

SIMON FRASER UNIVERSITY

MEMORANDUM

S.77-97

As Amended by
Senate 3/10/77

To..... SENATE

From..... D. R. BIRCH, CHAIRMAN

Subject..... PROPOSAL FOR THE EXTENDED STUDIES
DIPLOMA AND PROGRAM OPERATIONS

SENATE COMMITTEE ON UNDERGRADUATE
STUDIES

Date..... SEPTEMBER 15, 1977

MOTION:

"That Senate approve, and recommend approval to the Board of Governors, the Extended Studies Diploma, with requirements as set forth on page 6, and Program Operations on pages 9 to 12 of Paper S.77-97."

The Extended Studies Program proposal was reviewed and approved by the Senate Committee on Continuing Studies, the Senate Committee on Academic Planning, and the Senate Committee on Undergraduate Studies. It was forwarded to faculties for comment and again considered by SCUS with development of Program Operations following discussions with the pertinent bodies. It was considered by Senate on July 4, 1977 and referred back to SCUS with some changes and with request for clarification of the role of the faculty adviser/coordinator and other necessary changes including the proposed calendar entry on page 6. SCUS has incorporated modifications and recommends approval to Senate.

David R. Birch

Note: Page 6, covering a proposed calendar entry, has been revised and an explanatory note on the functions of the Adviser/Coordinator has been added at the bottom of Page 11 and on Page 12.

As revised by SCAP June 9, 1976,
approved December 8, 1976 and
approved by SCUS December 14, 1976
Revised by Senate July 4, 1977 and
by SCUS September 13, 1977.

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Revised and forwarded
to SCAP - March 25/76

I. PROPOSAL FOR THE EXTENDED STUDIES DIPLOMA:

A RESPONSE TO THE ADULT'S NEED FOR RECURRENT EDUCATION

Adults who look to the university for learning opportunities have several kinds of lifelong learning needs. Some adults wish to begin or complete a first or professional degree at a time in their lives which is somewhat later than normal. For these students universities provide extension credit programs to supplement day, on-campus offerings. Other adults, at various times in their lives, require university resources to solve specific life problems or to satisfy immediate professional, social or personal learning objectives. Universities respond to these needs with specially-designed short-term courses, conferences and workshops, many given on a credit-free basis.

A third need is emerging, due in part to the rapidity of social change and the increasing numbers who at some stage in life completed one or more formal university programs. Many of these adults wish to take substantial time out of their lives to engage in intensive full- or part-time study. The term applied to such study is recurrent education*. This midlife education may be related to career development or change, to various roles in social life, or to the personal need for growth. These needs often are not met by traditional post-baccalaureate degree structures or usual continuing education offerings. The idea of recurrent education is not new and has long been institutionalized: university professors periodically are given sabbatical leave; the Danish Folk School for over a hundred years has given adults recurring opportunities to integrate sustained study with life responsibilities; and many corporations and the armed services make similar provisions.

*Among those who have discussed the need for recurrent education are Edgar Faure (Learning to Be, UNESCO, 1972) and Samuel Gould (Diversity by Design, Jossey Bass Publishers, 1974).

What is new in North American society is that this concept should be extended to all interested and qualified adults. Though sabbaticals for private citizens may not ever be a reality, wider opportunities for recurrent university education can be provided. It is to meet this need in a meaningful and cost effective way that the Extended Studies Diploma is proposed.*

The Extended Studies Diploma is designed to meet the individual learning needs of the mature learner who has at least one degree by providing a coherent, full- or part-time individualized program based upon his own stated interests and goals. The diploma as proposed here offers adults an opportunity for a sequential program of continuing education which, in substance and form, is consistent with their life objectives and responsibilities. Its purpose is to improve the quality of continuing education for certain students while maximizing the use of the university's resources in meeting specialized continuing education needs.

