

SIMON FRASER UNIVERSITY

S.71-81

MEMORANDUM

To..... SENATE

From..... B. G. WILSON, CHAIRMAN

ACADEMIC PLANNING COMMITTEE

Subject..... CHARGE CONCERNING THE REFERRAL, BY
SENATE, OF PAPER S. 71-51, REORGANI-
ZATION OF EDUCATIONAL FOUNDATIONS
CENTRE AND APPROVAL OF COURSES
S.71-81

Date..... JULY 16, 1971

MOTION:

"That Paper S.71-81, a Report on the Charge
Concerning Referral of the Reorganization of
Educational Foundations Centre and Approval
of Courses, be approved in principle, subject
to review of detailed proposals to be sub-
mitted to Senate at a later date."

S.71-81

To: Dr. K. Strand
President

From: Dr. B.G. Wilson
Chairman
Academic Planning Committee

Subject: Charge concerning the
referral, by Senate, of
Paper S.71-51, Reorganization
of Educational Foundations Centre
and approval of courses

Date: July 16th, 1971

On April 28th, 1971, the Academic Planning Committee received
from you the following charge:

1. to bring forward to you, for referral to Senate, a
recommendation as to the role of Fine Arts courses
within the University.
2. to bring forward to you, for referral to Senate, a
recommendation as to the administrative placement of the
Kinesiology Program/Physical Development Studies
within the University.
3. to address ourselves to the quantitative and qualitative
needs of the Province in the area of teacher education.
4. to bring forward to you, for referral to Senate, a
recommendation as to the role, structure and
organization within the University, of the Educational
Foundations Centre of the Faculty of Education.

Since receiving its charge, the Academic Planning Committee has solicited briefs from the entire University community. Furthermore, the Academic Planning Committee has met separately with representatives of the Professional Development Centre, Social and Philosophical Foundations, Behavioural Science Foundations and Communication Studies, the Centre for Communications and the Arts and the Kinesiology Program.

On the basis of these submissions as well as its own discussions, the Academic Planning Committee has formulated a series of proposals relating to the issues in question. The Committee will be submitting its complete report containing specific recommendations to you prior to the September meeting of Senate. The purpose of this paper is to identify in broad outline, the issues with which the Committee has been faced and the tentative conclusions that it has drawn.

BACKGROUND

The Faculty of Education, as presently constituted, consists of three centres: the Professional Development Centre, the Educational Foundations Centre and the Physical Development Centre. (Physical Development Studies). Contained within the Educational Foundations Centre are programs in Social and Philosophical Foundations, Behavioural Science Foundations and Communication Studies. The academic credit program contained within Physical Development Studies is Kinesiology.

