

SIMON FRASER UNIVERSITY

S. 83-22

MEMORANDUM

To..... SENATE

From..... OFFICE OF THE DEAN OF GRADUATE STUDIES

.....
FACULTY OF EDUCATION - PROPOSED
Subject. GRADUATE CURRICULUM CHANGES

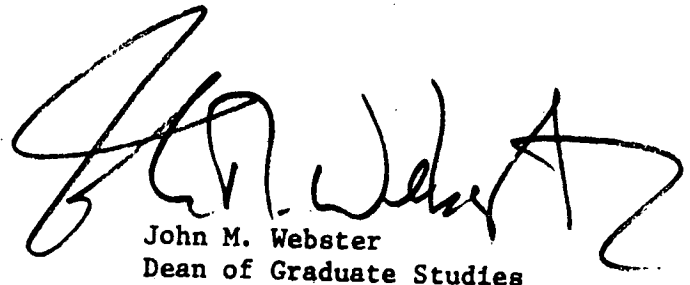
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Date. NOVEMBER 18, 1982

Action undertaken by the Senate Graduate Studies Committee at its meeting of November 15, 1982, gives rise to the following motion:-

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.83-22, the proposed graduate curriculum changes in the Faculty of Education."

/mm



John M. Webster
Dean of Graduate Studies

Proposed Changes to Calendar Entry for Faculty of Education - Graduate Programs

Overall Rationale

As of September, 1983, the Faculty of Education anticipates being able to offer two new Ph.D. programs in Instructional Psychology and Curriculum Theory and Implementation, and an M.A./M.Ed. program in Instructional Psychology (created by a reorganization of existing courses and course sequences). The Ph.D. programs have been approved by Senate. The M.A./M.Ed. program in Instructional Psychology has been approved by the Faculty of Education and will be considered by the Senate Graduate Studies Committee, its subcommittees, and Senate as soon as possible.

The intention of the set of calendar changes described in this document is to:

- 1) Bring the current calendar entries which describe the Masters Programs in Education in line with the format and language of the new calendar entries for the Ph.D. Programs in Education. The Ph.D. calendar entries were approved by Senate in 1981 as part of the proposal to offer these programs.
- 2) Bring existing calendar entries for Masters Programs in Education in line with the specificity, with respect to course requirements and their rationale, which typifies the calendar entry for the anticipated M.A./M.Ed. program in Instructional Psychology. This calendar entry was approved by the Faculty of Education in the Spring Semester of 1982.

Format of Presentation

All proposed changes to existing calendar entries are presented in tabular format. The second column in the table which follows contains a section of the calendar entry for Graduate Programs in Education as it appeared in the 82/83 Calendar. The third column in the table contains the revisions to this section which is proposed for the 83/84 Calendar. The first column provides a specific description of, and rationale for, the revision.

For the convenience of the reader, the proposed 83/84 Calendar entry for Graduate Programs in Education, in its entirety, follows the tabular presentation of proposed changes.*

* Registrar's note: Deleted for the sake of brevity.

Description and Rationale

82/83 Entry

Proposed 83/84 Entry

Change #1

The Degrees Offered section has been altered to include reference to the new Ph.D. degree, and specific reference to Special Arrangements has been deleted to bring this entry in line with similar entries of other Faculties at this University which offer the Ph.D. degree. Special Arrangements possibilities already are outlined in the Calendar under General Regulations (Graduate Programs).

DEGREES OFFERED

The Faculty of Education offers graduate programs leading to the M.A. (Education), M.Sc. (Education) and M.Ed. degrees. Students wishing to undertake Ph.D. studies may apply under the provisions of Special Arrangements, p. 199.

DEGREES OFFERED

The Faculty of Education offers graduate programs leading to the M.A. (Education), M.Sc. (Education), M.Ed. and Ph.D. degrees.

Change #2

A new heading, "Masters Programs" has been inserted after the Degrees Offered section to subsume succeeding information which applies to Masters as opposed to Ph.D. programs.

No entry.

MASTERS PROGRAMS

Change #3

Under Masters Programs, Degree Requirements and Fields of Study have been grouped together to parallel the grouping of these headings in the calendar entry for the new Ph.D. programs. The Ph.D. calendar entry was approved by Senate in 1981

DEGREE REQUIREMENTS

1) The M.A. (Education) and the M.Sc. (Education) are degrees signifying the acquisition of advanced knowledge in the student's field of specialization, advanced training in the conduct of inquiry, and demonstrated ability to conduct research through the completion of a thesis.

