

SIMON FRASER UNIVERSITY

MEMORANDUM

S.76-147

To *Senate*

From *Office of the Dean of*

Graduate Studies

Subject *M.A. - Teaching of French*

Date *October 19, 1976*

MOTION: *That the M.A. - Teaching of French Program be
continued.*

Jon Wheatley

*Jon Wheatley
Dean of Graduate Studies.*

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SIMON FRASER UNIVERSITY

MEMORANDUM

To Dr. B. Clayman, Chairman
Graduate Program Assessment Cttee.

From H. Hammerly, Acting Chairman
M.A.T.-French Cttee., D.M.L.

Subject Reply to Points Raised By
Dr. Rieckhoff' Memo of Aug. 30

Date September 17, 1976

In regard to the six points raised in Dr. Rieckhoff's memo of August 30, 1976, the M.A.T.-French Committee has met and has agreed on the following response:

1) It is, of course, not really appropriate that a continuing program should depend upon being offered on a largely overload basis. However, there are certain organizational problems that make it impossible to assure continuity without at least part of the program being funded on this basis. For example, as we pointed out in the original submission, this program --which is heavy in hours and commitment required-- was established at a time when the DML (and especially the French Division) was understaffed in terms of the programs it has to offer; there has been no increase in faculty --despite the Academic Planning Board's suggestion of a joint appointment. The original submission stated that we in the DML have the expertise but pointed out that the only way to use this expertise was on a partial overload basis.

The situation would be improved by such a joint appointment. However, it seems to us that approximately one third to one half of each program will still depend upon individuals within the DML being willing to accept overloads or upon our ability to hire outside help in the form of visiting professors. Hiring mostly within the DML would ensure continuity and constant improvement of the program. We recognize nevertheless that the participation of visiting professors would guarantee that the program would reflect new trends in the field.

The long term consequences of this overload basis are essentially of an economic nature. To be blunt, if we had to teach all the components of this program on a normal workload basis, the DML would have to request from the Faculty the appointment of visiting faculty members in order to teach the other courses and thereby enable us to fulfill our normal departmental commitments.

2) The biennial intake works quite well, pedagogically and administratively, in terms of the relations between the programs. Thus, the "older" and "newer" groups seem to interact well, with the "older" being something of a guiding and reassuring factor for the "newer". Consecutive programs would lack this element, and would also mean that we, as teaching faculty, would start a new program every third year having lost contact with what we and others did three years earlier. This is not desirable either academically or from the point of view of economy of effort.

A cost-effective and teaching-effective minimum of registered

students appears to be about 15. This would require an earlier fees-paid date than is current, that is, May 30, as stated on page 7 of our May 27 submission.

3) This question on the part of the Assessment Committee is puzzling, for a careful reading of the description of the program shows clearly that this is an M.A.-level program. There are, of course, no absolute standards for what constitutes an M.A. program. There are, however, good pragmatic reasons for maintaining this program at the M.A. level rather than at the diploma level. First, there is apparently no question that the academic content of the current program justifies it, both in comparison with other M.A. programs offered in B.C. and particularly in relation to other M.A.T. programs offered in Canada and elsewhere. In terms of the effort students put into the program and in terms of the program's holistic approach, it would be somewhat difficult (and self-defeating) to water it down to a diploma level. Moreover, if teachers are going to be asked to undertake three years of fairly arduous work, it would be inadvisable to require them to do this for a diploma that is going to be of little or no value in terms of their salary scale potential (they might well be tempted to simply register at some American university that, over the same period of time, will offer them a weaker program and an M.A.). Thus, we have to remain competitive with other institutions; for the time involved, teachers are not going to follow a diploma program leading to no salary increase when they can expend less effort over the same period of time to earn a (questionable) M.A. elsewhere that will increase their life-earnings.

This is not to say that some sort of diploma courses of a very specific methodological or linguistic nature should not be envisaged, particularly in the context of the French Language Training Centre.

4) Your point regarding French language competence is indeed appropriate. We will have to be very careful in our future selection of students to assure that they are at least of a competence that can be raised to the B requirement by means of the components offered. Thus, those who are very weak should simply be refused admission to the program until they have increased their French language ability by their own means. We should not be expected to provide special means of their doing this, but they of course can enroll in our standard language program and, if really keen, can arrange a stay in France or Quebec.

