

SIMON FRASER UNIVERSITY

S.83-5

MEMORANDUM

To..... SENATE

From..... SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject..... CHANGES - FACULTY OF EDUCATION

Date..... DECEMBER 10, 1982

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of November 30, 1982 gives rise to the following motion:-

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.83-5 , the proposed

- a) New course EDUC 469-4 - Music Education as thinking in Sound
- b) Calendar statement changes
 - i) EDUC 404 - page 68 - required GPA
 - ii) 1. Specific minor programs - page 65
 - 2. Minor in Early Childhood Education - page 66"

FOR INFORMATION:

Acting under delegated authority at its meeting of November 30, 1982 the Senate Committee on Undergraduate Studies approved changes including

Change of prerequisite EDUC 478-4 - Designs for Learning Music.

**SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION
MEMORANDUM**

TO: Harry Evans
Secretary
Senate

FROM: Jaap Tuinman
Acting Dean
Faculty of Education

SUBJECT:

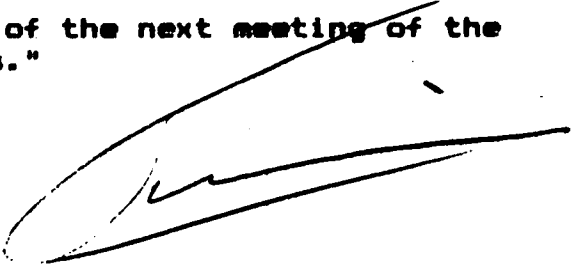
DATE: November 1, 1982

The Faculty of Education at its meeting on October 25, 1982 approved the following:

1. Change in prerequisite for EDUC 478-4 (Designs for Learning: Music) (enclosed)
2. New course proposal: EDUC 469-4 (Music Education as thinking in sound) (enclosed)
3. Calendar change for the University's 1983/84 calendar: the following addition to the NOTE at the end of the section entitled "EDUC 404 Semester on Campus" under "Professional Development Program" (currently on page 68 of the University's 1982/83 calendar): "In order for the Faculty to recommend a student for certification, the student must achieve in EDUC 404 a GPA at least equivalent to that required for a degree in the University."
4. Calendar change for the University's 1983/84 calendar: the following statement as an introduction of the "Specific Minor Programs" (currently on page 65 of the University's 1982/83 calendar): "Four Specific Minor Programs are offered by the Faculty of Education. Each requires the approval of the Director of Undergraduate Programs."
and
the following statement as an introduction of the "Minor in Early Childhood Education (currently found on page 66 of the University's 1982/83 calendar): "The minor in Early Childhood Education provides a focus for students wishing to work with children aged 3 through 8."

Please include these items on the agenda of the next meeting of the Senate Committee on Undergraduate Studies."

cc: Kieran Egan
Stan Kanehara



FE 82-18

1. Calendar Information

Department: EDUCATION

Abbreviation Code: EDUC. Course Number: 469 Credit Hours: 4 Vector: 2-2-0

Title of Course: Music Education as Thinking in Sound

Calendar Description of Course: Understanding the language of music, both historical and contemporary, and developing strategies for use in teaching music as a general classroom activity.

Nature of Course Seminar/Workshop

Prerequisites (or special instructions): Not less than 60 semester hours, and some basic musical knowledge with, preferably, some teaching experience.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

Spring each year.

How frequently will the course be offered? Annually.

Semester in which the course will first be offered? 1984-1

3. Goals of the Course: To promote deeper understanding of the expressive nature of the art of music in the student, and to develop teaching strategies for use in schools concerning the use of sound as an artistic mode of personal expression, and the symbolic use of sound in both contemporary and historical art works.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty none

Staff none

Library none

Audio Visual none

Space none

Equipment none

5. Approval

Date: 15/oct/82

William Egan
Department Chairman

Nov 3 '82
[Signature]
Dean

Chairman, SCUS

Music Education as thinking in sound

Course outline

There are three basic areas of study :

- 1) The nature of musical sound and its language forms
- 2) The nature of musical meaning
- 3) Children composing music

Each area of study will cover aspects which relate to the role and function of the teacher in an elementary school. Details of the content are :

1) The nature of musical sound and its language forms -

- differences between the child's perception of sound and adults'- children hear more objectively, have greater auditory acuity and can hear higher frequencies, envelope changes etc., by contrast adults have lost this ability and tend to impose cultural meanings which the child has not yet acquired.
- various topics will explore both the child's perceptions and the adults' :
 - a) Image and movement in music
 - b) Image and mood in music
 - c) Image and sensation of auditory experience in music
 - d) Auditory image and musical craftsmanship
 - e) Image and narrative in sound

