

# SIMON FRASER UNIVERSITY

S. 73-24a

## MEMORANDUM

To	Mr. H.M. Evans, Registrar and Secretary of Senate	From	B.G. Wilson, Vice-President Academic
Subject	REPORT ON CONTINUING EDUCATION - PAPER S.72-125 UPDATED	Date	24 January, 1973

The complete report of the Director of the Division of Continuing Education, dated August 1972, is forwarded, as required by Senate Minutes of 6 November 1972. The single asterisk on Page 5 of the original presentation was a typographical error.

B.G. Wilson

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A REPORT ON THE OPERATION OF  
THE DIVISION OF CONTINUING EDUCATION,  
SIMON FRASER UNIVERSITY

For the period: January 1971 - August 1972.

Prepared for:

- \* The Vice-President, Academic
- \* The Academic Planning Committee

by:

Dr. Milton McClaren,  
Acting Director,  
Division of Continuing Education.

- August 1972 -

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I. INTRODUCTION AND TERMS OF REFERENCE

It is the purpose of this report to present a factual summary of the operation of the Division of Continuing Education at Simon Fraser University, from the time of establishment of the Division in 1971, through until June, 1972. The report presents factual and numerical data wherever possible. Where data is lacking, or is unobtainable, this is noted. The report should enable an objective review of the Division's activities by the Academic Planning Committee. It should, hopefully, provide data on which to base development of new University policies, or revision of existing policies.

## II. REVIEW OF PROGRAMS OFFERED BY THE DIVISION

The Division of Continuing Education at Simon Fraser University has attempted to operate within the context of certain defined criteria. These have been:

- (1) The Division will concentrate on the offering of "credit" programs, particularly at the upper division undergraduate level, to increase opportunities for degree completion for adult students.
- (2) The Division will attempt to complement educational opportunities now available through other institutions.
- (3) The Division will attempt to procure information on needed areas of program development, and will conduct surveys and pilot projects to assess these.
- (4) The Division will attempt to make the educational resources of the University more available to the total provincial community.

To-date, the Division has offered the following programs:

1. July-August, 1971. Summer Session.

(Brochure: appendix 1 , Course list and faculty: appendix 2 .)

2. Fall Semester, 1971.

During this semester the Division offered no large programs, preparing instead for evening course offerings in Spring 1972. This lag-time was specifically requested by a majority of University departments.

11. 2. continued/...

The Division did sponsor an evening M.A. program in conjunction with the History Department, and also offered a Reading & Study program aimed at the business and professional community. (See Section VIII) In addition, one credit course was offered in Vernon, B.C.

3. Spring Semester, 1972. Evening Program.

(See Brochure, appendix 3) ( See Course and Faculty list: Appendix 4 .)

In addition the Division offered one credit course in Vernon, B.C. and repeated the Reading & Study Program. (Section VIII)

4. Summer, 1972. The Summer Session.

The Summer Session for 1972 has now been enrolled and applications are closed.

(See Brochure : appendix 5 . See Course and Faculty List, appendix 6 )

5. Fall Semester, 1972. Evening Program.

The Division has developed and advertised its evening program for Fall, 1972. (See Brochure, appendix 7 , and Course and Faculty List, appendix 8 ). No enrolment statistics are yet available, but cost projections are included in this report. In addition, the Division is offering a credit course in Vernon, B.C.

Other programs and activities of the Division are reviewed in Section VIII of this report.

Each of these major credit programs will now be discussed in turn.

III. SUMMER SESSION, 1971.

(A) General Comments:

The Summer Session of 1971 was given first priority by the Division, because of the pressing need to service the requirements of former graduates of the Professional Development Program at Simon Fraser University. Since the inception of that program, a large number (in excess of 1,000) students had graduated lacking completed Bachelor's degrees. These students had been unable to return to Simon Fraser University because the Summer Semester did not articulate with the school "year". The Summer session program in 1971 was developed primarily with the needs of this group in mind. Because Faculty of Education data indicated that the majority of these students were seeking to complete the B.A. degree, or at least a B.Ed. with an academic emphasis in the Arts, the majority of course offerings were in the Faculties of Arts and Education, although several Science courses were also offered. Table I. is a list of courses offered, by Department and Faculty.

TABLE 1.

SUMMER SESSION COURSE, 1971: SUMMARY BY DEPARTMENT  
& FACULTY.

Faculty of Education:

Professional Development Centre:	7 courses
Educational Foundations Centre:	
Behavioural Sciences Foundation:	2 courses
Social & Philosophical Fnds:	1 course**

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Faculty Total: 10 courses.

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Kinesiology: 1 course\*\*

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Faculty of Arts:

English:	4 courses
Geography:	2 courses
History:	1 course
Modern Languages:	1 course

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Faculty Total: 8 courses.

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Faculty of Science:

Biology:	3 courses
Chemistry:	1 course**
Physics:	1 course**
Mathematics:	1 course**

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Faculty Total: 6 courses

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University Total: 25 courses

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Departments not offering courses in Summer Session  
1971:

P. S. A.  
Psychology  
Economics & Commerce  
Philosophy  
Communication Studies.

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\*\* : Course subsequently cancelled because of low enrolment.

As can be seen from Table 1, the number of courses offered was not large, especially when compared to the number of courses in the total University calendar. In the Summer of 1971, however, departments had only 45 days in which to identify course offerings, in order that appropriate advertising material could be sent to schools and to former students with sufficient lead time to allow application. All of the courses were upper division, with the exception of Mathematics 190: Mathematics for Teachers, which was subsequently cancelled.

(B) Students in Summer Session 1971

The Summer Session program in 1971 attracted 150 students, who generated 317 course enrolments. Table 2 shows the distribution of these students into courses.

TABLE 2.

SUMMER SESSION COURSE ENROLMENTS: SUMMER SESSION 1971.

Faculty of Education:

PDC 461 (Section A) .....	30
PDC 471 (Section A) .....	20
PDC 461 (Section B)* .....	25
PDC 471 (Section B)* .....	25
PDC 481 (Section A) .....	53
PDC 481 (Section B) .....	18
PDC 481 (Section C) .....	8

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Total PDC: 179

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BSF 425 .....	13
BSF 426 .....	9

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Total Faculty of Education ..... 201

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Faculty of Arts:

English 407 .....	13
English 457 .....	12
English 409 .....	20
English 459 .....	20
Geography 344 .....	7
Geography 462 .....	6
History 408 .....	9
Linguistics 426 .....	7

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Total Faculty of Arts ..... 89

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Faculty of Science:

Bi.Sc. 424 .....	17
Bi.Sc. 409 .....	5

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Total Faculty of Science ..... 22

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Total Course Enrolments: ..... 317

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\* Offered in Kamloops, B. C.

Certain additional information is available about this group of students. Specifically, their distribution by Faculty was:

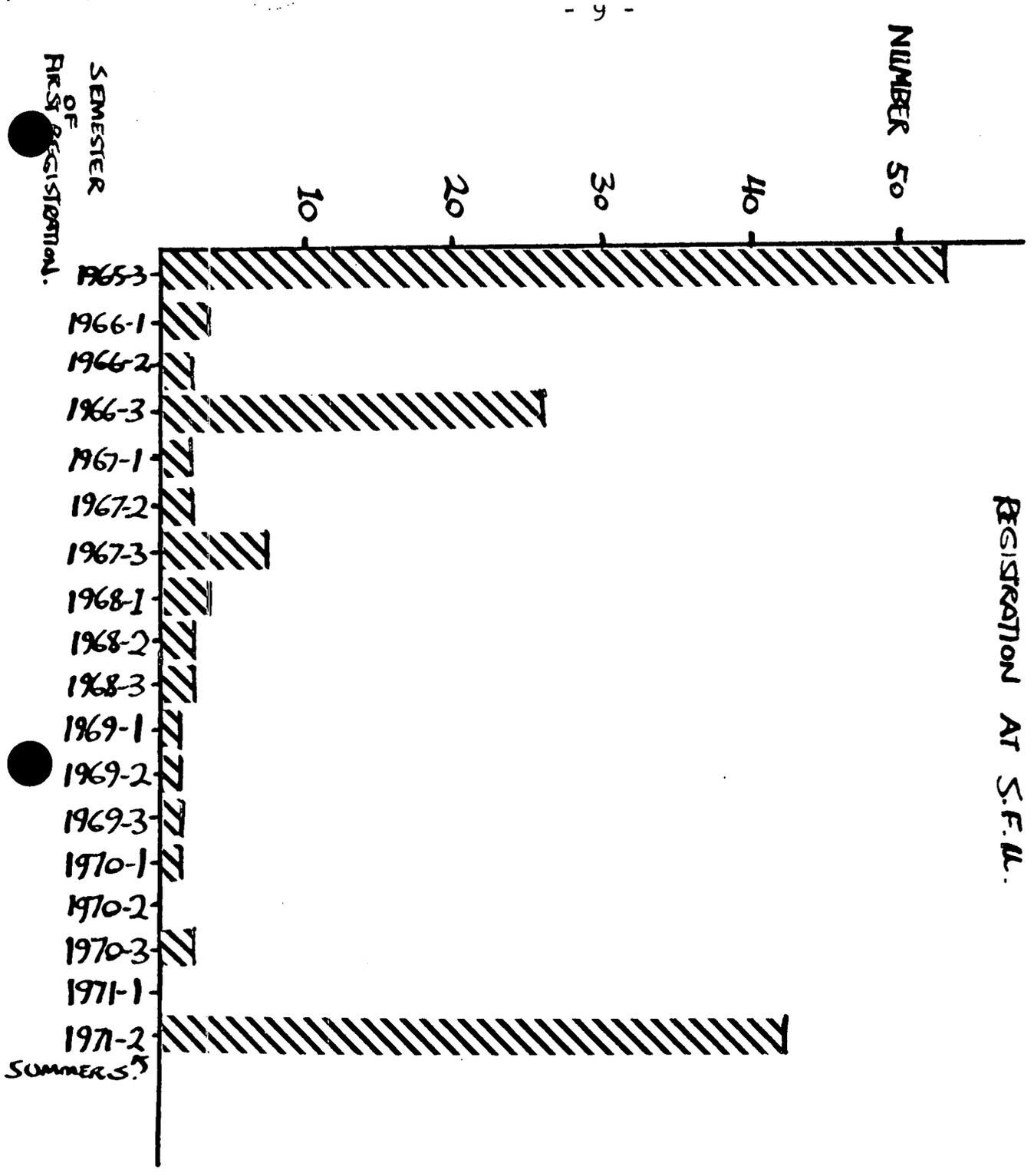
Education	-	110
Arts	-	30
Science	-	10

In terms of academic goal, 57 listed the B.Ed., 7 listed the B.Sc., and 69 listed the B.A. as their goal. The remainder had no declared academic goal. The sex distribution showed a predominance of women, with 107 females vs. 43 men.