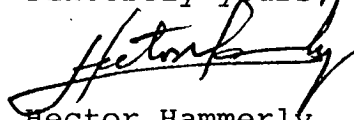
5) A separate "Micro-Teaching" component is not essential. However, we want to make it possible for the students, during their residence, first, to share their particularly successful techniques with the other students and, second, to try out new methods and techniques while at the same time improving their own teaching.

6) Increased public demand for French teachers who have gone through this program will depend largely upon the success and the influence of those who have done so. The improved quality of the programs and the teaching of our graduates in the field will establish their and our reputation. The demand can of course be created to a

certain extent; thus, by widespread advertising and good public relations (and making use in these efforts of our past graduates) we can create a greater awareness of the program. All principals, all French teachers, all French co-ordinators should be aware of the program, and we could perhaps do some useful public relations work at the PTA level, particularly in those districts where parents are evincing an interest in French and bilingual programs. We should also be aiming at the evident potential in the country's bilingual policy.

So, publicity and reputation are the sole means at our disposal of creating and answering a demand for better-prepared French teachers, particularly in the B.C. school system.

Sincerely yours,



Hector Hammerly, Acting Chairman,
M.A. in the Teaching of French Cttee.,
Department of Modern Languages

P.S.: Dr. Bouton and myself would be glad to appear in person before your Committee at the earliest possible time.

c.c.: Dr. J. Wheatley, Dean of Graduate Studies
Ms. Ellen Bonsall, Graduate Studies
Ms. Marian McGinn, Registrar's Office
Members, M.A.T.-French Committee, DML

SIMON FRASER UNIVERSITY

MEMORANDUM

Dr. B.E. Bartlett, Chairman

From K.E. Rieckhoff

M.A. Teaching of French Program

Acting Dean of Graduate Studies

Subject Review by Assessment Committee

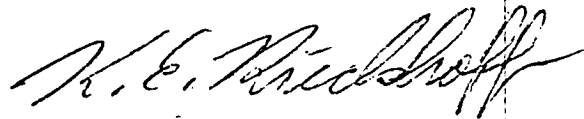
Date August 30, 1976.

The Graduate Program Assessment Committee will conduct a formal review of the M.A. Teaching of French program in the Fall 1976.

It should like to receive at the earliest an update of your report of May 27th, 1976 particularly addressing itself to the following points.

- 1) The appropriateness and long term consequences of having a program continuously taught essentially on an "Overload" basis.
- 2) Consideration of a biennial intake and what the minimum intake should be to be both cost-effective and teaching-effective.
- 3) Consider if in terms of the professional competence required the program has to be at the Master's level. Could the requirements be reduced and the program be changed to a diploma level?
- 4) Consider a preparatory study period to upgrade the language competence to B level, thus making a greater body of potential students available for intake into the program.
- 5) Is the "Micro-Teaching" component essential? What do you have in mind by wishing to reconsider it?
- 6) Could you make recommendations that would lead to increased public demand for French teachers that have gone through this program?

Please address all communications to Dr. Bruce Clayman, my successor as Chairman of the Committee.



K.E. Rieckhoff

KER:jm

cc: Dr. B. Clayman, Physics
Ms. Ellen Bonsall, Graduate Studies
Ms. Marian McGinn, Registrar's Office

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... The Dean of Graduate Studies

From B.E. Bartlett, Chairman,

M.A.-Teaching of French Program

Subject.....

Date May 27, 1976

Attached please find the documentation prepared to date to support the DML's request to make the M.A.-Teaching of French Program a permanent offering.

This memo therefore formally presents the DML's request that Senate make the program a permanent offering, and asks for direction from your office relating to any further documentation to be provided or any other procedures to be undertaken by the M.A.-Teaching of French Committee to assure that this request is expeditiously handled.



B.E. Bartlett.

JUN 1 - 1976
DEAN OF GRADUATE
STUDIES OFFICE

BEB/js
Enclosures.

REPORT OF THE M.A. TEACHING OF FRENCH COMMITTEE TO THE GRADUATE STUDIES
ASSESSMENT COMMITTEE

As authorized by Senate, February, 1973, two cycles of the M.A. Teaching of French Program have been mounted by the DML. Program I will be technically complete by August 30th, 1976; Program II will end on August 30th, 1977.

This report and evaluation is to support the DML's request that this program be made a permanent offering, thus permitting us to advertise the start of Program III - Summer Session, 1977.

