



OAKLAND UNIVERSITY  
**S E N A T E**

**Oakland University Senate**

Tenth Meeting  
Wednesday, April 17, 1974  
3:15 p.m.  
128-130 Oakland Center

**AGENDA**

Submitted by Frederick W. Obear, for the Steering Committee.

**A. Old Business**

**1. Motion from the Steering Committee (Mr. Obear)**

THAT THE UNIVERSITY SENATE RECOMMEND TO THE PRESIDENT THE 1975-76 UNIVERSITY CALENDAR ATTACHED TO THIS AGENDA.

Second reading, eligible for final reading.

Comment: The 1975-76 calendar which had been proposed at the January 31 Senate meeting was sent back to the Steering Committee after concerns were expressed about its impact on dormitory turnaround time. The Office of Administrative Services then submitted a modified calendar to the Steering Committee which solved the turnaround problem. It called for a summer term, 1976, starting date of Monday, June 28. The Academic Policy Committee reviewed this calendar and expressed dissatisfaction with the length of the proposed summer term ... 34 days as opposed to 36 days in recent years. The Steering Committee developed a compromise proposal of a 35 day summer term by moving the summer term starting date from Monday, June 28 to Friday, June 25. This is the calendar proposal attached to the agenda.

It is the intent of the Steering Committee to designate the Academic Policy Committee as sponsoring agency for future calendar proposals.

**2. Motion from the Academic Policy Committee (Mr. Feeman)**

THAT THE GRADE POINT AVERAGE (G.P.A.) BE COMPUTED BY MULTIPLYING THE GRADE RECEIVED BY THE HOURS OF CREDIT FOR EACH COURSE AND DIVIDING THE SUM OF THE NUMBERS OBTAINED BY THE TOTAL CREDITS CARRIED IN ALL TERMS, WITH THE RESULT GIVEN TO TWO DECIMAL PLACE ACCURACY. THAT ALL STATEMENTS OF RECORD WHICH INVOLVE A G.P.A. USE THE APPROPRIATE TWO-DECIMAL NUMBER.

Second reading, eligible for final vote.

Comment: As is presently the case, if a course has been repeated, only the credits carried and points of the last grade earned are computed.

The statement of this legislation is essentially the same as that on page 18 in the 1973-74 catalog, except for the part which states that the G.P.A. be given accurately to two decimal places. Current practice is to compute the G.P.A. to two decimal places, with the third decimal place ignored totally. Ambiguities result from statements of requirements for graduation, scholarships, etc., which use the G.P.A. as a one decimal number. For example, in the 1973-74 catalog, we read on:

page 19 "Student of Great Distinction, recognizing semester grade point averages between 3.5 and 3.89" "Student of Distinction, ... between 3.0 and 3.49"

page 53 Graduation requirement ..... "cumulative G.P.A. at least 2.0."

Similarly, a G.P.A. of 3.0 or better is required for a graduate degree, and certain scholarships require a G.P.A. of 3.5 or better. The proposed legislation would remove such ambiguities. All requirements involving G.P.A.'s would use two-decimal figures such as 3.00, 3.50, 2.00, etc., in conformity with the computation of the G.P.A.

This may seem to be a trivial problem, but it does cause difficulties. Last year a student had a scholarship cancelled when she achieved a G.P.A. of 3.49 with a requirement of 3.5. She contested it with an argument that 3.5 really meant anything from 3.46 to 3.54, and she was right. This type of problem occurs often enough that it should be cleared up. The proposed legislation does that. If the definition of the G.P.A. is given to two decimal places and if requirements involving the G.P.A. use two decimal places, then the ambiguities have been removed.

### 3. Motion from the Academic Policy Committee (Mr. Feeman)

THAT "W" BE ASSIGNED BY THE REGISTRAR FOR A COURSE FROM WHICH STUDENT OFFICIALLY WITHDRAWS DURING THE REFUND PERIOD OF THE GIVEN TERM. THAT "W" BE ASSIGNED FOR ALL COURSES IF A STUDENT WITHDRAWS OFFICIALLY FROM THE UNIVERSITY AT ANY TIME. THAT THIS LEGISLATION BECOME EFFECTIVE IN SEPTEMBER, 1974

Second reading, eligible for final vote.

Intent: It is intended that:

- a. The assignment of "W" be made by the Registrar, not by the instructor. Therefore "W" is not a grade in course, but a record of action taken.
- b. The "W" not be punitive. Therefore it is recommended that no probationary or dismissal policies be created with regard to assignments of "W". Of course, this is a matter for the Committee on Academic Standing and Honors to consider at a later date.
- c. If students remain in course beyond the refund period, they are subject to grading by the system currently in use.

- d. If a student stops attending a course and does not officially withdraw from it, then "W" is not to be used, no matter how much time has elapsed.
- e. Both N's and W's may appear on final class lists sent to instructors, as well as on internal transcripts.
- f. Neither N's nor W's are to be recorded on official transcripts. Similarly, they are not averaged into the G.P.A.
- g. Probationary and dismissal policies on N grades are not affected by the introduction of the W.

Proposed amendment by Mr. McKay, seconded by Mr. Wyatt:

THAT THE THIRD SENTENCE BE CHANGED TO READ: "THAT THIS LEGISLATION BECOME EFFECTIVE FOLLOWING A REVIEW BY THE SENATE OF ITS IMPACT ON THE ACADEMIC PROBATION AND DISMISSAL POLICY".

Comment: The Academic Policy Committee has been studying the non-numeric grades S, N, I, and P for the past several months. It does not wish to move hastily on legislation relating to these grades in the hope that what is done will have lasting value. The proposed motion was arrived at after much discussion and after consultation with the Committee on Academic Standing and Honors and with those who administer the probationary and dismissal policies of that Committee. It is the first in a sequence of motions relating to the non-numeric grades, a sequence which will not be completed until next year because of time limitations.

