S73-121

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON NON-CREDIT INSTRUCTION

Subject REPORT ON COMMITTEE ACTIVITIES SUMMER SEMESTER 1973

Date OCTOBER 19, 1973

MOTION: "That Senate ratify the courses approved for offering during the Fall Semester 1973 by the Senate Committee on Non-Credit Instruction, as set forth in S.73-121, as follows:

Offered by	Course Title
Continuing Education	The Photographer's Eye
Continuing Education	Let's Do Music
Geography Department	Canadian Landscape II
Department of Modern Languages	Chinese (Mandarin) for Beginners
Kinesiology and Continuing Education	Introduction to Dance Therapy
Computing Center	Computer Programming for Paraplegics
Physics Department	Glassblowing
Chemistry Department	Seminar Series in Forensic Chemistry
Reading and Study Center	Reading and Study 001
Reading and Study Center	English Language Program
Reading and Study Center	Typing Course
Reading and Study Center	Rapid Reading for the Business and Professional Community
Recreation Center	Aquatics
Recreation Center	Fitness
Recreation Center	Sports and Games
Recreation Center	Combatives
Recreation Center	Outdoor Program
Library	Access to Information
Arts Center	Elementary Dance - 733-W202
Arts Center	Intermediate/Advanced Dance - 733-W20[illegible]
Arts Center	Choreographers Workshop - 733-W20[illegible]
Arts Center	Super 8mm Film - 733-W301
Arts Center	Introduction to Video - 733-W351

Arts Center	Continuing Video - 733-[illegible]
Arts Center	Madrigal Singers - 733-W401
Arts Center	Choir - 733-W402
Arts Center	Beginning Recorder - 733-W410
Arts Center	Intermediate Recorder - 733-W411
Arts Center	16mm Film - 733-W312
Arts Center	Advanced Recorder - 733-W413
Arts Center	Renaissance Ensemble - 733-W495
Arts Center	String-Wind Ensemble
Arts Center	Purcell String Quartet at Home
Arts Center	Rehearsal - 733-W499
Arts Center	Acting/Directing - 733-W501
Arts Center	Design/Technical - 733-W531
Arts Center	Voice Production and Sight Reading - 733-W403
English Department	English 001
Computing Center	Introduction to Job Control Language
Computing Center	Computer Center Orientation
Computing Center	Introduction to APL 1
Computing Center	Introduction to APL 2
Health Services	Industrial First Aid Course "

SIMON FRASER UNIVERSITY

S.73-121

MEMORANDUM

To	Senate	From	Senate Committee on Non-Credit Instruction
Subject	REPORT ON COMMITTEE ACTIVITIES SUMMER SEMESTER 1973	Date	October 19, 1973

The Senate Committee on Non-Credit Instruction was established during the summer semester 1973. For the information of Senators, a copy of the terms of reference and composition of the Committee are attached.

At the outset, the members of the Committee identified two separate problems with which they were faced. The first of these was to facilitate the offering of non-credit courses in the University for the fall semester 1973. The second was a longer term problem, that of regularizing and systematizing the offering of non-credit courses for subsequent semesters. In attempting to resolve the first of these problems, the Committee requested information on all non-credit courses proposed for offering in the fall semester with a view to examining these offerings. In the event, severe time constraints made it impossible for the Committee to meet and consider all the courses involved; and, in view of this fact and in order to expedite the approval and publication of the full course offerings, the Chairman informed the Committee that it was his intention to approve the submissions himself and to submit them to the Committee for information. A copy of the Chairman's memorandum on this subject is attached. At a subsequent meeting, the full Committee ratified the Chairman's action. Information on each of the courses was approved and is also attached to this report. These courses are now submitted to Senate for its ratification.

In dealing with the second problem, that of establishing guidelines and procedures for future operation, the Committee first discussed the applicability of its terms of reference to the University's non-credit offerings. The result of this discussion was a document laying down the types of courses which would and would not be considered as falling within the Committee's purview. This discussion was followed by further consideration of operating procedures; and a document was also produced defining the method by which the Committee would operate in future. Copies of both of these documents are attached for the information of Senators.

J. Mugridge
Chairman

Encl.

SENATE COMMITTEES

May 7, 1973

SENATE COMMITTEE ON NON-CREDIT INSTRUCTION (standing)

Members	Conditions	Term	Expiry Date	Name
Vice-President, Academic, or his designate	Chairman (voting)			I. Mugridge
Senator	Elected	2 yrs.	Sep 30/75	P. M. Doherty
Senator		2 yrs.	Sep 30/75	J. F. Ellis
Senator	by	2 yrs.	Sep 30.75	J. M. Munro
Senator		1 yr.	Sep 30/74	H. Weinberg
Senator	Senate	1 yr.	Sep 30/74	E. W. Banister
Senator		1 yr.	Sep 30/74	W. E. Williams
Director of Continuing Education	Non-voting			M. McClaren

TERMS OF REFERENCE:

1. To consider for approval all non-credit[1] courses of study, instruction and education, not otherwise approved by Senate, which are proposed under the auspices of SFU or any of its Faculties or Departments, including non-academic departments.
2. Approval shall not extend to more than one offering of any such course; and any subsequent offering must receive the Committee's approval.
3. To report promptly each semester to Senate for its ratification[2] the non-credit courses of study, instruction and education which have been approved in the previous semester. Notwithstanding this regular obligation, the Committee shall be empowered to report to Senate at its discretion and be required to report to Senate at the request of Senate.

Notes: [1]Non-credit course of study, instruction or education shall be taken to mean courses or workshops offered under University auspices, other than occasional lectures, colloquia or seminars offered by departments or other units. Questions about the applicability of these terms shall be referred to the Vice-President, Academic for resolution.

[2]Ratification by Senate after a course has been offered suffices to meet the legal requirements of the Universities Act, 54(d) which provides that Senate shall have the duty 'to consider and revise the courses of study, instruction and education in all Faculties and departments of the University, including extramural instruction.' Thus, if a course has been approved by the Committee, and has been offered, but is subsequently <u>not</u> ratified by Senate, the effect will be to instruct the Committee not to approve that course or similar courses in the future.

/3 A. 11

I. Mugridge
Chairman
Senate Committee on Non-Credit Instruc

Members of the Senate Committee
on Non-Credit Instruction

June 28, 1973

Non-Credit Programs and Activities,
Fall Semester, 1973

You will recall that, on 11th June, 1973, I sent out a memorandum to all those University agencies offering non-credit courses or programs, informing them of the existence and functions of this Committee. This memorandum also requested submission, through the Office of the Director of Continuing Education, of course proposals for the coming semester. It was my initial intention to allow time for the collection of these submissions and, following this, to place them before the Committee for its consideration. I discovered yesterday, however, that the deadline for transmittal of material for the Fall schedule of non-credit courses to the printer was today. In view of this and of the fact that some of the proposals were not submitted until early yesterday afternoon, it seemed to me that the only reasonable course was for me to examine the course proposals as carefully as possible and to approve them on behalf of the Committee. I have therefore done this and indicated my approval to the departments concerned. Copies of the memoranda which I have sent to these departments are attached for your information.

I regret the need for this action; but I trust that it will be unnecessary in future. I have now received a proposal from Dr. McClaren on the policies and operating procedures for the Committee and I hope to call a meeting soon after the election of new members at next week's Senate meeting to discuss this proposal. I would then anticipate that the Committee will be able to complete its discussion of these questions in time for the beginning of the Fall semester. This will enable the policies and procedures to be distributed to relevant agencies and for a reasonable deadline to be set for submission of course proposals for the Spring semester, 1974.

I. Mugridge

:ams

DISTRIBUTION

P. Doherty
J.F. Ellis
J.M. Munro
E.W. Banister
M. McClaren

DISTRIBUTION:

Deans
Department Chairmen
Academic Planner
Director Continuing Education
Librarian
Registrar
Academic Advice Centre

c.c. Mr. S. Roberts
Mr. G. Swart

COURSE PROPOSAL FORM

(Non-Credit)

Course Title:

Full Description of Course:

Requirements for Entrants (if any):

Rationale for the Course:

For Whom is the course intended:

Proposed Dates, Time and Place of Offering:

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).

Proposed Student Fee:

Maximum number of Students: _____

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (For off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): _____

TOTAL COST _____

Anticipated Revenue:
Student Fees: _____

Net Cost of Proposed Course: _____

Special Details of Proposed Course:

Signature of the Author of the Proposal: _____

Date: _____

CRITERIA FOR DECISIONS ON THE APPLICABILITY OF THE TERMS OF REFERENCE OF THE SENATE COMMITTEE ON NON-CREDIT INSTRUCTION

1. The Committee will consider the following courses or programs:

   a. Courses or programs of instructional intent offered by administrative agencies of Simon Fraser University.

   b. Within the limits of a. above, programs such as courses, workshops or lecture series which have instructional or educational intent and which are normally more than single events.

   c. Courses, workshops or lecture series which require formal student registration and payment of a fee for attendance.

   d. Programs, courses, workshops or lecture series which issues certificates or proof of attendance and/or competency.

   e. Programs, courses, workshops or lecture series which are advertised in the larger community whether to specific groups or to the community in general.

2. It is understood that the Committee will not consider;

   a. Theatrical performances or events.

   b. Internal departmental seminars.

   c. Internal staff or professional training programs.

   d. Single special events

   e. Events offered and funded by clubs, private societies or the Student Society.

I. Mugridge
Chairman,
Senate Committee on
Non-Credit Instruction

September 13, 1973

OPERATIONAL PROCEDURES FOR REVIEW OF COURSE PROPOSALS

1. All course proposals from departments, centres, programs or individuals will be submitted to the Chairman of the Senate Committee on Non-credit Instruction on a standard form.

2. All such course proposals will then be reviewed by the Director of the Division of Continuing Education, who will ensure that all proposals are in acceptable form and forward them, with his recommendations to the Committee.

3. The Chairman of the Senate Committee on Non-credit Instruction will communicate the Committee's decisions to the proposers of courses, along with any suggestions from the Committee to the proposer. The Committee will refer any recommendation on fees to the Vice-President, Academic for his consideration and for referral to the President and the Board of Governors.

4. The Division of Continuing Education will arrange for the preparation of publicity materials, the distribution of publicity, the payment of fees and the registration of students (where necessary), as well as other details of the advertisement and operation of courses in consultation with the agency mounting the course.

5. The Committee will receive course proposals on the basis of planning and approving a one semester program. The following deadlines for submission of courses will apply:

For the Fall semester	June 1st
For the Spring semester	November 1st
For the Summer semester	March 1st.

It is recognized that special needs may arise from time to time; but the Committee hopes to regularize the input of course proposals so that there may be adequate lead time to consider proposals, to prepare publicity and so on.

I. Mugridge
Chairman
Senate Committee on Non-credit
Instruction.

September 13, 1973

MCE 73-8

SIMON FRASER UNIVERSITY

MEMORANDUM

To Ian Mugridge Assistant Vice President Academic	From Don Wilson Assistant to the Director Division of Continuing Education
Subject Non Credit Courses, Fall, 1973	Date July 17, 1973

Enclosed is a copy of a memo from M. E. Eliot Hurst, Chairman, Geography Department.

In response to this proposal, two questions need to be considered:

1. The memo does not ask that the series of lectures be approved by the committee (I believe it should be).

2. The memo requests financial assistance (I am not sure under what procedures this money can be granted).

I have also written memos to three persons who have indicated their desire to offer courses this fall, and as soon as I hear from them I shall forward the information to you. They are as follows:

1. "The Photographer's Eye" - Dennis Devenyi
   (Previously Offered Summer, 1972, Fall, 1972, and Spring, 1973)

2. "Let's Do Music" - Arvid Grants
   (Previously offered Fall, 1972

3. "Mandarin Chinese" - Andrew Hsiao
   (Proposed by Interdisciplinary Studies)

With respect to all of the above, and relating to our conversation of the committee meeting of Tuesday, July 17, I believe that the time has now come when we should no longer receive proposals if we are expected to promote these through one publication.

Don Wilson

/pem

Proposed By	Title
Geography Department	Canadian Landscape II
Department of Modern Languages	Chinese (Mandarin) for beginners
Kinesiology and Continuing Education	Introduction to Dance Therapy
Computing Center	Computer Programming for Paraplegics
Physics Department	Glassblowing
Chemistry Department	Seminar Series in Forensic Chemistry
Reading and Study Center	Reading and Study 001
Reading and Study Center	English Language Program
Reading and Study Center	Typing Course
Reading and Study Center	Rapid Reading for the Business and Professional Community
Recreation Center	Aquatics

Recreation Center	Fitness
Recreation Center	Sports and Games
Recreation Center	Combatives
Recreation Center	Outdoor Program
Library	Access to Information
Arts Center	Elementary Dance - 733-W202
Arts Center	Intermediate/Advanced Dance - 733-W204
Arts Center	Choreographers Workshop - 733-W208
Arts Center	Super 8mm Film - 733-W301
Arts Center	Introduction to Video - 733-W351
Arts Center	Continuing Video - 733-W352
Arts Center	Madrigal Singers - 733-W401
Arts Center	Choir - 733-W402
Arts Center	Beginning Recorder - 733-W410
Arts Center	Intermediate Recorder - 733-W411
Arts Center	16mm Film - 733-W312

Arts Center	Advanced Recorder-733-W413
Arts Center	Renaissance Ensemble-733-W491
Arts Center	String-Wind Ensemble
Arts Center	Purcell String Quartet at home, Rehearsal-733-W499
Arts Center	Acting/Directing-733-W501
Arts Center	Design/Technical-733-W531
Arts Center	Voice Production and Sight Reading-733-W403
English Department	English 001
Computing Center	Introduction to Job Control Language
Computing Center	Computing Center Orientation
Computing Center	Introduction to APL 1
Computing Center	Introduction to APL 2
Health Services	Industrial First Aid Course

SIMON FRASER UNIVERSITY

NCI 73-3b

MEMORANDUM

To Dr. M.E. Eliot-Hurst Dept. of Geography	From Dr. Milton McClaren, Acting Chair Senate Committee on Non-Credit Instruction
Subject Geography Film Series	Date August 15, 1973

The Senate Committee on Non-Credit Courses of Instruction has asked me to bring to your attention the fact that at its meeting of July 24, 1973, the Committee requested certain additional information from the Geography Department with respect to the proposed Geography Film Series. The Committee asked whether or not the Geography Department had responded to this request for further information and I indicated that to my knowledge no response had been received.