From the standpoint of the group which Summer Session was intended to serve, Graph 1 is most interesting. This graph shows the distribution of Summer Session students by semester in which they first registered at Simon Fraser. The two largest categories are clearly apparent: Semester 65-3 and Summer Session 71-2. There was also a large group from Semester 66-3. Clearly, Summer session 1971 appealed to two student groups: students who had been among the earliest to register at Simon Fraser University (and who had likely been away for several semesters). The second group was those totally new to Simon Fraser University. This data suggests that Summer Session in 1971 accomplished two objectives:

- (a) It provided a Continuing Education opportunity for former students who had been away from Simon Fraser University for some time,
- and,
- (b) It attracted new students to the University.

GRAPH 1. DISTRIBUTION OF SUMMER SESSION STUDENTS  
 IN 1971 BY YEAR + SEMESTER OF FIRST  
 REGISTRATION AT S.F.U.



It should be noted that in the Summer Session of 1971, regular Summer Semester students were not allowed to register for Summer Session courses. Thus, the Summer Session student group was totally discrete from Summer Semester students (with one known exception, Gordon C. Detta #70300-1815).

Table 3 shows the distribution of Summer Session students in 1971, by levels. It should be noted that the major classes in this distribution are those at level 7 and up. This once again indicates that Summer Session served students at that advanced stage of their education. This would be expected, given the fact that Summer Session was designed to serve this group, and that course offerings were almost exclusively in the upper divisions.

TABLE 3.

DISTRIBUTION OF 1971 SUMMER SESSION STUDENTS BY LEVEL.	
Level	Number Registered
1	17
2	3
3	3
4	3
5	2
6	1
7	39
8	39
9/9+	42

152\*

\*Two students shown in this group, subsequently dropped, reducing the total to 150. They were included in these statistics, however.

In establishing Summer Session in 1971, we paid cognizance to the intent expressed in Senate minutes, that students not take more than 9 semester hours of work in Summer Session. We adjusted this figure to 10 semester hours, in order to allow combinations of two 5 semester hour courses required of some students. Students were permitted to exceed 10 hours only with special permission, either from the Dean of the Faculty, or myself as Director of Continuing Education. The distribution of students, in terms of load taken, is shown in Table 4 .

TABLE 4.  
DISTRIBUTION OF LOAD UNDERTAKEN BY SUMMER SESSION  
STUDENTS IN 1971, BY SEMESTER HOURS.

# of hours taken (Total)	Number in Category.
3	13
4	31
5	12
6	2
7	2
8	55
9	18
10	12
10+	5

$$\frac{N}{X} = \frac{150}{6.87 \text{ hrs.}}$$

It should be noted that the modal class in this distribution is 8 semester hours. This should be expected, as combinations of two education courses (4+4) would give this value. This is also repeated in the size of the 4 semester hour class, which is the second largest category in the distribution. In short, combinations of 1 or 2 4-semester hour courses were most popular.

(C) Financial Considerations: Summer Session 1971.

Table 5 shows the tuition fee revenues produced by Summer Session in 1971, as well as the revenues produced by student activity fees, and field work fees. Fees were assessed to Summer Session students on the basis of the normal S.F.U. tuition fee schedule, or \$15/semester hour for students taking less than 12 hours. Student activity fees were modified with Board approval from \$11/semester to \$5.50 for Summer Session students, reflecting their shorter time in attendance.

The stipends paid to faculty appointed to Summer Session were based on a non-rank-weighted scale of \$175/actual contact hour per week, to a maximum of \$2,450 in cases of instructors teaching more than 10 hours per week. (An instructor teaching a 5-semester hour Summer Session course would normally have 10 contact hours per week during Summer Session.) Stipends were based on recommendations made by Departmental Chairmen, and were approved by the Director of Continuing Education, Academic Vice-President, and Board of Governors.

TABLE 5

FINANCIAL STATEMENT, SUMMER SESSION 1971

COURSE	ENROLMENT	FEE REVENUE*	STIPEND PAID
English 407	13	\$585)	\$2450
English 457	12	\$360)	
English 409	20	\$900)	\$2450
English 459	20	\$600)	
Geography 344	7	\$315	\$1050
Geography 462	6	\$450	NONE
History 408	9	\$675	\$1750
Linguistics 426	7	\$525	\$1750
Bi.Sc. 424	17	\$765	\$1600**
Bi.Sc. 409	5	\$226	\$1750
BSF 425	13	\$975	\$1750
BSF 426	9	\$675	\$1750
PDC 461	25	\$1500)	\$2800**
PDC 471	25	\$1500)	
PDC 461	30	\$1800	\$1400
PDC 471	20	\$1200	\$1400
PDC 481	53	\$3180	\$1400
PDC 481	18	\$1080	\$1400
PDC 481	8	\$480	\$1400
<b>TOTALS</b>	<b>317</b>	<b>\$17,790.00</b>	<b>\$26,100.00</b>

(\*based on \$15/semester hour) (\*\*teaching team totals)

CONT/D.....

TABLE , 5 continued/.....

Student Activity Fees: \$616.00	Advertising: Brochure: \$2510.16 Newspaper: \$ 716.26 Postage: \$ 334.00 <hr/> \$3560.42
Field Activity Fees: \$1310.00	Miscellaneous: \$800.00
Total Revenue: \$19,716.00	Total Expenses: \$40,460.42
Net Costs: \$10,744.32	Cost/Student = \$71.63***

\*\*\*: Not including office expenses and administrative expenses in the Division of Continuing Education. (i.e. Permanent staff and overhead)

It should be noted that Table 5 does not take consideration of revenue possibly gained by the University on the basis of full-time equivalent revenues. It deals only with actual fees paid vs. costs. Costs are based only on costs directly and solely associated with Summer Session, but do not include portions of the "normal" operating expenses of the Division of Continuing Education. On this basis, Summer Session costs were \$10,744.32 or \$71.63/student enrolled.

Summer Session costs in 1971, that is \$30,460.42 were assessed against the budget of the Division of Continuing Education. On the other hand, the revenues gained (\$19,716.00) were sent into University General Revenues. The budget modifications in operation during 1972 should provide a better indication of both revenues and costs, in as much as revenues will accrue to the Division's program budget.

(D) Summary

The Summer Session of 1971 attracted 150 students to the University. It can be assumed that many of them would not otherwise have been able to attend. The Session provided services mainly to students completing upper division work. Major student categories were found both in new students, and in S.F.U. students whose first registration was 1965 or 1966. The Session cost the University \$71.63/student enrolled.

IV. FALL SEMESTER, 1971

In the Fall semester of 1971, the Division of Continuing Education did not operate an evening program on campus. It did administer the offering of a credit course (Biological Sciences 409-3) in Vernon, and the operation of an evening course in History, in conjunction with the development of an evening M.A. program in History. These courses are discussed in more detail elsewhere in this report (Section VIII ). In accordance with our policy of giving first priority to the development of credit programs, the Division did not attempt to develop a non-credit program similar to those at U.B.C. or University of Victoria. The Division did advertise and provide some administrative support for the Reading & Study Centre's program "Reading For Business & The Professions" in the Fall of 1971. Details of this program are also provided in Section VIII of this report.

V. EVENING PROGRAM, SPRING 1972

(A) General Comments

In Semester 1972-1, the Division of Continuing Education offered a program of evening courses, on the S.F.U. campus. Courses were offered in the Faculties of Arts, Science and Education. The brochure advertising this program was distributed in Semester 1971-3 (See appendix 3 ).

By the Fall of 1971, the Division had established a mailing list of more than 3000 addresses, linked to a computerized labelling system. The Division was assisted in this by the Methods Study Department of the Ancillary Services Unit, and by the Computing Centre. The establishment of a comprehensive mailing list and of a suitable mailing system was a major problem facing the Division during the Summer Session of 1971. Basically, the campus possessed a bewildering variety of mailing lists, of various degrees of sophistication, and in various states of revision in terms of how up-dated the addresses were. The systems included separate lists in the Faculty of Education, Arts Centre, Economics and Commerce Department, Registrar's Office, and Alumni Association. Systems ranged from hand-labelling, to addressograph, (manual and machine) to computerized label print-out. While we tried to avoid developing yet another list, and attempted to use one or several of the existing lists, this proved to be impossible. Accordingly, we have devised a computerized system which is:

- (a) Up-to-date
- (b) Flexible (it includes 9 major categories, i.e. schools, business, phone-in enquiries, general, etc.)
- (c) Fast

While we can generate a set of address labels with ease, we still have no really good on-campus envelope stuffing and labelling facility. This omission is costly, because it necessitates hiring from one to three part-time employees for each major mailing, and also slows down the mailing process. I discuss the mailing problem here because it is illustrative of the type of simple, mechanical and logistic problem which must be solved in establishing a new Division of Continuing Education.

A list of course offerings and faculty for the evening program during semester 1972-1 is attached as appendix 4. Thirty-one courses were offered on campus, while two courses were offered off-campus in Vancouver, and a further course was offered in Vernon. Of the thirty-one on-campus courses, three were graduate courses. These statistics do not include evening graduate courses in the M.B.A. program or in Educational Administration.

(B) Enrolment and the Student Population.

The evening program attracted 288 students. Of these, 120 students registered only for evening classes (41.5%). The program was open both to "daytime" SFU students as well as to students registering strictly for evening courses. Table 6 and Graph 2 show the distribution of students registering for evening classes, by year and semester of first registration at S.F.U. Note that this distribution is entirely different from that for Summer 1971. It contains a series of "peaks" corresponding to Fall semesters of each year since 1965. This distribution is likely more representative of the fact that most students first register in the Fall semester of any given year. The exception to this is semester 72-1, in which 48 evening students also first registered at S.F.U. Of these 48 students, 36 were registered only for evening courses (75%). These 36 students represented 12.5% of the total evening enrolment. This is a measure of the ability of the evening program to attract students who have had absolutely no previous contact with S.F.U. as registered students.