2) The nature of musical meaning -

- the meanings normally applied to music of western culture will be examined by contrasting the child's and adult's acculturation
- the role of acculturation in supplying meanings will be examined as applied to music
- the significance of the effects of age and development and acculturation on meanings for music education in the elementary school will be examined
- the following topics indicate the course outline in this respect :
 - a) musical sound and meaning - some basic points
 - b) music and semiotics- internal semiotic functions concerning auditory sensation and musical meanings in western culture
 - c) music and mood
 - d) music and notations for sound
 - e) growth, decay and change in music
 - f) phenomenologist views of music and meaning
 - g) music education of the future

3) Children composing music -

- various schemes and methods for children composing music will be introduced and dealt with under the following headings :
 - a) Exploring materials and the sounds produced
 - b) Matching sounds with visual symbols, various alternative relationships between sound and symbol will be explored
 - c) Producing and comparing a variety of simple patterns in sound
 - d) Sound and imagery - the sound as the image for an event
 - e) Sound and narrative - sounds used to depict events in a story.

Music Education as Thinking in Sound

Justification : The emphasis in music education traditionally is in skill acquisition, despite the obviousness of students' desires to understand music and to be able to organize their experiences in its language forms. There is some evidence that skill acquisition in musical performance practices contributes little to the development of such understanding. This course is designed to remedy this situation.

Students will complete readings in aesthetics, notions of musical meaning and language forms, studies in the variety of uses of sound in both contemporary and historical music, and music from other cultures, and examine some new techniques for teaching music which have emerged during the last 10-15 years in North America and Europe. They will be encouraged to select ideas and develop their own teaching strategies through critical analysis of the various readings and practices, developments in contemporary music, and new techniques referred to.

Bibliography

- Davies J.B. Psychology of Music(1978)
Hanslick E. The Beautiful in Music(1854)
Lang C.S. Music in Western Civilization
Meyer L. Emotion and Meaning in Music(1956)
Pratt C.C. The Meaning of Music(1968)
Radocy and Boyle The Psychological Foundations
of Musical Behaviour(1979)
Westrup J. A short history of Music
Wollheim R. Art and its Objects(1968)
Zuckerlandl V. Man the Musician (1973)
Cooke D. The Language of Music (1956)
- Biasini A & Pogonowski L. MMCP Interaction (1979)
Cage J. Silence (1968)
Dennis B. Experimental Music in Schools(1970)
Dennis B. Projects in Sound (1975)
Meyer-Denkman G. Experiments in Sound(1977)
Murray-Schafer R. Ear Cleaning (1967)
Paynter J. & Aston P. Sound and Silence (1970)
Self G. New Sounds in Class (1967)
Thomas R. Synthesis- MMCP (1979)
Walker R. Sound Projects (1976)
Walker R. Music Education-Tradition and Innovation(1983-in prep.)
- Various papers from Die Reihe (intranslation) ,Psychology of Music, and the writings of Bernard Shaw, Debussy, Mendelssohn etc..

N.B. This course was offered as an experimental course during Summer Session 1982. It was offered as part of the Summer Institute program The Arts in Education using the experimental course number Educ.489. The response of students was very positive both in their evaluations and in comments to the instructor. Moreover, all the students were serving teachers seeking some upgrading of their teaching strategies. There is strong evidence in the field that a course like this is an essential addition to the present Designs for Learning in Music.

Change of Prerequisite - EDUC 478-4 Designs for Learning Music

Prerequisites (or special instructions):

Some basic knowledge of music and some, even if only preliminary, performance skill.

A number of students enroll in Education 478 even though they have no theoretical background or performance skills. Often they are intending to become teachers in elementary schools, where they will be expected to teach some music. In the past, instructors have tried to supply some basic introduction to musical theory and teach students elements of recorder playing as well as instruct them in how to teach music. This is really hopeless. By requiring some basic knowledge and skill before entering the course, instructors may concentrate on music pedagogy.

SIMON FRASER UNIVERSITY

S. 83-6

MEMORANDUM

To..... SENATE

From..... SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject..... FACULTY OF EDUCATION - PROPOSED NEW
..... COURSE EDUC 457-4

Date..... DECEMBER 9, 1982

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of November 30, 1982 gives rise to the following motion:-

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.83- 6 , the proposed
New course EDUC 457-4 - Teaching Active Health."

EDUCATION 457

Teaching Active Health

Preamble

The Active Health Program has become a highly successful approach to teaching human biological concepts to elementary and secondary school children. There are established curricula including grade level content, teaching strategies and evaluative instruments. Further, this is an interdisciplinary program in that it is taught within the Science, Health and Physical Education curricula.

Preliminary surveys indicate a strong professional interest in this course. Education 487 is an attempt by Drs. Kirchner and Stirling to meet this need.

