

SIMON FRASER UNIVERSITY

S. 348 b

MEMORANDUM

To..... Chairman of Senate

From..... Dr. S. T. Stratton

Acting Dean of Education

Internal Reorganization of the
Subject Faculty of Education
- Proposals to Senate

Date..... March 5, 1970

On behalf of the Faculty of Education I wish to advance to Senate the following motions pertaining to the internal organization of the Faculty of Education:

Motion 1:

That Senate accept the separation of Professional Foundations from the Educational Foundations Centre and constitute it as the Professional Development Centre according to the principles set out in Faculty of Education paper 70#10.

Motion 2:

That Senate accept the abolition of the Department of Physical Development Studies and the Physical Development Centre.

Motion 3:

That Senate accept the transfer of programs and personnel from the Department of Physical Development Studies to the Professional Development Centre as outlined in Faculty of Education paper 70#9.

Motion 4:

That Senate accept the formation of Communications Studies as a department and that this department be part of the Educational Foundations Centre as set out in Faculty of Education paper 70#7.

Atts.

Motion 5:

That Senate accept the reformation of the Educational Foundations Centre as a centre for studies in education comprised of a union of Behavioural Science Foundations, Social and Philosophical Foundations and Communications Studies, and constituted according to the principles set out in Faculty of Education paper 70#11.

Note re paper #11 - Particular note should be made that Faculty, in approving paper #11, did not approve the guidelines for undergraduate and graduate programs and wished to stress this point made on page 4 of the paper.

MEMORANDUM

To... President Strand

From Selma Wassermann

Subject

Date 10th February, 1970

It has been suggested that I inform you of the position of the members of this department on the matter of reorganization, specifically as related to the "Professional Development Centre".

Please be advised then, of the following sequence of events:

- 1) The members of this department fully endorsed the proposal of the separation of Professional Foundations from the Educational Foundations Centre and the forming of the Professional Development Centre. (Discussions on the implications of such a move were held during departmental meetings on October 20, 1969 and November 3, 1969.
- 2) At the Faculty of Education meeting of October 27, 1969, the motion to approve the separation of Professional Foundations from the Educational Foundations Centre to form a Professional Development Centre was carried unanimously.
- 3) At the Faculty of Education meeting of November 24, 1969, paper # 95 (see attached) was presented. The motion to approve the organization, programmes and committee responsibilities of the Professional Development Centre was carried.
- 4) Finally, at a meeting of the department held on February 2, 1970, and attended by Professors Ellis, Trivett, Gibbons, McClaren, Prock, O'Connell, Birch, Allen, Elliott, Vogt and chaired by Wassermann, the following motion was unanimously carried:

"that the Acting Dean be requested to advance to the President the reaffirmation of our position to separate from the Educational Foundations Centre to form a Professional Development Centre; and to request recognition from the President of such a move."

cc. Dr. Strivastava
A? Dean Stratton

Selma Wassermann

SW:caa

Encl. 1

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PROFESSIONAL DEVELOPMENT CENTRE

Motion (Faculty of Education Meeting, Oct. 27, 1969)

"that the separation of Professional Foundations from the Educational Foundations Centre to form a Professional Development Centre be approved".

Carried Unanimously

Implications of the Motion:

1. Organization - There are no organization changes to be made in the move to implement the motion. The Centre will elect a chairman, according to the terms of Senate paper S.224. Members of the Centre will include permanent faculty and Associates of the Centre, presently in the department.
2. Programs - The Professional Development Program will continue to evolve, as it has in previous years, reflecting the suggestions and criticisms of permanent faculty, Associates of the Centre, Associates in Education and students. The Centre will continue its development of special emphasis programs, reflecting interests of students and current educational needs. The Centre will continue the planning and development of its graduate programs.
3. Committee Responsibilities - Representational memberships on committees within the Faculty of Education will be virtually unchanged. The Centre will be represented by one member of faculty and one student to the Undergraduate Curriculum Committee, and the Professional Programs Committee, and by one member of the faculty to the Graduate Studies Committee and Coordinating Council.

FE/70#9

SIMON FRASER UNIVERSITY

MEMORANDUM

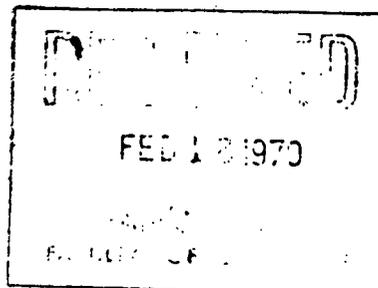
To Mrs. P. Speers,	From Dr. G. Kirchner, Chairman,
Faculty of Education,	Physical Development Studies,
Subject Item for Faculty Educ. Meeting	Date February 17, 1970

The members of the Department of Physical Development Studies have voted to accept the following reorganization of this department.

