

MEMORANDUM

To.....Members of Senate.....

From.....K. Strand.....

.....President.....

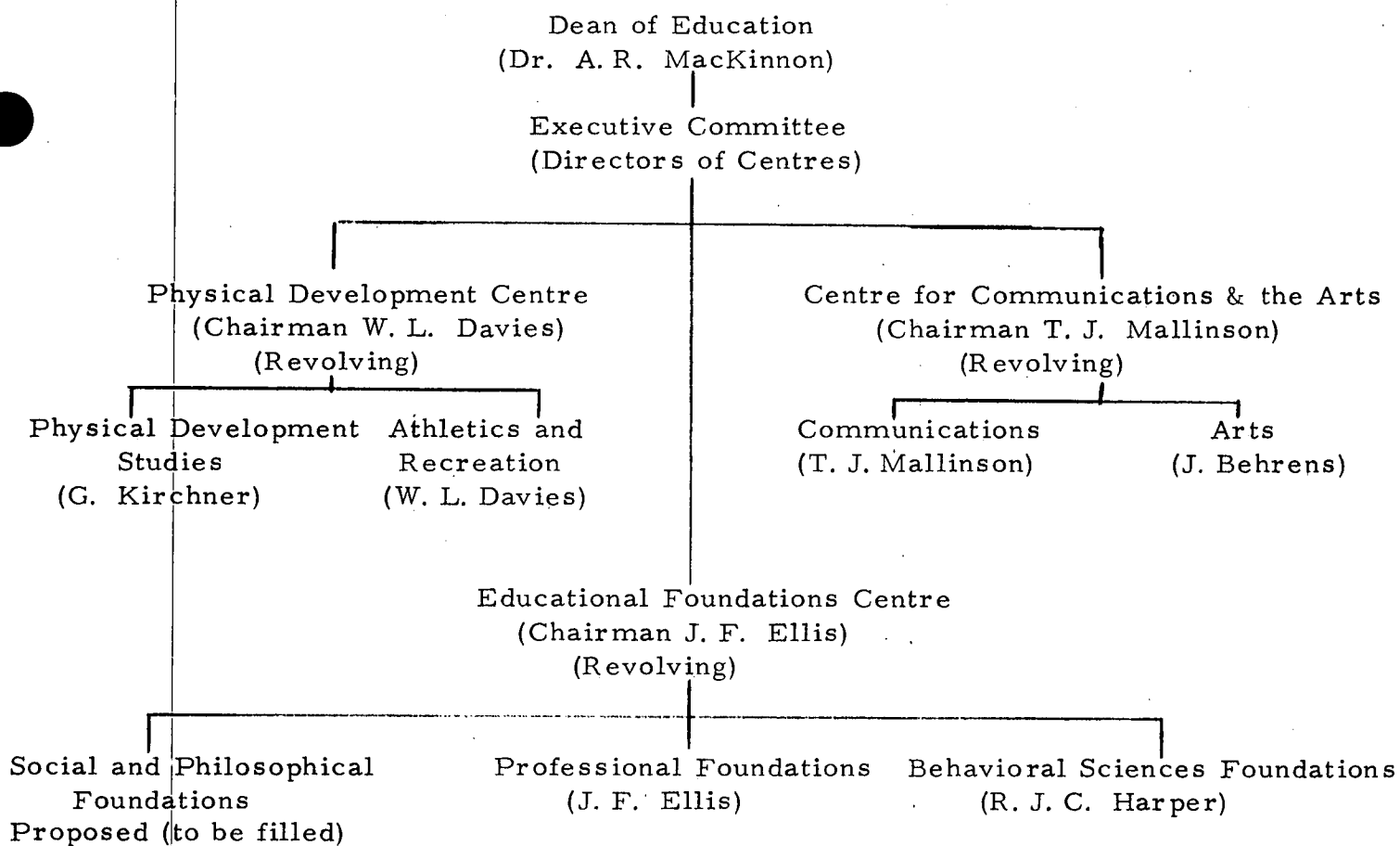
Subject.....Reorganization of Faculty of Education.....

Date.....March 6, 1970.....

14733-PC

1. INTRODUCTION

Over the past several months I have received a number of communications relating to the proposed re-organization of the Faculty of Education. These communications have included formal reports and recommendations by the former Dean and Associate Dean of Education and answers by them to certain questions raised by me. In addition, I have received written and verbal comments from individual members of the Faculty of Education.

2. ORGANIZATION OF THE FACULTY OF EDUCATION AS ACCEPTED BY THE BOARD OF GOVERNORS, MARCH, 1967

3. RECOMMENDATIONS OF THE FACULTY OF EDUCATION

Recommendations adopted by the Faculty of Education on
Monday, October 27th, 1969.

Item 1. Wassermann/Gibbons: that the separation of Professional Foundations from the Educational Foundations Centre to form a Professional Development Centre be approved.

CARRIED UNANIMOUSLY

Item 2. Carpendale/Peter: that the inclusion of Communications Studies in the Educational Foundations Centre be approved.

CARRIED UNANIMOUSLY

Item 3. Fox/Vogt, amended by Eastwood and approved by Fox:

that the Faculty recommend to Senate the establishment of a University Arts Centre.

CARRIED UNANIMOUSLY

Item 4. Stratton/Peter:

that a University Division of Athletics and Recreational Services be established

Item 4. Amendment
Walker/Davies:

that the position of the Department of Athletics and Recreational Services within the Faculty of Education be maintained until the Faculty of Education and the Department of Athletics and Recreational Services have received a clear statement of an acceptable alternate position from Senate.

S. Stratton agreed to accept the amendment as part of the motion. He advised that no implementation would occur until all negotiations have been completed

CARRIED with one abstention.

Motion Passed at the November 24, 1969, Faculty of Education Meeting

- that the Faculty of Education formally accept the proposed reorganization of the Educational Foundations Centre;
- that the Faculty initiate the necessary steps to obtain formal Senate approval and ratification of the proposed reorganization;
- and that the Faculty immediately request the President to grant permission for the Centre to assume whatever interim responsibilities and powers are necessary to this reorganization until such time as formal Senate ratification has been received.

4. As a result of all these submissions, on February 13th the Acting Academic Vice-President met with the Co-ordinating Council of the Faculty of Education and formulated a number of specific and some tentative proposals on the question of Faculty reorganization. Finally on the basis of his recommendations and all relevant information from the Faculty of Education, I am submitting to Senate the following proposals with a recommendation that they be adopted:

Motion 1

That Senate accept the separation of the Arts program from the present Centre for Communications and the Arts and establish it as a program in the proposed Division of General Studies.

Motion 2

That Senate accept the separation of the Department of Athletic and Recreational Services from the Centre for Physical Development Studies and include it as a program or programs in the proposed Division of General Studies.

Up to now the Faculty of Education has been given the responsibility for developing Athletics and Recreational Programs, and the Fine and Performing Arts. Since these areas are of concern to those working in the schools and in other educational agencies it was legitimate that the Faculty of Education be made responsible for them. However, with the expansion of our efforts in these areas and a recognition by the Faculty of Education that these activities are an intrinsic part of the educational experience of all persons at the University, it is appropriate that the areas of General Education, Athletics, Recreational Programs and the Arts be identified as University responsibilities.

Motion 3

That Senate accept the administrative separation of Kinesiology from the Physical Development Centre and agree to its administration by the Dean of Science, Chairman of the Senate Inter-disciplinary Committee on Kinesiology, until such time as the question of the organization and location of inter-Faculty programs is finally resolved.

Kinesiology, as an inter-Faculty program, draws upon both the Faculty of Education and the Faculty of Science. Academically it is under the jurisdiction of a Senate Committee on Interdisciplinary Studies -- Kinesiology, chaired by the Dean of Science, yet administratively it is in the Faculty of Education. Kinesiology program now awards its own degrees and its course offerings appear in a separate part of the Calendar. It is desirable therefore that the program be administratively separated from the Faculty of Education and be administered temporarily by the Dean of Science in his capacity as Chairman of the Senate Committee on Inter-disciplinary Studies -- Kinesiology.



K. Strand

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GROWTH PATTERNS FOR THE
FACULTY OF EDUCATION

I. GENERAL GOALS AND OBJECTIVES

SECTION I PREAMBLE

SECTION II AN OUTLINE OF DEVELOPMENT OF THE
FACULTY OF EDUCATION 1964-1969

SECTION III RESPONSIBILITIES OF THE FACULTY
OF EDUCATION

SECTION IV PRIORITIES FOR ACTION

APPENDICES

SECTION I

PREAMBLE

This report is a documentation of growth process in the Faculty of Education. Review, modification and reorganization have been salient features of the Faculty from its very beginnings. Section II "An Outline of Development of the Faculty of Education 1964-1969" was circulated to the Faculty on October 20th, 1969. The outline attempted to describe what had occurred since 1964 and suggested certain directions for the future. Some of the directions had already been anticipated by the Faculty who approved on Monday, October 27th, 1969, to resolve some of the administrative hurdles which could be hindering growth. These recommendations were as follows:-

Item 1. Wassermann/Gibbons: that the separation of Professional Foundations from the Educational Foundations Centre to form a Professional Development Centre be approved.

