

Replacement,
reissued and
updated April 14, 1971

SIMON FRASER UNIVERSITY

S. 71-51

MEMORANDUM

TO: SENATE	From: S. T. STRATTON, ACTING DEAN FACULTY OF EDUCATION
Subject: REORGANIZATION OF EDUCATIONAL FOUNDATIONS CENTRE AND APPROVAL OF COURSES	Date: MARCH 18, 1971

- MOTION 1: "That the Educational Foundations Centre be organized into one administrative unit; that this unit be recognized for University purposes as a Department; and that there be no sub-departments within the Educational Foundations Centre."
- MOTION 2: "That the courses for the Educational Foundations Centre, as detailed in Paper S.71-51b, be approved."
- MOTION 3: "That in view of the extensive nature of the proposed changes for the Educational Foundations Centre and the advance knowledge of Senate of the intent of the Faculty of Education to bring forward major changes, that Senate suspend the rules pertaining to the two semester time delay prior to the offering of courses approved by Senate - to permit the offering of the Educational Foundations Centre courses approved by Senate (S.71-51b) on or after September 1, 1971."
- MOTION 4: "That a modification of Senate Paper S.401 be approved to the effect that the criteria for Education Minors as part of the requirements for the B.Ed. degree be as stated in Paper S.71-51d."

Note: The Senate Agenda Committee at its meeting of March 22, 1971 recommended as follows:- **MOTION**
 "That Motions 2, 3, and 4 with the supporting information be referred to the Academic Planning Committee for its examination."

SIMON FRASER UNIVERSITY

S.71-51

MEMORANDUM

To..... Mr. H. Evans.....
..... Secretary, Senate.....
Subject..... Senate Agenda Item - April 5, 1971.....

From..... Dr. S. T. Stratton.....
..... A/Dean of Education.....
Date..... March 18, 1971.....

Would you please see that the attached material on the Organization of the Educational Foundations Centre in the Faculty of Education, is placed on the agenda for the next Senate meeting on April 5, 1971.

S.T. Stratton

S.71-51a

MOTION 1

That Senate approve that the Educational Foundations Centre be organized into one administrative unit; that this unit be recognized for University purposes as a Department; and that there be no sub-departments within the Educational Foundations Centre.

Justification

The Faculty of Education has submitted (S.71-51) for Senate approval, program proposals in the area of Educational Foundations. These proposals recognize the need for an administrative organization which will enable these programs to be advanced in a manner most conducive to their success. It is the opinion of Faculty that the administrative organization proposed in the above motion will serve this purpose.

In addition to the materials presented in paper S.71-51 the minutes of the Faculty meeting in which justification for different administrative models were presented are available to Senators for additional information and justification of the organizational proposal advanced.

MOTION 2

That Senate approve the offering of the following courses by the Educational Foundations Centre of the Faculty of Education:

200-3	School and Society
201-3	Introduction to Research Methods
202-3	Education in Modern Society
210-3	Music Studies: Historical and Sociological Perspectives
220-3	Visual Arts Studies: Basic Theory
221-3	Visual Arts Studies: Art as Vision
231-4	Philosophical Issues in Teaching
240-3	Social Foundations
250-3	Psychological Foundations
260-3	Theory and Process of Communication
300-4	Study of the Future
301-4	Comparative Education
302-4	Individual and Group Dynamics
310-4	Music Studies: Voice Culture
320-4	Visual Arts Studies: Graphics Theory
321-4	Visual Arts Studies: Colour Theory
340-4	Education and Deviant Behaviour
341-4	Education and Social Change
342-4	Indian and Ethnic Education
350-4	Cognitive and Affective Development
351-4	Individual Differences
352-4	Learning Disabilities
360-4	Communication and the Creative Process
361-4	Mass Communications
362-4	Aural Dimensions of Communication
401-5	Seminar in Behavioural Sciences
402-5	Seminar in Communication Studies
405-5	Laboratory Studies
490-5	Directed Studies
432-4	Significant Educational Thinkers - Past and Present
434-4	Logic and Language of Education
436-4	Social and Ethical Foundations of Education
438-4	Concepts and Theories of Education
439-4	Seminar in Philosophical Studies
498-18	Individual Study Semester
499-15	Individual Study Semester

Note 1: The C-7 forms for each course identifying course details are found in appendix C.

Note 2: The courses proposed are intended to replace in total the existing undergraduate offerings of BSF, SPF and CS. Course equivalencies appear on page 8 of the EFC proposal.

S. 71-51c

MOTION 3

That in view of the extensive nature of the proposed changes for the Educational Foundations Centre and the advance knowledge of Senate of the intent of the Faculty of Education to bring forward major changes, that Senate suspend the rules pertaining to the two semester time delay prior to the offering of courses approved by Senate - to permit the offering of the EFC courses approved by Senate (S.71-51b) on or after September 1st, 1971.

S. 71-51a

MOTION 4

That Senate approve a modification of Senate Paper S.401 to the effect that the criteria for Education Minors as part of the requirements for the B.Ed. degree be as stated below:

Senate Paper S.401, page 3 under Definitions: Minor: To be changed to read:

MINOR

(b) In Education

A minor shall consist of a coherent selection of from 14 to 18 semester hours of course work numbered 300 and above and shall be constrained to include:

1. A maximum of 9 semester hours of pre-requisite lower division course work.
2. A maximum of 4 courses.
3. A minimum of 2 specified courses.
4. A minimum of 1 course to be taken outside of the Centre offering the minor.

Such minors will be specified by the Faculty of Education with the advice of the Centre(s) concerned.

Note 1. Students will be advised by calendar statement that they may complete the course work for Education minors before, during or after the Professional Development Program but cautioned that completion of such work would not guarantee admission to the Professional Development Program or the B.Ed. degree.

Note 2. Acceptance of this modification would supersede those pertinent aspects of S.402 with reference to the requirements for Education minors in the Professional Development Centre.

Note 3. First admissions to the Education minor will occur after May 1, 1971.

Justification:

The justification for the modification of wording is to assure greater clarity of understanding on the part of students. The substantial changes include the requirement that Faculty specify a minimum of 2 required courses and that at least one of the 4 courses be taken outside the Centre offering the minor. The first change is proposed as a method of producing greater predictability and utilization of Faculty resources as well as forcing the identification of core knowledges pertinent to each minor. The second change is proposed to assure that within the limits of the minor, students are exposed to broader aspects of their area of emphasis.

PROPOSAL: That Senate approve the attached requirements for the B.Ed. degree.

Need:

1. The well being of students has been jeopardized by the lack of specification to the Education component of the B.Ed. degree (excluding Education 401, 402 and 405 of the Professional Development Program). e. g. An Education major exists in the calendar but cannot be taken because it has not been defined.
2. There has been no basis upon which to grant transfer credit for work done in Education. This has affected not only transfer students but continuing students prevented from meeting specific needs through transfer of credit.
3. There has been no means of responding to the need for a "teaching major" which might differ in some ways from the major required by another student. e. g. For some purposes a Social Studies teacher would be better prepared by taking strong minors in two departments and electives in others than by concentrating his work in one department.

Rationale:

The proposed requirements for the B.Ed. degree once again make explicit the belief that the preparation of teachers is the responsibility of the entire university not solely, nor even predominantly, of the Faculty of Education. Specific lower division prerequisites for a major are limited not to "water down" the degree but to avoid arbitrary forcing of narrow specialization in the first two years. It is recognized that a student will likely take more than the minimum requirements because:

- a. he is interested in specific courses,
- b. he wishes to maintain the option of completing a B.A. or B.Sc. (instead of a B.Ed.) with little or no time loss, or
- c. he requires prerequisites for specific upper division courses.

Minor programs in Education will initially consist of coherent groupings of existing courses. Serious attention is being given to curriculum development in order to face the most urgent needs of education.

The admission recommendation arises from the circumstance that the B.Ed. is conceived as a professional degree to include professional

education. Therefore, a Professional Development Program is an integral part of the degree requirements. However, the Professional Development Program can currently accommodate only one-third of the qualified applicants. Students cannot be accepted into a degree program and excluded from one of the required elements. Therefore, students may work toward a B.Ed. from semester one but cannot be given confirmed admission prior to acceptance into a Professional Development Program.

Implementation:

Specific guidelines for implementation have been prepared. Upon Senate approval, appropriate calendar material will be prepared for the 1971-72 calendar. Students entering a B.Ed. program subsequent to April 30th, 1971, would automatically be subject to the new requirements. Students enrolled in a B.Ed. program prior to April 30th, 1971, would have the option of fulfilling requirements at time of entry or the new requirements.

Implications for transfer of Credit:

1. For entering students:

Consistent with recommendation #5. of the Ellis report would be the awarding of a maximum of 60 semester hours of transfer credit excluding a "professional year" or 90 semester hours including a "professional year" for university level courses. In the latter case a "professional year" would be credited in lieu of Education 401, 402, and 405. This procedure would require a student to complete a minimum of 60 semester hours (exclusive of the Professional Development Program) of work at this university in order to obtain a B. Ed.

2. For enrolled students:

Good advantage could be taken of the specialized resources of other universities by allowing transfer credit with express prior approval for courses consistent with a student's study plan to be taken for credit towards the Education minor or for elective credit. Such transfer credit could not exceed the normal limitations.

REQUIREMENTS FOR THE B.ED. DEGREE

1. A minimum of 150 semester hours of credit for the General B.Ed. or 162 semester hours of credit for the Honours B.Ed.
2. A minimum of 6 semester hours of credit in lower division Education courses.
3. A major in an Arts or Science department or program or (with special approval) minors in two Arts or Science departments or programs.
4. A minor in the Faculty of Education.
5. A professional development program.

DEFINITIONS:

MAJOR: A Major shall consist of a coherent selection of 30 semester hours of upper division courses in a University department or program. A maximum of 9 semester hours of lower division pre-requisites may be required. Such a Major will be specified by the Faculty of Education with the advice of the Department(s) concerned.

MINOR: (a) In an Arts or Science Department or Program:
A Minor shall consist of a coherent selection of 15 semester hours of upper division courses in a department or program. A maximum of 9 semester hours of lower division pre-requisites may be required. Such a Minor will be specified by the Faculty of Education with the advice of the department(s) concerned.

(b) In an Education Centre:
A Minor shall consist of a coherent selection of from 14 to 18 semester hours of upper division courses of which at least 8 semester hours must be completed in one Centre. A maximum of 9 semester hours of lower division pre-requisites may be required. Such a Minor will be specified by the Faculty of Education with the advice of the Centre(s) concerned.

PROGRAM: The term "Program" is used to designate a Senate-recognized interdisciplinary field, e. g. Canadian Studies, in which administrative arrangements have been made for the identification of courses from various Departments and the arrangement of courses of study.

PROCEDURES:

ADMISSION: A student will be admitted to the B.Ed. degree upon application to the Faculty of Education concurrent with or subsequent to admission to a Professional Development Program.

DECLARATION OF MAJOR AND/OR MINOR(S): A student will be required to declare Major and/or Minor(s) prior to entering the final 60 hours in the General Degree Program (72 hours in the Honours Program) or entry to Education 404, whichever occurs first. Such a declaration must be filed with the Centre in which the Education minor is to be taken.

DRB/ft

August 25th, 1970

EDUCATIONAL FOUNDATIONS CENTRE

PROPOSED REORGANIZATION

OF

COURSES AND PROGRAMS

Submitted by Educational Foundations Centre.
Approved by Faculty of Education March 15, 1971.

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I PREAMBLE

In considering the following, you are asked to bear in mind the fact that Senate re-organized this Centre last Spring: moreover it requested that the Centre submit an outline of its proposed structure and program(s) by March 1971.

Therefore these proposals are not merely additions to, or changes in, present offerings; they reflect a rationale with respect to Learning and Education that was largely responsible for the re-organization in the first place.

Consequently, while some would argue that Administrative difficulties would favor the restriction of changes to course numbers and/or description, the majority of the Centre faculty believe that major changes are preferable at this time. Delay would seriously jeopardize the realization of those commitments each of us have made to Education and the Study of the Learning Process.

II STATEMENT OF RATIONALE

It is the intention of the Educational Foundations Centre to assist in the University's program of teacher and general education by providing courses designed to put the student in possession of a broad, interdisciplinary perspective from which to view the processes of Change, Learning and Education.

