

SIMON FRASER UNIVERSITY

MEMORANDUM

TO: Senate

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

SUBJECT: Graduate Curriculum Revisions
- Faculty of Education

DATE: Nov. 17, 1988

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

Motion: that Senate approve and recommend approval to the Board of Governors as set forth in S.88-84 the following curriculum revisions

New courses:	EDUC 864-3	Research Designs in Education
	EDUC 867-3	Qualitative Methods in Educational Research
	EDUC 868-5	Curriculum Theory and Art Education
	EDUC 875-5	Therapeutic Instruction
	EDUC 876-5	Cognitive Intervention Research
	EDUC 846-4	Foundations of Mathematics Education
	EDUC 847-5	Teaching and Learning Mathematics
	EDUC 861-3	Educational Measurement Theory and Applications
	EDUC 862-3	Individual Assessment Procedures
Deletion of	EDUC 814-5	Research Strategies in Education
	EDUC 856-5	The Visual Arts, Imagery, and Education
	EDUC 872-5	Educational Assessment

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

Calendar Information:

Department: FACULTY OF EDUCATION

Course Number: Educ. 864

Title: Research Designs in Education

Description:

Designing and interpreting research about education. Introduction to survey techniques, correlational designs, classic experimental and evaluation designs for investigating causal relations, case study methods, interpretive approaches to research. Students with credit for Educ 814-5 may not take Educ 864-3 for further credit.

Credit Hours: 3 Vector: 3-0-0 Prerequisite(s) if any: None

Enrollment and Scheduling:

Estimated Enrollment: 15 When will the course first be offered: 1988-3
How often will the course be offered: Once per year.

Justification:

Our current research methods course covers research design and statistics. Students and faculty have complained that this course includes far too much material to cover reasonably in one semester. Educ 814-5 will be replaced by Educ 864-3 and Educ 865-3.

Resources:

Which Faculty member will normally teach the course: R. Marx

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended:

- Outline of the Course.
- An indication of the competence of the Faculty member to give the course.
- Library resources.

Approved:

Departmental Graduate Studies Committee: [Signature] Date: 14/1/88
 Faculty Graduate Studies Committee: [Signature] Date: 14/1/88
 Faculty: _____ Date: _____
 Senate Graduate Studies Committee: [Signature] Date: 1 Sept/88
 Senate: _____ Date: _____

EDUC 864-3: Research Designs in Education

Objectives of the Course

Students will be able to:

1. locate reports of research using library resources;
2. critically interpret reports of educational research and educational evaluations;
3. develop comprehensive and valid plans for conducting educational research and evaluations;
4. prepare effective requests for proposals from specialists in educational research and evaluation.

Outline of the Course

1. Education and Science
 - A. Theories, Hypotheses, and the Logic of Testing Theory
 - B. Constructs, Variables, and Operational Definitions
2. Validity in Educational Research
 - A. Internal Validity
 - B. Construct Validity of Putative Causes and Effects
 - C. Statistical Conclusion Validity
 - D. External Validity
3. Survey Techniques in Education
 - A. Sampling Designs
 - B. Interpretational Issues in Survey Research
4. Correlational Research in Education
 - A. The Meaning of Correlation
 - B. Quasi-causal Inference Making based on Correlational Research
5. Experimental Research in Education
 - A. Control and Causal Inference Making based on Experiments
 - B. Types of Experimental Designs
6. Case Study Methods in Education
 - A. Multi-operationalism
 - B. Applications of Case Study Methods in Educational Research
7. Qualitative Research in Education
 - A. Logical Underpinnings of Qualitative Research
 - B. Plans for Designing and Interpreting Qualitative Research

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:Department: FACULTY OF EDUCATIONCourse Number: Educ. 867Title: Qualitative Methods in Educational Research**Description:**

This course introduces students to qualitative research in education and examines topics such as identifying problems, using conceptual frameworks, coding, data analysis, drawing interpretations, and constructing arguments.