Those with a degree whose objectives are intensive and sequential continuing education are limited to the master's and doctor's degrees, highly structured and usually undergraduate diploma/certificate programs, or to taking credit and non-credit courses on an ad hoc basis. Traditionally the purposes of graduate degrees are to provide further specialized study beyond the bachelor's concentration and to train persons in scholarly research. Many recurrent education needs are not met by graduate degrees. To alter graduate programs to satisfy different learning needs would erode their unique functions. Nor do conventional diplomas and certificates meet recurrent education requirements. These

*Different and more appropriate titles for this diploma are proposed. "Continuing Studies Diploma" is a possibility but has obvious disadvantages. The "Professional Development Diploma" may be appropriate if its purpose is to be more than that proposed here, but this title may be confused with another SFU program with a similar name.

two awards usually are given for pre-baccalaureate studies and are highly structured, providing little opportunity for individualized programs. In addition, most existing diplomas comprise lower or lower and upper division courses. A collection of ad hoc credit and credit-free courses does serve the learning interests of many adults, but not those wishing the kind of sustained and sequential study implicit in the idea of recurrent education.

Two major groups of students would benefit most from the Extended Studies Diploma: professionals wishing to upgrade or alter their qualifications and individuals wishing a coherent and sequential program of liberal studies*. Both groups of students would share the characteristic of having completed at least a bachelor's degree and consequently look to the university for their recurrent education experiences. Professional knowledge is changing so rapidly today that individuals are finding it increasingly necessary to update their knowledge periodically. In some instances, the professional is required to do so for re-certification. Thus the professional would be interested in such a diploma program to make up deficiencies in his professional training, acquire new skills, or round out his education with learning important to him as a human being. Another potential student is one who may not have entered the job market after finishing university and, now wishing to do so, must update his qualifications. Another may have been offered an opportunity to enter a new area of work for which he was not fully trained, or not trained at all, during his baccalaureate or professional program. Or the potential learner may be looking for a liberal studies program, the main emphasis of which will focus on interests he has developed over the years since taking his degree. Since the reasons for enrolling in such a diploma

*"Liberal studies" interpreted here to include the study in the social sciences, humanities, and natural and physical sciences for furthering one's general education.

program would greatly differ from one individual to the next, each candidate should be able to plan his own program in consultation with a qualified advisor or a program director. (Appendix A describes hypothetical programs for several potential students.)

Schools of Engineering in ten universities in the U.S. and Canada have adopted a form of the Extended Studies Diploma, known as the Professional Development Degree, as a means of helping engineers update credentials and further their general education. (Descriptions of the programs at McMaster University and the University of Michigan are given in Appendix B.) In the Professional Development Degree program at McMaster University, the student must already have a bachelor's degree in Engineering or its equivalent. Although there are no residence requirements and courses may be taken elsewhere for credit, it is stipulated that the majority of the courses be taken at McMaster. The student is required to take 24 credit hours, not counting any prerequisites, half of which must be in Engineering, with the other half in Engineering or any other faculty. The student designs his own program with the help of a Faculty advisor. He may commence his work at the beginning of any regular university session and has six years in which to complete his program. Most of the courses he takes are expected to be regular, advanced undergraduate or graduate courses.*

The proposed Extended Studies Diploma generally has the same purpose and characteristics as the Professional Development Degree at McMaster University, but employs a single structure for the recurrent education of a diverse student population. The commitment comes from the learner himself for identifying and pursuing his own goals in devising his program. Such an

*The University of Michigan was the first university to establish a Professional Development Degree in Engineering. Reports on this program demonstrate that it serves the needs of those with graduate degrees as well as those with only first degrees.

individualized program, worked out with an advisor's help and approval, is likely to be interdisciplinary in nature and consist of third and fourth year courses (except in instances where lower-level prerequisites are required, which would not be credited towards the diploma) and some graduate level courses. Special courses, including independent study courses, could be developed at some time to meet special, professional continuing education needs and a certain amount of credit could be granted for work towards the diploma taken at other universities. A department or Faculty in the University may wish to use this mechanism for a particular program of continuing education. For example, the Faculty of Education might wish to stipulate a core program in curriculum development for persons who have bachelor or graduate degrees and who want to learn or improve skills in that specialized area. As many students would attend on a part-time basis because of job and family responsibilities, a reasonable amount of time for program completion would have to be provided.