Comment

Following the initial presentation to the Undergraduate Committee, the course outline was reviewed by Dr. Dickinson for possible overlap with their courses. We have subsequently changed the calendar description and the course outline to accommodate Dr. Dickinson's concerns.

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Education

Abbreviation Code: EDUC Course Number: 457 Credit Hours: 4 Vector: 2-0-2

Title of Course: Teaching Active Health

Calendar Description of Course: The Active Health Program that is currently taught the public schools of British Columbia is an interdisciplinary approach to teaching human biological concepts, nutrition and health maintenance. This course will cover basic content areas of this curriculum and illustrate how the various topics can be taught in subject areas such as science, health and physical education.

Nature of Course:

(See attached course outline)

Prerequisites (or special instructions):

KIN. 375-3 or the permission of the department.

What course (Courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered?

Once or twice per year

Semester in which the course will first be offered?
To be taught by Dr. Kirchner and Dr. Stirling

Spring, 1984

3. Goals of the Course: To assist teachers of elementary and secondary school children to acquire the knowledge and skill to teach the Active Health Program through an interdisciplinary approach.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas: (see the accompanying explanation)

Faculty: None

Staff: None

Library: \$ 200.00 to \$ 400.00

Audio Visual: \$ 1,000.00

Space: None

Equipment: \$ 5,000.00

5. Approval

Date: 5/Nov/82

Willem Egan
Department Chairman

[Signature]
Chairman, SCUS

Education 457

Teaching Active Health

I. Course Outline

1. Structure of the Active Health Program

- (a) Meaning and emphasis of "Active Health"
- (b) Subject area responsibility
- (c) Objectives of this course.

2. Unit One: Heart and Circulatory System

- (a) Content of unit
- (b) Subject and grade level placement
- (c) Written and audio-visual resources
- (d) Teaching strategies

3. Unit Two: Nutrition

- (a) Content of unit
- (b) Subject and grade level placement
- (c) Written and audiovisual resources
- (d) Teaching strategies

4. Unit Three: Lung

- (a) Content of unit
- (b) Subject and grade level placement
- (c) Written and audiovisual resources
- (d) Teaching strategies

5. Unit Four: Physical Fitness and Motor Development

- (a) Content of unit
- (b) Subject and grade level placement
- (c) Written and audiovisual resources
- (d) Teaching strategies

II. Indicative Sources

Books

American Heart Association, Heartbook, N.Y. E. P. Dutton, 1980.

Briggs, G. M., Cain, D. H., Galloway, Bogast's Nutrition and Physical Fitness, Philadelphia, W. B. Saunders, 1979.

Corbin, B., and Lindsay, D., Fitness for Life, Scott and Foresman, 1979.

Cyton, A., Function of the human body, Philadelphia, W. B. Saunders, 1974.

Kunt, Leman, C. T., Fitness Discovery Activities, Springfield, Wyman Press, 1977.

MacDonald, et al, How The Body Works, M. London, Cavendish Book Co., 1979.

Journals

Health Education

Nutrition Today

J. HPER

AAHRERD

CAHPERD

School Issued Texts

Health for All, Books, 5 and 8

The Human Body

Exploring Science

Exploring Living Things

Curriculum Materials

1. Coquitlam Materials
2. Heart Unit - Teacher Manual
3. Enrichment Unit
4. Heart Unit - Student Manual
5. Nutrition Units K, 1, 2, 3, 4, 5, 6 + 7
6. Lung Unit
7. Fitness and Motor Development Unit
8. North Vancouver Secondary Active Health Guide
9. Washington State Active Health Guide

Audio-Visual Materials

Video disc - "How Your Heart and Circulatory System Works" (S.F.U.)

- Films
- "How Your Heart and Circulatory System Works", 16 mm, color, 19 min.
 - "Work of the Heart", 16 mm, color, 28 min.
 - "Man the Incredible Machine" 16 mm, color, 28 min.
 - "Our Wonderful Body: Heart and its Works"
 - "Eat to Your Heart's Content" 16 mm, color, 12 min.
 - "Man War Made to Move" 16 mm, color, 5 min.
 - "Physical Fitness - The New Perspective" 16 mm, color, 10 min.
 - "A New Breath of Life" 16 mm, color, 24 min.

Commercial/Non Profit Sources
OF FREE AND INEXPENSIVE MATERIALS

Examples: -B.C. Heart Foundation
 -Dairyland

III. Typical Course Requirements

1. Required reading of at least two texts, such as:
 McDonald et al, How the Body Works
 Corbin and Lindsay, Fitness for Life
2. Examination and criticism of available curriculum materials and audio visual aids.
3. Designing active health units for specified grades. This assignment may involve separate units taught in science or physical education or integrated units taught in two or more subject areas.
4. Mid-term and final written examinations.