TABLE 6

DISTRIBUTION OF EVENING STUDENTS BY YEAR AND SEMESTER  
OF FIRST REGISTRATION AT S.F.U.

Year & Semester	Number in Category
1965-3	27
66-1	4
66-2	1
66-3	30
67-1	6
67-2	1
67-3	24
68-1	5
68-2	0
68-3	33
69-1	12
69-2	5
69-3	29
70-1	8
70-2	4
70-3	24
71-1	7
71-2	5
71-3	16
72-1	48

GRAPH 2  
 DISTRIBUTION OF STUDENTS REGISTER FOR  
 EVENING CLASSES IN SEMESTER 1972-1, BY  
 YEAR AND SEMESTER FIRST REGISTERED AT  
 SIMON FRASER UNIVERSITY.

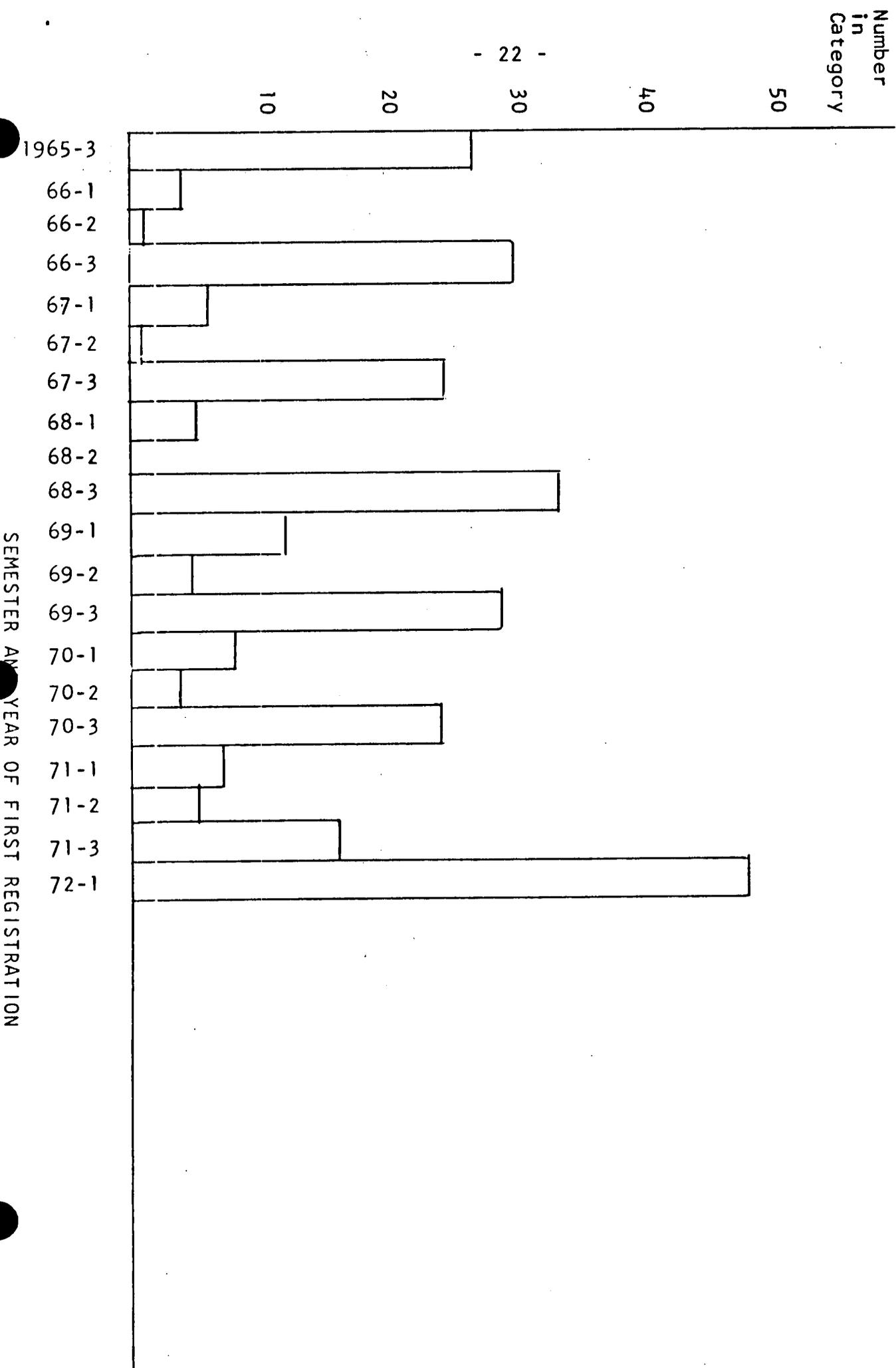


Table 7 shows the breakdown of evening students by faculty:

TABLE 7.

DISTRIBUTION OF EVENING STUDENTS BY FACULTY.

Faculty of Arts	167
Faculty of Education	72
Faculty of Science	18
Faculty of General Studies	3
Kinesiology	1
Unspecified	27
<b>TOTAL:</b>	<b>288</b>

TABLE 8

LOAD DISTRIBUTION IN TERMS OF SEMESTER HOURS  
OF EVENING CLASSES: EVENING PROGRAM 72-1

No. of hrs. of evening classes	No. of students undertaking load.
3 and less	53
4	55
5	149
6	1
7	0
8	9
9	4
10 and over	6
Auditors	10
	N = 288

Table 7 demonstrates our need to develop appropriate evening programs in Science and General Studies. To-date, we have not sufficiently publicized our General Studies program as having significant advantages to part-time students (because of its inherent flexibility). We must do more to emphasize this fact. Twenty-three evening students were registered with the status of "special student." At present our regulations prohibit students in this category from applying their work toward a degree, and they also prohibit a student with one undergraduate degree from attempting a second. These clauses will need a thorough review, if we find that a significant number of evening students fall into "special student" categories.

The load undertaken by evening students in terms of the number of semester hours undertaken in evening classes, is shown in Table 8. This table shows that the majority of evening students (51.7%) took a total of 5 semester hours in the evening. Lesser, but significant numbers undertook either a total of 3 semester hours (18.4%) or 4 semester hours (19.1%). Only 20 students took more than 5 semester hours. Although the University has no statutory limits on the load which may be undertaken by evening students, our literature advised students not to undertake more than 5 semester hours of evening work. The distribution of data in Table 8 suggests that most students are taking appropriate loads in the evening.

Data obtained from evening student address lists shows (Table 9) clearly the areas in the greater Vancouver region from which most students come. The largest number, (20.1%) came from North Burnaby, the area immediately surrounding S.F.U. The next largest group came from South Burnaby, and the Municipality of Burnaby contributed a total of 102 evening students (35.4%). The City of Vancouver proper, contributed another 54 students (18.8%). Significantly, Coquitlam, a Municipality immediately bordering S.F.U. contributed only 27 students (9.4%). This may be due to poorer road connections between Coquitlam and the campus. The connection of the Como Lake Road extension with the campus ring road might change this statistic.

TABLE 9

DISTRIBUTION OF EVENING STUDENTS BY ADDRESS OF RESIDENCE

Area (Postal Zone)	Number of students from that area
Burnaby 1	35
Burnaby 2	58
Burnaby 3	9
Vancouver (unspecified)	22
Vancouver 3	1
Vancouver 5	4
Vancouver 6	3
Vancouver 8	2
Vancouver 9	6
Vancouver 10	4
Vancouver 12	9
Vancouver 15	5
New Westminister	13
Delta	8
Surrey/Whalley	21
Langley	4
Haney/Maple Ridge	5
Coquitlam	27
Port Moody	8
North Vancouver	16
West Vancouver	10
Richmond	2
Mission	1

As a follow up to the evening program in 1972-1, we surveyed evening students using a mailed questionnaire. 47 students (16.3%) responded to this questionnaire. While this is not as large a percentage response as we might wish, it does provide some data. For instance, Question (E) asked, "Why did you choose evening classes?" To that question, 62% responded, "completing an S.F.U. degree." 51% indicated that they were undertaking evening studies for "self-interest." We also asked the students what type of evening courses they would like in future programs. While their responses were too diverse to summarize easily, the two largest categories (most frequently mentioned) were "Psychology" and "More lower level courses." This latter comment amplifies feedback to the Division from both the S.F.U. Student Society, and from telephone enquiries. 43% of the questionnaire respondents thought that we should offer credit courses off campus. 83% thought that we should offer credit courses during a Summer Semester evening program. This latter piece of information also reflected data from both the Student Society, and from telephone enquiries. Yet, it completely surprised us. We expected that an evening program in the Summer would not be attractive, because of holiday interruptions and general interference with summer recreation. We should perhaps consider a trial evening intersession program in May and June to test this assumption, (in fact 62% of the respondents expressed favour with an evening intersession program.) The questionnaire, and a summary of student responses is attached to this report as appendix 9.

In summary, the evening program attracted a significant number of students, including both students taking only evening classes and those mixing a day and evening program. The evening program also attracted 36 new students to S.F.U. In addition, it served a number of former S.F.U. students seeking degree completion. Considering the limited nature of course offerings and the fact that this was the first offering of such a program, these numbers are quite respectable.

(C) Financial Information: Evening Program 1972-1.

Table 10 presents a review of income and expenditures for the evening program. The highest component on the cost side of the ledger is clearly faculty overload stipends.

TABLE 10

EVENING PROGRAM 1972-1

INCOME & EXPENDITURES.

EXPENDITURES:

Stipend Costs (total).....	\$33,525.00
Advertising.....	\$ 1,351.62
Audio Visual.....	\$ 2,853.31
Printing.....	\$ 825.62
Postage.....	\$ 364.28
	<u>TOTAL: \$38,919.83</u>

INCOME:

Tuition Fees (based on \$15.00/semester hour of evening classwork).....	\$19,470.00
Student Activity Fees.....	\$ 2,464.00
	<u>TOTAL REVENUE: \$21,934.00</u>

Costs-Income = \$38,919.83 - \$21,934.00 = \$16,985.83

Costs/student: \$58.98/student.

In almost every case, instructors teaching evening courses were paid "overload" stipends. The stipend scale was identical to that paid in Summer Session (i.e. \$175/actual contact hour per week), with the exception that the maximum stipend was adjusted to \$1925.00. Newspaper advertising costs are also quite significant, and yet they appear to be unavoidable if we want to attract a sizeable enrolment. We have attempted to determine how people heard about our evening program, by asking callers that question. It appears that newspaper and radio announcements do have an affect, based on this rather informal survey of persons making enquiries.

