

SIMON FRASER UNIVERSITY

MEMORANDUM

S.75-57
As amended and approved
by Senate, April 7, 1975.

TO: SENATE

From: SENATE COMMITTEE ON UNDERGRADUATE
STUDIES AND SENATE UNDERGRADUATE
ADMISSIONS BOARD

Subject: FACULTY OF EDUCATION - PROPOSAL FOR
A SPECIAL COMMUNITY-BASED NATIVE
INDIAN TEACHER EDUCATION PROGRAM

Date: MARCH 17, 1975

MOTION 1: "That Senate approve, and recommend approval to the Board of Governors, as set forth in S.75-57, a special Community-based Native Indian Teacher Education Program, that the necessary steps be taken to mount such a program in Mount Currie by September 1975, and that the program be confined to the Mount Currie reservation until proven."

MOTION 2: "That the following actions be undertaken in order to facilitate the mounting of a special Community-based Native Indian Teacher Education Program:

1. That approval be granted for special entry to Simon Fraser University of candidates who show academic and professional promise even though they may not meet normal admission requirements.
2. That the Faculty of Education be permitted to admit students to the Professional Development Program with fewer than 60 semester hours credit.
3. That the Dean of Education be authorized to grant credit for Education 401 on the basis of pertinent documented experience related to the Program."

CERTIFIED CORRECT AS PASSED
BY SENATE AT ITS MEETING OF

APR - 7 1975

H. Wilson
SECRETARY OF SENATE

MOTION 3: "That Senate approve waiver of the normal two semester time lag requirement in order that offering may be first made in the Fall semester."

(Note: References to Admission and Credit in the above pertain to the special Community-based Native Indian Teacher Education Program.)

SIMON FRASER UNIVERSITY

S.75-57

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE STUDIES
and
SENATE UNDERGRADUATE ADMISSIONS BOARD

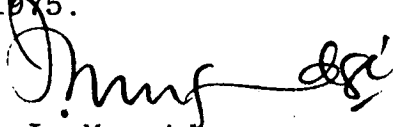
Subject Proposal for a Special Community -
Based Native Indian Teacher Education
Program

Date 17th March, 1975

At its meeting of 11th February, the Senate Committee on Undergraduate Studies discussed the attached proposal for a Community-based Native Indian Teacher Education program. As indicated in paper SCUS.75-10, consideration of the proposal was divided into two motions, the second of which required action by the Senate Undergraduate Admissions Board. Accordingly, following SCUS's consideration of the proposal, it was forwarded to SUAB who considered it at its meeting of 6th March, 1975. The proposal is now forwarded to Senate for its consideration, with the recommendation of both SCUS and SUAB that it be approved.

The reasons for the proposal are set out fully in the documentation provided by the Faculty of Education. It should be noted, however, that the program is one designed specifically for the Mount Currie community and will not, at least in its present form, be transferred to other Indian communities. It is designed to provide a means of certification for native teachers who are members of the Mount Currie community but who would not necessarily be qualified for admission to the Professional Development Program. It should be noted that the program may provide an alternative route of entry to the University for some of the people enrolling in it. Thus, they will be admitted to the Professional Development Program first and then, if they wish to do so, they will continue with other courses outside the Faculty of Education. This question was discussed at some length in both Committees which considered the proposal. It was first made clear that the number of people to whom this provision would apply is likely to be very small since most of the participants in the program would be admissible to the University as mature students. In addition, both Committees felt that, in these circumstances, the waiving of normal admission requirements was justified and that the controls over the program and its participants were sufficiently rigorous to ensure the maintenance of the University's standards.

It is also recommended that, if this proposal is approved, the normal two semester time-lag requirement be waived in order that it may be offered beginning in the Fall semester, 1975.


I. Mugridge

:ams

att.