The Extended Studies Diploma program would require for admission that the student furnish proof of having completed an accepted bachelor's degree.

An individual's program would be evaluated in terms of the student's background, his objectives, and the ability of the University to provide the necessary instruction. Any course taken at other universities under the aegis of the diploma program would require advisor approval.

The Extended Studies diploma has enormous advantages for both the learner and the University in its flexibility, its use of existing courses and faculty resources, and its adaptability to virtually all areas of study. Originally designed for professional studies, it clearly is applicable to the Humanities, Social Sciences, Fine Arts, and Sciences. Providing for recurrent education needs through this mechanism will maintain the integrity and purpose of traditional graduate degrees. Finally the Extended Studies diploma is a significant means by which a university can demonstrate its commitment to the concept of lifelong learning.

In summary, diploma requirements are proposed as follows with appropriate calendar entry:

(a) Admission

The minimum requirements for admission to the Extended Studies Diploma Programme are as follows:

- (1) a bachelor's degree with a cumulative grade point average of 2.0 from a recognized university or the equivalent;
- (2) a submitted statement of the student's objectives in undertaking the Diploma Programme.

(b) Programme Requirements

- (1) 30 credit hours in Upper Division courses (and Graduate* courses) approved through a designated faculty advisor/coordinator by the faculty Extended Studies Diploma committee;
- (2) a minimum of 15 of the 30 hours in a discipline or subject matter area which most closely fits the learning goals of the student;
- (3) such Lower Division study as may be required through non-waived course prerequisite regulations over and above the hours directly applicable to the Diploma;
- (4) Programme completion within five years of admission;
- (5) the attainment of a grade-point average of 2.50 on courses used for the Diploma.

(c) General

- (1) The Extended Studies Diploma may be taken more than once in a person's lifetime;
- (2) Up to 12 credit hours may be earned at another university, conditional upon prior approval by the student's advisor. Only 6 of these 12 credit hours may be in the student's area of concentration.

* Note: Enrolment in a Graduate course shall require permission of the instructor and a CGPA of 3.0, or permission of the Departmental Graduate Studies Committee.

IV. APPENDICES

APPENDIX A - HYPOTHETICAL PROGRAMS FOR POTENTIAL STUDENTS

- (1) College teacher, MA in Geography, 35 years old, 6 years college teaching since award of MA.

Objectives: To acquire skills and understanding in curriculum development and evaluation as required by his job and to update his knowledge in the discipline of Geography (cultural and urban geography).

Coursework - selected in consultation with and approved by an academic advisor, with pre-readings prescribed as required.

- Educ 471-4 - Curriculum Theory and Development: Theory and Application
- Educ 816-5 - Developing Educational Programs
- Educ 822-5 - Evaluation of Educational Practice
- Geog 443-5 - Regional Planning
- Geog 805-3 - Theories and Recent Development in Cultural Geography
- Geog 861-3 - Regional Development
- Geog 862-5 - Regional Development

- (2) Elementary School Principal, 42, with M.Sc. in Mathematics.

Objectives: To take courses which will be of professional value in her role as administrator.

Coursework

- Educ 423-4 - Analysis of Teaching
- Educ 461-4 - Trends and Developments in Educational Practice
- Educ 473-4 - Designs for Learning: Reading
- Educ 813-5 - Organizational Theory and Analysis in Education
- Educ 816-5 - Developing Educational Programs
- Educ 818-5 - Administrative Leadership of Education Personnel
- G.S. 427-5 - Alternative Futures

- (3) Practicing Electrical Engineer, 30, with a B.A.Sc., earned at age 23.

