

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Senate

From: J.W.G. Ivany
Chair, SCAP

Subject: Faculty of Education -
Curriculum Revisions

Date: November 16, 1988

Action undertaken by the Senate Committee on Academic Planning/Senate Committee on Undergraduate Studies gives rise to the following motion:

Motion:

"that Senate approve and recommend approval to the Board of Governors curriculum revisions in the Faculty of Education as set forth in S.88-42 including:

- 1) New Courses
 - EDUC 426-4 Teaching children and youth with special needs
 - EDUC 428-4 Nature and nurture of the gifted
 - EDUC 440-4 The school as workplace
 - EDUC 347-3 Developmental supervision
 - EDUC 485-8 Designs for learning: writing
 - EDUC 439-4 Educational administration: theory and practice

and

- 2) changes to the Minor in Environmental Education

and

- 3) changes to the Minor in Learning Disabilities"

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

Department: Education

1. Calendar Information:

Abbreviation Code: Educ. Course No.: 426 Credit Hours: 4 Vector: 2-2-0

Title of Course: Teaching Children and Youth with Special Needs

Calendar Description of Course: An introduction to the field of special education including studies of the definitional criteria and characteristics of major categories of special need, and the distinctive instructional challenges associated with these categories. The course focuses on the special learning needs of school age students, both elementary and secondary school levels, and emphasizes both the analysis of issues and treatment needs across the array of special needs.

Prerequisites (or special instructions): 60 hours of credit, Psyc. 351 or Psyc. 355 or equivalent.

What course (courses), if any, is being dropped from the calendar if this course is approved?

2. Scheduling: How frequently will the course be offered? Once a year Semester in which the course will first be offered? 1990-1.

Which of your present faculty would be available to make the proposed offering possible? L.M. Prock

3. Objectives of the Course:

- a) To provide an informational base re treatment of children and youth with special learning needs for practicing teachers and allied professionals.
- b) To make knowledge about children and youth who have special learning needs available to prospective and novice teachers.
- c) To make a new and needed option in the area of special education available on the menu of courses offered by the Faculty of Education.

4. Budgetary and Space Requirements (for information only): What additional resources will be required in:

Faculty	- \$350 (Guest lecturers) — available in operating budget
Staff	- None
Library	- None
Audio Visual	- None
Space	- None
Equipment	- None

5. Approval:

Date: Aug 30 1988
Ante Nolasco, C.S.
Dept. Chairman

May 30/88
[Signature]
Dean

11/15/88
[Signature]
Chairman, SCUS

EDUCATION 426-4

Teaching Children and Youth with Special Needs

COURSE OUTLINE

In British Columbia, a policy of instructional integration prevails whereby students with special needs are mainstreamed into regular classrooms from special classes or other situations. Regular classroom teachers have neither the training nor experience to cope optimally with the introduction of special needs students. This course addresses this professional need; and thus, the anticipated clientele of the course will primarily be practicing and prospective regular classroom teachers.

OBJECTIVES OF COURSE

1. To increase awareness of the range of problems and/or conditions which might affect the learning of children and youth, and to elucidate the many points of common instructional need across various categories within that range.
2. To provide knowledge about major categories of special need; to examine issues and research pertaining to those conditions; and to investigate the special instructional accommodations that those conditions impose.
3. To design instructional and social management procedures for accommodating children and youth with special needs in the regular classroom.

COURSE TOPICS AND FORMAT

- | | | | |
|------|--------------|---|--------------------|
| I. | (Session 1) | INTRODUCTION: Current status of Special Education | |
| II. | | CATEGORIES OF SPECIAL NEED | |
| | (Session 2) | Communication difficulties | |
| | (Session 3) | Emotional and behavior disorders | |
| | (Session 4) | Visual impairments | |
| | (Session 5) | Auditory impairments | |
| | (Session 6) | Physical handicaps | Refer: notes below |
| | (Session 7) | Mental retardation | |
| | (Session 8) | Talent and giftedness | |
| | (Session 9) | Learning disabilities | |
| | (Session 10) | Culturally different exceptional children | |
| | (Session 11) | Troubled children | |
| III. | (Session 12) | INSTRUCTIONAL MANAGEMENT MODELS | |
| V. | (Session 13) | SUMMARY: Future prospects; legal and educational responsibility and systems of societal support | |

Note 1: In order to secure consistency in approach, "categories of special need" will be addressed according to the following format:

- i. Definition and identifying characteristics of the condition. Current research frontiers.
- ii. Special programming needs arising.
- iii. Delivery of service; and ways of instructional accommodation in the mainstream.
- iv. Resources and support, in the educational domain and in the community.

Note 2. Guest lecturers will be invited for a number of presentations on "category of special need." The guest mechanism will provide students with a "state of the art" expert in each area.

Note 3. The category of "troubled children" is included in order to address those temporary or chronic states that affect school learning but which are not represented as categorical special need. For example, the following conditions would be discussed:

- the grieving child or youth (loss through death of a parent, sibling, relative or friend; loss by marital breakup).
- the child or youth who is in trouble with the law.
- the abused child or youth (emotion, physical and sexual abuse).
- the addicted child or youth (substance abuse, overeating)
- the run-away child or youth
- the suicidal child or youth.

TEXTBOOK

Winzer, M., Rogow, S., and David, C. (1987). Exceptional children in Canada. Scarborough: Prentice-Hall.