- 1) The Kinesiology Program as described in the 1970/71 Calendar be removed from the Faculty of Education, remain as an Interdisciplinary Program under jurisdiction of the Senate Interdisciplinary Committee and temporarily be administratively responsible to the Dean of Science.
- 2) Acceptance by the Professional Development Centre of the established Professional Development Programs currently offered by this department. These include:
 - a) Physical Education Specialist
 - b) Special Emphasis
 - c) General contributions to Professional Development Programs
- 3) Permission granted to Dr. Kirchner and Miss Eileen Warrell to request transfer to the Professional Development Centre.

Specific details relating to support staff, equipment and supplies relating to the reorganization have been submitted to the President's Office.

GK:p



SIMON FRASER UNIVERSITY

MEMORANDUM

J.E.D. 70#7

To Dr. S. Stratton, Acting Dean

From Patrick Lyndon, Chairman

FACULTY OF EDUCATION

CENTRE FOR COMMUNICATIONS AND THE ARTS

Subject REORGANIZATION OF CENTRE
(COMMUNICATIONS)

Date February 16, 1970

c.c. COMMUNICATIONS FACULTY

In response to the motion passed at the Faculty of Education Meeting asking for a report on its reorganization from each unit in the Faculty, I attach the paper headed "Educational Foundations Centre: Communications Studies" which describes the organization of Communications Studies.

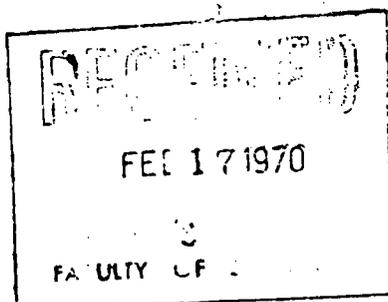
In brief, the Communication specialists now in the Centre for Communications and the Arts, plus appropriate staff (see attached list of names marked "Communications"), plus vacant positions of 1 Assistant Professor and 1 Visiting Professor, would remain in the Faculty of Education. Teaching responsibilities of faculty members would be as present plus the programs described in the attached paper.

Unless they are to form an "area" within the Educational Foundations Centre or in the Centre for Integrated Studies, they will be a Department of Communication Studies. Determination of this depends of course on current discussions being held within Educational Foundations.

Patrick Lyndon

PL/fb

enclosure



CENTRE FOR EDUCATIONAL FOUNDATIONS

Communication Studies

Preamble

"Graduate programs in communication emerged in response to an historic challenge: to understand and thus shape the new symbolic environment in which we become human.

"We develop ways of thinking, knowing, and relating to each other largely through the statements we share. Messages, images, and complex symbol systems cultivate assumptions about what is, what is important, and what is right. They provide terms of affirmation and negation, identity and alienation, collaboration and conflict.

"Creating, sharing, and using symbols and statements is the 'humanizing' process of man. A change in that process alters the nature of human affairs.

"We are in the midst of such a transformation. It stems from changes in the technological and social bases of symbol-production--an industrial revolution in information and popular culture. New media alter form, content, and context. New modes of communication change ways of selecting, composing, and sharing perspectives. New institutions of communication create publics and cultivate common consciousness across boundaries of time, space, status, and culture. New patterns of information animate societies and machines, and shape the terms of our engagement with each other and the world. Man has changed the symbolic environment that gives meaning and direction to his activity. We have only begun to inquire into these meanings, these directions, and their alternatives.

"Thus the nature of the discipline of communications cuts across the arts, humanities, social sciences, and many other older disciplines. Yet communication study is not merely a crossroads; it is also a field of common problems and an intellectual domain with its own center of gravity. That center is the study of the nature, production, use, and role of messages (or statements, symbols, etc.) in life and society."

George Gerbner
Professor and Dean
The Annenberg School of Communication
University of Pennsylvania
Philadelphia

A. Areas of Study

The Centre for Educational Foundations (as reorganized) provides a natural context in which the student may enquire into the cultural changes taking place in today's society and the nature of man's individual and collective adaptation to these changes as viewed by the Social and Behavioral Sciences. He also has a ready access to those scholars and artists concerned with the problems of perception, expression and meaning in a wide variety of symbolic behaviors and the nature, production and use of these symbols.

