

The University Faculty met in the Assembly Room of Lafferty Hall Monday, January 11, 1960 at 4:00 p. m. President Dickey presided. Members absent were Philip Austin, A. J. Brown*, George B. Byers, Bernard Fitzgerald, Lyman V. Ginger, C. P. Graves, William E. Grubbs, W. A. Heinz, W. M. Insko, R. D. Jacobs, Sidney J. Kaplan, Helen Marshall, J. E. Reeves*, Robert W. Rudd*, G. W. Schneider*, Doris M. Seward, Lawrence Thompson, Bennett H. Wall, Warren W. Walton, and M. M. White.

The minutes of December 14 were read and approved.

Dr. R. D. Haun presented the report of the Committee on Committees, which was voted approval by the University Faculty.

The Committee on Committees continued to study the committee structure of the University Faculty during the current year. This study was carried on in line with the original directive in President Dickey's letter of August 3, 1957 creating the committee and outlining its functions. The Committee also considered the report of the Committee on Composition and Role of the University Faculty which the Faculty approved at its meeting on May 11, 1959 and which gave some indication of the functions the Faculty might wish to assign to committees.

It has been the belief of the committee that there are certain areas in which purely administrative matters are concerned and that the eighteen administrative committees of the University for 1959 operate predominately in these areas. On the other hand there are areas with which the committee feels the Faculty as such is concerned but which the four standing committees of the Faculty for 1959 (other than the Committee on Committees) are not authorized to consider. One such area has to do with the admission policy of the University on which an ad hoc committee proposed by this committee and established by the Faculty made a final report during the current year. Another such area is the handling of the gifted student and the Committee on Committees was pleased to cooperate in the creation during the year of a new standing committee of the Faculty known as the Honors Program committee to work in this area. This committee was the outgrowth of a study and recommendations of a sub-committee of the Committee of Fifteen chaired by Dr. Betsy Estes.

Two additional new standing committees have been recommended for establishment by the Faculty during the year. The first of these, to be known as the Committee on Course Offerings, is designed primarily to relieve the Faculty of certain recurring duties in the application of existing policy. The second new committee, to be known as the Program Committee for the University Faculty, is proposed as a means of opening the way for the Faculty to keep itself informed on contemplated University activities and to arrange to take up in orderly fashion matters considered important to the academic welfare of the institution. This committee is to serve in an advisory capacity to the President in setting up the major topics for discussion at Faculty meetings.

The recommendation of the creation of the Program Committee represents the outgrowth of the view of the Committee on Committees that it should proceed with caution in recommending new Faculty committees until it can be seen how effectively the newly created committees will operate. Whether or not the individual faculty members will have the necessary time and desire to take on additional responsibilities will be known only after a longer period of experience.

* Absence explained.

It is hoped that as an outgrowth of the actions of the Program Committee there will come an indication of areas in which the Faculty evidences sufficient interest and willingness to act to justify establishment of standing committees which will have the desire (and find the time) to work effectively.

During the past year your committee has acted to revise the statement of functions for the Committee on Student Organizations and Social activities to authorize it to act in behalf of the Faculty on matters which again have been considered more or less administrative in carrying out established policy of the Faculty.

Of course the Committee on Committees has acted to recommend personnel for each of the newly established Faculty committees and as replacements for members of existing committees whose terms have expired or who have left the University. In the selection of such personnel the committee has kept three objectives in mind: (1) in so far as possible all divisions of the University should be given representation, (2) there should be as little duplication as possible in assignment to Administrative and Faculty committees, (3) interest and capacity in the area of committee assignment combined with a willingness to work on committee tasks should be considered. The committee wishes to emphasize to the Faculty the importance of committee duties and to urge those named to committees to contribute fully to them.

With the establishment of the two new committees proposed recently by the Committee on Committees the University Faculty will have eight standing committees. No doubt additional committees will be needed as time passes. The work of the committee in developing a committee structure for the University Faculty is therefore only partially completed. In fact, it may well be that the development and reorganization of the committee structure will be continuous as a chore to be carried on in the future by your committee on committees.

Dr. Haun also presented recommendations from the Committee on Committees. Of these recommendations the University Faculty approved numbers (1) and (3):

(1) That the statement of functions of the Committee on Student Organizations and Social Activities be amended to read as follows:

"The functions of the Committee on Student Organizations and Social Activities shall be to formulate policies governing student organizations and social activities of students in line with the Rules of the University Faculty, and to act in behalf of the Faculty regarding new organizations and proposed changes in the constitution or by-laws of existing organizations, The Dean of Men, the Dean of Women, and the approved student representative on the University Faculty shall be ex-officio members of the Committee. The Dean of Men and the Dean of Women shall be responsible for carrying out the policies formulated by the Committee. The Committee shall make an annual report on its activities to the University Faculty at its January meeting".

(2) That there be established a Committee on Course Offerings as a standing committee of the University Faculty, to be appointed by the President upon the advice of the Committee on Committees.

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It is recommended that this Committee on Course Offerings consist initially of nine members as follows, with subsequent changes as experience may prompt:

- One member from the College of Arts and Sciences
- One member from the College of Agriculture and Home Economics
- One member from the College of Engineering
- One member from the College of Law
- One member from the College of Education
- One member from the College of Commerce
- One member from the College of Pharmacy
- One member from the College of Nursing
- One member from the Medical Center
- One member from the Graduate Council

When the committee is first appointed, the terms should be so staggered that not more than five of the ten should reach the end of their terms (normally two years) in any one year.

It is recommended that the Committee on Course Offerings be empowered to act in behalf of the University Faculty on all new courses and other course changes submitted by the various colleges of the University, and that the committee report its actions monthly to the Faculty, to the college concerned, and to the Registrar. It is expected^{ed} that the committee will consider course offerings and course changes. This committee would be expected to give a summary report to the University Faculty on its actions at least once a year, and would be privileged from time to time to make such other reports to the University Faculty involving course offerings as it may deem desirable, including recommendations on matters pertaining to total University curriculum. It is further recommended that any college dissatisfied with the decision of the Committee on Course Offerings be allowed the privilege of appealing the decision to the University Faculty as a whole.

