

SIMON FRASER UNIVERSITY

S.72-49

MEMORANDUM

To SENATE

From D. MEAKIN

DIRECTOR OF ADMISSIONS

Subject REVISION OF ADMISSION POLICIES -
CHANGE IN B.C. SECONDARY SCHOOL
CURRICULUM

Date MARCH 17, 1972

MOTION: 1. "That graduands of either Selected Studies or Combined Studies programs be considered eligible for admission to Simon Fraser University as long as Math 11 and two 12-level academic courses are included in addition to the four courses required as General Education constants by the Department of Education."

MOTION: 2. "That, with the discontinuance of Grade 12 examinations, the grades awarded by the secondary schools be used initially as a basis for admission, but that Simon Fraser University work with the other provincial universities to develop satisfactory provincial admission standards."

SIMON FRASER UNIVERSITY

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MEMORANDUM

To..... MR. H.M. EVANS

From..... DR. D. MEAKIN

..... REGISTRAR

..... DIRECTOR OF ADMISSIONS

Subject..... REVISION OF ADMISSION POLICIES - CHANGE
IN B.C. SECONDARY SCHOOL CURRICULUM

Date..... 17TH MARCH, 1972

Attached is a revised version of Paper SUAB 39 for transmission to Senate. Submission of this paper to Senate was approved by the Senate Undergraduate Admissions Board on March 16th, 1972. Included as part of this paper is the discussion paper on the same subject, prepared for the Senate Undergraduate Admissions Board by P. Belton and D. Meakin. This includes considerable background material which should be of value to Senators.

Two motions are required:--

MOTION 1 " *That graduands of either Selected Studies or Combined Studies programs be considered eligible for admission to Simon Fraser University as long as Math 11 and two 12-level academic courses are included in addition to the four courses required as General Education constants by the Department of Education. "*

(Note: an alternative to this motion is given in Paper SUAB 39, but the above is the one recommended by S.U.A.B.)

MOTION 2 " *That, with the discontinuance of Grade 12 examinations, the grades awarded by the secondary schools be used initially as a basis for admission, but that Simon Fraser University work with the other provincial universities to develop satisfactory provincial admission standards. "*

Attach.
DM:bc

SUAB 39
(Revised)

TO: ALL MEMBERS OF SENATE

FROM: SENATE UNDERGRADUATE
ADMISSIONS BOARD

DATE: 16TH MARCH, 1972

SUBJECT: REVISION OF ADMISSION POLICIES -- CHANGE IN
B.C. SECONDARY SCHOOL CURRICULUM

Departments and Faculties have now had an opportunity to study the report -- "The Revision of the British Columbia Secondary School Programmes" prepared on behalf of S.U.A.B. by Belton and Meakin (copy attached).

Comments and recommendations have been received from the Faculty of Science (presenting a common position on behalf of the Departments of Biological Sciences, Chemistry, Maths and Physics), the Faculty of Education, the Departments of Chemistry (with recommendations on areas not included in the Faculty of Science submission), Economics and Commerce, Geography, History and Philosophy.

Five recommendations were presented in the Belton/Meakin paper (see Page 1 for summary, body of the paper for the rationale).

Recommendations 1 and 2 have been combined into a single recommendation. Recommendation 3 has been deleted (although there was general agreement with it), since it simply retains existing policy. Recommendation 5 has been deleted and the matter referred to a joint S.C.U.S./S.U.A.B. committee established to study the whole matter of probation policies.

In the case of the combined recommendation 1 and 2, because of the reaction from some departments, two alternative motions are presented to Senate, although the Senate Undergraduate Admissions Board has recommended which it feels should be adopted.

RECOMMENDATIONS 1 AND 2 (COMBINED)

The general reaction was that the result of acceptance of recommendations 1 and 2 would be an undesirable lowering of admission requirements, although it was recognized that recommendation 2 would partially minimize the potential lack of adequate preparation. Suggestions were made that only the Arts and Science option of the Selected Studies program be acceptable for admission (Philosophy), and that three 12-level academic courses in addition to English 12 be required (History).

One can write a considerable number of variations, from a mere specification that a student graduate through to a requirement that he complete the Arts and Science option of the Selected Studies program, each variation differing by one course from the previous. It appears, however, that the variation given in Recommendations 1 and 2 of the Belton/Meakin paper is the minimum to be considered acceptable. Whether this variation or some more restrictive variation is adopted can only be determined by a vote of Senate, and is dependent on the Senators' collective opinion of how selective the University should be. Two alternatives are, therefore, presented, although the Senate Undergraduate Admissions Board recommends Alternative ii), as proposed in the Belton/Meakin paper. Additional discussion which may help in making a choice is given on pages 6-7 of the Belton/Meakin paper.

Alternative i) That graduands of either Selected Studies or Combined Studies programs be considered eligible for admission to Simon Fraser University as long as Math 11 and three 12-level academic courses are included in addition to the four courses required as General Education constants by the Department of Education.

