |
|--------------|----------------------------|--------------------|---------------------|
|              | Basic Health Sciences      | 298                | 10                  |
|              | Conjoint Dental Sciences   | 200                | 8                   |
|              | Dental Social Sciences     | 55                 | 4                   |
|              | Pre-Clinical Dentistry     | 304                | 10                  |
|              | Clinical Dentistry         | 165                | 6                   |

In addition to those presented within course offerings, conferences totaling 32 hours, but with no credit, will serve as a conjoint supplement to the formal curriculum. The total number of clock hours proposed for the first year curriculum amounts to 1054; the number of credit hours, 38. These compare favorably with the national median and mean figures. Essentially, in regard to the relationship between the basic sciences and the clinical sciences, the pattern is in the direction of the "verticalized" program, perhaps more appropriately referred to as "diagonalized". The aim has been to produce a framework by which the faculty can more readily effect correlation among the basic sciences, among the clinical sciences, and between these two major disciplines.



The skeletal summary for the proposed four-year curriculum which follows reflects broad areas of subject matter, and not necessarily curriculum courses. It is presented at this time as a means of orienting the first year.

| First Year                          | Second Year                         | Third Year                          | Fourth Year                         |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| I. <u>BASIC HEALTH SCIENCES</u>     | I. <u>BASIC HEALTH SCIENCES</u>     | I. <u>BASIC HEALTH SCIENCES</u>     | I. <u>BASIC HEALTH SCIENCES</u>     |
| A. Anatomy                          | A. Biochemistry                     | A. Microbiology                     | A. Dental Pharmacodynamics          |
|                                     | B. Physiology                       | B. General Pharmacodynamics         |                                     |
|                                     | C. General Pathology                | C. Principles of Medicine           |                                     |
| II. <u>CONJOINT DENTAL SCIENCES</u> | II. <u>CONJOINT DENTAL SCIENCES</u> | II. <u>CONJOINT DENTAL SCIENCES</u> | II. <u>CONJOINT DENTAL SCIENCES</u> |
| A. Oral Biology                     | A. Oral Biology                     | A. Oral Biology                     | A. Oral Biology                     |
| B. Occlusion                        | B. Occlusion                        | B. Occlusion                        | B. Occlusion                        |
| III. <u>DENTAL SOCIAL SCIENCES</u>  | III. <u>DENTAL SOCIAL SCIENCES</u>  | III. <u>DENTAL SOCIAL SCIENCES</u>  | III. <u>DENTAL SOCIAL SCIENCES</u>  |
| A. Practice Management              | A. Practice Management              | A. Practice Management              | A. Practice Management              |
| B. Dental Literature                | B. History of Dentistry             | B. Psychiatry                       | B. Behavioral Science               |
| C. Behavioral Science               |                                     |                                     | C. Community Services               |
| IV. <u>PRE-CLINICAL DENTISTRY</u>   | IV. <u>PRE-CLINICAL DENTISTRY</u>   |                                     |                                     |
| A. Dental Physical Sciences         | A. Dental Physical Sciences         |                                     |                                     |
| B. Technics                         | B. Technics                         |                                     |                                     |
| V. <u>CLINICAL DENTISTRY</u>        | V. <u>CLINICAL DENTISTRY</u>        | IV. <u>CLINICAL DENTISTRY</u>       | IV. <u>CLINICAL DENTISTRY</u>       |
| A. Diagnosis                        | A. Diagnosis                        | A. Diagnosis                        | .Comprehensive General Practice     |
| B. Dental Practice                  | B. Dental Practice                  | B. Dental Practice                  |                                     |



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

Academic Calendar

Since the faculty teaching the basic sciences in the Medical Center will also have responsibilities to the College of Dentistry, it is advisable for the College of Dentistry to follow the same calendar as that of the College of Medicine.

In addition to allowing opportunity for conjoint efforts by the faculties of the College of Medicine and the College of Dentistry there are other advantages to a dental school program which conforms to the Medical Center calendar. It permits students to have time for remedial work and advanced or investigative experience, and for free time to take advantage of cultural pursuits on campus and in the community. The dental curriculum has become so extensive that there should be some mechanism to ease the strain of an otherwise crowded schedule.