PRE-REQUISITES:

Psyc. 351 or Psyc. 355, 60 credit hours.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

Department: Education

1. Calendar Information:

Abbreviation Code: Educ. Course No.: 428 Credit Hours: 4 Vector: 2-2-0

Title of Course: Nature and Nurture of the Gifted

Calendar Description of Course: Concepts and practices related to the nature and nurture of the potential for giftedness in educational settings will be introduced. Theoretical and historical foundations of common practices in gifted education will be covered.

Prerequisites (or special instructions): 60 hours of credit. Educ. 220 or equivalent. Educ. 320 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved?

2. **Scheduling:** How frequently will the course be offered? Once per year Semester in which the course will first be offered? 90-2
Has been offered over several semesters as a Special Topics course

Which of your present faculty would be available to make the proposed offering possible? Sessional Instructor

3. Objectives of the Course:

At the conclusion of this course, participants will be able to:

- 1) describe the nature of giftedness in terms of current conceptions and definitions;
- 2) discuss the rationale and historical foundations for services to gifted students;
- 3) recognize behavioral characteristics of gifted students (intellectual, academic, creative, social and artistic);
- 4) name and describe instruments and procedures used in the selection of students for gifted programs, as well as being aware of the educationally relevant information they provide teachers;
- 5) design learning experiences appropriate for highly able learners in the regular classroom or special programs which enhance thinking and learning skills useful inside and outside of the school environment;
- 6) recognize the characteristics of special needs groups within the gifted population ("underachievers," preschoolers, culturally diverse, learning disabled, etc.); and
- 7) discuss issues related to the development and provision of special services for highly able learners.

4. **Budgetary and Space Requirements** (for information only): What additional resources will be required in:

Faculty	- None
Staff	- None
Library	- None
Audio Visual	- None
Space	- None
Equipment	- None

5. Approval:

Date: Nov 30 1988

Arthur A. Adams, Jr.
Dept. Chairman

Mary Jo
[Signature]
Dean

11/15/88
[Signature]
Chairman, SCUS

Education 428-4

Nature and Nurture of the Gifted

Calendar Description of Course:

Concepts and practices related to the nature and nurture of the potential for giftedness in educational settings will be introduced. Theoretical and historical foundations of common practices in gifted education will be covered.

Prerequisites:

60 hours of credit. EDUC 220 or equivalent. EDUC 320 recommended.

Course Objectives

Participants in this course will be able to:

1. Describe the nature of giftedness in terms of current conceptions and definitions.
2. Discuss the rationale and historical foundations for services to gifted students.
3. Recognize behavioral characteristics of gifted students (intellectual, academic, creative, social and artistic).
4. Name and describe instruments and procedures used in the selection of students for gifted programs, as well as being aware of the educationally relevant information they provide teachers.
5. Design learning experiences appropriate for highly able learners in the regular classroom or special programs which enhance thinking and learning skills useful inside and outside of the school environment.
6. Recognize the characteristics of special needs groups within the gifted population ("underachievers", preschoolers, culturally diverse, learning disabled, etc.).
7. Discuss issues related to the development and provision of special services for highly able learners.

Course description:

Highly able learners and creative children introduce complex challenges for educators. How can they recognize and nurture the potential of these students? The intent of this course is to offer students skills and understandings relevant to the enhancement of superior intellectual potential in a school setting.

This course will introduce participants to the nature of giftedness as it has been described by past and current models, and in the research literature. The cognitive and affective characteristics of highly able learners necessitate the modification and design of learning experiences which reflect their differentiated educational needs. Procedures and materials frequently used to select students for enriched and accelerated learning opportunities will be described, as well as their limitations and potential contributions to program development. Teaching strategies and program models appropriate for regular classroom and special programs will be discussed. Curriculum modification strategies which encourage the development of exceptional potential will be applied to existing instructional materials. These principles of curriculum differentiation will also be examined as a means of evaluating the appropriateness of commercially developed materials for gifted and creative learners. A brief discussion of special needs groups will conclude the course with the development of a sensitivity to the diversity of strengths and weaknesses one may expect to find within the gifted population.

Homework assignments based on readings and lecture material will require students to operationalize theory in more practical applications. In the preparation of a ten page paper, students will examine and discuss concerns related to one topic or issue presented in the course. A midterm and final exam will be given to assess students' comprehension of the factual content of the lectures and readings.

Course Text:

Davis, G. A. & Rimm, S. B. (1985). Education of the gifted and talented. Englewood Cliffs, NJ: Prentice-Hall.

Additional readings will be assigned from the attached reading list and will be available on reserve in the WAC Bennett Library or in a Share Box in the Learning Resources Centre.

Course Requirements:

Homework Assignments	25%
Midterm	20%
Final Exam	30%
Paper & Presentation	20%
Participation/Preparation	5%

Tentative Timetable

Session	Topic
1	Course Introduction Foundations, Definitions, Conceptions & the Real World of the Gifted
2	Differentiating Characteristics and Related Needs of Gifted Children (Intellectual/Cognitive)
3	"Why Isn't the World Fair?" Social and Emotional Development of the Gifted Program Organization: Philosophies and Alternatives; Programs and Provisions
4	Referral & Screening: Procedures Assignment #1 due
5	Assessment & Selection: Instruments & Their Possible Contribution to Educational Programs for the Gifted
6	Teaching Models & Curriculum for the Gifted Learner: Modifying Existing Curriculum for Use in the Regular Classroom Assignment #2 due
7	Teaching Models & Curriculum for the Gifted Learner: Encouraging Thinking in the Classroom
8	Teaching Models & Curriculum for the Gifted Learner: Encouraging the Creative Thinking of the Gifted Assignment #3 due
9	Uni- versus Inter-disciplinary Curriculum: Which is for you? How do you build it with the gifted in mind? Assignment #4 due
10	Creativity Teachers of the Gifted
11	Evaluation of Gifted Educational Programs
12	Special Needs Groups: Gifted Girls, Underachievers, Very Young Gifted & the Gifted in Rural Areas Course Wrap-up
	Final exam

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

Department: Education

1. Calendar Information:

Abbreviation Code: Educ. Course No.: 440 Credit Hours: 4 Vector: 3-1-0

Title of Course: The School as Workplace

Calendar Description of Course: The course examines the school as workplace. Topics include: schools as social institutions; students and schools; teachers and schools (teacher work, collegiality and the peer-group; working conditions; and staff development); parents and schools (parent opinions, parents as political pressure groups).