Alternative ii) That graduands of either Selected Studies or Combined Studies programs be considered eligible for admission to Simon Fraser University as long as Math 11 and two

12-level academic courses are included in addition to the four courses required as General Education constants by the Department of Education.

RECOMMENDATION 4

There was some strong opposition (from History and Philosophy) to this recommendation, with suggestions that greater control of standards are desirable. Accordingly, the Senate Undergraduate Admissions Board modified their recommendation to Senate to read:

That, with the discontinuance of Grade 12 examinations, the grades awarded by the secondary schools be used initially as a basis for admission, but that Simon Fraser University work with the other provincial universities to develop satisfactory provincial admission standards.

CALENDAR ENTRY

If the recommendations made by the Senate Undergraduate Admissions Board are approved by Senate, the Calendar Entry will take the following form:--

Admission from Grade 12 (completed in 1974 or later)

- a) *Graduation on either the Combined Studies Program or Selected Studies Program (any option). Math 11, English 12 and 2 additional 12-level subjects selected from Science(s) 12, Math 12, History 12, Geography 12, Language(s) 12, English Literature 12, Geology 12 must be included.*
- b) *An average of 2.0 or higher is required. The average will be computed on the three 12-level subjects as specified above.*

- c) *Although paragraphs a) and b) represent the minimum requirements for admission to Simon Fraser University, students who intend to proceed to university studies are advised to include additional academic courses in their secondary school programs.*
- d) *Students who plan to enter the Faculty of Science are strongly advised to include Math 12 and at least one Science 12 in their secondary school programs. Many of the programs within the Faculty of Science may be difficult to complete in 8 semesters if a level of only Math 11 has been reached at the time of admission.*
- e) *Students who plan to major in the Department of Economics and Commerce are advised to include Math 12 in their secondary school programs.*

THE REVISION OF THE BRITISH COLUMBIA SECONDARY
SCHOOL PROGRAMMES

A REPORT ON ITS EFFECTS ON SIMON FRASER UNIVERSITY
WITH RECOMMENDATIONS FOR CONSIDERATION BY SENATE

Prepared for the Senate
Undergraduate Admissions Board

by

P. Belton and D. Meakin

February, 1972

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SUMMARY OF RECOMMENDATIONS

1. That graduands of both the Combined Studies and Selected Studies programmes be considered eligible for admission to Simon Fraser University.
2. That all students, to be considered for admission on a regular basis, must include Math 11 and two 12 level academic courses in addition to the 4 courses required as General Education Constants by the Department of Education.
3. That make-up courses presently offered be continued and expanded if necessary, but that no additional courses be offered. No recommendation is made on whether these existing courses should be changed to non-degree credit courses.
4. That high school grades be used as a basis for admission without the use of additional tests and, initially, without the use of correlation studies. (This recommendation is made reluctantly as the only alternative which appears practical).
5. That the mechanism for requiring students to withdraw from the University be reviewed with a view to shortening the process.

INTRODUCTION

The Provincial Department of Education recently announced extensive changes in the organization of the Senior Secondary School Curriculum (Appendix C). These have far-reaching implications for the universities in the province in terms of both admission and curriculum. The purpose of this paper is to outline the proposed changes and some of the possible ramifications for this University. Alternative proposals for dealing with the changes and a rationale for selecting the most suitable are presented.

The changes can, to some extent, be separated into curriculum changes, and changes in the examination, grading and accreditation system. Although there is some interrelationship between the two, they have been treated separately in this paper for simplicity.

All the changes involved are confined to Grades 11 and 12.

CURRICULUM CHANGES (SEE APPENDIX "A")

Nature of the Changes

Under the present system, students are required to complete one of six "programmes" to graduate -- Academic-Technical, Commercial, Industrial, Community Services, Visual and Performing Arts and Agriculture. Although these programmes have a common core of four courses (English 11 and 12, Social Studies 11 and Guidance and Physical and Health Education 11), there is virtually no other overlap between them. It is clearly established that only the Academic-Technical Programme is preparatory to university. The other programmes consist almost entirely of "non-academic", vocational type courses (see Appendix "B"). The revised curriculum will be compared only with the Academic-Technical programme.

The Academic-Technical Programme requires completion of 14 courses in Grade 11 and 12, although in practice, students are allowed to graduate with as few as 10. The programme may be divided into 4 components:--

General Education Constants:	English 11, 12; Social Studies 11; Guidance and PHE 11.
Programme Constants:	Math 11; Science 11, a Language 11.

Programme Specialties: 3 courses, normally academic,
2 of which must be numbered 12.
Electives: to make the required number of
courses.

Some substitutions of the above are permitted (see Appendix "A") but are not common. From this, it can be seen that all students intending to proceed to university will normally have completed a minimum of 10 academic courses (8 is the absolute minimum), and at least 3 of these will be at the 12-level. All will have Math 11, a Science 11 and a Language 11 (a few may have only Math 11 and a Science 11 or a Language 11).