It is anticipated that the students may be involved in some summer activities especially in the latter years of their program. This will permit the College of Dentistry to meet its responsibilities to the patient care program of the University Hospital and the students to benefit by additional clinical and field experience.

Requested Action

Approval is requested of the University Faculty for the first-year curriculum for the College of Dentistry as described in this memorandum, with graduate credit subject to approval by the Graduate Faculty. Also, approval for the adoption of the College of Medicine calendar by the College of Dentistry is requested.

## FIRST-YEAR CURRICULUM

## BASIC HEALTH SCIENCES

It is intended that the courses in the BASIC HEALTH SCIENCES will provide the student with a background which permits him to approach the practice of dentistry with a biological orientation. He needs to gain knowledge of the structure and normal function of the human body and its components on a gross, microscopic and ultra-structural level. He must understand the chemical and physiological basis for biological function and its relationship to structure at all levels. He must then understand the gross, microscopic, and chemical manifestations of abnormal function or disease in response to an altered environment, drugs, or micro-organisms. The material presented will emphasize the principles basic to each discipline. While knowledge related to the head and neck must be gained in depth, sufficient emphasis must be placed on the entire body to permit the student to approach mouth care as an integral component of total body care. He must fully appreciate the interrelationships and interdependency of the mouth and the total body in both health and disease.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

1. BASIC HEALTH SCIENCES 531, Combined Gross and Neuroanatomy (6 credits)  
The course includes a presentation of principles and generalizations about the morphology of the human, several techniques for studying gross and neuroanatomy of the head, neck, and thorax. Neuro and gross anatomy are correlated where practicable. Dissection guide, texts, atlases and original articles will be assigned. Prerequisite: Entrance requirements of the College of Dentistry and consent of the instructor.  
Lecture 46 hours; Lab. 132 hours.
  
2. BASIC HEALTH SCIENCES 532, Combined Histology and Embryology (4 credits)  
The course includes the microscopic study of tissues and organs of the human body and the general development of the human embryo and fetus, with emphasis placed upon the development of head, neck, and face. Texts and additional literature references are assigned. Prerequisite: Entrance requirement for the College of Dentistry and consent of instructor. Lecture 50 hours; Lab. 70 hours.

## C O N J O I N T D E N T A L S C I E N C E S

The objective of the courses in this division is to accomplish the correlation of the various basic sciences on a clinical level. A number of courses consider major clinical entities and problems in dentistry, and bring together the numerous disciplines related to them. Most of the courses are interdisciplinary and interdepartmental, and provide the primary link between the basic sciences and clinical dentistry.

In addition to specialized oral biology courses, a major correlating discipline offered is the subject of occlusion, which is recognized as a common denominator for clinical dentistry. The basic sciences, particularly anatomy and physiology, will be made to correlate with the biomechanical problem of tooth replacement, dental morphology, oral diagnosis, and periodontics. In order that a better foundation for the study of occlusion will be provided, a thorough study of the edentulous mouth of the neonate, changes in arch to arch relationship, anatomical variations, and morphological changes in the relationship of the deciduous dentition through the primary and mixed dentitions into the permanent dentition.

3. CONJOINT DENTAL SCIENCES 410, Preventive Dentistry (1 credit)  
An introduction to the major oral disease entities found in population groups, their epidemiologic and basic health aspects, and the problems associated with their treatment by present-day methods. The concepts of prevention, both on the level of the individual patient and population groups are presented. These concepts include the rationale for various fluoridation techniques, patient-health education, screening examinations for population groups and other preventive measures,



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

such as oral hygiene and regular examinations as part of routine oral health care.  
Lecture 14 hours

4. CONJOINT DENTAL SCIENCES 533, Oral Histology (2 credits)

A detailed study of the microscopic organization and ultrastructure of the several gross structures of the oral cavity and tooth development. Texts and original articles are assigned. Discussion will be carried out within the laboratory periods. Prerequisite: Anatomy 531 and 532, or their equivalent, and consent of instructor.  
Lecture 18 hours; Lab. 32 hours.