CARRIED UNANIMOUSLY

Item 2. Carpendale/Peter: that the inclusion of Communications Studies in the Educational Foundations Centre be approved.

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Item 3. Fox/Vogt, amended by Eastwood and approved by Fox:

that the Faculty recommend to Senate the establishment of a University Arts Centre.

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Item 4. Amendment
Walker / Davies:

that the position of the Department of Athletics and Recreational Services within the Faculty of Education be maintained until the Faculty of Education and the Department of Athletics and Recreational Services have received a clear statement of an acceptable alternate position from Senate.

S. Stratton agreed to accept the amendment as part of the motion. He advised that no implementation would occur until all negotiations have been completed

CARRIED with one abstention.

Given these changes what emerges are general goals and objectives for the Faculty rather than isolated goals and objectives of Departments or Centres. In addition, there emerges general goals and objectives for the University which, in part, the Faculty must continue and expand. Part I of Growth Patterns for the Faculty of Education deals, accordingly, with general goals and objectives as the necessary precursors to later specification of budget targets and organizational patterns for the immediate future.

AN OUTLINE OF DEVELOPMENT OF THE FACULTY OF EDUCATION,
SIMON FRASER UNIVERSITY

1964 - 1969

The decision to establish a Faculty of Education at Simon Fraser University was based on the overall attempt of the new university to relieve enrolment pressures at the University of British Columbia. Although there were broad operational plans for the University (e. g. trimester system, large lecture-small tutorial teaching) by July, 1964, there were no organizational plans for the Faculty, no programs for degrees or certificates and no coherent rationale for the place of educational studies in a university. The task of formulating policies and organizational structures was the responsibility of a small group of individuals appointed early in 1964 and 1965. The charge to the Dean of Education, appointed September 1964, was to meet "the Minister of Education, the Deputy Minister of Education, all members of the Academic Board, together with senior staff of the Department of Education, Joint Board of Teacher Education, key members of the school inspectorate of the Province as well as the principals of the high schools in the areas which will likely be cooperating with you in the initial experiments. All this, of course, in addition to the key job of setting up the Faculty and reaching agreement on how to structure our Athletic and Physical Education activities and our activities in the areas of the Fine Arts and Performing Arts" (letter from P. D. McTaggart-Cowan to A. R. MacKinnon, August 31, 1964.)

Certification regulations established by the Joint Board of Teacher Education imposed an immediate constraint on planning. These regulations were based on programs and organizational structures of the Faculties of Education of the University of British Columbia and the University of Victoria. Programs of studies were specifically prescribed for the various levels of certification. Failure to meet these requirements (or to have the requirements changed) would mean that students undertaking programs at Simon Fraser University would not be granted teaching certificates by the Minister of Education. As early as July 1964, advice was sought by the Director of Academic Planning (letter to A. R. MacKinnon, July 20, 1964) as to "whether or not we will have courses for elementary teachers when we open in 1965." It was assumed by the Department of Education, University of British Columbia, University of Victoria, British Columbia Teachers' Federation, British Columbia School Trustees Association, and by most Superintendents, Principals, Teachers and prospective students, that programs and structure of the Faculty of Education at Simon Fraser University would be similar to that at the University of British Columbia and the University of Victoria, with some provisions made for "experimentation in the areas of internship" (letters

from P. C. McTaggart-Cowan to A. R. MacKinnon, July 20 and July 24, 1964) It was also considered "that the Faculty of Education will be a large Faculty with heavy responsibilities" (letter from P. D. McTaggart-Cowan to A. R. MacKinnon, July 24, 1964).

The model for the organization of the Faculty of Education at Simon Fraser University which would give immediate viability to certificates and degree programs and which would receive immediate acceptance of the Department of Education, of professional organizations, principals, teachers and prospective students, was that found at the University of British Columbia and the University of Victoria. ¹The organization accordingly, would entail the following specialized divisions and departments:

<u>Divisions</u>	<u>Departments</u>	<u>University Departments</u>
Graduate Studies	Educational Foundations	Department of Athletics
Secondary Division	Educational Psychology	Department of Fine Arts
Elementary Division	Educational Administration	
Industrial Education	General Curriculum Theory	
Student Teaching	Reading Education	
	English Education	
	French	
	Mathematics Education	
	Social Studies	
	Science Education	
	Art Education	
	Music Education	
	Health and Physical Education	
	Primary Education	
	Adulty Education	
	Speech Education	
	Special Education	

1. The Faculty of Education at the University of British Columbia has, in addition, a Child Study Centre, an Educational Clinic, a Centre for Programmed Instruction and a Curriculum Laboratory. The Faculty has its own building which was specifically designed for students in Education. The building has laboratory space, teaching and research areas and office accommodation exclusively for the Faculty of Education. The building was constructed and equipped by the Department of Public Works at an approximate cost of \$5, 000, 000. The building was offically opened in 1965.

This was the model which was found, as well, in established and emerging Faculties of Education throughout Canada.

Certain key decisions made in September 1964 regarding program and organization of the Faculty of Education were based directly on an intensive analysis of teacher education and school-university relationships.² The analysis led to the following principal decisions:

1. The Faculty of Education, Simon Fraser University, would not attempt to duplicate the common model. Programs and organization would be flexible to permit continuing growth.
2. The organization, program and financing of the Faculty would be based on a series of integrative procedures:
 - a) No courses would be mounted in the Faculty of Education which could not find a place in the Faculties of Arts or Science; ✓
 - b) Courses offered by the Faculty of Education would be made available to any student at the University as electives, or where appropriate, as optional courses; ✓
 - c) General education courses, interdisciplinary seminars and an extensive non-credit activity program developed particularly in the areas of Physical Development and Athletics and in the Fine and Performing Arts, would be made available to all students, faculty and staff of the University;
 - d) Teaching and office space would be shared with other Faculties;
 - e) Programs in the Faculty would relate closely with every department in the university and with schools, colleges and numerous educational agencies and organizations outside the University.

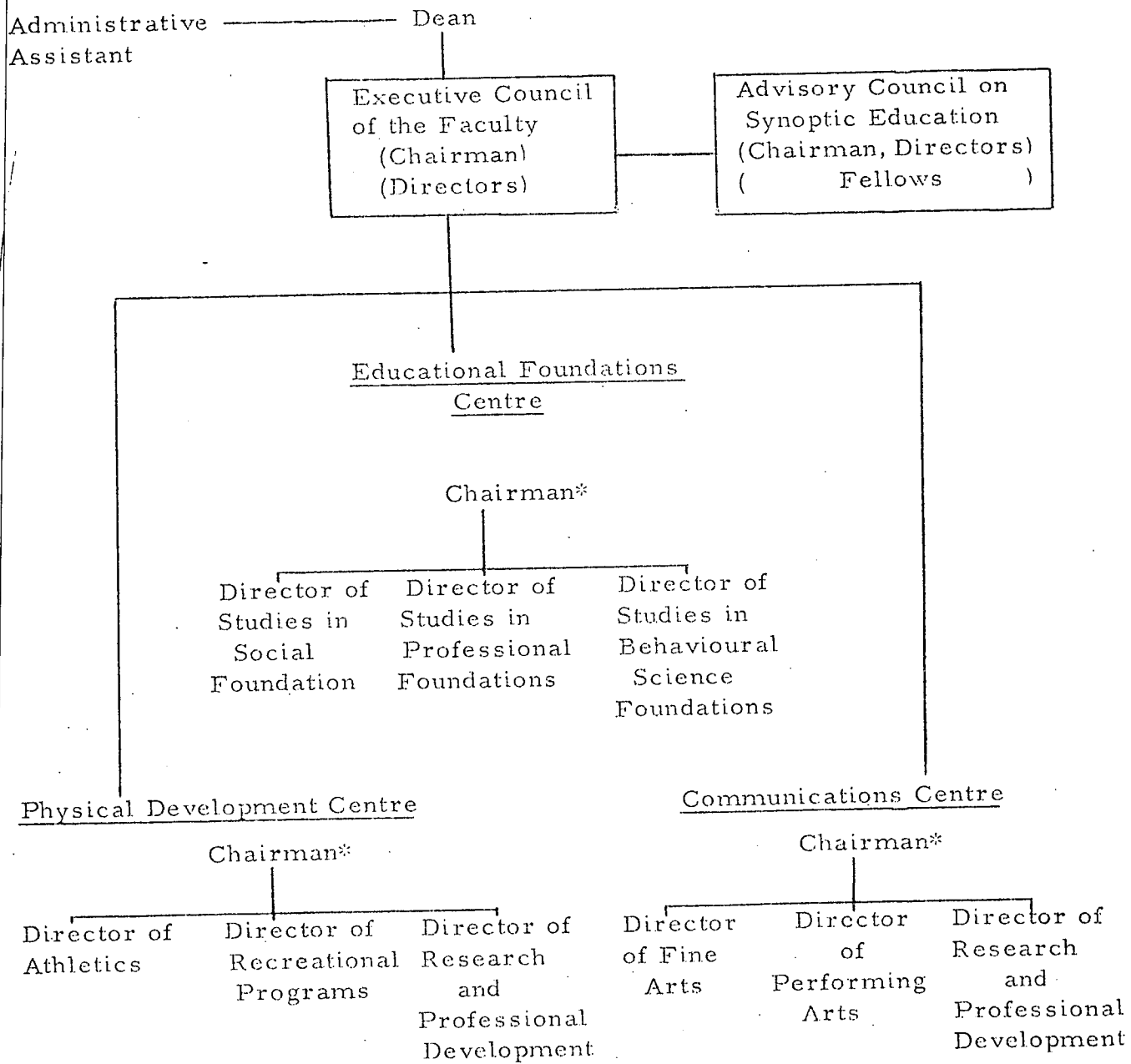
Within such a series of integrated procedures it was clear that the organization of the Faculty along divisional or departmental lines would not be appropriate. However, it was recognized that any new structures developed would of necessity have to accord, for administrative purposes, with the operational procedures of the rest of the university.