The requirements for these degrees are the successful completion of an approved plan of study consisting of a minimum of 33 semester hours of graduate work

DEGREE REQUIREMENTS AND FIELDS OF STUDY

1) The M.A. (Education) and the M.Sc. (Education) are degrees signifying the acquisition of advanced knowledge in the student's field of specialization, advanced training in the conduct of inquiry, and demonstrated ability to conduct research through the completion of a thesis.

The requirements for these degrees are the successful completion of an approved plan of study consisting of a minimum of 33 semester hours of graduate work divided among course work (at least

divided among course work (at least 23 semester hours) and a thesis (10 semester hours).

2. The M.Ed. is a professional degree signifying the acquisition of advanced knowledge in the student's field of specialization, advanced training in the practice of education, and demonstrated competence in the successful completion of a project that materially and substantially relates theory to practice or that systematically examines a significant problem in education.

The requirements for this degree are the successful completion of an approved plan of study consisting of 33 semester hours of graduate work divided among course work (at least 28 semester hours) and a project (5 semester hours).

Fields of Study

Administrative Leadership

CHANGE #4

Under degree Requirements and Fields of Study for the Master's Programs, two programs have been renamed. "Educational Practice" has been changed to "Curriculum and Instruction," and "Counseling" has been changed to "Instructional Psychology." All Program descriptions at the Master's level have been extended to include more specific information (especially with respect to core and elective course requirements).

Administrative Leadership

A late afternoon-evening graduate program in educational administration is offered to practicing and prospective educational administrators.

Educational Practice

A late afternoon-evening graduate program in educational practice is offered for teachers who wish to study the current literature and research in educational theory and to use their classrooms as learning laboratories in which to test and apply this knowledge. The program also offers teachers

23 semester hours) and a thesis (10 semester hours).

2. The M.Ed. is a professional degree signifying the acquisition of advanced knowledge in the student's field of specialization, advanced training in the practice of education, and demonstrated competence in the successful completion of a project that materially and substantially relates theory to practice or that systematically examines a significant problem in education.

The requirements for this degree are the successful completion of an approved plan of study consisting of a minimum of 33 hours of graduate work divided among course work (at least 28 semester hours) and a project (5 semester hours).

Administrative Leadership

Administrative Leadership

The graduate program in administrative leadership is a late afternoon-evening program offered to practicing and prospective educational administrators. It normally is pursued as a general program that promotes the acquisition of the knowledge and skills needed to function effectively in increasingly complex educational settings.

The advantage of the new labels and description is that they link work at the Masters level to work at the Ph.D. level in a clear and uniform manner.

opportunities to update their knowledge base in their subject or grade-level, and areas of specialization. Currently fields of specialization include: Curriculum Development and Instruction
Reading Education
Learning Disabilities
Teaching English as a Second Language

Normally, the following courses are considered as desirable core and elective courses in the administrative leadership program.

CORE

EDUC 813 Organizational Theory and Analysis in Education
EDUC 817 The Political and Social Environment of Public Education
EDUC 818 Administrative Leadership of Educational Personnel

Counseling

A late afternoon-evening program in counselling is offered. The focus of the program is on counselling in educational settings - school, family service agencies, residential treatment centres, and other diagnostic-rehabilitative centres where the counselling approach is primarily instructional in character.

ELECTIVES

EDUC 806 Selected Problem in Higher Education (including Teacher Education)
EDUC 807, 808 Special Topics
EDUC 814 Research Strategies in Education
EDUC 815 Administrative, Legal and Financial Bases of Education
EDUC 816 Developing Educational Programs
EDUC 819 Studies in Teacher-Student Interaction
EDUC 822 Evaluation of Educational Practice
EDUC 830 Implementation of School Programs
EDUC 831 Seminar in Philosophy and Educational Theory

Individual Programs

Individual programs are available for candidates who wish to undertake graduate study but whose interests lie outside or between established special fields of study. Such programs are designed around the interests of the student and are contingent upon the availability of faculty for supervision. Fields of study vary; the following is illustrative: early childhood education; computer education; curriculum studies (including chemistry, English, language arts, mathematics, physical education, social sciences, and science

Curriculum and Instruction

The graduate program in curriculum and instruction is a late afternoon-evening program offered to students who wish to study current literature and research in education, and to use schools and classrooms as learning laboratories in which to apply and test this knowledge. The program also offers teachers opportunities to update their knowledge base in their subject or grade-level, and fields of specialization. This program

education); instructional theory; program development and evaluation; social and philosophical studies; art education, music education; self-education; research on teaching; educational psychology; and educational research.

can be pursued as a general program or can focus on an area of specialization. Currently, areas of specialization include college instruction, computers in education, English as a second language, environmental education, educational leadership, learning disabilities, and reading. Each specialized area is defined by a particular selection and sequence of coursework lodged within the general structure for graduate studies in curriculum and instruction.

