

Dissatisfied education students suggest improvements

Last year, while I was a member of the Academic Planning Committee, a proposal was brought forth by the Education Department, which would require Education students to have a minimum average of 60% in their major in order to graduate.

Two Education Department faculty members were at the meeting to present the proposal. The two were asked by a member of the Academic Planning Committee, what the present policy of the Education Department was toward graduating students, who they felt would be poor teachers.

The response from the Education professors was that if the school they planned to teach at asked for a recommendation, they would "suggest that they teach at a primary, and not a secondary level."

Richard Willis

On Wednesday, Jan. 29, 1975, a meeting was called for all students in the Education Department. The main topic of discussion was dissatisfaction with the now existing curriculum. These dissatisfactions were mainly directed towards the one year B.Ed program. The meeting also discussed ways in which the curriculum could be improved to better meet the needs of the students enrolled in the Education Program.

The below criticisms and proposals reflect the views of the 35 students present at the meeting Wednesday afternoon. They are as follows:

1. More student concern for educational affairs. This was directed towards the apathy relevant in the attitudes of students now in the B.Ed. program and the small turn-out of the meeting.

2. Have a screening process established whereby students wishing to enter the B.Ed program would be interviewed. This would help to eliminate those students who enter the Education Program for reasons other than to become stimulating & effective teachers. Special reference made to one year B.Ed. program.

3. Elect two representatives from the one year program - one from the secondary route & one from the elementary route

who would meet & discuss with faculty such topics as student grievances, & curriculum development & what criteria should be used in evaluation of practice teaching success.

4. Students, faculty, principals & co-operating teachers should meet together in the form of a social evening before any student goes out practice teaching.

5. It was felt that students need a longer time to get in contact with principals & co-operating teachers about practice teaching.

6. Co-operating teachers should have a better idea what their role is & the role of the practice teachers they will be working with.

7. Supervisors should be familiar with the sch-

from Unit Board Office.

11. Professors should be notified when hiring what subjects they will be teaching.

12. Practice teaching should be done in a block at the last of each semester.

13. A Bibliography should be passed out in each course to help students locate books beneficial in their teaching careers.

14. Have some night classes scheduled in the day as well. In this way students would have the choice of taking a night course or day course and more time could be spent in preparation of lesson plans and keeping logs up to date.

15. Why has Sociology of Education not been offered in the last several years?

the one year B.Ed. program be interviewed by a committee. The committee should be composed of representatives from the faculty, P.E.I.T.F. and from the student body.

It was decided to have two representatives one from the secondary route, the other from the elementary route. These representatives would attend faculty meetings & have voting power. We were also told that the meetings are open and anyone wishing to attend may do so.

Representatives will be voted in the first Monday after March Break.

We were also given the option of having our practice teaching evaluation done by form or be open ended. (co-operating teachers writing down comments using the form as a guide.)

We thought that practice teaching would be better at the end of each semester. This was discussed and we found out that some schools do not like having student teachers prior to examinations. It was felt that valuable experience would be lost if practice teaching was done at the last because a follow-up would be impossible.

Office hours will be posted on each of the professor's doors.

A suggestion was made to have two of the four night classes in the day. The next year alternating these around so that they would be held at night and the other two courses would be in the day instead. In this way some of the work load would be alleviated from the students when practice teaching. Also those teachers trying to take make-up courses could do so.

The above are just a few examples of the issues discussed. There were many others. However listing these would be tedious and tiring.

So Education Students, if you want to hear ALL that is being discussed at a meeting - ATTEND THAT MEETING! The professors in the Education Department are more than interested in hearing what you have to say. REMEMBER: "A turtle doesn't get any where unless he sticks his neck out!"

Colleen Warren



(CPS/CUP)
The Educational Process Works Its Magic

ools they will be supervising in, to the extent of knowing what system the school operates under. ie. Supervisors should know if the school is open area, if there are formal lessons, or if there is individual instruction.

8. Students should be given the choice of having their evaluation done by form or be open ended.

9. Have office hours organized and established so students can easily get in contact with professors. Have professors show up for their appointments.

10. More resource people should be brought in, i.e. teachers, principals, guidance counselors and people

At the meeting Wed., it was decided that students meet with the Education faculty to discuss the proposals made that day. Friday, January 31, the second meeting was called, with approximately 20 students in attendance.

At this meeting each of the 15 proposals were discussed and suggestions are being considered by the Education Department.

It was suggested by students and faculty that a screening process be established whereby only those candidates with an average of 60-65% be admitted to the one year program. It was felt that the enrollment should be limited and that each student wishing to enter