In synthesis, it is intended that the course offerings of the Centre will give the student: 1) An understanding of the nature of man and how his development can be influenced by education. (2) An analysis of education within a coherent account of human development.

While many differences in faculty interests and competencies exist, there are a number of general propositions with respect to means to which the Centre does subscribe:

- (1) Basic to the study of Education is an understanding of the processes of learning and change in human systems* at all levels.

Implication: Courses and/or programs should include the study of human systems at both the individual and societal level, and the ways in which both learn to modify their own behaviours.

- (2) The study of human systems cannot be identified with any specific discipline. Rather, they are the concern of both the Behavioural and Social Sciences as well as the discipline of philosophy. Moreover, transactions within and between these systems (i.e. Communication) is a vital part of their functioning.

Implication: Courses and programs of the Centre should reflect the perspectives and orientations of Philosophy, the Social and Behavioural Sciences and Communications Studies.

- (3) Research on Learning attests to the value of both experiential learning and conceptual presentations. (The present P.D.C. Teaching Semester experience recognizes this point).

Implication: An important component of Centre courses and programs should be both experiential and conceptual presentations. Moreover the Centre should conduct Research in these areas, both for its own improvement and for the University as a whole.

*System (def.) 1. Orderly arrangement or combination, as of parts or elements, into a whole; specifically, such combination according to some rationale.

2. Science and Philosophy - any group of facts and phenomena regarded as constituting a natural whole and furnishing the basis and material of scientific investigation and construction.

III UNDERGRADUATE PROGRAM PROPOSALSA General Outline.

The following programs have been designed to reflect the three Purposes and Aims of this Centre as stated in the interim Constitution, viz.: (for detailed statement see Appendix A).

1. To develop and offer in cooperation with the Professional Development Centre, courses and programs designed for the preparation of teachers and other persons intending to function as professional educators.
2. To develop and offer courses and programs for persons wishing to pursue studies in the theoretical and applied aspects of education, learning and teaching.
3. To develop and offer courses and programs consistent with the concept of general education and/or interdisciplinary programs as defined by the University.

As a means of accomplishing these purposes, this Centre proposes to offer courses which are designed to fill a need at this University for a variety of integrated approaches to the problems of Learning and Change. As such, they are useful to the potential teacher who may wish to select a program which will satisfy the minor requirements of the Bachelor of Education; they are useful to the student planning to enter a career line which deals with similar problems - such a student may take these courses as electives or as part of a program in General Studies.

Close examination of these courses will reveal that they represent 4 groupings:

1. Behavioural Science Studies: for the student wishing to study:
 - a) the individual dynamics of learning, the cognitive and affective processes, and the relationship of these to education, learning and behavioural change;
 - b) the dynamics of social institutions and the process of socialization with particular reference to their role in the development of educational practise and related social change.
2. Communication Studies: for the student wishing to study those factors influencing human interactions, the process of communication and the role of various media in effecting change.

3. Philosophical Studies: The program is designed to meet the needs of students who wish to subject educational policies and practices to examination by philosophical techniques. By this it means it is designed to help teachers and prospective teachers to:
 - (a) develop competency in the use of philosophical tools and arguments.
 - (b) to build a rational point of view with respect to educational trends by providing him with an understanding of the nature and purpose of his role as an educator and thereby facilitating his judgment in day to day teaching practice.
 - (c) provide an opportunity for prospective graduate students to prepare themselves for more intensive study in the area.

The lower division courses are designed to provide an overview of educational issues and concerns for all undergraduate students.

4. General Educational Studies: Courses in this area provide students with opportunities to acquire specific knowledges and skills which the Faculty of Education urges the University to acknowledge and support as legitimate areas of academic and/or professional enquiry, but which are not presently available elsewhere in this University (e. g. Music, Visual Arts, etc.)

B Specific Program and Course Proposals.

The following descriptions are skeletal; for detailed information please refer to the pertinent sections:

- a) Centre Course Calendar Descriptions (see Appendix B).
- b) New Course Proposals - Form C7 for Senate information (Appendix C)
- c) Proposals for Education Minor Programs (Appendix D)

1. Proposals for Minor Programs.

Minor programs receive extensive scrutiny from the Faculty of Education; we make brief note of them here as an aid in understanding the rationale for specific courses being proposed and their sequence. (See Appendix D for discussion in detail).

Requirements for such minor programs were established by the Faculty of Education on January 22, 1971 and are as follows:

"An Education Minor consists of a coherent selection of from 14-18 semester hours of course work numbered 300 and above and include the following constraints:

- i) A maximum of 9 semester hours of pre-requisite.
- ii) A minimum of 4 courses;
- iii) A minimum of 2 specified courses;
- iv) A minimum of one course to be taken outside of the Centre offering the minor."

Consistent with the above, this Centre advanced and received approval by the Faculty on January 22 to offer the following Education Minors:

- a) Psychological Studies: for the student wishing to study individual dynamics, the cognitive and affective processes and their role in learning and individual change.
- b) Social Science Studies: for the student wishing to gain an understanding of the social processes, social institutions and their role in the development of educational practise and social change.
- c) Communication Studies: for the student wishing to study those factors influencing personal interaction and the processes of Communication.
- d) Philosophical Studies: for the student wishing to develop an historical and a philosophical perspective as part of his preparation as a teacher.

e) Special Studies: Those students whose needs and interests are not accommodated by the above specific minors may request a Special Minor in Education. Such a minor may be taken only with the approval of the Chairman of the Centre and must be clearly specified in advance of entering the program. Such specification must observe the following additional criteria:

- i) May not include more than one pre-requisite course;
- ii) The majority of courses must be selected from amongst the offerings of the Faculty of Education.

2. Course Proposals - New and Renumbered Courses.

(For detailed descriptions see Appendix C).

The selection and sequencing of particular courses to be offered are (and will be) guided by a number of criteria:

- a) A minimum of courses at the 100 and 200 level. This stems from our belief that the student should be encouraged to take his basic introduction to disciplines within the Departments representing those disciplines.
- b) That the number of 300 and 400 level courses specific to a given area of minor study be limited to a maximum of 5 courses.
- c) That each course that fails to achieve an enrolment of at least 10 students in each of 3 consecutive offerings will be reviewed by the Faculty for possible withdrawal.
- d) Finally, not all courses would be offered immediately following Senate approval, nor will all courses be offered each semester. Offerings will reflect:
 - i) Availability of faculty to teach courses (see Appendix E.)
 - ii) Student registration.

In the re-organization of our courses, elements of several former courses were combined, some deleted and some given changed emphasis. Nevertheless, it is recognized that course equivalents must be stated to safeguard the interests of students who have taken courses presently offered within the Centre. In the following table we have shown present courses which the student may submit as equivalents for proposed new courses; obviously, such equivalents can be applied once only:

EDUCATIONAL FOUNDATIONS CENTRE

<u>New Course Number and Title</u>	<u>Present EFC course to be Accepted as Equivalent</u>
EFC 200-3 Schools and Society	Ed. 202
EFC 201-3 Introduction to Research Methods	BSF 424
EFC 202-3 Education in Modern Society	Ed. 202
EFC 210-3 <u>Music Studies: Historical and Sociological Perspectives</u>	None - new course.
EFC 220-3 <u>Visual Arts Studies: Basic Theory</u>	CCA 100 (V.A. section)
EFC 221-3 <u>Visual Arts Studies: Art as Vision</u>	None - new course.
EFC 231-4 Philosophical Issues in Teaching	SPF 331
EFC 240-3 Social Foundations	Ed. 201
EFC 250-3 Psychological Foundations	BSF 424
EFC 260-3 Theory & Process of Communication	CCA 200
EFC 300-4 Study of the Future	BSF 427
EFC 301-4 Comparative Education	None - new course
EFC 302-4 Individual and Group Dynamics	None - new course
EFC 310-4 <u>Music Studies: Voice Culture</u>	CCA 300 (Music section)
EFC 320-4 <u>Visual Arts Studies: Graphics Theory</u>	CCA 300 (V.A. section)
EFC 321-4 <u>Visual Arts Studies: Color</u>	None - new course
EFC 340-4 Education and Deviant Behaviour	None - new course
EFC 341-4 Education and Social Change	None - new course
EFC 342-4 Indian and Ethnic Education	SPF 433
EFC 350-4 Cognitive Development	BSF 426
EFC 351-4 Individual Differences	None - new course
EFC 352-4 Learning Disabilities	BSF 423
EFC 360-4 Communication and the Creative Process	CCA 300
EFC 361-4 Mass Communications	None - new course
EFC 362-4 Aural Dimensions of Communication	CCA 100 (RMS section)
EFC 401-5 Seminar in Behavioural Sciences	BSF 425
EFC 402-5 Seminar in Communication Studies	CCA 400
EFC 405-5 Laboratory Studies	BSF 425/CCA 400
EFC 490-5 Directed Studies	SPF 440
EFC 432-4 Significant Educational Thinkers - Past & Present	SPF 432
EFC 434-4 Logic and Language of Education	SPF 434
EFC 436-4 Social and Ethical Foundations of Education	SPF 436
EFC 438-4 Concepts and Theories of Education	SPF 435
EFC 439-4 Seminar in Philosophical Studies	SPF 440
EFC 498-18 Individual Study Semester (Honors)	Present 498 course.
EFC 499-15 Individual Study Semester	Present 499 course.

It is pertinent to note here that these changes represent a more effective use of our faculty resources. While the number of courses in this proposal totals 29 as compared to 18 courses previously given by these faculty members, the number of credit hours available to students increases only from 128 to 137. Moreover, courses for which these had previously existed several sections (e.g. CCA 100) are now listed separately, thus giving students opportunities to take each section for separate credit rather than receiving only one credit as was formerly the case. The over-enrolment each semester, as well as the results of our questionnaire (see Appendix G) bear out the demands for these courses.

C Resources Available and Required.1. Faculty.

These programs and courses can be offered by present faculty resources, provided the following points are recognized:

Our present budget and course-loads were worked out at a time when Professors Lyndon, Carpendale and Sereda were employed; moreover, there had been authorization granted to Communication Studies to seek an additional person at the Associate Professor level.

However, all of these positions have remained vacant since September in anticipation of this Centre's reorganization and (probable) changed faculty requirements. What has happened is that we have had to regard these positions as if the persons were "on research" or "on leave" and we have re-arranged our own work-loads accordingly and appointed part-time or "Visiting" faculty (e.g. Professors Coates, Hunrath, Kuenzli) to fill the gaps.

Neither of these methods can be used fruitfully in the long run. Consequently we will be requesting full-time replacements to teach in the following areas (priorities as listed).

a) Mass Communications. (This is a key area in the field of Communications Studies, dealing with use of Media and their effects, structure and function of Communication in Society, Systems Theory and Simulation models, propaganda and public opinion) Associate Professor or above.

b) Research Methods in Social and Behavioural Sciences. (Methodologies of both laboratory and field research; applications of computer programs; design and analysis of individual and group research; applications of methodologies to non-repeatable events) Associate Professor or above.

c) Systems Theory, Information Theory, Organizational Development. While it would be hoped that one of the above two replacements would possess these skills, it may be necessary for us to seek part-time or lower-level faculty to handle these areas.

d) Music and Visual Arts. Despite the demand for courses and experience in these areas, the needs have never been met. This is partially due to the ambiguous role of those persons in the Centre for Communications & the Arts.

2. Laboratories, Equipment and Other Resources.

Present laboratory space and equipment resources will be adequate once the present work on sound-proofing has been completed, and the equipment orders submitted have been filled.

All other requirements (e.g. T.A's, supplies, etc.) will be no greater and, because of sharing resources with other areas, probably less than previous budget requirements.

D Number of Students.

1. Expectations.

Present enrolment in courses offered by this Centre is in excess of 1,000 students; moreover, the bulk of upper level courses in the Centre have usually been over-subscribed within the first two days of registration. Since these registrations represent students who take these courses as electives, the addition of prospective minors in this Centre can only increase the likelihood of enrolment.

Further evidence is contained in Appendix G which summarizes the results of a questionnaire circulated to 2 groups of students, those planning to enter the P.D.P. program and those presently enrolled in this program.