Within this Centre, the area of Communication Studies will concern itself with three broad facets of human behavior:

1. Interpersonal Communication:- Face-to-face communication is the most powerful and most frequent form by which man seeks to influence his fellow man. An increasing body of research on the dynamics of human interaction, verbal and non-verbal transactions and the role of both cognitive and emotional factors in such behavior emphasize the importance of such knowledge for the prospective member of the teaching or helping professions.
2. Mass Communication:- The vast proliferation of communication technology has resulted in a minor revolution in the means by which contemporary information is distributed. The results of research into the effects of both the form and content of such technology on attitude formation, values and behavioral change have major implications for both the educator and the administrator.
3. Communication Design:- Studies of both Scientific and Artistic creativity suggest there are highly individual intra-personal symbol systems involved in the process of discovery and invention. The tentative findings of research into the relationships between various sensory fields (vision, hearing, etc.) and the various symbol systems (Art, Language, Mathematics, etc.) have the most profound implications for learning and innovative behavior. However, the very scattered nature of this research underlines the need for a concerted attack on the problem.

B. Undergraduate and Graduate Programs

The Communication Studies Area will offer programs at both the Undergraduate and Graduate level, these programs to be mounted in close conjunction with other areas of the Centre. Present plans call for a three-phase development of these programs, spread over a 5 year period.

1. Undergraduate Program:- The approach of Communication Studies has been to distinguish 4 levels of experience for the Undergraduate student.

a) Levels of Experience

- i) Introduction to perceptual systems: At this level, an attempt is made to focus attention on the various modes of perception (sound, sight, verbal and non-verbal, etc.) in order to facilitate greater awareness of the multiple paths operative in human communication.
- ii) Conceptualization of experiences: Here the student is introduced to conceptual schemes which describe the communication processes and the psycho-social factors which facilitate or hinder these processes.
- iii) Intensive Application: At this stage the student is expected to select a specific area for exploration and focus his efforts in this area. This focus may take the form of a research project, an intensive analysis of a particular facet of the communication process or some other creative exploration.
- iv) Integration of Experiences: Finally, the student is expected to review and integrate his undergraduate experiences at both the conceptual and experiential levels. This stage is essentially a "testing" period in which the student reviews both his projected interests and the extent to which he has prepared himself for these projections.

Communication is thus explored at two levels: intra-personally, in which the student examines his own interests and capacities in his chosen area, and inter-personally, in which the student examines (with others) the accuracy of his perceptions of the requirements for his chosen role. (The need for such a "testing" phase is underlined by the very large numbers of students who either change their field after graduation or fail to remain in the field.)

b) Developmental Sequence

At present, Communication Studies has 4 Undergraduate courses available, one at each of the 100, 200, 300, 400 levels.

The results of this are, of course, unduly limiting (for example, students are able to explore only one sense modality at the 100 level). Consequently we plan to introduce a limited number of additional Communication courses at the lower level as soon as practicable. (It is worth noting that these additional courses were approved by the Faculty of Education in April 1969, but have not been advanced to Senate; this delay was purposeful, in anticipation of the reorganization of this Centre.)

Following these presently approved additions, no further Undergraduate courses are anticipated. Any expansion of the program will be of an interdisciplinary nature in conjunction with other areas of the Centre or other Departments in the University.

2. Graduate Program:-

- a) Rationale. In the absence of any Graduate Program in Communication Studies in Western Canada, we believe such a program merits the highest priority. We have a file of over 100 letters from students desiring to enter the field; no week goes by without several such enquiries.

The major portion of these enquiries are from students in two broad areas: firstly, the student who plans to use his knowledge to improve his performance in his role in the educational and helping professions (teaching, adult education, social work, clinical psychology, etc.); secondly, the student who seeks to improve his own understanding of the means by which he and others communicate knowledge and information (e.g. as scientist, artist, administrator, etc.).

In brief, the student does not seek, and this program would not provide mere job-training. The investment of the student and the University is too great to be spent on something that can be learned -- often best learned -- in the job situation. Communication Studies will seek to scrutinize those larger and more general problems which are not role-specific:

- * "How does a message or image evoke and elicit, unite and divide, bind and release?"
- * "How is information processed, transmitted and integrated into given frameworks of knowledge?"
- * "How do societies and technologies provide symbol systems, and assign value and insight to the issues and choices inherent in them?"
- * "What standards can guide and what measures can test communication acts and policies in changing cultures?"

- b) Developmental Sequence:- At present, all Graduate Students seeking instruction and experience in Communication Studies are registered in Behavioral Science Foundations and conduct research under the supervision of Communication Faculty. A threefold expansion of this situation is envisaged.

i) January - September 1970

Completion of phase III Laboratory will enable us to initiate student-directed research and prepare laboratories for Fall Semester.

During this period students will be registered as students of the Centre and will begin their supervision under Communication Faculty.

ii) September 1970 - September 1973

The Graduate Program in Communication Studies as submitted to Senate in July, 1969 will be developed and implemented. (Note, this program was withdrawn in anticipation of Centre reorganization; it is understood that Senate will review all Centre programs on the same occasion).