The costs per student of the Spring evening program were calculated at \$58.98 per student.

VI. SUMMER SESSION 1972

(A) General Comments

The Summer Session in 1972 had a number of components which made it distinctive in character from the Summer Session of 1971. Principal among these was the fact that in the Summer of 1972, regular S.F.U. Summer Semester students in the Faculty of Education could elect Summer Session courses as part of their overall Summer program. This was done by introducing a May-June Intersession within the Faculty of Education, with the result that some Education courses ran for the regular 4 month (May-August) Summer Semester, while others ran for the Intersession (May-June) and others ran for the Summer Session (July-August).

This applied only to Faculty of Education courses. The results of this shift were several:

- (1) New Summer Semester and Summer Session registration patterns and processes were necessitated, and were developed;
- (2) Summer Session courses which might not attract sufficient enrolments from strictly off-campus students, became viable because of some influx of Summer Semester/Session mixed program students.
- (3) Some Summer Session courses experienced very heavy demand, necessitating additional sections and instructors' stipends.

As can be seen in Table 11, the Summer program in 1972 represented an increase of slightly less than 100% above the 1971 Summer Session program, in terms of numbers of course offerings. Particularly significant in this overall increase were the increased numbers of courses offered in English, Education, PSA, History and Archaeology.

A comparison of Summer Session programs in 1971 and in 1972 is shown in Table 11:

TABLE 11  
A COMPARISON OF COURSE OFFERINGS, BY FACULTY AND DEPARTMENT, BETWEEN SUMMER SESSION 1971 AND 1972.

Faculty	1971	1972
Faculty of Arts: English	English 407/457 English 409/459  (4 courses)	English 404/454 English 406/456 English 458/461 English 412/462 (8 courses)
Geography	Geog. 344 Geog. 462 (2 courses)	Geog. 322 Geog. 468 (2 courses)
History	Hist. 408  (1 course)	Hist. 403 Hist. 428 Hist. 423 (3 courses)
P.S.A.	Nil	PSA 351 PSA 401 (2 courses)
D.M.L.	Ling. 426 (1 course)	Span. 102 (1 course)
Archaeology	Nil	Arch. 273-3 Arch. 385-3 (2 courses)
Faculty of Education:	PDC 461 (2 sections) PDC 471 (" " ) PDC 481 (4 sections)	PDC 461 (1 section) PDC 471 (3 " ) PDC 481 (5 " ) PDC 491 (4 " ) PDC 492 (4 " ) PDC 493 (1 " )

cont/d...

TABLE 11 (continued/....)

Faculty	1971	1972
Faculty of Science: Biology	Bio.409 Bio. 424  (2 courses)	Bio. 409 Bio. 424 Bio. 326 Bio. 303 (4 courses)
Chemistry	Chem. 601	Nil
Physics	Physics 331	Nil
Mathematics	Math 190  (1 course)	Math 106 Math 492 Math 495 (3 courses)
Behavioural Sciences Foundations	BSF 425 BSF 426 (2 courses)	BSF 425 BSF 426 (2 courses)
Social & Philosophical Foundations	SPF 434	Nil
TOTALS:	24 courses	45 courses

The brochure advertising the Summer Session Program in 1972 is attached to this Report as Appendix 5.

(B) Enrolments and Student Data

As has already been noted, the Summer Session in 1972 was open to students taking regular Summer Session courses. This fact was immediately evident in the enrolment statistics for Summer Session. 685 students enrolled in Summer Session courses, taking a total of 3,995 semester hours of course work. Of these, 255 were taking courses only in the Summer Session. This latter category are those on which the best comparisons to Summer Session 1971 are based. It is worthwhile noting that the enrolment of Summer Session only students in 1972 represents a significant increase over 1971 figures (150 vs. 255, an increase of 58.8%). This figure is particularly significant when it is noted that in the same period Summer Session enrolments at U.B.C. declined by approximately 900 students.

Table 12 lists the distribution of students (Summer Session only), by semester of first registration at Simon Fraser University. This list reflects that for 1971. Again, the number of new, first-time registrants is significant. Seventy-eight students first registered at S.F.U. for Summer Session in 1972. This was 30.6% of the Summer Session only enrolment (compared to 35.3% in 1971). Of all students taking Summer Session courses, Table 13 shows that the majority (71.0%) were in the Faculty of Education, while students in Arts accounted for 22.9% and in Science for 5.5%. These figures reflect the intent of the Summer Session program, i.e. Teacher Continuing Education and the preponderance of Education course offerings.

In the Summer Session of 1972 the same load restrictions in operation in 1971 were applied. The semester hour load data for Summer-Session-only students is summarized in Table 14. Once again, the modal classes are four and eight semester hours, reflecting the frequency of students enrolling in Education courses carrying 4 semester hour credit valuations.

TABLE 12.

DISTRIBUTION OF SUMMER-SESSION-ONLY PROGRAM  
STUDENTS IN 1972 BY SEMESTER OF FIRST  
REGISTRATION AT SIMON FRASER UNIVERSITY.

Semester	Number
66-3	39
66-1	6
66-2	1
66-3	27
67-1	4
67-2	2
67-3	24
68-1	7
68-2	4
68-3	17
69-1	6
69-2	3
69-3	7
70-1	4
70-2	0
70-3	6
71-1	0
71-2	12
71-3	0
72-1	4
72-2	78
	<hr/>
	251
	<hr/>

TABLE 13.

DISTRIBUTION OF SUMMER SESSION STUDENTS  
IN 1972 BY FACULTY.

Arts	-	157
Science	-	30
Education	-	487
Not listed	-	11

TABLE 14.

DISTRIBUTION OF SUMMER-SESSION-ONLY PROGRAM  
STUDENTS IN 1972 BY LOAD TAKEN IN SEMESTER HOURS.

Load (Sem.Hrs.)	Number taking this load
3	18
4	78
5	22
6	7
7	13
8	81
9	18
10	17
10+	1
Total	255

(C) Summer Session Costs & Revenues

The Summer Session costs and revenues are summarized in Table 15. In this presentation only actual tuition fee revenues have been shown, not possible revenues accrued by full-time equivalent grants from the provincial Financial Advisory Board. The revenue figures contain certain elements of error, which are difficult to identify precisely at this time. While fairly small in relation to the total, these error sources should be noted.

First, revenues have been calculated by assessing tuition fees paid as \$15.00/semester hour. This is an accurate figure for students taking less than 12 semester hours as a total load. Students taking more than this load pay slightly less, on a per semester hour basis. However, the difference is quite small. The second source of error results from the fact that tuition fee revenues actually only apply to defray Continuing Education program costs in cases where Continuing Education pays the stipend of Faculty teaching the course, or has other costs. In some cases (albeit quite rare), Summer Session courses are being taught by Faculty as normal teaching loads. In other cases, one person teaching a course is doing so on a "regular assignment" basis, while a second or third instructor is teaching on an "overload" basis.

The "costs" column shows only overload or special stipends required, but the revenue column shows all revenues to all courses. At the time of writing of this report, a final budget statement for Summer Session has not been received from the Bursar's Office, hence precise figures cannot be provided on the revenue side of Table 15. The figures shown should, however, present a fairly accurate representation of actual revenues. On this basis, the cost per student for Summer Session only students was \$24.07/student. This latter figure represents a significant reduction over 1971 and can be attributed to the fact that Summer Session only enrolments increased in 1972, and that Summer Semester students could enrol in Summer Session courses.

TABLE 15

SUMMARY OF REVENUE AND EXPENDITURES:

SUMMER SESSION 1972

Revenues	Expenditures
Tuition fees (@ \$15/sem.hr.) - \$60,015.00	Stipends: Lecturers \$50,075.00 : T.A.'s \$ 2,445.00 : Other \$ 7,616.78
Student Activity Fees (Summer Session only) - \$ 1,402.50	Travel, rentals, etc. \$ 816.43
Field Activity Fees & Special Charges. - \$ 2,205.00	Special Program Costs \$ 8,807.00
TOTAL <u>\$63,622.50</u>	TOTAL <u>\$69,760.21</u>
Expenditures - Revenues = <u>\$6,137.71</u>	

(VII) EVENING PROGRAM: FALL 1972

The evening program in 1972-3 has been advertised in the Summer of 1972. Table 16 lists the course offerings for the program, and compares these to those of Semester 1972-1. It should be noted that this Table does not include the M.B.A. program, or evening graduate offerings in the Faculty of Education. Even so, there is no great growth in course offerings between semesters 1972-1 and 1972-3. The most notable area of expansion is in the field of Economics & Commerce. Of all the departments in the University, Economics & Commerce has made the greatest and most regular commitment to Continuing Education in terms of evening programs. In Semester 1972-3 the courses offered by this department will provide not only a degree credit opportunity to students, but will also satisfy the certificate requirements of the Institute of Canadian Bankers. It is anticipated, based on I.C.B. projections, that between 200-300 new students will enroll at Simon Fraser University to take advantage of this opportunity.

At the time of writing this report, enrolment statistics for evening courses were not available. It is possible to project the costs of the evening program, based on known advertising and administrative costs to date, plus overload stipends applied for. On this basis, costs for the evening semester program in semester 1972-3 will be \$33,523.00.

TABLE 16

COURSE OFFERINGS, EVENING 1972 SPRING & FALL.

Spring 1972-1	Fall 1972-3
<p>Faculty of Arts:</p> <p><u>English</u></p> <p>English 415-3                      English 465-2                      English 416-3                      English 466-2</p>	<p>Faculty of Arts:</p> <p><u>English</u></p> <p>English 406-3                      English 456-2</p>
<p><u>Economics &amp; Commerce</u></p> <p>Economics 301-5                      Economics 331-5                      Commerce 387-3                      Commerce 488-3                      Economics 830-5*                      Economics 865-5*</p>	<p><u>Economics &amp; Commerce</u></p> <p>Economics 200-3                      Economics 355-5                      Economics 304-3                      Commerce 103-3                      Commerce 203-3                      Commerce 223-5                      Commerce 371-3                      Commerce 393-3                      Commerce 478-3</p>
<p><u>Geography</u></p> <p>Geography 344-3                      Geography 441-5                      Geography 462-5</p>	<p><u>Geography</u></p> <p>Geography 325-3                      Geography 469-5</p>
<p><u>History</u></p> <p>History 432-5                      History 842-5*</p>	<p><u>History</u></p> <p>History 458-5                      History 424-5                      History 483-5</p>

Cont/d.....