2. Limits to Student Accommodation.

The present enrolment of 1,000 + students taxes the resources of our faculty; we envisage that the limits of student accommodation would be in the neighbourhood of 1,500 students per semester, provided the faculty replacements are made as requested.

E Projections of Course Offerings and Faculty Available.

(See Appendix E and F respectively).

These tables reflect tentative projections; revisions may obviously be necessary in view of staffing consequences, changes in student demands and any unforeseeable circumstances.

EDUCATIONAL FOUNDATIONS CENTRE

CONSTITUTION

A. Purposes

1. To develop and offer in cooperation with the Professional Development Centre, courses and programs designed for the preparation of teachers and other persons intending to function as professional educators.
2. To develop and offer courses and programs for persons wishing to pursue studies in the theoretical and applied aspects of education, learning and teaching.
3. To develop and offer courses and programs consistent with the concept of general education and/or interdisciplinary programs as defined by the University.

B. Rules of Procedure

That the rules contained in "Robert's Rules of Order" shall govern all deliberations of the Centre in all cases to which they are specific and in which they are not in contradiction to the by-laws of the Centre.

C. Quorum

That the quorum for a meeting shall be the number determined by taking 50% of the number of faculty who are not on research semester, leave of absence or sabbatical. In the absence of a quorum, issues requiring Centre ratification will be cast as referenda.

D. Membership of the Centre

Membership of the Centre shall consist of all faculty appointed to the Centre together with those students represented on committees hereinafter specified. This membership shall constitute the voting membership. In addition the Departmental Assistant will be a non-voting member of the Centre.

GRADUATE STUDIES COMMITTEEA. Terms of Reference.

1. Graduate Programs
To receive, coordinate and recommend proposals with respect to policies, procedures, regulations and programs for graduate studies.
2. Graduate Students
To serve as Graduate Admissions Committee to:
 - (a) Ensure that all graduate applicants are adequately advised.
 - (b) Determine the status of graduate students.
 - (c) Ensure continuity of supervision for graduate students.
 - (d) Approve membership of supervisory committees.
3. To undertake such other responsibilities as the Centre, Faculty or Senate may from time to time require.

B. Composition

1. Three faculty members eligible under the Senate Graduate Studies regulations to be elected from the Centre at large.
2. Three additional members to be selected from faculty or students of the Centre.
3. Alternates for each of the above.

C. Terms of Office

1. Faculty--two semesters, renewable (staggered terms of office).
2. Students--two semesters; renewable.

D. Operating Procedures

1. Committee will elect its own Chairman from amongst "eligible" faculty committee members (in conformity with Senate regulations).
2. Committee will meet at the call of the Chair or at the urgent request of any two members.
3. The Chairman, or his designate, will represent the Centre on Faculty and Senate Committees.

UNDERGRADUATE STUDIES COMMITTEEA. Terms of Reference

1. To assess and make recommendations with respect to policies, procedures, regulations and programs.
2. Ensure that students are adequately and continuously advised.
3. Ensure that all faculty are informed with respect to requirements for major and honours programs.
4. Undertake such other responsibilities as the Centre, Faculty or Senate may from time to time require.

B. Composition

1. Three faculty members to be elected from the Centre at large.
2. Three students to be selected at the discretion of the Centre.
3. Alternates for each of the above.

C. Terms of Office

1. Faculty--two semesters (staggered terms of office).
2. Students--two semesters.

D. Operating Procedures

1. Committee will elect its own Chairman from among the faculty members.
2. Committee will meet at the call of the Chair or at the urgent request of any two members.
3. Chairman of the Undergraduate Studies Committee and one other member of the Undergraduate Studies Committee will serve on the Faculty Undergraduate Studies Committee.
4. Meetings to be open to observers who may, at the pleasure of the Chair participate in discussion.

EDUCATIONAL FOUNDATIONS CENTRE

CALENDAR COURSE DESCRIPTIONS

200-3 School and Society

This course is concerned with the educational practices of modern schools. It is mainly directed towards students who have a general interest in educational studies. Its purpose is to look at the school from a moral point of view vis-a-vis not only the historical, sociological, cultural and psychological conditions, but also the theories of social and political philosophy which have shaped the school's structure as an institution.

(2-1-0)

201-3 Introduction to Research Methods

An overview of research methods and techniques employed in psychology, sociology, communication studies and small group research. Methods of data collection, sampling, statistical treatments, experimental procedures; inferential projections, limitations as applied to educational and social research.

(2-1-0)

202-3 Education in Modern Society

This course provides an opportunity for students to examine and evaluate contemporary problems in education with particular reference to the role of education in modern society. Emphasis is given to controversial issues that face students and educators today and to the limitations imposed by the existing educational system.

(2-1-0)

210-3 Music Studies: Historical and Sociological Perspectives.

An historical survey of the music of various periods with particular regard to the social conditions which produced it.

(2-2-0)

220-3 Visual Arts Studies: Basic Design

Studio experiments in perception as applied to art theory. It is designed to enhance modes of vision and foster an understanding of basic design principles. Prerequisite for 320, 321.

(1-0-3)

260-3 Theory and Process of Communication.

An introductory course to theories and models in Communication (interpersonal, mass, aesthetics, technological) and the implications for teaching and other forms of influencing human behaviour. Students will be expected to design and carry out investigations in areas of their choice.

(2-2-0)

300-4 The Study of the Future.

This course is designed to analyze the important questions and problems facing the future of man and to assess the role of the Behavioural Sciences in planning for tomorrow.

(3-2-0)

301-4 Comparative Studies of Education.

An examination of educational systems which differ substantially from those of Canada. Attention will be given to educational institutions, practices and objectives in selected countries and regions, including continental Western Europe, the USSR and developing nations in Asia, Africa and Latin America.

(2-1-0)

302-4 Individual and Group Dynamics.

A summary of selected major theories of individual and group development, together with a review of representative applications of these theories in educational, clinical and institutional settings.

(2-2-2)

310-4 Music Studies: Voice Culture.

A study and application of techniques of vocal production. The course will concentrate on vocal sight, reading, choral singing, etc. and attention will also be given to the student's personal vocal interests. Pre-requisite EFC 210 or equivalent.

(1-1-5)

320-4 Visual Arts Studies: Graphics Theory.

A course designed to experiment with the properties of line, plane, mass, value and creativity using graphic media. Pre-requisite EFC 220, 221 or equivalents.

(1-0-7)

360-4 Communication and the Creative Process.

An intensive exploration of relationships between perception and expression; conscious and unconscious processes in scientific and artistic creation; psychological and cultural factors affecting creativity. Students may work directly with specialists in specific areas.

(1-2-2)

361-4 Mass Communications.

An examination of Mass Communication and collective behaviour; effects of various mass media (audio and visual) on learning and social change; the role of selective exposure in education, advertising and propaganda in shaping human behaviour. Students will be expected to do research and laboratory work in selected fields.

(1-2-2)

362-4 Aural Dimensions in Communication.

A studio course designed to develop the student's perception and conception of sound and the acoustic dimension in communication. This course is introductory for both the student wishing to pursue studies in music and those wishing to pursue acoustic and sonic studies. The course involves practical experiments and projects.

(1-1-2)

The following courses are designed to bring together students of various backgrounds to concentrate on common problems. These seminars and laboratories will be conducted by faculty members representative of several disciplines and will thus enable students to pursue an intensive "in-depth" study of their particular interest (e.g. Minor program) while exploring, in interdisciplinary fashion, other parameters which they would not normally encounter within this specialty. Pre-registration with the Centre is required.

401-5 Seminar in the Behavioural Sciences.

This seminar provides opportunities for the student to explore relationships between contemporary behavioural science issues and educational practise and policy.

(3-2-0)

EDUCATIONAL FOUNDATIONS CENTRE
APPENDIX B

439-4 Seminar in Philosophical Studies

Provides opportunity for in-depth study in philosophy and history of education for students with sufficient background. (Open only to students who have taken at least one EFC 400 level course).

(0-4-0)

490-5 Directed Study

498-18 Individual Study Semester

Same as 499-15 but carries 18 semester hour credits when forming part of an honours program. Only one of 499-15 or 498-18 may be taken for credit towards any degree offered at this University.

499-15 Individual Study Semester

A full semester to be spent on an intensive study project of the student's own selection. Studies may involve any field of investigation for which there is adequate supervision in the University. There will normally be no scheduled lectures or tutorials. Each student will be responsible to faculty sponsors. This program is open to students who have satisfied a major portion of their required courses for the B. Ed. degree, and who have displayed initiative in these courses. Applications must be made to the Centre at least six weeks before the beginning of the semester of enrolment. Student must define, submit approval, submit to exam. (See Appendix E).

C. How does this course fit the goals of the department?

Specifically it tends to provide a general orientation of the Centre's areas of study to the problems of the school.

D. How does this course affect degree requirements?

Not at all.

E. What are the calendar changes necessary to reflect the addition of this course?

New calendar statement.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Considerable. 360 for Spring 1971.
See Appendix G.

H. Other reasons for introducing the course.

Part of Social Sciences Minor program.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

G. Smith; F. Brown.

SIMON FRASER UNIVERSITYFACULTY OF EDUCATION

NEW COURSE PROPOSAL

*Revised Nov. 1971*I CALENDAR INFORMATION

Department: Educational Foundations Centre Course Number: 201 Title:

Sub-title or Description: Introduction to Research Methods.

An overview of research methods and techniques employed in psychology, sociology, small group research and communication studies. Methods of data collection, sampling, statistical treatments, experimental procedures; inferential projection, and limitations as applied to educational and social research.

Credit Hours: 3

Vector Description: 1-1-2

Pre-requisite(s):

II ENROLMENT AND SCHEDULING

Estimated Enrolment: 50

Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):
Yearly.

When course will first be offered:

Fall 1971.

III JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

At present no university department offers courses in research methods other than those that characterize the discipline represented. This course will cover methods commonly used in psychology, sociology, communication studies, and small group research.

B. What is the range of topics that may be dealt with in the course?
Lectures:

1. Introduction to methodology in the behavioural sciences.
2. Data and data collection (Individual & Group phenomena).
3. Sampling methods.
4. Descriptive statistics.
5. Inferential statistics.
6. Research techniques common to the behavioural sciences.
7. Value and limitations of social research.

LAB: Practical experience in formulating and testing hypotheses.

B. What are the special space and/or equipment requirements for this course?

None. For example, we would expect that present statistical laboratories could be made available for the use of this course without our having to duplicate them.

C. Any other budgetary implications of mounting this course:

None.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

It is a general introduction to fundamental problems and concepts in education.

D. How does this course affect degree requirements?

It is a prerequisite for the minor in Philosophical Studies.

E. What are the calendar changes necessary to reflect the addition of this course?

Changes of the prefix and course description of Ed. 202.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

High enrolment: 300-400 per semester.

H. Other reasons for introducing the course.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Eastwood, Kazepides, Hamm.

SIMON FRASER UNIVERSITYFACULTY OF EDUCATION

NEW COURSE PROPOSAL

*1972-1973*I CALENDAR INFORMATION

Department: Educational Foundations Centre Course Number: 210 Title: Music Studies
 Sub-title or Description: Historical & Sociological Perspectives.

An historical survey of the music of various periods with particular regard to the sociological conditions which produced it.

Credit Hours: 3

Vector Description: 2-2-0

Pre-requisite(s):

None.

II ENROLMENT AND SCHEDULING

Estimated Enrolment: 60

Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):

Spring - yearly.

When course will first be offered:

Spring 1972

III JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

See above for description. The course is unique and fills a very real void in the offerings at Simon Fraser University.

B. What is the range of topics that may be dealt with in the course?

Any music available from any period and from any country; Instruments, rhythms, performance styles and performers as reflecting dominant cultural themes and emphases.

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

At least one more faculty member in music should be hired.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

Contributes to teacher preparation and to general education. It deals with a basic aspect of human development.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of its description.

F. What course, if any, is being dropped from the calendar if this course is approved?

A section of CC&A 100.

G. What is the nature of student demand for this course?

It previously was always oversubscribed.

cf. Appendix G.

H. Other reasons for introducing the course.

General Student demand.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Joel Smith.

SIMON FRASER UNIVERSITY

Revised March 3/71.

FACULTY OF EDUCATION

NEW COURSE PROPOSAL

I CALENDAR INFORMATION

Department: Educational Foundations Course Number: 221 Title: Visual Arts Studies.