(3) That a standing Program Committee for University Faculty Meetings be constituted from the elected Faculty to serve in an advisory capacity to the President in setting up the major topics for discussion at Faculty meetings. This Faculty Committee of four members would have the responsibility of suggesting special topics related to the University's program which might be reported on or discussed within the Faculty. After selection of such topics and the suggested dates for their discussion, recommendations would be made to the President.

Notes on recommendations: The first recommendation provides for the substitution of the words "... and to act in behalf of the Faculty regarding new organizations and proposed changes in the constitution or by-laws of existing organizations." for the words "... and to make recommendations to the University Faculty regarding new organizations and proposed changes in the constitution or by-laws of existing organizations". This would, if approved, probably require a change in Section IX of the Rules of the University Faculty which is in line with the original statement of the functions of the Committee on Student Organizations and Social Activities.

The first and second recommendations are made with the idea of relieving the Faculty of recurring administrative actions and permitting it to devote more time to the study and development of educational policy. This is in line with the report of the Committee on Composition and Role of the University Faculty which was approved by the Faculty early in 1959. The third recommendation is also designed to effectuate the recommendations of

the Composition and Role Committee in extending the areas in which the Faculty exercises its deliberative functions.

Recommendation No. 2, for the establishment of a Committee on Course Offerings, was discussed at length by the Faculty. Several motions to amend were offered and the Faculty finally approved a motion that the recommendation be referred back to the Committee on Committees, with a view to clarifying the wording of the recommendation.

A final report from the 1959 Rules Committee was presented by the Chairman, Dr. W. M. Carter, and was approved by the University Faculty.

The 1956-57 University Faculty approved a revision and recodification of the "Rules of the University Faculty" and asked the Committee on Rules to carry out this revision. Work was begun by the 1956-57 committee and continued by the 1957-58 committee.

Under the new scheme of committee membership, as recommended by the Committee on Committees, the terms of office of all committees now start in January. Hence, the 1959 committee began its work early in the year and held its last meeting on December 18.

During this time, the work of revision was completed, reported to and approved by the University Faculty. This included Section XI, Physical Education and Section XII, Miscellaneous.

Important changes instituted during the year were the new numbering system, the addition of a glossary of terms, and the admission requirements for the College of Nursing. The Committee Chairman and the Secretary of the University Faculty have assembled and prepared the material for publication of the new edition of the "Rules of the University Faculty" which will be distributed sometime in early 1960.

The University Faculty, at the regular meeting on Monday, November 9, asked the Committee on Rules to make a study of certain areas of student discipline. Four meetings were held in November and December and several resolutions concerning this matter were passed on to the 1960 Committee. It is expected that the 1960 Committee will bring its report on this subject to the Faculty.

President Dickey expressed thanks on behalf of the Faculty for the work of the Rules Committee.

Dean Willard presented recommendations from the College of Medicine covering its proposed curriculum and courses for the first year, together with several recommendations pertaining to scheduling and organization of its curriculum for all four years. The University Faculty approved the recommendations from the College.

MINUTES OF THE UNIVERSITY FACULTY JANUARY 11, 1960

The College of Medicine submits herewith recommendations for its first year curriculum together with several recommendations of a general nature pertaining to scheduling and organization of its curriculum for all four years.

These considerations are based on three years of study by the Medical Center Staff, including visits to more than half of the medical schools in this country for first hand observation and discussion of curriculum organization, a review of literature on modern trends in medical education, and participation in recent curriculum conferences conducted by the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association. The specific recommendations have been formulated by the College's Committee on Educational Policy and Curriculum which has devoted itself to this subject during the past six months. The Committee has formulated and been guided by the following underlying principles:

Educational Policy

The University of Kentucky College of Medicine should provide an atmosphere of graduate education wherein its students can acquire a sound and adequate scientific basis for the practice and continuing study of medicine. In addition to providing a sound education in the basic and clinical sciences of medicine, the resources of the College should be directed toward the training of minds and the nurturing of such important traits as a sense of responsibility and integrity; initiative; intellectual curiosity and an ability for critical evaluation; emotional maturity; independence of thinking; an appropriate willingness to challenge "authority" within the limits of good judgment; a sensitivity for human values and relationships; an understanding and sympathy for others; insight into personal biases and an appreciation of the personality, social, and cultural forces influencing the beliefs and behavior of others; the ability to inventory objectively personal strengths and weaknesses; and the motivation to overcome personal deficiencies.

It is important that these objectives be pursued with the realization that students in the College of Medicine will represent a broad range of intellectual capacities and personality characteristics and that the medical profession involves such a wide variety of responsibilities that it can utilize nearly every well-qualified and appropriately motivated individual. The College of Medicine has a responsibility to provide a basic educational experience which will enable students, with further study, to enter any of the fields of medicine.

It should be recognized that some students will require remedial work in some of the subjects basic to the study of medicine while other students will be ready to pursue advanced and independent activity. Time should be provided in the curriculum to permit students to meet these individual needs.

It is important that the educational program in the University of Kentucky College of Medicine be characterized by a degree of flexibility and oriented toward helping each student as an individual realize the maximum potential of his personal strengths and compensate as far as possible for his weaknesses.

Planning the Curriculum

In planning curriculum for the University of Kentucky College of Medicine every effort is being made to achieve full advantage of the "clean slate" in developing multidisciplined and correlated teaching wherever this seems logical and desirable and in re-examining the selection of phenomena, concepts, and principles to be presented as well as the order and organization of presentation. At the same time, it is important to recognize the symbolic and concrete importance of certain aspects of the traditional organization and identification of medical sciences, and continuity with former activity.

It is recognized that most medical students come from an educational background which has emphasized the separateness of the traditional scientific disciplines. It is also recognized that many medical faculty have had their primary training and derive their professional identification from a specific discipline. Students and faculty should be able to find continuity with this former activity. Furthermore, it is recognized that the various disciplines have emerged in a reasonably logical manner, each concerned with specific types of subject matter and each characterized by its own concepts and principles. It is expected that certain elements of this organization will be retained. It is also suggested that changes in organization provide for gradual and logical transition. An effort should be made to identify those basic concepts and procedures of each discipline which are essential or highly desirable and to plan for their orderly development in parallel teaching units. At the same time, there should be provisions for bridges between the disciplines whenever this is logical and possible through joint lectures, seminars, and laboratory exercises involving two or more disciplines.

