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CALIF. STATE COLLEGE
BAKERSFIELD
GRADUATE STUDIES
DIVISION OF EDUCATION

The CSB Curriculum In Year III

Remarks of P. S. Wilder to the
Curricular Policy Committee Meeting
February 27, 1973
(augmented from a Stenorette recording)

This is the third year of the College and it is, I think, an appropriate time to look back over the initial assumptions on which our curriculum was based, see how various aspects of it have worked out, and consider possible modifications.

In the pre-opening stage, we operated on a number of assumptions. One was that academic knowledge of the type handled in an undergraduate curriculum, and graduate work to the master's level, was in fact far more integrated than can be readily perceived through the disciplinary lines by which it is divided at traditional campuses. We came reasonably close to opening without departments, but finally backed down. It seemed that problems in recruiting and other aspects of our situation were such that we had better start with departments and then work at overcoming the particularism that we knew the departments would generate. Having established the departments, we built in a number of arrangements that were supposed to encourage interdisciplinary cooperation in a variety of fashions. The minor was one example. We required that everybody getting an A.B. from the College complete, in addition to a major which we held down to as modest a number of hours as the law would allow, a minor in a discipline which would complement the area of his major. As you know, the catalog still has a very elaborate grid showing that if you major in Sociology, it's OK to minor in Math but it's not OK to minor in - something. But it turns out actually that for most things you want to minor in with Sociology we can figure out an excuse, and it turns out the grid has become kind of a fraud and it's out of the next catalog by action of the School Deans.

The minor is in fact so minimal that it is not even legal under Title 5 to count it as a minor. Title 5 permits the State University and Colleges to require minors for A.B. candidates, these minors to consist of at least 18 quarter units. The fact is that

because of the pressures we had, and because of our desire to maintain freedom for the student to take things he wanted to take, we settled for 15 rather than 20 which was the next stopping point in units, and this is a minor embarrassment which we have lived with without the Chancellor's Office having exploded at us yet. It seems to me now that the minor as we have it here is not performing a substantial function. I report that with considerable disappointment. As the custodian of a department's affairs, I for many years got great mileage out of a meaningful minor. We had Political Science minors in, by our standards, great quantity, and at first we had more minors than majors, and then as the tide came in we had more majors than minors, but always the minors were helpful. And I once helped frustrate a presidential attempt to restructure the college because, by taking History away from Political Science, it would cut down on our opportunity to serve the departmental needs, and my perspectives were such that I wanted to serve the interests of Political Science.

Where I sit now, I don't have that particular filter, and it looks to me as though the minor we established does not justify retention in its present form. I think for a great majority of the students graduating from Cal State Bakersfield this year, the minor will have been a total fiction, something in which they managed to put together three courses.

The senior seminar, which says in the catalog it includes one-third of its time dealing with areas where the student's major and minor overlap, has not in fact ever been, by any department to my knowledge here, taught in the way the original Master Plan said it would, with team-teaching. The model said that the History majors and the Political Science minors, and the Political Science majors and the History minors, would all get together and spend several weeks in the joint tutelage of an historian and a political scientist, worrying about the places where their disciplines overlap. It is still a golden plan. It is enormously exciting. I worked with it for 15 years, and it was as rewarding as any teaching I ever did. The fact is that the nature of our curriculum, or the nature of our mission, or something, maybe the nature of the administrative leadership, is such that we have not had that kind of cooperative teaching. I think we have not had that kind of cross-over dimension in the content of the typical senior seminar, and I think it is time to look at the situation and consider the possible desirability of some changes.

Some other features we started with have already been heavily modified. We began with what were clearly laudable commitments to insuring that our graduates were statistically literate. Going out into today's world without the ability to handle computers and statistics was obviously a travesty, and we were, by golly, going to have a high quality program. And everything we said was true. But when we tried to work it out, it turned out that the students coming with two years of high school math, for instance, simply were not ready to catch up with this desirable band wagon and we have had, in appropriate places, modest adjustments, backward rather than forward, in the amount of Statistics and Computer Science we require.

Some of the things we started with have worked out better. The perspectives courses at the introductory level, I think, have turned out to have been excellent innovations. The History case study as the introductory case in History has worked pretty well. I think probably the assumption that our students have enough general knowledge of western civilization so that they don't need a survey course would not hold a great deal of water forever, but those courses are deadly, and History 101 has proved to be pretty stimulating.

The Sophomore Seminar which was supposed to be integrative, has, I think, survived only in very significantly modified form. Virtually every section of the Sophomore Seminar is more like a case study than it is the kind of intellectual cohesion survey which is described in this year's catalog. I think probably the Sophomore Seminar is still worth preserving, but I think its content must be carefully considered. I think its claims for a place in the College's requirements will be strengthened if it is moved back toward its original conception.