Sub-title or ^{Centre} Description: Art as Vision.

Slide lecture course with studies of perception in art; historical style, aesthetics, media, symbol and creativity.

Credit Hours: 3 Vector Description: 2-1-0

Pre-requisite(s):

II ENROLMENT AND SCHEDULING

Estimated Enrolment:

Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):
Fall--yearly.

When course will first be offered:

Fall, 1971.

III JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

Slide lecture course with studies of perception in art; historical style, aesthetics, media, symbol and creativity. Prerequisite for EFC 320, 321.

B. What is the range of topics that may be dealt with in the course?

Aesthetics, meaning in art, perception: media, the critic, art form, space, symbol, historical styles: Archaic and Renaissance, middle ages, Baroque, Rococo, Neo-classical, romantic, impressionist, post-impressionist-fauve. Cubism-Futurism, Surrealism, Canadian, Abstract-Expressionists, pop-op, the Future of Art, Society and the Arts, Commercial Art, Comic Strips, Photography, Architecture, Urban planning, Interior Design, Art for everyone?

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

An additional faculty member will be needed within a year or two.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

Especially designed for students who are in the final stages of the Professional Development Program (see description and range of topics).

D. How does this course affect degree requirements?

It is one of ^{three} prerequisites for the Minor in Philosophical Studies.

E. What are the calendar changes necessary to reflect the addition of this course?

Change of title and description of SPF 331, "Introduction to Educational Philosophy".

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Average 100 per semester.

H. Other reasons for introducing the course.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Eastwood, Hamm, Kazepides.

SIMON FRASER UNIVERSITYFACULTY OF EDUCATION

NEW COURSE PROPOSAL

Course 240/71

I

CALENDAR INFORMATION

Department: Educational Foundations Course Number: 240 Title:
 Centre.
 Sub-title or Description: Social Science Foundations.

The course details an understanding of the social nature of the human personality: the genesis of the social self, its growth and function in the educational context.

Credit Hours: 3 Vector Description: 2-1-0

Pre-requisite(s):

II

ENROLMENT AND SCHEDULING

Estimated Enrolment: 300

Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):

Twice Yearly.

When course will first be offered:

Fall 1971

III

JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

This course is a replacement for Ed. 201.

- B. What is the range of topics that may be dealt with in the course?

Child socialization; an intensive examination of the educative process, the emergence of the social self in this process, character and personality style as a function of interaction and communication; the shaping of perception and conception.

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

None.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

Related to teacher preparation, general studies and human development.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of course description.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Student teachers especially feel a strong need for knowledge in this area.
cf. Appendix G.

H. Other reasons for introducing the course.

Contribution to a minor in behavioural sciences and to special education.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

B. D'Aoust, R. Harper, V. Houghton, P. Hindley, R. Lorimer, T. Mallinson, S. Rogow.

SIMON FRASER UNIVERSITYFACULTY OF EDUCATION

NEW COURSE PROPOSAL

I CALENDAR INFORMATION

Department: Educational Foundations Centre Course Number: 260 Title:

Sub-title or Description: Theory and Process of Communication.

An introductory course to theories and models of communication (interpersonal, mass aesthetic, technological) and the implications for teaching and other forms of influencing human behaviour. Students will be expected to design and carry out investigations in areas of their choice.

Credit Hours: 3

Vector Description: 2-2-0

Pre-requisite(s): None.

II ENROLMENT AND SCHEDULING

Estimated Enrolment: 60

Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):
Yearly.

When course will first be offered:

Fall 1971.

III JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

See above description. Now CCGA 200; this is an introductory course to the field of Communication Studies; this field is not represented elsewhere (as such) in the University.

B. What is the range of topics that may be dealt with in the course?

Perception and Communication; Cultural and Psychological Factors and their influences; introduction to technological innovations in information processing; Communication models as exemplified in Science and Art.

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

None.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

EFC300

Change "BSF 427" to read / , and eliminate the words "The Behavioural Science and ..." from the title.

F. What course, if any, is being dropped from the calendar if this course is approved?

BSF 427

G. What is the nature of student demand for this course?

Consistent since first given. cf Appendix G.

H. Other reasons for introducing the course.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

W.B. McDermott.
R.J.C. Harper.

SIMON FRASER UNIVERSITYFACULTY OF EDUCATION

Revised March 4/71.

NEW COURSE PROPOSAL.

I

CALENDAR INFORMATION

Department: Educational Foundations Centre. Course Number: 301 Title: Comparative Education.
 Sub-title or Description:

Comparative Studies of Education. An examination of educational systems which differ substantially from those of Canada. Attention will be given to educational institutions, practices and objectives in selected countries and regions, including continental Western Europe, the USSR and developing nations in Asia, Africa, and Latin America.

Credit Hours: 4.

Vector Description:

2-2-0

Pre-requisite(s):

None.

II

ENROLMENT AND SCHEDULING

Estimated Enrolment: 30

Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):
 Yearly

When course will first be offered:

Spring 1972.

III

JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

See above description. The course would be unique on this campus.

B. What is the range of topics that may be dealt with in the course?

The course will focus on current institutions and problems viewed against the background of differing socio-historic traditions. The materials introduced will be descriptive as well as analytical. The general approach to the subject will be functional rather than philosophical.

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

No.

APPROVAL Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

Related to all of them.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of course description.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Very much. Cf. Appendix G.

H. Other reasons for introducing the course.

Applicable for students entering fields of management, administration, and other areas where knowledge of individual and group functioning can contribute to effective planning and supervision.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

B. D'Aoust, T. Mallinson.

SIMON FRASER UNIVERSITYFACULTY OF EDUCATION

NEW COURSE PROPOSAL.

Ronald Anderson

I

CALENDAR INFORMATION

Department: Educational Foundations Centre Course Number: 310 Title: Music Studies
 Sub-title or Description: Voice Culture.
 A study and application of techniques of vocal production. The course will concentrate on vocal sight reading, choral singing, etc. and attention will also be given to the student's personal vocal interests.

Credit Hours: 4

Vector Description: 1-1-5

Pre-requisite(s): None.

II

ENROLMENT AND SCHEDULING

Estimated Enrolment: 30

Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):

Yearly - every spring.

When course will first be offered:

Spring 1972.

III

JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

See above description. The course has no parallel in this university - now CC&A 300 - music section.

B. What is the range of topics that may be dealt with in the course?

The course will concentrate on vocal sight-reading, choral singing, etc., developing further the principles outlined in HDC 261 with respect to pitch, time, intensity and tone color and their applications in the school setting, including Orff and other recent methods. Attention will be given to the students' personal vocal interests. Pre-requisite EFC 210, or equivalent.

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

One full-time person to work with Schafer in initiating the program and suitable associates in PDC aspects of the course dealing with music in the classroom.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

Related to teacher preparation, general studies and human development.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of its description.

F. What course, if any, is being dropped from the calendar if this course is approved?

A section of CC&A 300.

G. What is the nature of student demand for this course?

Very much more than can be handled presently. cf. Appendix G

H. Other reasons for introducing the course.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Joel Smith.

SIMON FRASER UNIVERSITY

Revised March 4/71.

FACULTY OF EDUCATION

NEW COURSE PROPOSAL

I CALENDAR INFORMATION

Department: Educational Foundations Course Number: 321 Title: Visual Arts
 Centre. Studies.

Sub-title or Description: Colour Theory.

Studio experiments in colour for the study of modes of expression
 in art theory using various media.

Credit Hours: 4. Vector Description: 1-0-7

Pre-requisite(s): EFC 220, EFC 221, or equivalents.

II ENROLMENT AND SCHEDULING

Estimated Enrolment: 25

Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and
 Yearly Spring):

When course will first be offered:
 Spring 1972

III JUSTIFICATION

A. What is the detailed description of the course including differentiation
 from lower level courses, from similar courses in the same department
 and from courses in other departments in the University?

See #1 above. The course would be unique here.

B. What is the range of topics that may be dealt with in the course?

A variety of media and intellectual concepts are used to illustrate
 colour optics as aesthetic form (i.e. hue, value, chroma, colour, theory
 of Rood, Heury) and their 'artistic' applications (i.e. local colour,
 colour as shape, colour as symbol, colour as media and technique).

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

Addition of one member of faculty within a year or two.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

Related to all of them.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of its description.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

cf. Appendix G.

H. Other reasons for introducing the course.

Part of requirements for Social Sciences Minor.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

K. Peter, F. Brown, P. Hindley, T. Mallinson, B. D'Aoust.

SIMON FRASER UNIVERSITY

DONE

FACULTY OF EDUCATION

NEW COURSE PROPOSAL

I CALENDAR INFORMATION

Department: Educational Foundations Course Number: 341 Title: Centre
 Sub-title or Description: Education and Social Change.
 The course assesses some of the important social changes in western society and attempts to relate future educational demands to these changes.

Credit Hours: 4 Vector Description: 2-2-0
 Pre-requisite(s):

II ENROLMENT AND SCHEDULING

Estimated Enrolment: 50
 Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):
 Yearly.
 When course will first be offered:
 Spring, 1972

III JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?
- There are no lower level course proposals dealing with education and social change nor are there any other courses in the university dealing with this topic.
- B. What is the range of topics that may be dealt with in the course?
1. Theories of Social Change and their relations to the educational program.
 - (a) Eminent theories of change.
 - (b) Externalistic theories of change.
 - (c) Cultural lag theories.
 - (d) Rates of social change.
 2. Education, Ideologies and Social Movements in schools and universities.
 3. Social change, education and modern society.
 - (a) The function of education as an agent of social change.
 - (b) Education as a process affected by social change.
 4. Education, technology, automation and human values.

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

None.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

D. How does this course affect degree requirements?

It does not.

E. What are the calendar changes necessary to reflect the addition of this course?

Just its addition to the calendar.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Considerable. cf. Appendix G

H. Other reasons for introducing the course.

Part of a Sciences minor.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

K. Peter , P. Hindley

SIMON FRASER UNIVERSITY

March 4/71.

FACULTY OF EDUCATION

NEW COURSE PROPOSAL

I CALENDAR INFORMATION

Department: Educational Foundations
Centre.

Course Number: 350 Title: Affective and
Cognitive and
Development.

Sub-title or Description:

The course is concerned with the nature of higher thought processes as reflected in behaviour. The subject will be viewed as common to different behavioural sciences.

Credit Hours: 4

Vector Description: 3-2-0

Pre-requisite(s):

II ENROLMENT AND SCHEDULING

Estimated Enrolment: 50

Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):

Yearly.

When course will first be offered:

Fall, 1971.

III JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

This course is the same as BSF 426 as currently offered.

B. What is the range of topics that may be dealt with in the course?

Thinking, feeling, perceiving, valuing, moral growth and creating.

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

None.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

Related to teacher preparation, general studies and human development.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of its description.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Considerable, especially by students planning to become teachers or parents. cf. Appendix G

H. Other reasons for introducing the course.

To contribute to a behavioural sciences minor now, and a possible special education minor.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

B. D'Aoust, R. Harper, V. Houghton, S. Rogow.

SIMON FRASER UNIVERSITYFACULTY OF EDUCATION

Revised March 4/71.

NEW COURSE PROPOSAL

I CALENDAR INFORMATION**Department:** Educational Foundations
Centre.**Course Number:** 352 **Title:** Learning Disabilities.**Sub-title or Description:**

The course will attempt to synthesize the relationships between perceptual-cognitive and psychological growth and their impact upon social-cultural experience as constant factors in the development and remediation of learning disabilities.

Credit Hours: 4**Vector Description:** 1-2-3**Pre-requisite(s):****II** ENROLMENT AND SCHEDULING**Estimated Enrolment:** 40**Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):**

Twice yearly - summer and fall.

When course will first be offered:

Now being offered.

III JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

Same as BSF 423.

B. What is the range of topics that may be dealt with in the course?

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

No.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

Related to teacher training, general studies and human development.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of its description.

F. What course, if any, is being dropped from the calendar if this course is approved?

CC&A 300

G. What is the nature of student demand for this course?

cf. Appendix G.