It is deemed important that study of the sciences basic to medicine not be restricted to abstract or theoretical consideration and that their application to clinical medicine be illustrated by a well-planned part of the curriculum through joint clinical-basic science conferences in the first and second years. There should be gradual increase throughout the academic year of conjoint exercises among the basic sciences and between basic and clinical sciences culminating in a total conjoint amplification, review, and summary exercise during the last weeks of the academic year.

It is recognized that medical students tend to assign relative values to various parts of the curriculum according to what they think are the values of the faculty or according to measurements such as the relative amount of curriculum time assigned to a particular subject. Because of this, students sometimes tend to neglect certain areas of work while concentrating on those which they expect will bring them greatest symbolic reward. Frequently there is considerable anxiety associated with trying to out-guess the faculty. Often students guess wrong with unfortunate consequences. A curriculum which prepares for and stresses the concepts of correlation and integration among its component parts should help to minimize faculty competition for student time and effort.

Orientation

It is recognized that students entering the study of medicine will vary greatly in the degree of sophistication which they have with respect to such matters as the educational process or the nature and organization of the people and institutions which comprise modern medicine.

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Time must be provided for the orientation of students, and thought must be given to the way in which orientation experiences can be most meaningful. Orientation provided solely through introductory descriptive lectures is often not very effective. While some introductory overview type of orientation is necessary, it is recommended that provision be made for integrating most aspects of orientation into the regular curriculum, particularly into units in behavioral science and the introduction to clinical medicine. Time should be made available for explaining such resources as the Medical Library in conjunction with an initial library assignment while the organizational structure of the hospital should be explained coincidental with student's initial clinical experience. It is of major importance that those aspects of the student's experience for which orientation is necessary or desirable be recognized, and that careful consideration be given to the most appropriate and effective means for providing such orientation.

Flexibility in the Curriculum

In order to provide for each student the most appropriate environment for learning, a high degree of flexibility is desirable in the organization of the curriculum, in pedagogical methods and in the provisions made for the physical accommodations of students in the Medical Center.

The curriculum should be planned to permit students with particular strengths or problems to take time for the pursuance of independent research interests, elective advanced study in one or more subjects, or remedial work when necessary. Some of these needs can be met through the designation of a sufficient number of unscheduled hours in the academic program. There may be other instances when individual students should be permitted to digress from the regular curriculum for a period of time in order to engage in advanced study or compensate for deficiencies.

Academic Schedule

Insofar as possible, the academic program of the College of Medicine should coincide with that of other units of the University of Kentucky in order to facilitate an interchange of activity among medical and other University Faculty and students. This is particularly desirable with respect to the first two years of the medical curriculum which will encompass the largest amount of time devoted to the sciences basic to medicine.

Upon careful consideration of the components of the College of Medicine curriculum, the Committee on Educational Policy recommends that the academic year, following the practice of a majority of the other medical colleges, provide a minimum of 36 weeks of instruction time, exclusive of time devoted for registration, initial orientation, and vacation.

For the first two years of the curriculum, it is recommended that 14 weeks of instruction be scheduled prior to regular University Christmas vacation. Under such a plan first-year students will report to the College of Medicine on the Wednesday of the week preceding this 14-week period and second-year students will report on the Friday of the same week. In most years these first days will be the Wednesday and Friday following Labor Day. Following the Christmas vacation, first and second year students will have 22 weeks of instruction interrupted by a one-week vacation during the week of April 15 and ending with the second week in June.

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While this schedule starts earlier and ends later than the regular University academic year, it encompasses the University's schedule and coincides with that schedule for the Christmas vacation. The longer academic year is required for medical education. The date of spring vacation for first and second-year students follows a practice which most medical schools have found desirable by coinciding with the annual Federated Society meetings.

Between the first and second years of the College of Medicine curriculum a summer vacation of about 12 weeks is provided. This will enable some students to engage in necessary remunerative activities in order to help finance their medical education. Hopefully, there will be provisions for employing many students within the Medical Center in activities having professional relevance.

During the third and fourth years, medical students are engaged primarily in the study of clinical medicine. Such study takes place in the clinical areas of the Medical Center which operate on a year round basis. Since clinical faculty share responsibility for patient care, they must be geared to a schedule which has no relation to the usual academic calendar and which provides for staggered vacations in every department. 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". There has been concern because schedules which provide three months of vacation seem wasteful in light of the long educational period required of the physician-in-training. Furthermore, patients are available on a year-round basis, and during vacation time valuable opportunities for clinical experiences are wasted. In addition, students play a definite role in hospital organization. Periods of vacation sometimes impose awkward disruptions in this regard.

In favor of long vacation provisions, it is recognized that some students must have opportunities to engage in remunerative employment in order to finance their education.

The following arrangement will provide flexibility for meeting the individual needs of third and fourth year medical students and at the same time overcome several of the awkward features which have characterized traditional academic scheduling during the study of clinical medicine. It is therefore recommended:

1. That the teaching of clinical medicine be provided on a year-round basis starting on July 1 and ending on June 30, divided into appropriate academic periods, and with provision for fourth year students to qualify for and receive their degrees at the University commencement.
2. That students' programs be arranged, under normal circumstances so that they have staggered free periods with some fraction of the class free at any particular time.
3. That insofar as possible provisions be made for employing students in professionally relevant activity during their free periods.
4. That some students be allowed to pursue advanced study during their free periods, perhaps scheduling the free time of both years in sequence for this purpose.

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Recommended First Year Curriculum

The curriculum developed for first year students in the University of Kentucky College of Medicine, based on 36 weeks of scheduled class work, calls for the scheduling of required lectures, laboratories and seminars in six four-hour mornings, and three three-hour afternoons or a total of 33 hours a week. In addition, two afternoons a week (totaling 6 hours) are designated as optional elective time to afford students who need it an opportunity for pursuing remedial work or to enable especially motivated and able students to partake of elective courses in either the Medical Center or the University at large.