5. CONJOINT DENTAL SCIENCES 410, Dental Morphology (2 credits)

A detailed study of the anatomy of the teeth, individually and collectively. It includes tooth carving, which serves as an introduction to the anatomy of the teeth, and as a medium for the development of manual dexterity. Intercuspation and relationships of the teeth to their antagonists as well as to proximal members is stressed. Throughout the carving instruction, the significance of tooth form to function is presented. The study of internal tooth morphology is included as a prerequisite for Endodontics in the second year.  
Lecture 12 hours; Lab. 36 hours.

6. CONJOINT DENTAL SCIENCES 412, Principles of Occlusion (3 credits)

Those principles of occlusion common to all disciplines of clinical dentistry are covered to provide the student with a basic understanding of the fundamentals involved. This orients the student to the basic philosophy of occlusion and gives him a correlated foundation from which deviations can be developed by the various clinical departments according to their individual needs over the four-year period. The use of the dental articulator is introduced and explained as a method of orienting students to the field of occlusion. The student learns mounting procedures



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

basic to instrumentation. This offering is correlated with Dental Morphology.  
Lecture 24 hours; Lab. 64 hours.

## D E N T A L S O C I A L S C I E N C E S

The purpose of this division is to imbue the student with an awareness of the relations he must, as a moral obligation establish toward his patient, his professional colleague, the dental profession, and the community which he serves. The techniques and discipline used in identifying and evaluating the dentist's social environment will be covered. The application of these concepts to the management of a comprehensive dental practice and to the continuation of his professional development will be stressed. As here defined, "Practice Management" is recognized as an important aspect of a professional man's total relationship to his community. The management of a successful practice requires a sensitive approach to the patient as a person living in a complex social environment. The total care of this patient must of necessity include as one component practical aspects of office administration. The term is applied to a curriculum sub-division through the four years to emphasize the acceptance of the recommendation of the Commission of the American Council on Education on the Survey of Dentistry that students "in order to render services of the highest quality"...be given "a more adequate preparation for operating a dental office and at the same time a better understanding of ethical and legal codes".

It is assumed that the literature will be utilized in all units throughout the dental curriculum as a significant aid to professional study. Dental Literature is included as a course offering in the first year to assure an orientation to the role of the literature in professional education. It will serve as one means of introducing the student to the development of his professional life as a social unit through continuing education.

7. DENTAL SOCIAL SCIENCES 410, Concepts of Behavioral Science and Biostatistics (2 credits)  
Selected concepts from the behavioral sciences, (psychological, sociocultural, historical) are considered with special reference to the understanding of the nature and organization of dental resources and human behavior with respect to dental health and disease. Principles of human communication are considered in terms of the dentist-patient relationship. Some fundamental elements of statistics applicable to the basic sciences of dentistry are introduced through lectures, problems, and discussion.  
Lecture 32 hours.
8. DENTAL SOCIAL SCIENCES 412, Practice Management (1 credit)  
This course is concerned with the broad aspects of practice management, and with specific attention to basic patient management.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

It is presented early in the student's professional education so that he may more easily identify with his chosen field. This offering will also serve to identify the problems of patient reaction to dental practice, thus allowing substance for correlation in the unit Concepts of Behavioral Science and Biostatistics. The ethical and moral principles embodied in a professional code of conduct and their relationship to his life as a student and to the management of his future practice will be discussed.

Lecture 11 hours.

9. DENTAL SOCIAL SCIENCES 414, Dental Literature (1 credit)

This course is designed to introduce the beginning student to the scope of the literature in his field, and its importance to the study and practice of dentistry. He is oriented to the library and its use through exercises which employ principles of library research. The student is introduced to editorial and publishing procedures as they currently affect the journals and books he will be reading. So that the literature may be better understood and evaluated, attention is directed to the systematic approach to the solving and reporting of scientific problems.

Lecture and Conferences 12 hours.