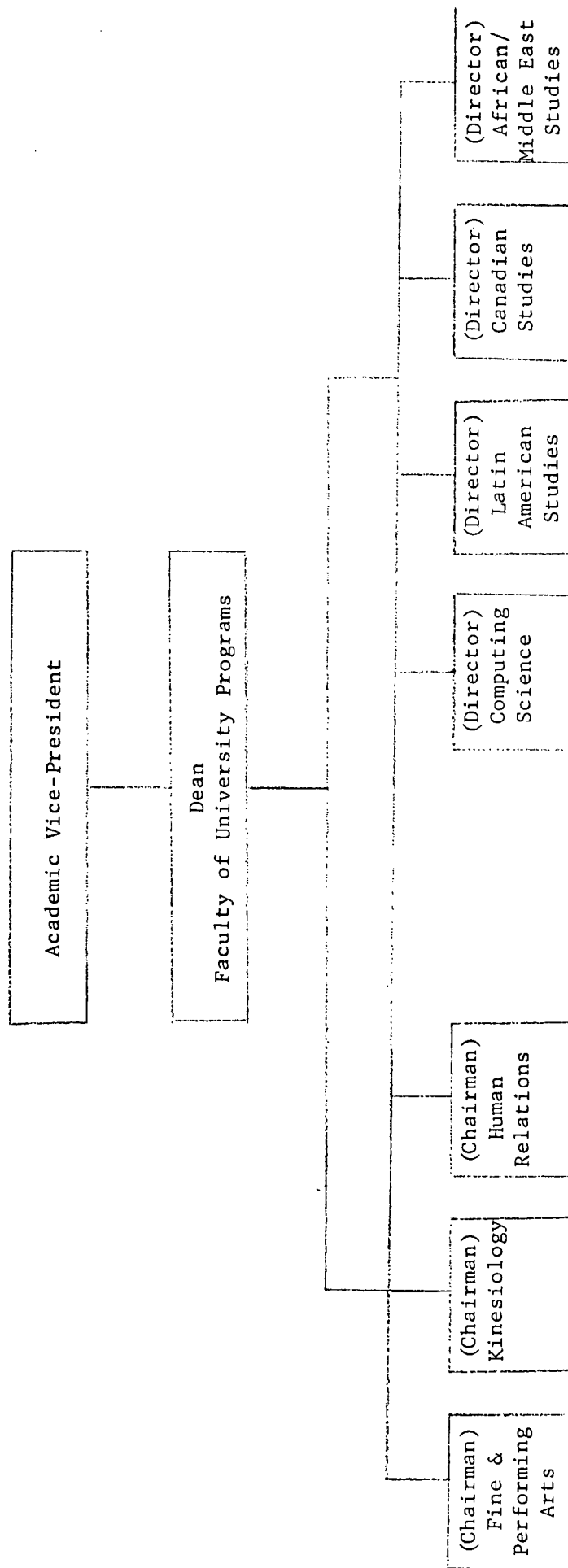
Outside of the Faculty of Education and consisting solely of non-credit workshops in the performing arts and public performances is the Centre for Communications and the Arts.

TENTATIVE RECOMMENDATIONS AND RATIONALE

Division of General Studies

The present tri-faculty organizational structure of the University accommodates those departments oriented along disciplinary lines. In addition, the Division of General Studies accommodates inter-departmental or inter-faculty programs where faculty are seconded from the existing departments on a part-time basis. However, certain of the present University programs are inter-disciplinary and are staffed by tenured faculty. For such programs, it is desirable that they be placed in an environment where their multi-disciplinary orientation can be facilitated. We believe that the most suitable organizational accommodation for such programs would be in a Division of General Studies restructured as follows:

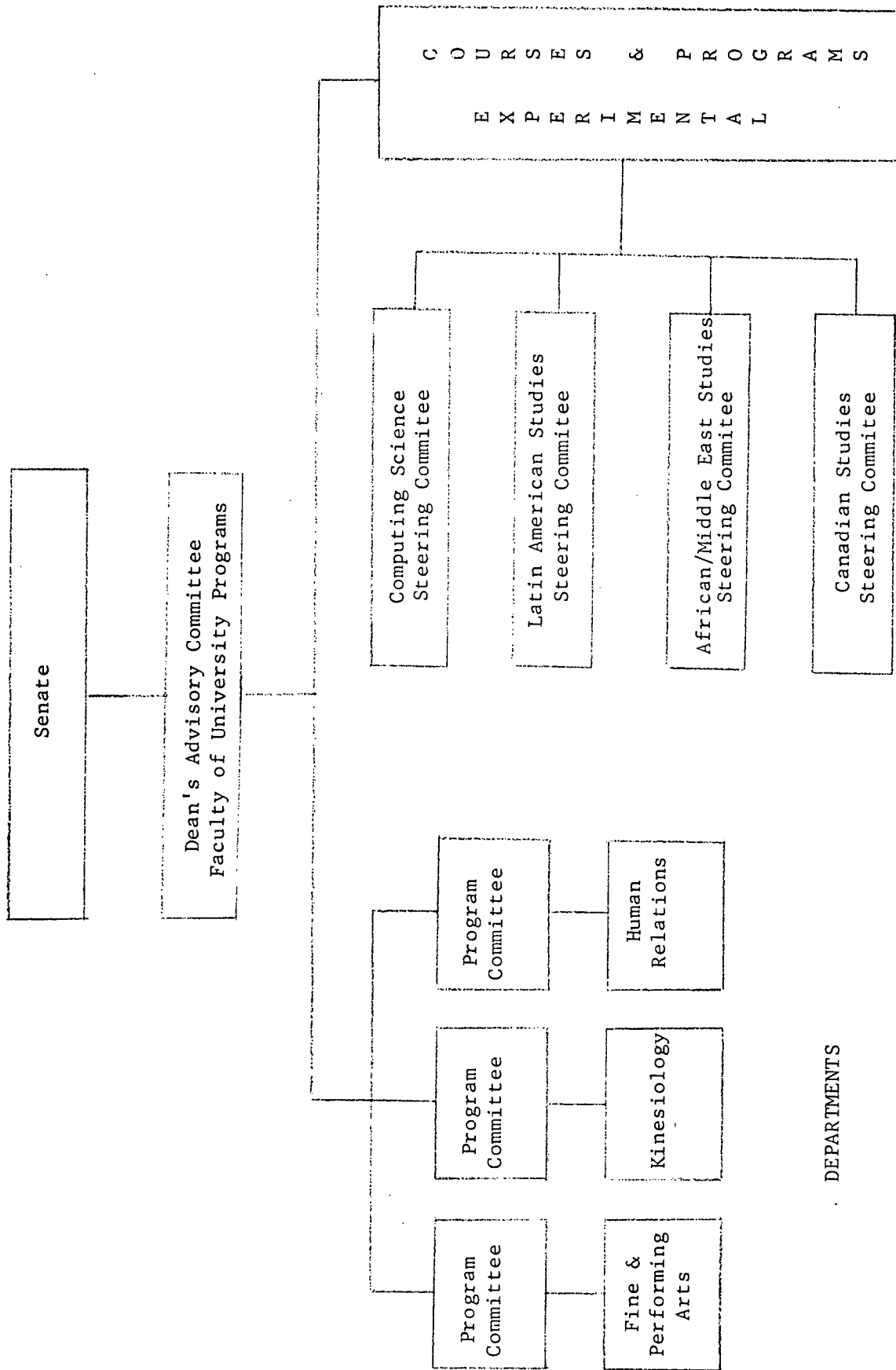
ADMINISTRATIVE REPORTING STRUCTURE



DEPARTMENTS

GENERAL STUDIES PROGRAMS

ACADEMIC PROGRAM ROUTING STRUCTURE



Under the proposed reorganization, the present General Studies Programs, i.e., Latin American Studies, African/Middle East Studies, Canadian Studies and Computing Science and the experimental course offerings would continue. The other and new side of this bi-modal model would consist of departments involving faculty appointed to the Faculty of University Programs on either a full or part-time basis and either with or without tenure.

Furthermore, the Committee believes that the General Studies Programs should continue to be organized and administered as set down in Senate document S.71-32 but reporting now to the Dean, Faculty of University Programs replacing the Dean, Division of General Studies.

The chairmen of the departments established within the Faculty of University Programs will report administratively to the Dean of the Faculty. Each department will have a Program Committee, charged with making recommendations on curriculum and internal policy. This Committee will be chaired by the Chairman. Proposals on curriculum or like matters will be forwarded from the Chairman to the Dean and thence to Senate or to other appropriate University bodies.

While the structuring of the membership of each Program Committee may not be the same, it is expected that Committees will, in general consist of the following:

Chairman

2 faculty elected from and by the department

One member from each Faculty appointed by the Dean of that
Faculty, subject to the approval of the Dean of the
Division

Three students appointed by the Dean of the Faculty of
University Programs on the recommendation of the Student
Society

On the basis of the foregoing, it is the expectation of
the Committee that each department established within the Faculty of
University Programs will have the same rights and responsibilities as
all other departments but, in addition, will have a committee for
program development and review.

Kinesiology

Assuming that the recommendations regarding the reorganization
of the Division of General Studies into the Faculty of University
Programs are accepted by Senate and the Board of Governors, the Academic
Planning Committee will be prepared to recommend that the Physical
Development Centre (Physical Development Studies), be reconstituted as
a department within the Faculty of University Programs.

Kinesiology, as an inter-faculty program, draws upon all

Faculties. Academically, it is now under the jurisdiction of the Senate Committee on Interdisciplinary Studies - Kinesiology, yet administratively it is now in the Faculty of Education. The Committee recommends against continued separation of the academic and administrative aspects of the Program.