The first year curriculum is composed of the following course units:

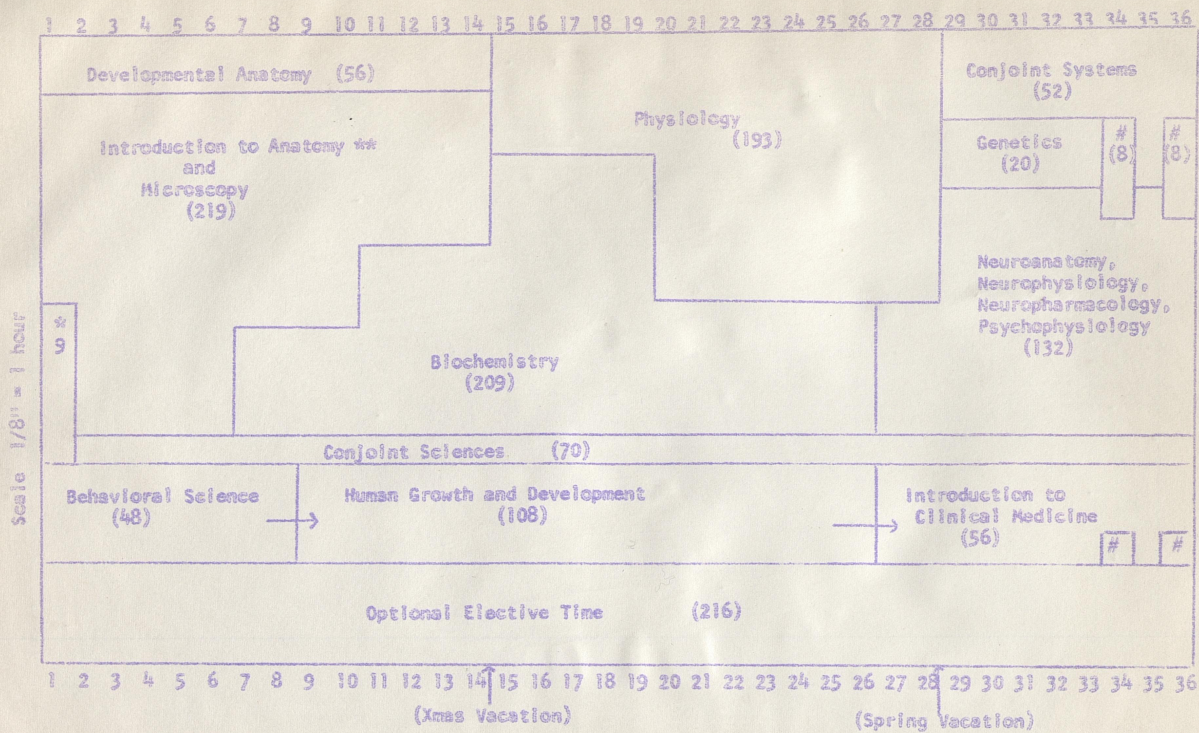
<u>Units</u>	<u>Scheduled Hours</u>	<u>Suggested Credits</u>
Introduction to Anatomy, Microscopy & Ultrastructure	219	7
Developmental Anatomy	56	2
Behavioral Science	48	2
Biochemistry	209	7
Physiology	193	7
Human Growth and Development	108	4
Conjoint Sciences, Conjoint Systems, Genetics	142	5
Neurological System	132	4
Introduction to Clinical Medicine	56	2
	<u>1163*</u>	<u>40</u>

Course units have been planned, insofar as possible, to provide for each unit blocks of time and scheduling within each week best suited to the units' particular subject matter and pedagogical methods, and with primary consideration to the relationship of each unit to the over-all Medical College curriculum. In addition to these units, special provisions for graduate student study will be made by many of the departments.

The curriculum is depicted graphically in the Charts 1 and 2 and the weekly schedule of classes is shown in Charts 3 through 11. Chart 12 depicts a suggestive diagram for the second year curriculum in order to indicate the tentative planning that has taken place and show its relationship to the first year curriculum. A brief description of the units in the first year curriculum follows Charts 1 through 12.

* Required curriculum hours per year at other medical colleges range from about 1050 to 1350.

Scale 1/4" = 1 week



* Initial Orientation (Continued from Previous Week)

Comprehensive Examination and Review of Examination

** Additional Anatomy time to be provided in third year for regional dissection

Based on 36 weeks of contact hours; 39 hours per week (M-F, 7 hours; S - 4 hours)

Statistics (approximately 20 hours) to be provided within time allotted to Anatomy, Physiology, and Biochemistry

Based on 36 weeks of contact hours; 33 hours per week (M-F, 7 hours; S, 4 hours)
 Statistics (approximately 20 hours) to be provided within time allotted to Anatomy, Physiology, and Biochemistry

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Chart 2

University of Kentucky College of Medicine
 Committee on Educational Policy and Curriculum Planning
 First Year Curriculum

HOURS PER WEEK BY SUBJECT AND WEEK

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
Intro. Anat. & Microscopy	14	21	21	21	21	21	15	15	15	15	10	10	10	10																								
Develop. Anat.	4	4	4	4	4	4	4	4	4	4	4	4	4	4																								
Biochemistry							6	6	6	6	11	11	11	11	11	17	17	17	17	17	8	8	8	8	8	8	8											
Behav. Sci.	6	6	6	6	6	6	6	6	6																													
Hum. Gr. & Deve.							6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
Physiology																8	8	8	8	8	8	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17		
Intro. Cl. Med.																											6	6	6	6	6	6	6	6	6	4	6	4
Neuro Anat., Phys., Pharm., & Psychophysiology																											8	8	15	15	15	15	15	15	13	15	13	
Conjoint Systems																											6	6	6	6	6	6	6	10	6			
Genetics																												4	4	4	4	4						
Conjoint Sciences	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Optional Elective Orientation	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6		
Comprehensive Examination & Review of Examination																																				8	8	

Based on 36 weeks of contact hours; 39 hours per week (M through F, 7 hours per day; S, 4 hours)
 Statistics (approximately 20 hours) to be provided within time allotted to Anatomy, Physiology, and Biochemistry

Chart 3

University of Kentucky College of Medicine
Committee on Educational Policy and Curriculum Planning
First Year Curriculum

WEEK # 1

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Anatomy	Develop. Anatomy	Anatomy	Develop. Anatomy	Anatomy	Anatomy
	-	-	-	-	-	-
	-	Behavioral Science	-	Behavioral Science	-	Behavioral Science
	-	-	-	-	-	-
	Orientation	Elective	Orientation	Elective	Orientation	
	-	-	-	-	-	
	-	-	-	-	-	