SIMON FRASER UNIVERSITY

SUAB 61

MEMORANDUM

SENATE UNDERGRADUATE ADMISSIONS BOARD

From..... ALAN C. McMILLAN, SECRETARY

SENATE UNDERGRADUATE ADMISSIONS BOARD

Subject..... PROPOSAL FOR A SPECIAL COMMUNITY-BASED
NATIVE INDIAN TEACHER EDUCATION PROGRAM

Date..... 4 MARCH 1975

This proposal has received the approval of SCUS and is forwarded to SUAB for review and approval. Although only the second motion deals with admission it is suggested that we consider the proposal in its entirety.

SIMON FRASER UNIVERSITY

MEMORANDUM

To. DR. I. MUGRIDGE, CHAIRMAN

SENATE UNDERGRADUATE ADMISSIONS BOARD

From. H. M. EVANS, REGISTRAR AND

SECRETARY OF SCUS

Subject. FACULTY OF EDUCATION - PROPOSED
COMMUNITY-BASED NATIVE INDIAN TEACHER
EDUCATION PROGRAM

Date. FEBRUARY 19, 1975

The Dean of the Faculty of Education has submitted proposals for a Community-Based Native Indian Teacher Education Program and the proposals were presented to the Senate Committee on Undergraduate Studies at its meeting of February 11, 1975 as document SCUS 75-10. A copy of that document as submitted is enclosed.

The Senate Committee on Undergraduate Studies considered the proposal and, with changes, approved the proposal to go forward to Senate. SCUS considered both of the motions as originally provided and noted that the second motion involved a number of items which should be considered by the Senate Undergraduate Admissions Board. At the same time, however, it was noted that the proposal could be best considered in its totality over the two motions originally proposed.

I am transmitting to you, for consideration by the Senate Undergraduate Admissions Board the Faculty of Education proposal on a Community-Based Native Indian Teacher Education Program, including the changes approved by SCUS. This is outlined in the document "SCUS 75-10, amended to February 11, 1975."

I am also enclosing a copy of an extract from the minutes covering the SCUS meeting of February 11, 1975 dealing with this topic.

It would be appreciated if you would place this proposal before the Senate Undergraduate Admissions Board for its consideration and approval, with proposed changes if necessary.

When the Senate Undergraduate Admissions Board has dealt with this proposal, would you please inform me of its decision. If it is approved, with or without changes, it will need to go forward to Senate and should have an appropriate transmittal memorandum covering the recommendations and decision of the Senate Committee on Undergraduate Studies and the Senate Undergraduate Admissions Board.

encls.
HME/rn

H. M. Evans

cc A M A //

Amended to February 11, 1975

TO: Harry Evans, Secretary
S.C.U.S.

FROM: Daniel R. Birch, Dean
Faculty of Education
Simon Fraser University

SUBJECT: Community-based Native Indian
Teacher Education Program

DATE: January 29, 1975

At its meeting of January 20, 1975, the Faculty of Education passed the following motions:

MOTION 1:

"That the Faculty of Education approve and recommend approval to Senate of a special community-based Native Indian Teacher Education Program, and that the necessary steps be taken to mount such a program initially in Mount Currie by September 1975."

RATIONALE: As indicated in the attached proposal such a program is both socially and educationally desirable. Furthermore, the working relationships established in the course of the last year make it feasible and logical to begin the program in Mount Currie as soon as possible.

MOTION 2:

"That the following actions be undertaken in order to facilitate the mounting of a special Community-based Native Indian Teacher Education Program:

1. that approval be granted for special entry to Simon Fraser University of candidates who show academic and professional promise even though they may not meet normal admission requirements.
2. that the Faculty of Education be permitted to admit students to the Professional Development Program with fewer than 60 semester hours credit.
3. that the Dean of Education be authorized to grant credit for Education 401 on the basis of pertinent documented experience relevant to the Program.

RATIONALE: Admission requirements can be justified as predictors of success and as safeguards for resource allocation. Some candidates for the program will meet normal university entrance requirements; some will be admitted only on the basis of alternative predictors of success including demonstrated commitment and competence as a member of a teaching team.

In order to build upon experience as a teacher, teacher aide or home-school co-ordinator and to assist in the transition from community to university, it is important to provide professional components of teacher education early and to integrate these with continuing service in the community school and with academic coursework from the university.