This program will be planned in close conjunction with other Centre Areas and duplicate experiences avoided. Liasion will be established with other Departments, with the Arts Centre (where indicated) and with relevant Community Institutions (e.g. CBC, Newspapers, voluntary organizations).

iii) September 1973 - September 1975

At this time a review of the program will take place and if, as anticipated, there is a strong request for experiences in TV, Film and the Arts, additional funding will be sought (largely from outside the University) to expand these areas of Communication Studies.

3. Student enrolment, Budget and Staff Increases

Anticipations are that the present staff and budget will be sufficient for the period to September 1973. (However, it must be noted that the impending completion of our Laboratory will necessitate the purchase of equipment which can not be housed at present.) Student enrolment during this period would be limited to approximately 50 Undergraduate Students and 10 - 15 Graduate Students (3 - 5 Ph.D. candidates).

Following the 1973 review of our operations there would be the possibility of an expansion, but such expansion would not exceed 4 faculty members. Student enrolment would be increased, largely at the Graduate level, but not to exceed 25 full-time students. While the envisaged expansion of facilities in this period would entail considerable purchases of equipment, etc., this expansion would be predicated on the receipt of external financial aid.

Finally, it should be noted that considerable financial aid is available for research and study in the field of Communication Studies. We have

been unable to make use of these sources in the absence of a program of studies or laboratory space. We anticipate considerable improvement in this situation over the next two years.

4. Resources (Space, Library facilities)

In our previous submission to the Senate Graduate Committee we established that present library resources were more than adequate (as compared to comparable programs and resources elsewhere) and that both space and equipment would be satisfactory following completion of phase III Laboratory facilities.

5. Summary

We believe the area of Communication Studies is a vital need, both for this University and for Western Canada.

We further believe that the establishment of such a program of studies within a larger interdisciplinary Centre would be most economical in terms of staffing and expertise.

eg. Dr., Prof., Mr., Mrs., Miss.

	APPOINTMENT	DEPT.	ROOM NUMBER	LOCAL	HOME ADDRESS	HOME TELEPHONE
APPLEBY, Cyril	Departmental Assistant	Communication & the Arts	5033	3267	1362 Comox Street Vancouver 5	No Telephone
BAIRD, Mrs. Nina	Events Manager Theatre	Arts	Theatre Foyer	3517	2644 Roseberry Ave. West Vancouver	926-3303
BARKER, Mrs. Judy	Senior Steno Communications	Communications	5139	4268	Effective March 1/70 1504 Rupert Street North Vancouver	988-6208
BAXTER, Iain	University Resident - Arts	Arts	5143	3686	1419 Riverside Dr. North Vancouver	929-3662
BEHRENS, Jack LEAVE OF ABSENCE		Arts				937-3729
BENNETT, Luke	Instructional Specialist Film	Arts	Film Workshop	3689	6205 St. George's West Vancouver	921-9625
BERG, Mrs. Freddie	Departmental Secretary	Communications	5038	3141	1023 Clarke Road Port Moody	939-7796
BROOKES, Christopher	University Resident Theatre	Arts	5041	4267	6650 Halifax Street Burnaby 2, B. C.	299-2332
BIDWELL, Dick	Theatre Technician	Arts	Theatre 104	4353	1360 Draycott Road North Vancouver	987-8602
BIPPEN, Raymond	Theatre Technician	Arts	Stage Manager's Office	3513	#202 2350 W. 39th Vancouver	No Telephone
CARPENDALE, Brian	Associate Professor	Communications	5142	3140	424 Third Street New Westminster	526-9101
CHERRY, Mrs. Shella	Secretary to Events Manager	Arts	Theatre Foyer	3724	#104 - 529 10th St. New Westminster	524-2606
FELTER, James	Co-ordinator Visual Arts	Arts	5040	4266	915 Burly Drive West Vancouver	926-3917
FOX, Stanley RESEARCH	Resident (Film)	Arts	5039	3515	266 West 4th Street North Vancouver	987-1148 (Home)
GARL, Miss Iris	Assistant Prof Dance	Arts	5034	3319 4263	915 Burly Drive West Vancouver	5-3917