Additional information about these areas of specialization can be obtained from the Director of Graduate Programs, Faculty of Education.

For most areas of specialization, the following courses normally are considered as desirable core or elective courses.

EDUC 816 Developing Educational Programs

EDUC 819 Studies in Teacher-Student Interaction

EDUC 821 Philosophical Issues in Classroom Practices

EDUC 822 Evaluation of Educational Practice

EDUC 823 Curriculum and Instruction in an Individual Teaching Specialty

EDUC 830 Implementation of School Programs

Additional courses which are core courses for different areas of specialization in curriculum and instruction include the following.

EDUC 824 Seminar in English as a Second Language

EDUC 825 Curriculum and Instruction in English as a Second Language

EDUC 826 The Reading Process

EDUC 827 Diagnosis and Remediation of Reading Difficulties

EDUC 829 Theoretical Foundations of Learning Disabilities

EDUC 851 Computer-Based Learning

CORE

EDUC 860 Contemporary Instructional Psychology

INTRODUCTORY THEORY

EDUC 826 The Reading Process

EDUC 829 Theoretical Foundations of Learning Disabilities

EDUC 870 Introduction to School Counselling Psychology

SPECIALIZATION

EDUC 807, 808 Special Topics

EDUC 809 Graduate Seminar

EDUC 810 Directed Readings

EDUC 827 Diagnosis and Remediation of Reading Difficulties

EDUC 871 Studies in Family-School Interaction

EDUC 873 Vocational Counselling

EDUC 874 Counselling Skills and Strategies

METHODOLOGY

EDUC 814 Research Strategies in Education

EDUC 822 Evaluation of Educational Practice

EDUC 872 Educational Assessment

PRACTICE

EDUC 811 Field Work I

EDUC 812 Field Work II

EDUC 903 Research Apprenticeship

THESIS OR PROJECT

EDUC 881 Project

EDUC 898 Thesis

Individual Programs

Individual programs are available for candidates who wish to undertake graduate study but whose interests lie outside or between established special fields of study. Such programs are designed around the interests of the student and are contingent upon the availability of faculty for supervision. Fields of study

S.83-22 - APPENDIXFACULTY OF EDUCATION - PROPOSED GRADUATE CURRICULUM CHANGES

In the materials already distributed to Senate a portion of the section on Instructional Psychology was omitted.

Please insert this sheet as the fourth piece of paper in the submission to be read after the page currently numbered 4 and before the page currently numbered 5, which should now become 6.

I.E. insert just before "CORE EDUC 860 Contemporary Instructional Psychology

INTRODUCTORY THEORY ... etc. "

Instructional Psychology

The graduate program in instructional psychology is offered to students interested in the scientific study of instruction using methods of the behavioural sciences and based on psychological theories. The concept of instruction is construed liberally to encompass settings where one person (teacher, counsellor, tutor) acts systematically to bring about change in another's (student's, client's, tutee's) capability or predisposition to perform a task.

The graduate program in instructional psychology can be pursued as a general program or can focus on an area of specialization. Currently, areas of specialization include counselling, learning disabilities, and reading. Each specialized area is defined by a particular selection and sequence of coursework lodged within the general structure of graduate studies in instructional psychology. Additional information about these areas of specialization can be obtained from the Director of Graduate Programs, Faculty of Education.

The program in instructional psychology is predicated on the need for students to become competent in (1) the broad domain of instructional psychology, (2) introductory theory and focussed study in a specialized area of the field, (3) methods for collecting, analyzing, and interpreting data about instructional events, and (4) the practice of instructional psychology in an applied or research setting. To achieve these competences students are required to take at least one course under each heading in the following table.

vary; the following list is illustrative: early childhood education; curriculum content specializations (including art education, chemistry, English, French education, language arts, mathematics, music education, physical education, and science education); instructional theory; program development and evaluation; social and philosophical studies; self-education; research on teaching; and educational research.