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Chart 4

University of Kentucky College of Medicine
Committee on Educational Policy and Curriculum Planning
First Year Curriculum

WEEKS # 2 - 6

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Anatomy	Develop. Anatomy	Anatomy	Develop. Anatomy	Anatomy	Conjoint Science
A.	-	-	-	-	-	-
M.	-	Behavioral Science	-	Behavioral Science	-	Behavioral Science
	-	-	-	-	-	-
P.	-	Elective	-	Elective	-	-
H.	-	-	-	-	-	-
	-	-	-	-	-	-

Chart 5

University of Kentucky College of Medicine
 Committee on Educational Policy and Curriculum Planning
 First Year Curriculum

WEEKS # 7 - 10

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Biochemistry	Develop. Anatomy	Anatomy	Develop. Anatomy	Biochemistry	Conjoint Sciences
A.	-	-	-	-	-	-
M.	-	Behavioral Science # Growth & Develop.*	-	Behavioral Science # Growth & Develop.*	-	Behavioral Science # Growth & Develop.*
	Anatomy	-	-	-	Anatomy	-
	-	Elective	-	Elective	-	-
P.	-	-	-	-	-	-
M.	-	-	-	-	-	-

Weeks 7 and 8
 * Weeks 9 and 10

Chart 6

University of Kentucky College of Medicine
 Committee on Educational Policy and Curriculum Planning
 First Year Curriculum

WEEKS # 11 - 14

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Anatomy	Develop. Anatomy	Biochemistry	Develop. Anatomy	Anatomy	Conjoint Sciences
A.	-	-	Anatomy	-	-	-
M.	Biochemistry	Growth & Develop.	-	Growth & Develop.	Biochemistry	Growth & Develop.
	-	-	-	-	-	-
	-	Elective	-	Elective	-	-
P.	-	-	-	-	-	-
M.	-	-	-	-	-	-

Chart 7

University of Kentucky College of Medicine
 Committee on Educational Policy and Curriculum Planning
 First Year Curriculum

WEEKS # 15 - 19

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Physiology	Biochemistry	Biochemistry	Biochemistry	Physiology	Conjoint Sciences
A.	-	-	-	-	-	-
M.	Biochemistry	Growth & Develop.	-	Growth & Develop.	Biochemistry	Growth & Develop.
	-	-	Physiology	-	-	-
P.	-	Elective	-	Elective	-	-
M.	-	-	-	-	-	-
	-	-	-	-	-	-

Chart 8

University of Kentucky College of Medicine
Committee on Educational Policy and Curriculum Planning
First Year Curriculum

WEEKS # 20 - 26

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Biochemistry	Physiology	Physiology	Physiology	Biochemistry	Conjoint Sciences
A.	-	-	-	-	-	-
M.	Physiology	Growth & Develop.	-	Growth & Develop	Physiology	Growth & Develop
	-	-	Biochemistry	-	-	-
P.	-	Elective	-	Elective	-	-
M.	-	-	-	-	-	-
	-	-	-	-	-	-

Chart 9

University of Kentucky College of Medicine
 Committee on Educational Policy and Curriculum Planning
 First Year Curriculum

WEEKS # 27 - 28

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Neuroanatomy, etc.	Physiology	Physiology	Physiology	Neuroanatomy, etc.	Conjoint Sciences
A.	-	-	-	-	-	-
H.	Physiology	Clinical Medicine	-	Clinical Medicine	Physiology	Clinical Medicine
	-	-	Neuroanatomy, etc.	-	-	-
P.	-	Elective	-	Elective	-	-
M.	-	-	-	-	-	-
	-	-	-	-	-	-

Chart 10

University of Kentucky College of Medicine
 Committee on Educational Policy and Curriculum Planning
 First Year Curriculum

WEEKS # 29 - 33

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Conjoint Systems	Clinical Medicine	Conjoint Systems	Clinical Medicine	Conjoint Systems	Clinical Medicine
A.	-	-	-	-	-	-
M.	Neuroanatomy, etc.	Genetics	Neuroanatomy, etc.	Genetics	Neuroanatomy, etc.	Conjoint Sciences
	-	-	-	-	-	-
P.	-	Elective	-	Elective	-	-
M.	-	-	-	-	-	-
	-	-	-	-	-	-

University of Kentucky College of Medicine
 Committee on Educational Policy and Curriculum Planning
 First Year Curriculum