P R E - C L I N I C A L   D E N T I S T R Y

This curriculum division consists of those courses which will serve directly in preparation for, and in support of, the clinical experiences of the student. Although most of the dental procedures will be initially practiced on mannequins, this experience will be given to the students, wherever practical, in a clinical setting by mounting the mannequins in the dental operating chair. This will also facilitate interspersing experience with patients and mannequins. Whatever portion of this division is interdepartmental in nature will be presented as a conjoint effort.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

10. PRE-CLINICAL DENTISTRY 310, Dental Physical Sciences (2 credits)  
This course is coordinated with the units in PRE-CLINICAL DENTISTRY and CLINICAL DENTISTRY. The lecture presentation will be concerned with the physical and chemical properties of restorative and laboratory materials. It will introduce the fundamental mechanisms and theories responsible for their behavior, and will stress the basic principles underlying their application in dentistry. The attention of the student will also be directed to current research in the development and improvement of dental materials. The laboratory will be utilized to teach the manipulation of dental materials and to demonstrate the results of their being mis-handled, thereby emphasizing the necessity for knowledge and care in their use. Technical procedures of an interdepartmental nature will also be taught in this course. Lecture 24 hours; Lab. 24 hours.
11. PRE-CLINICAL DENTISTRY 312, Operative Dentistry (4 credits)  
This course is an introduction to dental caries, and to the basic procedures of dental hard tissue surgery and restoration necessary for the control and treatment of this disease. Restorative procedures are performed with conventional speed cutting equipment and dry-field techniques. Restorative materials utilized will include amalgam, cast gold, gold foil, and silicate cement. Instruction by lectures, demonstrations and seminars.  
Lecture 32 hours; Clinic-technics 96 hours.
12. PRE-CLINICAL DENTISTRY 314, Removable Partial Denture Prosthesis (2 credits)  
This course includes instruction in the preparation of oral tissue for prosthetic appliances, principles of appliance design, impression technics, intermaxillary registrations, fabrication, and insertion and adjustment of the prosthesis. Special attention is given to occlusal considerations peculiar to the partially edentulous patient. Lecture 16 hours; Lab. 48 hours.
13. PRE-CLINICAL DENTISTRY 316, Fixed Partial Denture Prosthesis (2 credits)  
This course will include principles of dental hard tissue surgery for extra-coronal retainers, principles of appliance design and fabrication, and special occlusal considerations. It is designed to take advantage of the technical experience gained by the student in Operative Dentistry  
Lecture 16 hours; Lab. 48 hours.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

## C L I N I C A L   D E N T I S T R Y

In considering the implementation of the clinical program of the College of Dentistry, two major areas reflecting the basic philosophy of the faculty merit brief discussion. These include: 1) the time of introduction of the student to CLINICAL DENTISTRY and 2) the subject matter in which this introduction will occur.

As it affords the student the opportunity to develop clinically over a full four-year period and to correlate the basic science material with that seen in the clinic, the concept of a "verticalized" curriculum has gained favor. It thus provides a greater psychological motivation toward an interest in, and an understanding of the biologic basis for dental practice.

In order to overcome the traditional preoccupation with the mechanistic phases of dentistry, the introduction to clinical dentistry should occur through biologic rather than a technical medium of practice. By emphasis on a concept of "prevention" rather than "repair and replacement" a more ideal philosophy of dental practice should be developed.

14. CLINICAL DENTISTRY 310, Diagnosis (3 credits)

The philosophy and technique of history taking and of examination of oral hard and soft tissues are presented. Students initially carry out oral examinations on each other, and they subsequently assist in oral examination rounds in the hospital. Their hospital experience also includes an orientation to basic hospital procedures. An abbreviated experience in oral radiography is included in the introduction to diagnosis. Students expose and process intra-oral and extra-oral radiographs for clinic patients as an additional association with patient management and as an introduction to radiographic techniques. The initial introduction to clinical patients will occur in the Oral Diagnosis Clinic and University Hospital. Lecture and seminar 35 hours; Clinic 36 hours.