The Physical Development Centre of the Faculty of Education currently accommodates several workshops and programs of a non-credit nature as well as the Kinesiology program. These non-credit activities are in the process of being assigned to the Department of Recreation. With the re-location of Kinesiology to the Faculty of University Programs, there will be no further justification for the Physical Development Centre (Physical Development Studies) in the Faculty of Education.

Educational Foundations Centre

Two basically different proposals were received by the Committee from members of the Faculty of Education for the reorganization of programs presently offered by the faculty of the Educational Foundations Centre of the Faculty of Education. As both of these proposals were considered by the Committee to be partially supportable, the Committee sought to arrive at a proposal which would permit the evolution of both proposals within the University.

Behavioural Science Foundations and Communication Studies

Faculty in the Behavioural Science Foundation and Communication Studies expressed concern that education has long neglected the study and application of those processes by which man becomes aware of himself as an integrated human being on the one hand and as a functional component in an integrated communications system on the other - be it a family, a work group, or a tutorial. They proposed to the Academic Planning Committee that a need existed to utilize some of the University's resources for the provision of opportunities for studies in the areas of human relations and communications.

The Committee shared this concern regarding the need for greater emphasis on human relations and communications. However, the Committee was equally concerned that the proposals submitted did not reflect a discrete and coherent program, and that questions such as the subject matter to be encompassed within such a program, the nature of differentiation from those programs currently offered by the Departments of Psychology, Sociology, etc., the qualifications of faculty members required for such a program as well as the areas of research they would cover need to be resolved.

Recognizing that resolution of these issues will require the involvement of Faculty from many disciplines and take a good deal of time, the Committee has sought to resolve, on an interim basis, the status of the Behavioural Science Foundations and Communications Studies - faculty, program and courses - and, simultaneously, provide

sufficient time for the formulation of a program proposal in Human Relations and Communication Studies.

The Committee is prepared to make a number of recommendations with respect to the interim resolution of the status of that portion of the Educational Foundations Centre identifiable as Behavioural Science Foundations and Communication Studies:

1. That an interim Department of Human Relations be established under the Dean of the Faculty of University Programs effective immediately upon acceptance by Senate and the Board of Governors.

2. That the Faculty presently comprising the membership of Behavioural Science Foundations and Communication Studies be transferred as a core faculty to the interim Department of Human Relations.

3. That the courses presently listed as Behavioural Science Foundations and Communication Studies be identified on an interim basis as being the responsibility of the faculty of the interim Department of Human Relations.

4. That an Ad Hoc Steering Committee having a structure identical to the proposed Program Committee described earlier be immediately struck for the purpose of developing for submission to the Academic Planning Committee no later than December 31st, 1971, a proposal for a program in Human Relations and Communication Studies.

5. That a recommendation from the Academic Planning Committee on the program proposal submitted by the Ad Hoc Steering Committee be communicated to Senate and the Board of Governors for action within

30 days of receiving the proposal.

6. That during the 1971/72 academic year, faculty within the Centre be considered for promotion, renewal and tenure in the normal manner.

These proposed recommendations have been discussed with representatives of the Behavioural Science Foundations and Communication Studies who have indicated their full support.

Social and Philosophical Foundations

The faculty of the Social and Philosophical Foundations proposed an undergraduate curriculum which consisted of exposition and criticism of educational theories, of the fundamental concepts of education, etc. The examination of such theories and principles is obviously a very essential component of the education of those entering the teaching profession. There is, therefore, justification for providing at the undergraduate level a limited number of course offerings devoted to fundamental concepts of education, theory criticism, etc. In addition, it is the Committee's belief that those in the process of becoming future teachers should acquire a reasonable understanding of the remaining foundation areas - the sociology, history, psychology and economics of education.

In order to assess the extent to which the foundations of

education are now integrated into the teacher preparation program, the Committee explored in some detail the Professional Development Program and the nature of its relationship to the other Centres in the Faculty of Education.