The Committee has asked me to inform you that it considers the Geography Film Series to fall within its terms of reference as a non-credit course of instruction and that no plans should be made to offer this program until it has been formally approved by the Senate Committee on Non-Credit Instruction.

If you will forward to me the information requested by the Committee, I will endeavour to have the Committee act quickly to consider the proposed Film Series, in order that you may proceed with its offering in the Fall semester.

Kay Pearson

for Dr. M. McClaren

:kp

c.c. S. Kanehara

c.c. Members of Non-Credit Comm.

INFORMATION ONLY

SIMON FRASER UNIVERSITY

NC 1 73-5a

MEMORANDUM

To	Dr. E.M. Eliot-Hurst Chairman, Department of Geography	From	I. Mugridge Chairman, Senate Committee on Non-credit Instructi
Subject	Canadian Landscape Series	Date	July 31, 1973

At a recent meeting of the Senate Committee on Non-Credit Instruction the proposal of the Geography Department to offer a Series of Lectures on the Canadian Landscape during the Fall and Spring semesters was brought to the notice of the Committee.

After some discussion of the relationship of such a proposal to the terms of reference laid down for the Committee, it was unanimously decided that a request be transmitted to you for further information on this proposal. At this time, it is the opinion of the Committee that this and other proposals of a similar nature should be examined and approved by the Committee before they are offered; and, in order to make a clear determination on this question, the Committee would appreciate receiving further information on the proposal. While the Committee realized that it would be impossible to give detailed information on any of the lectures proposed, it felt that as much information as possible should be made available to the Committee to enable it to discuss the proposal in greater detail.

I. Mugridge

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SIMON FRASER UNIVERSITY

MEMORANDUM

To: Director, Canadian Studies Progr.
Dean, Fac. of Interdisc. Studies
✓ A/Director, Continuing Education

From: M.E. Eliot Hurst
Chairman, Geography Department

Subject: Canadian Landscapes II

Date: July 13, 1973.

Last Fall and Spring the Geography Department offered in co-operation with yourself, a series of public lectures, entitled "Canadian Landscapes". Because of their success we intend to offer in this coming year, six further lectures under the title "Canadian Landscapes II". It is eventually hoped to print the best of the 14 lectures as a book to celebrate the University's 10th anniversary in 1975.

This year an attempt will also be made to "go to the public" by staging the lectures on a more convenient night (Thursday) and by holding some of them off campus at such locations as the Burnaby Art Gallery, etc.

Since such a series is somewhat expensive, some financial help would be needed. Since you co-operated last year, I was wondering whether this could be repeated (even if on a more restricted scale).

1. September 27: Barry Lord, Ryerson Institute
"The Canadian Landscape Tradition in Canadian Art"
Location: SFU

2. October 25: Dennis Lee
"Canadian Cityscapes"
Location: Burnaby Art Gallery?

3. November 22: Miriam Waddington
"The Canadian Sense of Place"
Location: VCC?

4. January 24: Margaret Atwood
"Landscapes of Survival"
Location: Vancouver Public Library?

5. February 28: To be decided
"The Landscape of the Quebecois"
Location: Capilano College?

6. March 28: Pierre Berton
"The CPR's Canadian Landscape"
or
Al Purdy
"The Geography of the Imagination: The Canadian Landscape through Poetry"

Location: SFU

M.E. Eliot Hurst

cc: S. Kanehara
G. Newman, Chairman, English Dept.

Nov 73-8e

SIMON FRASER UNIVERSITY

MEMORANDUM

To I. Mugridge
Chairman, Senate Committee on
Non-credit Instruction

From M.E. Eliot Hurst
Chairman, Geography Department

Subject Canadian Landscape Series

Date August 24, 1973.

I delayed replying to your memo of July 31st until I could discuss the terms of reference of your committee with you. Now that we have discussed the matter I would like you and your committee to rule on whether a lecture series such as ours falls under your purview. The alternative would be of course to drop the series idea and simply bill them as separate lectures! The department has, for example, four other lectures scheduled for the coming year which do not fall under the "Canadian" rubric.

The details of the upcoming series are:

Canadian Landscapes II:

i. September 27 - Barry Lord, Ryerson Institute*
"The Canadian Landscape Tradition in Canadian Art"

ii. October 25 - Scott Symons
"Canadian Civic Imagery"

iii. November 22 - Miriam Waddington, York University*
"The Canadian Sense of Place"

iv. January 24 - Dennis Lee*
"Cadence, Country, Silence: Writing in Colonial Space"

v. February 28 - Frederick Grenier, Laval University
"The Landscape of the Quebecois"

vi. March 28 - Al Purdy
"The Geography of the Imagination: the Canadian Landscape through Poetry"

* confirmed.

The series is organized by ourselves, and co-sponsored by the Department of English and the Canadian Studies Programme.

M E Eliot Hurst
for BS

Typed & Signed in
MEEH's absence.

MEEH:bs

DEPARTMENT OF MODERN LANGUAGES

MANDARIN CHINESE

The Department of Modern Languages offers two levels of Mandarin Chinese.

We will use both Character Text for Beginning Chinese (CTBC) and Beginning Chinese Reader (Part I: BCR) as text-books. They include dialogues, pronunciation drills, sentence-building games, and substitution exercises.

The study program for each lesson will start with a brief classroom discussion of the composition, pronunciation, meanings, and use of each new character. Then a tape recordings covering the sentences and connected text. Listening to the recordings while silently reading the text can be an important help not only learning new terms but also in learning to read with the speed and rhythm of a native Chinese rather than with the haphazard pauses characteristic of a beginning student. This is not simply an aesthetic matter but is vitally related to gaining fluency in reading and speaking.

In learning to speak, the primary emphasis is on achieving facility in uttering sentences rather than simply in memorizing lists of words. Similarly in reading the object is to read diverse materials with speed and comprehension rather than simply to "know" an impressive number of individual characters or to be content with the agonizing translation or decoding which far too often passes for reading. Fluency in reading or speaking can only be achieved by extensive practice of all the interrelated aspects of the reading or speaking process. To accomplish this we must READ, READ, READ, WRITE, WRITE, WRITE, AND SPEAK, SPEAK, SPEAK.

It is high time now for us to learn Chinese which is one of the five official languages of the United Nations and is used by 25% of the world's population.

NCI 73

COURSE PROPOSAL FORM

(Non-Credit)

Course Title:

Chinese (Mandarin) - Beginners

Full Description of Course:

See attached course outline

Requirements for Entrants (if any):

None

Rationale for the Course:

To take the place of Chinese 100-3 which was submitted to Senate as a permanent credit course and has been referred back to the Arts Curriculum Committee. A number of students have already begun studies in Chinese and this course will serve as a continuation and to keep alive any fluency which has been attained during their studies for which no credit has been given.

For Whom is the Course Intended:

For students wishing to get a grounding in the sounds, words and expressions in Chinese Mandarin and for those with an interest in Chinese history etc. It is intended that the course only be offered to students currently enrolled in courses at SFU.

Proposed Dates, Time and Place of Offering:

Each Tuesday, 2:30 - 4:30 p.m. at Simon Fraser University

Proposed Instructor:

(Attach resume if not regular SFU Faculty or Staff)

A. Hsiao (see attached resume)

Proposed Student Fee:

Maximum Number of Students: 10

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): $7.35 per hour
(2 hrs. teaching, 1 hr. preparation = 3 hrs. total)

Travel & Accommodation : N/A

Rental of Facilities : N/A (for off-campus courses using rented space)

Equipment & Materials : Nil
Tapes & other written material already available

Other Expenses (list) : Nil

TOTAL COST : $859.95
(9 hrs. per week - 13 weeks = 117 hours)

Anticipated Revenue:

Student Fees:

Net Cost of Proposed Course:

$859.95

Special Details of Proposed Course:

Senate approval for Chinese (Mandarin) courses to be offered for credit has been delayed and the only alternative to provide those students who have already begun their study of that language with the opportunity to maintain the knowledge already acquired is to offer the courses on a non-credit basis during the Fall semester.

Signature of the Author of the Proposal: _____

R E S U M E

Mr. A. Hsiao

Mr. A. Hsiao has conducted the courses applied for in three previous semesters. He has maintained a very good program and has succeeded in bringing a large number of students to within an easy reach of becoming proficient users of the Chinese language. The enrolment in most semesters has been maintained above the ten student mark in the lower two courses and five in the advanced course.

BAG/bg
August 24, 1973

NCI 73-5

COURSE: Introduction to Dance Therapy
DEPARTMENT: Continuing Education
SEMESTER: Fall, 1973.
September 17-November 7.
TIME: 8-9:30 P.M.
Monday and Wednesday
PLACE: Gym (mini Gym A&B)
INSTRUCTOR: Amy Greenfield, M.Sc.

INTRODUCTION

Dance Therapy is the use and understanding of expressive body movement for the purpose of integrating our physical and emotional selves. Involved in the study of dance therapy is the exploration of our own movement potentialities, and how we communicate non-verbally in group situations. The settings in which dance therapy is used are varied; they range from clinics, hospitals, and residential treatment centres to schools and community recreation centres. Dance therapy has been included in the treatment programs for physically and emotionally handicapped individuals, as well as being a unique and educational movement experience for normal adults and children.

Introduction to Dance Therapy is a course which will provide a unique approach to human interaction. Professionals and students in the fields of rehabilitation, education, health sciences, physical education, and dance will find it important and useful in their work and study. For others it will be a valuable experience in further understanding movement as non-verbal communication.

Video and film will be used as resource material.

COURSE OUTLINE

The course will be divided into two parts. One part will be a seminar-discussion of basic readings in Dance Therapy. The other part will be a practical session in movement awareness, integrating the dance therapy principles outlined in the seminar. The focus of the practical sessions will be the exploration of individual movement repertoires, and group interaction.

SEPTEMBER 17 & 19:

Where Dance Therapy began: the origins of movement as a therapeutic experience in primitive cultures.

SEPTEMBER 24 & 26:

Rhythm and music as catalysts in the expression of emotions through movement. The use of music in Dance Therapy.

OCTOBER 1 & 3:

The training of Dance Therapists: a Video-Film and discussion.

OCTOBER 8 & 10:

The individual's movement repertoire: What is it? Why is it important? A discussion and exploration of different movement styles.

OCTOBER 15 & 17:

Discussion of the concept of Body Image, and its personality components. Selected studies in pathology.

OCTOBER 22 & 24:

Working with specific population groups: the retarded, physically handicapped, emotionally disturbed, autistic, etc. Film: "Looking at Me"- A dance therapist working with autistic children.

OCTOBER 29 & 31:

Discussion of Movement Observation skills: a necessary tool for the dance therapist. Use of Video as an educational medium to further movement observation skills.

NOVEMBER 5 & 7:

Discussion of Video: personal perceptions. Concluding summary.

Proposal for the Introduction of Dance Therapy into the Kinesiology Curriculum

Amy Greenfield, M.Sc.

Dance therapy is the use and understanding of expressive body movement, for the purpose of physical and emotional integration. Although dance therapy is a technique designed primarily for emotionally disturbed individuals, it can be successfully applied to many diverse population groups. Dance therapy is an important tool for those students and professionals involved in rehabilitation and educational services. Its applications are in the fields of non-verbal communication research, movement behavior observation, and self-awareness. The dance therapist should have a sound background in the physical sciences, a working knowledge of movement as a medium for self-expression, and a basic understanding of the socio-psychological variables invovled in human interaction. The settings in which dance therapy is used are varied; they range from clinics, institutions, hospitals, residential treatment centres, to schools and community recreation centres. Dance therapy has been prescribed as part of the integral treatment programs for both physically and emotionally impaired individuals, as well as affording normal children and adults with a movement experience which is both enjoyable and educational. A proposed course in dance therapy would be a natural extension of the Kinesiology curriculum which endeavors to explore the many facets of human movement, among them motor development and the socio-psychological and socio-cultural components of movement.

The study of dance therapy as it applies to non-verbal communication has recently become an area in which much scientific research and observation has taken place. The validity of dance

therapy as an intellectual pursuit as well as its pertinence to community based work exemplifies, I believe, the relevance and need for such a course. Educators are becoming more aware of the complexities of non-verbal communication in their teaching and research. Students are requesting more and more often courses which allow them to explore their own individuality and growth in addition to learning skills which are specifically vocationally applicable.

This proposed course in dance therapy would be helpful for university students, continuing education students, student teachers, and teachers. Other professionals in the fields of physical education, health sciences, rehabilitation, special education, and dance would also find dance therapy useful in terms of their understanding of group interaction and learning within a classroom or professional environment. Through the utilization of movement observation skills a teacher or professional will be more sensitive to the needs of the people he is working with.

Proposed Course: An Introducation to Dance Therapy

The objectives of this course would be twofold: 1) To introduce the students to a survey of the literature on dance therapy, and to offer them a basic understanding of the theories involved in the field. Movement observation skills will also be introduced. 2) To help the students become more aware of their own movement repertoires and their own movement potentialities. Movement will be studied as non-verbal communication within the group context, as well as on a personal level.

Structure: The course would be divided into two parts: one part would involve a one and one half hour seminar, revolving around a discussion of the literature and theories involved in the field. The other part would involve a one and one half hour laboratory. The laborartory would consist of practical sessions in movement awareness integrating the dance therapy principles outlined in the seminar. A final term paper would be a required part of the course.

Resources: A wide variety of literature on the subject of dance therapy is available. In addition video and film would be utilized.

Proposed Workshop: An Introduction to Dance Therapy

A workshop can present only a limited scope of the material available on the subject of dance therapy. However, it can serve as a viable introduction to this field.

