

SIMON FRASER UNIVERSITY

S. 80-2

MEMORANDUM

To.....Senate.....	From...Senate Committee on Undergraduate Studies
.....	
Subject..Curriculum Revisions - Education	Date...1979-12-21.....
1) New Course - EDUC 425-4	

2) Changes - Physical Education Minor

Action taken by the Senate Committee on Undergraduate Studies at its meeting of December 18, 1979, gives rise to the following motions:

MOTION 1

That Senate approve and recommend approval to the Board of Governors the proposed new course EDUC 425-4 School Counselling for the Classroom Teacher , as setforth in S.80-2 .

NOTE

The course was presented as an appropriate response to an identified need of many teachers. The library estimate was seen as somewhat high since the library collection has been supplemented for the graduate programs in clinical psychology and it was felt that the number of necessary school-oriented counselling titles published annually must be relatively small.

MOTION 2

That Senate approve and recommend approval to the Board of Governorsthe proposed calendar revisions for the Physical Education minor, as set forth in S.80-2 .

NOTE

The proposed calendar revisions are largely oriented towards stronger liaison between Education and Kinesiology. They incorporate the new sequence of courses developed for that purpose.

Dr. Birch

MEMORANDUM

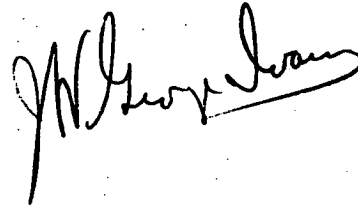
To: Harry Evans
Secretary
Senate Committee on Undergraduate
Studies
Subject:

From: J. W. George Ivany
Dean
Faculty of Education
Date: November 28, 1979

For your information the Faculty of Education at its meeting on November 26, 1979 approved the following:

- 1. New course proposal, Education 425-4 School Counselling for the Classroom Teacher..
2. Proposed calendar revisions for the Physical Education minor.

I would appreciate your including these items on the agenda for the next meeting of the Senate Committee on Undergraduate Studies.



SK:ma

cc: Executive Committee

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Education

Abbreviation Code: EDUC Course Number: 425 Credit Hours: 4 Vector: 2-2-0

Title of Course: School Counselling for the classroom teacher

Calendar Description of Course:

See attached sheets

Nature of Course: Overview of School Counselling

Prerequisites (or special instruction): Educ 220 or PSYC 101 or
equivalent, or consent of Faculty

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Twice a year.

Semester in which the course will first be offered? Fall, 1980.

3. Goals of the Course

See attached sheets for Statement of Rationale and Topical Course Outline.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty } present faculty will teach the course.
Staff } B. Hiebert, R. Marx, J. Martin

Library see attached

Audio Visual -

Space -

Equipment -

5. Approval

Date: 5/Nov/79

28-11-79

Department Chairman

Dean

Chairman, SCUS

Rational and Perceived Needs

The primary focus of this course is to develop skills and a theoretical background from which classroom teachers could deal more effectively with counselling-related situations that are encountered within the context of the normal classroom. Teachers often find themselves in situations where they lack the appropriate interpersonal skills that permit them to deal effectively with counselling-related situations. Such activities as standardized testing, career exploration and "group guidance" are often conducted with little reference to the theoretical models that gave rise to such practices. This course would address these concerns. A more detailed rationale is provided below followed by a course outline and suggested supporting reference materials.

The rapport that develops between teacher and student most often places the teacher in a position of trust and respect in the classroom. As a result it seems natural for students to approach their teachers with a variety of problems and personal situations. In many cases children feel more ready to approach their teachers with these matters than they do their parents, clergyman, or significant other adults. A difficulty arises in that most teachers have not had any formal training in dealing with these kinds of situations and often feel ill-equipped to productively handle the interaction. In some schools a counsellor is designated to deal with such student concerns. However, many schools do not have counsellors, and where a counsellor exists, a high student: counsellor ratio makes student access difficult. The inaccessibility of the counsellor and the rapport referred to above (especially in the elementary school setting) results in the classroom teacher being frequently faced with situations that demand counselling skills.