SIMON FRASER UNIVERSITY

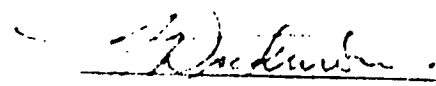
MEMORANDUM

Dr. K. Egan
Acting Dean Education
Subject: Education 4XX-4 Teaching
Active Health

From: J. Dickinson
Chairman Kinesiology
Date: 13 October 1982

The content area in this proposed course overlaps considerably with material taught in Kinesiology. Specifically course outline sections 2 and 4 are taught in Kinesiology 100-3, section 3 is taught in Kinesiology 110-3 and section in Kinesiology 375-3. One of the texts (Guyton, Function of the human body) was used as a text for Kin 100-3.

I understand from Dr. G. Kirchner that the emphasis in this course is on the teaching of these areas to children and the means by which this may be best accomplished. In this event I have no difficulty in accepting that the overlap is justifiable. I would suggest, however, that this aspect of the course be made explicit in the course outline.


J. Dickinson

*N.B. Written before the revision
which adds pedagogical content
and reduces physiology*

SIMON FRASER UNIVERSITY LIBRARY COLLECTION EVALUATION

(To be completed only for new course proposals; not needed for re-numbering)

Course number and name TEACHING ACTIVE HEALTH -- EDUC. 457-4

1. Evaluation of current library collection (indicate method used, as applicable):

The library collection is modest, particularly when directed toward the teaching aspect of human biological concepts to elementary and secondary children. Consultation with the Science Librarian assures me that the overall collection in scientific and general health materials is good.

2. Recommended additions to collection (monographs, serials, other); attach supplementary lists as necessary:

The bibliographics attached were checked and showed that the library held only one of four titles prescribed, however, there were titles of similar nature and in most cases, by the same authors. Checking sources showed also, that many comparable titles were still in print and available as of November 1982. These findings apply both to monographs and serials.

3. Estimated costs:

A. Initial costs	monographs	\$ 500.00
	serials	150.00
	Audio visual	1,000.00
	Total	1,650.00
B. Continuing costs	monographs	--
	serials	150.00
	Total	\$ 1,800.00

4. Special budget and scheduling factors (include special processing, equipment, and servicing costs):

5. Other pertinent details:

The course proposal suggests the course be taught in spring 1984. This lead time will be necessary to adjust our budgeting.

Gail Peck
 For Library
 Date: 1/18/82

 For Faculty Department
 Date: _____

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Stan Kanehara.....
Administrative Assistant
..... to the Dean.....
Faculty of Education
Subject..... NEW COURSE PROPOSALS.....
EDUC 457-4, TEACHING ACTIVE

From..... Janet Blanchet, Secretary,
Faculty of Interdisciplinary
..... Studies Undergraduate Curricula
Committee
Date..... November 24, 1982.....

HEALTH
EDUC 458-4, INTEGRATING PHYSICAL EDUCATION
WITH OTHER SUBJECTS

In response to your memorandum of November 9th, I am writing to inform you that the above-noted courses were forwarded to the Department of Kinesiology for consideration. The recommendation of that Department is that the following course be prerequisite to EDUC 457-4 and EDUC 458-4:

KIN. 375-3, Physiological and Developmental Basis of Motor Performance.

Janet Blanchet

JB/rj

cc: Mr. H.M. Evans, ✓
Registrar

Dr. K. Egan,
Director of Undergraduate Programs,
Faculty of Education.

RECEIVED

NOV 25 1982

**REGISTRAR'S OFFICE
MAIL DESK**

MEMORANDUM

SENATE

From. SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject. COMMUNICATION CHANGES

Date. DECEMBER 21, 1982

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of December 14, 1982 gives rise to the following motion:-

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.83 - 7 , that

Two courses be discontinued - CMNS 257-3 - Explorations in Video
CMNS 357-3 - Video Techniques and Applications"

SIMON FRASER UNIVERSITY

(ISC 8/2-31)

MEMORANDUM

To..... Chairman, FIDS Undergraduate
..... Committee
Subject..... Calendar Revisions

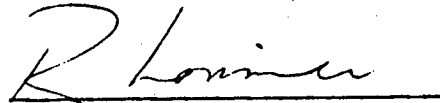
From..... Rowland Lorimer, Chairman,
..... Undergraduate Studies Committee,
..... Department of Communication
Date..... 22 November 1982

The Department wishes to remove the following courses from the Calendar:

- CMNS 257-3 Explorations in Video; and
- CMNS 357-3 Video Techniques and Applications.

Rationale:

While we plan to investigate replacing these courses with at least one course which places less demand upon equipment, we thought it wise to remove these courses from the calendar as soon as possible. Such a removal will prevent students from expecting to be able to take the course. After a review of our resources and priorities we will come forward with a proposal for a new course.



Rowland Lorimer

RL:lcm