FULL NAME	APPOINTMENT	DEPT.	ROOM NUMBER	LOCAL	HOME ADDRESS	HOME TELEPHONE
eg. Dr., Prof., Mr., Mrs., Miss.						
HERZOG, Fred	Inst. Specialist Photography	Arts			2146 West 14th Vancouver	736-5682 (Home) 876-3211 (Office) Local 2569
IRWIN, Michael	Technical Director	Arts		3513	1489 Dempsey Road North Vancouver	988-0138
KEANE, David	Instructional Specialist Choir	Arts			2726 Victoria Drive Vancouver 12.	876-0643
KLASSEN, Miss Valerie	Stenographer Arts	Arts	5139	4268	3042 East Georgia Vancouver 6	255-7409
LEGGATT, Norman	Instructional Specialist Dance	Arts			6565 Marine West Vancouver	921-9187
LUCKEY, Roger	Theatre Technician	Arts			#304 825 E. 8th Vancouver 10	266-0978
LYNDON, Patrick B.	Chairman Communications & Arts	Communications & Arts	5136	3534	4841 The Dale West Vancouver	922-2193
MALLINSON, Dr. Thomas	Professor & Director Studies	Communications	5140	4381	2770 Bellevue Avenue West Vancouver	926-2520
MEEK, Mrs. Audrey	Receptionist - Clerk Theatre	Arts	Theatre Foyer	3514	4514 N. W. Marine Dr. Vancouver	224-6248
RIMMER, Mrs. Karen	Instructional Specialist Dance	Arts			2276 West 4th Vancouver 9	733-4889
ROUSSEAU, Dave	Videotape	Arts			7145 17th Avenue Burnaby 3	524-4059
SALTER, Bill	T.A. Communications	Communications	5141	4302	643 Clark Road Coquitlam	936-5601
SELLERS, Mrs. Betty	Clerk/typist	Arts	Theatre Foyer	3514	757 Edgar Avenue Coquitlam	936-6434
SCHAFER, R. Murray	Professor Communications	Communications	5141	4302	1018 Esquimalt Dr. West Vancouver	Telephone
SHANDEL, Tom	University Resident Film	Arts	Film Workshop	3689 3515	6287 Willington Ave West Vancouver	921-9130

FULL NAME eg. Dr., Prof., Mr., Mrs., Miss.	APPOINTMENT	DEPT.	ROOM NUMBER	LOCAL	HOME ADDRESS	HOME TELEPHONE
SMITH, Joel	Associate Prof Communications	Communications	5035	4265	1327 Brisbane Ave. Coquitlam	936-0698
THOMAS, Jack	T.A. Communications	Communications	5141	4302	4158 Crown Crescent Vancouver 8	224-7822
WERREN, Phillip	Acting University Resident Music	Arts	5031	3687	4946 Windsor Street Vancouver 15	327-0692
YOUNG, Marc	T.A. Communications	Communications			1026 Pacific Street Vancouver 5	
THOMPSON, Jeff	Theatre Technician	Arts		3513	780 Duthie Burnaby	No Telephone

Ed. 70 #11

REPORT AND RECOMMENDATIONS FOR THE

ORGANIZATION OF THE

EDUCATIONAL FOUNDATIONS CENTRE

A. Rationale and Principles.

This document is an attempt to formulate principles of organization designed to facilitate the advance of the co-operate endeavours of the Department of Behavioural Science, the Department of Social and Philosophical Foundations and the Communications section of the Centre for Communications and the Arts. Because the principal author believes that academic co-operation, correlation and integration can only be understood and achieved if it is exemplified in the academic and/or professional programs produced, the following pages are devoted more to outlining programs at the undergraduate and graduate level than to specifying administrative structure in the narrower sense. Perhaps some introductory remarks are in place.

The revision of the organization of the Faculty of Education has changed both the constituent units and the administrative and academic relationship between the new units. The constitution of the Department of Professional Foundations as an independent centre separate from the original Educational Foundations Centre; the separation of Communications from the Centre for Communications and the Arts and its re-location in a newly constituted Education Centre; the separation of Arts from the Faculty of Education; the separation of Athletics and Recreation Services from the Physical Development Centre and from the Faculty of Education; the suggestion that Kinesiology may move out of the Physical Development Centre and out of the Faculty of Education; the consequent suggestion that the remaining sector of the original Physical Development Centre will coalesce with Professional Foundations leads to juxtaposition of Professional Foundations and Education Foundations.

This constitutes a situation which is potentially dangerous and the more closely knit each Centre becomes the more dangerous the situation could become. One of two things is likely to occur.

1. The Centres may develop independently and isolate themselves from the influences and concerns of the other. If this occurs (and it is likely because there are members of both Centres who by training and/or inclination have little commitment to the concerns of the other) it will lead to duplication. The professional centre needs the kind of resources which the foundations centre has and will have to supply their own. It may also lead to two Faculties though what one would be without the other is not easily seen.
2. The Centres may develop in such a way as to compete for resources and be led into attempts (real or merely perceived) to influence each other negatively. This is potentially a confrontation situation.

Because the faculty of Professional Foundations are all equally committed to teacher education and teaching practice (as they doubtless should be) the change from a Department to a Centre could be achieved by the stroke of a pen -- only the name changed. It is and may continue to be a closely knit unit.