Prerequisites (or special instructions): 60 hours of credit

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? Once per year Semester in which the course will first be offered? 89-3

Which of your present faculty would be available to make the proposed offering possible? Dr. P. Coleman

3. Objectives of the Course: Participants will gain some understanding of a wide variety of schooling issues. In particular some stereotypes of teachers and teacher work, of students, and of parents will be replaced by more informed views, based on both research and professional opinion.

4. Budgetary and Space Requirements (for information only): What additional resources will be required in:

Faculty	-	None
Staff	-	None
Library	-	None
Audio Visual	-	None
Space	-	None
Equipment	-	None

5. Approval:

Date:

May 26 1988
Rich Adams, C.D.
Dept. Chairman

May 30/88
[Signature]
Dean

11/15/88
[Signature]
Chairman, SCUS

SCUS 73-34B: (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline.)

Course Description:

The course falls into four sections. They are:

Schools as social institutions: This introductory section will examine four aspects of schools as social institutions: school functions; school quality; school climate; and school improvement.

Students and schools: This section will examine three dimensions of school effects on students: student opinions of schooling; student dropouts; and the school as preparation for citizenship.

Teachers and schools: This section will examine the school as workplace from the perspective of teachers. The main topics are teacher work; collegiality and the peer-group; working conditions; and staff development.

Parents and schools: The opinions of parents do not play a large part in shaping schools and schooling. Yet quite a lot is known about parents' preferences and potential role. The main topics here are parent opinions about school; parents as partners; and parents as political pressure groups.

Activities:

Some of the course readings will be discussed at each class session. The purpose of these discussions is to arrive at some consensus about the importance and relevance of the material and to propose ways in which practitioners can make use of the information provided to improve schooling for children.

Evaluation of Student Achievement:

Evaluation will be based on class presentations, special assignments including analyses of school practices, and a term paper. The allotment of marks will be discussed at the first session.

Course Texts:

Required: Ghosh, R. & Ray, D. (1987). Social change and education in Canada. Toronto: Harcourt Brace Jovanovich.

Recommended: Goodlad, J. I. (1984). A place called school. New York: McGraw-Hill.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

Department: Education

1. Calendar Information:

Abbreviation Code: Educ. Course No.: 347 Credit Hours: 3 Vector: 2-1-0

Title of Course: Developmental Supervision

Calendar Description of Course:

This course is intended for classroom teachers or administrators who wish to supervise student teachers in their classrooms as part of a professional preparation program. Concepts and practices related to the supervision of student teachers will be introduced. Theories and models of supervision will be discussed, and research on supervisory practices will be surveyed. Supervisory skills will be demonstrated and practised. [The developmental model of supervision currently used in the Professional Development Program will be studied in detail.]

Prerequisites (or special instructions): This course is available to any teacher or administrator with a minimum of two years' classroom experience who is interested in working with student teachers. Supervisory experience is not required.

What course (courses), if any, is being dropped from the calendar if this course is approved? None
The Faculty has offered this course on several occasions as a Special Topics course.

2. Scheduling: How frequently will the course be offered? Once a year Semester in which the course will first be offered? 90-3

Which of your present faculty would be available to make the proposed offering possible? Faculty Advisory Committee consisting of M. Wiczen, A. Horvath and the Director of Professional Development will recommend an instructor who may be a member of faculty, or a sessional instructor.

3. Objectives of the Course:

Participants in this course will

1. identify goals of teacher education and student teacher supervision;
2. analyze research findings pertaining to teacher education and student teacher supervision;
3. describe the historical evolution of the developmental supervision model;
4. describe the supervisory cycle and the four dimensions of the supervisor's role;
5. demonstrate supervisory and interactions skills (observation, data collection, data analysis, conferencing, coaching, problem-solving, reflective responding; clarification of beliefs);
6. demonstrate organizational and planning strategies for working with student teachers.

4. Budgetary and Space Requirements (for information only): What additional resources will be required in:

Faculty Possible sessional stipend

Staff

Library

Audio Visual

Space

Equipment

5. Approval:

Date:

30-9-1988

M. Nally, C.S.
Dept. Chairman

30-9-88

[Signature]
Dean

11/15/88

[Signature]
Chairman, SCUS

EDUCATION 347-3
Developmental Supervision

Course Description:

The role of the cooperating teacher or school associate significantly influences student teachers' development in terms of skills, attitudes, and professional self-concept. In the Professional Development Program at S.F.U., the school associate's role is especially important because students spend six months of their professional preparation in classroom settings. Intensive preparation of school associates enhances the quality of student teacher supervision and the self-selection of inappropriate candidates from the program. The intent of this course is to provide school associates with theoretical background, knowledge of pertinent research, and practical skills which will then work more effectively with student teachers.

Classes involve a variety of learning activities including lectures, large-group discussions, small-group participatory activities, document and videotape analyses, and role play. A high degree of participation is expected.