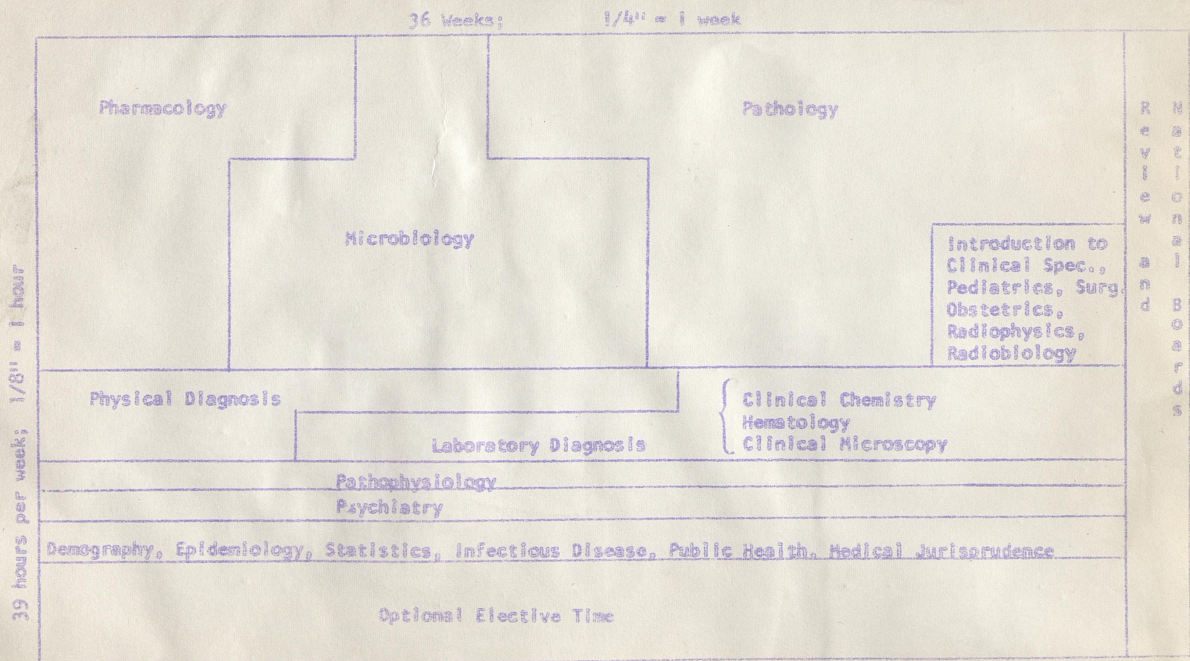
WEEKS # 34 - 36

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Conjoint Systems	Clinical Medicine	Conjoint Systems	Clinical Medicine *	Conjoint Systems *	Clinical Medicine
A.	-	-	-	-*	-*	-
M.	Neuroanatomy, etc.	Conjoint Systems	Neuroanatomy, etc.	Conjoint Systems *	Neuroanatomy, etc.*	Conjoint Sciences
	-	-	-	-*	-*	-
P.	-	Elective	-	Elective	-	-
	-	-	-	-	-	-
M.	-	-	-	-	-	-

* Comprehensive Examination - 34th Week
 Review of Examination - 36th Week

Chart 12

University of Kentucky College of Medicine
 Committee on Educational Policy and Curriculum Planning
 Suggestive Diagram for Second Year Curriculum



Note: This diagram has been developed at this time to provide tentative identification of major components of the second year curriculum and to suggest one way in which these components might fit together in logical sequence and relationship to each other. A formal plan cannot be developed until all of the Department Chairmen concerned with second year teaching have been identified and can participate with the Committee on Educational Policy and Curriculum Planning. This diagram implies no commitment of specific time allocation.

Description of the First Year Curriculum

Introduction to Anatomy (140 hours) is designed to present the principles of organization of the human body and to lead into the several methods and special topics in the study of Anatomy. In addition to a study of gross anatomy, attention will be directed to the use of the light microscope, hand lenses, low power dissecting-microscopes, and electron micrographs. Methods of study in addition to dissection and reading will include radiology, palpation of living structures, in vivo microscopy, and an introduction to methods of preparation of material for anatomical investigation. Much of the reading will be of original works. Objectives include the directing of students in careful and critical reading and the presentation of principles and a framework of anatomical information to which the student can add detailed information through later courses, observation and reading. Subsequent units include Developmental Anatomy, Microscopy and Ultrastructure, Neuroanatomy, and Regional Dissection (to be presented in the third year).

In Microscopy and Ultrastructure (79 hours) the structures seen with the aid of dissecting microscopes, light microscopes and the electron-microscope will be presented. The low powers will be used to demonstrate a number of structures in vivo. The high powers will be used to study the organization of ultrastructures, cells tissues, and organs. Alterations in morphology associated with human growth and aging will be presented. The limitations and values of each of the methods of preparation and study of material will be discussed.

Developmental Anatomy (56 hours) will deal with the progressive growth of the human germ cells, embryo, fetus, newborn, and infant encompassing both normal and abnormal development. Slides and prosections of embryos and fetuses will be studied and related to material to be presented later in Pediatrics and Obstetrics. Placentation and its attendant problems will be considered. Morphologic aspects of development up to adulthood and some alterations associated with aging will be presented. Living examples in various stages of development from several species will be studied in laboratory exercises. The material in this unit will be closely related to that in Human Growth and Development and will serve as the morphologic basis for concepts of behavior.

The unit on Behavioral Science (48 hours) will provide a synthesis of concepts and principles from the social and psychological sciences essential for an integral study of human behavior in general and of human response to illness specifically. Special emphasis will be placed on the interaction among characteristics of man's internal body systems, external physical environment, personality, social or group experiences, and the forces of the culture in which he lives. Medicine as an emergent system of behavior and alternative modes of response to illness will be studied in historical and cross cultural perspective aimed at providing a basis for the objective understanding of contemporary forms of medical organization and practice. This unit will prepare the student for the consideration of specific social and psychological variables in Human Growth and Development and later in the clinical setting.

The unit in Biochemistry (209 hours) is designed to summarize available information on cellular activities at the molecular level.

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A short review of structural chemistry of carbohydrates, proteins, nucleic acids and lipids will be followed by a discussion of the mode of action of enzymes. The principal theme of the course is the dynamic processes by which metabolites are converted into energy in a form which is useful to the cell or to compounds which are essential to the maintenance or growth of the cell. Discussions of respiration and of the processes by means of which the constancy of composition of extracellular fluid is achieved, of nutrition and of the biochemistry of specialized tissues are also included. Certain aspects of biochemistry which are usually termed "clinical chemistry" will be presented in the second year unit on Laboratory Diagnosis. Much of the student's work will consist of special projects involving both laboratory and library experience.

The unit on Physiology (193 hours) will provide advanced work in mammalian physiology approached from the biophysical point of view. Lectures and small group discussions will include consideration of cellular function, excitable tissues, volume conductors, contractile tissues, circulation, respiration, gastro-intestinal tract, energy exchange, kidney, and hypothalamus. Laboratory experience will also include electrophysiological techniques and mammalian surgical techniques with emphasis on experimental design and biometrics. Principles of the function of the nervous system will be taught conjointly with neuroanatomy, neuropharmacology and psychophysiology.

Teaching of Statistics will be considered a part of the courses in the basic medical sciences and will be largely by example through treatment of data arising naturally in those courses. A primary objective is to assist students to gain an appreciation of orderly presentation of results of scientific investigations, and to provide an objective basis for interpretation of such investigation. The following topics will be discussed as part of the first year curriculum: observation, measurement, and description of biological populations; introduction to probability; association; sampling and sampling distributions- estimation and simple tests; role of the normal distribution in statistics and biology. In the second year these basic notions will be extended in the form of an introduction to design and analysis of experiments and surveys. In addition to statistics introduced as part of the regular curriculum, seminars, open to second year students and staff with special interests, will be offered in statistical methods and operations analysis by the Department of Behavioral Science.