The major features of the curriculum revision are as follows:--

1. Provision of two programmes -- Selected Studies Programme and Combined Studies Programme. The Selected Studies Programme has six subject options which correspond closely to the six present programmes, although Academic-Technical has been renamed Arts and Science. The Combined Studies Programme allows selection of courses from any of those offered, without requiring any type of concentration.
2. The General Education constants (the 4 core courses) are retained in both programmes. However, the concept of Programme Constants (Math 11, a Science 11 and a Language 11) has been abolished.
3. The specialties within a programme have been abolished (eg. the Arts, Science and Technical specialties within the Academic-Technical Programme).
4. It is the intent of the Department of Education that a graduate of either programme, and without specification of the options within the Selected Studies Programme, should be considered eligible for University entrance.

The Problem

Unless some course requirements are specified, students will potentially be entering university with less preparation in academic subjects. In sequential subjects (Math, Sciences, Languages), additional make-up work would have to be offered if these students were accepted. The University must decide if students with deficiencies should be admitted, and if so, if make-up work at the high school level is to be offered within the University.

Criteria for Choice Among the Possible Solutions

1. Admission requirements should be university-wide to allow easy inter-Faculty transfer.
2. Admission requirements should retain some of the programming flexibility sought by the Department of Education.
3. The admissions policies should provide for the admission of bright students who may be deficient in particular course requirements.
4. The time to complete a degree should not be increased.
5. Either a) The University should not teach high school courses.
or b) The University may teach high school courses but not for degree credit. This may be achieved in at least two ways:
 - By stating that course XYZ 101 may not be used for credit towards the B.X. degree (but not necessarily all degrees).
 - By increasing the hours required for a degree if certain courses are included.Both of these methods would presumably allow the University to claim financial support for these courses, and would allow students to remain eligible for scholarships.
or c) The University may teach high school courses and award degree credit. (This is the current situation.)

The choice between these three alternatives is the fundamental question that the University must face. The following table shows the advantages or disadvantages of these alternatives.

	ADVANTAGES	DISADVANTAGES
Alternative (a)	<ol style="list-style-type: none"> 1. Would be consistent with policies probably being adopted by U.B.C. and the University of Victoria. 2. Since additional academic courses would be taken in high school, better predictions of potential university success could be made. Weaker students would not be accepted, and hence failure rates in university might be lower. 	<ol style="list-style-type: none"> 1. Would reduce the flexibility of programming in high school. 2. Would result in a lower acceptance rate of students into university when compared to alternatives (b) and (c).
Alternative (b)	<ol style="list-style-type: none"> 1. Allows entry of any high school graduate and provides for appropriate make-up work. 2. Retains the flexibility sought by the Department of Education. 3. Does not affect current degree requirements. 	<ol style="list-style-type: none"> 1. Would add to the length of a student's degree programme, resulting in extra time and expense for the student. 2. May present funding problems if make-up work was not self-supporting. 3. Some of make-up work currently offered by Departments may have to have their degree status examined (eg. Bisc 101, Chem 101). 4. Teaching of high school courses in university is probably more expensive than teaching these courses in high school or college.
Alternative (c)	<ol style="list-style-type: none"> 1. As 1. under Alternative (b). 2. As 2. under alternative (b). 	<ol style="list-style-type: none"> 1. High school courses would be substituted for more advanced courses in the degree programme, and would result in lowering the standard of the degree. 2. Students taking a course in high school would not receive degree credit whereas a student taking the same material at University would. 3. Most colleges offer some high school level courses on a non-degree basis. 4. As 4 under alternative (b).

Assuming that we wish to retain much of the flexibility sought by the Department of Education, and recognizing that funding of high school level courses would be a problem, it is concluded that alternative (b), with very limited amounts of make-up work offered is the best alternative. Alternative (c) is rejected since it would result in a lowering of the standards of the degree.

Possible Solutions to the Problem

1. Accept any student graduating on the Combined Studies Programme or any Selected Studies Programme option with the appropriate average (method of calculation to be determined), and without any specification of courses.
2. Accept any student graduating on the Combined Studies Programme or any Selected Studies Programme option with the appropriate average (method of calculation to be determined), but with some course specification. The additional specification could be on a University-wide basis, or by Faculty.
3. Accept any student graduating on the Selected Studies Programme, Arts and Science option with the appropriate average (method of calculation to be determined). This would essentially be a continuation of our present policy, but with somewhat greater freedom for the student, since Math 11, a Language 11 and a Science 11 would no longer be required.

Only Solution 2 meets the criteria laid down. Solution 1 would mean that the University may have to offer an extensive range of high school courses which may not be funded by the Government. It may also result in excessive lengthening of the student's degree programme. Solution 3 is rejected because of its minimal flexibility.

Recommendation for Revised Calendar Entry

Admission from Grade 12 (completed in 1974 or later)

- a) Graduation on either the Combined Studies Programme or Selected Studies Programme (any option). Math 11, English 12 and 2 additional 12 level subjects selected

from Science(s) 12, Math 12, History 12, Geography 12, Language(s) 12, English Literature 12, Geology 12 must be included.

b) An average of 2.0 or higher is required. The average will be computed on the three 12 level subjects as specified above.