Assignments based on readings and class activities require students to operationalize theory in more practical applications. Feedback is anecdotal, aimed at helping students improve their understanding and skills.

Required Readings:

Acheson, K.A., & Gall, M.D. (1980). Techniques in the Clinical Supervision of Teachers. New York: Longman.

Holborn, P., Wideen, M., & Andrews, I. (1988). Becoming a Teacher. Toronto: Kagan & Woo.

A list of current journal articles for required reading will also be provided by the instructor.

Recommended Readings:

The following texts provide appropriate supplementary reading.

Glickman, C.D. (1981). Developmental Supervision. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Good, T.L., & Brophy, J.E. (1987). Looking in Classrooms. Third Ed. New York: Harper & Row.

Course Requirements:

- a. Attendance and participation in all course activities (15%)
- b. Demonstration of familiarity with content of all course readings (15%)
- c. Satisfactory completion of all course assignments (60%)

- d. Satisfactory completion of a written self-evaluation and participation in an evaluation conference with the instructor (10%)

Students will be expected to meet all the above requirements. The final grade will be determined by the instructor on the basis of performance in each of the areas listed above. Each student will prepare a written assessment of growth and performance using specific criteria provided by the instructor, and will participate in an individual evaluation conference at the end of the course.

Assignments:

Written assignments should reflect students' understanding of supervisory theory and research, and should demonstrate students' ability to apply theory and research to supervisory practices with student teachers.

1. **Classroom/School Profile.** Complete an individual classroom/ school profile detailing the following: school and community characteristics; classroom curriculum and teaching strategies; classroom management routines and guidelines; expectations of a student teacher; beliefs about teaching, learning, students, classroom management, curriculum, and professional development, each supported with examples from classroom practice.
2. **Observation Tasks for Student Teachers.** Design two observation tasks for student teachers which will enable the student teacher to focus on some important aspects of the classroom. One should focus on observation of pupils; the other should focus on observation of the teacher at work in the classroom.
3. **Case study 1.** Use the problem solving model presented in class to analyze a sample student teaching problem and develop problem-solving strategies. Sample problems are typical of those encountered near the beginning of the semester.
4. **Analysis of Supervisory Cycle.** Analyze the supervisory cycle as modeled and practised during class sessions. Develop a set of principles to guide lesson plan analysis, pre-conference, observation, data analysis, and post-conference activities, based on in-class modeling and role plays.
5. **Interactions Tasks A, B, C.** Respond in writing to examples of conferencing situations using skills of reflective responding, clarifying, empathy, and constructive confrontation.
6. **Case Study 2.** Use the problem-solving model presented in class to analyze two sample student teaching problems and to develop problem-solving strategies. Sample problems are typical of those encountered during the immersion period and problems associated with student teacher evaluation and withdrawal.
7. **Self-evaluation.** Complete a written self-evaluation using the guidelines provided by the instructor to indicate important learning and areas of growth during the course.

ED. 347: DEVELOPMENTAL SUPERVISION - COURSE TOPICS AND TIMETABLE

WEEK	TOPICS	READINGS	TASKS/ASSIGNMENTS
1	course overview; goals of teacher education; current issues in student teaching; program objectives; preparing for a student teacher.	"Origins of the P.D.P."; P.D.P. Handbook	Classroom/School Profile
2.	roles and responsibilities in P.D.P.; establishing a good working relationship; setting the stage for growth.	Acheson & Gall, Unit I	Observation Tasks for Student Teachers
3.	analyzing your own teaching style; dealing with differences in style	"I'll do it my way, you do it yours" from <u>"Becoming A Teacher."</u>	
4.	models of supervision; supervisory roles and styles; stages of student teacher development; steps to problem solving	Acheson & Gall, Unit II	Case Study 1
5.	characteristics of effective teaching; defining a focus for observation	Acheson & Gall, Unit III, Chaps. 6 & 7	
6.	observation techniques; analysis of data	Acheson & Gall, Unit III, Chaps. 8 & 9	
7.	lesson plan analysis; the pre-conference plan; preconferencing	"Supervision for intelligent teaching"	
8.	classroom observation;	"Processes of inter-personal influence"	
9.	the post-conference; providing effective feedback	"Becoming a Reflective Practitioner", from <u>Becoming a Teacher</u>	Analysis of the Supervisory Cycle
10.	helping students clarify philosophical and values issues	"Reflective responding"	Interactions Tasks A, B, C
11.	problem-solving	Acheson & Gall, Univ IV	Case Study 2
12.	Formative and summative evaluation	"Self-Evaluation for Professional Development" from <u>Becoming a Teacher</u>	Self-evaluation
13.	Individual evaluation conferences		

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

New Course Proposal

Department: Education

1. Calendar Information:

Abbreviation Code: Educ. Course No.: 485 Credit Hours: 8 Vector: 2-3-3

Title of Course: Designs for Learning: Writing

Calendar Description of Course: The course is designed to help students become better teachers of writing. Students will be involved in four aspects of teaching writing: teacher as writer, teacher as teacher of writing skills, teacher as researcher, teacher as developer of curriculum. Techniques for providing effective writing experiences will be studied, demonstrated and practiced. Students will observe, use and evaluate these techniques. Course content: Teacher as Writer — writing skills, audience, purpose, writing process, self-evaluation. Teaching writing — research, skill acquisition, self-disclosure, risk and creativity, thought and discipline, evaluation. Teacher as Researcher — reflective observation, analysis of data, program evaluation, peer support systems. Teacher as Developer of Curriculum — student writing, drama, literature, use of texts.