In Human Growth and Development (108 hours) developmental anatomy and physiology and endocrinology will be correlated with principles of psychological growth, personality development, and socialization in considering major events in the human life cycle. Special attention will be given to health experiences common to each life period from conception and pregnancy through infancy, childhood, adolescence, young adulthood, middle life and aging. The implications of death on the living will also be considered. This unit will involve collaborative teaching among the Departments of Psychiatry, Behavioral Science, Pediatrics, Medicine, Obstetrics, Anatomy, and Physiology. Special emphasis will be placed on the interaction of biological and behavioral factors in all stages of the life process.

The Conjoint Sciences (70 hours) will consist of a series of weekly interdisciplinary seminars of two hours' duration designed to correlate and illustrate clinical instances of basic science principles. Clinical and preclinical departments will jointly plan and attend these sessions. Patients will be presented for joint discussion pointed toward relating the current material covered in the preceding week in the basic sciences to clinical situations. Students will thus be enabled to appreciate the importance of their early basic science teaching to the daily practice of modern medicine. Preclinical and clinical scientists can exchange points of view for the benefit of medical students and prepare them for the continuance of this interchange in the later years of their education.

The unit on Conjoint Systems (52 hours) planned for the latter portion of the first year, will consist of a detailed synthesis and review of the basic science information pertinent to a selected number of the major body systems, e. g. the cardiovascular, gastro-intestinal, etc. The approach will be interdisciplinary and teaching will consist of lectures and small seminar groups. Thus the compartmentalized information of the earlier part of the year will be viewed again and pulled together in the study of the functions of several of the major body systems. The basic sciences will be correlated with each other and the ground work will be laid for the second year's study of the pathophysiology of disease. The clinical departments will have a significant role in planning and teaching in this unit with the preclinical departments. Student participation will be active with reading of original sources, recent literature and presentation of material by students to each other, etc. In this unit, the student will again be exposed to the unity of the medical sciences so that his synthetic as well as analytic properties of mind can simultaneously developed as they must be in the mature physician.

Genetics (20 hours) will prepare the student in the fundamentals of inheritance as a discipline of critical importance in understanding health and disease at the molecular, individual, and population levels. The basic language of genetics and modes of inheritance will be presented, together with specific examples drawn from family histories. To provide a broad perspective of the subject, examples drawn from Zoology and Botany will be related to human genetic phenomena. The chemistry of the genetic material which will be explored in Biochemistry will then be correlated with work in this unit. Genetic concepts will also be related to the presentations in Human Growth and Development, Developmental Anatomy, Pediatrics, Medicine, Obstetrics, etc. The mathematical considerations in genetics will be presented jointly with Statistics. This unit will provide the basis for a more detailed study of the genetic aspects of specific disease states in the clinical sciences.

In the unit on Neurological Systems (132 hours) basic work in neuroanatomy will both precede and coincide with the study of neurophysiology, neuropharmacology and psychophysiology. Gross, low power microscopic studies of the central and peripheral nervous systems will be taken up in lecture and laboratory. Cranial nerves, sections of the brain and spinal cord, the autonomic nervous system and spinal and cranial pathways will be presented. Pathologic material will be used to correlate structure and function. Ganglion and synapse morphology in normal and abnormal conditions will be explained. The student will be expected to complete a careful dissection of the cortical and brain stem areas for the presentation of nuclei and for neurofibril pathways.

Problems in development and aging of neural structures and also neuro-staining techniques will be discussed. The morphologic aspects of the course will be related to a consideration of principles of function of the nervous system and an introduction to neuropharmacology. Physiological manifestations of stress will be studied in terms of personality and environmental factors which contribute to stress and which influence variations in stress threshold.

The unit entitled Introduction to Clinical Medicine (56 hours) will provide the students with their first contact with the clinical sciences. The purpose of this unit is to introduce students to the techniques and subtleties of the physician-patient relationship. Emphasis will be placed on the person to person, person to physician and patient-physician interaction. The content and importance of the interview process and the effects of physician behavior on this process will be studied by demonstration, seminar, films, and actual experience. Some attention will be given to the proper interpretation of the patient's responses and behavior, both verbal and nonverbal. The logic of the diagnostic and therapeutic process will be discussed with emphasis on the multiple etiologic concept of illness and the fact that various causative factors and physiologic processes may manifest themselves in similar clinical symptoms. At the end of this period the student should be ready for the next step in his clinical education, the actual examination of the patient. This will be covered during the second year and will be followed by a consideration of the place of laboratory and other ancillary diagnostic measures.

Dean Spivey presented recommendations from the Graduate Council covering graduate credit for certain courses already approved for undergraduate credit, new strictly graduate courses, and revisions and additions of courses in the Department of English. The recommendations were approved by the University Faculty.

1. Nuclear Engineering 101 (proposed new No. : G. E. 481)
Nuclear Reactor Engineering (3) Design of Reactor Systems: Reactor kinetics and control; Shield design and power extraction.
2. Electrical Engineering 166 (New 566)
Magnetic Amplifiers (3) Waveform analysis of circuits with nonlinear magnetic elements. Saturable reactors and self-saturating magnetic amplifiers in steady-state and transient operation. Some characteristics of semiconductor diodes, including Zener types. The effects of negative and positive feedback on magnetic amplifiers. Recitation three class hours.
3. Electrical Engineering 580 (new number)
Logical Design of Analog and Digital Systems (3) Computation elements; analysis and synthesis of systems, simulation; Boolean functions and applications to relay and electronic circuits; circuit logic, memory elements; Design of counters, sequential devices, digital devices; Brief treatment of programming. Lecture and recitation. 3 hours.
4. Chemistry 115 (New 520)
Elementary Radiochemistry (2) An introductory study of the radioactive elements and other substances involved in nuclear reactions. Lectures, laboratory and discussions three hours.