TABLE 16 (cont/d....)

Spring 1972-1	Fall 1972-3
<u>Political Science, Sociology &amp; Anthropology</u> PSA 311-5 PSA 401-5 PSA 351-5	PSA 352-5 PSA 373-5 PSA 465-5
<u>Psychology</u> Nil	<u>Psychology</u> Psych.460-5 Psych 450-5
<u>Philosophy</u> Nil	<u>Philosophy</u> Philosophy 300-3
Faculty of Science: <u>Biology</u> Biology 102-4	<u>Biology</u> Nil
<u>Chemistry</u> Nil	<u>Chemistry</u> Chemistry 002-2
<u>Mathematics</u> Math 496-4 Math 495-4	<u>Mathematics</u> Mathematics 302-3
<u>Physics</u> Nil	<u>Physics</u> Physics 197-3

cont/d....

TABLE 16 (cont/d...)

Spring 1972-1	Fall 1972-3
<p>Faculty of Education:</p> <p>PDC 461-4                      PDC 471-4 (2 groups)                      PDC 481-4 (3 groups)</p>	<p>Faculty of Education:</p> <p>PDC 461-4                      PDC 471-4 (3 groups)                      PDC 481-4</p>
<p>General Studies:</p> <p>BSF 425-5                      BSF 426-5</p>	<p>General Studies:</p> <p>BSF 425-5                      Gen.Studies 100-3</p>
<p><u>Off Campus:</u></p> <p>PDC 461-4 ) Hastings Elem.                      Math.190 ) School, Vancouver.                        PDC 481-4 (Vernon)</p>	<p><u>Off Campus:</u></p> <p>PDC 481-4 (Vernon)</p>
<p>TOTAL: 32</p>	<p>TOTAL: 33</p>

\* Graduate courses

VIII OTHER PROGRAMS:

(A) Reading & Study

Reading and Study at S.F.U. is under the administrative jurisdiction of the Vice-President, Development. The center at S.F.U. provides regular programs to all S.F.U. students. The Reading & Study Center would like to be seen as a total Community Service Operation. The Division of Continuing Education views the Reading & Study Service as an important adjunct to its own operations. In the Fall of 1971 and Spring of 1972 the Division advertised programs offered by the Reading & Study Center in "Effective Reading For Business and The Professions." This course is regularly taken by M.B.A. and pre-M.B.A. students at S.F.U., but, it is also sought by the General Business Community. In general, these programs have attracted between 30 to 50 students, for each 6 week session. In Semester 1972-1, for example the Reading & Study program enrolled 34 students, at a fee of \$55.00/student (including text).

In the future, the Division of Continuing Education has suggested that it work with the Reading & Study Center to identify community needs in Reading & Study skills, and in "English as a Second Language" programs. Where such needs are encountered, Continuing Education will refer these to Reading & Study, and otherwise assist in Program Development and Advertising. It is not felt that at this time Reading & Study should be transferred to the direct administrative jurisdiction of Continuing Education, although this relationship is common in other Canadian Universities.

A note should be made at this point of requests from the Federal Government to the Division of Continuing Education to provide University services for their personnel training programs. In September of 1972 the Division has arranged for personnel from our Reading & Study Centre to operate a "Report Writing" workshop for the Federal Public Service Commission. If this is successful, for both parties, then we may expect further overtures from the Federal Government. The Federal Government is, of course, prepared to reimburse the University for these services. We cannot assess the possible future development in this field until we conduct

and review the pilot project in September. After that time we will have a better opportunity to consider our future involvement in this part of the Continuing Education field.

(B) Non-Credit Programs:

The Division of Continuing Education at S.F.U. in accordance with the guidelines stated at the outset of this report, has really made no entry into the Non-Credit Continuing Education field. Other Divisions of Continuing Education in B.C. and Canada generally offer extensive Non-Credit Programs. U.B.C., for example, derives a fair portion of its 30,000+ student enrolment in Continuing Education Courses, from the non-credit program. Basically, the non-credit field has several identifiable components. These are:

- (1) Diploma and Certificate Programs.  
(i.e. The Early-Childhood or Pre-School Education Programs)
- (2) Short Courses & Workshops Related To Business and Professional Groups.  
(i.e. Continuing Legal Education)
- (3) Avocational & General Interest Programs.  
(i.e. "Current Affairs" Courses, Evening Lecture Series, etc.)

Many institutions have had great success with these programs, and they allow the University to serve, and to make contact with people who might otherwise have no contact with Post-Secondary Institutions. However, in the absence of complete programs for Undergraduate Degree completion for Off-Campus and Evening Students, first priority should probably still be given to the development of credit carrying Continuing Education programs. It should be noted that this need not be an absolute, "All-Or-Nothing" dichotomy. Diploma and Certificate Programs are increasingly being developed with credit courses as components. This increases the "Portability" of the certificate. The development of appropriate certificate programs with credit components (i.e. Education Minors) should be given first priority in the development of Teacher Continuing Education Programs at S.F.U.

TABLE 17.

REVENUES & EXPENDITURES: "CHARIOTS OF THE GODS"

PILOT PROJECT - JUNE 1972

REVENUES:		EXPENDITURES:	
Admission Fees:	\$ 526.00	Film Rental:	\$1,158.00
	618.00	Salaries:	
	857.00		\$82.00
	<u>116.00</u>		\$24.24
Total	\$2,117.00		\$19.19
			<u>\$49.87</u>
			\$ 175.30
			<u>\$1,333.30</u>
		Advertising:	\$ 108.96
		AV Services:	\$ 8.00
		Misc.	\$ 43.29
		Total	<u>\$1,493.55</u>
Revenue - Expenditures: \$623.45			

The Division of Continuing Education at S.F.U. did conduct one pilot project in the "General Interest" field in the Spring of 1972. Following the wave of public interest in the C.B.C. Television presentation of the speculative film "Chariots of the Gods ", we arranged to co-sponsor, with the Vancouver Planetarium an evening film showing and panel discussion of the film. Unfortunately, we were able to locate panelists (pro & con) only for one evening, while we could rent the firm for three nights. On this basis, we proceeded with a panel discussion, which was video-recorded, on the last night only. Public response was overwhelming. The two largest lecture theatres on campus were completely filled on all evenings, and we had to arrange an extra showing to accommodate people who were turned away. Table 17 summarizes the costs vs revenue for this operation. It should be noted that the overall operation made a net profit.

A valid question may be raised as to the propriety of the University's involvement with the avocational or "General Interest" Continuing Educational field. The Chariots of the Gods was chosen as a pilot project in this field for several reasons:

- (1) There was a high degree of public interest in the film, but little exploration of the content of the film;
- (2) The costs of the project could be accurately forecast;
- (3) Both the Planetarium and the C.B.C. T.V. Network had been deluged with requests for further showings and/or information about the film.

It was regrettable that we could not staff the panel discussion on each of the three evenings that the film was shown, but we were able to video-tape the panel discussion and show it on the regular S.F.U. Cable 10 T.V. series. In addition, we have made the video-tape available to Cable T.V. outlets throughout B.C.

In the final analysis, S.F.U. will have to develop a policy which covers general areas of responsibility in the Non-Credit Field, and suitable support policies covering appointments, stipends, etc. This is discussed in Section XIII.

In July 1972, the Division of Continuing Education conducted a questionnaire survey of all faculty and staff at S.F.U. in an effort to identify their interest in non-credit course offerings, as well as potential "talent" among faculty and staff. A number of our faculty and staff have taught non-credit courses at U.B.C. If S.F.U. develops a limited non-credit program, it will help to know exactly what internal resources are available to support such a program.

In the final analysis, a decision in regard to non-credit programs cannot be made until the University decides:

- (a) Whether or not it will enter the non-credit field;
- (b) What type of non-credit programs it will offer.
- (c) Who will have responsibility for various types of non-credit activities.

(C) Evening Graduate Study.

At this time S.F.U. offers several degree programs at the Masters Degree level in the evening time period. These are:

- M.A. (History & Economics)
- M.B.A. (Economics & Commerce)
- M.A. (Education): Educational Administration  
Educational Practice.
- M.Sc. (Education): Chemical Education.

The Division of Continuing Education does not directly administer or financially support the majority of these programs. We do distribute informational brochures regarding them, and we regularly receive requests for information about these programs. The M.A. program in History is more directly supported by the Division, in that overload stipends have been paid to instructors in that program.

The need for ensuing Graduate Programs is probably greatest in Economics & Commerce and in Education. In both of these vocational fields, the Masters Degree carries both status and increased remuneration.

The elements of an evening Masters Degree Program which seems to most determine success in terms of attracting applicants are:

- (1) A clear program, with a definite entry and exit point, and definite steps.
- (2) A coherent or unifying theme, (School Administration for Practicing Administrators.)
- (3) A definite relationship to a vocational field.
- (4) A strong sense of group identity among the enrolled students, combined with close contact with their instructors.

It is likely that the University will be able to attract Graduate Students to evening graduate programs in these areas. For example, both Computing Science and Criminology lend themselves to the development of evening graduate programs. In addition, many Instructors in regional colleges would welcome development of a Graduate or Certificate Program which would strengthen their knowledge of educational theory and practice. At this time, student demand is high for both the M.B.A. and the M.A.(Ed.) Programs.

The role of the Division of Continuing Education in these Graduate offerings has to date been minimal. The Division does attempt to survey the public need for Graduate work, and to advise departments. In addition, we distribute information about these programs to prospective students. The role of the Division should probably be mainly one of advice and information distribution, with a secondary co-ordinating role in case of possible redundancy or needless competition. The development of appropriate new part-time Graduate Study opportunities should be given #2 position in the priorities for Cont. Education, immediately following a development of comprehensive Undergraduate Program.

(D) Off Campus Course Offerings

The Division of Continuing Education has attempted to assess the needs for off-campus Continuing Education, and the logistic and administrative complexities associated with such operations. To date, we have focused on programs designed mainly for teachers. Certain summary statements can be made about the general situation vis à vis opportunities for upper post-secondary education outside of the Lower Mainland and South Vancouver Island.