I would introduce the students to a selected survey of the literature on dance therapy. There would also be a discussion of movement observation skills. The focus of the practical laboratory sessions would concentrate on the student's own movement potentialities as they are manifested in group interaction, and on a personal level. These sessions would focus also on developing movement observation skills.

Structure: The workshop would be divided into two parts. One part would be approximately a one and one half hour seminar. The other would be approximately a one hour laboratory. The purpose of the laboratory, as discussed above, would be to integrate the dance therapy principles and movement observation skills outlined in the seminar, in a group context.

Resources: A selected bibliography in dance therapy readings would be made available. In addition, video and film would be utilized.

Selected Bibliography in Dance Therapy Readings

Articles:

Bartenieff, I. and Davis, M.A. "Effort-Shape Analysis of Movement." Bronx, New York: Albert Einstein College of Medicine, Yeshiva University, 1965.

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VITAE SYNOPSIS

Amy Greenfield, M.Sc.

Amy Greenfield has an M.Sc. degree from Hunter College, New York, and a B.Sc. degree from the University of Wisconsin. Both degrees are in the field of Dance Therapy. Her background includes extensive teaching experience in modern dance, folk dance, and ballet, as well as advanced study in the areas of Clinical Psychology, Kinesiology, Anatomy, and Movement Observation and Analysis. Her most recent assignment has been at Bronx State Hospital, New York, where she worked as a dance therapist with severely disturbed adult patients. She has been a guest dance therapist at "The Maples", the adolescent division of the Burnaby Mental Health Centre.

Curriculum Vitae

Amy Greenfield Kolpanitzky

Education:

Hunter College, New York, N.Y.
M.S. degree in Education- specialization in Dance Therapy; 1973.

University of Wisconsin, Madison, Wisc.
B.S. degree in Physical Education- Dance Therapy, Psychology minor; 1971.

High School of Performing Arts
New York, N.Y.
High School diploma; 1967.

Dance Therapy Training:

Dance Therapy Masters Program: Hunter College; courses in Theory, Kinesiology, Anatomy, Psychology, Movement Observation and Analysis.

Dance Therapy Practicum; Full-time internship at Bronx State Hospital, Bronx, New York. September 1972- January 1973.

University of Wisconsin: Practicum for Dance Therapy Majors at Mendota State Hospital, Madison, Wisconsin 1969-1970.

Dance Therapy Volunteer, Bellevue Hospital, New York, N.Y., Spring 1971. Supervised by Mrs. Lee Strauss, Head of Adivities Therapy.

Dance Training:

Modern Dance: Martha Graham Studio, New York, 1963-1967.
High School of Performing Arts, New York
University of California at Irvine
University of Wisconsin

Ballet: Ballet Arts, Carnegie Hall, New York

Folk Dance: 92 Street YM-HA, New York- Fred Berk Israeli and International folk dancing.

Ethnic Dance: Asian, High School of Performing Arts, New York; East Indian and Spanish Dance.

Choreography: University of California at Irvine
University of Wisconsin, Madison, Wisc.

Professional Experience:

Hunter College, N.Y.

1971-1972 Adjunct Lecturer: Psychology Department

The Maples
Youth Development Centre
British Columbia, Canada

Summer 1971 Guest Dance Therapist, ran several workshops with adolescents, and staff.

Gracie Square Hospital, N.Y.

Summers 1969-1970 Recreational therapist, and Nurse's Aide

Westminster College
New Wilmington, Pa.

Summer 1968 Dance Instructor, Fine Arts Program

Professional Affiliations:

Regular Member: American Dance Therapy Association, 1970- present.

References forwarded on request.

[illegible] 4450 Connecticut St.
Burnaby 2, B.C.

INFORMATION ONLY

NCI 73-1a

SIMON FRASER UNIVERSITY

MEMORANDUM

To	Mr. John Kuss Manager Education Service Computing Centre	From	I. Mugridge Chairman, Senate Committee on Non-Credit Instruction
Subject	Paraplegic Project	Date	July 31, 1973

This is to inform you that at a recent meeting, the Senate Committee on Non-Credit Instruction approved the proposed course in Computer Programming for Paraplegics. It is understood that this course was approved as a pilot project and that it must not be offered again without prior approval by this Committee.

I. Mugridge

:ams
c.c. G. Suart

NCI 78-1

SFU

SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
DEPARTMENT OF KINESIOLOGY, 291-3573

July 17, 1973

Mr. Tom Parker
Canadian Paraplegic Association
B.C. Division
780 S.W. Marine Drive
Vancouver 14, B.C.

Dear Tom:

I am enclosing a brief write-up on possible physical difficulties in interfacing paraplegics to computers. Frankly, I don't think there will be many problems with the standard graphic display terminals.

If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,

Tom

Thomas W. Calvert
Associate Professor

TWC/cma

cc: Mr. J. Kuss
Computing Centre

PHYSICAL PROBLEMS

Difficulties can arise in three areas: input of information to the computer, reading output from the computer and general purpose note taking or documentation of work completed. These problems have been solved to a greater or lesser extent by all of the potential participants as part of their adjustment ot everyday living.

All 10 of the potential participants can type. This is done by: 4 with their hands, 2 with their feet, and 4 with mouth sticks. Input to the computer is by keypunch to produce cards and by visual display terminal for direct entry of information. In either case, this involves typing on a keyboard similar to that on an electric typewriter. The physical effort required is small and the only anticipated problem involves the placement of the keyboard in a position convenient to the user. The keyboards are usually an integral part of the keypunch or terminal, but models are available which allow the keyboard to be removed and attached by a flexible cable to the rest of the machine. This would be a useful feature since it would allow each participant to adjust his work position to greatest advantage.

All participants will probalby find that the visual display terminal is the most convenient medium of communication with the computer. However, it is important that they should also become familiar with punched cards for input and line printer output, since these are the standard input/output media used by the data processing industry. Any physical problems encountered will be minimized by having a clerical assistant available to help in handling this material.

It is anticipated that all participants will be able to use the

visual display terminals unaided. The software system available through these terminals is almost ideal since it allows the user to display a stored program, edit it, run it, and display the results by entering a very few abreviated commands on the keyboard. Indeed, this system can also be used for entering, storing and editing English text which is needed for documentation.

In summary, we anticipate that the only difficulty will be in the convenient placement of the keyboard and display portions of the computer terminal. It is possible that some of the participants could benefit from specialized attachments to certain keys on the terminals and these can easily be provided if it proves desirable.

SIMON FRASER UNIVERSITY

MEMORANDUM

J.K. Kuss, Manager, Educational Services.	From T.D. Sterling, Director, Computing Science Programme.
Subject Data Processing Program for Paraplegics.	Date 9th July, 1973.

Dear John,

Your program outline is excellent and practical as well.

I have a number of small suggestions.

There ought to be some lead time to train staff on how to deal with the handicapped students. It is better to get these problems out of the way so that the teaching can proceed smoothly. (Two to three months lead time would be more than sufficient.)

I am not clear on your Item 6, Conversational Terminals. I assume that these are CTRs enabling the student to get some visual display. Because of the visual display problem, there ought to be some projection facility by which the student can read printout. Probably two pieces of such equipment would be needed.

Instruction and practical experience are needed also for a number of topics for which ordinarily assumptions are made that the student has mastered them. This includes some familiarity with record keeping procedures, arithmetic, writing of reports, and some familiarity with "professional" language and demeanor. Instructional personnel ought to be selected such that they can also handle instructions in record keeping and arithmetic. It would be nice if the instructor could also help with the report writing part of the program. However, it would be safer to think of an English instructor to participate on a some part-time basis.

After reading your outline, I agree with you that an emphasis on instrument building and software development would be misplaced at this time. Your report is practical and feasible and hope will be implemented.

I have explored a little bit for ways and means to raise the necessary funds and I think I have some leads. Perhaps we can meet with Wilson and Suart for the next step.

Best regards,

Ted

T. Sterling.

TDS/et

c.c. Mr. G. Suart, Vice Pres. Admin.
Doug Wilson, Canadian Paraplegic Association.

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Mr. G. Suart
Vice-President Administration

From: J.K. Kuss, Manager
Educational Services

Subject: Data Processing Program for Paraplegics

Date: June 25th, 1973

Attached is a copy of a report that I have sent to Doug Wilson of the Canadian Paraplegic Association. It outlines what I feel are the requirements and costs for this program. It would be up to the Paraplegic Association to provide the necessary funding, although we may be able to assist in approaching government agencies or service organizations.

:jj

cc: Dr. T. Sterling, Director
Computing Science Program

Dr. T. Calvert
Department of Kinesiology

Miss L. Wilson
Office of the Vice President Academic

SIMON FRASER UNIVERSITY

COMPUTING CENTRE

EDUCATIONAL SERVICES

A DATA PROCESSING PROGRAM FOR PARAPLEGICS

Prepared for: B.C. Division Canadian Paraplegic Association

Prepared by: J.K. Kuss
Educational Services Manager

INTRODUCTION

This proposal is in response to an inquiry by the British Columbia Division of the Canadian Paraplegic Association to establish a computing program for quadraplegics at Pearson Hospital.

As of December 31, 1972 there were 1,241 members registered with the B.C. Division of the Canadian Paraplegic Association. There is a constant need to provide education and training which will lead to interesting and productive employment for these handicapped individuals. The data processing profession offers excellent possibilities for meeting part of this need. Although employment opportunities in data processing are somewhat less abundant now than they were three or four years ago, a substantial requirement still exists in government, industry and education for well trained systems analysts and programmers.

Several years ago the University of Alberta in conjunction with the University Hospital established a program to train paraplegics in computer systems and programming. As a result of the training received by the paraplegics at the University of Alberta they have now set-up a successful private contract programming business in Edmonton.

The B.C. Division of the Association has indicated that considerable interest and enthusiasm exists for a similar project in Vancouver.

PROGRAM OUTLINE

The objective is to develop and implement a data processing program for paraplegics and quadraplegics in British Columbia. Intensive training in systems design, analysis and computer programming would be provided and research and development would be undertaken by the University to assist in developing techniques and equipment to assist severely handicapped quadraplegics in performing input/output functions related to computer programming.

Aptitude testing, interviewing and job placement services may also be made available to paraplegics involved in this program.

The ultimate aim is to produce well trained computer programmers and analysts who can either be placed in full-time positions in business and industry or can be employed on a contract basis to undertake programming and systems assignments.

Preliminary discussions concerning this project have yielded considerable interest and enthusiasm by a number of Simon Fraser Faculty and Staff.

Dr. T. Sterling, Director of the Computing Science program at Simon Fraser University, has had considerable experience in developing programs and instrumentation techniques to teach computing to handicapped individuals (blind, deaf, paralyzed). The attached paper outlines some of Dr. Sterling's work in this area. He has expressed interest in this project and has

offered to assist in designing and implementing a training program for the B.C. Division of the Canadian Paraplegic Association.

Dr. Tom Calvert, Professor of Kinesiology, at Simon Fraser has also expressed interest in this project and has done considerable research in the development of instruments to monitor and record motor and sensory functions.

Miss Lolita Wilson, Assistant Professor of Psychology and Assistant to the Academic Vice President was involved in establishing the training program at the University of Alberta and has offered to assist with this program. Miss Wilson has had extensive experience in psychological and aptitude testing and counselling and has offered to make these services available to potential candidates for this program.

The program would be coordinated by the Educational Services Section of the Computing Centre. The Computing Centre would provide teaching and support staff, computing resources and equipment for this program. Classroom space can also be made available within the Centre.

It is anticipated that the initial program would involve 12 to 15 quadraplegics for a one year period.

A full-time instructor and a half-time programmer - lab assistant would be employed for this period.

A preliminary outline for the course would include instruction and practical experience in the following areas:

The Why and How of Data Processing

- Why process data
- How are Data processed
- History of Data Processing Systems

Data for Machine Processing

- Machine readable data
- Number Systems
- Organization of Data

Processing Equipment

- Major Components
- Control and Operations
- Input/Output
- Data Transmission

Programming and Processing Procedures

- Programming Languages
- COBOL programming
- PL1 programming
- Data handling
- Subroutines

- Table processing
- Coding and addressing schemes
- Operating systems

Systems Design

- Systems analysis
- Survey initiation and fact gathering
- Systems design and layouts
- Flowcharts
- Decision tables
- Forms analysis and design

Documentation

- System Documentation
- Program Documentation
- Run manuals and operations documentation
- User manuals

E.D.P. Applications and Feasibility

- Need for Feasibility Studies
- Applications
- The Feasibility Study
- Analysis and Cost Determination
- Development of System Specifications
- Selection of Equipment
- Development of installation costs

Project Control

- Project selection
- Project authorization
- Project planning
- Personnel assignment
- Estimating
- Scheduling
- Budgeting

COSTS

The costs for this program could vary quite substantially depending on the amount of development, programming and equipment costs incurred in providing special interface systems for severely handicapped quadraplegics.

The estimate outlined below includes a nominal amount for equipment development and takes into account all necessary expenditures to operate this program for one year.

COST ESTIMATE

		Cost
1.	Full time instructor	$ 15,000
2.	½ time programmer-analyst	6,000
3.	Keypunch operator	6,000
4.	Equipment development	5,000
5.	Keypunches 2 @ $75.00/month	1,800
6.	Conversational Terminals 2 @ $105.00/month	2,530
7.	Microfilming (manuals and reference materials)	3,000
8.	Microfilm readers $100.00/month	1,200
9.	Computer processing estimate $500.00/month	6,000
	Total Cost	$ 46,530

NOTES:

1. A full-time instructor would be employed for this program. This individual would have to have a good understanding of data processing as well as considerable teaching experience. Some preparation time would be required to develop the course, particularily with regard to instructional techniques for teaching severely handicapped individuals. It is estimated that this instructor would be employed for a period of 15 months at an annual salary of $12,000.

2. It is estimated that approximately ½ the time of a programmer analyst would be required to assist with the laboratory assignments in the course. Some programming may also be required in order to interface special equipment to the computer.