A? REPORT ON THE FUNCTIONING OF PROGRAMS I AND II

Program I (Summer Sessions 74, 75, 76)

a) Enrolment (Prog. I - First year)

34 applicants were formally considered. Of these, 29 were admitted into the program. Of these 29, 6 chose not to register, giving reasons of health, family plans, professional commitments, etc.

The first Summer Session therefore started with 23 registered students. In the course of the first week, 2 students withdrew - one because of a recurring health problem, the other upon comprehending the demands of the program.

b) Results (Prog. I - First year)

On an A, B, Pass, Fail system, 4 students received A's, 16 received B's, and 1 received a Pass. By statutory regulations governing the program, the student receiving the Pass was barred from further participation.

c) Student reaction (Prog. I - First year)

Far-ranging discussions and student-questionnaires elicited the following general reactions:

i) despite the carefully prepared calendar and the personal interviews, the program was quite different from students' expectations in different ways.

ii) the intensive, modular program was completely alien to all the students.

iii) the work-load was heavy - both intellectually and physically.

iv) the initial strangeness of the program and its highly intensive nature over a range of what initially appeared unrelated topics, posed a threat.

v) the menace of the final series of exams and the prospect of one single 'note globale' also represented a threat.

vi) the micro-teaching component was universally unpopular - for a variety of stated reasons - but largely, we feel, because it constituted the most personal, direct, threat to the teachers whose performance was on the line.

With the exception of vi) most of these complaints and feelings of insecurity and inadequacy derived from the initial shock of the completely unfamiliar and challenging nature of the program. Reactions to various parts of the program tended to vary according as to whether the students were native or non-native speakers of French. As the days passed, most of these complaints and fears evaporated.

vii) many teachers had some difficulty in not looking for immediate, short-term benefits from the program. Thus, it was very difficult to sell the idea that it is the total program that must be evaluated in terms of its benefit to teaching, rather than the first Session alone.

As their anxieties were more or less allayed, the candidates reacted through a range of great enthusiasm to, in a small minority of cases, a muted scepticism. There were no completely negative reactions.

a) Enrolment (Prog. I - Second year)

Of the 20 students entitled to continue in the program, 5 withdrew, leaving 15 who are now expected to eventually graduate from the program.

b) Results (Prog. I - Second year)

2 students received A's, 13 received B's.

c) Student reaction (Prog. I - Second year)

Although students continued to express their concern over the amount of work required of them and over the validity of the micro-teaching, it was quite apparent that most of them enjoyed the second session; their general, overall evaluation of the program was hearteningly enthusiastic. It was particularly encouraging to receive individual reactions to the effect that what they had learnt in the first session (and from the projects undertaken in the intervening school-year) had had a beneficial effect upon their classroom practices.

In short, the general reaction had changed from hesitant to fairly consistent, enthusiastic approval. (See attached letters with students' individual comments - Appendix I).

Program I Projects

The program embodies two separate projects (5 credits each). In theory, Project I is undertaken between Summer Sessions I and 2, and Project II between Summer Sessions 2 and 3. Of the thirty projects required of the 15 students, 22 are in various stages of completion. The remaining 8 are to be completed by July 30th, 1977 - one year after the completion of course work. These delays have been authorized by the Committee for pragmatic reasons - health problems, school work-loads, unusual working conditions, etc.

Program I costs (projected through Summer Session, 1976)

	<u>Administrative, Equip., Magazines, etc.</u>	<u>Teaching Salaries</u>
First Year (74)	\$ 3,500.00 (actual)	\$6,000 (actual)
Second Year (75)	2,225.00 (actual)	7,500 (actual)
Third Year (76)	<u>2,225.00</u> (projected)	<u>4,500</u> (actual)
	\$ 7,950.00	\$18,000
Income from this program		7,200
Per capita graduation cost:		1,250 *

* This figure is related to the separate New Programs budget allotted.

Program II (Summer Sessions 75, 76, 77)a) Enrolment (Prog. II - First year)

22 applicants were formally considered. Of these, 15 were admitted into Program II. Of these 15, 5 failed to register (giving no reasons and no notification).