- (1) Both U.B.C. and U.Vic. offer off-campus undergraduate credit courses. These are almost exclusively Education courses, and they are offered in no particular sequence in any region.
- (2) The Interior Regional Colleges will be graduating increasing numbers of Mature Students on academic programs. These people will not be able to attend University in the Lower Mainland because of family and business commitments, and will not be able to complete a Degree Program in their present locations.
- (3) U.B.C. offers a limited number of correspondence courses in a limited number of departments, mainly Arts and Education.
- (4) E.T.V. on a credit course basis is non-existent in B.C.
- (5) The "Residence" requirements of U.B.C. prohibit interior students from obtaining degrees unless they spend one Academic year in residence. In addition, most U.B.C. faculties and programs prohibit or discourage part-time study.

Thus, the student in interior centers such as Kamloops, Vernon, Kelowna, Prince George, etc., finds himself virtually deprived of access to university resources in any meaningful way.

Since the establishment of the Division of Continuing Education at S.F.U. we have offered nine courses in the B. C. interior, 6 in Kamloops, and three in Vernon. The Kamloops courses have all been offered during the Summer Session period, 2 in 1971 and 4 in 1972. They have also all related to the emphasis program in Environmental Education within the Faculty of Education at S.F.U., and to

interest of School District #24 (Kamloops) in this field. The two programs attracted 86 students, from all over B.C. with one exception, all were teachers or student teachers. In 1972 enrolment in this program was limited, and applicants had to be turned away. Already, we have indications that the demand for this program will be very large in 1973.

In Vernon, during the Fall of 1971 and the Spring of 1972, we offered courses in response to specific requests from the School District in Vernon. Unlike Kamloops, the course offerings have not formed part of a program nor have they related to any special area of emphasis.

In the case of both course offerings in Vernon, students attempting to complete U.B.C. degree programs have been blocked from obtaining transfer credit to U.B.C. for S.F.U. course work. We now appear to have ameliorated this situation through negotiations with U.B.C., but the previous record of problems has discouraged students from applying for further courses.

Both Vernon and Kamloops are "Emphasis" School Districts for the Professional Development Program. Hence, they have been logical places in which to conduct pilot studies of off-campus course offerings. On the basis of our experience in Kamloops and Vernon we can make the following statements:

- (1) It is possible to offer S.F.U. credit courses in interior locations, without extraordinary logistical or administrative difficulties, but close co-operation is necessary from either the local school board or regional college or both.
- (2) Faculty in the regional colleges can be found to teach S.F.U. Upper Division courses, provided that their credentials are acceptable to the S.F.U. department
  - (i.e.) Bi.Sc. 409 in Vernon, in Fall, 1971 was taught by Dr. Peter Elliott of Okanagan Regional College.
  - (i.e.) Bi.Sc. 409 in Kamloops, Summer 1972, was taught by Mr. R. D. Williams and Mr. K. Taylor, both of Cariboo Regional College.

In both these cases the College Faculty taught by consent of the college concerned, and were appointed by Biological Sciences at S.F.U. on the basis of Curriculum Vitae, etc., for this particular assignment. It is my opinion that this relationship is highly appropriate and desirable as a means of extending our resources, and as a means of developing closer relations with regional colleges. From a pragmatic viewpoint, it is much less costly to use locally available regional college faculty, where possible, than to transport our own faculty to remote locations. Of course, academic standards must be preserved. They can be safeguarded by present procedures which require that lecturers in Continuing Education appointments be vetted by the department concerned. Of late, regional colleges have been able to recruit many faculty of high quality, including many with Ph.D. Degrees.

In all cases where the University extends its resources into a remote location, certain guiding principles are suggested:

- (a) The University should collaborate with the local regional college and/or school board.
- (b) The University should not "scatter" or disperse its limited resources across the province. It should instead focus on certain centers of population and offer programs as opposed to isolated course offerings.
- (c) The University should co-operate with the other Universities in planning and, if possible, in offering off-campus course offerings.
- (d) The University should promote the development of correspondence courses, and should capitalize upon the possible development of a Provincial ETV Corporation. (See also Section XIII).

Two other concerns should be discussed regarding off-campus course offerings. These are:

- (a) Off-campus Graduate Study, and
- (b) A Downtown Centre.

During exploratory discussions in the Central Interior in February of 1971, I encountered frequent interest in the possibilities of an off-campus Graduate Program, particularly in Education. At that time the Director of Adult Education in Kelowna found more than 20 teachers in the Kelowna-Westbank-Rutland area who were definitely interested in such a possibility. In addition, we received letters of inquiry from several teachers. At present, many teachers in the Okanagan commute to Spokane, Washington for Graduate Study. U.B.C. has made no move to respond to their needs. It is still my opinion that one of the newly-developed M.A.(Education) Programs, either Administration or Classroom Practice could well be located in the Central Interior, at either Vernon, Kelowna, or Kamloops, and produce a very tangible effect. The problem lies in the ability of the small Faculty of Education at S.F.U. to meet their commitments on campus, and also serve this demand. Nonetheless, I am convinced that the demand is there if we can rise to meet it.

On the question of a "Downtown center" for Continuing Education, the Division surveyed Downtown central area businesses in the Spring of 1972, on their interest in such a "Downtown" offering of courses, either during lunch (as per the "Lunch-Hour University Program in Winnipeg.") or in the evening. The response varied, according to the type of business, but many did support the notion of a Downtown center. At the same time, U.B.C. also became interested in a Downtown location. Hence, we agreed to participate with U.B.C. on a study of the availability, suitability, and location and costs of Downtown rental space. The results of this study located at least 5 locations which were available for rent, were centrally located, required little structural modification, and were otherwise suitable. In June, the Presidents of S.F.U. and U.B.C. received separate reports from their respective Directors.

These reports recommended that U.B.C. and S.F.U. co-operate on a trial rental of a Downtown center. The criteria suggested were:

- (a) short-term lease;
- (b) minimal structural modification;
- (c) most reasonable possible rental;
- (d) central urban location;
- (e) design for flexible, multi-purpose use.

To date, no decision has been made by the Presidents on this matter. In the Fall of 1972 S.F.U. will have to rent space to house approximately 125 students in the Institute of Canadian Bankers Program. In past years it has been possible to rent this space from the Vancouver School Board, specifically, at Dawson Elementary School. In the Spring of 1972 Dawson School was phased out, and is no longer available for rental; other urban core schools are not readily available. Hence, we may have to abandon downtown operations in the Fall of 1972.

In the long run, whether or not S.F.U. should operate a centre in Downtown area depends on the weight of costs vs advantages. No doubt, a downtown location would be more convenient for many groups of people, (i.e. apartment dwellers in the West End). It would also provide the University with a "Visibility" or "Presence" in the city proper which it does not now have. Certainly, in its initial phases such a project should be regarded solely as a "Pilot" to test the viability of this idea.

## IX. GENERAL FINANCIAL CONSIDERATIONS

The Division of Continuing Education was initially established with a budgetary structure equivalent to that of any other entity in the University.

At the outset, the Division was provided with funds to establish the Division (e.g. office expenses and equipment) and to hire some permanent employees. In addition, funds were available to establish and operate the Summer Session in 1971. The cost/revenue analysis of Summer Session in 1971 has previously been presented. It should be noted, however, that the "revenues" from Summer Session actually went into the general revenues of the University, as do those for all other programs and departments. In the Fall of 1971 and Spring of 1972, Continuing Education was similarly funded, while revenues similarly accrued to general revenues.

At the start of the 1972-73 fiscal year, the new budget for the Division was established in a manner unique to Simon Fraser University operations. The budget was separated into an "Operations" account and a "Programs" account. The Operations account covered regular employee salaries, office expenses, and all normal operating expenses. The Programs budget related to direct costs of Continuing Education programs. The two accounts, however, are different in another significant way.

The Programs account is a "cash flow" account; that is, revenues from Continuing Education programs are returned to that account at regular intervals throughout the fiscal year. Thus, the instructions from the President in regard to that account are that it should not show a deficit of more than \$50,000 (the amount of the original budget for programs) at the end of the 1972-73 fiscal year. However, that \$50,000 deficit may be produced after a cash flow of more than \$100 - \$150,000, depending upon revenues versus costs.

The 1972 Summer Session program is the first program to operate under the new budgetary provisions. While this type of cash flow budgeting is very interesting in terms of its potential, it does entail certain demands:

1. The Director of Continuing Education must have very accurate and up-to-date information on course enrolments vs. costs for each course.
2. The Director must be able to cancel unprofitable courses, or must at least balance profits and losses across the program.

To date, certain definite problems have emerged:

- (1) It is difficult to get accurate and meaningful enrolment statistics, particularly for evening courses;
- (2) It is difficult to cancel courses, especially where faculty, space, and other resources have been committed.
- (3) Departments insist on adding "hidden" or "overlooked" costs to courses which have been approved on an earlier cost statement;
- (4) Low upper enrolment limits in some departments virtually eliminate break-even as a possibility.
- (5) Some departments with high enrolment courses resent having "their" revenues subsidize other departments with lower enrolments.
- (6) Some departments and faculties seem to regard Continuing Education as simply an easy way to get money, and they attempt to charge everything from lightbulb replacement to secretarial shoe-wear to Continuing Education courses.

On the positive side of the ledger, the SFU pre-registration system gives better estimations of enrolments, in time for appropriate decision-making, than do the present systems at either U.B.C. or University of Victoria. Furthermore, this type of budget forces us to identify clearly the costs and revenues from Continuing Education programs.

At a conceptual level, it can be argued that this type of budget structure clearly places Continuing Education in an "appendage" position, as an added, or extra, University function. This is a problem which will have to be carefully assessed as we acquire experience with this type of budget.

Although the 1972-73 fiscal year has been in operation for only one semester, it appears that the general level of funding for Continuing Education (\$125,000) is adequate. It does not allow extensive research, development, or pilot study operations. A more accurate review will be possible at the fiscal year end in 1973.

X. STAFFING OF THE DIVISION

As of July 1972, the full-time staff of the Division was three persons:

- \* The Acting Director
- \* The Assistant to the Director
- \* One Senior Secretary.

The Assistant to the Director is responsible for program development and general administrative support. The Senior Secretary at this time carries all secretarial duties, reception duties, student counselling, direction of temporary staff, purchasing and financial administration. In early 1972 a reclassification was requested for the Senior Secretary to become a Departmental Assistant, and for a steno to be added. To date, neither the request for reclassification, nor addition have been met. The result of this has been twofold:

- (a) General loss of clerical efficiency,  
and,
- (b) Increasing use of overload and part-time assistance.