Not only are teachers often involved in counselling types of situations, there is some indication that teachers perceive a need for developing more expertise in this area. Faculty members are frequently called upon to give in-service and professional development seminars in this area. Based on the number of requests in the past and feedback from students, the Director of Undergraduate Programs estimates an enrolment of approximately 30 students if an undergraduate course in school counselling were offered by this department. Moreover, the past two years have seen a substantial increase in private sector workshop offerings in such areas as: "Affective" education, classroom communication skills, vocational information systems, interpersonal skills, no-lose confrontations, and the like. This can be taken as an indication of the potential market for such a course.

Recent communication with the chairman of the provincial task force on school counselling has provided additional evidence of the need for an undergraduate counselling course. Generally speaking there is a need for upgrading counsellor credentials in the province. At present, it would appear unrealistic to expect that school counsellors would have graduate degrees in counselling or related fields but that undergraduate coursework in counselling related fields would be a realistic immediate alternative. Furthermore, the task force will be recommending to the minister that an effort be made to encourage more guidance and counselling activities within the classroom setting, and that universities be urged to develop undergraduate courses in counselling to help prepare teachers for this role. Therefore it would seem propitious for our department to offer a course in school counselling at the undergraduate level.

In addition to the contribution that an undergraduate course in schooling counselling could make to teacher preparation, such a course would also open a career option to practicing teachers. Classroom teachers who wished to explore the possibility of moving into the area of school counselling could take this course for investigative purposes without having to enrol in a graduate program. The course could become part of an Extended Studies Diploma or could be part of the teacher's own professional in-service program. Further, undergraduate students interested in exploring the area of school counselling or interested in expanding their repertoire of classroom skills to take this course without having to enrol in a graduate program.

Therefore it is proposed to offer a course, that could become an integral part of a Professional Development Program, to provide classroom teachers with group interaction skills, communication skills and an awareness of counselling procedures that will make them more effective teachers. The proposed calendar description and topical outline follow.

CALENDAR DESCRIPTION

This course is intended for senior students or practicing teachers who wish to explore the area of school counselling and develop some counselling skills that can be used within a classroom setting. A combination of lectures, discussion and supervised practice will be used as a means for exploring such areas as the role of the school counsellor, school counselling systems, vocational decision making, standardized testing, communication skills, and "affective" development. }

TOPICAL COURSE OUTLINE

1. What is school counselling
 - role of a school counsellor
 - counsellor - administration interaction
 - counsellor - teacher interaction
 - counsellor - parent interaction
 - counselling systems in the schools
 - some current controversies
2. Counsellor training
 - necessary skills for competent counselling
 - approaches to counselling
 - limitations of the school counsellor
3. Developing communication and counselling skills
 - listening skills
 - self-expression skills
 - verbal - nonverbal communication
 - no-lose confrontations
 - group dynamics
 - group leadership skills
4. "Affective" development
 - components of "affective" development
 - overview of "affective" education programs
5. Vocational decision making
 - models of vocational decision making
 - vocational information materials and sources
6. Use of Standardized Tests
 - administering and interpreting standardized tests
7. Use of referral services
 - recognizing counsellor limitations
 - procedures for referral and follow-up
 - school-based referral services
 - community-based referral services

Topical Course Outline (con't)

8. Ethical considerations

- confidentiality
- parent, teacher, student and counsellor rights and responsibilities

