

A Brief History of the Department of Curriculum & Pedagogy

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When you enter the Neville Scarfe Building (opened 1963) from the south you walk into the Department of Curriculum and Pedagogy (EDCP). On the first floor are offices for faculty members— primarily part-time— teaching art, home economics, music, and technology. On the second floor are the Department Head and secretaries' offices, the mail and photocopy room, and the offices primarily for FT faculty (art, math, science, technology). Physical education, indigenous education, and social studies offices and the graduate student "Palace" are on the third floor. EDCP has fifty-eight offices and fourteen classrooms, labs, and studios in the office and classroom blocks on the north and south sides of the building. The Department has 6 staff members, 30 FT faculty members and approximately 60 PT faculty members (sessionals and secondments) serving about 250 graduate students along with 275 secondary and 300 elementary teacher education majors.

The history of the Department of Curriculum Studies (CUST), now EDCP, is coincident with UBC's Faculty of Education. School subject and curriculum divisions and programs were maintained from the earliest days of the Faculty, established at UBC in 1956. Of specific interest to the history of CUST, in 1965 a group of four faculty members proposed the creation of a Department of General Curriculum Theory, which Dean Neville Scarfe made a reality in 1966. The new department was responsible for "coordinating the curricular interests of those persons involved in: (a) curriculum theory and practice; (b) programmed learning; (c) audio-visual education; (d) teach teaching; and, (e) curriculum materials laboratory."

Provision was also made to: (a) invite members of staff interested in curricular studies and research to participate in the work of the Department; (b) consult with Curriculum Committees of the British Columbia Teachers Federation, the Department of Education, and particular school systems in the province. The aforementioned provisions were incorporated in the following statement of purpose: (a) The study of practical and theoretical problems involved in selecting, organizing and presenting bodies of knowledge in formal and informal learning situations; (b) The examination of historical, sociological, cultural, and philosophical determinants of curriculum programs and practices; (c) What should be taught, to whom, in what form, at what level, and to what purpose; (d) How concepts, values and skills in various subject matter areas may be organized so as to make more efficient the teaching-learning process; (e) How subject matters may be best organized for radio, tape, and television presentation; (f) The design of administrative, supervisory, and evaluative procedures for academic, vocational, technical and technological programs of study; (g) The theoretical and practical problems involved in the design and development of instruments and instructions for programmed learning and team teaching curricula. (Katz, 1966, p. 86)

Under the direction of Chairman Joseph Katz until 1977, this unit shifted identities from the Department of Curriculum (1967-1969) to the Department of Curriculum Theory and Library Education (1970-1980) and the Department of Curriculum and Instructional Studies (1981-1983).

From its beginnings in 1966, the Department of Curriculum had an interdisciplinary, trans-curriculum mandate of foundations, theory and practice, however problematic the distinctions. Indeed, this was to be celebrated as Katz clarified in 1967: "Students interested in an interdisciplinary preparation for work in curriculum are now able to enter programmes of study suitably arranged for them. The Department of Curriculum has promoted the cooperative endeavour of all subject matter departments in the study and development of curricula" (Katz, 1967, p. 96). In that same year, Katz invited the renowned curriculum scholar Ralph Tyler to give a seminar and symposium "On Achieving a Balanced Curriculum." Recall that it was in 1968 that the *Journal of Curriculum Studies* was launched with the same mandate that Katz articulated for the new department.

Katz continued with an emphasis on unifying the disciplines through his retirement: "Subject matter specialists in and out of the Faculty have cooperated in helping to shape an interdisciplinary approach to curriculum design and development," he wrote in 1972. "Much more needs to be done along these lines to overcome the effects of unfortunate fragmentation of learning experiences. Given staff, it would be possible to introduce courses in general curriculum at the undergraduate level" (p. 46). A scholar of language, since the mid 1950s, his research had focused on comparative education through his retirement in 1977.

In 1981, the Faculty of Education consolidated from twenty-two departments or quasi-departments to eight departments. The Department of Curriculum Theory and Library Education was re-formed into the Department of Curriculum and Instructional Studies (CINS) as a consolidation of Business Education, Communications Media and Technology, Curriculum and Instruction, Early Childhood, Elementary Education, Industrial Education, and School Librarianship. CINS was dissolved in 1983, with the various specializations distributed among the remaining seven departments. By that point, the General Curriculum and Instruction Ed.D. was overseen by the Centre for the Study of Curriculum and Instruction (CSCI).

