

O/FSI/VTC - Faculty and Staff

May 12, 1970

O/FSI/VTC - Coordinator *S/O William*

SOP #13 - Formalization of Instruction

As time goes on and without adding materially to the workload, we must proceed to "document" our instruction according to the following procedures:

1. Prepare a "Scope," not to exceed one paragraph in length, for each scheduled period of instruction that falls under a single title, i.e., Refugees, Chieu Hoi, HES. It may be desirable to subdivide such headings further in the event they have major sub-topics; however, this may be left to the discretion of the course chairmen. Scopes presently exist in most cases since they are now an element of the course syllabus. They need only up-dating and elaboration in a few cases.

A special project in the form of expanded introductions has been mentioned in an earlier memorandum. The purpose of the Expanded Introduction is to provide a cue to students as to particular relevance of the subject matter as far as the CORDS advisor in the field is concerned. The VTC staff member who monitors the presentation or who conducts the class himself will in each case carefully cover this prepared paragraph at the beginning of the presentation. Course chairmen will require submission and approve of expanded introductions for each pertinent period.

2. Prepare an outline Lesson Plan for each period or subject heading. This is basically an outline of principal points in the order in which subject matter is presented. It should be prepared in outline form and in most cases should not exceed one page in length, although if a good outline requires more lengthy treatment, the latter aspect should govern.

3. Prepare a Lesson Manuscript which is basically a text which, if read, would present the substance of the lecture. In a sense, it would be the tape or transcript thereof of a presentation. It constitutes the third basic instructional document and would provide a new instructor with basic material which he would revise or otherwise adapt to his own style. In no event would such a document be read to students.

4. The final element is a brief Subject Bibliography which would contain one portion for the benefit of the faculty member identifying the source of authority for material presented. The second portion would contain the outside reading references.

On the surface, these tasks would appear to be unreasonably ambitious for our austere staff. Actually, they are hereby established as goals toward which staff members can proceed as time permits. The job should be approached on the basis of the following priorities:

1. Scope and Expanded Introduction.
2. Lesson Plan.
3. Lesson Manuscript.
4. Subject Bibliography (final version).

A file on each subject will be established by each course chairman which will include the above-listed documents. At least four copies should be prepared. One copy will remain with the course chairman. It will be available to other course chairmen or instructors who have need to correlate instruction. Two copies will be maintained by the faculty member who is charged with responsibility for a particular unit of instruction: one to remain in his personal file and one as a back-up or for temporary loan. A fourth copy will be provided to Chairman, Operations Support, who will maintain a central file of VTC instructional units.