During the period September to December, 1964, a series of position papers were prepared and circulated throughout Canada and the United States for comment and advice. Extensive discussion took place with the Department

2. MacKinnon, A. R., School and University: A White Paper on the Suprad Experiment, Cambridge, Mass.: Harvard Graduate School of Education, 1964

of Education, Members of the Academic Board, Joint Board of Teacher Education, the Faculties of Education at the University of British Columbia and the University of Victoria, B.C.T.F., B.C.S.T.A. and school superintendents, principals and teachers in all districts of the Province. From such consultation (and extensive discussion with those appointed at Simon Fraser University) the following organizational structure was developed.

Organization of the Faculty of Education



*Chairmanship of each Centre will rotate among the three Directors

The areas of responsibility for each Centre were established as follows: (Report to Board, Jan. 19, Feb. 18, 1965)

1. Physical Development Centre

The Centre would have responsibilities for Athletic and Recreational Programs and for coordinating interdisciplinary studies and research and development on the nature and utilization of human physical resources. It was planned that one of the Directors within the Centre would be the initial Chairman of the Physical Development Centre.

2. Centre for Communications and the Arts

This Centre would be responsible for studies in Fine Arts and Performing Arts and for explorations of the wide variety of media operating in society such as film, television, radio, etc. The Centre would be responsible for developing courses which would be offered as electives for students working towards a B.A., B.Sc. or B.Ed. and post graduate degrees. Attention would focus initially, however, on the provision of extensive opportunities for experiences in communications, (for example, drama, music, visual arts, film) arranged to meet and advance special talents, and for developing an understanding of and sensitivity to various media. Persons appointed to the Centre would also share responsibilities for the professional development of persons working towards a career in Education. The first appointment in the Centre would be that of a Chairman who would be responsible initially for specifying the areas of responsibility for the Centre and for selecting staff.

3. Educational Foundations Centre

This Centre would be responsible for coordinating humanistic, behavioural science and allied studies which impinge on the history, philosophy and operation of education. The Centre would provide scholarly documentation of problem areas and procedures for undertaking research and development in education and would provide supervision and direction in the professional development of students entering Education as a career. The first appointment in the Centre would be that of a Chairman who would be responsible for specifying areas of responsibility of the Centre and for selection of staff for the Centre.

4. Advisory Council on Synoptic Education

The Advisory Council on Synoptic Education would be composed of the Dean of Education, Chairmen of the Centres, senior persons in the Centres and Fellows of the Council appointed on a temporary basis. Fellows of the Council would come from a variety of sources (for example, Visiting Professors, specialized consultants, etc.) The Council would be responsible for examining and advising on:

- a) Programs of studies in the Faculty of Education;
- b) Programs in Research and Development in Education.

Approval of the organizational structure was given by the Board of Governors, acting for Senate, on January 14 and February 18, 1965. In association with the development of the organizational plan, a program for undergraduate and graduate degrees was developed as well as a program for certification. Such programs required extensive consultation with many agencies (for example, the Department of Education, B. C. T. F. etc.) and the approval of the Joint Board of Teacher Education. (See Universities Act, Part VII, Division (i).)

The Board of Governors, acting for Senate, gave approval to the programs in December 14, 1964. Joint Board of Teacher Education gave approval to the Professional Development Program in January 13, 1965, the Master's program in February 11, 1965 and the B.Ed. degree on March 25, 1965. For a detailed description of programs of study and certification requirements, see Appendix I.

Approval of the programs by the Joint Board of Teacher Education meant that students successfully completing the programs offered at Simon Fraser University would receive teaching certificates issued by the Minister of Education. Further, approval meant that programs in teacher education in British Columbia were no longer bound to the course specifications of the Faculties of Education at the University of British Columbia and the University of Victoria. In effect, the Department of Education had transferred authority for teacher education directly to the universities.

Dates of appointment of the Directors of Studies in the various Centres and descriptions of their assigned responsibilities were as follows:

Dr. J. F. Ellis, Director of Professional Foundations,

Appointed July 1st, 1965

Duties:

Organize and direct Stages I and II of the Professional Development Program

Develop, when required, specific courses related to Professional Development

In conjunction with other Directors in the Educational Foundations Centre and with

persons in the Faculty of Education,
engage in research and development
in Education

Dr. R. J. C. Harper

Appointed:

Duties:

Director of Studies in Behavioural
Science Foundations

September 1st, 1965

Develop courses of studies in Behavioural
Science Foundations in Education

During the first two semester, present
lectures in Education 202

Undertake supervision and direction of
seminars in the Professional Development
Program.

Undertake research into cognitive processes
in learning.

Dr. G. R. Eastwood

Appointed:

Duties:

Head of Social and Philosophical Foundations
July 1st, 1967

To serve as Head, directing studies in
Social and Philosophical Foundations in
the Faculty of Education

To work in close conjunction with the Professional
Development Program

To engage in and direct research in Social and
Philosophical Foundations in Education.

Dr. G. Kirchner

Appointed:

Duties:

Director of Recreational Programs in the
Physical Development Centre.

June 15th, 1965

Develop and coordinate recreational programs
throughout the University

Participate in the supervision and direction of
the Professional Development Program.

Develop courses, when appropriate, in
physical education

In conjunction with other members of the
Physical Development Centre, engage in
research and development programs.

Mr. W. L. Davies
Appointed:
Duties:

Director of Athletics
May 1st, 1965
Head Coach, Football

Supervision and coordination of University athletic program.

Organization of coaching clinics and professional program in coaching

Supervision and instruction in the professional development program in teacher education.
Cooperative research and development work in the Physical Development Centre (Recreation, Research and Development program).

Mr. P. B. Lyndon
Appointed:
Duties:

Chairman of the Communications Centre
May 1st, 1968
Development of programs and experiences in the creative arts for all persons at the University.

Development of courses for undergraduate and graduate programs in Communication and the Fine and Performing Arts at the University.

Development and coordination of interdisciplinary approaches to the fields of Communication and Creativity.

Dr. T. J. Mallinson

Appointed:
Duties:

Director of Research and Professional Development in the Communications Centre
August 1st, 1965
To teach general and advanced courses in the Faculty of Education.

To apply the insights of group processes to the program of professional development

To devise methodologies to integrate research in learning and creativity.

Mr. B. F. Attridge
Appointed:
Duties:

Chairman of the Communications Centre
May 1st, 1965
Initial Chairman of the Communications Centre

Develop courses for undergraduate and graduate programs in communications and the fine and

performing arts

Develop specific experiences in the theatre and the creative arts for staff and students at the University.

Participate in the supervision of seminars related to the Professional Development Program

Stimulate and direct research and development in communications.

Rates of growth within each Centre and each area within Centres varied widely and were directly related to such factors as number of students enrolling in programs, time for building interdisciplinary programs, availability of qualified personnel and budget allocations to the University. As each new course or program was introduced, it was subjected to a critical examination using the series of integrative procedures as criteria. Only when courses met this criteria were they forwarded to Faculty and Senate for approval (Appendix II shows calendar descriptions of programs in the Faculty for each year from 1965 to 1969. Appendix III shows material of annual reports for each area within the Centres.)

Examination of Appendices II and III point out some significant shifts from the original organization of the Centres. In part these reflect the growth of new programs which had been planned for in the original concept of the Faculty. It was not in the original plan, however, that there should be departmental structures which would operate as autonomous units within Centres. This fragmentation was pointed out on several occasions by faculty members and Fellows of the Council on Synoptic Education:

Bidwell, R. G. S.

A Report to Dr. A. R. MacKinnon,
January 9, 1967

Wright, E. N.