To see how this motion has evolved, we take you back to 1961. At that time, an "N" grade was created. It was recorded by the Registrar for a course dropped at any time up to the end of the sixth week in the trimester system. Permission of both the instructor and the academic advisor was required for a student to drop a course, with denial of permission subject to review by the Dean.

In 1964, the "N" grade was recorded by the Registrar for a course dropped at any time up to the end of the ninth week of the term, subject to the same conditions as required in the 1961 legislation. If a student withdrew from the University after the ninth week of the term, his instructors, in consultation with the Dean of Students, were to assign an "N" or 0.0, as appropriate, for each course.

In 1970, the grade 0.0 was abolished. Any student who registered for a course and remained in it past the date on which the final credit count was made, but who for any reason did not receive credit for the course, would receive an N grade. This N grade is still in force. It was intended to be non-punitive. It was not to appear on the transcript and was not to be averaged into the G.P.A.

But in the following Spring, the Committee on Academic Standing and Honors sought and received approval for an Academic Probation and Dismissal Policy to be administered by it, based, among other things, on the principle that "students should be required to complete for credit most of the courses for which they register. Since the University no longer distinguishes between N grades which result from failures and those which result from dropped courses, this

committee. Academic Standing and Honors, will also not make such a distinction. In either case, the student has made no progress toward a degree. While most students may expect to receive an occasional N grade, the Academic Standing and Honors Committee feels that regular and excessive accumulation of N grades is an indication of serious academic difficulty." (See the Senate minutes of March 18, 1971, part I (e).) Penalties for excessive N grades were stipulated in that same legislation.

The table attached to this agenda, prepared by Ms. Mondine McNeil of the Student Services Office, summarizes academic actions taken since the Winter Term 1971 when the N grade policy became effective. Of the 835 actions taken in the Fall Term 1973, at least 514 related directly to the N grade.

In practice, since the N grade is used to cover a variety of circumstances, the probationary and dismissal policy has been difficult to administer. The proposed legislation, as it separates out one type of N grade, alleviates that problem at the same time as it allows students opportunities for exploration without penalty, in the spirit of the 1970 N grade legislation.

More work remains to be done on the N grade and on S/N graded courses. These will be the subjects of future legislation. In the meantime, the Academic Policy Committee, for the reasons cited, recommends the introduction of the non-punitive "W as a desirable first step.

#### 4. Motion from the Academic Standing and Honors Committee (Ms. Bingham)

THAT THE FOLLOWING UNIVERSITY HONORS POLICY BE APPROVED:

a. THE THREE LEVELS OF UNIVERSITY HONORS, *CUM LAUDE*, *MAGNA CUM LAUDE*, AND *SUMMA CUM LAUDE*, BE AWARDED ACCORDINGLY TO STUDENTS WITH THE FOLLOWING CUMULATIVE GRADE POINT AVERAGES:

- 3.50 - 3.69 *cum laude*
- 3.70 - 3.89 *magna cum laude*
- 3.90 - 4.00 *summa cum laude*

b. THE AWARDING OF THE DEGREE WITH UNIVERSITY HONORS WILL BE BASED ONLY ON OAKLAND UNIVERSITY CREDITS, AND THE STUDENT MUST EARN A MINIMUM OF 62 CREDIT HOURS AT OAKLAND TO BECOME ELIGIBLE FOR UNIVERSITY HONORS.

c. ONLY BACHELOR OF ARTS OR BACHELOR OF SCIENCE DEGREE CANDIDATES ARE ELIGIBLE FOR HONORS.

d. ALL DEGREES AND UNIVERSITY HONORS AWARDS MUST BE APPROVED BY THE SENATE.

Second reading, eligible for final vote.

Proposed amendment by Mr. Torch, seconded by Mr. Tower:

THAT IN PARAGRAPH a., "3.50" BE CHANGED TO "3.60".

Comment: This legislation would supersede the existing policy adopted on February 4, 1963:

a. The three levels of University Honors, cum laude, magna cum laude, and summa cum laude, may be awarded to students in the upper 10% of the graduating class or to students who have earned a cumulative grade point average of 3.49.

b. The graduates awarded the degree *summa cum laude* must be in the upper one percent of the graduating class and have a cumulative grade point average above 3.74. The students to receive University Honors will be determined by the appropriate committee within the limitations of "a." above, after consultation with the student's major department.

c. The awarding of the degree with University Honors will be based only on Oakland University credits, and the student must have completed at least 16 courses at Oakland University.

d. Departmental Honors should be awarded to outstanding graduating seniors. The establishment of criteria and the selection of outstanding graduating seniors for Departmental Honors will be the responsibility of the department, except that no department shall give honors to more than one third of its graduates without permission of the appropriate committee.

e. All graduates will be granted a Bachelor of Arts degree, except Engineering Science graduates who will be granted a Bachelor of Science degree.

f. All degrees and honors (both University and Departmental Honors) must be approved by the Senate.

The Academic Standing and Honors Committee decided that the basic questions regarding the University Honors policy were: should honors be awarded on the basis on competition among students in a given graduating class (to the top 10% of a particular graduating class, for example) or should honors be awarded with reference to a fixed standard that would not vary from class to class (to students earning a G.P.A. of 3.50 or higher, for example).

Arguments in favor of a percentage were:

A. Persons reviewing a students' transcript may find a percentage more meaningful because it would tell him the relative rank of the student in a graduating class.

B. The number of students awarded honors would probably remain more stable.

C. Students would be judged in relation to their peers in the same graduating class.

Arguments in favor of a fixed standard were:

A. Students would know in advance of graduation what constitutes honors level work.

B. The G.P.A. cut-off line would not be determined by accidents of a given graduating class.

C. Standards for honors would be clearly established and could have a stabilizing effect on the grading system (should it be proven, of course, that the grading system is, indeed, unstable!)