Prerequisites (or special instructions): 401/402 or equivalent, or permission of instructor

What course (courses), if any, is being dropped from the calendar if this course is approved?

2. **Scheduling:** How frequently will the course be offered? Once a year Semester in which the course will first be offered? 90-2
Has been offered over several semesters as a Special Topics Course.

Which of your present faculty would be available to make the proposed offering possible? C. Mamchur, M. Zola, R. Coe

3. **Objectives of the Course:** The objective of the course is to help student teachers and classroom teachers of writing. Students in the course will read, annotate, and discuss a wide sample of literature on writing, and critically evaluate its application; observe and teach demonstration lessons, and participate in a broad range of practical workshops and experiences designed to promote competence in writing, curriculum development, conducting classroom research, and the teaching of writing. Evaluation, which includes both student and instructor evaluation, will be based on attendance, participation and fulfillment of course requirements.

4. **Budgetary and Space Requirements (for information only):** What additional resources will be required in:

Faculty - None
Staff - None
Library - None
Audio Visual - None
Space - None
Equipment - None

5. Approval:

Date: 30-9-1988

Ante Noley, CS
Dept. Chairman

30-9-88
[Signature]
Dean

11/15/88
[Signature]
Chairman, SCUS

SCUS 73-34B: (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline.)

COURSE OUTLINE

A. How One Writes:

1. *Principle:* You learn to write by writing.
Requirement: Participants are expected to write every day.
Conditions: Topics will be both assigned and free choice.
The expressive mode will be emphasized.
Genres will vary, form being dictated by content.
Summary Methodology:
 - In class writing activities
 - Home assignments
 - Prose models*Required Reading:* Murray, D. A Writer Teaches Writing (1st Edition)

2. *Principle:* Writers need real audiences and genuine purposes.
Requirement: Participants are expected to share and evaluate one another's work.
Conditions: The instructor will use student writing for demonstration with large groups.

Students will work in diads and small groups in class.

Students will be expected to grade and defend their evaluation of one piece of their own work and one piece of their partner's work.

Summary Methodology:
 - Class demonstration lessons
 - Diads/conferencing
 - Group processing
 - Private study*Required Reading:* Elbow, P. Writing with Power

3. *Principle:* Writing is a varied, individual process, a series of stages that move from conception to revision.

Requirement: Participants are expected to work three pieces through all stages of the writing process.

Conditions: Specific evaluative feedback will be provided participants on each piece of writing assigned.

Students will select three pieces to rework until they have reached the final revision stage.

The instructor will evaluate and grade these three pieces in determining the final grade.

Summary
Methodology

- Teacher evaluation
- Student evaluation
- Peer evaluation

Required Reading Murray, D. A Writer Teaches Writing (2nd Edition)

B. How One Teaches Writing

4. *Principle:* Research should inform practice.

Requirement: Students will become familiar with the growing body of knowledge in writing process.

Conditions: The instructor will present lectures, show films and organize seminars on the research and theory.

Participants will read required works and discuss them in seminars.

Participants will demonstrate knowledge in their written and oral presentations by:

- i) applying knowledge to assigned writing and indicating this application when they self-evaluate and peer-evaluate the writing assignments,
- ii) writing a book review which examines belief statements,
- iii) demonstrating improvement in presentation of formal lesson designed for their particular grade level.

Summary
Methodology:

- lecture
- film
- seminars
- library work
- written reports
- class discussion
- student demonstration lectures

Required Reading: Graves, D. Donald Graves in Australia

5. *Principle:* There are specific skills that improve writing.
- Requirements:* Participants are expected to learn how to teach these three skills:
- i) focussing
 - ii) awareness of audience
 - iii) searching for specifics
- Conditions* The instructor will teach these skills in class.
- Participants will use these skills in their own writing.
- Participants will evaluate one another's work, helping each other to develop these skills.
- Participants will demonstrate these skills in their model lessons.
- Summary Methodology*
- lecture
 - reading
 - peer evaluation
 - writing assignments
 - demonstration lessons by students
- Required Reading* Pringle, I., & Freedman, A. (Ed.). Teaching Writing Learning
6. *Principle:* Writing involves the personal risk of self-disclosure and self-discovery.
- Requirements:* Participants are expected to learn strategies in:
- i) creating a safe learning environment,
 - ii) enhancing self-concept,
 - iii) encouraging autonomy.
- Conditions:* The instructor will model the attitudes taught in the class.
- Participants will demonstrate knowledge and understanding through seminars, demonstration lessons, action taken in class with classmates.
- The work of Arthur Combs will be examined and discussed in class.
- Summary Methodology:*
- seminars
 - demonstration lessons by students
 - teacher modelling
 - tapes
 - peer evaluation
 - lecture
 - in-class activities

Required Reading

Morrison, J. "The Integration of Self-Concept Enhancing Strategies and Composing Skills: A Case Study." Master's thesis, SFU, 1986.

7. *Principle:*

Constructive evaluation demands that as well as responding to form and usage, the teacher responds to the author as a person, and to the message as thoughtful communication.

Requirements:

Participants are expected to learn:

- i) to develop criteria for evaluation,
- ii) use knowledge of writing process to give specific feedback,
- iii) be aware of the difference between hurtful, ineffective and helpful evaluation.

Conditions:

The instructor will model effective evaluation practices.

Students will study practice samples of writing to learn required skills.

Students will demonstrate knowledge by evaluating one another's work during peer conferencing sessions.

Students will evaluate and defend the evaluation of their own work.

Students will complete three pieces of writing through the revision stage.