H. Other reasons for introducing the course.

To contribute to a minor in Communication Studies.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

B. McD'Aoust, P. Hindley, T. Mallinson, M. Schafer and J. Smith.

SIMON FRASER UNIVERSITYFACULTY OF EDUCATION

NEW COURSE PROPOSAL

*Revised 11/1/72***I** CALENDAR INFORMATIONDepartment: **Educational Foundations Centre** Course Number: **361** Title:Sub-title or Description: **Mass Communications.**

An examination of Mass Communication and collective behaviour; effects of various mass media (audio and visual) on learning and social change; the role of selective exposure in education, advertising and propaganda in shaping human behaviour. Students will be expected to do research and laboratory work in selected fields.

Credit Hours: **4**Vector Description: **1-2-2**Pre-requisite(s): **None.****II** ENROLMENT AND SCHEDULINGEstimated Enrolment: **75**

Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):
Twice yearly.

When course will first be offered:

Spring 1972.**III** JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

A survey of contemporary mass media, their effects and role in educational process. More specific than EFC 260; unique in the approach to all forms of mass media.

B. What is the range of topics that may be dealt with in the course?

This course will study various media, their control and form and implications for advertising, political attitudes, etc. Propaganda, rumor, group pressures to conformity, etc.

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

A member of faculty to teach the course.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

Related to general studies, teacher preparation and human development.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Add course description.

F. What course, if any, is being dropped from the calendar if this course is approved?

Drop CC&A 100.

G. What is the nature of student demand for this course?

Always oversubscribed as CC&A 100. Cf. Appendix G.

H. Other reasons for introducing the course.

To contribute to minor in Communications Studies.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Murray Schafer.

SIMON FRASER UNIVERSITYFACULTY OF EDUCATION

NEW COURSE PROPOSAL

I

CALENDAR INFORMATION

Department: Educational Foundations Centre Course Number: 401 Title:

Sub-title or Description: Seminar in The Behavioural Sciences
 This seminar provides opportunities for the student to explore relationships between contemporary / issues and educational practise and policy. Behavioural Sciences

Credit Hours: 5

Vector Description: 3-2-0

Pre-requisite(s): Pre-registration with the Centre.

II

ENROLMENT AND SCHEDULING

Estimated Enrolment: 50

Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):
 Every Semester

When course will first be offered:

Fall 1971

III

JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

See #1 Above. It will provide intensive, interdisciplinary study of some of the topics covered more narrowly - or generally earlier. It will thus serve a synthesizing function in an educational setting. It will focus primarily on / Issues.
 Behavioural Sciences

B. What is the range of topics that may be dealt with in the course?

Selected Behavioural Sciences topics related to education, learning and change.

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

None.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?
Related to all of them.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?
Addition of its description.

F. What course, if any, is being dropped from the calendar if this course is approved?

CC&A 400 and BSF 425.

G. What is the nature of student demand for this course?

Considerable. Cf. Appendix G.

H. Other reasons for introducing the course.

To provide a synthesizing perspective on past and future learning.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

All of the Centre's faculty.

SIMON FRASER UNIVERSITYFACULTY OF EDUCATION

NEW COURSE PROPOSAL

I

CALENDAR INFORMATION

Department: Educational Foundations Centre Course Number: 405 Title:
 Sub-title or Description: Laboratory Studies

Experiments, field work and projects relating to human development.

Credit Hours: 5

Vector Description: 1-1-5

Pre-requisite(s): Pre-registration with the Centre.

II

ENROLMENT AND SCHEDULING

Estimated Enrolment: 50

Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):

Every semester.

When course will first be offered:

Fall 1971

III

JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

See #1 above. The course is designed to give the student an intensive synthesizing practical education about some aspects of human developments. It will only be concerned with areas not now studied elsewhere in the University. Similar to Science Lab Courses.

B. What is the range of topics that may be dealt with in the course?

Any providing 1) they are not covered elsewhere within the University
 2) they are related to education

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

None.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

- Related to all of them.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of its description.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Hard to determine.

cf. Appendix 6.

H. Other reasons for introducing the course.

To help students pursue their interests intensely, individually and with a great deal of faculty support.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

All of the Centre's faculty.

SIMON FRASER UNIVERSITYFACULTY OF EDUCATION

NEW COURSE PROPOSAL

I CALENDAR INFORMATION

Department: E.F.C.

Course Number: 432 Title:

Sub-title or Description: Significant Educational Thinkers--
Past and Present.

Credit Hours: 4.

Vector Description: 3-1-0.

Pre-requisite(s): None.

II ENROLMENT AND SCHEDULING

Estimated Enrolment: 40-60 per semester.

Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and
Spring): Twice yearly.

When course will first be offered: 1971-3

III JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

This course examines the ideas of some great educational theorists from Socrates and Plato to Dewey and other writers of the Twentieth Century, showing their influence on the development of educational theory and practice.

B. What is the range of topics that may be dealt with in the course?

The educational ideas of:

1. Plato, Aristotle and the Sophists.
2. Quintilian, St. Augustine & St. Thomas Aquinas.
3. Comenius & Locke.
4. Rousseau.
5. Kant and Herbart.
6. J. S. Mill, H. Spencer.
7. Dewey and the progressivists.
8. Representative contemporary educational theorists.

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

None.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

This course is a vital part of a coherent program in Philosophy of Education.

D. How does this course affect degree requirements?

One of two required courses for the minor in Philosophical Studies.

E. What are the calendar changes necessary to reflect the addition of this course?

Change of the course title of SPF 434-5, Philosophical Analysis in Education.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Considerable. Average per semester: 30 students.

H. Other reasons for introducing the course.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Kazepides (Hamm, Eastwood).

SIMON FRASER UNIVERSITYFACULTY OF EDUCATION

NEW COURSE PROPOSAL

I CALENDAR INFORMATION

Department: E.F.C. Course Number: 436 Title:
 Sub-title or Description: Social & Ethical Foundations of Education.

Credit Hours: 4 Vector Description: 3-1-0
 Pre-requisite(s): None.

II ENROLMENT AND SCHEDULING

Estimated Enrolment: 30
 Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):
 Twice Yearly.

When course will first be offered:
 1971-3

III JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

This course elucidates the areas within education where social and ethical questions arise. Principles of social philosophy and ethics are used to develop theories of moral justification appropriate for education in contemporary society.

B. What is the range of topics that may be dealt with in the course?

1. 'Education' as a Value Enterprise.
2. Education and 'human nature'.
3. Education for Democracy and democracy in education.
4. Social Control and Education: a) Authority and education. b) Punishment and discipline. c) Freedoms and rights in education.
5. Disguised prescriptions in Education: a) Metaphors - 'growth', 'moulding', 'organic'. b) Slogans - 'self-realization', 'individualization'. c) Definitions - 'education', 'teaching', 'curriculum'. d) 'Needs' and 'Interests'.
6. The Concept of Equal Educational Opportunity.
7. The Logic of Moral Education.
8. The Student as a Person: a) The concept of a person. b) The student-teacher relationship.
9. Justification of worthwhile Educational Activities.

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

None.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

The philosophical examination of education concepts and theories is one of the major goals of the department.

D. How does this course affect degree requirements?

One of several required courses for the minor in Philosophical Studies.

E. What are the calendar changes necessary to reflect the addition of this course?

Replaces SPF 435-5 Philosophy of Systematic Inquiry.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Moderate, 20-30 students per semester.

H. Other reasons for introducing the course.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Eastwood (Kazepides)

SIMON FRASER UNIVERSITYFACULTY OF EDUCATION

NEW COURSE PROPOSAL

I CALENDAR INFORMATION

Department: E.F.C. Course Number: 439 Title:
 Sub-title or Description: Seminar in Philosophical Studies.

Credit Hours: 4 Vector Description: 0-4-0
 Pre-requisite(s): At least two other courses from E.F.C. with a
 philosophical emphasis or from the Department of Philosophy.

II ENROLMENT AND SCHEDULING

Estimated Enrolment: 10-15.
 Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and
 Spring): Every semester.

When course will first be offered: 1971-2

III JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

An advanced seminar that provides opportunity for in-depth studies in Philosophy of Education. It may be conducted as an individual study program, or seminar, or special lecture series.

- B. What is the range of topics that may be dealt with in the course?

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

None.

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

C. How does this course fit the goals of the department?

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Drop the letters "CC&A" and "BSF". Last sentence in current description to read "Written application must be made to the Centre at least 6 weeks before the beginning of the semester of enrolment."

F. What course, if any, is being dropped from the calendar if this course is approved?

BSF 498 and CC&A 498.

G. What is the nature of student demand for this course?

H. Other reasons for introducing the course.

IV

BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

SIMON FRASER UNIVERSITY

FACULTY OF EDUCATION

NEW COURSE PROPOSAL

I

CALENDAR INFORMATION

Department: Educational Foundations Centre Course Number: 499 Title:
Sub-title or Description: Individual Study Semester.

See III E and F.

Credit Hours: 15

Vector Description:

Pre-requisite(s):

II

ENROLMENT AND SCHEDULING

Estimated Enrolment:

Semester Offered (e.g. Yearly, every Spring; twice yearly, Fall and Spring):

When course will first be offered:

III

JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

Now BSF 499 and CC&A 499.

B. What is the range of topics that may be dealt with in the course?

B. What are the special space and/or equipment requirements for this course?

C. Any other budgetary implications of mounting this course:

APPROVAL - Faculty Curriculum Committee:

Faculty: March 17, 1971.

Senate:

- A
1. Proposal for a MINOR IN PSYCHOLOGICAL STUDIES.
 2. Originators: EDUCATIONAL FOUNDATIONS CENTRE.
 3. Administered by: EDUCATIONAL FOUNDATIONS CENTRE.
 4. Purpose and Justification:

In most Faculties of Education, educational psychology is regarded as a major area of study for the preparation of teachers. (c.f. any random sample of 5 or so calendars from other Universities). Much of what is called Behavioural Science at this University is commonly regarded as the subject matter of educational psychology.

The present student demand for existing Behavioural Science courses is considerable. About half of them cannot meet the demand and the others usually have enrolments in the 20's. (N.B. Reference is made here to BSF courses at the 400 level).

There has always been a demand on the part of students and faculty for a wider offering of courses, especially of the kind which relates the behavioural sciences to the classroom setting. The new courses are an attempt to meet this demand for prospective teachers.

This minor will attempt to introduce the student to:

- a) Pertinent development concepts and knowledge for the teaching of children.
- b) Theories which will help him understand individuals.
- c) Techniques for humanizing learning situations.

5. Pre-requisite:

EFC 201-3 Introduction to Research Methods and
EFC 250-3 Psychological Foundations or Equivalent.

6. Required Courses:

- a) EFC 350-4 Cognitive and Affective Development and
EFC 351-4 Individual Differences.
- b) EFC 352-4 Learning Disabilities or
EFC 401-5 Seminar in Behavioural Sciences or
approved electives from within the Centre or in
another Centre/Department.
- c) An additional appropriate course from a Department
or Centre other than the Educational Foundations Centre.

16. Equivalent Minor during an interim period:

a) Pre-requisite: Two of ED. 201, Psych. 101 and Psych. 105.

b) Required Courses: 14-18 credit hours consisting of:

BSF 423-5 Behavioural Approaches to Learning Disabilities.

BSF 424-5 Behavioural Research in Education.

BSF 425-5 Behaviour Analysis.

BSF 426-5 Cognitive Development.

Psych 220-3 Learning.

Psych 230-3 Perception.

Psych 305-3 Test Construction.

Psych 310-3 Theories of Personality.

Psych 351-3 Child Psychology.

17. Action Taken to Date:

Approval by Centre - January 20, 1971.

Approval by Faculty - March 15, 1971.

8. Other Recommended Courses:

The following courses are presented as examples which students should explore as they relate to particular programs.

EC. 150-3 History of Economic Development (A).

Linguistics 220-3 Introduction to General Linguistics.

Geography 241-3 Social Geography.

Philosophy 206-3 Political Philosophy.

PSA 101-3 Sociological Theory I.

Psychology L06-3 Social Issues.

Biology 204-3 Introduction to Ecology.

9. New Courses Recommended:

EFC 200-3 Education and Modern Society.

EFC 340-4 Education and Deviant Behaviour.

10. Projection of Faculty Resources and Course Offerings:
¶11.

See Appendices E and F.

(Note: Additions may be made to this projection, depending on the nature of special summer session demands).

12. Other Resources Required:

None.