The Committee unanimously supported the latter argument after much discussion.

An attachment to the April II agenda indicated how the proposed policy would have affected past graduating classes.

The 3.50 cut-off was selected because it is consistent with the semester honor award (3.0 or above) and with the university scholar definition. In winter term 1973, 52.5% of O.U. undergraduates received 3.0 or better, approximately 35% received 3.5 or better and 29% received 3.6 or better. The increase in the number of hours to be taken at Oakland to receive honors was needed because 62 hours can presently be transferred to O.U. from other colleges and universities.

The reference to Departmental Honors was deliberately left out of the proposed policy for the following reasons:

1. The criteria and selection of the departmental honors students is clearly the responsibility of the department, not the AS&H Committee.
2. The various schools and colleges approve departmental honors candidates before the Senate does. (This is repetitious.)
3. All the Academic Standing and Honors Committee does in terms of approving departmental honors is to be sure no department gives more than 1/3 of its graduates departmental honors. (In some cases the 1/3 limit is unreasonable. Some departments only have 2 or 3 graduates in a year.) It seems that the schools and colleges or the Committee on Instruction could monitor the awarding of departmental honors at least as efficiently if not more than the AS&H Committee can.
4. The University is simply getting too large for a central committee to take care of both University and Departmental issues. We urge that the Departments take on the responsibility of not only determining but also approving departmental honors candidates without the involvement of the AS&H Committee. Rather than list degrees presently awarded by school or college we felt that it was sufficient merely to name the two degrees presently awarded on the undergraduate level.

#### B. New Business

1. Motion from the Academic Budget and Planning Committee (Mr. Liboff).

On behalf of the Committee on Recommendation V and with the support of the University Study Committee of the Health Science Professions, the Academic Budget and Planning Committee makes the following motion.

**MOVED THAT THE UNIVERSITY SENATE RECOMMEND TO THE PRESIDENT AND THE BOARD OF TRUSTEES THE ESTABLISHMENT OF AN ORGANIZED FACULTY AND SCHOOL OF NURSING AT OAKLAND UNIVERSITY EFFECTIVE JULY I, 1974 WITH THE FOLLOWING *PRO TEMPORE* PROVISIONS:**

**I. THAT IN ACCORDANCE WITH ARTICLE III, IV AND V OF THE CONSTITUTION OF OAKLAND UNIVERSITY AND THE UNIVERSITY SENATE THE ORGANIZED FACULTY OF NURSING WILL PROPOSE TO THE UNIVERSITY SENATE, NO LATER THAN THE FALL SEMESTER, 1977, A CONSTITUTION OF THE ORGANIZED FACULTY AND SCHOOL OF NURSING. UPON APPROVAL OF SUCH A CONSTITUTION THE ORGANIZED FACULTY**

AND SCHOOL OF NURSING SHALL EXERCISE ALL PREROGATIVES AND ASSUME ALL RESPONSIBILITIES AS STIPULATED IN ARTICLE III OF THE UNIVERSITY CONSTITUTION.

II. THAT PENDING APPROVAL OF SUCH A CONSTITUTION, THE SCHOOL OF NURSING AND ITS FACULTY SHALL HAVE THE FOLLOWING GOVERNANCE:

A. THE SCHOOL AND FACULTY SHALL HAVE A DEAN WHO SHALL BE A MEMBER OF THE FACULTY OF NURSING WITH PRIMARY APPOINTMENT IN NURSING.

B. THE FACULTY AND THE SCHOOL SHALL HAVE A FACULTY COUNCIL:

1. THE FACULTY COUNCIL SHALL BE PRESIDED OVER BY THE DEAN WHO SHALL BE A MEMBER *EX OFFICIO* AND VOTING AND COMPRISE ALL FACULTY MEMBERS WITH PRIMARY AND ADJUNCT APPOINTMENTS IN NURSING, THE PROVOST (OR HIS DEPUTY) *EX OFFICIO* AND AT LEAST SIX MEMBERS (OF WHOM AT LEAST FOUR SHOULD BE TENURED) OF OTHER ORGANIZED FACULTIES INVITED BY THE PROVOST TO ASSUME MEMBERSHIP IN THE FACULTY OF NURSING, THE TERM TO EXPIRE WITH THE APPROVAL OF THE CONSTITUTION OF THE ORGANIZED FACULTY AND THE SCHOOL OF NURSING, AFTER WHICH THE PROVISIONS OF ARTICLE III, iii OF THE UNIVERSITY CONSTITUTION SHALL APPLY.

2. THE FACULTY COUNCIL SHALL ADOPT SUCH BYLAWS AS MAY BE NECESSARY TO THE CONDUCT OF ITS BUSINESS.

3. THE FACULTY COUNCIL SHALL CREATE SUCH SUBCOMMITTEES AS ARE NECESSARY, BUT INCLUDING:

- a. A *PRO TEMPORE* COMMITTEE ON INSTRUCTION.
- b. A *PRO TEMPORE* COMMITTEE ON APPOINTMENTS AND PROMOTIONS.

4. THE FACULTY COUNCIL SHALL CREATE A BOARD OF VISITORS WHICH SHALL SERVE AS AN ADVISORY BODY FOR THE DEVELOPMENT OF THE FACULTY, THE SCHOOL AND ITS CURRICULUM, AND RECOMMEND TO THE PROVOST THE MEMBERSHIP OF THE BOARD. MEMBERS OF THE BOARD MAY HOLD ADJUNCT APPOINTMENTS IN NURSING.