Summary Methodology:

- Modelling by instructor
- Working on samples
- Peer evaluation/conferencing
- Self-evaluation
- 3 pieces of revised writing

Required Reading:

Mamchur, C. "Ship Building C+"
Calkins, L. The Art of Teaching Writing

C. Teacher as Researcher8. *Principle*

The writing teacher must be a reflective observer of writing process.

Requirements:

Participants are expected to

- i) recognize change in their own work and in the work of one assigned partner,
- ii) develop strategies for observation and reflection in the classroom.

- Conditions:** Students will keep a reflective journal recording and analyze their own processing.
- Students will discuss their processing with partners and in small groups.
- Students will be responsible for observing the writing habits of one individual (in or out of class) and write a report on what was seen and hypothesized.
- Students will study what other teacher-researchers have written about this process.

- Summary Methodology:**
- Reflective journal
 - Diads/conferencing
 - Small group discussion
 - Systematic observation
 - Studying other researchers

- Required Reading:** Lindfors, J. Children's Language and Learning
 Scardamalia, M., & Bereiter, C. "Research on Written Composition." Research on Education Handbook, 3rd Ed.

9. **Principle** Effective writing strategies are developed when students are guided to work in a personally relevant manner.

- Requirements:** Participants are expected to:
- i) learn how to develop curriculum using student's work, drama and literature
 - ii) learn to recognize and assign relevant topics
 - iii) learn to use drama activities and literature to understand common human issues.

- Conditions:** The instructor models these methods.
- Students practice with peers.
- Students demonstrate to small groups their abilities to develop curriculum out of partner's work.
- Students participate in drama activities which "drop to the universal."
- Students read one book on Heathcote's methods.
- Students teach one drama activity.
- or
- Students study short stories in class.
- Students select one short story as a model for connecting reading and writing and teach it to their peers in small groups.

- Summary Methodology:*
- Instructor modelling
 - Peer evaluation
 - Small group presentation
 - Drama activities in Heathcote's method of dropping to the universal
 - Reading
 - Demonstration lessons
 - Writing

Required Reading: Heathcote, D. Excellence in Teaching.

10. *Principle* Teachers become more effective when they network and share knowledge and experience.

Requirements: Participants are expected to be able to learn strategies in presenting their work to peers and to evaluate that process.

Conditions: Instructor will model and analyze her own strategies.

Participants will select and share one teaching method at the beginning of the course.

Participants will evaluate and improve upon that lesson during the course.

Participants will demonstrate improvement by presenting the same lesson again for class re-evaluation.

- Summary Methodology:*
- Class demonstration lesson
 - Reflective analysis
 - Peer evaluation

Required Reading: Daniels, H., & Zemelman. A Writing Project: Training Teachers of Composition from Kindergarten to College.
Hurt. Beginning With Ourselves.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

FE88-28

Department: Education

1. Calendar Information:

Abbreviation Code: Educ. Course No.: 439 Credit Hours: 4 Vector: 3-1-0

Title of Course: Educational Administration: Theory and Practice

Calendar Description of Course: Provides an introduction to the study of educational administration. Topics covered include the organization and administration of education in Canada, the political context of education, social factors influencing education, educational finance, and legal issues in education. Emphasis is placed on both knowledge acquisition and skill development. Practice is provided in the solution of administrative problems in education.

Prerequisites (or special instructions): Education 401/402 or equivalent.

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? Once per year Semester in which the course will first be offered? 90-3. Has been offered over several semesters as a Special Topics course

Which of your present faculty would be available to make the proposed offering possible? Dr. Norman Robinson

3. Objectives of the Course:

- 1) To provide a broad, general understanding of the social, political, economic and legal context in which education functions in Canada
- 2) To provide a general understanding of the social dynamics of organizational behavior in schools and school districts.
- 3) To develop basic skills in administrative problem solving in education.
- 4) To provide simulated experiences for students contemplating careers in educational administration.
- 5) To provide a knowledge and skill base for students who are planning to undertake graduate study in educational administration.

4. Budgetary and Space Requirements (for information only): What additional resources will be required in:

Faculty	-	None
Staff	-	None
Library	-	None
Audio Visual	-	None
Space	-	None
Equipment	-	None

5. Approval:

Date: 30-9-1988

Ant. Malyk, R. S.
Dept. Chairman

20-10-1988
[Signature]
Dean

11/15/88
[Signature]
Chairman, SCUS

SCUS 73-34B: (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline.)

Education 439-4

Educational Administration: Theory and Practice

Calendar Description of the Course

Provides an introduction to the study of educational administration. Topics covered include the organization and administration of education in Canada, the political context of education, social factors influencing education, educational finance, and legal issues in education. Emphasis is placed on both knowledge acquisition and skill development. Practice is provided in the solution of administrative problems in education.

Prerequisites

Education 401/402 or equivalent.

Course Objectives

1. To provide a broad, general understanding of the social, political, economic and legal context in which education functions in Canada.
2. To provide a general understanding of the social dynamics of organizational behavior in schools and school districts.
3. To develop basic skills in administrative problem solving in education.
4. To provide simulated experiences for students contemplating careers in educational administration.
5. To provide a knowledge and skill base for students who are planning to undertake graduate study in educational administration.

Course Description

Education 439 is designed as an introduction to the world of educational administration. Students who take this course can expect to gain a broad,

general understanding of how education is administered in Canada, and more particularly, in British Columbia.

Students who complete this course should come away from the course experience with a more intelligent and insightful understanding of both the dynamics of school operations and the social and political environment in which schools function. Students will gain insights into the politics of education, the economics of education, and the social and legal factors influencing education. Particular emphasis will be given to the study of organizational behavior in schools.