3. A full-time Keypunch operator would be required to assist in preparing programs and data for computer input. This individual should also have secretarial skills as some of the keypunching would involve transcribing from dictating equipment.

4. A nominal amount is included for developing special equipment to allow quadraplegics to interact directly with the computer. This equipment would likely take the form of a specially designed terminal which would employ a coding system to allow severely handicapped individuals to utilize their remaining motor and sensory abilities to communicate efficiently with the computer.

Since all but 3 of the initial group of quadraplegics considered for this program have some typing ability and since secretarial help and keypunching assistance will be available, I do not anticipate significant costs being incurred in equipment development for this group. However some research should be undertaken during this project to determine more effective means of preparing computer programs and data and of handling the computer processed output. This may result in additional funding requirements in the future to develop and implement efficient interface terminals for specific individuals.

5. Two keypunches will be required for this program. These would be located at Pearson Hospital. One keypunch would be used by the keypunch operator for punching the programs prepared by the group and the other would be available to individual students for program corrections and practise.

6. It is suggested that two conversational display terminals be installed at Pearson Hospital. These terminals would be connected to the Simon Fraser computer via telephone lines and would be used by the students to prepare, modify, correct and submit programs and data directly to the computer. All of the commonly used programming languages can be accessed through the terminal and in addition a powerful text editing facility is also available.

7 & 8 One of the problems faced by quadraplegics is handling the large number of reference manuals required in programming and systems analysis. An efficient and economical solution is to microfilm all of the frequently referenced manuals. These can be stored on cassettes which can be indexed so that specific sections of a manual can be easily and quickly referenced and displayed on the microfilm reader.

9.q A large part of this program will involve practical exercises in preparing, running, testing and modifying programs to solve commercial

data processing problems. It is estimated that approximately $500.00 per month will be required for computer processing. Computer time will be billed at the rate charged to other educational institutions using Simon Fraser's facilities.

No costs have been included for counselling services, consulting and assistance of Faculty members of the University, general administrative support by computing centre staff, etc. A courier service will also be provided by the University to transport programs and output between Pearson Hospital and the Computing Centre. These services will all be provided by the University free of charge.

SUMMARY

The program outlined in this proposal should take approximately one year to complete. At the end of that time these students should be competent in the design and programming of commercial data processing applications.

Some interest has already been expressed, within the University Computing Centre as well as by a local service bureau, with regard to making use of programming services that could be provided by this group. The Provincial government may also be able to employ these programmers, either individually or on a contract basis, to undertake projects for various government departments.

I believe this is a very worthwhile project which shows excellent potential benefits to the quadraplegics involved, the Canadian Paraplegic Association, the University and society as a whole. If this project is successful it could be continued and expanded for other groups of quadraplegics and severely disabled individuals interested in challenging and rewarding work in Data Processing. Consideration could also be given, at the time, to developing simpler and more efficient methods of communicating with the computer to design and program data processing applications.

Reprinted From The Journal of The American Medical Association
May 15, 1967, Vol. 200, pp. 625-629

A New Direction in Rehabilitation Through Advanced Instrumentation and Computation

Theodor D. Sterling, PhD

The development of instruments to aid individuals with serious motor or sensory problems or both has always played an important part in rehabilitation work. With the additional ability for logical processing of information presented by a computer or by what might be more properly referred to as logic circuitry, a new dimension has been added to the concept of "aid" which may represent an important guideline to the thinking of the therapist. Yet the role of processing or computation in the instrumentation field is as yet neither appreciated nor, frankly, very well understood. The dominant source of confusion appears to be the general misunderstanding concerning what computers are and what they do.

In the minds of many individuals, computers are still exclusively identified as instruments that do calculations, such as slide rules or desk calculators. While it is true that computers do calculate, the actual amount of time spent in this activity is usually very small as compared with that devoted to the performance of a variety of other tasks. It would be much more suitable and much more in line with what computers are actually doing to call them instruments of "process control." They are central instruments that process information coming to them from a variety of sources by techniques which are often trivial as mathematical procedures, but more often rely heavily on pure logic, heuristic methods, and most of the time fall within a class of activities which have been called intuitively by many people the same name—brute force. (A thorough discussion of processing techniques and their relation to life sciences can be found in *Computers and The Life Sciences*, especially chapters 1 and 6.[1])

The Central Processor

Processes controlled by computers are potentially all activities connecting the instruments that *sense* the environment to those that *change* it. Thus computers open up the possibility to control the powerful complex or totality that makes up our technology. Between sensor, recorder, transmitter, and effector, there had to be, until now, the human mind and hand to evaluate the information that was transmitted, make decisions about what actions to take and then take them. This has changed now. The central processor can now take on many routine evaluative and decision-making functions and so serve as the link between sensors and effectors whenever rules for actions can be clearly defined. (Even when such rules are not too clear and not too easy to define, a central processor may still be used as such a link although with greater difficulty.) Computing circuitry has successfully controlled the landing of instruments on the moon or the sending back of pictures from far off Mars. What has been learned about instrument control during the pursuit of costly national hobbies has many immediate applications to all our lives. Perhaps the most striking effect of this progress in the automatic control of instrumentation will be in medicine and here in rehabilitation. What does this processing ability of computers or logic circuitry really imply for rehabilitation?

The Computer in Rehabilitation

With the computer there has been created a unified complex consisting of instrumentation-processing-logic components. This total complex can act as a servomechanism and perform functions of almost any complexity (as long as the guidance of these functions can be reduced to specific rules). Such a reliable and useful "servant" can be created to perform many complex action sequences with minimum control. The existence of such a servant is doubly important for individuals who are prevented for physical reasons from evaluating the environment, reacting to information in the environment, or manipulating their situation fully. Let us turn to examples of some of the possibilities already realized and work in progress in the rehabilitation of individuals who are blind, deaf, or have serious disturbances in the motor areas.

The "Reading" Machine

One of the real present needs for blind individuals is the development of a "reading" machine which will enable the blind person to have the same ac-

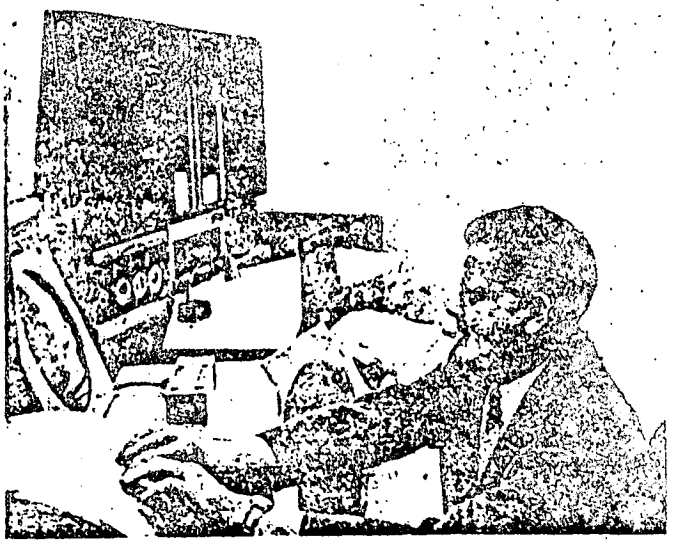
From the Department of Computer Sciences, Washington University, St. Louis.
Read before the first meeting of the Association for Advancement of Medical Instrumentation, Boston, July 25, 1966.
Reprint requests to the Department of Computer Sciences, Washington University, St. Louis 63130. (Dr. Sterling).

cess to information as does the sighted individual. Imaginative and valuable efforts to build reading machines date back to the first world war. However, these attempts were concentrated to translate directly the effect of light and dark areas on the printed page, via photosensitive cells, into a combination of musical tones.[1-3] While it had been demonstrated that some individuals with considerable training can "read" printed pages under restricted conditions, this approach did not prove to be practical on a large scale.

However, work done during the last few years demonstrated quite clearly that a computer could be used to take "input" in the form of letters or characters and reformat and translate this input into an "output" signal which could be used to produce Braille I or Braille II shorthand, or, for that matter, could be presented in any other form. At present this work is restricted to the translation of English characters that are presented to the computer on magnetic tape or IBM cards into a Braille I or Braille II which is either embossed by the high speed printer[4,5] or used to drive an embossing plate so that books may be made from it.[6] This present capability can be expanded in two directions.

On the output end, it is eminently possible to build a reader. This reader may be a device on which the blind person's hand rests and on which signals travel from one end to the other and are picked up in this fashion. The work of John Linville has demonstrated without a doubt that a blind individual can be easily made to read signals presented to him in such a fashion.[7] A very valuable series of experiments that may open many new doors for communications have been reported by Bliss.[8] These join a long line of successful efforts to build reading devices that "work" such as reported by Mann,[9] Saslow,[9] and by many others. Many of these devices need not be expensive to construct or difficult to maintain. A simple device by which a signal is represented as a row of Braille and the blind individual's hand is made to travel up and down this row can be built in many ways. (The development of such a reader is at present underway at this institution.)

What has held back the widespread use of such reading machines has not been their practical use or expenses involved in building them but the difficulty encountered so far in preparing material for them cheaply and easily. After all, for the needs of the general population of blind individuals, sufficient avenues exist that prepare reading materials in Braille and onto audio tapes. The relatively infrequent blind professional who could use such a reader desperately to gain quick access to technical literature or the blind individual who potentially could be trained as such a professional if he had such a device are still effectively cut off from reading because the mediating link between printed material and the reading machine has been missing so far.



1. Professor Gleser reading on-line embossed Braille while communicating with project MAC computers.

With the advent of the high speed processor, this obstacle is now removed. The central processor can be used to translate and format material into a Braille output which can be translated onto paper punch or magnetic tape and mailed to the blind consumer in that form, or it could be sent directly over telephone lines and recorded by a paper punch on the receiver end. In fact, it is quite possible to build a reading machine that is based on the paper-punch output obtained from sending brailled signals over telephones. In this way the blind professional could request a section of some available, translated article to be sent to him either over the telephone lines or through the mails and take his choice depending on urgency, need, and cost. One outstanding example of a working reading machine and its uses is the one designed by and available to Professor Gleser at Massachusetts Institute of Technology. Professor Gleser is actively involved in the study of on-line computer problems. He communicates with the computer through a typewriter console and receives communications back in Braille I or II, translated by the computer, sent over ordinary communication channels, and embossed by a drum-type reading machine (Fig 1).

The translating or reformating ability of a processor can be extended on the input side by the use of a variety of devices. As typesetting becomes more automated, tapes that drive a typesetter can be used directly to produce computer-compatible input. Even more promising to fulfill the needs for technical materials are optical scanners. While optical scanners are not able as yet to read handwriting or flexible enough to switch from one type of print to another with ease, there are some excellent and workable models of optical scanners in existence that will read a single type or print. Some scanners can be made to differentiate between a variety of print types. This presents the possibility of producing a large variety of articles, books, and brochures on magnetic tape, so that computers can reformat them. In this way, the reading materials available to the blind person for training, education, and enjoyment can be expanded vastly from the very limited libraries that exist today. 50

There is yet another use for the immediate translation of printed material into Braille which is made possible by the scanner-processor-transmitter read-machine sequence. A blind professional could use such an arc, once it has been established, to [illegible] ate on line material that is needful for him in the performance of his job immediately, such as a letter, an office memorandum, an article, or a page from a book to which he needs immediate access. Practically, such a system would work by replacing the material to be translated on the scanner and sending the translated signal on-line to a convenient central processor where it is reformated and sent back over telephone lines to the user's reader.

This complex has many immediate and obvious implications for rehabilita[illegible]on. The number of blind individuals who read Braille is certainly much smaller than it could and ought to be. The reason for this is not hard to find. The production of communication, literature, and all other reading materials by present methods is slow and cumbersome. As well-meaning as the voluntary agencies are and as hard as they may work on producing brailled materials, the need so far outstrips the ability to fulfill it so that only a small part of the needed services can be done. As a consequence, there is a great lack of material that would or could be used for training on professional levels. It is to be expected that easy availability of brailled materials, especially in a [illegible] that the blind person can easily carry around with him, will enlarge very much the number of individuals who can take advantage of opportunities for technical occupations which are open today. We may take notice of the fact that when the properties of the high speed printer to emboss Braille were discovered in 1963,[5] there were three blind individuals employed as programmers in the computer-based industry.[10] Within three years this number has shot up to 90. Programming is becoming one of the large intellectual outlets for blind, professional individuals, and probably will be the largest in the near future, almost exclusively because a method has been found by which the central processor can communicate its output in such a form to the blind person that the latter can read it without undue difficulties.[11]

While we could continue to describe the sort of work in progress now that will serve as increasingly useful substitutes for vision in the near future, we will turn to some other handicaps to enlarge our own view of the role of instrumentation in rehabilitation.

Rehabilitation of the Deaf

One of the fundamental problems in the rehabilitation of the deaf individual exists early in his life. Not being able to hear, the deaf child has immense difficulties in forming for himself the idea of language and words. To teach the deaf child to communicate and use language is a problem of most importance. It is obvious by now that the development of intelligence itself and its useful application is very much affected by the deaf child's inability to grasp the meaning of words or the role which words play in the interchange between individuals.

It is obvious that the effort to teach the deaf child to read lips and form words themselves is in need of some support. By itself, lipreading is probably as difficult to teach to a child of age 2 as is Gregg shorthand. It is also likely that a child of this age will form just as good an idea about words and language if the concept is taught to him via shorthand rather than by lipreading. Here is an area, obviously, in which even a small help might prove to be of immeasurable aid.

Teachers of the deaf rely most heavily on constant repetition, pictorial materials, and signs. What is needed is a clear and distinct visual language which presents to the child, constantly, a clearly discriminable display of sounds and words as they occur in his environment. We are speaking about a "hearing" machine.