15. CLINICAL DENTISTRY 312, Dental Practice (3 credits)

A combined lecture-laboratory-clinic-seminar session is utilized to introduce the field of periodontics. Students will perform dental services including oral prophylaxis, instrumentation, polishing, and instruction in oral hygiene for clinic patients. Through this program the development of a philosophy of prevention is emphasized. A limited amount of clinical experience in operative dentistry is planned for the latter part of the first-year curriculum. This includes the removal



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

of caries, cavity preparation, and insertion of a restorative material in some of the simpler and more routine lesions. Preventive procedures include topical application of fluorides.

Lecture 16 hours; Clinic 78 hours.

Dean Kirwan presented for the Graduate Council recommendations covering strictly graduate courses, one of which was Anatomy 611 which had been approved in recommendations presented earlier by the College of Medicine, and courses for graduate credit. Attention was called to the omission of words in the course description of Anatomy 531. The Faculty approved the recommendations as presented with correction as noted.

I. The Graduate Council recommends approval of the following courses for strictly graduate credit.

1. Anatomy 611 - Regional Gross Anatomy (8)  
The course will include 1) a detailed dissection of the human body 2) study of specific relations of the systems within major regions 3) a familiarization with reference sources in the field of gross human anatomy.  
Prerequisites: Courses in Comparative Anatomy and Embryology and Anatomy 511 or the equivalent and consent of instructor.
2. Electrical Engineering 680 - Advanced Logical Design (3)  
Boolean Matrices; bridge circuits; bilateral, cascaded, and iterative networks; secondary assignment methods for the design of sequential circuits. Design of actual digital computers. Prerequisite: Electrical Engineering 580.

II. The Graduate Council recommends approval of the following courses for graduate credit:

1. Anatomy 531 - Combined Gross and Neuroanatomy (6)  
The course will include a presentation of principles and generalizations about the morphology of the human, several techniques for studying gross and neuroanatomy, and a detailed study of the gross and neuroanatomy of the head, neck, and thorax. Neuro and gross anatomy will be correlated where practicable. Approximately one hour of lecture will be given to three hours of laboratory work. Dissection guide, texts, atlases and original articles will be assigned. Prerequisites: Entrance requirements of the College of Dentistry and consent of the instructor.
2. Anatomy 532 - Combined Histology and Developmental Anatomy (4)  
The course will include the microscopic study of tissues and organs of the human body and the general development of the human embryo and fetus, with emphasis placed upon the development of head, neck, and face. Approximately one hour of lecture to two hours of laboratory work. Texts additional literature references will be assigned. Prerequisites: Entrance requirements of the College of Dentistry and consent of instructor.



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

3. Anatomy 533 - Oral Histology (2)

The course includes the detailed study of the microscopic organization and ultrastructure of the several gross structures of the oral cavity and tooth development. Approximately one hour of lecture will be given to two hours of laboratory work. Texts and original articles will be assigned. Discussion will be carried out within the laboratory periods. Prerequisites: Anatomy 531 and 532 or their equivalent and consent of instructor.

4. Anthropology 533 - Social Anthropology (3)

History and theory of social anthropology with special emphasis on the comparative approach to analysis of structure, function, and change in social and cultural systems. Prerequisite: Consent of instructor. (colisted with Sociology)

5. Behavioral Science 422 - Biological Statistics II - Experimental Design (2)

Analysis of variance for single and multiple classifications, covariance, randomized block and cross-over designs, factorial systems, split plot designs, individual contrasts, analysis of growth curves. Prerequisites: Behavioral Science 421 (or equivalent) or consent of instructor.

6. Sociology 548 - The Sociology of Public Opinion (3)

Introduction to the study of public opinion and mass communication in American society. The formation of public opinion and the effects of mass media are analyzed.

7. Zoology 540-541 - General Radiation Biology (4)

A basic course devoted to a study of radiation techniques and research and their application in the various fields of biology. Lectures devoted to basic background and health hazard aspects followed by more comprehensive treatment of biological aspects. Laboratories devoted to use of radioisotopes and techniques of their measurement using various radiation detectors and counters.

Prerequisites: Two years of biological sciences, one year of chemistry, and consent of instructor.

