

SM 7/11/66

Caecilia

SIMON FRASER UNIVERSITY

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Memorandum

To: Senate From: Professional Foundations
Subject: Amended Entrance Requirements to J.F. Ellis
Professional Development Program Date: October 24, 1966

The following motion was passed at the Faculty of Education meeting of October 30, and is submitted for your consideration.

"Moved that the minimum requirement for entry into the Professional Development Program be increased from 45 semester hours to 60 semester hours in the Faculties of Arts and Science *Education*"

Subject to Senate approval this amendment will become effective on January 1, 1968.

The following are presented in support of this proposal:

- 1) Increasing the academic preparation of teachers has been a well established trend in teacher training for some years. Changes in curriculum with respect to Mathematics, Science, Language Arts, and proposed curriculum changes in Social Studies call for substantial improved academic preparation for beginning teachers.
- 2) The present requirement of 45 semester hours results in the acquisition of an Elementary Basic teaching certificate on graduation from the Professional Development Program. Although this certificate now requires a full calendar year of additional work as compared with U.B.C., it must be upgraded through the medium of a further semester of studies in Arts or Science to an Elementary Advanced certificate within four years.
- 3) 60 semester hours of academic preparation would provide a sounder basis for predicting success as students proceed to a degree. Furthermore, students with 60 semester hours would, at this point, be well advanced into a majors program before entering the Professional Development Program. Students meeting the 45 hour requirement must concentrate on required courses stipulated by the Department of Education at the expense of prerequisites for majors.

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- 4) Both the academic and in-school portion of the Professional Development Program lay heavy stress on the personal responsibility of students. There is considerable evidence to show that maturer students are more ready to accept the advantages of a freely structured program. Students who complete Grade XIII and one semester often do not have sufficient exposure to the freer learning environment of the university to take full advantage of the self-initiating opportunities provided by the program. It is felt that a further semester of studies in a university environment would add materially to the overall academic maturity of our student body.
- 5) The Professional Development Program has seen its student population increase 10 times within one year. Course enrolment projections predict a further increase of 140% by September 1967. This increase places great strain on orderly and efficient growth. We have already the largest teacher education program of this type in North America. Our program, with the trimester system, is the most complex of its kind and the diffusion of students is the most wide-spread.
- 6) There is a direct ratio between staff requirements and student population. Staff is normally appointed once a year but there are three intakes of student annually. It may be necessary for Professional Foundations to control the size of student intakes in any given semester. A recent survey of students shows that the increased academic requirements would result in reduction of about 10% of applications to the Professional Development Program. This fact encourages the opinion that there is substantial student acceptance of the increased requirement to 60 semester hours resulting in a much superior teaching certificate.

JFE/rd