I wish that I could report that work on such a hearing machine was on the way to the same extent as that on a reading machine for the blind. However, this is not the case. Partially, this may be due to the old adage that while the problems of the blind can be seen, those of the deaf cannot be heard. The truth of the matter is that work on a hearing machine is very much in its infant stages. This is terribly unfortunate because, from the point of view of possible instrumentation and preprocessing of information, the number of opportunities to build such a machine and test its usefulness seem to be rather large.

The interpretation of the spoken word and its processing and formating by the computer is well underway.[12-14] This work derives its impetus from the need to build a commercial dictating machine that will drive a typewriter.

However, the advances made in interpreting signals (derived from sound sources) on central processors and reformating them in a way that they can drive a typewriter can be applied almost directly to the problem of formating speech in some way to make up a display useful to deaf individuals.

Very little work has been done on a suitable display device. A great deal of effort has been devoted to translating speech directly to oscillographic tracings on a screen or to analyzing speech in some other way.[15-18] Considering the confusing nature of these tracings, the success of building visible speech in this way has probably met with as much or with as little success as previous efforts to build reading machines with musical notes. What is obviously needed is a more sophisticated display device than the cathode ray tube and preprocessing of information for intelligible presentation.

Again the limitations on existing devices may be surmountable by using the high speed processor to preprocess and reformat speech tracings and so create signals specifically suited for a discriminable

method of display. The processor is the missing link that may permit a translation from recording of speech to presenting it in an "understandable" language.

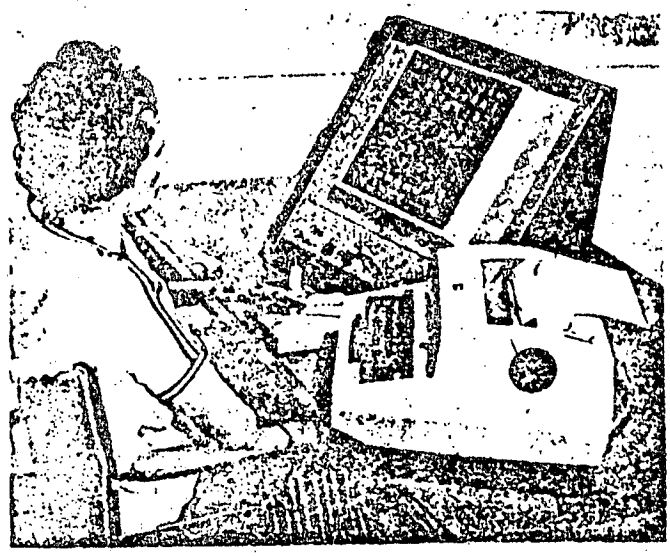
A number of avenues appear to be open for the building of such a display language. One immediate possibility may be the use of color, form, brightness, and movement of color or form to build a one-to-one correspondence to speech. It would seem possible that translating human sound into color-form patterns in the child's environment and the consistency of producing color-form from various sources of sound such as parents, teachers, and siblings may bring an understanding of language to the deaf child which can be used then to develop lipreading skills with greater ease.

We have a similar arc, then, as we have for the blind person. This arc is between a device that scans speech and sends its tracings to a central processor for reformating and a device that displays the reformated patterns and thus forms a hearing machine. While the first two parts of this arc have been worked on intensely and have met with success so far, it is unfortunate that practically no work at all has been done on the third and very necessary component, that of the display device.

For the next example, let us turn to individuals who are so badly disabled in their motor areas that they are unable to communicate at all. These individuals may not be seen often in rehabilitation institutes for obvious reasons. Being as badly handicapped as they are, there is very little they can be taught to do for themselves. Yet, as a first step in rehabilitation, it would be terribly important to give such individuals a means of communicating with the world around them. While such severely disabled individuals may be unable to perform even the simplest daily functions, they may be able to control some reactions. These may be the ability to make a sound, to breathe, to blink an eyelid, or even to send a nerve signal to a muscle.[19] These activities, as limited as they may be, can be picked up by modern transducing equipment and serve to open and close electronic switches. Even as slight a signal as that produced by the firing of a nerve can be used to control instruments that will translate simple signals into more complex activities.

It is clear that a one-to-one correspondence between the action of an instrument and the opening and closing of an electronic switch driven by the very limited capacity of the disabled person would result, at best, in a very slow performance of any job. However, even such limited communication devices have been built and used.[20] In fact, there are many such instances in the vocational literature and popular mechanical magazines. What has defeated these attempts in the past has been the lack of versatility and the slowness of all such devices. Let us take, for example, the problem of letting a typewriter be controlled by a single switch.

It is possible to build a code in which a sequence of closing or opening of a single electronic switch will be interpreted by the typewriter and result in typing one letter after the other. It is clear, however, that such a code would be extremely difficult to use since the length of time needed to produce a single letter would be considerable. However, logic circuitry and small processing devices can be used to present a code to the individual. The choice of response or no response is then unscrambled by the device and translated into a more complex response by other instruments. For instance, it is possible to present to such an individual an ongoing code on some display device and let him use his single electronic switch (if this is all he can control) to select which code he wishes to activate. By this method a relatively fast typing speed could be obtained. Also, speed of performance is a relative concept. For an individual who could not communicate at all, a rate of typing of one or two words a minute may be extremely fast. Figure 2 shows a patient operating such a typing robot at the Irene Walter Johnson Institute of Rehabilitation. The patient had bilateral cerebrovascular thrombosis some years ago, has been unable to recover sufficient motor function for adequate speech, and has not been able to regain writing skills at all. The display device on the left presents a code to the operator. The operator manipulates the code with any one of a number of possible switches. Shown in the picture is a head-operated switch used with some success by this patient. The display device also contains the logic circuitry that translates the code to the typewriter. Even using the crude head-operated switch, the patient obtains an average typing speed of seven words a minute. The concept of using a code can be expanded much further. Modern shorthand, for instance, consists of some 60 different symbols. It is possible, therefore, to create a switch-controlled symbolic code which can be processed by a computer very rapidly and result in typing syllables and whole words in a response to a single signal. The extent to which sophisticated command languages can be developed depends on human ingenuity. It should be noted that "sophisticated" refers only to the ability of the high speed processor to unscramble a code and not to any com-



2. Paralyzed patient using console-controlled typewriter.

plexity of the code itself.

I have selected my examples from instances which tie together instrumentation and computers and are feasible today, rather than tomorrow. There are many other examples, of course, which all could be thought to fall within rehabilitation and many of them are actually possible right now. I need only to mention such recent achievements as the artificial heart or artificial kidneys. Yet, the efforts leveled in the directions of rehabilitation which are so obviously possible and needed are slight at best.

Obstacles

Why is not more work done in this field? Development of complex instrumentation appears to face two obstacles.

Individuals who work in rehabilitation and those who work in the field of computer science and allied instrumentation are, unfortunately, poles apart. They seldom even meet, and the preparation and training of physical therapists, rehabilitation counselors, and, of course, that of the physician do not include, as a rule, those experiences and topics which would enable them to communicate clearly with practitioners of computer sciences. The same, unfortunately, in reverse is true for most individuals who work in the area of computer science. Not very much can be accomplished until these diverse disciplines meet and establish a useful dialogue. I am convinced that the conservatism in the rehabilitation field will turn out to be pure ignorance of opportunities when such a dialogue can be established. It has indeed been my experience in the past that this turns out to be the case in instances where a dialogue has been established.

The second obstacle stems from the tremendous shortage of individuals in the area of computer science who could devote themselves to the development of systems and advances which will make it possible to change practices in rehabilitation. While one can speak lightly about "reformating" signals coming into a processor so that they will produce a better Braille, the actual amount of work involved in developing the necessary logic for such reformating and associated programs is rather overwhelming. In addition, this is not work that can be done by routine programming, but demands the attention of very well trained and knowledgeable systems analysts. To produce a good program that will reformat words, paragraphs, tables, etc, into a Braille-II sequence and do so without using overwhelming amounts of computer time and yet follow the many complex rules of Braille turned out to take more than one year of programming time for a very sophisticated systems analyst and to consume many expensive hours of computer time for debugging purposes. The expenses in developing such a program are really not the major problem. The big difficulty is to find a sufficiently large number of individuals who can acquaint themselves with these problems and collaborate with rehabilitation workers for their solution.

While we may decry the present lack of help which rehabilitation therapists may be offered through the computer professions, this help will not be forthcoming in any large measures until a strong demand exists for it. The first step in taking advantage of the immense new opportunities which the burgeoning technology offers to the handicapped appears to be a concerted effort to find out what these opportunities are. Accompanying special effort will have to be a change or reorientation on the part of the rehabilitation worker on all levels of practice and research. Emphasis will have to shift from exploiting the handicappeds' remaining sensitivity or motor abilities through substitute training toward the construction and building of servomechanisms which, intelligently controlled, can close the gap between what the individual is capable of and what he ought to be able to do for himself.

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NC I

COURSE PROPOSAL FORM

(Non-Credit)

Course Title:

Full Description of Course:

Elements of Glassblowing

Requirements for Entrants (if any):

Member of the Faculty of Science

Rationale for the Course:

To teach graduate students, staff and faculty (Science) the basic skills of glassblowing.

For Whom is the course intended:

Faculty of Science - staff, graduate students and faculty

Proposed Dates, Time and Place of Offering:

Once per semester, subject to demand.

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff)

Peter Hatch (Supervisor, Glassblowing Shop) and staff in shop.

Proposed Student Fee:

Maximum number of Students: Nil

Proposed Course Budget:

Expenses: Instructor(s) stipend(s):	Nil
Travel & Accomodation:	Nil
Rental of Facilities:	Nil (for off-campus courses using rented space)
Equipment & Materials:	Less than $300.00 (depends on number of participants)
Other expenses (list):	Nil
TOTAL COST	$300.00

Anticipated Revenue:
Student Fees: Nil

Net Cost of Proposed Course: $300.00

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: Seminar Series in Forensic Chemistry

Full Description of Course: Principles and examples of the application of chemical techniques to characterization of materials encountered in a forensic context.

Requirements for Entrance: Grade 12 Science

Rationale for the Course: Apparent interest in and demand for this kind of material conveyed through personal contacts.

For Whom is the course intended: Local law enforcement personnel

Proposed Dates, Time and Place of Offering: 10 - 12 evenings, Fall 1973, (9000

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).
B. D. Pate, A. C. Oehlschlager, plus one other

Proposed Student Fees: 0

Maximum number of Students: 80 (if more, larger auditorium required)

Proposed Course Budget:

Expenses: Instructor(s) stipend(s):	0
Travel & Accommodation:	0
Rental of Facilities:	0 (for [illegible] course [illegible])
Equipment & Materials:	0
Other expenses (List):	0
TOTAL COST	0
Anticipated revenue: Student Fees:	0
Net Cost of Proposed Course:	0

Special requirements for proposed Course: none

Signature of the Author of the Proposal: Brian D. Pate

Date: 18th June 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: Reading and Study 001 - 8 week section

Full Description of Course: Reading and Study 001 is a non-credit course for training students in effective methods of reading and study. It consists of a one-hour lecture, one-hour tutorial and one-hour lab session per week. Purposeful, flexible reading skills and planned scheduled study techniques are emphasized. Increased reading speed is one aspect of the training, but the main emphasis is on speed of comprehension. A student's present reading skills and study patterns are assessed prior to individual programming.

Main areas of emphasis:
- rapid reading and comprehension
- correlation of lectures and reading materil for essays or exam purposes
- critical reading
- exam writing
- notetaking and listening
- concentration and rentention

Requirements for Entrants (if any): Registered in present semester at SFU.

Rationale for the Course: To help students deal effectively with course and degree requirements

For Whom is the Course Intended: Registered SFU students (course is also open to interested Faculty and staff)

Proposed Dates, Time and Place of Offerings:
Sept. 17 - Nov. 2, 1973
formal lecture-tutorial time
labs continue for whole semester
Time: 9:30 - 3:30 - see attached schedule from Spring '73 (each student registers for 3 hrs. per week)
Place: AQ3058, AQ3057

Proposed Instructors: Regular Reading and Study Staff
P. L. Franklin, Director
B. Bowman
W. Smith
L. Grants (1/2 time)

Proposed Student Fee: NIL

Maximum number of students: 350 per semester

Proposed Course Budget: Covered in regular fiscal budget

Expenses: Instructor(s) stipend(s): _____

Travel & Accomodation: _____

Rental of Facilities: _____ (for off-campus course using rented space)

Equipment & Materials: _____

Other expenses (list): _____

TOTAL COST: _____

Anticipated Revenue: NIL

Net Cost of Proposed Course: NIL

Special Details of Proposed Course:

Signature of the Author of the Proposal: Peggy L. Franks

Date: June 21, 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: Reading and Study 001 - 4 week section

Full Description of Course: Reading and Study 001 is a non-credit course for training students in effective methods of reading and study. It consists of a one-hour lecture, one-hour tutorial and one-hour lab session per week. Purposeful, flexible reading skills and planned scheduled study techniques are emphasized. Increased reading speed is one aspect of the training, but the main emphasis is on speed of comprehension. A student's present reading skills and study patterns are assessed prior to individual programming.

Main areas of emphasis:
- rapid reading and comprehension
- correlation of lectures and reading material for essays or exam purposes
- critical reading
- exam writing
- notetaking and listening
- concentration and retention

Requirements for Entrants (if any): Registered at SFU for present semester or for next semester

Rationale for the Course: as for 8 week course

For Whom is the Course Intended: Especially relevant to special or mature students in their first semester or just prior to their first semester at SFU.
- also open to interested faculty, staff and regular students

Proposed Dates, Time and Place of Offerings:
Nov. 12 - Dec. 7 - formal lecture-tutorial time
- labs continue to end of semester

Time: each student registers for two, 1 1/2 hr. sessions per week or three 1 hour sessions per week between 9:00 a.m. and 3:00 p.m.

