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General

Faculty of Education

The Centre for Communications and the Arts
Theatre and the Arts - Drama, Music, Film
Communications Studies - Communications,
Creativity,
Group Processes

The Educational Foundations Centre
Behavioral Science Foundations
Social and Philosophical Foundations
Professional Foundations

The Physical Development Centre
Athletics
Recreation
Research and Professional Development

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Calendar

The Centre offers (through course work, seminars, and workshops) studies in human communications and creativity.

Students will find these courses relevant to an understanding of human communication, the dynamics of groups and the nature of the creative process in various fields of endeavour.

The following are planned as electives for students proceeding to a degree in the Faculties of Arts, Science or Education.

Communications 201-3 (Fall semester)

An intensive examination of the processes of Communication and Human Interaction. Factors affecting the development of effective communication and cohesive groups, phenomena of non-verbal communication, stages in group development, and levels of human interaction will be explored.

Communications 401-3 (Spring semester)

An interdisciplinary seminar designed to relate the processes of innovation and discovery in the sciences and art forms. Attention will focus on the forms in which Creativity is manifested and the factors (individual and social) inhibiting and facilitating these processes. Admission by permission of instructor only.

Projects and Workshops

The Centre will, from time to time, collaborate with other departments of the University and with the Community on studies of Communication within organizations. Such projects will provide students and faculty with opportunities to be involved directly in inter-disciplinary research, and possible financial remuneration in those cases where outside agencies support the projects.

General Education

Each semester a number of General Education Courses will be given by the Centre. Courses will include Explorations in Music, Explorations in Drama and the Theatre, Explorations in Communication and Creativity, Explorations in the Visual Arts.

Details of particular courses offered for each semester may be obtained from the Registrar.

Programmes and Activities

The Centre also offers in each semester a varied programme of plays, concerts, exhibitions, demonstrations and film showings. These provide students in all Faculties with opportunities to create, participate in and experiment with a range of artistic events and activities. (For description of Programmes & Activities see Calendar statement, Page)

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BEHAVIOURAL SCIENCE FOUNDATIONS

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The establishment of Behavioural Science Foundations at this University is a reflection of the need for a multi-disciplinary approach to education. The programs are offered to students in the Faculties of Arts, Science and Education as electives for degree purposes.

Education 201-3 Theory of Education (to be offered each semester)

This course will be concerned with an intensive examination of the process whereby persons are educated. Study will be made of the educational thought of a selection of great writers and thinkers. The purpose of the course is to inform and to provoke students to philosophical thought on education.

BSF 421-3 Learning and the Process of Education
(to be offered each semester beginning September 1966)

A critical examination of the theoretical and research contributions of the behavioural sciences to the understanding of learning within the context of formal educational environments. (Permission of the Instructor is required by students for entry to this course.)

BSF 422-3 Cognitive Development
(to be offered each semester beginning September 1966)

This course is concerned with the nature and development of higher thought processes in children and adolescents. This subject will be viewed as common to different behavioural sciences. (Permission of Instructor is required by students for entry to this course.)

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SOCIAL AND PHILOSOPHICAL FOUNDATIONS

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The following courses are offered as electives for students proceeding to a degree in the Faculties of Arts, Science or Education. Education 202 (Education in a Modern Society) is required for teacher certification. Students planning a career in education or post-graduate work in social and philosophical foundations of education are advised to include the three courses in their degree programs.

Education 202-3 Education in a Modern Society (offered each semester)

Attention in this course will focus on the ways by which learning comes about in a modern society. Critical assessment will be made of the institution of schools, the function of media in education and socio-political factors influencing education.

SPF 411-3 The Development of Educational Ideas and Institutions
(to be offered each semester beginning September 1966)

An outline of the historical evolution of educational practices and institutions from Plato's 'Guardian Man' to Skinner's 'Planned Man'. Emphasis will be placed on the social and philosophical issues affecting educational practices and development in the various periods. Permission of the Instructor is required by students for entry to this course.