The rationale for this statement is as follows:--

1. Solution 2 as selected above leads to acceptance of graduates of either programme with some specification of courses.
2. The present requirement of a 2.0 average (equivalent to C or 60%) is retained.
3. Math 11 is included as a required course because it is a key course for the Sciences, Psychology, Economics, Geography. Students entering without Math 11 could be faced with two semesters of make-up work before entering even the make-up courses in Chemistry and Physics.
4. Two other 12 level academic courses are asked for to minimize the number of students taking make-up work. These two courses, together with English 12, would also provide a reasonable base on which to assess a student's potential for success in university studies.
5. The course specification suggested would still retain a considerable degree of flexibility. After taking account of the four courses required by the Department of Education, a student would have complete freedom of choice in 5 to 7 of the 12 to 14 courses that must be taken in Grades 11 and 12. In addition, the two 12 level academic courses required may be freely selected from the 12 available.

Nature of Make-up Work to be Offered (Appendix D)

The subjects offered by S.F.U. which are sequential and most dependent on previous high school work are Maths, Biosciences, Chemistry, Physics, and the Modern Languages.

Maths: The main entry points to mathematics are Math 141 and 151. Both of these courses require Math 12 as a prerequisite. However, the Department of Mathematics already offers Math 100 as a make-up

course for students entering from Math 11. As long as Math 11 is retained as an entry requirement, no additional make-up courses will be needed. With the greater choice of subjects available in Grade 12, it may be anticipated that more students will be entering without Math 12, and so an increase in the enrolment of Math 100 should be expected.

Biosciences: Students who have completed Biology 11 and/or 12 prior to entry to S.F.U., may proceed directly to 200 level courses. Biosciences 101 and 102 are available for students entering with no previous biology, or Biology 11 only. No additional courses are necessary, although with the removal of a Science 11 as a requirement, increased enrolments in Biosciences 101 and 102 are possible.

Chemistry: Normal entry from Chemistry 12 is Chem 104. Students with no previous chemistry, or Chemistry 11 only, take Chemistry 101 as a make-up course. Chemistry 101 is apparently difficult for students with no previous chemistry, and if considerable numbers of such students are involved, then the content may need to be changed, or an additional make-up course offered. Further study is required.

Students taking chemistry are affected by changes in the maths requirements. Both Chemistry 101 and 104 require that Math 151 precede or be taken concurrently. If Math 11 is not required for entry, and if pre- and co-requisites are applied, students would possibly need two semesters of Math make-up before entering the Chemistry make-up course. It is also unlikely that such students could graduate in less than 9 or 10 semesters.

Physics: Students who have completed Physics 12 prior to entry to S.F.U. may proceed directly to 200 level courses once they have reached an appropriate level of Mathematics. Physics 11 students with a high standing may also proceed directly to 200 level physics courses when they have reached an appropriate level of mathematics. Physics 197, 198, and 199 (Periphysical topics) are available for these students to take as electives whilst they are taking the required mathematics. Students with a low grade in Physics 11, or with no previous physics,

take the Physics 101, 102 sequence as make-up work prior to entering 200 level physics. No additional make-up courses are required.

Students taking physics, as with students taking chemistry, are highly dependent on mathematics. Math 12 is required to enter Phys 197, 198 and 199. Math 151 must precede or be taken concurrently with Physics 102, 201 or 202. If Math 11 is not required for entry, two semesters of make-up math would probably be required before make-up work in physics could be started.

Modern

Languages: Each division of the D.M.L. offers beginners courses. Removal of the requirement for a Language 11 would not necessitate the offering of additional make-up courses.

In summary, as long as Math 11 is a required course for entry to university, the University would probably not need to mount additional make-up courses. If the University adopts the principle that make-up courses should not receive degree credit, the credit nature of courses such as Biosciences 101, 102; Chem 101; Physics 101, 102; Math 100; Fren 102, should be examined.

CHANGES IN THE EXAMINATION AND ACCREDITATION SYSTEM

Nature of the Changes

The Department of Education will, within a few years, no longer maintain any control over the Grade 12 examination. At present they administer one hour multiple choice examinations in all Grade 12 academic subjects, excepting English 12. Marginal students from the large public secondary schools must, at present, take these examinations even when the school is accredited. ALL students from non-accredited public schools, private schools, evening schools and those on private study must, at present, take the departmental examinations.

The Problem

When the Department discontinues its own examinations and the present accreditation system, all schools will award final grades independently.

This will result in some variation of academic standards from school to school and may require this University to maintain some control over the students it accepts from the smaller public schools, private schools (where there is often a wide variation between school and department grades already), evening schools and private study. Evidence from other jurisdictions also indicates that there will be an overall inflation of grades.