A variety of course experiences will be offered to emphasize both knowledge acquisition and the development of administrative skills. These experiences will include individual study and research, lectures, small group discussions, and class projects. Extensive use will be made of case studies, role plays, simulations and filmed materials.

Education 439 is a particularly valuable course for those students who are planning to become school principals, vice-principals, superintendents of schools or senior officials in the Ministry of Education. The course is particularly essential for those students who are planning to undertake graduate studies in educational administration. It provides a broad foundation for graduate work.

Course Readings

Readings for the course will be distributed by the instructor at the beginning of the course.

Course Requirements

Assignments for the course are of four kinds:

1. Regular class preparation. Every student will have required reading assignments for each class session along with additional preparatory work assigned, e. g. case studies, role plays.
2. Critique. Each student will choose an article from the literature on a topic in educational administration.

The student will provide a synopsis and critique of the article, emphasizing its relevance and value to the practice of educational administration. The

synopsis and critique should not exceed four to five pages. A copy of the article should be submitted with the synopsis and critique.

3a. In-class presentation. A student may choose to give a brief (20 minute) in-class presentation on a relevant course topic that will be chosen after discussion with the instructor.

or

3b. Book Review. A student may choose to do a book review of 7 to 8 pages on a recent significant book in education.

4. Term Paper. Each student will prepare a term paper of medium length (8 to 10 pages) which will centre on a topic of significance in educational administration. The focus and form of the paper will be determined by each student after consultation with the instructor.

Mark distribution for the course requirements is as follows:

<u>Requirement</u>	<u>Mark Percentage</u>
Regular class preparation	35%
Critique	15
In-class presentation or book review	25
Term paper	25

Course Topics

The Social Context of Education in Canada

1. Public attitudes toward education
2. Purposes of schooling
3. Historical development of education in Canada (with particular reference to British Columbia)
4. The administrative labyrinth of Canadian education
5. Major social issues in education in Canada

The Organization and Administration of Schools in Canada

6. The formal and informal organization of schools
7. Administrative roles and responsibilities in schools
8. Leadership in schools
9. Groups and group processes in schools
10. The teacher in the school
11. The student in the school

12. Home-school relationships

The Political Context of Education in Canada

- 13. The federal government and education
- 14. The provincial government's role in education
- 15. The school district's role in education
- 16. Interest groups in education
- 17. Community involvement in education

The Legal and Financial Context of Education

- 18. Law and education
- 19. Financing education in Canada

Special Issues Facing Educational Leaders Today

- 20. Global issues
- 21. National/provincial issues
- 22. Province/school system issues
- 23. Community/school issues

ENVIRONMENTAL EDUCATION

FE 88-29

PROPOSED

REQUIREMENTS - 89/90

The Minor in Environmental Education develops skills in the design and operation of environment and outdoor education programs from Kindergarten through Grade 12, and in the organization and operation of residential and day centre outdoor education programs, wilderness outdoor recreation programs, and other interdisciplinary environmental school programs.

PREREQUISITES:

A minimum of 9 credits selected from the following:

BISC 003-3	Ecology and the Population Explosion
BISC 102-4	Introduction to Biology
BISC 204-3	Introduction to Ecology
EDUC 240-3	Social Issues in Education (new)
KIN 142-3	Introduction to Kinesiology
GEOG 100-3	Human Geography (new)
GEOG 111-3	Physical Geography
GEOG 215-3	Biogeography (new)
GEOG 241-3	Social Geography (new)
PHIL 001-3	Critical Thinking (new)
PHIL 120-3	Facts and Values
PSYC 106-3	Social Issues
S.A. 150-4	Introduction to Sociology
S.A. 202-4	Modern Industrial Society

REQUIRED COURSEWORK:

A minimum of 14 credits as specified below:

EDUC 452-4	Field Work and Case Studies in Environmental Education
EDUC 462-4	Environmental Education

Two further courses must be selected from the following:

EDUC 433-4	Philosophical Issues in Curriculum (new)
EDUC 471-4	Curriculum Development: Theory and Application
EDUC 474-4	Designs for Learning: Social Studies
EDUC 476-4	Designs for Learning: Natural Sciences
EDUC 479-4	Designs for Learning: Physical Education
EDUC 482-4	Designs for Learning: Educational Uses of Computers (new)
BISC 304-3	Animal Ecology
BISC 306-3	Invertebrate Biology
BISC 310-3	Plants and Animals of British Columbia
BISC 317-3	Insect Biology
BISC 337-3	Comparative Morphology, Distribution and Evolution of Vascular Plants
BISC 404-3	Plant Ecology
GEOG 322-4	World Resources
GEOG 344-4	Geography of Modern Industrial Societies
GEOG 369-4	Human Microgeography
GEOG 421-4	Geography of Resource Development
GEOG 431-4	The Landscape of Science, Art, Music and Literature

ENVIRONMENTAL EDUCATION

CURRENT PROGRAM
88/89 Calendar

UNDERGRADUATE PROGRAMS

The Minor in Environmental Education develops skills in the design and operation of environment and outdoor education programs from Kindergarten through Grade 12, and in the organization and operation of residential and day centre outdoor education programs, wilderness outdoor recreation programs, and other interdisciplinary environmental school programs.