Community-related curriculum development and teacher aide training have taken place under joint leadership of community and university personnel. Consequently the teaching team experience to be considered for credit has been supervised and documented by members of the Faculty of Education.

If this proposal receives the endorsement of the Joint Board of Teacher Education, it will be forwarded to the Senate of the university for its approval.

H. Nelson for
DR BIRCH

PROPOSAL FOR A COMMUNITY BASED NATIVE INDIAN
TEACHER EDUCATION PROGRAM AT MOUNT CURRIE, B.C.

This proposal is a response to a need expressed by the Mount Currie Education Advisory Board for native teachers from the community to staff their school. It has grown out of a year and a half of formal and informal contacts between the Board, myself and other members of the Faculty of Education, and the Mount Currie community. The request and the proposal are based on these premises:

1. that a key to successful educational experiences for native children is the development of Indian control of their education, and an aspect of this control is the development of native teaching expertise;
2. that such expertise can best be developed in the home community, and;
3. that the identification of potential expertise does not necessitate relying solely on standard criteria for University entrance.

Evidence from research and several native teacher training programs throughout Canada and the U.S. supports the validity of these premises. A more detailed discussion of the implications they have for the general development of such programs is contained in the article "Native Teacher Training Programs," by June Wyatt.

Some of the specifics of the proposed Mount Currie program are unique responses to that setting. The general goals and overall outline of the program could serve as a model for the development of comparable programs in other Indian communities in B.C. Other bands are moving in the direction of local control of education. Chilliwack, Port Alberni and Williams Lake groups are developing cultural education centres and wish to develop their own schools, but lack native teachers. The program under discussion, adapted to their respective communities, could provide the required personnel.

A. Rationale

The rationale for developing alternative programs particularly suited to native communities follows:

1. there are approximately 34 Indian teachers in B.C., only half of whom are employed as teachers. Existing programs have not attracted potential native teachers.

2. The dropout rate of native students in provincial schools is about 90% from grades 1 to 12. Native teachers could help offset this by providing liaison with native communities, positive models for students to identify with and resources for developing curriculum which is of interest to native students.
3. The demand for native teachers will increase, now that bands have been given authority by the Department of Indian Affairs and Northern Development to take control of their own educational systems.
4. Indian people are presenting a case for special programs because of inadequate and inappropriate educational opportunities to date. Economic, cultural and political factors have militated against the provision of equal educational opportunities. It is now necessary to create special programs in order to offset these inequities.

B. General Program Goals

To provide:

1. the same quality and quantity of course work and practice teaching as in the Professional Development Program;
2. additional academic course work in order that students may qualify first for a Teaching Licence and then for a Standard Certificate (the major part of this work should be done at Mount Currie);
3. for integration of the P.D.P. and academic course offerings so that students are involved in these concurrently;
4. for the adaptation of academic course work and the P.D.P. to the Mount Currie setting without affecting the quality of the standard program. (The Mt. Currie Education Advisory Board and the Simon Fraser University Faculty of Education are both committed to on-going evaluation to ensure the quality of the program.)
5. for entry for individuals who have demonstrated, in classroom settings, potential for becoming teachers but who may not possess the usual university and P.D.P. entrance requirements;
6. for the possible intake of non-Indian students demonstrating commitment and aptitude in Indian education. This would be considered within the context of the educational goals of specific communities. Liaison possibilities with SFU external programs should be explored;

7. an opportunity for an internship program which could combine paid employment with teacher training.

C. Proposals for Implementation at Mount Currie

1. Student Selection. By September, 1975, there will be 9 to 12 students whom the Board would recommend for entry. All will have had experience either as teachers or teacher aides but none will have a teaching credential. The aides will all have worked in an instructional role but, unlike the teachers, they will not have had either long term or total responsibility for the operation of a classroom.

A number of these individuals would be eligible for university entrance and some have done university course work, but not enough to meet normal P.D.P. entrance requirements. Others would not currently be eligible for university entrance. Steps would have to be taken to establish special entrance criteria based on commitment to and competence in working in a native community school.