No such easy step could be taken in the context of B.S.F., S.P.F. and Communications because:

1. All have or claim to have a distinctive discipline to the development of which their faculty are committed.
2. There are among their faculty many committed to making a significant contribution to the Professional Development Program and to the study of education in the specific contexts of formal educational institutions.
3. There are others whose commitments are to very different concepts of the study of education. For them the real educational issues are synonymous with the social, political, economic and environmental questions that are currently topical.
4. In B.S.F. and S.P.F. at least those faculty who have been over several years predominantly responsible for conceptualizing and guiding the development of their respective areas feel that only now is evidence of progress observable. Consequently they are reluctant to accept changes which are perceived as, at least, dilution of their disciplines.

These are but a few of the reasons that count against the development of a simplistic unity with one budget, one chairman (or one steering committee) and one set of guiding principles even if these guiding principles exemplify infinite pluralism. Cohesion within each department, interdepartmental co-operation and correlation are acceptable concepts even to the point of guidelines that make them mandatory. One discipline will accept that its programs must make positive provision for other disciplines but those who profess that discipline will not accept its control by others.

The solution was, as early as September 1969, seen to lie in a concept of a centre designed to:

1. Maintain the existing academic and budgetary autonomy of the three departments.
2. Establish undergraduate and graduate programs that will guarantee availability to all students and participation by all students in the course offerings of all departments. It is not sufficient to leave this to chance.

3. Establish such joint committees as are deemed essential to assure that each department functions co-ordinately with the other departments. For this purpose the following committees are suggested.

- (a) Joint Undergraduate Studies.
- (b) Joint Graduate Studies.
- (c) Interlocking Departmental Tenure Committees.

These committees will be concerned only with correlating and co-ordinating the work of the departments.

4. Establish such liaison committees to relate the centre and the departments with other centres in the Faculty of Education, with other Faculties, with community agencies and with other professions. For this purpose the establishment immediately of a Professional Development Program Liaison Committee is recommended. Consideration should also be given to the establishment of committees to provide liaison with such concerns as: adult and continuing education, community agencies other than formal educational agencies, research institutes and foundations, environmental and social problems, etc.

This concept of the structure of the Education Centre appears, to the principal author at least; to provide as fully as is at this time possible for the diversity of views among faculty. It seems also to provide for the initiation of development and change and, as well, to provide maximum scope and security for faculty. Any attempt to move further toward complete unification is too likely to produce conflict and disintegration to be risked at this stage.

In recommending the establishment and membership of joint committees the authors have been fully aware of the danger of making committee establishment and committee participation unduly heavy. Consequently both the number of committees suggested and the number of members on each have been kept to a minimum. Even so there is danger of saturation.

Two other points should be stressed.

1. This report has been compiled somewhat hastily and in sections. As well it has been subjected to examination by several members. As a result there is some overlap between sections but this may do nothing worse than provide emphasis.

2.

The guidelines for graduate and undergraduate programs are guidelines only with respect to the principles of co-ordination, co-operation and integration. The details will have to be examined for consistency with programs in the Faculty of Education as a whole and for academic viability. The point that is important and is established here is that it is through the programs developed that academic complementarity is attained. For this reason neither presentation nor justification of organizational principles could be presented without illustrative programs. Perhaps those that are appended will prove to be guidelines for actual programs. If so, all well and good -- if not, they will have served their purpose.

B. Department Functions and Procedures.

The Education Centre is to be conceived as a union of departments each of which is committed to a specified area of academic interest and is responsible for its development within the context provided by the constituent departments of the Centre and the Faculty of Education. These departments, namely Behavioural Science Studies, Communication Studies and Social and Philosophical Studies, are to remain academically and financially independent and to be charged with the following responsibilities.

1. Contributing to the development of the disciplines they embrace through intensive research which should lead to significant modification of those disciplines -- perhaps to the abandonment in part or in whole of the existing conceptual frames.
2. Development of undergraduate and graduate programs that will:
 - (a) Make adequate provision for academically healthy specialization within a particular area of the Centre.
 - (b) Utilize as fully as external constraints allow the resources of other areas of the Centre.
 - (c) Contribute as fully as possible to the availability of programs that relate the specialization of one area to that of another.
3. Provide facilities, encouragement and opportunities for faculty and students to pursue their research interests.
4. Encourage by such rewards as are feasible effective and innovative teaching.

Each Department of the Centre will:

1. Elect or select its own chairman.
2. formulate, negotiate and administer its budget.
3. Initiate requests for faculty appointments and search for and recommend appointment of suitable candidates.
4. Maintain an administrative assistant or senior secretary who will be directly responsible through the chairman to the department.