The first Summer Session of Program II therefore started with 10 registered students. In the course of the first week, 2 students withdrew - one because of the heavy time-commitment, the other upon recognizing that the work was going to be beyond her. One student changed to audit status.

b) Results (Prog. II - First year)

2 students received A's, 5 received B's.

c) Student reaction (Prog. II - First year)

Ver positive, with particular enthusiasm evinced by those students from the east.

Program II - Second year (S.S. 1976)

All seven students are expected to return. There may also be one 'returnee' from Prog. I, i.e. who abandoned the Program I last year but now wishes to continue.

Program II costs (projected through Summer Session, 1976)

	<u>Administrative, Magazines, Books, Xeroxing, etc.</u>	<u>Teaching Salaries</u>
First Year (75)	\$ 2,225 (actual)	\$ 6,000 (actual)
Second Year (76)	2,225 (projected)	4,500 (actual)

B. REPORT ON ADMINISTRATION AND TEACHING OF PROGRAMS I AND IIa) Administration

The program is administered by a permanent five-member sub-committee of the DML Graduate Studies Committee. Members are: Drs. Bartlett (Chairman), Bouton, Hammerly, Merler, Roberts.

The Committee is responsible for (1) selection of candidates, (2) mounting of programs, (3) articulation of content, (4) supervision and approval of projects.

1) Selection of candidates

Applications are accepted between September 30th - April 30th. Admission decisions are made between January 1st and May 15th.

Besides completing normal Graduate Studies application forms, applicants are required to fill in a questionnaire relating to their specific teaching experience and to complete a self-evaluation of their competence in French.

When feasible, applicants are required to attend a personal interview with the Committee.

2) Mounting of programs

The Committee is responsible for advertising, scheduling and assuring the teaching commitments of two simultaneous programs (amounting to 12 contact hours per day).

3) Articulation of content

To ensure overall coherence, the content of each component is established by the Committee; participating faculty who are not members of the Committee are required to work within this content.

4) Supervision and approval of projects

Supervision of projects is undertaken solely by the 5-member committee. Because of the heavy and on-going supervising duties involved in these projects, the students are registered as off-campus students in each Fall and Spring Semester.

i) Establishment of project

An administrative supervisor is appointed for each student. The student discusses the choice of topic with this supervisor who gives what advice he/she can and directs problems to other members of the committee with the greatest degree of specialization. Upon returning to his/her teaching situation, the student starts setting up the project and eventually submits an outline proposal to the Committee. The Committee as a whole examines the outline proposal, making suggestions for improvement where necessary. The outline proposal is eventually officially approved by the Committee as a whole (subject to any suggested changes). These decisions are recorded in the minutes and the student is officially notified by the Chairman that he/she may proceed with the project.

ii) Supervision

The student starts the project, contacting the administrative supervisor (in person, by mail, by phone) over problems and for further advice. When the administrative supervisor feels unable to help in a specific situation, the problem is brought to the Committee as a whole, and the advice given then becomes that of the Committee.

In due course, the student presents the first draft of the project. This is circulated amongst Committee members who make marginal comments and also append an overall evaluation, criticism, suggested improvements, etc. (Because of leave-patterns, sabbaticals, etc. this stage of the

process may involve no fewer than three members of the Committee). If substantial corrections, re-writing, reworking of data, etc. are demanded, the student is required to submit a second draft (which, when appropriate, may be a 'paste-and-paper' reworking of the first.

iii) Approval

The critical/supervisory process is repeated until the Committee as a whole is satisfied and gives its formal approval (recorded in the minutes). At this point, the Chairman of the Committee writes a formal letter to the student giving the Committee's official imprimatur (really!). The student then prepares the final 'good' copy as per General Regulations and the LSA style-sheet. At this time, the student is encouraged to contact Miss Reva Clavier in the Library to discuss any unusual format problems involved in a particular project.

General

In this overall process, the Chairman of the Committee plays an overseeing, co-ordinating role, giving general advice to students, filling in for on-leave members, maintaining all necessary postal contact with students, and ensuring that submitted problems, and projects are circulated efficiently and that the various and fairly constant decisions required are made promptly.

The overall procedure has many good points:

- a) it is efficient
- b) it is not disturbed/delayed by leave-patterns
- c) all formal and final decisions are of the Committee as a whole, meaning that there is an important overall control of standards and of what is being demanded from each student
- d) by the time the official imprimatur is given, all five members of the Committee have had the opportunity to ensure that any initial misgivings, criticisms, etc. have been effectively dealt with by the student.