2. Intern Status. Students could be employed by the Mount Currie school at the same time as they are enrolled in the program.
3. Credit for Education 401. Students with a minimum of 6 months documented teaching experience would be given credit for Educ. 401. Ms. I. Yuzdepski, an S.F.U. faculty associate, is working with many of the teachers and aides, and could document the nature of their responsibilities.

4. PDP Sequencing and Academic Course Work

1974-2	Educ. 441-4 Cultural Differences in Education Educ. 492-4 Directed Study Teacher Aide training and Community-related Curriculum development
1974-3	Educ. 240-3 Social Issues in Education
1975-1	Educ. 471-4 Curriculum Development: Theory and Application
1975-2	Tentative summer session offering: Linguistics (Particular community interest in Lillooet language). Admission of candidate to P.D.P. (with credit for Educ. 401)
1975-3 1976-1	Educ. 402 and Educ. 405 are undertaken concurrently with 8 semester hours academic course work, possibly including English (with emphasis on reading and study skills) and Psychology
1976-2	Educ. 404

Academic course work would be continued in the second year with possible intake of new interns in May 1976.

All academic courses would be open to any member of the community, although not necessarily for university credit. Courses would, wherever possible, draw on local resources in order to assist school staff in developing curriculum which is derived from both traditional and contemporary native culture. Attention would also be given to subject matter of a broader scope.

Determination of how much of this course work is done on site will depend on the plans of individual students and on our ability to draw on the resources of other departments in the university.

5. School Placements. The Mount Currie school has classes from nursery to Grade 11. There would be possibilities for rotating placements during the year.
6. Degree Programs. Teaching Licence on completion of P.D.P. and 15 additional semester hours (two years), Standard Certificate on completion of P.D.P. and 45 additional semester hours of course work.
7. Staffing.
 - i. One full time faculty associate, preferably with experience in native community education and teaching experience in primary-intermediate.
 - ii. Equivalent of a second full time position for provision of assistance in Nursery, Kindergarten and junior secondary as well as instructors for academic course work.
8. Already on Staff. Faculty and associates for provision of curriculum workshops.
9. Role of Community. The Board and the Faculty would jointly select students and faculty associates. Staffing patterns within the school would have to be worked out to accommodate the requirements of the program. Decisions about continuation of students in the program would be made by the faculty. The Board would be involved in discussions at all stages of program planning and its approval required before any phase of implementation is begun.

10. Evaluation. The Board and the Faculty are committed to the collection of baseline data and to the participation of both community and university personnel to designing and carrying out a comprehensive program evaluation.

D. Background

In September 1973 the Mount Currie School (until that time run by the Department of Indian Affairs and Northern Development) officially began to be administered by a native advisory board. The board sought the assistance of the S.F.U. Faculty of Education in:

1. documenting the status of the school with respect to legal, financial, administrative and educational matters;
2. developing administrative skills;
3. developing curriculum to serve the special needs of the people on the reserve by utilizing its cultural and linguistic resources (the core of the school's curriculum follows B.C. provincial guide lines);
4. training native teachers and paraprofessionals to staff the school.

The response to request #1 is provided in The Mount Currie Community School: An Assessment by June Wyatt and Iris Yuzdepski. Ms. Yuzdepski was also able to help in item #2. Assistance with #'s 3 and 4 was provided through a series of courses which I have directed and taught on the reserve since July 1974.

Educ. 441 and Educ. 492, Cultural Differences in Education, July - August 1974.

Educ. 240 Social Issues in Education, September - December, 1974.

A detailed description of the summer program is contained in the Assessment Report (pp. 23-35).

In addition Ms. Yuzdepski has worked as a part-time teaching and administrative consultant at Mount Currie since September 1974. Beginning in January 1975 she will provide full time assistance.

June Wyatt
Faculty of Education
Simon Fraser University

SCUS 11/2/75

b) SCUS 75-10 - Community Based Native Indian Teacher Education Program

D. Birch introduced Professor J. D. Wyatt to speak to the proposal for implementation of the Native Indian Teacher Education Program at Mount Currie Indian Reserve.