Proposed Instructors: Reading and Study Staff -
P. L. Franklin, Director
B. Bowman
W. Smith

Proposed Student Fee: Free to registered students
$60 to non-registered students

Maximum number of students: 50

Proposed Course Budget: Covered in regular fiscal budget

Expenses: Instructor(s) stipend(s): _____

Travel & Accomodation: _____

Rental of Facilities: _____ (for off-campus course using rent space)

Equipment & Materials: _____

Other Expenses (list): _____

TOTAL COST: _____

Anticipated Revenue: Varies depending on whether registrants are presently enrolled at SFU.

Net Cost of Proposed Course: NIL

Special Details of Proposed Course:

Signature of the Author of the Proposal: Perry L. Franklin

Date: June 21, 1973

COURSE PROPOSAL FORM
(Non-Credit)

Course Title: Reading and Study Centre, English Language Program

Full Description of Course: Reading, Writing & Structure, Pronunciation and Aural Comprehension Skill Improvement for Non-native speakers of English

Requirements for Entrants (if any): Demonstrated need (assessment)

Rationale for the Course: To remove language impediments to successful academic performance

For Whom is the course intended: Registered students who are non-native speakers of English and some potential Simon Fraser University students who require additional language competency for entrance

Proposed Dates, Time and Place of Offering;
3 semesters
Jan. - Apr.; May - Aug.; Sept. - Dec.
at the Reading and Study Centre

Proposed Instructor: Lee Lightfoot
Lyn Grants (1/2 time)

Proposed Student Fee: Free to registered students (NON-registered students, $60)

Maximum number of Students: 35

Proposed Course Budget: Included in regular Reading and Study Centre Budget

Expenses: Instructor(s) stipend(s): _____

Travel & Accomodation: _____

Rental of Facilities: _____ (for off-campus course using rented space)

Equipment & Materials: _____

Other expenses (list): _____

TOTAL COST: _____

Anticipated Revenue:
Student fees: $240 per semester

Net Cost of Proposed Course: NIL

Special Details of Proposed Course:

Signature of the Author of the Proposal: Kerry L. Franklin

Date: June 21, 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: Reading and Study, Typing Course

Full Description of Course: Course designed to teach keyboard by touch - control and about the operating parts of a typewriter

Requirements for Entrants (if any): NONE

Rationale for the Course: To enable students to type their own papers/thesis (assignments)

For Whom is the Course Intended: Registered SFU students (couse also open to interested Faculty and staff)

Proposed Dates, Time and Place of Offering: For full semester
Times: 9:30 - 4:30 - see attached schedule for Spring '73 (each student registered for either 1, 2 or 3 hrs. per week)
Place: AQ3053

Proposed Instructor: M. Jones

Proposed Student Fee: $15/semester for 3 hrs. per week or fee arrangements

Maximum number of students: 40 - 45 per semester

Proposed Course Budget: included in regular fiscal budget

Expenses: Instructor(s) stipend(s): _____

Travel & Accomodation: _____

Rental of Facilities: _____ (for off-campus course using rented space)

Equipment & Materials: _____

Other expenses (list): _____

TOTAL COST: _____

Anticipated Revenue:
Student fees: $170 - $175

Net Cost of Proposed Course: NIL

Special Details of Proposed Course:

Signature of the Author of the Proposal: Peggy L. Franklin

Date: June 21, 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: Rapid Reading for the Business and Professional Community

Full Description of Course: An eight week evening program stressing rate and comprehension in reading for recreation and business

Requirements for Entrants (if any): NONE

Rationale for the Course: Enable the business and professional person to process reading material quickly and effectively

For Whom is the Course Intended: For the business and professional person

Proposed Dates, Time and Place of Offering:
October 2 - November 20, 1973
7:00 - 9:00 p.m.
Place: AQ3057, AQ3058

Proposed Instructor: Regular Reading and Study Staff

Proposed Student Fee: $65 (includes textbook)

Maximum number of students: 30

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): 240.00
(depends on staff availability)

Travel & Accomodation: _____

Rental of Facilities: _____ (for off-campus course using rented space)

Equipment & Materials: _____

Other expenses (list): Advertising 130.00
Postage, Office Supplies
TOTAL COST: _____

Anticipated Revenue:
Student fees: $1.800.00 Course fee
150.00 Book Fee

Net Cost of Proposed Course: $370.00

Special Details of Proposed Course:

Signature of the Author of the Proposal: Peggy L. Gaulke

Date: June 21, 1973

Reading and Study Centre AQ 3054

Reading and Study 001-0

Reading and Study 001 is a Non-Credit, no-fee course for training registered students in effective methods of reading and study. Purposeful, flexible reading skills and planned scheduled study techniques are emphasized. Increased reading speed is one aspect of the training, but the main emphasis is on speed of comprehension. A student's present reading skills and study patterns are assessed prior to individual programming.

Main areas of emphasis:

- — rapid reading and comprehension
- — correlation of lectures and reading material for essays or exam purposes
- — critical reading
- — exam writing
- — notetaking and listening

Timetable of Classes (Classes for this course begin January 8)

Students should schedule 1 one-hour lecture, 1 one-hour tutorial and 1 one-hour lab per week. (All sessions are for 1 hour.)

LECTURES 3058 AQ	TUTORIALS 3058 AQ	LABS 3057 AQ	LABS 3057 AQ
1 Mon 9:30	1 Wed 2:30	1 Mon 10:30	9 Wed 10:30
2 Mon 11:30	2 Wed 3:30	2 Mon 11:30	10 Wed 1:30
3 Mon 2:30	3 Thu 9:30	3 Mon 1:30	11 Thu 10:30
4 Tue 10:30	4 Thu 11:30	4 Mon 3:30	12 Thu 1:30
5 Tue 2:30	5 Thu 2:30	5 Tue 9:30	13 Thu 3:30
6 Tue 3:30	6 Fri 9:30	6 Tue 11:30	14 Fri 10:30
7 Wed 9:30	7 Fri 11:30	7 Tue 1:30	15 Fri 2:30
8 Wed 11:30	8 Fri 2:30	8 Wed 9:30	16 Fri 3:30

Students requiring assistance on reading and study problems during the semester are encouraged to contact the Director of Reading and Study, AQ 3054.

Non-registered students course fee $50.00.

English Language Program (for non-native speaker)

This program is available to all registered students whose native language is not English on a non-credit, no-fee basis. It is designed to remove language impediments to successful academic performance and to facilitate full participation in the university community.

After a complete assessment of the students level of language proficiency in the areas of reading, writing, speaking, and aural comprehension, an individual remedial program is designed. In addition to regular classes, tutoring and counselling, and individual language lab sessions are scheduled as necessary.

Any student for whom English is a second language may enroll. Participation in the program is a condition for university entrance for some students who minimally meet the English Admissions Requirements.

Students may pre-register at the English Language Program office in the Reading and Study Centre AQ 3054.

One hour from each group and one lab must be scheduled per week.

Group A	Group B	Lab
Mon 1:30	Wed 2:30	Tue 3:30
Tue 9:30	Thu 9:30	Thu 1:30
Wed 8:30	Fri 8:30	Fri 2:30

Early registration is recommended to secure placement at the appropriate level after assessment and evaluation.

Opportunities for participation in community cultural, social and sports events are also provided to assist the foreign student's orientation in his new environment.

Non-registered students course fee $50.00.

Beginner's Typing Course

This is a course designed to teach the keyboard by touch-control and about the operating parts of the typewriter. Each student works at his own speed. Students may register for three, two or one hour(s) per week.

Class times:

Monday	10:30	Thursday	9:30
Monday	1:30	Thursday	2:30
Tuesday	9:30	Friday	10:30
Tuesday	2:30	Friday	2:30
Wednesday	10:30		

As classes are limited, pre-registration is advisable.

Contact the Reading and Study Centre office, AQ 3054, 291-3194 for further information and for registration in the course.

Course fee: $15.00. Arrangements regarding course fee can be made at the Reading and Study Centre office.

Department of Recreation

General Education Activity Classes

- — week of January 15th to week of March 19th.
- — progressive instruction for 5 weeks, 6 weeks or 10 weeks as noted.
- — enrolment priorities:
  1. students, faculty and staff (no charge)
  2. family of above ($10.00 fee)
  3. general public ($10.00 fee).
- — registration from categories 2 and 3 above will be held until noon, January 11th, at which time they will be accepted if vacancies exist.

AQUATICS

Beginning Swim —
Tues. and Thurs. 2:30- 3:20 p.m. Pool

Advanced Beginning Swim —
Tues. and Thurs. 10:30-11:20 a.m. Pool

Intermediate Swim —
Mon. and Wed. 2:30- 3:20 p.m. Pool
Tues. and Thurs. 11:30-12:20 p.m. Pool
Pre-requisite: 1 width of pool

Advanced Swim —
Mon. and Wed. 10:30-11:20 a.m. Pool
Pre-requisite: Intermediate-swim status

Lifesaving —
Mon. and Wed. 11:30-12:20 p.m. Pool
Pre-requisite: Advanced-swim status

Competitive Swim —
Mon. thru Fri. 8:30- 9:20 a.m. Pool
Attend any number.

AQUATICS FOR YOUNG CHILDREN

Two 5-week sessions: Group 1—Jan. 15th - Feb. 16th
Group 2—Feb. 19th - March 23rd

Water Babies (6 mos. - age 3)
Mon., Wed., Fri. 9:30-10:00 a.m. Pool

Pre-schoolers (age 4 and 5)
Mon., Wed., Fri. 10:00-10:20 a.m. Pool

SCUBA (Fee $20.00 payable at swim test. Swim test Jan. 12th and Feb. 23rd at 8:30 p.m. in the Pool.)

Two 6-week sessions: Groups 1 & 2—Jan. 15th - Feb. 23rd
Groups 3 & 4—Feb. 26th - April 6th

Groups 1 & 3
Lecture — Monday 6:00- 8:00 p.m. AQ 3159
Practical — Monday 8:30-10:30 p.m. Pool

Groups 2 & 4
Lecture — Monday 6:00- 8:00 p.m. AQ 3159
Practical — Friday 1:30- 3:20 p.m. Pool

Department of Recreation

General Education Activity Classes

—— week of September 17th to week of November 19th.

—— progressive instruction for 10 weeks, unless otherwise noted.

—— instruction offered free to students, faculty and staff.

AQUATICS

Beginning Swim ——		
Tues. and Thurs.	1:30- 2:20 p.m.	Pool
Intermediate Swim ——		
Tues. and Thurs.	2:30- 3:20 p.m.	Pool

FITNESS

Adult Fitness (exercise plus jog or swim) ——		
Mon. thru Fri.	12:30- 1:20 p.m.	Pool Deck
Weight Training (body building) ——		
Friday	2:30- 4:30 p.m.	Weight Room
Circuit Training ——		
Mon. thru Thurs.	12:30- 1:20 p.m.	Aux. Gym
Ski Conditioning ——		
Tues. and Thurs.	1:30- 2:20 p.m.	Pool Deck
Yoga (8 weeks) ——		
Beginning:		
Mon. and Wed.	3:30- 4:20 p.m.	Rotunda 313
Intermediate:		
Mon. and Wed.	2:30- 3:20 p.m.	Rotunda 313

cont'd....

SPORTS AND GAMES

Golf ——		
Mon. and Wed.	10:30-11:20 a.m.	Gym
Gymnastics ——		
Tues. and Thurs.	6:00- 7:30 p.m.	Aux. Gym
Badminton ——		
Monday	9:00-10:00 p.m.	Gym
Trampoline ——		
Thursday	12:30- 2:20 p.m.	Aux. Gym

COMBATIVES

Boxing ——		
Mon., Wed., Fri.	4:30- 6:20 p.m.	Aux. Gym
Fencing ——		
Beginning:		
Monday	1:30- 2:20 p.m.	Aux. Gym
Intermediate:		
Monday	2:30- 3:20 p.m.	Aux. Gym
Karate ——		
Tues. and Thurs.	8:00-10:00 p.m.	Aux. Gym

OUTDOOR PROGRAM

1. Lecture: "Introduction to the Outdoor Program at S.F.U." by A. Carter, Assistant Director of Recreation.
   Wed., Sept. 12th AQ 3150 7:30 p.m.

2. Whistler Cabin Weekend (90 miles north of Vancouver)

   Guided hikes, climbs and canoe trips will operate from the cabin at Whistler on Saturday and Sunday, Sept. 15-16.

   Transportation will leave from the gym at 6:00 p.m. on Friday, Sept. 14th, and 8:30 a.m. on Saturday, Sept. 15th.

cont'd...

3. Beginning Mountaineering Course

Prerequisite: Outdoor Club membership, $5.00 per student per year

Teaches the elements of hiking, camping, mountaineering (rock and snow climbing).

(a) Participate in Whistler Cabin weekend;

(b) Rock climbing during the evenings of Thursday, Sept. 20th and 27th at Lighthouse Park in West Vancouver;

(c) Snow camp and school on Mt. Baker, Sept. 22-23;

(d) Climb Sky Pilot Peak (rock climb), Sept. 29-30.

Seminars

Thurs., Sept. 13th	7:30-10:00 p.m.	AQ 5037
Tues., Sept. 18th	7:30-10:00 p.m.	AQ 5037
Tues., Sept. 25th	7:30-10:00 p.m.	AQ 5037

4. Canoe Classes

Prerequisite: Outdoor Club membership.

Each Wednesday from Sept. 19th. Meet 6:00 p.m. at Outdoor Club Equipment Room under Pool.

5. Mountaineering Leadership Course

Seminars will be held once every two weeks on Wednesdays, starting 7:30 p.m., October 24th in AQ 5020. Course will be for personal skill development, first aid and safety. Details of seminar topics will be announced later.

6. Skin Diving (4 weeks)

—— $20.00 activity fee covers ocean dive expenses.

—— Starts Tuesday, Sept. 18th, limit 20 students.

Lectures:	6:00-8:00 p.m.	Tues.	AQ 3153
Practicals:	8:30-10:30 p.m.	Tues.	Pool

7. Scuba (6 weeks)

—— $20.00 activity fee covers ocean dive expenses.

—— Starts Tuesday, Oct. 16th, limit 10 students.