III. The Graduate Council recommends that the following courses be dropped.

1. Civil Engineering 687 - Advanced Steel Structures

2. Dairy Science 529 - Survey of the Dairy Industry



## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

## IV. The Graduate Council recommends the following course revisions;

1. Animal Science 682 - Increase from 3 to 5 credit hours per semester
2. Rural Sociology 565 - change in credit from 1-2 hours per semester to 1-3 hours. Maximum of six hours not changed.
3. Agronomy 780 (maximum of 12 credits) and 781 (maximum of 6 credits) combined under 599 (maximum of 9 credits) 1-4 per semester.
4. Agronomy 788 (maximum of 6 credits) and 797 (maximum of 12 credits) combined under 799 (maximum of 12 credits) 1-4 per semester.
5. Electrical Engineering 771 - credit reduced from 1 to 0.
6. Electrical Engineering 781 (3 credits-maximum of 9) - separated into 781 (one credit to maximum of 2) and 782 (two credits to maximum of 6).
7. Library Science 786 - changed from 1 credit, may be repeated to maximum of 4, to 1-4, may not be repeated.
8. Zoology 500 - changed in title and description - from Invertebrate Anatomy to Advanced Invertebrate Anatomy, with description more nearly describing content of course
9. Law 527 and 528 - changed from 3 credits to 2-3 credits per semester
10. Mechanical Engineering 401 and 402 - each changed from 3 to 2 credits per semester
11. Commerce 538 - Cases in Management, changed to 438, Quantitative Analysis in Management

The Chairman stated that the Governor had requested that provision be made for him to speak to two Convocations within a certain time limit; that the Governor had specifically requested that a Convocation be held at 2:00 p.m., Friday, May 18th, at which the entire faculty would be assembled; and that the University Faculty be requested to approve a meeting of the entire student body at a Convocation on Thursday, May 24th, at 10:30 a.m. The Faculty approved a motion to dismiss classes at 2:00 p.m. Friday, May 18th so that the faculty might attend a meeting, and to dismiss classes on Thursday, May 24th, at 11:00 a.m. for a student convocation in the Coliseum which it approved being held. The President stated that he was requesting, on behalf of Governor Combs, that the faculty assemble for a Convocation at 2:00 p.m., Friday, May 18th, in Memorial Hall.

Dr. Elton presented to the Faculty Mrs. Kathrynne Shelburne, the new recording secretary for the group.

President Dickey presented remarks to the Faculty concerning the pattern of organization for University affairs and stated that these remarks were to be made a matter of record in these minutes.

REMARKS TO FACULTY  
May 14, 1962

SUBJECT: Pattern of Organization for University Affairs

During the past several years, a considerable amount of time and attention has been given to the restructuring of the instructional and academic programs of this institution. The Self-Study of the University, the Report of the Visiting Committee, and the discussions at the two Spindletop conferences have all contributed to the thinking which has



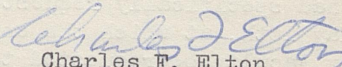
## MINUTES OF THE UNIVERSITY FACULTY, MAY 14, 1962

prompted recent action in the area of organizational structure for the University. The Self-Study and, more recently, the Spindletop conferences have emphasized the necessity for closer co-ordination of the academic affairs of the University and also attention which should be given to the correlation of teaching and research.

Practically every faculty committee has had some comment on the need for greater emphasis upon these aspects of our developing program. Consequently, we have recently been authorized by the Board of Trustees to establish new responsibilities for the position of executive vice president of the University. At the time that Dr. Albright assumes the responsibilities of this position on July 1, we are asking him to serve in the formal capacity of co-ordinating the teaching programs of all of the colleges of the University. In addition, we felt that it would be desirable if he also was the administrator in direct charge of the libraries and other related programs.

I have made this statement in order that you might have full knowledge of the responsibilities which have been attached to the Office of the Executive Vice President. Effective July 1, the deans of the various colleges and the Director of the libraries will report along with the Dean of Admissions and other similar offices directly to the Executive Vice President. I know that you will give him your fullest cooperation in order that the programs of the University can move forward to even more effective levels than ever before.

Faculty adjourned at 5:10 p.m.

  
Charles F. Elton  
Secretary