A Report to Simon Fraser University
March 1966

D'Aeth, R.

Informal Notes and Suggestions on the
Program for the Education of Teachers
at Simon Fraser University
August 22, 1967

The departmental structure which characterized the organization of the Faculties of Arts and Science (and Faculties of Education in other universities) has been a major contributing factor in the compartmentalization of areas of study in the Faculty of Education. Simple survival of an area of study has often appeared to be more important than the pursuit of common educational objectives. It is also obvious that certain of the original groupings were not appropriate, and other programs and organizational structures are now required.

SOME POSSIBLE GROWTH PATTERNS FOR THE FACULTY OF EDUCATION

The initial directions given to programs and organization and the subsequent development of the Faculty did not turn exclusively on the training of persons who would work only in institutions of learning governed by the Public Schools Act. The approach has been to study and practise education on a broader base. Thus, many agencies effecting human learning (including the elementary and secondary schools) are the concerns of the Faculty. Even the Faculty itself is a focus for study. Further, the growth patterns during the past five years have emphasised that the definitions of professionals working in educational agencies are changing rapidly. The Faculty of Education is being called upon with increasing urgency to provide exemplary action on these problems of definition.

There have been phenomenal accomplishments in five years. For example, by September, 1969, 978 persons completed certification programs, 14 persons completed degrees at the graduate and undergraduate level, 230 elementary and secondary teachers completed an intensive in-service experience of two semesters as Associates of the Centre, and 1,750 elementary and secondary teachers were involved intensively as Associates in Education in the schools either for a seven week or an eight-month period. In the Physical Development Centre 1,375 students have been full participants in Athletic Programs and 2,450 persons participated in recreational programs. In the Centre for Communications and the Arts 166,578 persons attended events in the Theatre. All courses mounted by the Faculty of Education in the Centre for Communications and the Arts, Behavioural Science Foundations and Social and Philosophical Foundations have been oversubscribed in every semester. The inter-disciplinary Kinesiology program is unique in North America and has forced a marked new orientation in Physical Development Studies. The Professional Development Program has had its impact on teacher education in every province in Canada. Persons who have worked in the Faculty have now found employment not only in elementary and secondary schools but in regional colleges, professional and amateur sports organizations, the National Film Board, universities, technical institutes, recreational associations, theatre companies, private schools, government agencies and international education.

All these accomplishments (plus many others noted in the Annual Reports and scholarly publications) would not have been possible if the common model for Faculties of Education had been adopted in 1964. The accomplishments were made while the Faculty had the lowest annual budget in the university and the lowest per capita cost of any other Faculty or College of Education in Canada.

The success of the growth patterns to date contain many implicit dangers, however. There is a temptation to do more of the same; there is the problem of maintaining an organizational structure or program solely on the grounds that these were established initially, and more time is needed to consolidate their operation; there is the assumption that the initial groupings reflected educational realities rather than budgetary and administrative expediencies; there is the temptation to regard responsibilities in professional education as terminated once persons have completed a course, workshop or program. It would seem imperative, accordingly, that new growth patterns should be invented which will reveal the dangers and permit the Faculty to carry out its responsibilities more effectively.

1. How can further provisions be made to accommodate and adjust the changing professional role of persons working in elementary and secondary schools

It is obvious that programs leading to Standard and Professional Certification will continue to be a major area of concern in the Faculty. Such programs, however, cannot continue without regard for availability of places where the Professional Development Program can take place and where graduates can find employment. There is a clear constraint of numbers built into the Professional Development Program. Certain subject areas (e.g. English, Social Studies) now provide a surplus of candidates in relationship to Education 401 and 405 field positions available. It would be an injustice to encourage persons to take up programs when positions are not going to be available either for the initial training period or for future employment in schools. Clearly there is a need to provide alternatives within the Faculty of Education for those who are interested in a career in education but who will not be able to work in elementary or secondary schools. The Professional Development Program can no longer be considered as an agency which can accommodate all students who meet minimum admission requirements to the program. Professional Foundations in turn, cannot be expected to develop alternatives; that is a total Faculty responsibility. Some possible alternatives will be considered later in this paper. There would appear to be many critical functions which Professional Foundations must take up now, given the growth patterns of the Professional Development Program to date and the changing role of the professional in elementary and secondary schools.

Opportunities must be provided for those who have not reached the Professional certification level. This group constitutes the largest number of "graduates" who have undertaken work in the Faculty of Education. Failure to provide for

these persons through special summer programs, late afternoon or evening classes, etc. will result in loss of credit through transfer to another institution, lowered morale and motivation, reduced salary increments and retardation of general professional growth. Top priority should be given by the Faculty (and University) to provide opportunities for these persons to reach a professional level of certification.

The inter-relationship of schools and universities has now demonstrated that there is a need for many extensions of the Professional Development Program which can accommodate continuing development of teachers in elementary and secondary schools. Unless such provisions are made it will be impossible to keep pace with changes in schools and in universities. The outcome of work in the Professional Development Program could be completely undone simply because graduates could find themselves in a situation which denied them any opportunities to practice what they now knew had to be done in education. There must be an urgent exploration of a variety of ways by which extension can take place. (e.g. Regional Development Centres, "Packaged" programs, Modifications of C.O.L.E., etc.) The demand for graduate programs up to the doctoral level has reached unbearable proportions. Without duplicating advances taking place in these programs at the University of British Columbia and the University of Victoria, viable programs can (and must) be mounted at Simon Fraser University.

2. How can provisions be made for alternative professional work in Education?

Since the Professional Development Program as currently conceived cannot accept all those who might be eligible, other alternatives for professional work in education need to be developed. Some of these alternatives are now beginning to emerge. There are professional opportunities arising for graduates in Kinesiology and in the emphasis programs of the Physical Development Centre. Students without any coordinated program who have worked in the Centre for Communications and the Arts, Behavioural Science Foundations and Social and Philosophical Foundations have found opportunities (almost accidentally) for professional work in regional colleges, universities, National Film Board and several other educational agencies. What would seem to be required now is a new organizational structure which will provide for undergraduate programs in combination with professional programs. The emergence of inter-related work in Communication Studies, Behavioural Science Foundations and Social and Philosophical Foundations could soon become a Centre in its own right with a strong professional component. Also steps need to be taken in the Physical Development Centre so that professional programs in physical education already mounted can have a clear operational

structure. Additional programs must also be developed in such fields as recreation, coaching or allied areas. The Faculty of Education, accordingly, could contain the following Centres:

Physical Development Centre
Professional Development Centre
Education Studies Centre.

Such an organization could provide additional degrees of freedom to carry out responsibilities to those who will be working in elementary and secondary schools, to professionals already in the field and to those who are looking for alternatives for professional work in education.

The success of combining field work and theoretical studies exemplified in the Professional Development Program needs to be followed closely by the new professional programs which are emerging in the Physical Development Centre and the Education Studies Centre.

The pattern of half-time in a field situation and half-time at the University following a programmatic model of experience would seem to be a valid direction of growth. All this could be easily accommodated within the general framework of programs already approved by Senate. The Bachelor of Education degree would become not solely oriented to professional work in education in elementary and secondary schools but would acknowledge the broader base of concern in education generally.

3. What should be the responsibilities of the University in General Education, Athletics and Recreational Programs and Fine and Performing Arts?

At the outset of the University, the Faculty of Education was given responsibility in the areas of Athletics, Recreational programs and the Fine and Performing Arts. There was an obvious concern for these areas by the Faculty of Education since those working in the schools and in other educational agencies needed experience in these areas. However, the Faculty of Education did not see Athletics, Recreational programs and the Fine and Performing Arts as the exclusive domain of the Faculty. The Faculty regarded these activities as an intrinsic part of the education experience of all persons at the University. The same proposition held true in the area of General Education. Unfortunately, other priorities in the University has meant that, increasingly, the Faculty of Education was committed to make more and more of the activities available to the university community without any specific assistance (particularly in budgets) coming from the rest of the University. It would seem imperative, accordingly, that the University be asked to commit itself in terms of its contributions in the area of General Education, Athletics and Recreational programs and in the Arts. Failure to do so, given the wide range of responsibilities of the Faculty of Education, could be a diminution of quality of programs which are now highly successfully and which receive strong

support from students of the University.

Several directions are possible. One could involve the establishment of a University Division of General Studies which would take in such areas as Athletics and Recreational Services, an Arts Centre, General Education and Reading and Study Services. This would be a separately budgeted area of the University with its own administrative structure. It could well be, however, that such a division would not be appropriate now given the unsettled growth of many areas within the University. This situation has been a continuing stumbling block in the development of general education. A second alternative, accordingly, would be to develop a structure for a University Arts Centre which although within the framework of the Faculty of Education would have a clear budgetary relationship with the entire University. Scrutiny of programs would be the responsibility of a Senate Committee. Similarly a structure needs to be developed for a University Athletics and Recreational Services. Here again a university-wide budget is required, plus administrative controls beyond the immediate responsibility of the Faculty of Education.

