

AGENDA

SLO FACULTY-STAFF COUNCIL  
Tuesday, June 13, 1967  
Meeting No. 10

10:30 a.m. - Staff Dining Room

ORDER OF BUSINESS

1. Approval of minutes of regular meeting May 9, 1967 (as submitted)
2. Presentation of Chairman, Dr. Corwin Johnson
3. Presentation of Distinguished Teacher Awards and comments - Vice President Andrews
4. Report - Academic Senators Anderson and Hyer
5. Business
  - 5.1 Report of Ad Hoc Committee on Faculty-Staff Council
6. Committee Reports
  - 6.1 Curriculum and Instruction Committee
  - 6.2 Other committee reports
7. Announcements
8. Attachment

Administrative Bulletin 67-5 Policy etc.

NOTE: If time does not permit discussion on reports, then a special meeting will be called Tuesday, June 13, 1967 at 4:00 p.m.

NOTE: Please add the following name to your Faculty-Staff membership list attached to the May 9 minutes: School of Applied Sciences

A. Miller

1968

2244

M E M O

To: Faculty/Staff Council  
June 7, 1967

From: Glenn Seeber, Chairman  
Ad Hoc Committee on Faculty/Staff Council  
Reorganization

Subject: Recommendations for Faculty/Staff Reorganization

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CALIFORNIA STATE POLYTECHNIC COLLEGE

SAN LUIS OBISPO

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The Ad Hoc Committee of the Faculty/Staff Council has held a series of meetings the last of which was a special, open meeting. Results of all of these meetings indicate that a complete study of the problem will be necessary.

It is therefore recommended that a Constitutional Revision Committee be appointed by the Executive Committee of the Faculty/Staff Council with the following charges:

1. Canvas the total membership to receive direction as to what the structure of the Faculty/Staff Council should be.
2. Explore in depth the feasibility of restructuring the Council.
3. Consider recommendations made by the Ad Hoc Committee.
4. Document the functions of, or consider the reorganization of, the various standing committees.
5. Make other necessary changes in the constitution to bring it up-to-date.

M E M O

To : Roy Anderson, Chairman  
Faculty-Staff Council

Date: June 7, 1967

From : Curriculum & Instruction Committee - Frost, Grant, Ikenoyama, Keif  
(chairman), Langford, Rhoads,  
(Dave Cook - consultant)

Subject: Proposed Catalog Changes, 1968-69

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1.0 SCOPE and METHOD of COMMITTEE STUDY

The Curriculum and Instruction Committee's work on 1968-69 proposed catalog copy was influenced by several unique factors not present in previous year. Among those factors were the following:

1.1 As outlined in our May 4, 1967 Progress Report to the Faculty-Staff Council, the November 7, 1966 memo from Dr. Andrews on Procedures for Processing 1968-69 Catalog and Curricula Proposals stipulated that the C. & I. committee would receive informational copies of catalog copy from the Department Heads on February 1, and action copies of catalog copy with recommendations from the Deans of the Schools on March 1. On May 15, the Faculty-Staff Council was to send its recommendations to the President with a copy to the Vice-president.

1.2 In the few instances where the Department Head copies and the Dean copies did not agree, we sought resolution to the disagreement, or at least information on the reason for disagreement, through consultation and hearings.

Each committee member was assigned several curricula to present, none in his own School, and was free to contact faculty, department heads, and Deans as he saw necessary. Mr. David Cook provided much valuable background information, and each committee member served as a resource person for his department and School.

1.3 On January 27, 1967, Dr. Andrews appointed a standing committee on General Education to study the College's compliance with Title V of the Education Code, the JC transfer problem, and the catalog display of General Education courses. The C. & I. committee felt it should take no action on proposed catalog changes involving General Education until that committee had finished its study.

1.4 On February 17, 1967, a memo titled Graduate Studies Committee listed the members, meetings, functions, and actions of that committee, in accordance with the approved Position Paper on Masters Programs. Among that committee's responsibilities is the approval of the individual Masters Programs' scope and depth. Thus the C. & I. Committee did not take action on any new 500 series courses or catalog proposals for Masters Programs which had not been previously sanctioned by the Graduate Studies Committee.

- 1.5 The financial requirements of new courses and programs have not been studied by this committee, nor have the administrative assignment of new majors (for example, Natural Resources Management)
- 1.6 The Long Range Educational Report, Phase II (LREP II) sent to the Chancellor's Office on March 31 listed the new degrees by title and target date which Cal Poly has requested through 1972. Certain other subject areas were staked out for Phase III. The C. & I. committee considered any new proposal appropriate only if it is compatible with the LREP II report.

## 2.0 CATALOG PROPOSALS

The tables on pages <sup>7-13</sup>~~9-15~~ show the departments alphabetically by Schools, with their proposed course additions, deletions, and changes in policy, format, or numbering, and this committee's comments and recommendations. Where additional discussion or comments were thought necessary, they appear in section 4.0, below.

## 3.0 RECOMMENDATION

The Curriculum and Instruction Committee recommends that this report be accepted by the Faculty-Staff Council and forwarded to the President of the College, with an information copy to the Vice-president.

## 4.0 DISCUSSION

Some of the committee's comments, impressions, and reasons for decisions are shown here.

### 4.1 Agriculture

Agricultural Education - although the LREP II Report show a B.S. degree in General Agricultural Science by 1968-69, no catalog copy was received.

### 4.2 Applied Arts

Education - Art 421: Curriculum and Instructional Procedures in Art.