The Senior Seminar, which is required in terms of the original master plan, in terms of the catalog, and also in reality, of all our majors, puts us out at the head of a procession. I received week before last an urgent memorandum from the Chancellor pointing out the necessity that all graduates of this system emerge with something other than a collection of courses. He wants to insure that every graduate of the system at some point has a capstone experience that will bind together that which he has done as an undergraduate. This generated one of the easiest letters that I have had to send in response to the Chancellor, because I could just tell him about the great forethought with which we had incorporated our Senior Seminar as a requirement for everybody. I did not tell

the Chancellor, but I am now telling you, that I have significant questions about the way the Senior Seminars are being handled, because in some instances they are being treated as case studies rather than cumulative surveys. I can understand the stimulus which moves in that direction, but the only intellectual basis on which I think we can defend requiring a Senior Seminar ties to the thesis that there is in each of these disciplines a common core of basic knowledge and concepts which we should be able to assume each of our graduates has been exposed to and has some understanding of. Now if these case study Senior Seminars I have encountered are vehicles through which the common core is illustrated and dramatized, that's fine. If they have instead become special topic courses unique enough so that nobody is embarrassed to find that he already had the material of the Senior Seminar in another course, and therefore almost by definition exotic to the point of probable irrelevance--I push the words only a little farther than I think they're entitled to--then I think the Senior Seminar ought to be reassessed. But I do think it's important, and I would think so even if Chancellor Dumke had not so recently given us an unintentional pat on the back for having included it in our curriculum.

When we established the College, we went with three arts and science-type schools and two professional areas, originally divisions and now Schools. This seemed like a good idea at the time, and still seems to me like a good idea. But there have been tensions developing from the fact that these lines are artificial, just as the lines between disciplines housed in departments are artificial. I think we have to work on them. This college cannot afford to pay the costs of departmental and school particularism in the consideration and evaluation of developmental options.

In the years since we opened and since we began planning, a number of changes have come about. One is that the enrollment growth projections for the nation, for California, for Kern County and for Cal State Bakersfield have been decreasing dramatically. In the years since we started planning, the population projections for Los Angeles County late in this century have gone from 9 million to 7 million, and this College is working on an increment of growth. We are trying to get buildings to house additional college students at State expense, and if in fact the growth rate smooths out and there are empty buildings at a number of campuses, both in our system and the UC system, and there is muscle at the established campuses of the two systems to get an added building for a program that has public relations, our situation becomes significantly more challenging

than it was before. The fact is that the President is doing a very aggressive job. He is today aggressing with the Trustees at Stanislaus State, and I believe it is probable, that is to say there is more than a 50-50 chance, that although the Governor's budget did not include construction money for Science Building II, the Legislative budget will. This is pretty remarkable, and may also turn out to be wishful thinking, but I think it will work.

We cannot keep pulling rabbits out of hats indefinitely, however. We're going to have to maximize the effective utilizations of our staff, our buildings, and our curriculum if we are to provide adequate service to our present students and service the people who are here. And to also attract the others we will need in order to generate the enrollment we must have to justify more staffing and facilities.

What I propose to have your committee consider, and other people on campus who want to get involved in it, is the replacement of the departmental minor as a standard feature of our curriculum. I would leave the minor to be available in an augmented form for students who really have two disciplines they want to work in, hopefully two related disciplines, but permissibly two disciplines that have nothing in common except that they're both things the student is interested in. I propose beefing the minor up to at least 20 units, so that it's legal by Title 5 standards, and having it available for people who want it, and then going beyond that to develop a substantial number of interdisciplinary offerings normally designated as concentrations, creating an arrangement in which as many classes as possible will serve more than one programmatic purpose.

This is the pattern we started with in our ethnic and area studies minors, and those are so different from the departmental minor that it's a little misleading that the catalog treats them as part and parcel. What we did was say that it is appropriate for this College, with a significant number of minority students, to use part of their undergraduate education to find out what it is like to be brown or black in a basically white-Anglo society. We do not want a department of ethnic studies. They tend to become academic backwaters. They don't have academic rigor. They tend not to hold up over time. But if we can staff our regular disciplinary departments and organize our disciplinary offerings in such a fashion that there is available as part of the offering for many of these majors, one or more courses which could, tied together with courses from other departments, constitute

a program in Mexican-American studies, we will, without having needed to augment the faculty, or the buildings, come up with an additional vehicle of service to our students, and an additional attraction to potential students.

If you want to go to a place where you can work on your advancement as a deputy sheriff, you could go to a place that has a Department of Police Science, or something like that. You might also go to a place like this, where there are a substantial number of courses in our regular offering which are clearly relevant to an academic program of Criminal Justice. In order to clarify this and, more than incidentally, to make this College acceptable as an institution where students can attend with financial support from Law Enforcement Education Program funds, we designed an interdisciplinary program leading to a Certificate in Crime, Law and Society. We have treated this with such caution that we have probably derived less than optimal institutional benefit from its presence in our curriculum, but we are clearly better off with it than we would be without it.

If it seemed probable that this campus would grow with the explosive speed of places opened a decade ago, like Fullerton or San Fernando Valley, we could look forward in the near future to a large enough staff so that there would be no particular pressure to devise multiple purpose course offerings. In the present circumstance, however, it seems important that we search for ways in which our curriculum can be so structured as to serve more perceived student needs than will be readily met through straightforward disciplinary and departmental programs. I therefore urge that this committee and other segments of the College consider using the examples of our ethnic and area studies minors and the Criminal Justice Certificate as a guide in moving toward what could be conceived as a matrix-type curriculum in which disciplinary majors and minors are supplemented with a variety of interdisciplinary academic programs.