The process is effective only to the degree that the members are willing to participate almost weekly (and sometimes daily!) in the decisions. Meetings are therefore frequent even if short.

b) Teaching

All five members of the Committee have taught in the program - either on a regular or overload basis. Each year to date, the Faculty of Education has provided a Faculty Associate who participates in each year's program.

The following DML faculty will also have participated by the end of Summer Session, 1976: Profs. Belanger (Visiting, 75), Lincoln, St.-Jacques, Viswanathan, Mrs. Luu, Mrs. McDonald.

C. THE COMMITTEE EVALUATION OF THE PROGRAM TO DATE

Short-comings

a) Administrative

1) The Committee failed to advertise Program II sufficiently frequently or sufficiently widely. There appears to be a large market outside of B.C. which should be exploited.

2) Teachers unfortunately have a long-standing attitude of expecting to enrol in a summer program at the last minute. Similarly, they are quite willing to withdraw from a program for quite arbitrary reasons. A more forceful case must be made to impress upon accepted candidates that they have been selected for the program and are therefore expected to register. It must be brought home to them that acceptance into the program implies a 3 year commitment - to themselves and to SFU. Thus, we must establish some form of guarantee that admitted students become registered students. It is suggested that payment of fees by May 30th be required.

b) Program regulations

1) School visits. Visits to schools by members of the Committee are impractical and fairly pointless. The geographic distribution of students (Quebec - Vancouver Island) makes such visits well-nigh impossible. Moreover, those undertaken to date demonstrate that the visits are of little value; these teachers are not neophytes but well-experienced teachers capable of adapting what they have learnt to their specific teaching situation.

2) Project supervision. There must be a broader basis for the supervision of projects with other DML faculty co-opted into the supervisory function.

c) Program

1) The micro-teaching component needs to be reconsidered.

2) There should be some minor chronological re-ordering of several components. For example, it would seem advisable to move the Experimental Language Teaching component to the first year in order to better prepare students to fulfil the project requirements.

Strong Points

1) The intensive, coherent and closely-articulated work of each session makes for a strong, total program.

2) The 'note globale' for each session's work functions well, particularly as it is accompanied by an individual appraisal of each student's strengths and weaknesses (as established through discussion at summer's end by all teaching faculty).

3) The French requirements (B grade minimum to graduate) is a vital spur to those anglophones whose French is weak. It has, for example, led to one student taking a leave-of-absence to spend a whole year in France, and to another making a number of short visits to France and Quebec for immersion experience.

4) Projects. While extremely demanding of both supervisors and students, the projects have proved an excellent learning device.

5) Student body. The heterogeneity of the 22 students enrolled has proved a strong point. The breakdown is as follows:

Male: 14, female: 8, French-speaking: 11, anglophone: 11,
Primary: 2, Elementary: 5, Secondary: 10, Government teachers:
4, District supervisors: 3, College teachers: 1.

D. GENERAL EVALUATION

- a) Students - on the whole, very positive. Those approaching the end of the program appear to have no small satisfaction from the fact that the program has been extremely demanding. All are convinced that the program should continue.
- b) Public - difficult to judge; rumour at teachers' conferences appears to have established that "the SFU M.A.-Teaching of French program is the hardest M.A. in B.C."!
- c) Committee - an important and highly demanding DML program for which there is a continuing need and a large untapped demand - particularly in the light of a change in Federal policy which is beginning to realize that its bilingual aspirations will be fulfilled only by the school-system.

E. FUTURE PROGRAMS

If the University is to permit the program to become a permanent offering, the following factors should be considered:

- 1) A dual faculty appointment DML/Faculty of Education (as originally suggested by the Academic Planning Board).
- 2) Sufficient permanent salary commitment (i.e. not subject to annual decision) to permit, when need so dictates, the hiring of a Visiting faculty member to participate in one component of each of two simultaneous programs.
- 3) It is suggested that 15 registered students constitute the minimum first-year enrolment necessary for a program to be started. May 31st should be the deadline for paid-up registration.
- 4) It would perhaps be useful to the economy of the program to establish an out-of-province fee differential.

F. COMMENTS

The Committee wishes to acknowledge the excellent co-operation which this unusual program has been given by all levels of the University:

the Faculty of Education, the Registrar's Office, the Library,
room-scheduling, the bookstore.