Criteria for Choice among the Possible Solutions

- 1) Should maintain present admission standards and should not reduce the number of students applying for admission.
- 2) Should not be expensive.
- 3) Should improve or at least not decrease our present ability to predict the success of a student in our degree programme.

Possible Solutions to the Problem

- a) Set up and administer our own entrance examination.
- b) Support the institution of a Provincial Universities Admissions Board as suggested by the Department of Education. The Board would be administered jointly by the Universities, the Department of Education, and the B.C.T.F.
- c) Accept the graduation and grades awarded by the school.
- d) Accept the graduation and grades awarded by the school, complemented by independent aptitude test scores, eg. Service for Admissions to Colleges and Universities (S.A.C.U), as is done in Quebec, Ontario and Manitoba.
- e) Accept students as in c) above and correlate the grades students obtained at various schools with their performance at S.F.U. to provide assessment of the school.
- f) Press the Department of Education to retain the system of departmental examinations.

Analysis of the possible solutions:

ADVANTAGES	DISADVANTAGES
<p>a) 1. Would give us complete control of admission standards.</p>	<p>1. Expensive to develop and administer.</p> <p>2. If, as is likely, we would be the only B.C. University with such an examination, our enrolment might be reduced.</p> <p>3. B.C.T.F. would be hostile and would likely recommend that teachers do not cooperate.</p>
<p>b) 1. Would ensure uniform standards.</p> <p>2. Would not lower enrolments if accepted by U.B.C. (unlikely) or U.Vic (Possible).</p> <p>3. No difficulties with Department of Education.</p>	<p>1. Unlikely to be supported U.B.C.</p> <p>2. As in 1) above.</p>
<p>c) 1. The simplest solution.</p> <p>2. Inexpensive.</p>	<p>1. No control over admission standards.</p> <p>2. Inequities in treatment of students from different schools.</p>
<p>d) 1. S.F.U. is a member of S.A.C.U. The only expense would be the annual membership fee. However, if teachers do not cooperate, S.F.U. would have to organize a province-wide administration at considerable expense.</p> <p>2. Would provide an independent assessment of Grade 12 standards.</p>	<p>1. B.C.T.F. will not support tests or provide materials achievement tests.</p> <p>2. As a) 2) above.</p>
<p>e) 1. A proven technique (U.B.C.) for controlling standards.</p>	<p>1. Not enough data from most schools.</p> <p>2. Unlikely that we could obtain data from U.B.C., and it is questionable if the correlations would be applicable at S.F.U.</p> <p>3. Delay of 2 years before data could be applied to admissions.</p>
<p>f) 1. Would maintain present admission standards.</p>	<p>1. Unlikely to obtain support from U.B.C..</p> <p>2. Examinations are expensive for the Department.</p> <p>3. Quality of the examinations has declined.</p>