- C
1. Proposal for a MINOR IN COMMUNICATION STUDIES.
 2. Originators: EDUCATIONAL FOUNDATIONS CENTRE.
 3. Administered by: EDUCATIONAL FOUNDATIONS CENTRE.
 4. Purpose and Justification:

Communication Studies courses are designed to develop a critical awareness of communication forms (media), factors which facilitate and hinder human communication and the impact of restricted or distorted communication (propaganda) or learning, decision making, creativity, and effective action.

The processes of Communication lie at the very heart of teaching, management and effective human action. At present there is little opportunity for teachers or other students at S.F.U. to study these in concentrated form.

The fact that all Communication courses have been over-subscribed since first offered, together with the numerous requests by students for instruction in this area (requests on file), provides evidence that such a program would be in considerable demand, both for prospective teachers and for students planning to enter other professions (See also Appendix G.).

5. Pre-requisites:
EFC 201-3 Introduction to Research Methods or equivalent.
EFC 260-3 Theory and Process of Communication or equivalent.
6. Required Courses:
 - a) EFC 360-4 Communication and the Creative Process and
EFC 361-4 Mass Communications.
 - b) EFC 362-4 Aural Dimensions of Communication or
EFC 402-5 Seminar in Communication Studies or
approved electives from within the Centre or another
Centre/Department.
 - c) An additional appropriate course from a Department or
Centre other than the Educational Foundations Centre.
7. Recommended Courses in Education:
EFC 240-3 Social Science Foundation.
EFC 250-3 Psychological Foundation.
EFC 302-4 Individual and Group Dynamics.
EFC 350-4 Cognitive and Affective Development.
EFC 405-5 Laboratory Studies.

EDUCATIONAL FOUNDATIONS CENTRE
APPENDIX D

Proposal for a Minor in Philosophical Studies

The originators and operators of the philosophical studies program are committed to the view that an historical and a philosophical perspective are necessary aspects of the preparation of all teachers. They are not committed to the view that this criterion can be satisfied by requiring students to take one or more courses in these areas. It can be satisfied by the provision of ample opportunities for all students to experience thinking and acting philosophically and to acquire an adequate historical perspective. Consequently the emphasis of Philosophical Studies is on providing a sufficient range of courses for all students to permit each to choose those that appeal most.

Prerequisites. (These apply only to official minors and not to admission to any of the upper level courses).

EFC 202 and EFC 231 and at least one lower division course offered by the Department of Philosophy.

Required Courses

- (a) EFC 432-4 and EFC434-4.
- (b) One of EFC 436-4, 438-4 and 439-4.
- (c) One course offered by another department or centre and preferably from either Professional Development Centre or the Department of Philosophy. In special cases candidates may be allowed to take EFC 439 provided that the research to be undertaken is directly concerned with a problem in professional development or educational policy.

COURSES BY SEMESTER AND FACULTY MEMBER AND ANTICIPATED ENROLMENT.

EFC	Description	Semesters									
		71-3	72-1	72-2	72-3	73-1	73-2	73-3	74-1	74-2	74-3
200-3	School & Society	GS/ 200	FB/ 200								
201-3	Intro. to Research Methods	R2/ 50			R2/ 50			R2/ 50			R2/ 50
202-3	Education in Modern Society	CH/ 200	CH/ 200	AK/ 200	CH/ 200	CH/ 200	AK/ 200	CH/ 200			
210-3	Music Studies-Hist. & Sociological		R3/ 60				R3/ 60			R3/ 60	
220-3	Visual Arts Studies Basic Design.	JS/ 30			JS/ 30			JS/ 30			JS/ 30
221-3	Visual Arts Studies Art as Vision	JS/ 30			JS/ 30			JS/ 30			JS/ 30
231-3	Philosophical Issues in Teaching.			GE/ 100				GE/ 100			
240-3	Social Foundations	EB/ 300	EB/ 300		EB/ 300	EB/ 300		EB/ 300	EB/ 300		EB/ 300
250-3	Psychological Foundations	RH/ 100	RH/ 100		RH/ 100	RH/ 100		RH/ 100	RH/ 100		RH/ 100
260-3	Theory & Process of Communications	PH/ 60			PH/ 60			PH/ 60			PH/ 60
300-4	Study of the Future			EM/ 30	EM/ 30			EM/ 30	EM/ 30		EM/ 30
301-4	Comparative Studies		MH/ 30			MH/ 30			MH/ 30		
302-4	Individual & Group Dynamics		TM/ 60			TM/ 60			TM/ 60		
310-4	Music Studies: Voice Culture		R3/ 30			R3/ 30			R3/ 30		
320-4	Visual Arts Studies Graphics.		JS/ 25			JS/ 25			JS/ 25		
321-4	Visual Arts Studies Color Theory.		JS/ 25			JS/ 25			JS/ 25		
340-4	Education & Deviant Behaviour	KP/ 50			KP/ 50			KP/ 50			KP/ 50
341-4	Education & Social Change		KP/ 50			KP/ 50			KP/ 50		
342-4	Indian & Minority Education.	KP/ 50			KP/ 50		KP/ 50	KP/ 50		KP/ 50	KP/ 50
350-4	Cognitive Development	RL/ 50			RL/ 50			RL/ 50			RL/ 50
351-4	Individual Differences	BD/ 50	BD/ 50		BD/ 50	BD/ 50		BD/ 50	BD/ 50		BD/ 50
352-4	Learning Disabilities	SR/ 40		SR/ 40	SR/ 40		SR/ 40	SR/ 40		SR/ 40	SR/ 40
360-4	Communication & the Creative process	ALL/ 35	ALL/ 35		ALL/ 35	ALL/ 35		ALL/ 35	ALL/ 35		ALL/ 35
361-4	Mass Communica-tions.		R1/ 75			R1/ 75			R1/ 75		
362-4	Aural Dimensions in Communication.	RMS/ 50			RMS/ 50			RMS/ 50			RMS/ 50
401-5	Seminar in Behavioural Science										
402-5	Seminar in Com-munication Studies										
405-5	Laboratory Studies										
432-5	Significant Educational Think-ers-Past&Present	GE/ 60	GE/ 60		AK/ 60	AK/ 60		AK/ 60			
434-5	Logic&Language of Education.	GE/ 30		AK/ 30	AK/ 30		AK/ 30	AK/ 30			
436-5	Social&Ethical Foundations of Education.	CH/ 30			CH/ 30			CH/ 30			
438-5	Concepts &Theories of Education.		GE/ 30			AK/ 30					
439-5	Seminar in Philo-sophical Studies	GE/CH 5-10	GE/CH 5-10	GE/AK 5-10	CH/AK 5-10	CH/AK 5-10	GE/AK 5-10	CH/AK 5-10			
440	Directed Studies										
498/18	Individual Study Semester (Honours)										
499/15	Individual Study Semester										

KEY: Initials of Faculty Members are used to indicate who will be teaching each course. See Appendix F.

EDUCATIONAL FOUNDATIONS CENTRE

Below you will find a number of courses and minor programs which the Faculty of Education may offer; please help us select those programs and courses which would be of most value to you.

I For Students in or Planning a Professional Development Program.

Assume you are beginning your program; which of the following would you select as a Minor in Education (14-18 credits) if it were offered (circle one).

1. Communications Studies.
2. Philosophical Foundations.
3. Psychological Foundations.
4. Social Science Foundations.
5. A mixture of the above.
6. None of the above.

II For all Students: Assume you are beginning University. Which of the following courses would you select as electives to your own program (e.g. Arts or Sciences) or as components of an Education Minor, if they were offered? (Please circle 5 or less).

A. Communications Studies

Theory of Communication.
Communication & Creativity.
Mass Communication.
Aural Dimensions in Communication.
Advanced Studies.

B. Philosophical Studies.

Education in Modern Society.
Introduction to Philosophy of Education.
Historical Foundations of Education.
Concepts & Theories of Educ.
Social & Ethical Foundations of Education.
Advanced Seminar.

C. Psychological Studies.

Psychology Foundations.
Cognitive & Affective Development.
Individual Differences.
Learning Disabilities.
Advanced Studies.

D. Social Science Studies.

Education & Human Development.
Social Science Foundation
Education & Deviant Behaviour.
Education & Social Change.
Indian & Ethnic Education.

E. E. General Courses.

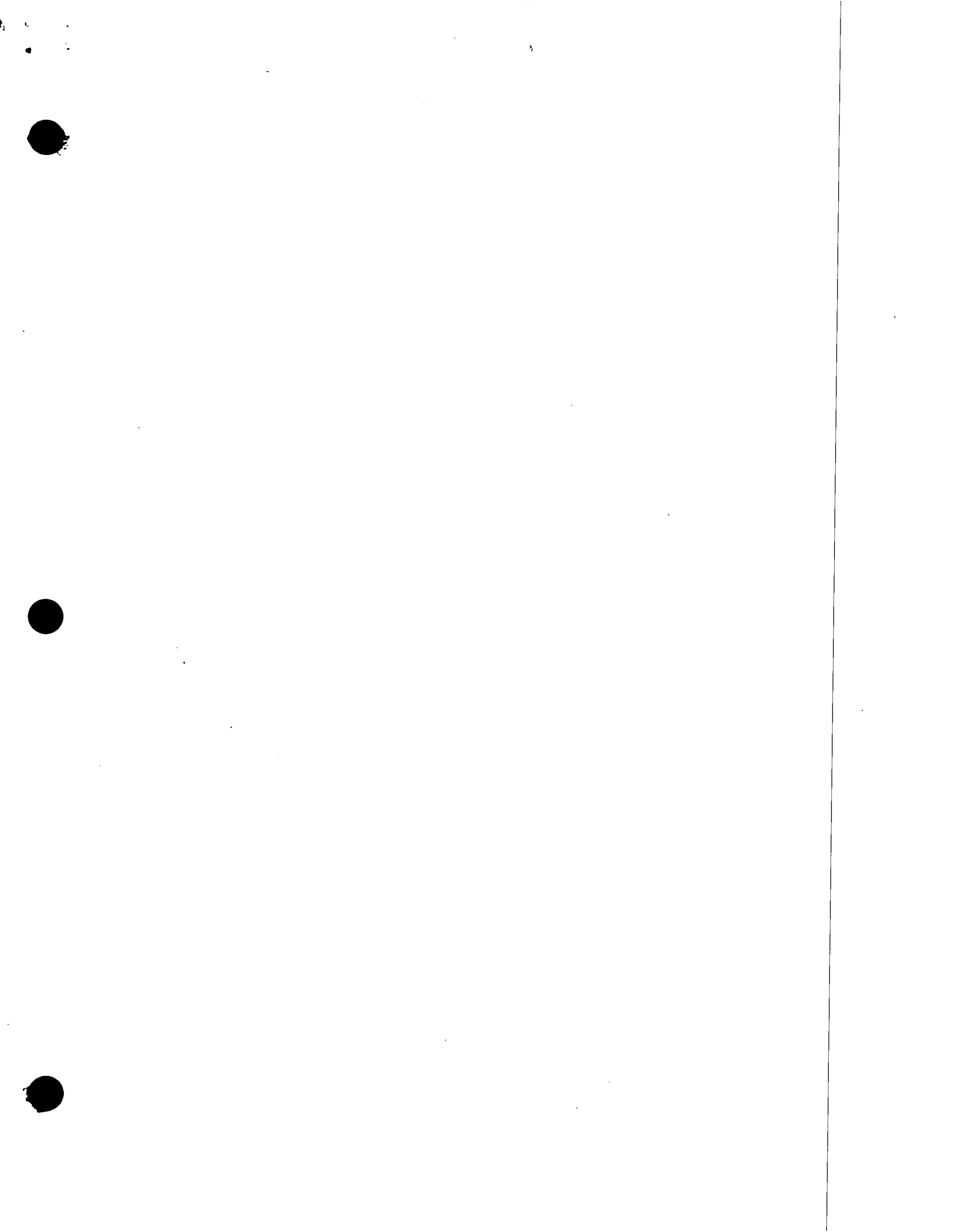
Explorations in the Study of Man.
Introduction to Research.
Music Studies - Introduction.
 - Advanced.
Visual Arts Studies - Introduction.
 - Advanced.
Individual and Group Dynamics.
Comparative Education.
Study of the Future.
Laboratory Studies.
Directed (Individual) Studies.