III. THAT PENDING APPROVAL OF A CONSTITUTION OF THE FACULTY AND SCHOOL OF NURSING, THE FACULTY OF NURSING SHALL BE AUTHORIZED TO:

A. OFFER INSTRUCTION LEADING TO THE B.S.N. DEGREE INCLUDING THE POWER TO:

1. DETERMINE AND PRESCRIBE THE B.S.N. CURRICULUM WITHIN THE LIMITS PRIORLY APPROVED BY THE UNIVERSITY SENATE AND THE BOARD.

2. OFFER COURSES OF INSTRUCTION IN THE NAME OF THE FACULTY OF NURSING.

3. ESTABLISH SUCH INTERNAL ACADEMIC REGULATIONS, INCLUDING THOSE AFFECTING B.S.N. DEGREE CANDIDACY, AS MAY BE NECESSARY TO THE CONDUCT OF ITS PROGRAM OF INSTRUCTION.

B. MAKE PRIMARY APPOINTMENTS OF FACULTY IN THE PROFESSIONAL DISCIPLINE OF NURSING.

IV. THAT PENDING APPROVAL OF THE CONSTITUTION OF THE ORGANIZED FACULTY AND THE SCHOOL OF NURSING, THE FOLLOWING PROVISIONS FOR MANDATED MEMBERSHIP OF NURSING FACULTY ON THE UNIVERSITY SENATE AND ITS STANDING COMMITTEE SHALL APPLY:

A. THE DEAN OF THE FACULTY OF NURSING SHALL BE SEATED *EX OFFICIO* IN THE UNIVERSITY SENATE UPON APPOINTMENT.

B. THE PROVISIONS OF ARTICLE V AND ARTICLE VII SHALL APPLY TO THE FACULTY OF NURSING (INCLUDING INVITED MEMBERS AS PROVIDED FOR IN II, B.I. ABOVE) FOR THE UNIVERSITY SENATE TERM OF 1975-77 AS DETERMINED BY THE ELECTIONS COMMITTEE EXCEPT THAT THE DEAN OF THE FACULTY OF NURSING SHALL BE SEATED *EX OFFICIO* ON THE UNIVERSITY TENURE AND APPOINTMENT POLICY COMMITTEE UPON APPOINTMENT.

C. THE MEMBERSHIP OF THE ACADEMIC POLICY COMMITTEE SHALL BE INCREASED TO ACCOMMODATE A MEMBER OF THE NURSING FACULTY'S *PRO TEMPORE* COMMITTEE ON INSTRUCTION IN FALL, 1974. MEMBERS OF THE NURSING FACULTY (INCLUDING INVITED MEMBERS AS PROVIDED FOR IN II, B.I. ABOVE) SHALL BE ADDED TO OTHER STANDING AND *AD HOC* COMMITTEES OF THE SENATE AS THE STEERING COMMITTEE SHALL DETERMINE ACCORDING TO ARTICLE V, xii OF THE UNIVERSITY CONSTITUTION.

#### First Reading

#### COMMENTS:

1. This motion is designed to authorize the nucleus of a Faculty and School of Nursing by Fall, 1974, and to allow that faculty to grow to sufficient size and to mature with sufficient experience before it assumes all of the prerogatives and the responsibilities of a full organized body. Starting *de novo* in 1974, the faculty and the school will need a great deal of assistance in its early years. By spring of 1978, it will be ready to function autonomously and so will be

prepared to present for degree conferral its first graduating class.

2. The *ad hoc* Study Committee on Recommendation V (Faculty or Center for Health Sciences Professions) chaired by Dean Paslay as well as the Senate Budget and Planning Committee is continuing to study the question of long term organization, location, and structure for our Health Sciences curricula. It is possible that in the future, the School of Nursing, together with other health related entities might be coordinated with a University Center for Health Sciences. Throughout, attempts will be made to generate programs in the Oakland image. We must not only provide minimal competencies and certifications, but also educate students, whether in nursing or in other health sciences, to levels of achievement where they can successfully compete with graduates from the most prestigious national schools.

3. The Senate Budget and Planning Committee has discussed the fiscal aspects of the above motion as thoroughly as current facts and time will allow. Also, it has been unable to assess ramifications such as space utilization savings by students in clinical settings, use of Graham Health Center, parking and dormitory problems, etc.

4. The proposed nursing program will have a significant impact on faculty staffing and student-faculty ratios. This is analyzed in a chart attached to this agenda, using four different models.

Model A is a no growth model which assumes that the steady state number of nursing students, 804, are carved out of the present number of students (7976).

Model B assumes that the nursing program will add 294 FYES to the university population (29.4 nursing faculty x 10/1 students/faculty).

Model C assumes that the university grows by 804 FYES, the anticipated number of nursing students.

Model D assumes that the university grows by 1804 FYES with 804 of this total being the anticipated number of nursing students. All figures are for four years hence, when the nursing program is expected to reach steady-state.

In the chart, the 19.8 student-faculty ratio is the present contractually agreed-upon ratio. The expected ratio for 1973-74 is 19.5-1. If this figure is to be maintained, there would be 5 more total faculty in each model. The parenthetical numbers indicate what would have to be done to keep the non-nursing segment of the university at the 19.8-1 ratio.

5. As new facts become available, it will be necessary to review the budget implications of this developing program. It is the current Intention of the Senate Budget and Planning Committee to conduct this review at least on an annual basis.