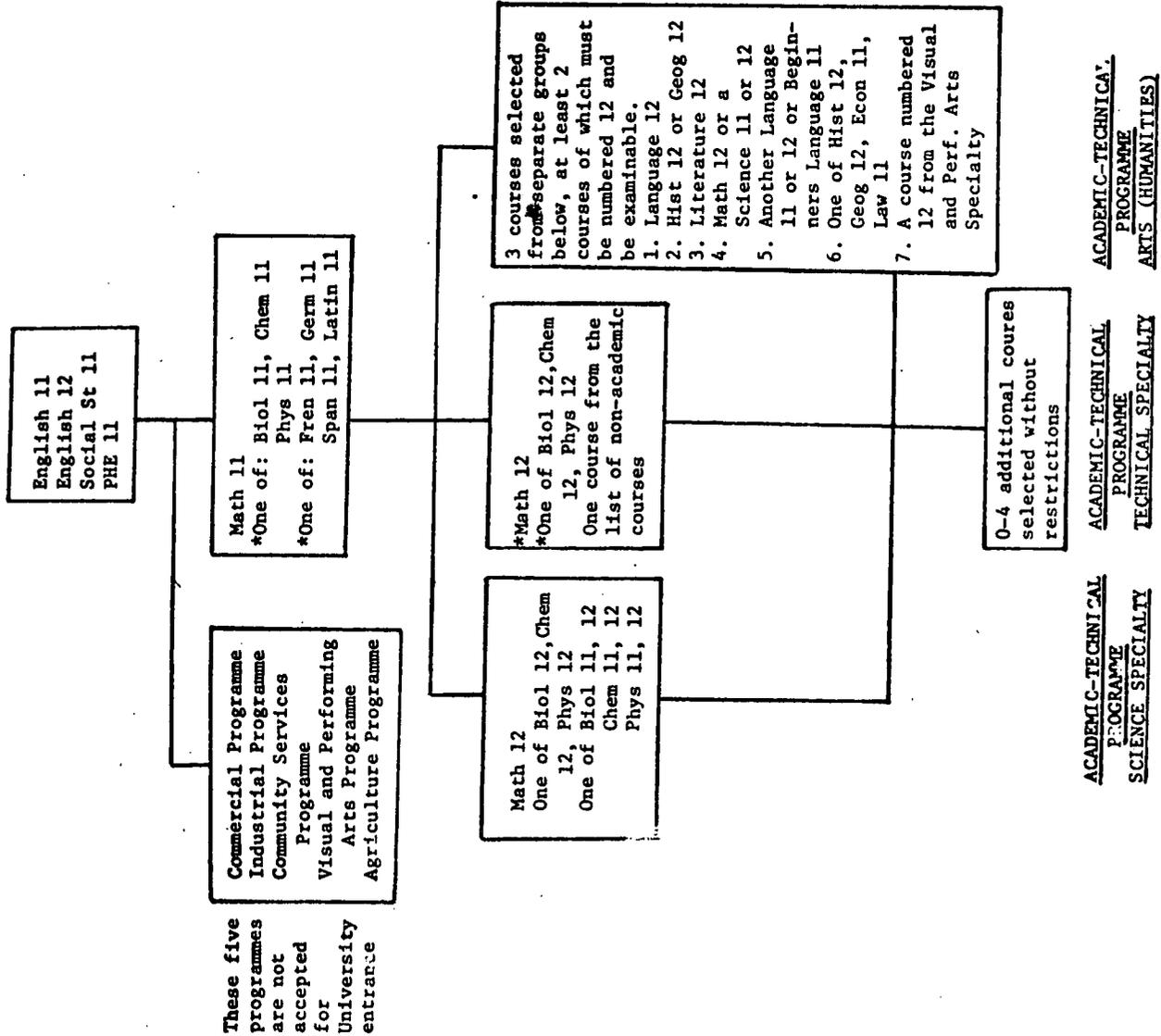
Conclusions

There is no solution to the problem that does not infringe some of the criteria set above. If we are not to set up a great deal of hostility both with the Department of Education and the B.C. Teachers' Federation, then c) above is the most acceptable.

If this course is decided on, then we must develop methods to pick out unsatisfactory students more rapidly than at present.

A COMPARISON OF PRESENT AND REVISED CURRICULA CONSIDERED ACCEPTABLE FOR UNIVERSITY ENTRANCE

PRESENT



These five programmes are not accepted for University entrance

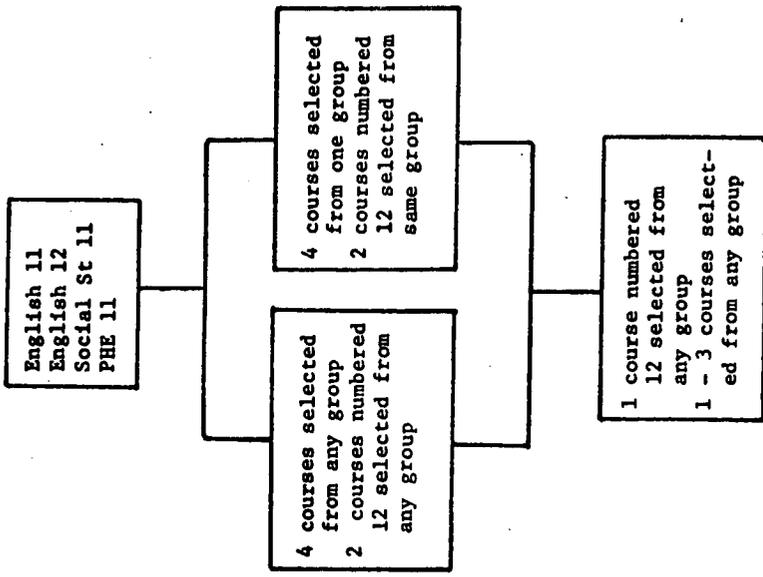
ACADEMIC-TECHNICAL PROGRAMME SCIENCE SPECIALITY

ACADEMIC-TECHNICAL PROGRAMME TECHNICAL SPECIALITY

ACADEMIC-TECHNICAL PROGRAMME ARTS (HUMANITIES) SPECIALITY

- NOTES: 1. A course used to fulfill a requirement in one section of the chart cannot be used to fulfill a second requirement.
2. A number of variations of the Technical Speciality exist which allow substitutions for the requirements marked * above. However, in all cases, the replacement course must be an academic course.

REVISED



COMBINED STUDIES

- Group options:
- Arts and Science
 - Commercial
 - Industrial
 - Community Services
 - Visual and Performing Arts
 - Agriculture

SELECTED STUDIES

- NOTES: 1. In the Combined Studies programme, all courses except the four required courses may be selected freely from any of those offered.
2. A Selected Studies programme with Arts and Science option corresponds closely to the existing Academic Technical programme with the differential between Arts, Science and Technical removed.