Change #5

The section entitled New Programs (in the 82/83 calendar) under Degree Requirements and Fields of Study for the Masters Programs has been removed. These new programs now have been developed.

New Programs

Prospective applicants are advised that new programs are currently under development. For information on these new programs, applicants should contact the Director of Graduate Programs, Faculty of Education.

No entry

Change #6

Minor revisions to the existing calendar entries under Admissions in the Masters Programs section have been made to reflect more accurately current and future practices in the Faculty of Education, and to accommodate the anticipated new programs.

Admission

For admission requirements, refer to **Admission to a Master's Program**, p. 199.

Special consideration may be given to applicants who cannot meet these general requirements but who have demonstrated superior scholarly or professional attainment.

In addition to the University requirements, a student will normally be required to have a personal interview with representatives of the Faculty Graduate Studies Committee; to submit a 500 word statement of professional goals and a sample of academic or professional writing; and to submit a score from the Miller Analogies Test.

Admission

For admission requirements, refer to the General Regulations.

Special consideration may be given to applicants who cannot meet these general requirements but who have demonstrated superior scholarly or professional attainment.

In addition to the University requirements, a student may be required to have a personal interview with representatives of the Faculty Graduate Studies Committee and/or faculty members in relevant areas of specialization; to submit a 500 word statement of professional goals and a sample of academic or professional writing; and to submit a score from the Miller Analogies Test. This test may be taken

This test may be taken on most university campuses. Applicants wishing to take the test at SFU, should seek details from the Director of Graduate Programs, Faculty of Education. In special circumstances, the Faculty may require applicants to submit additional proof of eligibility. The date for the commencement of most programs is September 1st. Applicants seeking admission on January 1st (Spring Semester) or May 1st (Summer Semester) should consult the Director of Graduate Programs, Faculty of Education at least one semester in advance of the proposed commencement of studies.

For further information, including more detailed descriptions of programs and their individual requirements, and application forms are available from:

Director of Graduate Programs,
Faculty of Education
Simon Fraser University
Burnaby, B.C. V5A 1S6
Telephone: (604) 291-4787

on most university campuses. Applicants wishing to take the test at SFU should seek details from the Director of Graduate Programs, Faculty of Education. In special circumstances, the Faculty may require applicants to submit additional proof of eligibility.

In addition to the admission requirements for the University and Faculty of Education, students applying for admission should ask the Director of Graduate Programs, Faculty of Education for details concerning undergraduate course requirements for specific fields of study.

The date for the commencement of most programs in September 1st, however, the program in Instructional Psychology begins in the summer semester. Applicants seeking admission on January 1st (Spring Semester) or May 1st (Summer Semester) should consult the Director of Graduate Programs, Faculty of Education at least one semester in advance of the proposed commencement of studies. For further information, including more detailed descriptions of programs and their individual requirements, and application forms contract:

Director of Graduate Programs
Faculty of Education
Simon Fraser University
Burnaby, B.C. V5A 1S6
Telephone: (604) 291-4787

Change #7

Minor revisions to the existing calendar entries under Supervision of Candidate Work in the Masters Programs section have been made to reflect more accurately current and future practices in the Faculty of Education.

Supervision of Candidate's Work
For information on Supervisory Committees, refer to the General Regulations, p. 199.

Supervision of Candidate's Work
Upon entry into a program, an advisor or senior supervisor normally will be chosen by the student or appointed by the Director of Graduate Programs, Faculty of Education. This person will counsel the student regarding coursework and the selection of a supervisory committee

that will supervise the thesis or project. For additional information on Supervisory Committees, refer to the General Regulations.

Change #8

A new section entitled Ph.D. Programs has been added. This new entry previously has been approved by Senate.

No entry

Ph.D. Programs
Degree Requirements and Fields of Study
 The Ph.D. program allows specializations in Instructional Psychology and Curriculum Theory and Implementation. Every Ph.D. program will include the following:

1) Successful performance in approved courses normally amounting to a total of at least 20 semester hours credit beyond the requirements listed above for the M.A. (Education), or M.Sc. (Education), or M.Ed. Normally, Education 901 and 902 and two doctoral colloquia make up the minimum coursework. The Supervisory Committee may require further work in this or other faculties. Students are **strongly encouraged** to draw additional courses from **related departments outside the Faculty of Education.**

2) Successful performance in comprehensive examinations. The examinations will normally be written. The Comprehensive Examination will consist of the student's Supervisory Committee and one other faculty member to be designated by the Director of Graduate Programs. Students are expected to write examinations in three areas: i) Educational Theory; ii) Research Methods; iii) Field of Specialization. If the student passes the comprehensive examinations but the results indicate deficiencies in certain areas, the student will be required to remedy these deficiencies. A student who fails may take the examination a second time. A student will be required to withdraw after a second failure.