2. Motion from the Academic Policy Committee (Mr. Feeman):

**THAT THE UNIVERSITY SENATE RECOMMEND TO THE PRESIDENT AND THE BOARD OF TRUSTEES THAT THE DEGREE OF BACHELOR OF SCIENCE IN NURSING (B.S.N.) BE AUTHORIZED WITH THE FOLLOWING DEGREE REQUIREMENTS:**

IN ORDER TO GRADUATE WITH THE B.S.N. DEGREE A STUDENT MUST:

- a. HAVE COMPLETED 128 CREDITS.
- b. HAVE COMPLETED AT LEAST 32 OF THESE CREDITS AT OAKLAND UNIVERSITY OF WHICH AT LEAST 16 CREDITS MUST BE IN THE NURSING COMPONENT, AND BE REGISTERED AT OAKLAND UNIVERSITY FOR AT LEAST 8 CREDITS DURING THE SEMESTER IN WHICH THE DEGREE IS CONFERRED.
- c. HAVE A CUMULATIVE GRADE POINT AVERAGE OF 2.00 IN COURSES TAKEN AT OAKLAND UNIVERSITY.
- d. HAVE DEMONSTRATED WRITING PROFICIENCY BY MEETING THE UNIVERSITY STANDARD IN ENGLISH COMPOSITION.
- e. HAVE COMPLETED ALL CREDITS AND COURSES PRESCRIBED IN THE B.S.N. CORE CURRICULUM:
  - (1) UP TO 58 CREDITS IN THE NURSING COMPONENT AS PRESCRIBED BY THE SCHOOL OF NURSING.
  - (2) UP TO 54 CREDITS IN THE NATURAL, SOCIAL AND BEHAVIORAL SCIENCES AS COREQUISITES TO THE NURSING COMPONENT AND AS PRESCRIBED BY THE SCHOOL OF NURSING.
- f. HAVE A GRADE OF AT LEAST 2.0 IN EACH COURSE PRESCRIBED IN THE NURSING COMPONENT.
- g. BE IN SUBSTANTIAL AGREEMENT WITH ALL LEGAL CURRICULAR REQUIREMENTS.
- h. BE IN COMPLIANCE WITH ALL LEGAL REGULATIONS OF THE SCHOOL OF NURSING.
- i. HAVE BEEN ADMITTED TO CANDIDACY FOR THE B.S.N. BY THE UNIVERSITY AND THE SCHOOL OF NURSING.

Comment: Because of the unusual nature of this program, the following lengthy comments are provided.

Comment I: Explanation of items under degree requirements.

- a. 128 credits is the same as other professional bachelor of science degree programs such as engineering or medical technology.
- b. Standard residence requirement.
- c. Standard university requirement.

d. Standard phrasing of this requirement. In the present plan for this curriculum, students who "comp out" of Learning Skills, or have the equivalent by transfer credit will take, in the fall semester, the 4 credit course AC 200; Health Care Dimensions and have 4 credits free for an elective in the winter semester. It is estimated that approximately 80% of FTIAC's will take LS 100 in fall semester. Those continuing (approximately 70% of the fall FTIAC's) in LS 101 in winter will do so in special sections LS 101 (HCD) in which the reading and writing substance will be drawn from health care materials with the several sections grouped once a week for common lectures. Those exempted from LS 101 will take the 4 credit HCD course in winter. The HCD course will be required of all entering Health Science students (for example med. teens.) including nursing students. Using the 80% of students who take Learning Skills as the norm, 8 credits in LS (HCD) are used in the typical schedules.

e. The B.S.N. Core Curriculum has two components, both heavily prescribed:

(1) The Nursing Component includes all courses under the NRS rubric. The 58 credits prescribed by the Nursing Component compares to 54 credits at University of Michigan at Ann Arbor and 58 equivalent quarter credits at Michigan State University. The content, sequencing, and conduct of the courses represented by these credits are subject to annual review and approval of the Michigan Board of Nursing. The 58 credits is to be regarded as an upper limit. The Nursing Component is discussed in greater detail in Comment III.

(2) The corequisite component includes all credits and courses not under the NRS rubric but which are also prescribed as part of the Core Curriculum. The 54 credits is to be regarded as an upper limit. In present plans these credits would be distributed in part as follows; 29 credits in Biological Sciences and Chemistry; 12 credits in Psychology, 8 credits in Sociology/Antropology. The corequisite component is stated in the degree requirements as a global amount without specifying particular courses so as to allow the School of Nursing flexibility in the review and development of the total curriculum within the total of 54 corequisite credits; the nursing faculty may redistribute the various elements as experience dictates. 4 credits (currently listed as "Elective" in the Year II Typical Schedule) is included here for use as needed with Physics as a strong possibility for inclusion. It should be observed that the requirement is stated as being "up to" 54 credits, which does not mean that 54 credits need be prescribed.

f. The School of Nursing cannot permit a student to stand for the R.N. examinations who has less than 2.0 in any NRS course.

g. This is a standard phrase in all degree requirements.

h. This has reference to certain requirements unique to students in this curriculum: all such students must take annual physical examinations, must receive certain immunizations, must carry malpractice insurance and comply, in clinical settings, with certain standards of dress and conduct.

i. Due to limitation of clinical space and to the highly structured, sequential nature of the Nursing Component (much of which is conducted in clinical settings), it will be necessary for all students to be formally admitted to degree candidacy by the second year.

### Comment II: Typical Schedules.

The typical schedule for Curriculum Year I (1974-75) has been established as follows. As with other annual typical schedules, this year's is subject to change as experience is gained. But this is the program into which first year students will be entered in 1974-75.

FALL	credits	WINTER	credits
*BIO III	4	*BIO 201	4
*CHM 104	4	*BIO 202 I	1
*PSYCH 146 (or SOC 100)	4	SOC 100 (or ANTHRO 102 or PSYCH 146)	4
LS 100 or AC 200 (HCD)	4	LS 101 (HCD) or AC 200 (HCD) or Elective	4

Typical schedule for Curriculum Year II (1975-76) is as follows. During Fall 1974, the second year schedule will be firmed up. The NRS, BIO, CHM and PSYCH seem likely to be fixed. The question of the elective and its possible replacement by a Physics course is still under study.