SOME PRIORITIES FOR ACTION

1. Programs

- (a) Programs need to be established by December 1st, 1969, which will inter-relate various studies in Behavioural Science Foundations, Social and Philosophical Foundations and Communication Studies. Also in these inter-related areas provision should be made for alternatives to professional work in education. Similar action needs to be taken in the Physical Development Centre.
- (b) Programs at the undergraduate and graduate levels need to be formulated by Professional Foundations operating as a Centre, again by December 1st, 1969.

2. Organization

- (a) There is a clear need to develop a structure for a viable Professional Development Centre which will take up responsibilities in the changed context of professional work in elementary and secondary schools.
- (b) A structure needs to be provided for the inter-related groupings of Philosophical Studies, Social Theory, Communications and Behavioural Science Theory. This should emerge as an autonomous centre either using the original name of the

Educational Foundations Centre or, perhaps, The Education Studies Centre. This new arrangement should be brought into effect as of January 1st, 1970.

3. There is a need to develop a viable structure for a University Arts Centre.
4. There is a need for the development of a viable structure for University Athletics and Recreational Programs.

A. R. MacKinnon
October 20, 1969

SECTION III
RESPONSIBILITIES OF THE
FACULTY OF EDUCATION

- (a) Faculty programs which are oriented to professional work in Education:-
- (i) Undergraduate and graduate courses of an inter-disciplinary nature which illumine the discipline of education inherent in disciplines (e.g. Education 201 - Theory of Education; B.S.F. 424 - Behavioural Research in Education; S.P.F. 432 - Contemporary Issues in World Education; C.C.A.200- Theory and Process of Communication).
 - (ii) Undergraduate and graduate inter-disciplinary program on human growth and development (Kinesiology).
 - (iii) Courses which illumine specific issues of public education (e.g. S.P.F. 433 - Socio-Philosophical Dimensions of Educational Theories; S.P.F. 434 - Philosophical Analysis in Education; B.S.F. 426 - Cognitive Development).
 - (iv) Courses which assist persons entering the profession of teaching (e.g. Development of special skills to be taught in schools - reading, swimming, gymnastics, dance, film, stage management, etc. - B.S.F. 423 - Behavioral Approaches to the Understanding of Learning Disabilities).
 - (v) Programs directly related to attainment of certification for employment under the Public Schools Act (e.g. the three-semester Professional Development Program; Professional Programs, Physical Development Studies).

- (vi) Programs for continuing education of professionals
(e.g. graduate programs; extended programs for advanced certification*, in-service clinics and workshops; field research and development projects).
- (vii) Programs for work in educational agencies not under the Public Schools Act* (e.g. regional colleges, universities, adult education, educational media, recreational education, compensatory education).

* in early development stages

(b) Faculty programs which are oriented to education at the University:-

- (i) General Education credit courses (these are courses in each Centre which provide for all students at the University an opportunity to study the nature of education. These courses extend from the 200 to the advanced level and can be taken either as electives or optional courses for the B.A., B.Sc. or B.Ed. There are no specified pre-requisites.)
- (ii) Non-credit workshops (e. g. film, dance, video tape, theatre, music).
- (iii) Non-credit technical courses (e. g. sports, dance, swimming, photography, silk screening, film editing, costume making, stage lighting).
- (iv) Athletic programs (Inter-collegiate programs in the areas of basketball, football, swimming and track and field).
- (v) General recreation (Intramural programs, faculty fitness, family programs).
- (vi) General cultural programs (e. g. Noon Shows, Theatre productions).
- (vii) Community participation (e. g. public performances in the Theatre, spectator games, cablevision programs).

SECTION IV

PRIORITIES FOR ACTION

1. CONSOLIDATION OF EXISTING PROGRAMS.

There are several general weaknesses which have been reported on graduates of the Faculty of Education programs. These reports come from graduates themselves and through extensive contact with schools and other educational agencies in which graduates are now working. The weaknesses must be corrected quickly, otherwise recommendations for certification will not be recognized, graduates will lose their positions or be forced to do make-up work at other institutions. The problems (and solutions) are as follows:-

- (i) Lack of competence of many graduates in the areas of teaching mathematics, sciences, the arts, physical education and several technical skill areas.

Given the continuous three semester Professional Development Program and minimal staffing it has not been possible to have balanced offerings each semester. Those who are reported as lacking competence in the areas stated had either minimal or no assistance whereby they could develop competence because no faculty were available to help them. The problem could be overcome by increasing faculty so that a balanced year-round operation can occur. This problem is most acutely felt in the Professional Development Program. Currently, Visiting Professors or part-time Lecturers handle the areas of Mechanics in the Kinesiology program. This situation has obtained for two years and militates against proper coordination of the program. It also results in some major gaps in graduate's knowledge. The problem could be resolved by one additional faculty.

(ii) General inadequacies in educational theory.

In comparison with graduates of other institutions, our people are rated highly in performance in educational agencies particularly in their ability to invent and to work well with others. They are reported as being less competent than others in knowing the philosophical, behavioural and communicative bases of education. Lack of a coordinated major in the Educational Foundations Centre and the Centre for Communications and the Arts would seem to be one cause of the problem. Sole emphasis on a teaching major in the academic areas prevents an in-depth study of the bases of education. The reorganization of the Educational Foundations Centre is aimed directly at this problem. There are problems of balance, however, of the offerings in the Centre. There are too few faculty who can fully transcend conventional discipline lines (e.g. Psychology, Sociology, Philosophy) to devote the attention needed for a study of educational problems per se. Another problem is the omission of several significant areas of educational theory (e.g. educational economics; educational administration). Integration of educational theory programs must be developed as a first priority in the Educational Foundations Centre. Omissions will have to be filled by Visiting Professors and carefully developed inter-Faculty seminars.

(iii) Lack of depth in experience during programs.

This problem takes several forms. Graduates report that although theoretical areas in teaching various subjects were well developed, too few resources were available for them to develop concrete plans for later successful action. A survey of the students' needs indicates that it would be impossible to meet all the problems through the introduction of more courses. Expansion of learning resources systems, however, could do much to extend depth. For example studies undertaken in a theoretical way on the treatment of learning disabilities could be extended into practical

realms through use of tapes, films and increased library resources. Graduates also report a lack of contact with General Studies and particularly with extending their familiarity with a general education area once the course, workshop or activity had been completed. It is clear that General Studies have operated at a below minimal level at the University and these studies must be expanded extensively. General Studies appropriate to the needs of the Faculty of Education could be met in part with an expansion of learning resources systems. Most programs in General Studies however, are operating at the introductory level only (if they exist at all!). There are increasing levels of performance which should be aimed at in General Studies. One of the objectives of a University Division of General Studies should be, from the Faculty of Education's point of view, a rapid move to establish depth in each area of General Studies.

2. DEVELOPMENT OF PROGRAMS FOR CONTINUING EDUCATION

This objective has become increasingly more important. Close to 1200 graduates of the Professional Development Program will have their interim certificates revoked or find their employment in jeopardy unless the Faculty of Education can provide opportunities for them to advance their standing to the Professional Certificate level. (i.e. B.Ed. degree level.) All Centres will have to mount evening, weekend, short term summer semester and special 'packaged' courses which will resolve these problems soon. Visiting Professorships and short-term appointments will be needed to undertake these tasks. It is anticipated that the problems will be resolved for our graduates as more and more students complete their work at the Professional Certificate level. The Faculty of Education would still be charged, in conjunction with the other public universities, with the frightening responsibility of increasing certification levels of at least 10,000 teachers now in the schools who wish to up-grade their professional

competence. For most of these this will mean an up-grading to the Professional Certificate level.

A considerable number of our graduates have had to withdraw after a year of teaching because what they had learned in Faculty programs would not fit the status quo situation operating in schools. There is a pressing need to feed into public education systems more "change agents". This will require an increased number of teachers working for degrees at the Master's and Doctoral levels. It will require increased additions to programs for Associates of the Centres. This should entail extension of their time on campus. Finally there must be no reduction in in-service clinics, workshops or field research and development projects. Such activity is critical for success of our graduates. It cannot fail to pay dividends to the total university through improvement of the quality of students applying for admission.

3. DEVELOPMENT OF PROGRAMS FOR PERSONS WHO WILL
BE WORKING IN EDUCATIONAL AGENCIES WHICH ARE
NOT UNDER THE PUBLIC SCHOOLS ACT.