5. Provide for the development of coordinated cooperative secretarial and stenographic services such that, when needs arise, interchange of resources will occur spontaneously.
6. Establish and maintain such committees as are necessary to discharge its responsibilities and to effect maximum coordination with other departments of the Centre.

C. Joint Committees.

I. Graduate Studies Committee.

Composition.

Two representatives from each department, one of whom may be a graduate student and at least one of whom must be a faculty member qualified according to the rules specified by the Senate Committee on Graduate Studies.

Terms of Reference.

A The committee will:

- (a) Elect one of its faculty members to be chairman.
- (b) Make its minutes available to all faculty and graduate students.
- (c) Meet regularly once per month and at such additional times as its members consider necessary.

B The committee will:

- (a) Interpret policy applicable to all departments with respect to graduate programs.
- (b) Use such procedures as are deemed sufficient to ensure that all graduate student programs involve some work in departments other than that in which the student is enrolled.
- (c) Review all recommendations for the awarding of degrees to establish that completed programs are consistent with degree requirements and Centre regulations.
- (d) Review all new courses proposed with particular regard to undue overlap between departments and the consequent uneconomic use of resources.

Guidelines for Graduate Degree Programs.

M.A. (Ed.) Degree.

There will be two types of programs to permit flexibility. As both fall within the same framework these do not constitute different degrees. Consequently their specification here is a specification of internal policy for designing an M.A. Degree Program.

	<u>Formal thesis required.</u>	<u>Alternative thesis preference.</u>
Minimum Requirements.	25 hrs. of course work. Thesis.	35 hrs. of course work incorporating thesis equivalents.
	This work shall be divided as follows:	
Major Field.	15 hrs. in department in which candidate is enrolled and any other department(s) whose offerings are integral.	20 hrs. in the department in which candidate is enrolled and any other department whose offerings are integral.
Minor Field.	10 hrs. in another department of the Centre.	15 hrs. in one or more other departments in the Centre. <u>Thesis equivalents.</u> These are products of the courses taken and may take such form as the supervisory committee considers appropriate.

Ph.D. Degree.

Each Department will formulate and submit jointly with the other departments of the Centre its contribution to a Ph.D. Degree program in Educational Foundations.

Each Department will be free to establish specialization within its field of academic concern to the extent permitted by the following general regulations.

Minimum Requirements.

75 hrs. in course or seminar work (see note 2) including courses taken for a master's degree.

Dissertation.

Upon recommendation of the Supervisory Committee and the department and with the concurrence of the Centre Graduate Studies Committee this may take a form other than the traditional dissertation.

Structure of the Program.

Major Field.

Not less than 45 hrs. in courses offered by the department in which the candidate is specializing and in departments in Arts, Science or Education whose course offerings are directly complementary.

Minor Field.

Not less than 30 hrs. in courses offered by other departments in the University of which not less than 20 hrs. must be in another department of the Centre, the minor field department or in a department approved by the minor field department.

Notes:

1. The dissertation must be written in the major field -- i.e. the department of the supervisor.
2. Up to 15 hrs. in either the major or minor field (or 15 hrs. in each) may be credited for independent supervised research. If this is done in the major field it may not be an integral part of the dissertation.
3. Upon the recommendation of the supervisory committee and with the concurrence of the Departmental Graduate Studies Committee 15 hrs. as specified in (2) above may be credited for joint research.

Supervisory Procedure.

1. Each student shall upon entry select or be assigned to an advisor who will assist with the initial formation of a program and the selection of courses.
2. As soon as possible and preferably by the end of the first semester of the program the student, after consultation with the advisor and other faculty determine:
 - (a) Major supervisor who will be from the area of major concentration and will become chairman of the supervisory committee.
 - (b) Minor supervisor who will be from the minor area.
 - (c) One other member who should be from the major area or another area consistent with it.

This committee will normally constitute the examining committee but additional members may be added at the discretion of the supervisory committee, the major department or the Centre Graduate Studies Committee. For Ph.D. candidates one member from a department outside the Centre and one member from outside the University must be added.

3. Candidate's programs and subsequent changes to them must be submitted to the Centre Graduate Studies Committee which is responsible for maintaining consistency with the general requirements.

2. Undergraduate Studies Committee.

Composition.

Two representatives from each department, one of whom may be a graduate or undergraduate student. To be eligible an undergraduate student must have been enrolled in a major or honors program in the department for at least one semester. A graduate student must have been an undergraduate student in the department or have been enrolled as a graduate student for at least one semester.

Terms of Reference.

A The committee will:

- (a) Elect one of its faculty members to be chairman.
- (b) Make its minutes available to all faculty and undergraduate students.
- (c) Meet regularly once per month and at such additional times as its members consider necessary.