*BIO 203	4	*BIO 231	4
*BIO 204 (Lab)	1	*BIO 232 (Lab)	1
CHM 209 (Lab to be taken Fall or Winter)	2	Elective (Fall or Winter)	4
*Psych 271	4	**NRS 212	5
**NRS 211	5		

Typical schedules for Curriculum Years III and IV are projected in gross distribution of credit hours, with much work to be done by incoming NRS faculty:

#### Curriculum Year III (1976-77)

FALL		WINTER	
**NRS (courses to be developed)	12	**NRS (courses to be developed)	12
PSYCH 510 (or equivalent to be developed)	4	SOC/ANTHRO (to be determined)	4

#### Curriculum Year IV (1977-78)

FALL		WINTER	
**NRS (courses to be developed)	12	**NRS (courses to be developed)	12
Elective	4	Elective	4

\*Corequisite component  
\*\*Nursing Component

### Comment III: The Nursing Component

The following represents the philosophy and objectives of the Program in Nursing and the Nursing Component as both have been sent to the Michigan Board of Nursing for approval (a form of accreditation).

a. Philosophy and Objectives of the Program in Nursing

Basic education in professional nursing can best be attained within an institution of higher learning which offers a broad educational base. This university has unique resources enabling the student to become knowledgeable in the cultural, scientific, technological and changing concepts of health, man, and society.

In keeping with the philosophy of the university, full recognition is given to the dignity and worth of man as an individual and as an integrated being. Each person is, therefore, entitled to the means and resources whereby self-understanding and self-actualization may be realized in keeping with the individual's capacity and endeavor. Worthy self-development takes into account one's own potential and that of others in meeting the challenges of an everchanging society.

Nursing is a health profession which renders unique service to man along the wellness continuum. Nursing education prepares the nurse to assume the role of the client/patient advocate via the nursing process. Activities encompass assessment and maintenance of health and the implementation of preventive, supportive, and restorative measures through skilled care in a variety of settings.

The academic and clinical learning environment is a shared experience for faculty and student. Opportunity is provided whereby the student assumes responsibility for optimum learning. Emphasis is placed on the emerging and expanding roles of the nurse which are influenced by social, technological, and medical practice changes. The student is encouraged to have an open and inquiring mind which will assist in adaptation to the innovative and evolving role of the nurse practitioner.

The purpose of this program is to prepare a knowledgeable leader and a competent self-directed nurse who will make a contribution at the beginning level in professional nursing practice. The curriculum is designed to serve as a basis for continuing education, graduate study, and research.

The graduate of this program will:

- (1) Apply nursing knowledge and skill, derived from many learning disciplines, to the needs of the Individual in a variety of wellness and illness settings.
- (2) Incorporate concepts and principles from the social and behavioral sciences in the interaction with all individuals and groups.
- (3) Implement the nursing process as a means to assess, diagnose, plan, intervene in, and resolve health care problems.
- (4) Collaborate with members of the other health disciplines in seeking solutions and initiating interdependent action for the improvement of health care delivery.

(5) Accept responsibility for personal and professional development by means of continuing education, professional activity, and community participation.

#### b. The Nursing Component of the Curriculum

Curriculum development and evaluation is ongoing. Specific and detailed refinement of courses will be determined by incoming faculty concerned with given areas of the curriculum. All faculty will be responsible for developing a curriculum whereby the student may synthesize and apply previous and concurrent learning to the study and practice of nursing.

The nursing component is built on a science-oriented foundation. Physical and biological sciences offer principles and facts whereby the normal anatomy and physiology as well as deviations may be identified for purposes of appropriate assessment and therapeutic intervention.

Behavior and its meaning is identified and described based on psychological and sociological concepts and principles. These courses are taught prior to or concurrent with the nursing component as a means of interpreting and understanding the impact of health and illness on personality manifestation. Behavior is also studied in light of diagnostic value and the need to view the total person along the wellness-illness continuum.

General education courses and electives are inherent to the overall program. The student is expected to grow as a professionally educated person with a resource of information, which will stimulate knowledgeable inquiry and accountable participation in the solution of society's problems.

The nursing courses draw from and integrate principles from the above courses to focus on man and his responses to the wellness- illness continuum. The content and clinical experience provide the student with the knowledge, understanding and decision- making capacities to care for, to coordinate activities of, and to act as the advocate of the individual, family and groups in a variety of settings. Within this framework, the nursing student works with man to develop and promote an understanding of his health needs in the progression toward optimum health.

#### NURSING COURSE CURRICULUM SECOND YEAR

##### Fall Semester

NRS 211: Nursing Process I (5 credits) - Introduction to the concept and implementation of the nursing process and those factors which influence man in the health-illness continuum, as well as the nurse's role in identifying and meeting basic health care needs. Emphasis will be placed on assessment as the student is given experience in basic nursing skills.

##### Winter Semester

NRS 212: Nursing Process III (5 credits) - Application of the nursing process in assisting the patient toward optimum health. Nursing diagnosis and planning will be stressed relative to the care of patients with problems of altered physiology and acute illness. Clinical experience will occur in settings related to acute care and in continuing-care facilities.

### THIRD YEAR

#### Fall Semester

Nursing Process III (12 credits) - The concepts of maternal and child health are explored as applicable to the needs of the mother and infant throughout the maternity cycle. Health care problems associated with childhood illness are studied. A family-centered approach is emphasized. Special attention is given to the nurse's intervening role based on developmental tasks which influence the individual and family. Students receive learning experiences in a variety of maternal-child health settings.