Persons electing academic programs can no longer assume that opportunities will be available to them to work in elementary and secondary schools. Already a surplus of teachers exist in certain subject areas (e. g. English, History) and in certain geographical areas (e. g. the Lower Mainland). As the demand decreases for elementary and secondary schools positions, a shortage is rapidly developing for persons who can work effectively in other educational agencies. These agencies include regional colleges, universities, adult education, recreational education, educational media and compensatory education. At present, students find their way into these agencies largely by accident through

taking elective courses in the Faculty of Education. Within the provisions of the 10 semester Bachelor of Education degree and the trimester system programs can be mounted with minimal costs which will take up these professional responsibilities of the Faculty. The Educational Foundations Centre and the Physical Development Centre should be charged specifically with developing these programs. Professional Foundations already has too many complex responsibilities within the framework of the Public Schools Act to handle adequate alternatives. The other two Centres will have to take up those alternative programs with a sense of urgency, not only to accommodate those who cannot gain access to Professional Certification, but also to provide opportunities for these persons to complete a degree. Currently there is no provision for a four year B.Ed. degree at this institution. In other institutions which have such provisions, attempts are being made to extend the meaning of the degree to at least the five year minimum level. The model for such alternative programs has been successfully demonstrated through the Professional Development Program in elementary and secondary schools. There are no reasons why - with modification - the alternative cannot be operated successfully by the Physical Development Centre and the Educational Foundations Centre.

SI ON FRASER UNIVERS. Y

MEMORANDUM

APPENDIX II

To..... Dr. K. Strand, President
 Simon Fraser University
 Subject..... Educational Foundations Centre

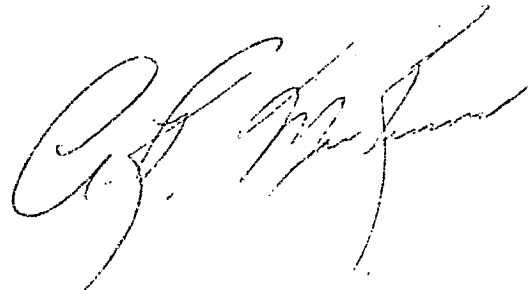
From..... A.R. Mackinnon
 Dean of Education
 Date..... November 26, 1969

The attached motion was passed at the Faculty of Education meeting on November 24, 1969. The supporting paper appropriate to the motion is also attached.

I would request an early discussion with you on this matter so that interim arrangements can be made respecting the Educational Foundations Centre.

ARM:ne

Enclosures - 2



EDUCATIONAL FOUNDATIONS CENTRE

MOTION PASSED AT THE NOVEMBER 24, 1969,
FACULTY OF EDUCATION MEETING

- that the Faculty of Education formally accept the proposed reorganization of the Educational Foundations Centre;
- that the Faculty initiate the necessary steps to obtain formal Senate approval and ratification of the proposed reorganization;
- and that the Faculty immediately request the President to grant permission for the Centre to assume whatever interim responsibilities and powers are necessary to this reorganization until such time as formal Senate ratification has been received.

REPORT - CENTRE FOR INTEGRATED STUDIES

Following a proposal submitted by the Acting Dean at the July 1969 Faculty Meeting, faculty and student representatives of B.S.F., S.P.F. and C.C. & A. began meeting to discuss that portion of the document directly related to their areas of concern.

After a considerable number of meetings and discussions over the summer months and early fall it was further recommended to faculty that the three areas be permitted to form a single centre. The Faculty of Education at its October meeting agreed to this proposal in principle and requested a report back by the November Faculty meeting with respect to the organization and structure this group wished to establish.

As a result of further discussions 18 of the 22 faculty members involved indicated that they wished to be associated with the Centre organization and that the remaining three members (plus any others who later requested similar moves) be given the right to request a different form of structure more appropriate to their own needs and interests.

As requested by Faculty at its October meeting the members also discussed the principles and policies proposed in Faculty Paper #90. The result of these discussion were as follows:-

The Centre supports the policies suggested with respect to personnel (1 through 5, Page 2) and would suggest in addition that Faculty extend the policies with respect to the rights of individuals to include the right of a group of individuals to request a different form of structure which they may believe is more appropriate to their own needs and interests.

The Centre supports the policies suggested on representation on Faculty Committees by Centres, on parallel committee structures for Centres, and on the delegation of functions to committees. During the interim period between now and the full implementation of reorganization proposals the Centre believes the composition and function of the Faculty Committees should remain as presently structured.

The Centre supports in principle that major program changes should not be initiated until such time as agreement has been reached on the principles, policies and procedures for the operation of the Faculty and supports the suggestion that the Dean and the appropriate Faculty Committees be requested to bring forward as soon as possible recommendations on these matters.

The balance of this document is devoted to a description of the proposed Centre, its objectives, priorities for development, structure and justification.

STRUCTURE

The structure of the Centre which has been accepted by the majority of faculty from B.S.F., S.P.F. and C.S. is as follows:

The Centre will be composed of teams or sub-groups of faculty with common interests and objectives in specific areas of study and research within the broad framework of the field of Education and Learning Behaviour. The Teams are to be initially identified as:

Behavioural Science Studies

Communication Studies

Integrated Studies

Each of these areas will elect a coordinator who will serve on a Steering Committee responsible for the administration of the Centre. Until such time as a Chairman can be identified an Interim or Acting Chairman will be elected.

The Centre will establish three Committees:

Undergraduate Studies Committee

Graduate Studies Committee

Tenure and Appointments Committee

OBJECTIVES

The Centre believes that the objectives of the total Faculty can not be separated or identified as being distinctly different from one Centre to the others. We are a professional Faculty devoted not only to the study of Education and the learning processes in the broadest sense but to the preparation of persons who will teach. (Not specifically

limited to teachers in a formal school setting.) It is the Centre's belief that all Faculty members are concerned with these two major objectives and that if any distinction is to be made between the Professional Development Centre and the proposed Centre with respect to objectives it can only be made on the basis of the emphasis on functions. The Centre believes it can make its greatest contributions in the provision of learning experiences related to the broader facets of the educational and learning process as specifically the Centre believes these contributions can be best made through the offering of undergraduate, graduate and continuing educational programs with a research and theoretical orientation.

It is recognized that the design of such programs must be undertaken immediately with the involvement of as broad a spectrum of faculty and students as is possible. As considerable time was spent this last summer attempting to evolve an integrated undergraduate degree program it is believed that much of this work will come to fruition in the near future. Indeed the Centre has set a goal of March 1970 for the specifications of new programs at the undergraduate, graduate and continuing education levels to be designed to suit the aims of the Faculty. A goal of May 1970 has been set for the implementation of modifications of existing program offerings to serve students wishing to continue their education who have moved into teaching and are unable, as a consequence of our trimester system to complete degree requirements.

RATIONALE FOR CENTRE

The structure and function of the proposed Centre is based upon a goal, a belief and a series of assumptions. The goal is to facilitate amongst potential teachers and other students those skills and awareness which appear to characterize the "good" teacher and the "good" citizen. The belief is that such skills and awareness can be identified and can be facilitated. The Assumptions are: (1) that the provision or availability of new information is not sufficient in itself to generate new behaviours, (2) that new behaviours are also dependent on the acquisition of new perceptions of the self and of the situation, (3) that the process of generating such new perceptions can be facilitated under specifiable conditions (e.g. self-selection of problem areas, minimum threat, experimental learning, etc.).

As an implication from the above, the Centre would not seek to provide a body of information and content available in other departments (e.g. Psychology, Philosophy, etc.) but would attempt to juxtapose and recombine such information in terms of the illuminations, contradictions, insights and dilemmas facing each student as persons, as potential teachers, and as members of society.

While there is considerable reluctance by all to develop lists of "courses" with prerequisites and sequential presentation, there is at the same time a recognition that simple "chance" exposure to unrelated experiences at Simon Fraser University is not likely to facilitate the goals the Centre identified. The challenge facing the Centre, then, is to devise a series of coherent experiences which will enhance the probability that the student will achieve a greater awareness of himself as a person and as a teacher in a highly complex institutional setting. In the process of integrating present courses and planning for future programs, the Centre believes that the experiences offered should provide opportunities for the student to examine:

- a) His own learning processes.
- b) Himself as an intervenor in the learning of others.
- c) Those biophysical, psychological and socio-cultural factors affecting his and others learning processes.
- d) The implications of such knowledge for the teaching and intervention process.

Should faculty and Senate approve the proposed structure, functions and plans of the Centre it is towards the implementation of these goals that the Centre will direct its energies.

As a final comment it should be emphasized that the Centre believes that the functions of Faculty should not be totally divided, that faculty from each Centre should be encouraged to participate actively in the programs of the other Centres.