Objectives: To broaden his general education, with specialization in Archaeology in which he has developed particular interest since graduation.

Coursework

Pre-Admission Prerequisites (lower division):

S.A. 270-4 - Anthropological Concepts

Arc. 273-3 - Archaeology of the New World

Diploma Courses:

Arc. 301-2 - Prehistoric and Primitive Art

Arc. 360-5 - Indian Cultures of North America

Arc. 372-5 - Archaeology Laboratory Techniques

Arc. 476-5 - North America - Northwest Pacific

Arc. 881-5 - North American Prehistory

S.A. 386-4 - Ethnography of North American Native Peoples

S.A. 490-4 - British Columbia

- (4) Housewife, 44, with a M.A. in Clinical Psychology earned in 1951, who has spent the last 12 years managing a home.

Objectives: To update her qualifications so that she might re-enter professional employment.

RECOMMENDATIONS PERTAINING TO THE OPERATION OF
THE EXTENDED STUDIES DIPLOMA PROGRAM

General Information

1. The already approved guidelines for the establishment of Certificate and Diploma Programs include the following:

"Administration - For each Certificate or Diploma Program there should be a program steering committee which includes representatives of the departments concerned."

The two Certificate Programs already approved each include such provision with indication "That the program management will be advised by a steering committee.... Recommendations for the award of the Certificate will be made through this committee." In each case there is also provision for advising either through designated academic advisers or through the steering committee. The basic component disciplines of the B.C. Studies Program are represented on the steering committee as this is a somewhat structured program. The steering committee for the Senior Citizens Certificate Program is a broader committee as the program is not as formally structured.

2. The Extended Studies Diploma proposal includes the following:

"The commitment comes from the learner himself for identifying and pursuing his own goals in advising his program. Such an individualized program worked out with an adviser's help and approval is likely to be interdisciplinary in nature...."

It is clear that for this Diploma there may be a number of relatively structured programs, with repetition of courses, suitable for a number of students. In other instances there may be considerable diversification in the courses which individual students may wish to select and which may be appropriate for approval. It has been suggested that where there is a repetition or structured program which can be available to a number of persons that such a structured program should come forward for independent approval through SCUS and Senate.

It is also clear that on the Extended Studies Diploma a program may include courses from one discipline only, or courses from a variety of disciplines but from one faculty, or courses from a few departments but across faculties, or courses from a number of departments across a number of faculties.

It is essential that there be appropriate means for the advising of students on a variety of courses which will constitute an approved program, and it is essential that there be an appropriate body to give final approval for recommendation of the Diploma on successful completion.

Recommendations

To meet the intent of the above and to ensure effective procedures the following recommendations are made:

1. The Academic Advice Centre shall serve as an information and referral agency for persons interested in an Extended Studies Diploma Program.
2. The Dean of each faculty shall appoint at least one Extended Studies Diploma adviser/coordinator whose function will be to assist potential Diploma Program students in designing a program of study.
- 3(i) The Dean of each faculty shall ensure that appropriate mechanisms are established within the faculty for approving individualized Diploma Programs consistent with the intent of, and Senate regulations governing, the Extended Studies Diploma Program.
 - (ii) At least three faculty members shall be appointed or elected to constitute the faculty Extended Studies Diploma committee which shall act as an overall steering committee and approving committee and Diploma recommending committee. It is suggested that this committee appropriately may be the faculty undergraduate curriculum committee or a subset of that committee.
 - (iii) Programs having, a priori, a defined set of courses intended to be taken by a substantial number of persons should be forwarded for consideration and approval by the Senate Committee on Undergraduate Studies and Senate. It is expected that each faculty committee may establish suitable guidelines and structures to identify programs likely to be approved.
 - (iv) Each department may appoint an individual or individuals to be available for consultation with the Extended Studies Diploma adviser/coordinator identified in 2. above. Where a student wishes to take a program solely within one department the advice from the departmental individual would be of considerable assistance, as would be the advice from various departmental persons if an individual is taking work across a variety of disciplines within one faculty.
 - (v) When a preliminary program has been developed to the satisfaction of the Extended Studies Diploma adviser/coordinator identified under 2., the program should be approved by the faculty Extended Studies Diploma committee if not already approved as a suitable program under 3(iii) above. Any proposed changes to an individual student's program outside of already approved programs should receive clearance at appropriate times from that committee to ensure that final completion of work will lead to recommendation by the committee for the diploma.