SPF 412-3 Contemporary Issues in World Education
(to be offered each semester beginning September 1966)

A study of the relationship between socio-economic and philosophical factors in educational development. The emergence of contemporary educational systems is considered in a number of countries in relationship to such factors as urbanism, industrialization and changing population patterns. Emphasis is placed on the aims of education and the analysis of values underlying educational policy. Permission of the Instructor is required by students for entry to this course.

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Legend

Professional Foundations

Professional Foundations has, as its major responsibility, the organizing and conducting of the three-semester Professional Development Program. The staff of Professional Foundations assists students in developing effective teaching procedures based upon an understanding of the learner, the learning environment, the curriculum, and other related matters. In this activity, Professional Foundations receives assistance from many of the departments in the university including those within the Faculty of Education.

In addition to the Professional Development Program, Professional Foundations, in conjunction with Social and Philosophical Foundations, Behavioural Science Foundations, and other university departments, is preparing programs of graduate study.

Professional Development Program

Admission and General Regulations

1. Students must make separate application for admission to the Professional Development Program. The application should be completed two months prior to commencement of studies in the program.
2. Students wishing to enter the program must first complete pre-requisite studies in Arts or Science. The duration of such studies will vary according to the teaching certificate desired. (See certification requirements P ()).
3. Students may be required to discontinue studies in the Professional Development Program at the discretion of the Faculty of Education.
4. It is expected that most students will wish to complete the program in three consecutive semesters. However, students with valid reasons may be given permission to interrupt their participation in the program.
5. Students may be asked to submit evidence of good health and moral character before being considered for admission to the program.

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General

Description of the Program

The Professional Development Program is three semesters in duration. Professional studies and activities are arranged in the following sequence:

Education 401 (Introduction Period)

The first half of the first semester is devoted to observation and experience in a B.C. school. Students are sent immediately in groups of four to work as a team with a teacher selected by the university as an Associate in Education. The Associate will be assisted by the university faculty and other school staff as circumstances permit. Students will observe, plan lessons, teach, evaluate, and participate as widely as possible in school routines and programs.

Education 402 (Reading Period)

Students will return to the university campus for a half-semester of study to consolidate the learning of their school experience and to extend their knowledge of the theory of education. This period will be organized in three parts:-

a) General Seminar - 4 hours per week

Students will be exposed to knowledge required by all teachers including studies in school law, organization and administration, learning theory, evaluation theory and techniques, classroom practices, etc.

b) Special Seminar - 6 hours per week

Students will receive instruction in their fields of interest by grade level and subject specialties.

c) Free Reading

Students will be guided through a program of reading designed to explore the educational subjects of special interest to each.

Education 403 (Supervised Teaching)

Students will devote a whole semester to classroom experience supervised by another university-appointed Associate in Education. The school placement will be appropriate to the grade level and subject specialties which the student teacher expects to practice after graduation.

Students will be expected to assume quickly a large measure of independent responsibility, and to participate in a wide range of teaching, evaluating and supervisory activities.

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Calendar

- NOTE - 1. School placements in Education 401 and 403 will range throughout the province, giving students the opportunity to explore a variety of education environments. The faculty will endeavor to arrange school placements in accordance with students' expressed interests and desires.
2. Education 403 will not be offered in the summer semester. Education 401, 402, and 404 will be offered in the summer semester.

Education 404

Students will undertake a semester of studies in Arts, Science or Education which will permit the achievement of one or more of the following objectives:

- a) To strengthen or diversify subject matter background in teaching subjects.
- b) To acquire skills and knowledge in other recognized school activities, e.g. fine and performing arts, physical education, etc.
- c) To rectify course deficiencies, if any, in subjects required for teacher certification (see P ()).
- d) To explore new subject areas of individual interest which are relevant to education and to future professional goals.

In addition, students will participate in a seminar of curriculum studies.

NOTE - Course programming in this semester will be designed in close cooperation with a faculty member to ensure optimum freedom of student choice within the limitations of certification prerequisites.