Lectures:	6:00- 8:00 p.m.	Tues.	AQ 3153
Practicals:	8:30-10:30 p.m.	Tues.	Pool

—— Prerequisite: Skin Diving Course or equivalent, plus Scuba Club membership.

Swim test: Friday, Oct. 12th 8:30 p.m. Pool

cont'd...

8. Sport Diving (3 weeks)

—— Prerequisites: Qualified diver and Scuba Club member.

—— Six ocean dives (3 weekends) to different environments. One trip will require renting a boat.

—— Starts Saturday, Sept. 22nd, limit 10 students.

—— Students responsible for own wetsuit rental, share of boat charter, and travel expenses.

—— Organizational meeting on Wednesday, Sept. 18th, 4:30 p.m. in S.F.O.C. Equipment Room.

NOTE: Instructor for these three diving courses is Ian Britt.

For more information on the Outdoor Program and for details of Outdoor Club trips and equipment rentals, obtain the Outdoor Program booklet from the Recreation Office or the S.F.O.C. Equipment Room. Both are in the gym/pool building.

The Department of Recreation also sponsors the following programs. For details, call Local 3675 or check at the Gym.

1. Club sports (Soccer, Ice Hockey, Water Polo, etc.)
2. Intramurals (including Bridge)
3. Casual recreation (drop-in)
4. Family recreation (with instruction, Sunday afternoons)
5. Children's Recreation (instruction, Saturday mornings)
6. Children's Summer Recreation (July and August)

The Director, Martin Hendy, or Assistant Director, Alan Carter, are happy to discuss problems or new ideas for physical recreation at Simon Fraser University.

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: **ACCESS TO INFORMATION**

Full Description of Course: **(See attached description (I))**

Requirements for Entrants (if any):

Open to registered students, and faculty or staff.

Rationale for the Course:

(See attached statement (II))

For Whom is the course intended:

Undergraduates primarily

Proposed Dates, Time and Place of Offering:

5 consecutive Wednesdays beginning the second week of each semester, 12:30 & 3:30, Library Committee Room.

Proposed Instructor:

(Attach resume if not regular SFU Faculty or Staff).

L. Thomas, Asst. Univ. Librarian for Collections acts as co-ordinator and gives opening lecture; other Collection Librarians lecture as required.

Proposed Student Fee:

NO FEE

Maximum number of Students: **c. 100**

Proposed Course Budget: **No additional outlay, absorbed by annual Library budget for reference services.**

Expenses: Instructor(s) stipend(s):	NA	
Travel & Accommodation:	NA	
Rental of Facilities:	NA	(for off-campus courses using rented space)
Equipment & Materials:	NA	
Other expenses (list):	NA	
TOTAL COST	NA	

Anticipated Revenue:

Student Fees: NONE

Net Cost of Proposed Course: NIL

Special Details of Proposed Course:

Signature of the Author of the Proposal: L. Thomas

Date: June 14, 1973

I. The Library offers a series of five one-hour sessions on how to use its collections and services in order to help students do more effective research for essays, theses, and dissertations. After a brief introduction in lecture-format students are shown how to locate information on one of several specific topics chosen as models. An on-site search is conducted in the periodical, book, government document, and microform collections.

II. Though the basic idea behind the organization of materials within libraries has been to make their use as self-evident as possible, the complex development of collections since the turn of the century has increasingly resulted in librarians providing assistance and instruction to readers on the how to retrieve information from printed sources. This need has been most keenly felt in academic libraries where students are commonly assigned papers that require searching for information in an efficient and discerning manner. Though libraries offer reference services on a one-to-one basis, and these services are indispensable, they have not afforded the opportunity to present a full explanation of how the different sub-set collections are organized, and how they are best accessed; nor is it possible, in this context, to acquaint students with the numerous kinds of reference publications that are now available. This course was conceived as means of offering more detailed instruction in library usage for students who feel the need to develop such a skill. It has been offered for the past six semesters, two concurrent sessions each semester, with enrolments ranging from about 90 in the Fall to about 35 in the Summer semester.

LET/dap
June 14, 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: 733-W202 ELEMENTARY DANCE

Full Description of Course: An introductory studio course, the basic elements of Contemporary Dance

Requirements for Entrants (if any):

Rationale for the Course: see attached memo non

For Whom is the course intended: Those without previous experience

Proposed Dates, Time and Place of Offering: Mondays - Dance Floor - 7:00 - 8:30 p.m.
Sept.17,1973 - Dec.3,1973 Thursdays - Dance Floor- 7:00 - 8:30 p.m/

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff). Zella Wolofsky

Proposed Student Fee: $24.00 (non-students, see attached memo)

Maximum number of Students: 50

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (For off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): Covered by Departmental Budget

TOTAL COST _____

Anticipated Revenue:
Student Fees _____

Net Cost of Proposed Course: _____

Special Benefits to Department:

Signature of the Author of the Proposal: Zella Band

Date: 19 June 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: 733-W204 INTERMEDIATE/ADVANCED DANCE

Full Description of Course: A studio course in Contemporary Dance (including both Nikolais and Cunningham techniques) which introduces the student to the basics of performance choreography.

Requirements for Entrants (if any): Some previous dance experience e.g. W202 or Kinesoilogy 044 or 344

Rationale for the Course:

For Whom is the course intended: See "Requirements"

Proposed Dates, Time and Place of Offering: September 18,1973 - December 3,1973
Tuesdays - Dance Floor - 4:30 - 7:00 p.M.
Thursdays - Dance Floor - 4:30 - 7:00 p.m.

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff). Iris Garland
Assistant Professor Kinesiology

Proposed Student Fee: $40.00 (Non students, see attached memo)

Maximum number of Students: 30

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (for off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): Covered by Departmental Budget

TOTAL COST _____

Anticipated revenue:
Student Fees: _____

Net Cost to Department: _____

Special details of proposal:

Signature of the Author of the proposal: Iris Garland

Date: 19th June 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: 733-W208 CHOREOGRAPHERS'WORKSHOP

Full Description of Course: A studio course designed to aid students with an understanding of choreographic conceptualization. Work to be displayed in productions

Requirements for Entrants (if any):

Rationale for the Course: See attached memo

Acceptance in 733-W204

For Whom is the course intended: Student Choreographers

Proposed Dates, Time and Place of Offering: Wednesdays - 4:30 - 6:30 p.m. on Dance Floor
Sept.19,1973 - Dec.3,1973

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).

Assistant Professor Kinesiology - Iris Garland

Proposed Student Fee: N/A

Maximum number of Students: 20

~~Proposed Course Budget:~~

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (For off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): Covered by Departmental Budget

TOTAL COST _____

Anticipated revenue:
Student Fees: _____

Net Cost of Proposed Course: _____

~~Should be self-supporting~~

Signature of the Author of the proposal: Iris Garland

Date: 19 June 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: 733-W301 SUPER 8MM FILM

Full Description of Course: A film production oriented workshop, with an emphasis on groups projects to give student experience in conception, production and post-production

Requirements for Entrants (if any): Admission by personal interview with Resident. Film samples not necessary, but desirable.

Rationale for the Course: See attached memo

For Whom is the course intended: Those not familiarywith film or with very limited experience

Proposed Dates, Time and Place of Offering: Thursdays - 1:30 - 3:30 et al in A.Q.3133
Sept. 19,1973 - Dec. 3,1973

Proposed Instructor: (Attach resume if not regular SFU Faculty or Staff).
Film Resident - Vincent Vaitiekunas

Proposed Student Fee: $24.00 (non-students) plus lab fee (all participants, see attached memo)

Maximum number of Students: 15

~~Proposed Course Budget:~~

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (for off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): Covered by Departmental Budget

TOTAL COST _____

Anticipated revenue:
Student Fees _____

Net Cost to Department _____

~~Special Benefits to Department:~~

Signature of the Author of the Proposal: _____

Date: 19 June 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: 733-W351 INTRODUCTION TO VIDEO

Full Description of Course: A basic course in the various techniques used in video taping and projection and their possible applications

Requirements for Entrants (if any): Personal interview with Resident

Rationale for the Course: see attached memo

For Whom is the course intended: Those interested in learning video techniques

Proposed Dates, Time and Place of Offering: Mondays - 12:30 - 2:30 p.m.
7:30 - 9:30 p.m. et al
Sept.17,1973 - Dec. 3,1973 in A.Q.3135

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).
Resident in Video, Brian Guns

Proposed Student Fee: $24.00 (non-students) plus lab fee (all participants - see attached memo)

Maximum number of Students: 12

~~Proposed Course Budget:~~

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (For off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): Covered by Departmental Budget

TOTAL COST _____

Anticipated revenue:
Student Fees _____

Net Cost to Department _____

~~Special Details of Proposal Here:~~

Signature of the Author of the Proposal: Brian Gunn

Date: 19th June 1973

COURSE PROPOSAL FORM
(Non-Credit)

Course Title: 733-W352 CONTINUING VIDEO

Full Description of Course: An advanced production course with the emphasis on artistic conception

Requirements for Entrants (if any): Personal interview with Resident Experience or W351

Rationale for the Course: see attached memo

For Whom is the course intended: See "requirements"

Proposed Dates, Time and Place of Offering: Tuesdays - 1:30 - 3:30 p.m. September 18,1973 - Dec. 3,1973 7:30 - 9:30 p.m. et al

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).
Resident in Video, Brian Guns

Proposed Student Fee: $40.00 (non-students) plus lab fee (all participants - see attached memo)

Maximum number of Students: 12

~~Proposed Course Budget:~~

Expenses: Instructor(s) stipend(s): ____

Travel & Accommodation: ____

Rental of Facilities: ____ (for off-campus courses using rented space)

Equipment & Materials: ____

Other expenses (list): Covered by Departmental Budget

TOTAL COST ____

Anticipated Revenue:
Student Fees ____

Net Cost of Proposed Course: ____

~~Special Details of Proposed Course:~~

Signature of the Author of the Proposal: [signature]

Date: 19, June 1973

COURSE PROPOSAL FORM
(Non-Credit)

Course Title: 733-W401 MADRIGAL SINGERS

Full Description of Course: A studio course emphasing choral music of the Renaissance

Requirements for Entrants (if any):
Interview with Resident and choir membership

Rationale for the Course: see attached memo

For Whom is the course intended: Advanced members of SFU Choir

Proposed Dates, Time and Place of Offering: Thursdays - 7:00 - 10:00 p.m.
Sept.20,1973 - Dec.3,1973 in Studio II

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).
Music Resident'- Phyllis Mailing

Proposed Student Fee: N/A (see attached memo)

Maximum number of Students: 16

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (For off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): _____

TOTAL COST Covered by Departmental Budget

Anticipated Revenue:
Student Fees: _____

Net Cost to Department: _____

Special Details of Proposal (if any):

Signature of the Author of the Proposal: _____

Date: 19,June 1973

COURSE PROPOSAL FORM
(Non-Credit)

Course Title: **733-W402 CHOIR**

Full Description of Course: **Studio course in choral technique**

Requirements for Entrants (if any): **N/A**

Rationale for the Course: **see attached memo**

For Whom is the course intended: **Vocalists**

Proposed Dates, Time and Place of Offering: **Tuesdays - 4:30 - 6:30 p.m. in Studio II**
Sept.18,1973 - Dec.3,1973 Wednesdays - 12:30 - 1:30 p.m. in Studio II

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).

Music Resident, Rhyllis Mailing

Proposed Student Fee: **$24.00 (non-students - see attached memo)**

Maximum number of Students: 60

~~Proposed Course Budget:~~

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (for off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): _____

Covered by Departmental Budget

TOTAL COST _____

Anticipated revenue:
Student Fees _____

Net Cost of Proposed Course: _____

~~Special Remarks and Justification:~~

Signature of the Author of the Proposal: Rhyllis Mailing

Date: 19, June 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: 733-W410 BEGINNING RECORDER

Full Description of Course: An introductory studio course in the basic techniques of recorder performance

Requirements for Entrants (if any): N/A

Rationale for the Course: see attached memo

For Whom is the course intended:

Proposed Dates, Time and Place of Offering: Tuesdays - 5:50 - 6:50 in Room 118
Sept. 18,1973 - Dec.3,1973

Proposed Instructor: Music Resident, David Skulski
(Attach resume if not regular SFU Faculty or Staff).

Proposed Student Fee: $8.00 (non-students - see attached memo)

Maximum number of Students: 25

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (For off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): Covered by Departmental Budget

TOTAL COST _____

Anticipated Revenue:
Student Fees: _____

Net Cost of Proposal: _____

Special Details of Proposal:

Signature of the Author of Proposal: Dixie Sams

Date: 19 June 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: 733-W411 INTERMEDIATE RECORDER

Full Description of Course: An intermediate studio course in the techniques of recorder performance

Requirements for Entrants (if any): Audition by Resident

Rationale for the Course: see attached memo

For Whom is the course intended: See "Requirements"

Proposed Dates, Time and Place of Offering: Tuesdays - 4:40 - 5:40 in Room 118
Sept. 18,1973 - Dec. 3,1973

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).
Music Resident - David Skulski

Proposed Student Fee: $8.00 (non-students - see attached memo)

Maximum number of Students: 20

~~Proposed Course Budget:~~

Expenses: Instructor(s) stipend(s): ____________

Travel & Accommodation: ____________

Rental of Facilities: ____________ (for off-campus courses using rented space)

Equipment & Materials: ____________

Other expenses (list): Covered by Departmental Budget

TOTAL COST ____________

Anticipated Revenue:
Student Fees: ____________

Net Cost of Proposed Course: ____________

~~Special Details of Proposed Course:~~

Signature of the Author of the Proposal: [signature]

Date: 19 June 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: 733-W312 16MM FILM

Full Description of Course: A film production oriented workshop, with an emphasis on group projects to give the student experience in conception, production and post-production.

Requirements for Entrants (if any): Personal interview with Resident, and basic film knwoledge or 8mm course. Film samples (8mm or 16mm) required at interview

Rationale for the Course: see attached memo

For Whom is the course intended: For those who have already made films in Super 8mm or 16mm

Proposed Dates, Time and Place of Offering: Sept.17,1973-Dec.3,1973 Wednesdays - 1:30 - 3:30 p.m. et al in A.Q.3133

Proposed Instructor: (Attach resume if not regular SFU Faculty or Staff).