- (v) Forms suitable for these purposes will be developed by the Registrar's Office to be maintained and filed in the appropriate faculty for individuals registered in an Extended Studies Diploma Program.
4. The Dean of each faculty will forward to Senate from the faculty Extended Studies Diploma committee recommendations for the granting of the Extended Studies Diploma to those students who have successfully completed an approved program of study in that faculty.
- 5(i) It is expected that most individualized Diploma Programs will consist of a preponderance of courses from one faculty. In such cases the faculty Extended Studies Diploma Program committee will undertake responsibility for program approval and recommendation for award of the Diploma.
- (ii) In a case where a Diploma Program consists of the majority of course-credits drawn equally from two or more faculties, the faculty to be responsible for program approval will be chosen by the student at the commencement of the Program.
- (iii) In a case where a Diploma Program involves courses unequally from two or more faculties, program approval will rest with the faculty with the preponderance of course-credits or will require approval by each of the respective faculty committees where this is obviously more appropriate, and the determination of the faculty for the recommendation for the Diploma will continue with the faculty with the preponderance of course-credits.
- (iv) The Dean will ensure that appropriate procedures are followed to identify approval of individual programs and to forward appropriate recommendations to Senate for Diploma awards.
6. Each Dean will provide a status report to the Senate Committee on Undergraduate Studies at least annually on the various programs, and from time to time as appropriate on any problems requiring resolution or on recommendation for improvement.
7. A student wishing to be granted a Diploma on completion of an approved program will be required to make application through the Registrar's Office, in a manner similar to applying for degree graduation.

EXPLANATORY NOTE: ROLE OF ADVISOR/COORDINATOR AND OF
FACULTY EXTENDED STUDIES DIPLOMA COMMITTEE

It is envisaged that the faculty Extended Studies Diploma committee will identify with relative ease a number of guidelines and structures of programs which are to be approved, as in 3(iii) above. The advisor/coordinator in such cases can interact with any student with full knowledge of the approved programs, as in any normal cases.

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If a student desires to undertake a grouping of courses not falling within an already approved program, the function of the advisor/coordinator is to discuss these with the student to ascertain general suitability of the proposals, or to develop appropriate modifications. This may involve discussions by the advisor/coordinator and/or student with a specific department as in 3(iv) above, or with others. When the preliminary program has been developed to the satisfaction of the advisor/coordinator as under 3(v) above the advisor/coordinator would request approval by the faculty Extended Studies Diploma committee. Until such approval is given formally by the committee, the proposal is a tentative one.

In case of serious disagreement between the student and advisor/coordinator on a preliminary proposal the advisor/coordinator or student may present to the committee the program request of the student and any modifications proposed by the advisor. The committee may accept, or reject, or require further modifications to attain a program it will approve.

Where guidelines and structures have been clearly defined by the committee as under 3(iii) the advisor/coordinator can operate quickly and with surety. Where proposals do not fall clearly within already approved general programs, the advisor/coordinator acts as a preliminary evaluator and coordinator charged with placing any new satisfactorily developed proposal before the committee for formal approval. The approval by the committee of one individual/s program does not mean that all others similar to it will be approved; such further approvals formally would continue on an individual basis until decision is made to make clear definition for inclusion as under 3(iii) above.