This condition is serious, given both the magnitude and complexity of the Division's operations. Staffing needs represent a first priority problem in the operation of the Division.

As Director, I have also recommended the establishment of a University Committee on Continuing Education, as a co-ordinating and advisory body to assist the Director. The membership of this Committee would consist of one representative from each department and program in the University. Such a structure should provide regularized channels of communication between the departments and the Division.

XI. RELATIONSHIPS BETWEEN THE DIVISION AND OTHER ENTITIES IN SIMON FRASER UNIVERSITY.

The principle entities with which the Division must regularly interact within Simon Fraser University are:

(A) Departments, programs and faculties;

and,

(B) The Registrar's Office.

In addition, the Division regularly calls upon assistance from Reading & Study, Counselling, Student Housing, the Information Office, Athletics & Recreation Departments, the Student Society, and the Arts Centre.

For the purpose of this report, I shall concentrate on relationships between the Division and the Registrar's Office, and between the Division and faculties and departments.

(A) The Registrar's Office

In general, the staff of the Registrar's Office and the Division of Continuing Education have worked closely since the establishment of the Division. Several new procedures have been established, in particular to cope with Summer Session, off-campus, and evening registrants. By and large, these procedures have been developed and implemented with a minimum of difficulty. To-date, our biggest problem is still that of inter-University communication. As a result of this problem, prospective students are sometimes misled, misdirected, or generally given the impression that the "left hand doesn't know what the right hand is doing." It is my impression that this problem can be countered by taking several steps:

1. Establishment of a staff-training program for all University "front-desk" personnel, i.e. those who regularly deal with the public, to determine that they all have at least a minimal knowledge of University procedures, personnel, and structures, as well as programs. Often a student's first contact will determine whether or not he gets off to a good start in applying for admission, registering, etc.

(A) continued/.....

2. There should be a regular meeting of all senior University administrators; academic and administrative. Only in this way can we avoid the continual information flow problem which we seem to have.
3. Senate minutes should be distributed to all senior University administrators. Only in this way can we be up to date on revisions in academic policy.

These steps could go far to remove some of the fumbling and ineptitude which now results simply because of a lack of information.

(B) Relationships with University departments and faculties.

The Division of Continuing Education serves as a catalytic and support agency, as well as a coordinator for Continuing Education programs. Some departments make a rigid separation between a "Continuing Education" course and a "Regular" course. They appear to feel that the so-called Continuing Education courses are simply an extra, and are in no sense a commitment upon the department. Other departments, by contrast, exhibit a high degree of commitment to Continuing Education programs, and provide very tangible support, without extra and itemized charges to the Division. This range of attitudes more than likely exists because of a lack of a clear, University-wide policy statement on Continuing Education, and because of the practice of "overload" stipending. As long as Continuing Education courses are normally mounted on an "overload" basis, then departments are justified in viewing Continuing Education courses and programs as an adjunct. Even within the context of overload stipend payment, certain steps can reduce this attitude toward Continuing Education as an auxiliary function. These steps are:

- (a) Better communication between departments and the Division. (Establishment of a University Continuing Education Committee).

(B) Continued/.....

- (b) Origination of Continuing Education appointments in departments, with routing through Deans of faculties.
- (c) More assistance to departments in terms of defining and developing appropriate Continuing Education courses and programs.

While these steps can assist the departments to operate positively in the Continuing Education field, they are no substitute for a clear University statement of policy on Continuing Education in terms of the pantheon of university functions.

It should also be noted that in recent months some of our difficulties in relations with departments have been caused simply because of understaffing in the Division. This has already been discussed, so it need not be repeated here.

XII RELATIONSHIPS WITH OTHER PROVINCIAL INSTITUTIONS  
AND IMPACT UPON THEIR PROGRAMS.

(A) U.B.C. and U. Vic.

The three universities in B.C. are represented on a Tri-University Committee on Continuing Education. This committee meets approximately quarterly and consists of the 3 directors and one other representative from each university. The committee is really an information-sharing and advisory body, rather than a policy-making body. Since the establishment of the Division of Continuing Education at S.F.U. the committee has met frequently, and has convened a meeting of representatives from the regional colleges to discuss Provincial Continuing Education needs.

The Division at S.F.U. has actively co-operated with both the Center for Continuing Education at U.B.C. and with the Summer Session Division at U.B.C. in the sharing of information on costs, operations, and policies. This co-operation has been mutually beneficial. S.F.U. has gained from the experience of U.B.C. in a number of fields, while U.B.C. has begun a revision of several of its policies as a result of comparisons with S.F.U. practice, (e.g. The recent U.B.C. senate report on "Part-time Study", as well as a review of the funding of Continuing Education at U.B.C.) As mentioned elsewhere U.B.C. and S.F.U. have co-operated in the exploration of a possible downtown center. Additionally, the two institutions now share information on off-campus course offerings, in advance of actual offering, so that plans can be made accordingly. To date, we have not collaborated on a course offering, but this can be anticipated in the near future. In general, communication between the two divisions at the two universities in the lower mainland is excellent, and to slightly lesser extent, the same can be said vis à vis U.Vic. This spirit of co-operation should be extended and fostered. The major barrier to more meaningful Inter-University co-operation on Continuing Education still remains as Upper Division Transfer Credit barriers between the Universities. This problem is now being studied by the three directors of Continuing Education and by other administrators at the three universities.

(B) B. C. I. T.

Our relationships with B. C. I. T. would be more meaningful if our Transfer Credit Provisions for B. C. I. T. students were more flexible and liberal. We do not grant transfer credit to many relevant B. C. I. T. courses and programs, and we grant only partial transfer to others. I have studied this problem, particularly as it applies to commercial programs and have arranged meetings between representatives of B. C. I. T., our Department of Economics and Commerce, and the Director of Admissions at S. F. U.

A policy proposal is now in the final stages of preparation for submission to Senate. If this proposal is adopted it should significantly liberalize our relationships with B. C. I. T., and should allow us to have access to a potentially large number of former B. C. I. T. graduates. An added facet of this discussion is the possibility of collaboration with B. C. I. T. in the use of laboratory and physical facilities. I would suggest that such collaboration can be developed, but will develop faster if we revise our Academic Transfer Policies with respect to B. C. I. T.

(C) Regional Colleges & School District  
Adult Education Programs.

The Division of Continuing Education at S. F. U. has attempted to establish communications with Adult Education Divisions at all regional colleges in B. C. To date, our closest working relations have been with Cariboo College, Okanagan College, and Douglas College. We have worked with each of these institutions in program development and course offerings. We have regular communications with the college of New Caledonia (Prince George), Malaspina College (Nanaimo), Vancouver City College, and Camosun College (Victoria). We do not have any contact with Selkirk College. The Division of Continuing Education has participated actively in meetings of the Lower Mainland Directors of Adult Education. The fact that S. F. U. now has a Continuing Education program is well established with these people, and they receive current information on all our activities. In exchange, we receive copies of all publications produced by these agencies. This relationship is most useful in an information sharing sense. Our relationships are best constructed on a functional rather than purely public relations

basis. If we can collaborate with the colleges to offer courses and programs we will develop a firmer and more permanent relationship with them, than through strictly information sharing. The development of this relationship will become more important as the regional colleges assume an ever more central role in post-secondary education in B.C. Continuing Education can and should be a major force in this development.

### XIII. SUMMARY AND DISCUSSION OF POLICY DEVELOPMENT.

A report of this type can reveal the activities of a division over a period of time. However, it is useful only as a basis for a review of extant policy, and as a means of answering certain questions. In this concluding section I will attempt to ask some of the questions which I feel are relevant, and to outline some areas of needed policy development.

The first, and most central question is, "Should Simon Fraser University have a Continuing Education Program?" It is possible to consider this question on the basis of several factors:

- (A) Costs: The present report outlines direct operating costs and also outlines the type of budgetary and fiscal arrangements now in operation for Continuing Education. It does not provide comparisons between, for example, per student costs of Continuing Education vs any other university program, simply because those data are not available to the Division. That comparison can be made however.
- (B) Academic Merits: This is a difficult factor to consider. It can be argued that a contemporary university must offer continuing education as a part of its program, because of current demand.

Part of the problem of considering academic merits of Continuing Education arises from the great diversity of definitions of what "Continuing Education" is. In many senses Continuing Education was better described by the old term "University Extension" because extension of University resources is precisely the task undertaken by most University Continuing Education Programs.

Continuing Education or University Extension is closely linked to university policies on part-time study, off-campus study, mature-entrance and admission, and residence. There are now a number of North American studies which suggest that there is no difference between the Academic performance of part-time and full-time students, or between "Mature" entrants and "Normal" entrants (our own recent study included). On an absolute academic standards basis, there is little or no evidence to suggest an erosion of standards in evening programs, correspondence study, or summer sessional work. At a conceptual level, given the rapidly changing state of human knowledge, it does seem

necessary for universities to be accessible to learners on a life-long basis, and in fact to encourage life-long learning as an educational style.

(C) Enrolment and Recruitment

One of the arguments often used to support Continuing Education, and in fact almost any new university program, is that it will attract new students, resulting in an enrolment increase. At a time of static or declining enrolments, this type of argument cannot be neglected. The statistics presented in this report show the numbers of students enrolling in Continuing Education Programs. They also differentiate between students totally new to S.F.U., and former or presently-registered S.F.U. students. The most significant figures are those representing totally new students, because these figures are a measure of the "drawing power" of the various programs. Data which is not presented here is that which would allow a comparison between Continuing Education and other day-time, on-campus new programs or existing programs. It would appear that Continuing Education Programs (particularly the Summer Session Programs) have the ability to attract new students to the university.

It should be noted that to some extent Continuing Education Programs are like traffic routes: they induce enrolment. That is, it may be difficult to predict enrolment before the fact of program existence. To date, S.F.U.'s program (summarized in Table 18 ) has offered mainly upper division course work. Accordingly, it can only draw from a pool of people who already have some previous post-secondary education, usually two years of it, in fact. This pool is bound to be smaller than that of people in the general population who might be interested in Continuing Education, especially starting at the lower levels.

(D) Provision of a Needed Service

It is easy to demonstrate that while U.B.C. and U. VIC have Continuing Education Programs, that opportunities for part-time study and evening or off-campus degree completion are severely limited at both places, in particular U.B.C. U.B.C. is now reviewing its policies on part-time study, and the newly elected Chancellor, Nathan Nemetz, has indicated an interest in the "Open University" concept, including more extensive use of the media. The fact remains that S.F.U. can become a leader in this field in B.C. if:

- (A) It commits resources to this;
  - (B) It develops appropriate supportive policies;
  - (C) It makes known its present policies
- RE: Mature entrance, general studies,  
Part-time study, etc.