Resident in Film - Vincent Vaitiekunas

Proposed Student Fee: $40.00 (non-students) plus lab fees (all participants see attached memo)

Maximum number of Students: 15

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (for off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): Covered by Departmental Budget

TOTAL COST _____

Anticipated revenue: Student Fees: _____

Net Cost of Proposed Course: _____

~~Special benefits of proposed course:~~

Signature of the Author of the proposal: _____

Date: 19 June 1973

COURSE PROPOSAL FORM
(Non-Credit)

Course Title: 733 - W413 ADVANCED RECORDER

Full Description of Course: An advanced studio course in the techniques of solo recorder and ensemble performance

Requirements for Entrants (if any):

Rationale for the Course: see attached memo — Audition by Resident

For Whom is the course intended: See "Requirements"

Proposed Dates, Time and Place of Offering: Mondays - 4:30 - 6:30 p.m. et al in Studio II
Sept. 17,1973 - Dece. 3,1973

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).
Music Resident - David Skulski

Proposed Student Fee: $24.00 (non-students)

Maximum number of Students: 12

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (for off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): Covered by Departmental Budget

TOTAL COST _____

Anticipated revenue:
Student Fees _____

Net Cost to Department: _____

Special Remarks (Optional Item):

Signature of the Author of the proposal: David Skulski

Date: 19 June 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: 733 - W491 RENAISSANCE ENSEMBLE

Full Description of Course: A studio course in ensemble performance on those instruments (or facsimiles) popular in Renaissance times.

Requirements for Entrants (if any):

Rationale for the Course: see attached memo — Audition by Resident

For Whom is the course intended: Players of "Renaissance type" instruments

Proposed Dates, Time and Place of Offering: Tuesdays - 7:30 - 9:30 p.m. in Studio II
Sept.18,1973 - Dec.3,1973

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).
Music Resident - David Skulski

Proposed Student Fee: N/A - (see attached memo)

Maximum number of Students: 20

~~Proposed Course Budget:~~

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (for off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): _____

TOTAL COST Covered by Departmental Budget

Anticipated Revenue:
Student Fees: _____

Net Cost to Department: _____

~~Special Budget Implications:~~

Signature of the Author of the proposal: _____

Date: 19 June 1973

COURSE PROPOSAL FORM
(Non-Credit)

Course Title: 733-W492 **STRING-WIND ENSEMBLE**

Full Description of Course: **A studio course in chamber music performance**

Requirements for Entrants (if any):

Rationale for the Course: **see attached memo** **Audition by Resident**

For Whom is the course intended: **String-wind players**

Proposed Dates, Time and Place of Offering: **Thursdays - 4:30 - 6:30 p.m. in Studio II**
Sept. 20,1973 - Dec.3,1973

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).

Music Resident - David Skulski

Proposed Student Fee: **N/A (see attached memo)**

Maximum number of Students: _____

~~Proposed Course Budget:~~

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (for off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): ~~**Covered by Departmental Budget**~~

TOTAL COST _____

Anticipated Revenue:
Student Fees _____

Net Cost to Department: _____

~~Special Details if Required:~~

Signature of the Author of the Proposal: _____

Date: **19 June1973**

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: 733-W499 PURCELL STRING QUARTET AT HOME -REHEARSAL

Full Description of Course: The first hour will consist of the coaching of string players in groups and the second hour and a half will comprise the Quartet in rehearsal with accompanying discussion of interpretation.

Requirements for Entrants (if any):

Rationale for the course:

see attached memo

N/A

For Whom is the course intended: Anyone interested

Proposed Dates, Time and Place of Offering: Wednesdays - 5:00 - 6:00 p.m. in Studio II
Sept.19,1973 - Dec.3,1973 6:30 - 8:00 p.m. in Studio II

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).

Purcell String Quartet

Proposed Student Fee: N/A

Maximum number of Students: N/A

~~Proposed Course Budget:~~

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (for off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): Covered by Departmental Budget

TOTAL COST _____

Anticipated revenue:
Student Fees: _____

Net Cost of Proposed Course: _____

~~Should be nil. Explain if more.~~

Signature of the Author of the proposal: _____

Date: 19 June 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: 733-W501 ACTING/DIRECTING

Full Description of Course: A studio course involving the principles and problems of acting/directing with periodic student productions for evaluation

Requirements for Entrants (if any):

Rationale for the Course: see attached memo

N/A

For Whom is the course intended: N/A

Proposed Dates, Time and Place of Offering: Mondays - 4:30 - 7:00 p.m. in Room 115 and Concrete Theatre
Sept.17,1973 -Dec.31973
Wednesdays 4:30 - 7:30 p.m. in Room 115 and Concrete Theatre

Proposed Instructor: (Attach resume if not regular SFU Faculty or Staff).

Theatre Resident - Hagan Beggs

Proposed Student Fee: $24.00 (non-students - see attached memo)

Maximum number of Students: _____

~~Proposed Course Budget:~~

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (for off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): Covered by Departmental Budget

TOTAL COST _____

Anticipated revenue:
Student Fees _____

Net Cost of Proposed Course: _____

~~Special Services if Required (other~~

Signature of the Author of the Proposal: Hagan Beggs

Date: 19 June 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: 733-W531 DESIGN/TECHNICAL

Full Description of Course: A studio course in practical experimentation with design concept and their technical application in periodic student productions

Requirements for Entrants (if any):

Rationale for the Course: see attached memo

N/A

For Whom is the course intended: N/A

Proposed Dates, Time and Place of Offering: Mondays - 4:30 - 7:00 p.m. in Room 109 and Concrete Theatre
Sept.17,1973 - Dec.3,1973
Wednesdays - 4:30 - 7:00 p.m. in Room 109 and Concrete Theatre

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).
Theatre Resident - Keith Pepper

Proposed Student Fee: $24.00 (non-students - see attached memo)

Maximum number of Students: _____

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (for off-campus courses using rented space)

Equipment & Materials: _____

Other expenses (list): Covered by Departmental Budget

TOTAL COST _____

Anticipated Revenue:
Student Fees _____

Net Cost of Proposed Course: _____

Special Details of Proposed Course:

Signature of the Author of the Proposal: Ann Baird

Date: 19 June 1973

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: 733-W403 **VOICE PRODUCTION AND SIGHT READING**

Full Description of Course: **A practical introduction to breath control and voice production along with instilling the practice of sight reading**

Requirements for Entrants (if any): **N/A**

Rationale for the Course: **see attached memo**

For Whom is the course intended: **Open enrollment**

Proposed Dates, Time and Place of Offering:

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).
Resident in Music - Phyllis Mailing

Proposed Student Fee: **$8.00**

Maximum number of Students: **40**

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): _____

Travel & Accommodation: _____

Rental of Facilities: _____ (For off-campus courses using rented space)

Equipment & Materials: **Covered by Departmental Budget**

Other expenses (list): _____

TOTAL COST _____

Anticipated Revenue:
Student Fees _____

Net Cost to Department _____

Special Details of Proposal _____

Signature of the Author of the Proposal: Phyllis Mailing

Date: **19 June 1973**

English Department

English 001-0 Writing

English 001 is a Non-Credit, no-fee course designed to assist students in writing generally, and particularly in the preparation of the type of essays required in university courses. In the Fall of 1973 it will deal with purpose, structure, organization, transition, paragraphs, sentences, clauses, phrases, words, and will give individual instruction on the same subjects and on diction, usage, grammar, spelling, and punctuation. There will be a choice of four tutorial groups. Students should register in the course in the normal way, or may simply enter it by reporting themselves at any of the groups early in the trimester. Lectures in this course will end two weeks before other classes end.

Instructor: David Savage.

Group 1	Lecture	Tuesday	9:30 - 10:20
	Tutorial	Tuesday	10:30 - 11:20
Group 2	Lecture	Tuesday	9:30 - 10:20
	Tutorial	Tuesday	2:30 - 3:20
Group 3	Lecture	Tuesday	9:30 - 10:20
	Tutorial	Thursday	10:30 - 11:20
Group 4	Lecture	Tuesday	9:30 - 10:20
	Tutorial	Thursday	2:30 - 3:20

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: Introduction to Job Control Language

Full Description of Course:

The course covers the basic requirements to run a program at the SFU computing Centre both a job on the computer. It is very confusing and the documentation provided by IBM is very difficult to assemble

Requirements for Entrants (if any): none

Rationale for the Course:

Job Control Language is necessary in order to run

For whom is the course intended:

anyone desiring to use the SFU computer (370/155) It is expected these will normally be non-Computing Science students.

Proposed Dates, Time and Place of Offering:

2 hrs class + 2 hrs workshop, September, Computing Centre

Proposed Instructor:

(Attach resume if not regular SFU Faculty or Staff).

One of the Academic Consultant/Programmers of the Academic Systems group

Proposed Student Fee: —

Maximum number of Students: 20

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): —

Travel & Accommodation: —

Rental of Facilities: — (for off-campus courses, list rented space)

Equipment & Materials: Audio Manual overhead Foils $10

Other expenses (list): Computer time, A/V service, Print Shop - $50

TOTAL COST — $20

Anticipated Revenue:
Student Fees: —

Net Cost of Proposed Course: $20

Special Details of Proposed Course:

Signature of the Author of the Proposal: N Stupca

Date: June 27

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COURSE PROPOSAL FORM

(Non-Credit)

Course Title: Computing Centre orientation

Full Description of Course:

A basic guide to what services are offered and how to obtain them

Requirements for Entrants (if any):

Rationale for the Course:

While there is much information about the Computing Centre, we find that actually showing what equipment and services are available can greatly reduce confusion and save time

For whom is the course intended:

New users or anyone that thinks he might become involved in using the services of the centre

Proposed Dates, Time and Place of Offering:

1st 4th week, September

Proposed Instructor:

(Attach resume if not regular SFU Faculty or Staff).

Author - Systems Manager - N. Struppa

Proposed Student Fee: —

Maximum number of Students: 20

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): —

Travel & Accommodation: —

Rental of Facilities: — (for off-campus or unusual rental items)

Equipment & Materials: —

Other expenses: (list): Some xeroxing of materials
some computer time

TOTAL COST less than $25 worth of copying and Audio Visual

Anticipated Revenue:
Student Fees: —

Net Cost of Proposed Course: cost to the Computing Centre of about $25 in copying and audio/visual materials

Special Details of Proposed Course:

Signature of the Author of the Proposal: N. Struppa

Date: June 27

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: Introduction to APL 1

Full Description of Course:
This is an introductory course to familiarize a person with the basic concepts of the interactive system APL

Requirements for Entrants (if any):
None

Rationale for the Course:
To help a prospective user of APL become a person familiar with this computational facility

For Whom is the course intended:
Anyone desiring a method of using the SFU computer as an interactive tool for computing

Proposed Dates, Time and Place of Offering:
[illegible] 3 hrs Computing Centre Dept

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).
Academic Systems Staff

Proposed Student Fee: —

Maximum number of Students: 12

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): —

Travel & Accommodation: —

Rental of Facilities: — (for off-campus courses, enter rental charges)

Equipment & Materials: Audio/Visual services = $25

Other expenses (list): —

TOTAL COST $25

Anticipated Revenue:
Student Fees: —

Net Cost of Proposed Course: $25

Special Details of Proposed Course:

Signature of the Author of the Proposal: N Stumpa

Date: June 27/73

COURSE PROPOSAL FORM

(Non-Credit)

Course Title: Introduction to APL 2

Full Description of Course:
Further experience in use of APL; functions, matrices, input/output

Rationale for the Course:
Sequel to APL 1

Requirements for Entrants (if any):
Introduction to APL 1 course or can demonstrate a familiarity with the language

For Whom is the course intended:
Anyone desiring a method of using the computer as an interactive tool for computing

Proposed Dates, Time and Place of Offering:
2 days at 2 hrs each - October - Computing Centre

Proposed Instructor:
(Attach resume if not regular SFU Faculty or Staff).
Academic Systems Staff

Proposed Student Fee:

Maximum number of Students: 20

Proposed Course Budget:

Expenses: Instructor(s) stipend(s): /

Travel & Accommodation: /

Rental of Facilities: / (for off-campus courses only)

Equipment & Materials: Audio Visual Services → $50

Other expenses (list): /

TOTAL COST $50

Anticipated Revenue:
Student Fees: / (possible purchase of a required text)

Net Cost of Proposed Course: $50

Special Details if Proposed Course:

Signature of Author of the Proposal: N Stenning

Date: June 27/73

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COURSE PROPOSAL FORM

(Non-Credit)

Course Title: **Industrial First Aid**

Full Description of Course: **Course of instruction dealing with First Aid methods, resulting in successful candidates receiving an Industrial First Aid Certificate.**

Requirements for Entrants: **None**

Rationale for the Course: **(a) Provide pool of trained people on campus capable of responding to crisis situations, (b) Provide training to people wishing to assume employment as Industrial First Aid workers, (c) Provide people with practical appreciation of some human biological functions.**

For Whom is the Course Intended: **Students, Faculty and Staff**

Proposed Dates, Time and Place of Offering: **Date not yet established - Fall and Spring semesters, Evening Course, S. F. U. classroom area (not yet established).**

Proposed Instructor: **Assigned by St. John's Ambulance Association-approved instructors**

Proposed Student Fee: **Not established. St. John's Ambulance Association has an established Fee Schedule.**

Maximum number of Students: 30

Proposed Course Budget:

Expenses: Instructor(s) Stipend(s): Responsibility of St. John's Ambulance Assn.
Travel and Accomodation: NIL
Rental of Facilities: NIL
Equipment and Materials: Supplied by St. John's Ambulance Association.
Other expenses: NIL

Anticipated Revenue: NIL

Net Cost of Proposed Course: NIL

Signature of the Author of the Proposal: [signature]

Date: June 27/73

M.11.2