B The committee will:

- (a) Interpret policy applicable to all departments with respect to undergraduate policies and programs.
- (b) Use such procedures as are deemed sufficient to ensure that all undergraduate student programs involve some work in departments other than that in which the student is enrolled.
- (c) Review all recommendations for the awarding of degrees to establish that completed programs are consistent with degree requirements and Centre regulations.
- (d) Review all new courses proposed with particular regard to undue overlap between departments and the consequent uneconomic use of resources.

Guidelines for Undergraduate Programs.

Each Department shall establish as quickly as Senate procedures and the limitations of time and resources permit such courses as are deemed by the respective departments to be necessary and appropriate

to contribute to major and honors programs according to the following format. This format is consistent with the Faculty of Education regulations set out on page 167 of the 1969-70 Calendar and should be read in conjunction with them.

General Program.

Minimum requirement:
30 hrs. in courses offered by
departments in the Centre
distributed as follows:

20 hrs. in the Department
in which the student
is majoring.

10 hrs. in another department
of the Centre.

Honors Program.

Minimum requirement:
50 hrs. in courses offered by
departments in the Centre
distributed as follows:

30 hrs. in the department in
which the student is taking
honors.

20 hrs. in one or more other
departments of the Centre.

Within this general frame each department is free to and is expected to develop its own programs. The types, forms and orientation of courses are the prerogative of departments. A department may, if it wishes, allow credit toward the program within its proportion courses from departments not in the Centre. This prerogative should, and undoubtedly would, be exerted cautiously. It could occur more frequently in honors than in general programs.

3. Interlocking Departmental Tenure Committees.

Each Department will establish its own Departmental Tenure Committee which will act in accordance with the Academic Freedom and Tenure Brief and also function as the appointments committee. These committees will be constituted by drawing members from the Centre Tenure Committee Cadre in accordance with the procedure shown below.

Centre Tenure Committee Cadre.

Membership.

One Professor, one Associate Professor and one Assistant Professor from each department. The members shall, as far as possible, be tenured. This committee will elect one of its full professors as chairman and will be responsible only for determining the procedures, criteria and conditions (in all areas where these are not specified precisely by the Academic Freedom and Tenure Brief) under which Departmental Tenure Committees function.

Departmental Tenure Committees.

These committees will be struck according to the following formula and the three committees submitted simultaneously to the University Tenure Committee for approval.

Constituting Formula.

<u>Dept. #1.*</u>	<u>Dept. #2.*</u>	<u>Dept. #3.*</u>
$F_1 F_2$	$F_2 F_3$	$F_3 F_1$
$As_1 As_3$	$As_2 As_1$	$As_3 As_2$
$At_1 At_3$	$At_2 At_1$	$At_3 At_2$

* The departments will be assigned by lot to their numbers.

Note:

1. The three members for each department shall be elected by ballot.
2. The chairman of the department shall be chairman of its Departmental Tenure Committee unless he is an elected member of the Departmental Tenure Committee. He may participate in the deliberations but he may not vote.

3. If the departmental chairman is an elected member of the Departmental Tenure Committee the full professor on the Centre Tenure Committee but not on the Departmental Tenure Committee of the department considered will serve as chairman. In this case his responsibilities will be confined to chairing meetings of the Departmental Tenure Committee and reporting decisions to the departmental chairman. The departmental chairman will be responsible for preparing all documentation.
4. When the chairman of the Departmental Tenure Committee is not a member of the department he shall not participate in deliberations of the committee and he shall not vote.
5. Voting Procedure.
 - (a) All votes will be by ballot.
 - (b) All motions respecting promotion, tenure, appointment and re-appointment will be in the form "That _____ be recommended." (i.e. positive form).
 - (c) No case shall be considered and no vote shall be taken unless all members are present.
 - (d) A motion shall be deemed to fail unless there is a 2/3 majority in favour.
6. The administrative assistant or senior secretary of the department will act as secretary to the committee.
7. All minutes, documents and deliberations of the committee shall be held to be strictly confidential.
8. The Centre Tenure Committee Cadre will formulate and promulgate the rules of evidence that govern what data are admitted.

4. Other Joint Committees.

As suggested in Section A the need for liaison committees is recognized. The constitution of these is dependent upon the characteristics of the field with which they are intended to provide liaison. Consequently no recommendations of a specific nature are made here except as follows:

Professional Development Program Liaison.

Membership.

One faculty member (preferably the chairman) from each department.

Responsibilities.

To take effective steps to ensure that the resources of the departments and faculty are freely available to the professional programs.

To ensure that resources available are fully used by faculty and students in the Professional Development Program.

Similar specifications will be made for liaison committees with other responsibilities as the need and opportunity for them arises.