SUPPORTING REFERENCE SOURCES

- Adams, F.C. and Stephens, C.W., Student Job Classification Plan for Colleges and Universities. Carbondale: Southern Illinois University Press, 1972.
- Agnow, N.M., & Pyke, S.W. The science game: An introduction to research in the behavioral sciences. Englewood Cliffs: Prentice-Hall, 1969.
- Axline, V.M. Dibs: In search of self. New York: Balantine, 1964.
- Becker, W.C. Parents are teachers: A child management program. Champaign: Research Press, 1971.
- Belkin, G.S. Practical counseling in the schools. Dubuque: William C. Brown, 1975.
- Berne, E. Games people play. New York: Grove, 1964.
- Brammer, L.M. The helping relationship: Process and skills. Englewood Cliffs: Prentice-Hall, 1973.
- Byrne, R.H. Guidance: A behavioral approach. Englewood Cliffs: Prentice-Hall, 1977.
- Calhoun, J.F., & Acocello, J.R. Psychology of adjustment and human relationship. New York: Random House, 1978.
- Calia, B.F. and Corisini, R.J., Critical Incidents in School Counselling. Englewood Cliffs: Prentice-Hall, 1973.
- Carkhuff, R.R., & Berenson, B.G. Beyond counseling and therapy (2nd Ed.). New York: Holt, Rinehart & Winston, 1977.
- Carter, R. Help! These kids are driving me crazy. Champaign: Research Press, 1972.
- Chapman, E.N. Career search: A personal pursuit. Chicago: Science Research Associates, 1976.
- De Vito, J.A. The interpersonal communication book. New York: Harper & Row, 1976.
- Dreikers, R., Greenwold, B.B., & Pepper, F.C. Maintaining sanity in the classroom: Illustrated teaching techniques. New York: Harper & Row, 1971.
- Ellis, A., & Harper, R.A. A guide to rational living. Hollywood: Wilshire, 1961.
- Ellis, A., Humanistic Psychotherapy: The Rational Emotive Approach. New York: Julian, 1973.
- Franks, C.M., Behaviour Therapy: Appraisal and Status. New York: McGraw Hill, 1969.
- Fullmer, D.W., & Bernard, H.W. The school counselor-consultant. Boston: Houghton, Mifflin, 1972.

- Sinzberg, E. Career Guidance. New York: McGraw Hill, 1971.
- Glasser, W. Reality therapy: A new approach to psychiatry. New York: Harper & Row, 1965.
- Glasser, W. Schools without failure. New York: Harper & Row, 1969.
- Gordon, T. T.E.T., teacher effectiveness training. New York: P.H. Wyden, 1974.
- Gottman, J.M., & Leiblum, S.R. How to do psychotherapy and how to evaluate it. New York: Holt, Rinehart & Winston, 1974.
- Harris, T.A. I'm OK - You're OK. New York: Harper & Row, 1967.
- Hendricks, G., & Wills, R. The centering book: Awareness activities for children, parents and teachers. Englewood Cliffs: Prentice-Hall, 1975.
- Holland, J.L. Psychology of Vocational Choice. Toronto: Ginn, 1966.
- Hoppock, R. Occupational Information. New York: McGraw Hill, 1967.
- Isachsen, L.E. Career Information in Counselling and Teaching. Boston: Allyn & Bacon, 1971.
- Krumboltz, J.D., & Krumboltz, H.B. Changing children's behavior. Englewood Cliffs: Prentice-Hall, 1972.
- Krumboltz, J.D., & Thoresen, C.E. Behavioral counseling: Cases and techniques. New York: Holt, Rinehart & Winston, 1969.
- Krumboltz, J.D., & Thoresen, C.E. Counseling methods. New York: Holt, Rinehart & Winston, 1976.
- Lazarus, A.A. Behaviour Therapy and Beyond. New York: McGraw Hill, 1971.
- Lyman, H.B. Test scores and what they mean (2nd Ed.). Englewood Cliffs: Prentice-Hall, 1971.
- Mahoney, M.J., & Thoresen, C.E. Self-control: Power to the person. Monterey: Brooks/Cole, 1974.
- Martin, G., & Pear, J. Behavior modification: What it is and how to do it. Englewood Cliffs: Prentice-Hall, 1978.
- Miller, S., Nunnally, E.W., & Wackman, D.B. Alive and aware: How to improve your relationships through better communication. Minneapolis: Interpersonal communications programs, 1975.
- Osipow, S.H. Theories of Career Development. New York: Appleton-Century-Crofts, 1968.
- Palomares, U., & Bod, G. Human development program. (Levels I-VI). La Mesa: Human Development Training Institute, 1974.