Consideration was given to the appropriateness of separating the motions contained on the first page of SCUS 75-10, and it was agreed to discuss the proposal as a whole on the understanding that Motion 2 dealing with admissions and the granting of credit likely would require SUAB action.

Moved by D. Birch, seconded by E. Burkle,

Motion 1: "That the Senate Committee on Undergraduate Studies approve and recommend approval to Senate of a community based Native Indian Teacher Education program, and that the necessary steps be taken to mount such a program initially in Mount Currie by September 1975."

Motion 2: "That the following actions be undertaken in order to facilitate the mounting of a community based Native Indian Teacher Education program:

1. That approval be granted for special entry to Simon Fraser University of candidates who show academic and professional promise even though they may not meet normal admission requirements.
2. That the Faculty of Education be permitted to admit students to the Professional Development Program with fewer than 60 semester hours credit.
3. That the Dean of Education be authorized to grant credit for Education 401 on the basis of documented experience."

It was explained that this was not a new program, necessitating approval of the Academic Planning Committee prior to SCUS consideration, but merely a reordering to permit some students to undertake the Professional Development Program at an earlier stage, but the proposal would require the concurrence of the Senate Undergraduate Admissions Board and Senate.

J. Wyatt stated that many of the teachers who had been hired by the Mount Currie Educational Board had been selected for outstanding qualities, but not the usual formal qualifications, and there had been demonstrated competencies in the classroom setting which had led to the Faculty of Education responding to the request for development of a community-related curriculum and teacher aide training for potential native Indian teachers.

SCUS 11/2/75

Discussion ensued on the lack of delineated course proposals for inclusion in the program, and D. Birch explained the fact that a specific sequence of courses had not been clearly identified indicates the extent to which the process that generates the study of identifying needs is an ongoing process. B. Pate suggested that if the entry process was to be a departure from normal requirements it should be restricted to this particular proposal as a special program, but any new courses should have the same scrutiny as all other courses.

An amendment was moved by B. Pate, seconded by S. Aronoff, and accepted by D. Birch, which altered the motions to read as follows:

- Motion 1: "That the Senate Committee on Undergraduate Studies approve and recommend approval to Senate of a special Community-based Native Indian Teacher Education Program, and that the necessary steps be taken to mount such a Program initially in Mount Currie by September 1975."
- Motion 2: "That the following actions be undertaken in order to facilitate the mounting of a special Community-based Native Indian Teacher Education Program:
1. That approval be granted for special entry to Simon Fraser University of candidates who show academic and professional promise even though they may not meet normal admission requirements.
 2. That the Faculty of Education be permitted to admit students to the Professional Development Program with fewer than 60 semester hours credit.
 3. That the Dean of Education be authorized to grant credit for Education 401 on the basis of pertinent documented experience related to the Program."

On the understanding that the items in Motion 2 would have to go before SUAB, and that references to admission and credit in this Motion pertain to the special Community-based Native Indian Teacher Education Program, question was called on the main motion as amended, and a vote taken.

MAIN MOTION AS AMENDED
CARRIED

B. Pate commended the representative of the Faculty of Education on the presentation.

SIMON FRASER UNIVERSITY

SCUS 75-101

MEMORANDUM

Daniel R. Birch, Dean

Faculty of Education

Subject

From Daniel R. Birch, Chairman

Joint Board of Teacher Education

Date February 11, 1975

I am writing to convey to you for the benefit of decision-making bodies within Simon Fraser University the decision of the Joint Board of Teacher Education regarding the Simon Fraser University proposal for a Community-based Native Indian Teacher Education Program.

At its regular meeting of Friday, February 7th the joint board passed a motion:

"that the Joint Board of Teacher Education endorse the proposal of the Faculty of Education, Simon Fraser University for a Community-based Native Indian Teacher Education Program"

in accordance with the general guidelines of joint board.

For all teacher education programs it is anticipated that specific evaluative procedures will be built into the operation of the program. It is further anticipated that extension of the program to communities other than Mt. Currie will be reflected in reports to the Joint Board of Teacher Education.

DRB/dr

Daniel R. Birch