III Please give us your NAME: _____ STUDENT NO. _____
MAJOR: _____

IV When completed, please give to your tutor or pass in to Education Foundations Office - CC 6142.

RESULTS OF QUESTIONNAIRE BY MINOR, COURSE AND POPULATION.

Area and Course Number and Title	EFC Students (N-300)	P.D.P. Students (N-100)	Totals (N-400)
A. <u>Communications Studies Minor</u>	69	10	79
260 1. Theory of Communication	51	13	64
360 2. Communication & Creativity	147	55	202
361 3. Mass Communications	77	9	86
362 4. Aural Dimensions of Communi- cation.	33	5	38
400 5. Advanced Studies	19	2	21
B. <u>Philosophical Studies Minor</u>	11	2	13
1. Education in Modern Society	97	22	119
2. Introduction to Philos. of Education	24	5	29
3. Historical Foundations	16	3	19
4. Concepts & Theories of Education	41	21	62
5. Social & Ethical Foundations	54	7	61
6. Advanced Seminar	4	2	6
C. <u>Psychological Studies Minor</u>	21	15	36
250 1. Psychological Foundations	26	3	29
350 2. Cognitive Development	41	22	63
351 3. Individual Differences	87	33	120
352 4. Learning Disabilities	101	54	155
400 5. Advanced Studies	12	3	15
D. <u>Social Studies Minor</u>	30	11	41
200 1. Education & Human Development	87	28	115
240 2. Social Science Found.	15	1	16
340 3. Education & Deviant Behaviour	62	36	98
341 4. Education & Social Change	113	30	143
342 5. Indian & Ethnic Behaviour	74	30	104
E. <u>General (Mixed Minor)</u>	83	51	134
1. Explorations in Study of Man	36	11	47
201 2. Introduction to Research	9	1	10
210 3. Music Studies - Intro.	53	14	67
310 4. Music Studies - Advanc.	26	8	34
220 5. Visual Arts St.-Intro.	97	21	118
320 6. Visual Arts St.-Advanc.	47	8	55
302 7. Individual & Group Dynamics	75	21	96
301 8. Comparative Education	30	7	37
300 9. Study of the Future	61	11	72
405 10 Lab. Studies	10	4	14
410 11 Directed Studies	30	7	37
F. None of the above for MINOR	86	11	97
TOTALS	300	100	400



MINUTES OF THE FACULTY OF EDUCATION meeting held on Monday,
March 29, 1971, beginning at 9:00 a.m. in PDC#3.

Present: S. Stratton, Chairman
17 members of the Faculty of Education
P. Speer, secretary

1. The agenda was approved.
2. The minutes of March 15, 1971 were approved with the following note to be recorded at the request of C. Hamm:

re page 3, paragraph 3 of recommendation 4:
Education 202 had not been included in the
71-1 enrolment figure cited by R. Lorimer
and that with this course included there
was a total of 406 students enrolled in
courses labelled SPF during this semester.

MINUTES OF THE FACULTY OF EDUCATION meeting held on Monday, March 15, 1971, beginning at 9.00 a.m. in PDC#3.

Present: S. Stratton, Chairman
B. Wilson, Academic Vice President
21 members of the Faculty of Education
P. Speer, recording secretary

S. Stratton recommended that item 1 be deferred to the next meeting and that a report from Dr. Wilson regarding the Search Committee for a Dean of Education be placed first on the agenda at his request. He also recommended that the 2nd item of business be the report from the Ad Hoc Committee.

Since Dr. Wilson had temporarily left the meeting at the time the meeting began, discussion commenced on item 2.

2. Report from the Ad Hoc Committee - F. Ed. 71-7

With respect to procedure 1, the Chair ruled that the nature of the vote on the model would be by simple majority by secret ballot.

With respect to procedure 2, the Chair recommended an alternative procedure that Faculty review and discuss each of the 4 models and then move to a motion concerning one of the models.

At this point, at the Chairman's request, J. Ellis read the following statement that he said had received approval at a recent meeting of the Professional Development Centre:

In the light of the Senate motion of March 1970 we would like to reaffirm that the organizational structure being proposed is for the Educational Foundations Centre only, and not for the entire Faculty of Education.

We desire to inform Senate that the Professional Development Centre reserves the right to consider an alternative form of administrative relationship for itself within the university, possibly within a division or Faculty of Professional Studies.

These two statements should be raised as matters of privilege and read into the minutes of the Faculty of Education meeting to be held March 15, 1971.

J. Ellis advised that this statement had resulted from a recent change in Faculty thinking: that whereas discussions over the past year had centred on a reorganization of the Educational Foundations Centre, they now appeared to include the Professional Development Centre in a reorganization of the Faculty. He further

advised that no proposals had been examined nor any judgments made by Professional Development Centre faculty on the recommendations (1 and 2 of the report) that would directly affect them.

1. Dr. Wilson then returned to the meeting and was given the floor for his report. He advised that one vacancy had occurred on the Search Committee for a Dean of Education due to the resignation from the Faculty of one of the members of the Committee. He suggested two alternative procedures that Faculty might follow in filling the vacancy: 1) that the Senate procedure of ballots and nominations be followed. 2) that the person next in line in the balloting at the previous election of committee members (Dr. B. McDermott) automatically take the position on the committee.

J. Ellis/T. Mallinson:

moved that the person next in line in the balloting at the previous election of committee members (Dr. B. McDermott) take the position on the committee.

MOTION CARRIED.

The import of J. Ellis' statement raised the question of whether discussion should centre on the organization of the Educational Foundations Centre or on reorganization of the Faculty as a whole. This question was not resolved and discussion ensued on all 4 models for organization. During discussions M. Gibbons insisted that he could not vote on any of the models because he could not simultaneously come to a decision on the organization of the Educational Foundations Centre and on the total organization of the Faculty which would involve everybody.

The essence of discussions and comments made on each of the recommendations was as follows:

Recommendation 1

B. Wilson suggested that since there is no Division of Professional Studies in the University at this time, and that such a Division would not be established unless it could incorporate other than just the teacher training program, that recommendation 1.a) may be premature at this stage.

Recommendation 2

Faculty were informed that this recommendation was never seriously considered by the Ad Hoc Committee in terms of a clear plan but that this alternative was one that they thought Faculty might wish to look at.

Recommendation 3

T. Mallinson indicated support for this recommendation.

M. Gibbons agreed that 3 would seem to be the most appropriate course of action, but including provision for the sub-departments in EFC as specified in recommendation 4. G. Eastwood objected to this proposal on day to day administrative grounds, particularly in that a division of EFC in this way would lead to the formation of a whole array of sub-departmental committee structures which would be required to report to Centre committees and so on, to the point where such time lags would render the sub-departments completely inefficient. He suggested that Faculty choose to go to strict departmental classifications or to a single Faculty operation.

B. Wilson said that the structure of EFC at the present time had been specified a year ago somewhat ambiguously and that it had not seemed to have worked out at all well. It seemed to him that recommendation 3 was simply a statement of what already exists. It was B. Wilson's personal opinion, however, that the only practical structure was that proposed in recommendation 3.

B. D'Aoust recommended that EFC be established without sub-departments and that the Philosophical Studies group be urged to explore the possibilities in recommendation 1. b).

Recommendation 4

B. Wilson advised that if there is very little interaction between the two Centres that this should perhaps be recognized and defined specifically through acceptance of recommendation 4. He added, however, that he would not support this recommendation because of his opposition to the creation of departments, those specified and others that would likely be developed later, and the boundaries of communication that they create.

R. Harper suggested that if the Faculty is concerned specifically with the organization of EFC, that they should address themselves to recommendation 4, since some of the present philosophers want their own independent department, and the aims of the remaining EFC members with their commonality of interests could be realised through this 2 department structure rather than through a Centre operation. G. Eastwood agreed that the argument that there be 3 separate departments made sense and that although there would be different concerns in the 2 departments of the present EFC members, that they could nevertheless work together in such a structure.

R. Lorimer pointed out to Faculty the absurdity of allowing for a department of Philosophical Studies which this semester has only 9 students enrolled in it. He suggested that recommendation 4 had no educational argument, that the recommendations in the report reflect a course of political expediency and that recommendation 3 with the minor change suggested by M. Gibbons was the only one which seemed to him to have some merit.

Comment was made that acceptance of recommendation 4 would have major implications in future programming, budget and overall decision-making in the Faculty.

B. Wilson summed up his remarks by presenting the meeting with his admitted prejudices and impressions of the Faculty based on his limited experience. He said that the PDC appeared to represent a cohesive group of people whose argument was that the EFC does not want to contribute to the PDC programs. In turn, the EFC seemed to object to a situation where seemingly the controls of the PDC make it impossible for EFC to have any control on the Education students' programs. He said that if this is the case then perhaps there should be a strict separation of the two groups, although he believed that all programs would profit from the input of working relationships with other groups with similar interests. He added that if, on the other hand, the stress between the Centres was caused by the constraints of structural boundaries, that the Faculty should move towards a single Faculty operation. He said that the concept of the Human Development Centre had been a move towards a political rather than an academic solution. He said that fixed programs directed specifically towards students who are to be educated for the school system were not university wide programs at all and that this concept of a Faculty of Education represented no real academic change. He concluded that he would personally prefer programs which would combine the interests of people, rather than departmental programs that would fix things in disciplines.

At the conclusion of discussions, B. Wilson left the meeting and the Chairman ruled that he would entertain a motion on recommendation 3 and that if this was defeated, the meeting would follow the procedures identified in page 2 of the report.

T. Mallinson/B. McDermott:

moved that the EFC be organized into one administrative unit; that this unit be identified as a department, and that there be no sub-departments within the EFC.

The Chairman advised that the Centre would have departmental status within the University but that the name would remain Educational Foundations Centre.

D. Birch informed the meeting before the ballots were cast that he could not vote on this motion because of its critical importance to persons other than he who would be much more directly affected by the result.

The results of the secret ballot were:

For:	6
Against:	4
Abstentions:	10

MOTION CARRIED.

Concern was expressed on the reaction Senate might have on the number of abstentions on the vote. Faculty agreed that Senate should be informed that the majority of people who abstained from voting did so not because of lack of care,

but because of the reason expressed by D. Birch and because of their concern that the people directly affected by the result be allowed to make up their own minds. It was agreed that the minutes of this meeting would be made available to Senate.

J. Ellis then made a reply to B. Wilson's remarks about the Faculty. It was his opinion that the image Dr. Wilson appeared to hold of the Faculty was that it operated in an atmosphere of open hostility and warfare. He acknowledged differences of opinion in the Faculty but said that these were of a more fundamental and important nature than implied by Dr. Wilson. He said that this Faculty had more strength than many other Faculties of Education and that some of B. Wilson's remarks were unfortunate and unfair. He added that he wished he could have had an opportunity to make his reply when Dr. Wilson had been present.

3. Educational Foundations Centre and Philosophical and Historical Studies Course Proposals - F. Ed. 71-6

A. Vogt/R. Harper:

moved that these courses be accepted with thanks to the Ad Hoc Committee.

Following debate on procedure and a recommendation for rewording of the motion, which was agreed to by the mover and seconder, the motion before Faculty was amended to read:

moved that these courses be accepted subject to final approval by the Faculty Undergraduate Studies Committee which will be given power to advance the courses directly to Senate.

MOTION CARRIED.

The meeting adjourned at 10.45 a. m.

Chairman

SIMON FRASER UNIVERSITY

MEMORANDUM

S.71-S1 APPENDIX II

To All members of Senate

From G. R. Eastwood

Subject Report to Senate

Date March 30, 1971

The attached paper is submitted with the knowledge and support of a significant proportion of the members of the Faculty of Education. We urge you to give it careful and sincere consideration.

I regret having to use this independent means of distribution but no other was available.

GRE/aw

REPORT TO SENATE

"In defence of a Faculty of Education"

Senate has the right to be informed as fully as feasible so that its members can give appropriate consideration and make viable decisions regarding the future organization of the Faculty of Education. Only a small minority of its members have the benefit of experience on which to base their judgments. The majority can be expected to conceptualize the problem and formulate a possible solution from the point of view of Arts or Science. It can and must be argued that neither model is appropriate and that this is evidenced by the disunity, confusion and conflict that has plagued the Faculty of Education since March 16, 1970. On that date this Senate took the first significant step toward forcing the Faculty of Education into an inappropriate model and in doing so postulated a self-fulfilling hypothesis. The result is the proposal that is before this meeting.