Patterson, G.R. Families: Applications of social learning to family life.
Champaign: Research Press, 1975.

Rimm, D.C., & Masters, J.C. Behavior therapy: Techniques and empirical findings. New York: Academic, 1974.

Schmidt, J.A. Help yourself: A guide to self-change. Champaign: Research Press, 1976.

Sheppard, W.C., Shank, S.B., & Wilson, D. Teaching social behavior to young children. Champaign: Research Press, 1973.

Strayhorn, J.M. Talking it out: A guide to effective communication and problem-solving. Champaign: Research Press, 1977.

Thorndike, R.L. Educational Measurement (2nd Ed.). Washington, D.C.: American Council of Education, 1971.

Tolbert, E.L. Counseling for career development. Boston: Houghton, Mifflin, 1974.

Tubbs, S.L., & Moss, S. Human communication: An interpersonal perspective. New York: Random House, 1974.

Tyler, L.E. Tests and Measurements. Englewood Cliffs: Prentice-Hall, 1973.

Watson, D., & Tharp, R. Self-directed behavior: Self-modification for personal adjustment. Monterey: Brooks/Cole, 1972.

Wolpe, J. The practice of behavior therapy (2nd Ed.). New York: Pergamon, 1973.

Zytowski, D.G. Vocational Behaviour. New York: Holt Rinehart & Winston, 1968.

Peters, R.S., Hirst, P.H., Dearden, R.F. Education and the Development of Reason

Peters, R.S. Ethics and Education

Szasz, T. The Myth of Mental Illness

LET

(To be completed only for new course or program proposals.)

- Date to be offered: Fall, 1980

- Reading lists. No. and % of titles available: 44 86 %

Monographs: 300-400 titles

Serials Subscriptions: 20-30 subscriptions

Backfiles: about 2/3 have complete backfiles, others partial backfiles

Other:

- (Indicate approx. no. of titles, vols.,
date, as appropriate)

Monographs: 25 titles/year

New serials subscriptions: 15

Serials backfiles: 5

Other (specify):

tail

- The library has adequate holdings in the area of counselling.

Considerable titles, both monograph and serials have been ordered over the the past year - much in psychology. It is possible to pick up school oriented counselling titles without too much strain on our budget.

For Library

For Faculty Department

MINOR IN ELEMENTARY SCHOOL PHYSICAL EDUCATION

Rationale for Proposed Changes

The proposed changes in the procedure, policies and content of the Elementary School Physical Education Minor are based upon several important considerations. These are described in the accompanying paragraphs.

To date, we have allowed one Fall intake for prospective candidates. Through a screening process, available qualified faculty associates and special 405 placements, approximately 24 students are annually admitted to this program. Reduced professional development enrollments, coupled with a substantial increase in external programs requires a shift to an "open" minor. In order to accomplish this, we are requiring:

- (a) Nine ^{credit hours of} mandatory lower ~~division~~ courses ^{as prerequisites}
- (b) Completion of curriculum seminars, workshops and special course offerings during Education 402;
- (c) Completion of a specified teaching assignment in physical education during Education 405;
- (d) Completion of two mandatory upper ~~division~~ courses during Education 404; and
- (e) Completion of the remaining upper ~~division~~ minor course requirements prior to entrance to PDP, during Education 404 or subsequent to Education 404.

The above proposed requirements will provide the following benefits to this faculty and to each prospective candidate:

- (a) Opens the minor to all qualified students.
- (b) Permits appropriate transfer of community college courses.
- (c) Enhances the quality of the minor program through mandatory courses and teaching experiences.
- (d) Provides a means of projecting student enrollments, hence provides lead time to select appropriate 405 school associates.

