

SIMON FRASER UNIVERSITY

S.299

MEMORANDUM

To..... Mr. H. Evans	From..... A. R. MacKinnon
..... Secretary, Senate Dean of Education
Subject..... Pass/Withdraw Proposal, PF	Date..... October 27, 1969

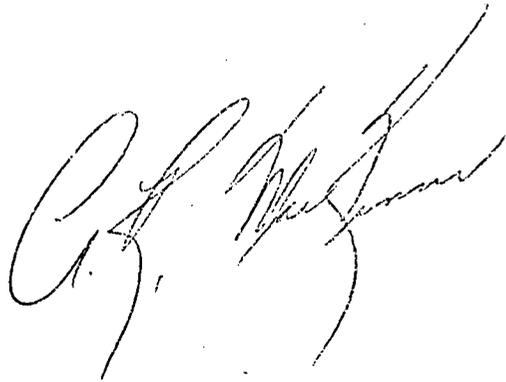
The following motion received majority support from the Faculty of Education at its meeting on October 27, 1969:

that the pass/withdraw grading system for PF 401, 402 and 405 be approved, to begin in the Spring semester 1970.

A supporting paper on this proposal as presented to Faculty is attached.

I would now request that this item move to Senate at the earliest opportunity, particularly in light of the implementation date agreed to.

Att.



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Professional Foundations Department

Proposal for Two-Category Grading System in
Education 401, 402 & 405

It is proposed that effective in the Spring, 1970 Semester, a two-category grading system (Pass/Withdraw) be implemented in Education 401, 402 and 405 within the Professional Development Program. These phases of the program do not carry credit in Arts or Science but are required for teacher certification.

This proposal arises from motions of August 13, 1968 and September 29, 1969 and reflects the recommendations of the departmental committee on Grading Evaluation.

Definitions:

A grade of P (Pass) would be used to indicate that a student has successfully fulfilled the requirements of the course and demonstrated competency with respect to the specified evaluative criteria. This grade would only be used in the event that there is no reservation about a student's competence.

A grade of W (Withdraw) would be used in any of the following instances:

- a. the student wishes to withdraw from the program.
- b. the student is requested to withdraw because it is clear that he has not demonstrated competence with respect to specific evaluative criteria.
- c. the student is requested to withdraw because there is doubt about his competence.

Operating Principles:

- a. Requests to withdraw will not be made unilaterally but rather in consultation with informed parties (e.g., Associate in Education, Associate of the Centre, program co-ordinators, other faculty, student).
- b. Requests to withdraw will be made on the basis of specific behavioural evidence.
- c. Students who withdraw (either by request or by their own choice) may re-apply at a later date to the Professional Development Program.
- d. A withdrawal will mean that no credit is given for that portion of the program during which the student withdraws.
- e. Every student is insured the right to appeal after request to withdraw.
- f. If the appeal is rejected, withdrawal is automatic and the student receives no credit for that portion of the program.

Rationale:

- a. In a professional program, the most important assessment is the determination of a candidate's fitness to enter the profession not the assessment of precise levels of competence in teaching. In the PDP professional competence is stressed and academic competence

has been demonstrated prior to entry.

- b. The difficulty of sampling within a complex composite criterion renders it impossible to achieve the valid and reliable measures of teaching performance required for the assignment of multi-category grades. This problem is compounded by the diversity and distribution of evaluators.
- c. Evaluation must be continuous and central to the learning process. When grading takes place it tends to become associated with all evaluative procedures and to detract from the value of those procedures for learning. The emphasis in the PDP is on the greatest possible development within each stage of the program and the diagnostic assessment of specific strengths and weaknesses is essential to that end. Preoccupation with grading is inimical to the goals of the program.

Comment:

A joint faculty-student committee has made specific recommendations for all aspects of implementation from appeals to identification of scholarship candidates. Other committees are engaged in the identification of specific criteria for each phase of the PDP and in the preparation of means of assessing the effects of the proposed change. The foregoing represents a brief summary of the proposal.

Department of Professional Foundations

Implementation Procedures for Pass-Withdraw

1. When a student lacks competency, or when his competency is in doubt, the following procedures would begin:

- 401-405
- (a) The Associate in Education would consult with the Associate of the Centre on the initiative of either and the student would be informed.
 - (b) Specific examples of inadequate teaching performance would be provided.
 - (c) The Co-ordinators, Assistant Co-ordinators and other informed parties (e.g. other teachers, principal, professorial faculty) would be called upon for additional evaluative evidence.
 - (d) A decision would be made in consultation with all informed parties.
 - (e) The student would be assured of the right to appeal to the Department Head, the Dean of the Faculty and the Senate, in that order, if he so chooses.
- 402
- (f) The Associate of the Centre would inform the student and specific examples of inadequate performance would be provided. Either the Associate or a permanent faculty member would take the initiative.
 - (g) The Co-ordinator and Assistant Co-ordinator would be called upon for consultation and additional evaluative evidence would be sought.
 - (h) The decision would be made in consultation with all informed parties.
 - (i) The student would be assured of the right to appeal to the Department Head, the Dean of the Faculty and the Senate, in that order, if he so chooses.

2. Scholarships will be determined by the following procedures:

- (a) The Associate of the Centre would submit names of those who qualify in terms of the evaluative criteria for each stage of the program.
- (b) The names would be submitted to a Scholarship Committee, consisting of 3 faculty members from the department who would make the decisions regarding the scholarship awards.