#### Winter Semester

Nursing Process IV (12 credits) - Mental health and psychiatric nursing care principles are the focus of the nursing process as the appropriate care and referral of the patient/client is determined. This course will also deal with those problems associated with long-term illness and debilitating disorders which require significant measures of emotional support. Clinical experience is provided in the acute short-term psychiatric setting as well as in community agencies providing care for long-term emotional and physical illness.

### FOURTH YEAR

#### Fall Semester

Nursing Process V (12 credits) - Courses in this area will present community health theory in depth with emphasis on family and community health services in both official and non-official agencies. The student, through supervised experience, will explore the primary role of the nurse in planning for individual and family services. Evaluation and reassessment of the care plan will be emphasized as the student participation in skills of the nurse advocate.

#### Winter Semester

Nursing Process VI (12 credits) - Emphasis is on the extension and expansion of the nursing process to the management and coordination of health care for a group of patient/clients in a variety of settings. The fundamentals of team function and group teaching will be employed. Seminars involving an interdisciplinary approach to the solution of health care problems will be an integral part of the course. Selected learning experience will provide opportunities for the student to refine beginning skills of the nurse practitioner.

#### c. Overall Planning

Throughout the nursing courses, principles and concepts from the following disciplines will be integrated into the total development and application of the body of nursing knowledge:

behavioral sciences, nutrition and diet therapy, medication therapy, ethical considerations and legal aspects, as well as historical and contemporary issues and trends in health care.

Nursing courses begin in the sophomore year to give the student early exposure to career

choice with due recognition of the demands and accountability of the individual pursuing a professional service goal. It is expected that such contact will continue to motivate and reinforce the committed student or will allow for early transfer of students who elect another career pattern.

Provision has been made to offer selected courses which will be required of all health career students. There are established programs in the pre-medical and pre-dental curricula. Programs in Medical Technology, Medical Physics, and Environmental Health have recently been implemented as well as a graduate level program in Gerontology. Additional new programs in health careers are now in the planning stage.

Nursing students and other health career students entering in September, 1974, will be required to participate in common courses in the physical, social, and behavioral sciences. An integrated health science course called "Health Care Dimensions" has been developed for first year level. This course represents an interdisciplinary orientation to the health care delivery system. As a required course for all health career majors it will be a springboard for ongoing development of other courses wherein there is mutual participation for health career students. Shared teaching and learning resources will be a component of curriculum planning.

#### Comment IV. Characteristics of Baccalaureate Education in Nursing

In order to supply a general framework within which to judge the quality of a nursing program, the following statement on the characteristics of baccalaureate education in nursing, approved in 1968 by the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing, is provided.

##### *General Assumptions Regarding Baccalaureate Education in Nursing*

The significant characteristics of baccalaureate education in nursing derive from a base in general education that "must consciously aim at these abilities: effective thinking, communication, the making of relevant judgments, and the discrimination of values." The professional major in nursing builds upon, incorporates, and extends these abilities and introduces content essential for the practice of professional nursing.

The baccalaureate program provides students with the opportunity to acquire (1) knowledge of basic theories, skills, and techniques of the nursing profession; (2) knowledge of the broad function the profession is expected to perform in society; (3) competency to select and to apply relevant information from various disciplines; (4) competency in communicating with members of other disciplines and the general public; (5) ability to assess and to provide for nursing care needs; (6) ability and motivation to evaluate current practices and to try new approaches; and (7) an adequate foundation for graduate study in nursing.

##### *Characteristics of Baccalaureate Programs in Nursing*

A baccalaureate program in nursing corresponds to the general pattern of other baccalaureate programs that are offered by the institution. In addition, such a program is characterized by the usual features of undergraduate education in a professional discipline. These include:

1. Admission based on the policies of the educational institution.
2. Instruction throughout the program by persons qualified for college teaching in their respective disciplines and employed as faculty by the institution of higher education.
3. Learning experiences, resources, and facilities for general and specialized education in an environment where a community of scholars share interests, purposes, and opportunities.
4. Courses in the humanities, the natural sciences, and the social sciences, some of which serve as a base for the development of the major, some of which are included as electives at various levels in the program, and none of which is restricted to students in the nursing major.
5. Development of students' potential as individuals, as citizens, and as professional practitioners.
6. Continuous evaluation of the purposes of the program and its effectiveness in meeting those purposes.
7. A total curriculum and a sequence of courses developed according to a rationale that can be supported by the faculty.
8. Adequate foundations for graduate study in the major field of concentration.

The faculty is responsible for developing a curriculum that exhibits these characteristics of general education. In addition, the faculty in a baccalaureate program in nursing is responsible for developing a curriculum in which the courses comprising the major apply previous and concurrent learning to the study of nursing and assist the student to progressively synthesize and apply this learning in nursing practice.

#### *Expected Outcomes of Baccalaureate Programs in Nursing*

The graduates of these programs have been prepared for professional nursing practice. Given appropriate opportunity to develop their potential, they can:

1. Give effective nursing care to people of all ages in a variety of settings.
2. Interpret and demonstrate such care to patients and their families, to associated personnel, and to members of other professions.
3. Identify the nursing care needs of patients and make critical judgments in planning, directing, and evaluating the care that is given by themselves and others working with them.
4. Assist individuals and families to identify their health needs and collaborate with patients, families, and other in meeting these needs.
5. Identify underlying principles from the social and natural sciences and utilize them in assessing various factors in the nursing situation and in adapting to, or initiating changes in relation to, these factors.

6. Recognize the various forces affecting the community's social, health, and welfare programs and participate in planning and carrying out community health programs.
7. Progress without further formal education to positions requiring beginning administrative skills.
8. Recognize the need for continuing personal and professional development.