Finally, the proposed changes described in the accompanying Calendar description necessitate the faculty responsible for this Minor to design a sequence of experiences and course offerings that is sequential in nature as well as provide a foundation for advanced course and program offerings.

MINOR IN ELEMENTARY SCHOOL PHYSICAL EDUCATION

The Minor in Elementary School Physical Education provides students in the Professional Development Program with an additional and special competence to teach Physical Education.

Prerequisites

A minimum of nine semester hours selected from the following list of courses with at least six hours to be taken from KIN, FPA, and/or PSYC. Prospective students for this program must complete these courses (or approved transfer courses from community colleges or other universities) prior to enrolling in Education 401.

- KIN. 100-3 Introduction to Human Structure and Function
- KIN. 110-3 Current Topics in Human Nutrition
- KIN. 140-3 Contemporary Health Issues
- KIN. 142-3 Introduction to Kinesiology
- KIN. 143-3 Exercise Management
- FPA. 120-3 *Introduction to Contemporary Dance*
(formerly KIN. 144-3)
- KIN. 220-3 Human Food and Nutrition
- KIN. 241-3 Sports Injuries - Prevention and Rehabilitation
- PSYC. 105-3 Differential Psychology
- EDUC. 220-3 Psychological Issues in Education
- EDUC. 230-3 Philosophical Issues in Education
- EDUC. 240-3 Social Issues in Education

Professional Development Program Requirements

All students wishing to obtain an Elementary School Physical Education Minor must complete the teaching and course requirements listed under the following Education numbers of the Professional Development Program:

EDUCATION 401: Any student who has completed the prerequisite courses and who wishes to complete the Professional Development requirements for this Minor must complete the Elementary School Physical Education application form by October 15th. Application forms may be obtained through the Faculty Associate or from the office of the Director of Professional Programs.

EDUCATION 402: All prospective Physical Education Minor candidates must complete the designated curriculum seminars, workshops, or other special course offerings of this minor program. Students assigned to external program locations will be required to complete alternate program requirements. A schedule of these requirements is available approximately three weeks prior to Education 402.

EDUCATION 405: During this four month internship, Physical Education Minors are required to teach a minimum of three intermediate level and three primary level physical education classes per week.

EDUCATION 404: The Elementary School Physical Education Minor requires all candidates to complete at least 14 to 18 semester hours of specified upper *DIVISION* course work. The following two specified courses must be taken during Education 404:

- EDUC. 459-4 Instructional Activities in Elementary School Physical Education
- EDUC. 479-4 Designs for Learning Physical Education

Remaining Course Requirements

The remaining 6 to 10 hours of the 14-18 required for the Minor may be selected from the following recommended courses. These remaining courses may be completed prior to entering the Professional Development Program, during Education 404, or during any semester subsequent to completion of the Professional Development Program.

- KIN. 303 Kinanthropometry
- KIN. 320-3 Cultural Aspects of Human Movement
- KIN. 343-3 Fitness Appraisal and Guidance
- KIN. 367-3 Psychology of Motor Performance and Skill Acquisition
- KIN. 370-3 Biomechanics of Motor Learning
- KIN. 375-3 Physiological and Developmental Basis of Motor Performance
- KIN. 470-2 Motor Activities Laboratory I (Individual)
- KIN. 471-2 Motor Activities Laboratory II (Team)
- PSYC. 302-3 Learning
- PSYC. 351-3 Child Psychology
- EDUC. 422-4 Learning Disabilities
- EDUC. 423-4 Analysis of Teaching

NOTE: Other courses not listed above must be approved by the Director of Undergraduate Programs.

Specific Minor Programs

Four Specific Minor Programs are offered by the Faculty of Education. Each requires the approval of the Director of Undergraduate Programs.