The Professional Development Program is three semesters in duration. The first semester consists of a half semester devoted to observation and experience by the students in a B.C. school with the second half of the semester devoted to a period of study directed toward consolidation of the learning of their school experiences and extension of their knowledge of educational theory. The following semester is devoted entirely to classroom experience supervised by University appointed associates in education. In the final semester, students undertake formal studies in arts, science or education to permit the achievement of one or more of the following objectives:

1. To strengthen or diversify subject matter background in teaching subjects.
2. To acquire skills and knowledge in other recognized school activities, e.g., Fine and Performing Arts, Physical Education, etc.
3. To rectify course deficiencies, if any, in subjects required for teacher certification.
4. To explore new subject areas of individual interest which are relevant to education and to future professional goals.

On the basis of its assessment, the Committee has reservations about the adequacy of the preparation in the foundations area received by students in the teacher preparation program, but recognizes that it is extremely difficult to inter-relate the formal course work offered under the trimester system by Social and Philosophical Foundations, Behavioural Science Foundations and Communication Studies with the Professional Development program, operating as it does with a different program format and on a calendar operation significantly different from the trimester operation.

For the foundations areas to be successfully integrated into the Professional Development Program, it is the Committee's opinion that they should be offered from within the program rather than from without. For this reason, the Committee is prepared to recommend that there be no organizational sub-units, i.e., centres, departments, etc. within the Faculty of Education.

To ensure that future teachers receive adequate preparation in the educational foundations area, the Committee is further prepared to recommend to the Faculty of Education that it require six units of course work or their equivalent in the foundations area for all students proceeding through the teacher training program. It is hoped that the Faculty will regard this as a minimum commitment and provide opportunity for additional course work at a more advanced level for students who wish to pursue this option.

The Committee believes that the perspective of the Faculty ought to be broader than simply the public school system. While it has yet to formalize specific recommendations, the Committee is cognizant that such areas as special education, child development, adult education, regional college and university education, research on learning media, the exploration, application and evaluation of alternative methods of learning and teaching are all major areas of concentration which the Faculty might wish to emphasize.

The Committee recognizes that the Faculty of Education will require a period in which to consider issues arising from the proposed re-organization. The Committee will, therefore, propose interim arrangements which will permit sufficient time for the Faculty to prepare specific recommendations regarding administrative structures, program modification and development, staffing patterns and priorities, etc.

Fine and Performing Arts Program

The present Centre for Communication and the Arts provides both non-credit workshops where students learn through practice and public cultural events. The issue of whether or not to establish an academic credit program in the Fine and Performing Arts will turn, in large part, on the need for such a program at Simon Fraser.

The Committee is convinced that the need for such a program

exists. In the first place, knowledge of the fine and performing arts in theory and practice is a valuable component of a liberal education and one which is almost totally lacking at this University. Second, many of those students now enrolled in the non-credit workshops offered by the Centre have not been able legitimately to take sufficient time from their credit studies to fully develop their own art and interact meaningfully with the other arts. Although students bring to the non-credit workshops a diversity of majors that enrich the workshops, many of the students would prefer to have time to concentrate on their art - through a major or minor in the arts or -- at the very least -- to receive credit towards their degree. Third, the Professional Development Centre, being concerned with methods of doing art, has had only sporadic access in the Centre for Communications and the Arts to arts training for its students.

While convinced of the need for academic credit offerings in the fine and performing arts, the Committee is unable to assess the total need relative to the magnitude and form of the program to be offered. For this reason, the Committee is prepared to recommend that:

1. the University mount a series of academic credit courses in the fine and performing arts to be offered on a trial basis subject to review after two years, and
2. the series of courses offered consist of new courses and a conversion to credit status of certain of the non-credit workshops now offered in the performing arts.

The strength of the present program in the Centre for Communications and the Arts has resulted from a deliberate blurring of the lines separating the various arts as well as integrating the public cultural events into the Centre's program so that they can closely complement the teaching program in the arts. The Committee believes that these processes should be encouraged and is prepared to recommend that the academic credit program, the non-credit activities and the public cultural events be accommodated within one organizational unit. Because this unit will be a total University resource offering to and drawing from the remainder of the University, the Committee is prepared to recommend that it be established as a Centre within the Division of University Programs.

In submitting both this progress report and its final report to come, the Committee is aware that present students are currently enrolled in the courses and degree programs offered by the Faculty of Education as it is presently constituted. The Committee will take every step possible to ensure that no student's program is adversely affected by the re-organizational changes to be proposed by the Committee.