LIST OF SUBJECTS WHICH MAY BE TAKEN IN GRADE 11 AND 12

ACADEMIC (renamed Arts and Sciences)

- *Social Studies 11
- Writing 11
- Economics 11
- Law 11
- *Physical and Health Education and Guidance 11
- Beginners' Latin 11
- Beginners' German 11
- Beginners' Spanish 11
- Beginners' Italian 11
- Beginners' Russian 11
- Latin 11, 12⁺
- German 11, 12⁺
- Spanish 11, 12⁺
- French 11, 12⁺
- *English 11, 12
- Literature 12⁺
- Geography 12⁺
- History 12⁺
- Math 11, 12⁺
- Biology 11, 12⁺
- Physics 11, 12⁺
- Math 11, 12⁺
- Chem 11, 12⁺

NON-ACADEMIC

- Agriculture 11, 12
- Farm Mechanics 11, 12
- Art 11, 12
- Applied Design 11, 12
- Commercial Design 11, 12
- Drawing and Painting 11, 12
- Shorthand 11A, 11B
- Typing 11
- Office Practice 12
- Office Orientation 12
- Secretarial Practice 12
- Business Machines 12
- Book-keeping 11, 12
- Accounting 12
- General Business 11, 12
- Foods 11, 12A, 12B
- Textiles 11, 12A, 12B
- Management 11
- Home and Industrial Services 12
- Child Care 12
- Community Recreation 12
- Draughting 11, 12
- Industrial Power 11
- Industrial Science 12
- Construction 11, 12
- Mechanics 11, 12
- Electricity 11, 12
- Electronics 12
- Musicianship 11, 12
- Band 11, 12
- Chorus 11, 12
- Orchestra 11, 12
- Instrumental Survey 11, 12
- Acting 11, 12
- Stagecraft 11, 12
- Theatre 11
- Writing and Directing 12
- General Mathematics 11

*These four courses are common to all academic or non-academic programs under both present and revised curricula.

⁺Courses in which Department of Education examinations are given (exams are given in 12-level courses only).

DEPARTMENT OF EDUCATION Victoria, B.C.

SERVICES

• circular

containing ANNOUNCEMENTS, CHANGES, DIRECTIVES, RULINGS

THE PRINCIPAL SHOULD PRESERVE AND FILE THIS CIRCULAR WHERE IT IS AVAILABLE TO ALL TEACHERS.

DEC - 8 197

REGISTRAR'S OFFICE

735

CHANGES IN THE SENIOR SECONDARY SCHOOL CURRICULUM ORGANIZATION

The following is provided as advance information for principals and staffs of schools enrolling Grades XI and XII regarding changes in curriculum organization which become effective for students entering Grade XI in September, 1972. Further detail concerning the changes will be included in a revised Administrative Bulletin For Secondary Schools that will be developed and distributed as soon as possible.

Principals are asked to note that the matter of Departmental Examinations is still under study. As soon as final decisions are made regarding the role or function of these examinations, schools will be notified.

A. Objectives of the Reorganization

1. To make more definite the distinction between graduation requirements and requirements for admission to post-secondary institutions.
2. To provide for the general education of students and allow for studies in fields of pupil interest by:
 - (a) providing opportunity for "study in depth" in a major field of learning or alternatively "study in breadth" in related fields.
 - (b) providing increased flexibility in student programming.
3. To make it possible for a student to take as full a programme as his abilities and interests allow.

B. Major Features of the Reorganization

1. The previous provisions for requiring specified courses to be taken as part of a particular programme in the form of "Programme Constants" has been discontinued as a Provincial requirement for graduation.

- 2 -

2. The basic idea of grouping courses into programmes has been retained, but the groupings for specific specialities has been amended to allow for different combination of studies.
3. As an expansion, of the basic idea of programmes, provision has been made for a new organization of courses into a "Combined Studies Programme" which will permit groupings of courses into other than the traditional patterns, e.g., Industrial, Commercial, etc.
4. Increased opportunity has been provided for the inclusion, within students programmes, of locally developed, Provincially approved courses.

C. General Description of Reorganization

The Provincial Curriculum for the Senior Secondary School is organized by courses under two general categories.

1. General Education Constants: (4 courses)

Each student is required to take English 11, English 12, Social Studies 11, and Physical and Health Education and Guidance 11.

2. (a) Selected Studies Programmes (8 - 10 courses)

Requirements:

- (i) A minimum of 6 courses, two of which must be numbered 12, chosen from courses prescribed for one of the following programmes: Arts and Science, Commercial, Industrial, Community Services, Visual and Performing Arts and Agriculture.
- (ii) One additional course numbered 12.
- (iii) At least one additional course if the minimum is chosen under Requirement (i) above.

OR (b) Combined Studies Programme: (8 - 10 courses)

Requirements:

- (i) A minimum of 8 courses, three of which must be numbered 12, chosen from any of the programmes listed.
- (ii) Combinations of courses may be freely chosen provided that the specific subject requirements that may be established by the school are met.

- 3 -

Special Note re: Locally Developed, Provincially Approved Courses in 2(a) and 2(b) above.

A maximum of two locally developed, Provincially approved courses will be recognized and may be used in meeting all requirements except the requirement of the three courses numbered 12. These courses may fall generally into two categories:

- (a) Courses which relate the curriculum of a given school to its community.
- (b) Courses which may have future application to the Provincial Curriculum.