Otherwise, S.F.U. essentially adopts a role similar to that of U.B.C., a minimal Continuing Education Program, providing only limited student opportunities. It is my contention that such an operation is not necessary in B.C., given the existence of U.B.C., but that a full-scale, or effective Continuing Education Operation is needed, and would be well received. The decision rests with us.

The second question is, "If S.F.U. elects to develop (or to continue) its Continuing Education Program, what options are open to it, and in what order should these options be pursued?" The answer to that question has been suggested in previous reports to A.P.C. The options are:

- (A) Undergraduate Degree Completion
- (B) Graduate Study (Evening and part-time on campus.)
- (C) As for A&B, but off-campus, at
- (D) selected centers. (i.e. a focused operation)
- (E) Non-credit, vocationally oriented programs.
- (F) Non-credit, public interest programs.

I would suggest that the above listing also represents the priority which ought to be assigned to each option. In particular, "A" through "D" of the above should be pursued to the fullest extent possible.

The third question is, if S.F.U. elects to enter the Continuing Education field in a major way, then what policy decisions must be made, what new policies must be designed, and what old policies must be reviewed? As I see it, the following are the major policy areas which must be considered:

- (A) What is the nature of the University "Day"? (Should it be effectively extended to 10:00 p.m. or 10:30, 4 nights/week?)
- (B) To what extent should "Overload" stipends be paid? This question relates directly to the policies considered under (A) above. It would appear at this time that policy AC-17 on the appointment of lecturers in Continuing Education also needs some mechanical revision.

Additionally, the present stipend scale should probably be simplified and moved towards a "flat rate" condition. (i.e. \$1500/course.)

The moot point in both (A) & (B) is whether or not a Continuing Education Program can be developed in any meaningful sense on an "Overload" or "Added Function" basis. Table 18 reveals the range of courses offered to date. While this is wider than that at U.B.C. in some ways, it is still only a small fraction of the total University curriculum, and only a small fraction of the total University Faculty have been involved in teaching courses in Continuing Education Programs.

- (C) To what extent should the university offer lower division courses in its evening programs? We receive a large number of requests for lower division work, which we now usually refer to regional colleges. Many students complain that the regional colleges really aren't serving their needs, or simply, that they would prefer to come to a university.
- (D) Our present admissions policies are very liberal, probably the most liberal of any of the B.C. universities. Unfortunately, many people do not know about our policies on mature entrance or part-time study. (We have purposefully not advertised the mature entrant provisions for the past 3-4 years).
- Our audit policy demands that an auditor be a regularly admitted (and admissible student). This is more restrictive than that at U.B.C.
  - Our "Special Student" regulations discriminate against and discourage students who already have undergraduate degrees, who want further education, but do not want graduate study. The rationale for these regulations should be reviewed.
  - Our transfer credit policy with regard to B.C.I.T. should be reviewed and liberalized where possible.
  - Our General Studies degree option offers great flexibility to evening, part-time, and off-campus students. Unfortunately, it also is virtually unknown off-campus.
- (E) What is the future of Summer Semester, Summer Session, and Intersession? There are indications that summer session programs will be far more attractive if they are thematically focused, and if they are done in a "Total Immersion" format, as opposed to the conventionally time-tabled summer session operations. To attract teachers, we are going to have to consider these questions, particularly given the general state of incentives

to further continuing education for teachers in B.C.

We have indications from our survey of evening students in Spring 1972, that an evening program in a summer intersession might well be attractive.

At this time, it appears that the "mix" of summer semester and summer session students increased the viability of both offerings, in particular of summer session.

- (F) In what areas should we develop centers for off-campus programs (assuming that it is accepted that we should not attempt to scatter our resources across B.C.)?

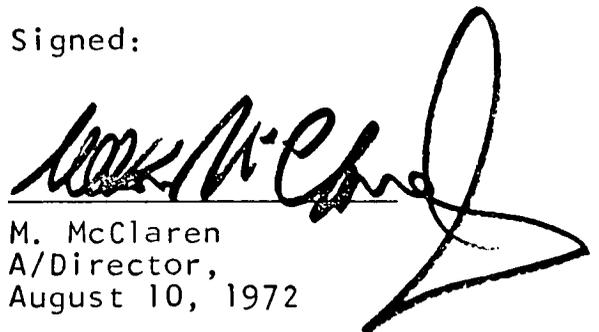
With what other institutions should we co-operate in such off-campus extension? (In particular, this question applies to co-operation with U.B.C. and U. Vic. Co-operation with the regional colleges is inevitable.)

To what extent can we employ the faculty of regional colleges to extend our programs?

- (G) Can we develop a faculty fellowship policy which promotes R & D. work by faculty in the field of university extension? To what extent can we recognize the contribution of faculty to Continuing Education Program Development in normal merit considerations?

This is not an exhaustive list of the questions which must be resolved, but it is a listing of those which appear to be of most central concern at the time of this review. This report has not attempted to develop a systematic set of recommendations. This can and should be done after the Academic Planning Committee has had an opportunity to discuss this review with the Director and among themselves. It will then be possible to identify the general direction in which we wish to move, and the areas in which clear policy proposals and recommendations must be developed.

Signed:



M. McClaren  
A/Director,  
August 10, 1972

TABLE 18

CONTINUING EDUCATION COURSE OFFERINGS: SUMMARY BY FACULTY & DEPARTMENT

Faculty & Program	Summer Session 1971	Evening Program 1972-1	Summer Session 1972	Evening 1972-3
<u>ARTS</u>				
English	Eng. 407-3/457-2 Eng. 409-3/459-2	Eng. 415-3/462-2 Eng. 416-3/466-2	Eng. 404-3/454-2 Eng. 406-3/456-2 Eng. 411-3/461-2 Eng. 412-3/462-2	Eng. 406-3/456-2
Economics & Commerce	No offerings	Econ. 301-5 Econ. 331-5 Comm. 387-3 Comm. 488-3 Econ. 830-5* Econ. 865-5*	No Offerings	Ec. 200-3 Ec. 355-5 Ec. 304-3 Comm. 103-3 Comm. 203-3 Comm. 223-5 Comm. 371-3 Comm. 393-3 Comm. 478-3 Comm. 488-3
Geography	Geog. 344-3 Geog. 462-5	Geog. 344-3 Geog. 462-5 Geog. 441-5	Geog. 322-3 Geog. 468-5	Geog. 325-3 Geog. 469-5
History	History 408-5	History 432-5 History 842-5*	History 403-5 History 428-5 History 423-5	History 438-5 History 424-5 History 483-5
P.S.A.	No Offerings	PSA 311-5 PSA 351-5 PSA 401-5	PSA 351-5 PSA 401-5	PSA 352-5 PSA 373-5 PSA 465-5

TABLE 18 CONTINUED/.....

Faculty & Program	Summer Session 1971	Evening Program 1972-1	Summer Session 1972	Evening 1972-3
Psychology	No Offerings	No Offerings	No Offerings	Psych. 460-5 Psych. 450-5
Philosophy	No Offerings	No Offerings	No Offerings	Phil. 300-3
Archaeology	No Offerings	No Offerings	Arch. 273-3 Arch. 385-3	No Offerings
Modern Languages	Ling. 426-5	Ling. 429-5 French 340-3	Span. 102-3	No Offerings
<u>FACULTY OF SCIENCE:</u>				
Biology	Bi. Sc. 204-3 Bi. Sc. 409-3 Bi. Sc. 424-3	Bi. Sc. 102-4	Bi. Sc. 409-3 Bi. Sc. 326-3 Bi. Sc. 303-3 Bi. Sc. 424-3	No Offerings
Chemistry	Chem. 601-4	No Offerings	No Offerings	Chem. 002-2
Physics	Physics 331-3	No Offerings	No Offerings (co-operation with Educ. in Directed Study)	Physics 197-3
Mathematics	Math. 190-3	Math. 496-4 Math. 495-4	Math. 106-3 Math. 492-4 Math. 495-4	Math. 302-3

TABLE 18 CONTINUED/.....

Faculty & Program	Summer Session 1971	Evening Program 1972-1	Summer Session 1972	Evening 1972-3
<u>FACULTY OF EDUCATION:</u>				
Professional Development	PDC 461 (2 Gps) PDC 471 (2 Gps) PDC 481 (3 Gps)	PDC 461 (2 Gps) PDC 471 (2 Gps) PDC 481 (3 Gps)	PDC 461 (1 Gp) PDC 471 (3 Gps) PDC 481 (3 Gps) PDC 491 (4 Gps) PDC 492 (4 Gps) PDC 493 (1 Gp)	PDC 461 (1Gp) PDC 471 (3 Gps) PDC 481 (2 Gps)
S. P. F.	SPF 434-5	No Offerings	No Offerings	No Offerings
B. S. F.	BSF 425-5 BSF 426-5	BSF 425-5 BSF 426-5	BSF 425-5 BSF 426-5	No Offerings (See Below)
Communications	No Offerings	No Offerings	No Offerings	No Offerings
General Studies	N/A	N/A	N/A	Gen. St. 100-3 BSF 425-5

( NOTE: This table does not include the evening M.B.A. or M.A.(Education) programs. It also does not cite course cancellations. It does not include Bi-Sc.409, taught in Vernon in 1971-3, or the History evening Grad. course in 1971-3.)

FACULTY COURSE OFFERING TOTALS:

\* Arts - 69  
\* Science - 19  
\* Education - 45  
\* Gen. Studies - 2

UNIVERSITY TOTAL: 135 courses offered  
in major programs.

BACHELOR OF GENERAL STUDIES DEGREE.

MOTION:

"That Senate approve the recommendation that, in addition to the sixty hours of transfer and/or course challenge credit which students may currently count towards the Bachelor of General Studies Degree, a further thirty hours of transfer credit for work taken in the last sixty hours may be credited towards that degree provided:

1. that such transfer credits are obtained from either (or both) the University of British Columbia or the University of Victoria;
2. that the forty-five upper division credit hours required for the degree are taken at one or more of Simon Fraser University, the University of British Columbia or the University of Victoria; and
3. that at least thirty hours of the last sixty used for the degree are undertaken at Simon Fraser University.