The Faculty's first Ph.D. was introduced in 1982, for a specialization in Human Learning, Development and Instruction, and a second Ph.D. in Social Foundations of Educational Policy followed in 1983. By the mid 1980s, a student could get an Ed.D. degree in any of twelve specializations within the Faculty, reflecting rapid growth throughout the 1970s. The residency requirement continued as a means to assure the standards of the specialized discipline for the doctorate. The General Curriculum and Instruction degree in the Faculty by then included fifteen specializations: Art Education, Business Education, Early Childhood Education, Elementary Education, English Education, General Curriculum & Instruction, Industrial Education, Mathematics Education, Modern Language Education, Music Education, Reading Education, School Librarianship,

Science Education, Social Studies Education and Teacher Preparation. In 1993, the height of the Ed.D. era, a student could choose among 11 Ed.D. programs with 21 different specializations. The Curriculum and Instruction Ph.D. was introduced in 1992. The Ph.D. became more restrictive for specialization, but was preferable. Ph.D.s in Language Education and Curriculum Studies were approved in 1994 and 1995. The Ph.D. in Curriculum Studies displaced four Ed.D.s and eight specializations for instance (i.e., the Ed.D. degree in the individual subjects— art, music, science, social studies, etc.— was made dormant and a common CUST Ph.D. was the preference). Coincident with a restructuring of the Faculty, Ph.D. programs were added beside most of the Ed.D. programs and course requirements helped mark the transition to a Ph.D. emphasis. For example, by the end of the 1990s, the Ph.D. in Curriculum Studies required the completion of two doctoral seminars within 18-24 credits of total coursework (Currently, the only Ed.D. left in the Faculty is in Educational Leadership and Policy).

In CSCI, under the coordination of Ted Aoki, the mandate for curriculum established for the Department of Curriculum in the mid 1960s was maintained. Aoki was appointed the first Coordinator of CSCI, beginning 1 July 1976. Extremely influential in curriculum theory to this day, Aoki directed the Centre until 30 June 1978, when he left to Chair the Department of Secondary Education at the University of Alberta. CSCI was actually a product of a report submitted by the Northwest Regional Educational Laboratory (NWREL) in June 1975. The NWREL report, headed up by Arliss L. Roadin & James R. Sanders in Portland along with Blaine R. Worthen in Tennessee, was commissioned by UBC's Faculty of Education in 1974 to provide direction in curriculum and instruction. Within "A Design for Program Development in Curriculum and Instruction" are specific recommendations for CSCI and its concomitant graduate program.

George Tomkins followed as Coordinator of CSCI until 1984. A member of the UBC faculty for 25 years, Tomkins (e.g., 1979, 1981) made key contributions to curriculum theory, history, school geography, and Canadian Studies. With an increasing number of graduate students and courses in CSCI, Tomkins was able to coordinate a series of courses that remain integral to the EDCP graduate program. CSCI's courses, EDUC 562: Foundations of Curriculum, EDUC 563: Curriculum Evaluation, EDUC 564: Curriculum Development, and EDUC 508: Curriculum Implementation, are all courses or components within EDCP.

Leroi Daniels succeeded Tomkins in 1984, directing and building CSCI through the summer of 1991, when John Willinsky was appointed Director and Hillel Goelman Associate Director. For nearly twenty years, CSCI offered an alternative to, or interdisciplinary study of, school subject-based graduate studies in curriculum and instruction (C&I). In 1992, CSCI Director Willinsky and Associate Director Goelman explained the distinction this way: "The academic difference between Departments and Centre [CSCI] might be characterized by the tendency of students in the Departments to pursue a school-subject concentration in their course work and thesis, while taking one or more courses in the area of C&I. Students in the Centre's program, on the other hand, take the majority of courses on broader issues in curriculum development, implementation, and evaluation" (pp. 66-67). At this time, it was still possible to draw

distinctions between structures for graduate work versus teacher education. These differences were immediately called into question once the Department of Curriculum Studies (CUST) was re-formed. On the surface, intellectual differences between CSCI and CUST appeared minimal. As Willinsky and Goelman acknowledged in 1994, "the emphasis in C&I [and CSCI] has been on what might be better termed Curriculum Studies" (p. 3).

In 1994, CUST was formed as a consolidation of Mathematics and Science Education (MSED) and Visual and Performing Arts in Education (VPAE). To complete the creation of CUST, social studies was moved from the Department of Social and Educational Studies (SEDS) and physical education was moved from the School of Physical Education and Recreation (PHED). Over a five-year period, C&I courses from CSCI were migrated to CUST, transforming the C&I programs to curriculum studies.

Distinction from CUST dissolved through the final days of CSCI, and under the leadership of Karen Meyer the Centre was pressed to establish a unique identity. She described the mandate as follows: "the Centre is committed to inquiry into pedagogy as it is lived with the purpose of deepening understandings and re-imagining curriculum and pedagogical practices. Within spaces and tensions of interdisciplinarity, the Centre is a place where learners can gather to write and interpret new lines of curriculum, lines that communicate, collaborate, and connect" (Meyer, 2003, p. 21). If CUST's mandate reiterated the earlier Department of Curriculum's mandate of teacher education *and* graduate work in curriculum studies, then in effect, CSCI became redundant. In 2003, CSCI was scaled down and converted into a Centre for Cross Faculty Inquiry (CCFI).

In the spring of 2008, CUST culminated one process of reform by revisiting its mandate of curriculum studies *and* pedagogy, renaming itself to the Department of Curriculum and Pedagogy, and establishing EDCP as a common acronym for all courses (on this process, see Petrina, 2006). Currently, as EDCP resolves historical trends and challenges of identity, it may help to remember the original intent of UBC's Department of Curriculum—that of maintaining an interdisciplinary, trans-curriculum study of curriculum.

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