The specific items in the illustration are obviously only suggestive of the types of programs which could be considered.

ILLUSTRATIVE POSSIBLE COMPONENTS OF A MATRIX CURRICULUM

Disciplinary Majors which may include Extra-Departmental Courses,
Interdisciplinary Courses and Formal Options

	Biology	Business	Adm.	Education	Fine Arts	French	Health Science	Mathematics	Physical Science	Psychology	
Ethnic and Area Studies											
Minors Concentrations											
Criminal Justice Certificate Program or Concentration											
Urban Environmental or Women's Studies Concentrations											
Child Development or Gerontology Concentrations											
Laboratory Technician Concentration or Cert. Program											
Special Education or Guidance Counseling Credential Programs											
Communications Concentration (with English or Fine Arts)											
Public Adm. Concentration (with Business Adm. B.S. or Political Science B.A.)											
Recreational Administration Concentration (with Physical Education B.A. or Business Adm. B.S.)											
Academic Village Program											
Diversified Studies (Ryan Plan) Major											
Special Major											

Optional Disciplinary Minors of at least 20 Units and Disciplinary Non-Major Programs

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President Frankel	Dean Ruoss
Dean Coash	Dean Secor
Dean Dull	Dr. J. Kegley
Dean George	Dr. C. McCall
Dean Hancock	Dr. Scheide
Dean Hibbard	Dr. D. Taylor
Dean Kelsey	Mr. Frazier
	Mr. Sheffield

Date: 29 June 1983

From : P. M. Rice

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CALIF. STATE COLLEGE
BAKERSFIELD

Subject: ACADEMIC MASTER PLAN 1984-85 THROUGH 1989-90

Enclosed is CSB's Academic Master Plan for 1984-85 through 1989-90 as submitted with other documents to the Chancellor's office in response to EP&R 83-19. It should be noted, however, that the copy sent to Long Beach does not italicize Chemistry. This is because the American Chemical Society is no longer recognized as an accrediting association by COPA. Campuses, however, may continue to list Chemistry as an accredited program in their catalogs. The file copy to be used as a base for the submission of the 1985-86 through 1990-91 Master Plan next June does not italicize Chemistry.

The schedule for program review includes only one review for 1984-85 and none for 1989-90. This results from two factors:

1. New programs (Geology in this instance) are reviewed during their third year and then are subsumed ultimately under the review schedule for programs of like nature (in this case Science and Mathematics).
2. Reviews of professional programs are tied to those made by accreditation agencies. In consequence, when the review schedule was first established, some programs were reviewed every year but changes in accreditation dates have shortened or lengthened originally scheduled reviews by as much as a year. Thus, although every program is reviewed within a five-year cycle, the schedule could show only four of the five years being used. It may be that the deans will want to re-examine the review schedule in a year or two to ensure that some programs are reviewed every year in order to lessen the administrative burden involved in the review process.

Please note that I have tentatively listed Petroleum Land Studies under "Interdisciplinary and other." This is not a commitment as to where it ultimately should be placed. That will be determined when the program itself is finalized.

Revisions to the Master Plan may be submitted up to 1 November 1983.

PMR:nh
cc

ACADEMIC MASTER PLAN

1984-85 through 1989-90

CALIFORNIA STATE COLLEGE, BAKERSFIELD

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs and Implementation Schedule (Fall Term)	Schedule for Review of Existing Programs
SCHOOL OF ARTS AND SCIENCES		
Anthropology	BA	1985-86
Behavioral Sciences	MA	1985-86
Biology	BS	1986-87
<i>Chemistry</i>	BS	1986-87
Communications	BA	1985-86
Computer Science		BS 1984 ¹
Economics	BA	1985-86
English	BA-MA	1988-89
Fine Arts	BA	1988-89
Geology	BS	1984-85
<i>Health Science</i>	BS	1986-87
History	BA-MA	1988-89
Mathematics	BS	1986-87
<i>Nursing</i>	BS*	MS 1985
Philosophy	BA	1988-89
Physics	BS	1986-87
Political Science	BA	1985-86
Psychology	BA-MS	1985-86
Sociology	BA	1985-86
Spanish	BA	1988-89
SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION		
Administration	MS	1988-89
<i>Business Administration</i>	BS*-MBA	1986-87
Public Administration	BS-MPA*	1988-89
SCHOOL OF EDUCATION		
Education	MS*	1986-87
Physical Education	BS	1987-88
INTERDISCIPLINARY AND OTHER		
Child Development	BA	1985-86
Criminal Justice	BA	1985-86
Liberal Studies	BA*	1988-89
Petroleum Land Studies		BS 1984
Special Major	BA	1988-89

NOTE: Italicized programs, including the Medical Technology portion of the Health Science degree, are nationally accredited subject areas.

*Also offered as a pilot external degree program.

¹Approval will be subject to the availability of qualified faculty.