#### Comment V: Concerns and Expectations

The Academic Policy Committee presents this legislation with certain concerns and expectations which must be expressed. The concerns relate to various controversies which have been aroused by the proposed program and to questions of the following sort: What is the best mix of courses in the corequisite component? In what specific way will the program train students in the medical-surgical areas and in the area of emergency medical care? What standards are to be used for admission to candidacy for the B.S.N. degree? What are the criteria for selection? What is the actual ratio of clinical hours to credit hours? Will the program provide adequate foundation for graduate study? Is the program to be more traditional than not?

At this point, none of these questions can be answered definitely, nor can proper responses be legislated. The character of the program will be determined by those who are employed to administer it and to teach in it. The program will evolve over a period of time, and, as all our programs, will undergo continual review and change. It would, be wrong to legislate details at this time; we can only legislate the framework and general operating guidelines. It will be for the faculty and future Senates to fill out the fine points. The A.P.C. presents this legislation with the expectation that great care will be taken in the implementation of the program to produce minimum perturbation elsewhere in the University in areas not directly in contact with this program, that proper consultation with those who are directly involved will be encouraged, and that every attempt will be made to develop a sound, high quality, forward-looking program which will have long lasting value. In this spirit, it requests approval of the proposed legislation.

#### 3. Motion from the Graduate Council (Mr. Johnson)

**THAT THE SENATE APPROVE THE MASTER OF ARTS PROGRAM IN AREA STUDIES AS PROPOSED BY THE COLLEGE OF ARTS AND SCIENCES.**

Comment: The end-of-year legislative press has necessitated advancing this program to the Steering Committee before its approval by the Graduate Council. As of this writing the Council has considered the proposal at one meeting and will consider it a second time?on April 16? when it will vote for "or against approval. If the Council does not approve, this motion will be withdrawn. If the Council approves but in so doing modifies the proposal, the modifications will be presented to the Senate at this meeting.

The undergraduate Area Studies program is one of Oakland's long-standing prides, and it is fitting that it now be extended to the master's level. The proposed program is very largely that? a direct extension of the undergraduate program. The proposal calls for considerable use of existing courses, but through seminars and project work, careful tailoring to individuals and

concentration of studies it promises genuine and respectable graduate level undertakings. The student body would be small as would the programs demand for additional resources. Even so the Area Studies faculty and the modest but not insignificant number of students who have thus far expressed interest in the program believe they stand to benefit importantly.

A summary of the proposal accompanies this agenda.

#### 4. Motion from the Steering Committee (Mr. Strauss)

THAT THE SENATE APPROVE AND RECOMMEND TO THE PRESIDENT THAT THE UNIVERSITY JOIN THE ASSOCIATION OF MICHIGAN COLLEGIATE FACULTIES.

Comment: The Association of Michigan Collegiate Faculties (A.M.C.F.) is a representative assembly comprised of two faculty representatives selected by the prevailing mode of governance at each of Michigan's thirteen state colleges and universities. A.M.C.F. is a non-political body whose goals are outlined in its constitution. Copies of that constitution will be available at the Senate meeting. Organized in the spring of 1971, the Association has been served by one or more ad hoc delegates from Oakland University. Now the Senate is being asked to join the organization, pay dues, elect two members to represent the Oakland faculty, and participate in the regular business of the organization. Thus far the following are dues-paying members: Eastern Michigan University, Ferris State College, Michigan State University, Northern Michigan University, Saginaw Valley College, University of Michigan, Wayne State University and Western Michigan University.

The A.M.C.F. to date has done the following:

1. Served as a forum for the discussion of ideas pertinent to the growth and survival of quality higher education in Michigan.
2. Gained faculty representation on statewide commissions, advisory councils, and other policy making or guiding bodies. Currently A.M.C.F. represents faculty on the Faculty Advisory Committee of the Governor's Commission on Higher Education, on the Michigan Council on Postsecondary Education (advisory to the State Board of Education), and is seeking additional representation on the Advisory Council for Teacher Preparation and Professional Development.
3. Set up a proposal for a statewide faculty exchange program among the thirteen state colleges and universities. A.M.C.F. officers are currently working out details with the Michigan Council of State College Presidents.
4. Helped organize and co-sponsor two symposia on matters pertaining to higher education. One of these in 1973 was on Program Budget Evaluation Systems and the other, held March 16, 1974, was entitled, "Plans for Michigan Higher Education in the Next Quarter Century."
5. Established a newsletter to be distributed to the member faculties.

The annual dues for Oakland University would be \$300 based upon a minimum of \$150 for institutions with less than 200 faculty members, \$300 for ones with 200-499 faculty members,

and so on up to a maximum of \$750.

A member of the Steering Committee raised the question as to whether the dues could be paid from appropriated funds because of the nature of the organization, which, even though non-political, is devoted exclusively to faculty. The representatives of the A.M.C.F. were asked about this, and while most were certain that the administration paid the dues they would not be sure from which accounts. However, the immediate past president of the organization, Professor Wilfred Kaplan of the Mathematics Department of the University of Michigan was able to declare unequivocally that his school's dues did come from appropriated monies and saw no difficulty with this.

A.M.C.F. officers elected for the academic year 1974-75 are:

President	John R. Phillips (WMU)
President-Elect	John Watanen, Jr. (NMU)
Past President	Wilfred Kaplan (UM)
Secretary	Henry Fulton (CMU)
Treasurer	Donald F. Novey (SVC)
Executive Board Member	Cornelius Sringgaard (FSC)
Executive Board Member	Vern Wagner (WSU)

#### 5. Information item.

The Steering Committee recently received a request from the "University Congress that the University Senate formally support a University Congress recommendation for a change in the Student Activities Fee assessment. The Steering Committee considered this item to be constitutionally inappropriate for Senate consideration in light of the separation of responsibilities between the Senate and the Congress.

Office of the Provost/ss  
4/15/74  
Attachments

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