It would seem that this meeting can make one of two decisions:

1. Accept and approve the Faculty of Education proposal or a minor modification of it.
2. Concede that a proposal that comes from a Faculty meeting with the support of 6 of 20 members present has little to recommend it and refer the question to the Academic Planning Committee.

Either decision will be disastrous. The former because it has already been demonstrated that the two centre concept will not work. It will lead to either continued conflict between the two with consequent

within-centre conflict because of the insecurity produced or the withering away of one. The latter is not likely to be less unsatisfactory as is evident from the attached memorandum. Dr. Chase, the academic planner appears to be so insensitive to the problems and concerns of a Faculty of Education that he can, apparently seriously, require the irrevocable categorization of courses to humanities, social sciences or natural sciences. (See Appendix A.) Presumably this request was issued with the concurrence of senior administrative officers and hence provides testimony of the absence of any conceptual frame other than the traditional stereotyped pattern sometimes assumed to be appropriate for a Faculty of Arts and Science.

For the information of Senate members the relevant portion of Faculty of Education Paper 71#7 is attached. (Appendix B.) This paper presented to the Faculty four models to choose from and hence structured the context for the decision. Although only one of these was brought to the floor for debate and vote (mainly because two were deemed inappropriate at that time and another was rejected because the Academic Vice President stated emphatically that he would jeopardise it in Senate if Faculty approved it) each is worthy of some comment. (It is an open question if any one of the four would have gained significantly less than the 6 vote support.)

Model 1. This model effectively disbands the Faculty of Education by reducing it to a teacher training program. This would be a retrograde step in any context and particularly so in a Province that has minimal academic requirements for teacher certification (at present 60 lower division credits and a training program)

Those foundational fields such as psychology, history, philosophy, statistics etc. that provide students with the competency to think about the policy, direction and practice of education are to be relegated to cells dispersed throughout the Faculty of Arts. It can be assumed that there will be few if any requirements in the teacher education program to ensure that students find them.

The argument that these can be provided for within the P.D. program simply can't be substantiated as examination of Ed. 402 and Ed. 404 programs will show - there simply is insufficient scope and time.

Model 2. An organization that identifies no departments inevitably leads to a multiplicity of divisions. This is the model exemplified by U.B.C. and Saskatchewan and the inadequacies are too well known to need enumeration.

Model 3. This is the model for which 6 of 20 members opted largely because it is the model imposed upon the Faculty a year ago and favoured by a few who possessed the executive authority to bring a motion on to the floor. It is the model which has produced the between-centre and within-centre conflict that has effectively paralyzed the Faculty.

Model 4. This model was advanced to recognize that both teacher education and the study of education have professional theoretical and empirical dimensions and that these should be recognized both organizationally and academically. It is not by chance that these divisions happen to coincide with the orientations of faculty and hence recognition of them appears to be appropriate and realistic.

It is neither the responsibility nor the right of Senate to make another selection from these alternatives. It is the responsibility of Senate to face squarely a number of fundamental and a number of practical issues - issues which this University has not previously faced nor have they been effectively faced by other Universities. The following is not offered as an exhaustive list nor are the items enumerated in any order of priority.

1. The short history of S.F.U. and the Faculty of Education reveals
 - a. The Faculty of Education was from birth an unwanted child lodged on the campus because the Province at that time needed more teachers.
 - b. As is usually the case with such children it had to pay the price in the form of providing a home for activities such as Athletics which the founding fathers wanted but Arts and Science would not accept. The cost of these programs inflated the budget and brought the Faculty under scrutiny and suspicion and caused it to be falsely accused of being over expensive.
2. A professional Faculty unlike a Faculty of Arts or Science is an integrated whole and has a greater need to be integratively housed. From the beginning the units of the Faculty have been indiscriminately and inadequately housed with the result that within-faculty communication has been difficult and inadequate. Even today when some areas have been separated the remainder is split with one element tucked in a corner as remote from the back yard shed that houses the other element as is possible.

3. The often voiced assumption that the faculty of the Professional Development Program constitute a coherent co-operation group whereas the faculty of B.S.F., S.P.F. and C.S. are unable to achieve cohesion is in need of some consideration.

- a) If there is in fact a degree of cohesion in P.D.C. equal to that asserted it stems largely from the security provided by maximum resources and almost absolute control of students. The organization of the P.D. program makes it virtually impossible for the Foundations personnel to make a satisfying contribution during the P.D. year and the absence of requirements coupled with the necessity to meet requirements of majors in other Faculties preclude effective work at other stages.
- b) This leads to a situation in which P.D.C. accuses the Foundations of making little or no contribution to the teacher education program while at the same time denying the Foundations reasonable opportunity to do so. To this must be coupled the fact that those faculty in Foundations who have repeatedly expressed interest in contributing have received little support or consideration.
- c) Unfortunately this restriction is not applicable only to Foundations personnel. Within the faculty of Professional Development there are those who find little opportunity to contribute satisfactorily. Some are not allowed more than one session with the total body of students during the Ed. 402 stage.

d) The conflict within the Foundations areas stem predominantly from several factors.

i) Insecurity due to (b) above.

ii) The existence among the faculty of many who have no commitment to a Faculty of Education and its functions and responsibilities. Frequently and specifically attention has been called to this factor but it has been disregarded with the result that it is such personnel who have influenced internal policy and by so doing caused widespread discontent. Positive proof of the existence of such personnel is contained in the recent applications by at least two to transfer out of the Faculty.

iii) The imposition on the Foundations Department by Senate of an organization that disregards academic arguments. This has been accentuated by arbitrary administrative actions based on an interpretation of the Senate motion (Mar. 16, 1970) that has questionable relationship to the intent of Senate. It is noteworthy that Senate is now being asked on the basis of a 6/20 vote to continue this form of organization.

e) Except for the need to separate the Athletics and the Arts areas to achieve budgetary balance (and this would not have been necessary if the University had recognized and allowed for these factors in the Faculty of Education budget) there

never were any academic or professional reasons for re-organization of the Faculty. There were reasons for establishing and improving its organization.

- f. In view of the fact that re-organization was undertaken a satisfactory solution could be achieved if and only if a total reorganization was made. This necessarily implies consideration of (b) above and cognizance of (d) ii. However, throughout the past year there has been and continues to be a persistent refusal to consider any modification of the P.D. program. Strangely enough there has at the same time been much talk about "co-operation" and "integration."

These factors do not constitute an exhaustive list but they are sufficient to enable Senate members to begin to approach the problem. But first and foremost members must individually and collectively decide and state unequivocally the answer to the question that was posed to the President and the (then) Acting Vice-President, Academic a year ago which is: "Are you engaged in and concerned with the development of an effective Faculty of Education or are you presiding over its dissolution as a Faculty and its reduction to a teacher training program?" When that question has been clearly and honestly answered the problem of organization presents few real difficulties. If the answer is in favour of the former alternative the solution has two stages:

1. Acceptance and implementation now of a three department structure with
 - a) Professional Foundations (or Studies)
 - b) Scientific (empirical) Foundations (or Studies)
 - c) Theoretical (Historical-Philosophical) Foundations (or Studies)

2. Longer term development on an autonomous B.Ed. degree as a necessary condition for teacher certification (See Appendix C) and the formulation of an appropriate Faculty organization.

If Senate answers in terms of dissolution then it can be achieved by adopting one of 1, 2 or 3 referred to in the introductory section of this paper. Any one of these will lead to the withering away of Foundations and guarantee the Province with an adequate supply of teachers not academically or professionally significantly superior to those who have been certificated over the past 50 years.

The choice is yours and each must make his/her own decision and do so on the assumption that he/she has available adequate factual, conceptual and professional knowledge, to make the right decision for there is no room here for any error. Some may not wish to assume so much.

APPENDIX A.

Attached is a listing of the courses approved by Senate for offering by your department. By whatever means you deem appropriate, will you identify each course offering as to whether it falls in the area of humanities, social science or natural sciences. A decision once made will be irrevocable. It is recognized that, in a limited number of cases, it may be necessary to identify an individual course as falling in more than one category. Such action is permissible.

Upon completion of the identification process, will you please forward to me a memorandum containing the course number and an identification of the area or areas in which the course should be identified.

Your assistance in this matter will be very much appreciated.

Signed JOHN CHASE.

SOCIAL & PHILOSOPHICAL FOUNDATIONS.

Education 202-3	Education in a Modern Society.
SPF 331-3	Introduction to Educational Philosophy
SPF 432-5	Contemporary Issues in World Education.
SPF 433-5	Socio-Philosophical Dimensions of Educational Theories.
SPF 434-5	Philosophical Analysis in Education.
SPF 435-5	Philosophy of Systematic Enquiry.
SPF 436-5	Ethics and Education.
SPF 440-5	Advanced Undergraduate Seminar.
SPF 498-18	Individual Study Semester.
SPF 499-15	Individual Study Semester.

APPENDIX B.

AD HOC COMMITTEE RECOMMENDATIONS.

The Ad Hoc Committee recommends that the Faculty make a specific recommendation to the University concerning administrative organization of the Faculty which will reflect the program proposals approved by Faculty. In order to assist Faculty in making a decision on this matter the Ad Hoc Committee proposes the following possible alternative models for Faculty organization.

1. That the Faculty be in effect disbanded and that the program units be placed within a University Organization as follows:
 - (a) That the Professional Development Centre become a department or division within a larger division of Professional Studies
 - and (b) That the Educational Foundations Centre become either a department within the Faculty of Arts or that the members of this Centre be appointed in appropriate existing departments in the Faculty of Arts.

NOTE: This model arose from persons external to the Faculty.

2. That the Faculty reorganize in a manner which would identify no specific departments.
3. That the Faculty remain organized as it is presently structured into two administrative units; P.D.C. and E.F.C. That these units be identified as departments and that there be no sub-departments within E.F.C.
4. That the Faculty be organized into three departments as follows:
 - (a) Professional Development Studies
 - (b) Historical and Philosophical Studies
 - (c) Behavioural Science and Communication Studies.

APPENDIX C.

Because the Faculty of Education and the B.Ed. degree are in a melting pot S.F.U. is uniquely situated to capitalize on and benefit from the prevailing situation. Additionally and more importantly it has an opportunity to make a real and lasting contribution to education throughout the Province and perhaps beyond and to establish a model that may be used as a paradigm by others. To do this it will be necessary to cast aside a number of preconceived notions, deeply embedded prejudices and fallacious points of view.

The following model has been hastily conceived and formulated and certainly will need refinement.

1. S.F.U. must commit itself to the principle of academic excellence (of which there has always been much talk) and apply it honestly to the B.Ed. degree and the Faculty.
2. This entails designing a B.Ed. degree as a necessary condition for recommendation for teacher certification. Undoubtedly this principle will exclude many students and result initially in a relatively small enrolment. But why not - the commitment is to academic excellence and the education of professional teachers.
3. Accept that the B.Ed. degree is an autonomous unit and must be designed and supervised by the Faculty of Education utilizing as far as possible and desirable the specialist departments in Arts and Science, their programs and programs developed by them to fill specific needs.
4. Accept that the B.Ed. degree, whether it be designed to educate professional teachers or to prepare personnel for work in related fields has three dimensions.
 - (a) Development of competence in a subject matter field (or group) as a teaching major designed for teaching not solely for the discipline.
 - (b) Develop understanding of education based on adequate knowledge of foundational fields such as psychology, history, sociology and others.
 - (c) Provide each candidate with a field of academic specialization within the field of education that will make the graduate professionally competent beyond the minimum of teacher competency. This will mean that we will inject into the system teachers specialized in research methodology, curriculum research and design, historical perspectives,

psychology, measurement etc., so that we might assume that ultimately each school will have on its staff one specialist in each of several academic fields who can guide and facilitate the work of their colleagues. Schools may then become centres of learning.

Society and its youth no longer need teachers qua teachers. They need highly qualified scholars able to utilize, organize technologies and techniques into relevant patterns to provide environments for effective learning conceived as educational development. This entails more than preparing teachers to teach.