PREREQUISITES:

A minimum of 9 credits selected from the following:

BISC	003-3	Ecology and the Population Explosion
BISC	102-4	Introduction to Biology
BISC	204-3	Introduction to Ecology
KIN	142-3	Introduction to Kinesiology
FPA	120-3	Introduction to Contemporary Dance (formerly KIN 144-3) (deleted)
GEOG	101-3	General Geography (deleted)
GEOG	111-3	Physical Geography
GEOG	121-3	Economic Geography (deleted)
GEOG	141-3	Social Geography (deleted)
ECON	101-3	The Canadian Economy (deleted)
ECON	200-3	Principles of Economics I - Microeconomic Principles (deleted)
ECON	205-3	Principles of Economics II - Macroeconomic Principles (deleted)
PHIL	120-3	Facts and Values
PSYC	106-3	Social Issues
S.A.	150-4	Introduction to Sociology
S.A.	202-4	Modern Industrial Society

REQUIRED COURSEWORK:

A minimum of 14 credits as specified below:

EDUC	452-4	Field Work and Case Studies in Environmental Education
EDUC	462-4	Environmental Education

Two further courses must be selected from the following:

EDUC	471-4	Curriculum Development: Theory and Application
EDUC	474-4	Designs for Learning: Social Studies
EDUC	476-4	Designs for Learning: Natural Sciences
EDUC	479-4	Designs for Learning: Physical Education
BISC	304-3	Animal Ecology
BISC	306-3	Invertebrate Biology
BISC	310-3	Plants and Animals of British Columbia
BISC	317-3	Insect Biology
BISC	336-3	Biology of Vascular Plants (deleted)
BISC	337-3	Comparative Morphology, Distribution and Evolution of Vascular Plants
BISC	404-3	Plant Ecology
BISC	409-3	Field Ecology (deleted)
GEOG	314-3	Climatology I (deleted)
GEOG	315-3	Biogeography I (deleted)
GEOG	322-3	Geography of Primary Activities
GEOG	344-3	Geography of Modern Industrial Societies
GEOG	369-3	Human Microgeography
GEOG	421-5	Geography of Resource Development
GEOG	431-5	The Landscape in Science, Art, Music and Literature
KIN	320-3	Cultural Aspects of Human Movement (deleted)
ECON	362-4	Economics of Natural Resources (deleted)

Please note the following carefully:

The Minor must be approved by Undergraduate Programs, Faculty of Education.

Course substitutions (when necessary) must be approved by Undergraduate Programs. Applications are available in the Faculty of Education.

Upper division (300-400) coursework may be counted towards one Major or Minor program only.

Upon completion of an S.F.U. degree, the Minor will be entered on official records.

For further information please contact 291-3643

PROPOSED
89/90

LEARNING DISABILITIES MINOR

The Minor in Learning Disabilities is designed to enhance a student's understanding of learning disabilities and to provide competence in the identification and non-clinical treatment of learning disabilities.

RECOMMENDED PREREQUISITES:

It is strongly recommended that students intending to take this Minor program should complete at least TWO of the following courses. Students should choose those courses which are prerequisite to the upper division courses they plan to complete for the Minor.

- EDUC 220-3 Psychological Issues in Education
- KIN 110-3 Current Topics in Human Nutrition
- PSYC 101-3 Introductory Psychology
- PSYC 180-3 Brain and Behavior

Successful completion of 18 semester hours of which 15 credits are earned by completing four required courses. The remaining 3 semester hours must be selected from the listed recommended courses.

REQUIRED COURSES:

- PSYC 351-3 Child Psychology
- OR
- PSYC 355-3 The Psychology of Adolescence and Youth
- EDUC 422-4 Learning Disabilities
- EDUC 424-4 Learning Disabilities - Laboratory
- EDUC 473-4 Designs for Learning - Reading

Recommended Courses:

- EDUC 320-3 Educational Psychology: Learning and Instruction
- EDUC 326-3 Classroom Management and Discipline
- EDUC 426-4 Teaching Children and Youth with Special Needs (new)
- EDUC 467-4 Curriculum & Instruction in Teaching English as a Second Language
- EDUC 475-4 Designs for Learning - Mathematics
- PSYC 320-3 Cognitive Processes

CURRENT
88/89.

Minor in Learning Disabilities

Copy of Minor requirements - 1988/89 Calendar

Minor in Learning Disabilities

The minor in Learning Disabilities is designed to improve students' understanding of learning disabilities, and their competence in the identification and non-clinical treatment of learning disabilities.

Prerequisites

It is strongly recommended that students intending to complete this minor program complete **at least two** of the following courses. Students should choose those courses which are prerequisite to the upper division courses they will complete for the minor:

- EDUC 220-3 Psychological Issues in Education
- KIN 100-3 Introduction to Human Structure and Function (delete)
- 110-3 Current Topics in Human Nutrition
- PSYC 101-3 Introductory Psychology
- 105-3 Differential Psychology (delete)
- 180-3 Brain and Behavior

Program Requirements

Candidates for the minor in Learning Disabilities must complete a minimum of 18 semester hours of upper division course work, as specified:

- PSYC 351-3 Child Psychology,
- (or 355-3 The Psychology of Adolescence and Youth)
- EDUC 422-4 Learning Disabilities
- 424-4 Learning Disabilities: Laboratory
- EDUC 473-4 Designs for Learning: Reading

One further course (3 to 4 hours) selected from the following:

- EDUC 320-3 Educational Psychology
- 325-3 Measurement and Evaluation in Teaching (delete)
- 326-3 Classroom Management and Discipline
- 467-4 Curriculum and Instruction in Teaching English as a Second Language
- 475-4 Designs for Learning: Mathematics
- PSYC 306-3 Psychological Assessment Procedures (delete)
- 320-3 Cognitive Processes