November 20th, 1969

STS/ft

SIMON FRASER UNIVERSITY

MEMORANDUM

APPENDIX III

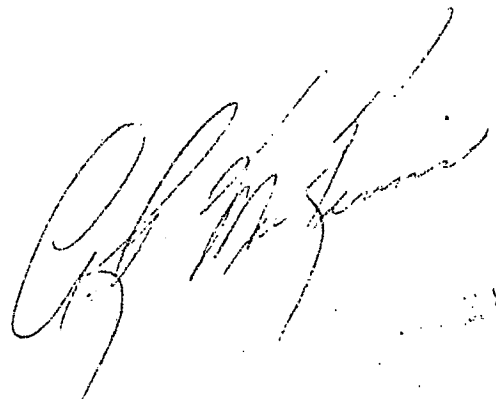
Dr. L. Srivastava	From..... A. R. MacKinnon
A/Academic Vice President	Dean of Education
Subject..... Reorganization of the Faculty of Education	Date..... October 27, 1969

The following motions were carried at the Faculty of Education meeting on October 27, 1969:

1. The separation of Professional Foundations from the Educational Foundations Centre to form a Professional Development Centre.
(unanimous approval)
2. The inclusion of Communication Studies in the Educational Foundations Centre.
(unanimous approval)
3. Faculty recommend to Senate the establishment of a University Arts Centre.
(unanimous approval)
4. The establishment of a University Division of Athletics and Recreational Services, with the provision that the position of the Department within the Faculty of Education be maintained until the Faculty of Education and the Department of Athletics and Recreational Services have received a clear statement of an acceptable alternate position from Senate.
(unanimous saving one abstention)

Each Centre was delegated the responsibility of developing its own internal administrative structure, to be determined by the end of November 1969. Once these Centre structures have been given approval by Faculty, they will be forwarded to Senate and the Board of Governors for approval.

cc: President Strand
Administrative Vice President



Responses to President Strand's Request for Information Regarding Faculty of Education's Reorganization

Question 1 - How Does the Professional Development Centre Contribute to the Objectives of the Faculty of Education?

The primary function of the Professional Development Centre is to prepare persons to teach under the Public Schools Act in the Province of British Columbia. Although teacher certification remains within the office of the Department of Education in Victoria, each University has been given the responsibility and right to make recommendations for those persons who should receive teacher certification. The programs offered by the Professional Development Centre are therefore designed to prepare persons to work in the Public Schools of the Province. Upon satisfactory completion of such programs persons are recommended to the Department of Education in order that they may receive an appropriate teacher certification.

In addition to the preparation of teachers for certification faculty members of the Professional Development Centre carry out extensive in-service and continuing educational programs for certified teachers within the Province. Graduate Programs in this area are directed primarily to the up-grading of professional competencies for persons working in the Public Schools system. The emphasis by the faculty in this area on the study of education and the learning process is directed primarily towards the practical application of learning theory.

It should not be interpreted that the objectives of the Professional Development Centre are distinct or different from those of the whole Faculty of Education. The unique aspect for this Centre and the prime

reasons for its administrative entity is the close relationship it must maintain with the Public Schools of the Province and the Joint Board of Teacher Education.

B) Educational Foundations Centre

Prior to responding to the specific questions regarding the Educational Foundations Centre a few words of explanation regarding the three teams identified in your memo of January 7th, 1970 are necessary.

At the time the proposal referred to was put forward the composition of the Educational Foundations Centre was somewhat in question. At the present time the areas making up the Educational Foundations Centre include Behavioural Science Foundations, Professional Foundations, and the Social and Philosophical Foundations. In reviewing the operations of the Faculty it became clear in our earliest deliberations that a clear distinction could be made between the Professional direction of the Faculty in the area of teacher preparation for the Public Schools of the Province and all other aspects of the Faculty. For this reason it was proposed and accepted that Professional Foundations should be established as a separate centre. It was further clearly identified that the work being carried out by persons in the Centre for Communication and the Arts in the area of Communication Studies was closely related to the work being carried out by persons in the Behavioural Science and Social and Philosophical Foundations. The emphasis in these areas of study towards the overall objectives of the Faculty appeared to be in the area of Educational and Learning Theory and on the preparation of persons who might work within the field of education in areas other than the Public Schools. It was proposed,

therefore, that the Behavioural Science Foundation, the Social and Philosophical Foundation and Communications Studies be organized as a single Centre.

Simply stated the proposal was that the objective of the Faculty for preparing teachers to work in the Public Schools of the Province was of such a major portion of the function of the Faculty that it clearly required administrative separation from the existing Educational Foundations Centre and that Communications Studies, in that the purposes and objectives of this area were in common with those of the remaining areas of Behavioural Science Foundations and Social and Philosophical Foundations, be incorporated into the Educational Foundations Centre.

As discussions went on it became obvious that much of what was being done by these areas of studies (B.S.F., S.P.F., and C.S.) could be coordinated and/or integrated around the central theme of the theoretical study of education and the learning process and the development of alternative professional programs for persons wishing to work in other than the Public Schools. Although each of the areas had previously been organized around specific sub-disciplines within the broad discipline of education it was recognized that inquiry into educational phenomena cuts across not only established disciplines such as Philosophy, History, Biology, Psychology, Political Science, Economics, Anthropology, Sociology and more but also cuts across the arbitrarily established sub-disciplines of Education. As a consequence of this concept a number of Faculty members proposed that a fourth area be established to be known as Integrated Studies. This concept came in conflict with some members of the

Faculty who wished to maintain the identity of the sub-disciplines. As a result these latter members of Faculty have consistently maintained a desire not to be associated with a Centre which advances the concept of the integration of studies in the area of Education.

At this point in time it was believed that it might be possible to establish within the Faculty an organizational structure which would permit both concepts to be advanced and a proposal for Educational Foundations Centre was put forward to Faculty which included Behavioural Science Studies, Communication Studies and Integrated Studies and left open the possibility of a proposal coming from some faculty in Social and Philosophical Foundations for the establishment of an administrative sub-unit in the area of Philosophical Studies. Faculty accepted the proposal for Educational Foundations Centre but did not accept the proposal for an administrative sub-unit in Philosophical Studies. As a consequence the present proposal for the composition of Educational Foundations Centre is based upon the concept of integration and includes all those faculty members presently assigned in Behavioural Science Foundations, Social and Philosophical Foundations and Communication Studies.

It is proposed that the Educational Foundations Centre would ultimately operate as a single Centre with no distinct separations into areas of study. As a first step it is proposed that the existing programs offered by Behavioural Science Foundations, Social and Philosophical Foundations, and Communications Studies be administered by a single Chairman and a Steering Committee composed of representatives from each of these areas which would be charged with coordinating the development of specific

undergraduate, graduate and professional programs which would emphasis the integrated nature of the study of education and the learning process.

In response to your specific questions, therefore, may I offer the following:-

1. What is the academic justification for each of these three Teams and what is the academic justification for the integration.

As identified above the three Teams have been slightly modified. It has been argued that the academic justification for these teams can be seriously questioned in that they have arisen from more established disciplines in a rather arbitrary manner. Some members of the faculty have advance academic arguments in defence of each of these teams but faculty by its action in supporting the concept of integration have not accepted these arguments. To say that there are no academic justifications for these teams would be false, but faculty, having listened to the argumentation, made a judgment that the academic justification for integration was more acceptable.

The academic justification for integration is based upon the concept that the study of Education and the learning process is the study of Man from particular perspectives such as the nature of knowledge and knowing, the individual, groups, learning and teaching, man and society and so on. Although it is impossible to differentiate sharply between the study of education and the study of human behaviour in general, the study of Education does investigate certain phenomena which can best be classified under the term Education as opposed to any specific sub-discipline. The Centre pro-

poses a multi-disciplinary approach which would involve attempts to integrate or bring together the knowledges in a variety of disciplines in order to develop a comprehensive understanding of education and the learning process.

The primary justification for maintaining the identity of three teams at this time is one of ease of transition. These Teams have operated as entities for some time and it would appear unwise to expect Faculty to make the transition into one administrative unit without a period of time in which they can maintain their identity with a sub-unit. It is anticipated that teams in the future will be organized around specific programs as opposed to the present somewhat arbitrary sub-disciplines.

2. How is it intended that the proposed Educational Foundations Centre will relate to the Professional Development Centre.

The relation of the Educational Foundations Centre, to the Professional Development Centre, is one of complementary--not competition or overlap. Specifically, the Educational Foundations Centre is interested in providing prospective teachers and citizens an education that will put the accent on broad, human learning, rather than on specialism or particular teaching skills. The faculty are convinced, through their experience that teaching is an art based on the mastery of broad bodies of content, as well as a skill based on knowledge and technique and methods. They are concerned with the "full" man as well as the skilled and directed man. They are concerned, then, with preparing a rather

broad-gauged, generally educated student, who will feel himself at the height of what is important in the Western tradition of knowledge: what is important in a cumulative, durable sense, as well what is important to the understanding of contemporary problems. This means that they are aiming to not only round out the specialized and expert teacher, but also, and especially, to meet the needs of the community for educated people who will not go into teaching perse, but who will go into overseas work, general community work, and the myriad other social roles of a non-formal teaching nature.

It is anticipated and definite efforts will be initiated to assure that it does occur, that Faculty members working primarily in one Centre will function in the other Centres. Faculty members in all existing departments have made major contributions to the Professional Development Program by way of the offering of special workshops, seminars, lectures and courses to students following the Professional Development Program. In like manner, faculty members in Professional Foundations have participated as guest lecturers and as tutorial leaders in a number of courses presently offered by other departments. These close working relationships will be encouraged even more by moving towards an administrative organization based upon programs rather than on specific disciplines.