Minor in Elementary School Physical Education

The Minor in Elementary School Physical Education provides students in the Professional Development Program with an additional and special competence to teach Physical Education. ~~Note: There is one intake per year (Fall Semester) to the Elementary School Physical Education Minor.~~

Prerequisites:

There are no mandatory lower division courses for the Elementary School Physical Education Minor. However, it is strongly recommended that a prospective student for this program complete at least two of the following courses prior to enrolling in EDUC 401 and preferably during his lower levels:

- KIN. 100-3 Introduction to Human Structure and Function
- KIN. 110-3 Current Topics in Human Nutrition
- KIN. 140-3 Contemporary Health Issues
- KIN. 142-3 Introduction to Kinesiology
- KIN. 143-3 Exercise Management
- FPA. 120-3 *Introduction to Contemporary Dietetics* (Formerly KIN. 144-3)
- KIN. 220-3 Human Food and Nutrition
- KIN. 241-3 Sports Injuries — Prevention and Rehabilitation
- PSYC 105-3 Differential Psychology

Required Courses (At least 14-18 semester hours, as specified below.)

- EDUC 459-4 Instructional Activities in Elementary School Physical Education
- EDUC 479-4 Designs for Learning: Physical Education

The remaining 6 to 10 hours of the 14-18 required for the Minor may be selected from the following recommended courses which may be completed prior to entering the Professional Development Program or during EDUC 404. Other courses not listed below must be approved by the Director of Undergraduate Programs.

- KIN. 320-3 Cultural Aspects of Human Movement
- KIN. 343-3 Fitness Appraisal and Guidance
- KIN. 367-3 Psychology of Motor Performance and Skill Acquisition
- KIN. 370-3 Biomechanics of Motor Learning
- KIN. 375-3 Physiological and Developmental Basis of Motor Performance

(Sentence deleted)

Replace With:

Prerequisites:

A minimum of nine semester hours should be selected from the following list of courses with at least 6 hours from KIN, FPA and/or PSYC. Prospective students must complete these courses (or approved transfer courses from community colleges or other universities) prior to enrolling in Education 401.

EDUC. 220-3 Psychological Issues in Education
EDUC. 230-3 Philosophical Issues in Education
EDUC. 240-3 Social Issues in Education

Professional Development Program Requirements:

All Physical Education Minor candidates must complete designated curriculum seminars and workshops during Education 402 and a specified teaching assignment in physical education during Education 405. Details relating to these requirements will be made available during Education 401.

→ KIN 303-3 Kinanthropometry

KIN. 470-2 Motor Activities Laboratory I (Individual)
 KIN. 471-2 Motor Activities Laboratory II (Team)
 PSYC 302-3 Learning
 PSYC 351-3 Child Psychology

Note: Students who are planning on obtaining a Kinesiology Minor in preparation for teaching physical education at the secondary school level must consult with those in charge of the minor concerning their EDUC 401 and EDUC 405 placements and should complete the following courses prior to entering the Professional Development Program or during EDUC 404.

KIN. 100-3; KIN. 142-3; KIN. 143-3; FPA. 120-3; KIN. 320-3; KIN. 343-3; KIN. 367-3 or KIN. 466-3; KIN. 370-3 or KIN. 401-4; KIN. 375-3; KIN. 470-2; KIN. 471-2; EDUC 479-4. A choice of one of KIN. 303-3; 326-3; 241-3; PSYC 355-3; S.A. 315-4; and FPA. 220-3.

Note: Students who are planning on obtaining a Kinesiology Major in preparing for teaching physical education at the secondary level must consult with those in charge of the minor concerning their EDUC 401 and EDUC 405 placements and should complete the following courses prior to entering the Professional Development Program or during EDUC 404.

KIN. 100-3; KIN. 110-3; KIN. 140-3; KIN. 142-3; KIN. 143-3; FPA. 120-3; FPA. 220-3 (was KIN. 244-3); KIN. 220-3; KIN. 241-3; KIN. 303-3; KIN. 320-3; KIN. 343-3; KIN. 367-3 or KIN. 466-3; KIN. 370-3 or KIN. 401-4; KIN. 470-2; KIN. 471-2; EDUC 479-4.

EDUC 422-4 Learning Disabilities
 EDUC 423-4 Analysis of Teaching