The College Coordinating Committee for Teacher Education approved this course on January 30, 1961. The state Credential regulations require preparation in C. & I. procedures used in secondary education teaching. The Cal Poly bulletin on credential regulations permits the student to meet this requirement with such a course in either the major or minor subject. Since there are over 200 students, all potential teachers, from several departments minoring in Art, inclusion of this course should help them meet the credentialing requirements. Approval recommended.

4.2 Applied Arts (Cont'd)

Education (cont'd)

Educ. 522: Teaching Reading in Secondary Schools

Consultation with faculty knowledgeable in the subject area indicates the Miller-Unruh Basic Reading Act calls for reading improvement at all grade levels. We feel this course would be advantageous to several departments whose students are preparing for a teaching credential. Approval recommended.

Psy 416: Group Interaction - Processes & Techniques

Psy 429: Interviewing - Principles & Practices

Do not recommend approval. Course descriptions appear to almost duplicate descriptions of existing courses.

Technical Arts - the three major features of the proposal are: a major in Industrial Arts offering a BS degree (which is compatible with the LREP II Report) including six concentrations; a major in Industrial Technology with an option in Industrial Sales and an option in Industrial Technology; changing the name of the department to Industrial Technology. Fourteen new courses supporting the proposal are requested.

The committee's reactions are as follows:

- a. We endorse the general plan of offering the BS in Industrial Arts. We do not endorse the new course proposals because they (1) appear to duplicate courses existing in other departments or would require redundant equipment and facilities; (2) could not be adequately offered until the completion of Engineering South; or (3) appear to be necessary only because of overspecialization in the concentrations.
- b. The use of the term "Industrial Technology" and the offering of coursework in the general area of technology was deferred until Phase III of the LREP Report to the Chancellor. Apparently a major policy decision regarding Cal Poly's participation in these areas must be made before specific proposals can be evaluated for catalog inclusion. This committee regards the exploration of the meaning of the term "technology" to be especially significant in the development of future programs. Meanwhile, we do not endorse the use of the term.

4.3 Applied Sciences - No comments necessary

4.4 Engineering

Aeronautical - All degree-granting departments except Architecture now include six units of so-called skills courses in their curricula. The Aero proposal requests offering three options of four units each, one of which each student will select. An ad hoc committee of five engineering faculty, appointed in the Fall Quarter by Dr. Hirt, is studying the skills area in breadth and detail to determine future policies. Until that committee reports, we defer endorsing any individual changes in the format.

5.0 Projections, Suggestions, Problems, etc.

5.1 Committee restructuring

Curriculum

The present evolved function of the C & I Committee has been mostly in the area of curriculum matters. Catalog copy review has pre-dominated, including course descriptions, catalog format, new curricula proposals, course duplication and resolution of departmental conflicts of interest.

The result: very little, if any, time devoted to matters of instruction, or long-range planning.

Instruction

We question if ways and means of improving instruction can continue to be largely ignored. Recent activities such as "Assist" seem to indicate that if teachers don't make efforts to become better teachers, outside pressures may preempt the functions of this committee.

Although the area of teaching improvement has historically been a no-man's land, and the sanctity of the classroom has been and perhaps ought to remain supreme, there is a possibility that some teachers would welcome the opportunity for course evaluation and improvement.

Related methods of improving teaching effectiveness ought to be reviewed and evaluated. To name some possibilities:

- 1) Adequate instruction in utilization of audio-visual techniques.
- 2) Employment and use of closed circuit TV.
- 3) Team teaching methods.
- 4) Enlargement of A-V budgets to provide professional assistance in employment of this media. For example: Chart & Graph Preparation.

- 5) A lyceum series: a) demonstrations by "outstanding teachers" to provide ideas on methodology, and b) critique of lectures of teachers seeking advice on ways to improve teaching by a blue-ribbon group such as the "outstanding" teachers.
- 6) Identification of common attitudes and methods used by so-called master teachers if there be such a group.
- 7) Others, as investigations point the way and the need.

We suggest a sub-committee on instruction be appointed to assume this vital assignment.

## 5.2 Interdisciplinary Expansion

The committee strongly urges all departments formulating new courses to utilize, as much as possible, existing courses of other disciplines to accommodate and accomplish the specific need of their students. Duplication of courses among departments should be avoided as much as possible.

There are two approaches a department can take to accomplish this:

- 1) If a course in another discipline meets only part of the department's needs, the department should be encouraged to first contact that discipline to see if the course itself can be altered to suit the department's need.
- 2) If a department's intended new course may infringe upon another discipline, it should be encouraged to have that discipline formulate a new course for the department. It is recognized that we are not all experts in all fields. Some subject matters are better taught through knowledge and experience by another discipline.

If none of the above will satisfy the department's needs, then, and only then, should the department formulate its own new course.

## 5.3 Block Courses

The committee observed a trend which seems to have some prospect of continuing, namely, the trend of setting up courses carrying 4, 5, or even 6 units. Generally speaking, such courses seem to have justification for both the department and the student. However, if this use of block courses becomes too prevalent, particularly in the first and second years of a program, two things may occur: (1) if a major department uses too many blocks and takes up too much of the student's time, his progress in general education will have to be deferred; or (2) if the general education courses are set up on a block pattern, it will be difficult if not impossible to introduce the student adequately to his major subject field.

In the future, the Curriculum and Instruction Committee will need to be aware of the implications of the block system as applied to Cal Poly's program of introducing the student to both general education and his major courses during the first two years.