D. Graduation Requirements

1. It is expected that students will take a programme of 14 courses over the Grade XI and XII years, however, graduation requires successful completion of a minimum of 12 courses numbered 11 and 12. A minimum successful completion of 4 courses numbered 12 is required (English 12 and 3 others).
2. The responsibility for determining whether or not graduation requirements have been met, rests with the school, operating within the framework of School District policy.
3. The Department of Education will issue an official document for the recording of courses and achievement.

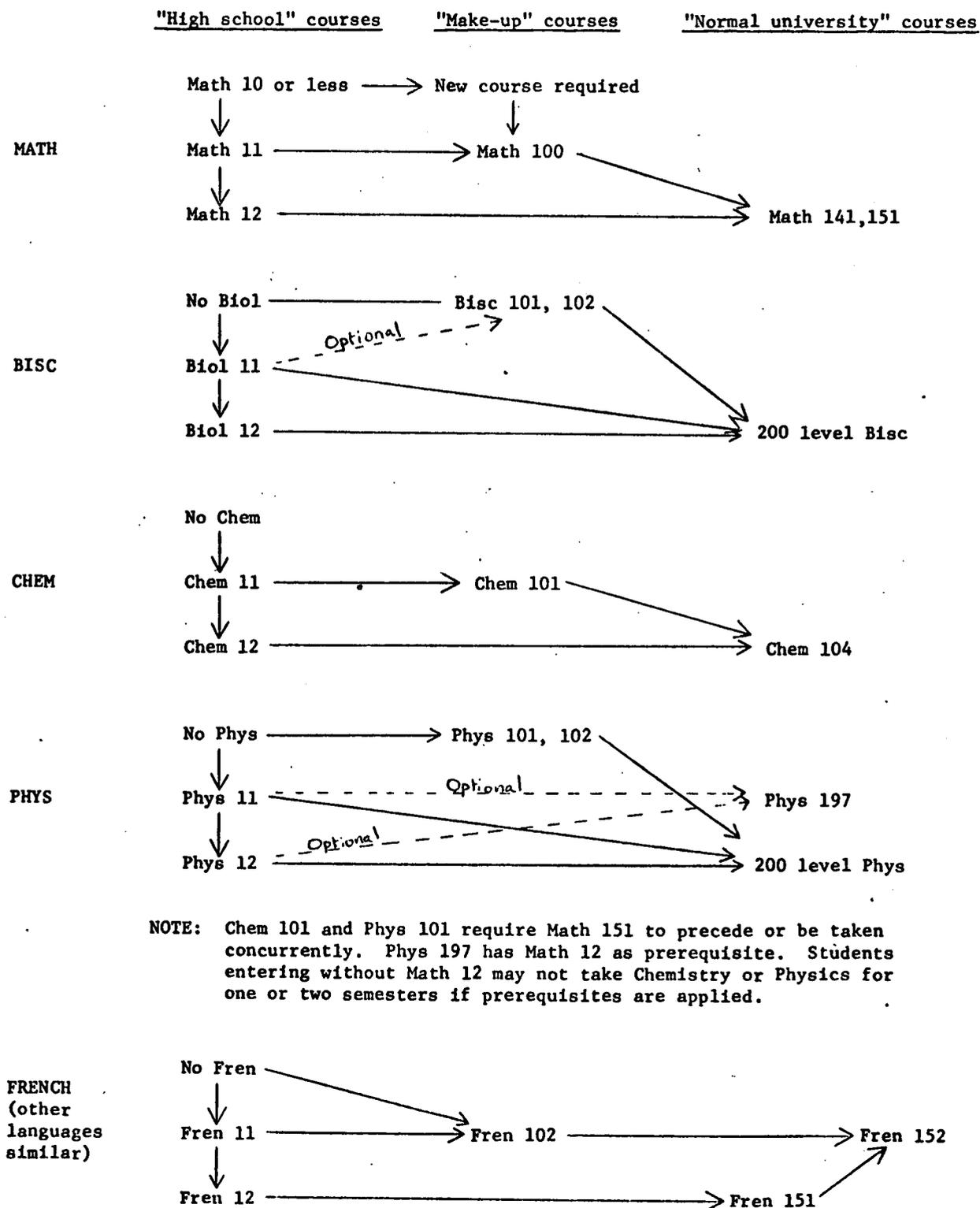
J.R. Meredith,
Superintendent of
Instructional Services.

WBN:kr

APPENDIX "D"

HANDLING OF STUDENTS WITH DEFICIENT BACKGROUNDS

Subjects, other than those shown, do not have specific prerequisites for freshman courses



NOTE: Chem 101 and Phys 101 require Math 151 to precede or be taken concurrently. Phys 197 has Math 12 as prerequisite. Students entering without Math 12 may not take Chemistry or Physics for one or two semesters if prerequisites are applied.