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5. Music 104 (new 561)
Music Activities in the Elementary School (2) The Study of Music and its contribution to child development. An analysis of instructional materials and the development of criteria for the evaluation of these materials. Advanced studies and activities in rhythms, singing, listening, creativity, and reading music to create a musical environment in the classroom. Open to classroom teachers only.
 6. Botany 105 (new 501 and 502)
General Plant Physiology(3-5) Basic principles of plant physiology, the physiological processes of green plants and the effect of the environment on these processes. Three lectures and two two-hour laboratory periods per week during the regular sessions.
 7. Anthropology 127 (new 402)
Human Identification (2) This course requires of the student a detailed and systematic knowledge of human anatomy, both of the skeletal and the soft part tissues. The first half of the course will be devoted to the positive identification of all the bones of the human skeleton. This approach involves knowing each bone and its fragments, including the identification by side (left or right). In addition, sex differences and age changes will be mastered as the student's knowledge increases. And, finally, the student will be expected to determine the racial origins of skeletal remains from such skull features as the nose, palate and its teeth, the chin and long bone proportions.
- II. The Graduate Council recommends approval of the following strictly graduate courses:
1. Economics 257 (new-657)
Theory of Wages (3) A critical analysis of contemporary wage theories, trade-union wage policy, wage differentials, wage adjustment to technological change, and wages and employment.
 2. Chemistry 780 (New)
Individual Work in Chemistry (1-5) Selected library and laboratory problems in conformance with the student's interest will be attacked and pursued under the direction of a suitable staff member who is proficient in the area under investigation.
 3. Botany 201 (New 701 and 702)
Advanced Plant Physiology (4) A study of metabolism, mineral nutrition and hormones in green plants. The physiology of growth and development. Lectures and discussions, three hours; lab, two hours per week.
 4. Botany 230a-f (770 New)
Seminar (1-but may be repeated 5 times) Reports and discussions on various topics in botany.
 5. Botany 220 (New 738 and 739)
Radiation Genetics (4) Types of ionizing radiations and their effects on the hereditary mechanism; the induction of gene mutations and chromosomal aberrations by radiation.
- III. The Graduate Council recommends approval of the following revisions and additions of courses in the Department of English:

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Drop: English 212 (a-d)- SEMINAR: Studies in Medieval Literature (3 ea.).
Moore

Add: English 611- BEOWULF

Chiefly a study of Beowulf, though with some reference to allied literature and the Germanic background.

Note: Beowulf (one of 3 linguistic courses from which Ph. D. students must choose 2) has been offered as 212a for several years.

Drop: English 224a-d SEMINAR: Studies in English Literature from 1500 to 1660 (3 ea.) Stroup

Add: English 622- STUDIES IN ENGLISH LITERATURE: 1500-1600 (4) Stroup
Comprehensive study of broad topics, normally limited to an intensive survey of the literature and scholarship of the period as a whole.

Add: English 623- STUDIES IN ENGLISH LITERATURE: 1600-1660 (4) Stroup
Comprehensive study of broad topics, normally limited to an intensive survey of the literature and scholarship of the period as a whole.

Drop: English 213a-d- SEMINAR: STUDIES IN RESTORATION AND EIGHTEENTH CENTURY LITERATURE (3 ea.) Cooke

Add: English 630- STUDIES IN ENGLISH LITERATURE 1660-1720 (4) Cooke
Comprehensive study of broad topics, normally limited to an intensive survey of the literature and scholarship of the period as a whole.

Add: English 631- STUDIES IN ENGLISH LITERATURE: 1720-1780 (4) Cooke
Comprehensive study of broad topics, normally limited to an intensive survey of the literature and scholarship of the period as a whole.

Drop: English 206a-d SEMINAR: STUDIES IN THE ENGLISH ROMANTIC PERIOD (3 ea.) Ward

Add: English 635- STUDIES IN ENGLISH LITERATURE: 1780-1830 (4) Ward
Comprehensive study of broad topics, normally limited to an intensive survey of the literature and scholarship of the period as a whole. May be repeated once for a total of 8 credits.

Drop: English 214-a-d SEMINAR: STUDIES IN VICTORIAN LITERATURE (3 ea.) Shine

Add: English 638- STUDIES IN ENGLISH LITERATURE: 1830-1860 (4) Shine
Comprehensive study of broad topics, normally limited to an intensive survey of the literature and scholarship of the period as a whole.

Add: English 639- STUDIES IN ENGLISH LITERATURE: 1860-1900 (4) Shine
Comprehensive study of broad topics, normally limited to an intensive survey of the literature and scholarship of the period as a whole.

Drop: English 216-a-d- SEMINAR: STUDIES IN AMERICAN LITERATURE (3 ea.) Spivey and Jacobs

Add: English 651- STUDIES IN AMERICAN LITERATURE BEFORE 1860 (4) Spivey and Jacobs
Comprehensive study of broad topics, normally limited to an intensive survey of the literature and scholarship of the period as a whole.

Add: English 652- STUDIES IN AMERICAN LITERATURE SINCE 1860 (4) Spivey and Jacobs
Comprehensive study of broad topics, normally limited to an intensive survey of the literature and scholarship of the period as a whole.

Drop: English 217-a-d SEMINAR: STUDIES IN CONTEMPORARY AMERICAN LITERATURE (3 ea.) Spivey and Jacobs

Drop: English 215-a-d SEMINAR: STUDIES IN LITERARY CRITICISM (3 ea.) Graduate Staff

Add: English 770- SEMINAR IN ENGLISH LITERATURE (3) Graduate Staff
Intensive study and research centering upon such subjects as the following: a particular author or group of authors, a literary genre, a literary movement, a restricted period of time. May be repeated three times for a total of 12 credits.

Add: English 772- SEMINAR IN AMERICAN LITERATURE (3) Graduate Staff
Intensive study and research centering upon such subjects as the
following:

a particular author or group of authors of literary genre, a
literary movement, a restricted period of time. May be repeated
once for a total of 6 credits.

Add: English 774- SEMINAR IN COMPARATIVE LITERATURE (3) Graduate Staff
Intensive study and research centering upon the relationship between
English or American literature and that of some other country. May be
repeated once for a total of 6 credits.

At the request of President Dickey, Dean Carpenter reviewed a case of
attempted cheating which had been reported to him by a student in the College
of Commerce. The case had been presented by the Dean of Men to a student faculty
committee with the result that one graduate student was expelled, one student
suspended for one semester, and three others were placed on disciplinary probation.

The Faculty adjourned at 5:20 p. m.

Charles F. Elton
Charles F. Elton,
Secretary