3. What level of Integration is proposed for the three Teams within the Educational Foundations Centre with respect to:
 - (a) Administrative Structure
 - (b) Committee Structure Including Appointments, Tenure, Promotion, Undergraduate and Graduate Education
 - (c) Budget

The details of structure and operation of the Educational Foundations Centre may be seen by reviewing the following documents which have been approved by the faculty who would be involved in the Centre. (please see next 5 p.)

It is proposed that the Centre operate with a single budget under the Administration of the Chairman and upon the advice of the Steering Committee. It is recognized however that specific programs will in the future require some budget separation. At the present time the only separation anticipated is in the area of teaching and departmental equipment in order to service existing programs and only until modification of these programs is accepted by Senate.

C. Physical Development Studies

1. How is it intended that the Physical Development Centre relate to the Professional Development Centre?

There would be no change in the relationship which presently exists between Physical Development Studies and Professional Foundations. This relationship is a close one on several counts. Physical Development Studies provides special emphasis programs for students registered in the Professional Development Program who wish to prepare themselves to specialize in the teaching of Physical Education in the public schools. These programs are completely serviced by the Faculty in Physical Development Studies and are well described in the University Calendar. In addition, Physical Development Studies provides extensive programs for Professional Development Program students not specializing in Physical Education. These offerings include workshops, seminars, courses and lectures and have involved all faculty members of Physical Development Studies.

Professional Foundations provides for Physical Development Studies the administrative structure necessary for the operation of the special emphasis programs in the public schools. The relationship between the

Centres therefore would be one of mutual co-operation in those programs related to preparing persons to teach in the public schools.

2. What level of integration is proposed for the Physical Development Centre in respect to:

- (a) Administrative structure
- (b) Committee Structure, including Appointments, Tenure and Promotion, Undergraduate and Graduate Education
- (c) Budget

Physical Development Studies has operated for several years with an administrative structure which includes a single chairman and a number of program co-ordinators. Each co-ordinator has had responsibility for the operation of a program and worked through faculty committees which included those faculty who presently were working in a given program. Thus a faculty member working in several programs might find himself serving on several program committees. Because of the small size of the department, matters dealing with all programs were discussed and settled in Physical Development Studies faculty meetings.

The programs for which co-ordinators and committees exist are as follows:

- Kinesiology Program - Undergraduate
- Kinesiology Program - Graduate
- Professional Programs
- General Education Programs
- Proficiency Certification Program

The terms of reference for these committees (where appropriate) are consistent with those of similar Faculty and University Committees. In addition, Physical Development Studies has a tenure committee consistent

with the terms of reference as laid down in the Academic Freedom and Tenure Brief and the University Tenure Committee.

The budget for Physical Development Studies is a single one and would remain so. In certain budget areas (i.e. teaching equipment) separate funds would be allocated to specific programs but can be done internally or through the Bursar's Office.

EDUCATIONAL FOUNDATIONS CENTREUndergraduate 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. One faculty member from each academic area of study of the Centre.
2. One student, who must be registered in a major or graduate program, from each area of study of the Centre.
3. Alternate members for each of the above to serve in their absence.
4. Secretary (non-voting).

C. Terms of Office.

1. Faculty - 2 years (staggered terms of office).
2. Students - 1 year.

Note: Students must have been registered in a program for at least one semester to be eligible for election.

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 and one other member will serve on the Faculty Undergraduate Studies Committee.
4. Meeting to be open to observers who may, at the pleasure of the chair, participate in discussion.

EDUCATIONAL FOUNDATIONS CENTREGraduate Studies CommitteeA. Terms of Reference.

1. Receive, consider, co-ordinate and recommend proposals with respect to policies, procedures, regulations and programs for graduate studies.
2. Ensure that all graduate applicants are adequately advised.
3. Ensure continuity of supervision for graduate students.
4. Approve membership of supervisory and examining committees.
5. Serve as Centre Graduate Admissions Committee.
6. Undertake such other responsibilities as the Centre, Faculty or Senate may from time to time require.

B. Composition.

1. One faculty member eligible under the Senate Graduate Studies Committee regulations from each area.
2. One other member from each area who may be a faculty member or a graduate student at the discretion of the area.
3. Alternates for each of the above.

C. Terms of Office.

1. Faculty - 2 years (staggered terms of office).
2. Students - 1 year (renewable).

D. Operations.

1. Committee will elect its own Chairman who must be an "eligible" faculty member.
2. Committee will meet at the call of the Chairman or at the request of any two members.
3. The Chairman or his designate will represent the Centre on Faculty and Senate Committees.
4. For those matters which require Senate Graduate Studies Committee approval the meetings will be closed and only eligible faculty members may be involved. These matters are:

- (a) Admission of graduate students.
- (b) Appointment of supervisory committees.
- (c) Evaluation of the progress of individual graduate students.
- (d) Provision of information on the above matters to appropriate persons in accordance with general administrative procedures developed by the Senate Committee on Graduate Studies.

The composition of the Departmental Graduate Studies Committee on the above matters will consist only of faculty members as defined in the preliminary statement.

(Quoted from Senate Paper GS - 76).

- 5. Meetings on all other matters will be open to observers who may discuss at the pleasure of the Chairman.

Quoted from Paper GS 76.

"On other matters the Committee may include graduate students and other faculty members up to a maximum of 50% of the Committee."

EDUCATIONAL FOUNDATIONS CENTRETenure and Appointments CommitteeA. Terms of Reference.

As required by University Tenure Committee.

B. Composition of pool of eligible faculty.

1. Each area to elect 1 Full Professor.
1 Associate Professor.
1 Assistant Professor.
2. Where this is not possible, the area will elect members at the highest rank available in accordance with the rulings of University Tenure Committee.

C. Terms of Office.

As required by University Tenure Committee.

D. Operations.

1. Chairman of the Centre will serve as Committee Chairman.
2. Committee will meet at the call of the Chairman.
3. From the 12 persons eligible the Chairman will constitute committees for each of the areas made up of 2 Full Professors, 2 Associate Professors and 2 Assistant Professors. At least three members of the committee must come from the area concerned.
4. The Tenure and Appointments Committee will be responsible for bringing forward to the Centre for approval the criteria to be used in arriving at a decision regarding an individual.

The committee for each area must include at least one person from each of the other areas of the Centre.

The Committee structure for each area will be submitted for University Tenure Committee approval.

EDUCATIONAL FOUNDATIONS CENTRESteering CommitteeA. Terms of Reference.

1. To facilitate communication and cooperation among the areas of study.
2. To advise the Chairman on all aspects of Centre Administration.
3. To receive and re-direct appropriate proposals and recommendations submitted by Faculty, Staff and Students.
4. To act as an agenda committee for Centre meetings.

B. Composition.

1. Centre Chairman - Chairman.
2. Coordinators from each area of study of the Centre.
3. One graduate student.*
4. One undergraduate student.*
5. The Administrative Assistant - (non-voting).

C. Terms of Office.

1. Faculty - during the period of term of office as coordinator.
2. Students - 1 year (renewable).

D. Operations.

1. Chairman to be elected by the Centre.
2. Coordinator to be elected by the area.
3. Committee will meet at the call of the Chair.
4. Chairman to represent Centre on appropriate Faculty, Senate and University committees.
5. Chairmen of other committees of the Centre will be ex officio members of the Steering Committee whenever matters pertaining to their committee responsibilities are under discussion."

* Students must have been enrolled as graduate students or majors for at least one semester before being eligible for membership.

Dr. A. R. MacKinnon

Dean of Education

K. Strand

President

Proposed Reorganization of the
Faculty of Education

January 7, 1970

I have examined the proposed reorganization of the Faculty of Education and I note that the stated objectives of the Faculty of Education are the preparation of persons who will teach and the study of education and the learning process. Before we meet to discuss the proposed revisions I would like to receive from you written answers to the following questions:

A. Professional Development Centre

1. How does the Professional Development Centre contribute to the objectives of the Faculty of Education?

B. Educational Foundations Centre

Three teams are proposed within an Educational Foundations Centre, i. e. Behavioural Science Studies, Communication Studies and Integrated Studies.

1. What is the academic justification for each of these three teams and what is the academic justification for their integration?

2. How is it intended that the proposed Educational Foundations Centre will relate to the Professional Development Centre?

3. What level of integration is proposed for the three teams within the Educational Foundations Centre in respect to:

- a) administrative structure,
- b) committee structure including appointments, tenure, promotions, undergraduate and graduate education, and
- c) budget?

C. Physical Development Centre

It is proposed that the Physical Development Centre contain Physical Development Studies and Kinesiology.

1. How is it intended that the Physical Development Centre relate to the Professional Development Centre?

2. What level of integration is proposed for the Physical Development Centre in respect to:

- a) administrative structure,
- b) committee structure including appointments, tenure and promotion, undergraduate and graduate education, and
- c) budget?

K. Strand

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