3) An original and significant thesis completed by the candidate with guidance of the student's Supervisory Committee.

Admission

For admission requirements, refer to the General Regulations, Section 1.3.3. Admission to a Doctoral Program. In addition to the University requirements a student normally is required to provide a minimum of two letters of reference, to submit a 500 word statement of professional goals, a sample of academic writing, and general aptitude scores from the Graduate Record Examination. A personal interview also may be required. Admission to graduate study in the Faculty of Education is competitive. All applicants must satisfy the University requirements for admission but the number of students admitted is always contingent upon the availability of Faculty members to supervise students' programs.

Admission Criteria

See the admission criteria for the M.A. (Education), M.Sc. (Education) and M.Ed. listed above.

Supervision of Candidate's Work

At the time of admission, in consultation with the graduate student, the Graduate Program Committee will appoint a Senior Supervisor and, upon his/her recommendation, approve a Supervisory Committee. The Committee will normally consist of at least four members. Three of these must be from the Faculty of Education; **inclusion of one member from another faculty** related to the student's field of specialization (e.g., sociology, linguistics) **is strongly encouraged**. The responsibilities of the Committee are detailed in section 1.6.4. of the General Regulations. In addition, members of this committee are expected to participate in the doctoral colloquia in the student's area of study.

Thesis Procedures

- 1) A Thesis Proposal Seminar should be given by each candidate at an early stage in his/her research program. Each candidate should produce a written proposal, make it available to all interested members of the Faculty, and present it on a preannounced date. The members of the candidate's Supervisory Committee should attend the presentation and they should arrange for other interested members of the Faculty to attend as well. That Committee, along with the candidate, should decide on the future course of research on the thesis, paying due regard to the comments that they have received.
- 2) A Thesis Seminar should be presented by each candidate after the Supervisory Committee has agreed that the thesis is substantially complete but before the Supervisory Committee has formally approved it as ready for a Thesis Defence. The Graduate Programs Committee, in consultation with the candidate and the candidate's Supervisory Committee, will designate two other members of the Faculty who may submit written comments on the thesis, and/or thesis seminar to the Supervisory Committee. The Supervisory Committee will consider these comments, as well as those of other members of faculty in determining whether the thesis is ready for Thesis Defence. In the latter case, that Committee should submit a written report, along with other written comments, to the Graduate Programs Committee. This should be completed at least two months before the proposed date for the Thesis Defence.
- 3) The Thesis Defence. Procedures for this defence are described in the General Regulations section.

Change #9

The existing course entry for Educ. 881-5 Special Project II has been removed as it is no longer used in the Faculty of Education. Consequently, the title of Educ. 881-5 Special Project I has been altered to the more parsimonious Educ 881-5 Project.

EDUC 881-5 Special Project I
EDUC 882-5 Special Project II

EDUC 881-5 Project

Change #10

Descriptions of graduate courses have been extended to include entries for the new Ph.D. courses which have been approved by Senate.

No entry

EDUC 899-10 Ph.D. Thesis
EDUC 901-5 Seminar in the History of Educational Theory

The historical roots of educational thought are examined from a broad cultural perspective. Major works in disciplines such as philosophy, psychology and sociology which have had significant impact on educational theorizing will be studied. Special attention will be paid to the relationship between theory and educational practice.

EDUC 902-5 Interdisciplinary Seminar in Contemporary Educational Theory
Contemporary educational theories and theories from supporting disciplines (e.g. psychology, sociology, philosophy) will be examined and analysed. The relationships among contemporary theories, current practice and educational change will be focal.

EDUC 903-5 Research Apprenticeship
The apprenticeship is designed to provide the student with practical experience in scholarly inquiry in close cooperation with a faculty member in the student's area of specialization.
EDUC 907-5 Selected Topics
EDUC 908-5 Selected Topic

EDUC 911-5 Colloquium in Curriculum
Theory (I)

EDUC 912-5 Colloquium in Curriculum
Theory (II)

EDUC 971-5 Advanced Topics in Instructional
Psychology (I)

EDUC 972-5 Colloquium in Instructional
Psychology (II)