Credit Hours: 3 Vector: 3-0-0 Prerequisite(s) if any: None**Enrollment and Scheduling:**Estimated Enrollment: 15 When will the course first be offered: 1988-3How often will the course be offered: Once per year.**Justification:**

This course is designed to meet the needs of those students who require a background in qualitative research to complete their projects and theses.

Resources:Which Faculty member will normally teach the course: M. WideenWhat are the budgetary implications of mounting the course: NoneAre there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course.
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources.

Approved:

Departmental Graduate Studies Committee:	<u>[Signature]</u>	Date: <u>14/1/88</u>
Faculty Graduate Studies Committee:	<u>[Signature]</u>	Date: <u>14/1/88</u>
Faculty:	<u>[Signature]</u>	Date: _____
Senate Graduate Studies Committee:	<u>[Signature]</u>	Date: <u>1 Sept/88</u>
Senate:	_____	Date: _____

EDUC 867-3: Qualitative Methods In Educational Research

Rationale

Recent years have seen a great increase in the use of qualitative research at all levels. As a consequence a need has developed among students to become more proficient in doing qualitative research. The purpose of this course is to introduce students to the theory and practice of qualitative research.

Outline of the Course

Introduction

Overview of qualitative research, setting of questions, etc.

Approaches to and techniques of qualitative research

- ethnography
- content analysis
- interview
- observation

Handling and validating data

Meaning of reliability and subjectivity, – coding and constructing causal flow charts – data reduction – drawing valid inferences from qualitative data.

The context of qualitative research

History – relationship to other forms of research-issues and concepts in doing qualitative research.

Qualitative research and the nature of argument

Claims – use in understanding problems in education reporting.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:Department: FACULTY OF EDUCATIONCourse Number: Educ. 868Title: Curriculum Theory and Art Education**Description:**

The course examines and relates conceptions of creativity and response in the visual arts to the fundamental questions of curriculum theory.

Credit Hours: 5 Vector: 5-0-0 Prerequisite(s) if any: None**Enrollment and Scheduling:**Estimated Enrollment: 8 When will the course first be offered: 1989-2How often will the course be offered: Every other year.**Justification:**

The arrival of a new faculty member who takes on responsibility for courses in art education.

Resources:Which Faculty member will normally teach the course: S. RichmondWhat are the budgetary implications of mounting the course: None - Educ 856-5 will be deletedAre there sufficient Library resources (append details): See attached.

- Appended: a) Outline of the Course.
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources.

Approved:

Departmental Graduate Studies Committee:	<u>[Signature]</u>	Date: <u>14/1/88</u>
Faculty Graduate Studies Committee:	<u>[Signature]</u>	Date: <u>14/1/88</u>
Faculty:	<u>[Signature]</u>	Date: _____
Senate Graduate Studies Committee:	<u>[Signature]</u>	Date: <u>1 Sept/88</u>
Senate:	_____	Date: _____

EDUC 868-5: Curriculum Theory and Art Education

Rationale

A major concern of Art Education is to engage students in the creative production of visual form, the study of art as an historical/cultural phenomenon, and the making and defending of aesthetic judgements. Learning something about the challenges faced by the artist, the role of art in the history of civilizations, and what is involved in judging an artwork to be beautiful, sad, etc. develops capacities for the understanding and appreciation of art forms, and such capacities and achievements ultimately enhance the quality of life. The course will attempt to answer the fundamental questions of curriculum theory and classroom practice in ways that preserve the logic and value of experience in art. More specifically it seeks to develop the conceptual understanding of art and curriculum needed for the coherent planning and implementation of art programs in schools and to study the philosophy and practice of art education.

Outline of Topics

1. Art Education: conceptualization and educational justification.
2. Art: problems of definition; knowledge, technique, and constraints in producing art; talent, imagination, creativity; artistic representation; children's art.
3. Responding to Art: studying contemporary and historical works in the classroom; concepts in art criticism; psychology of perception; cognitive and aesthetic understanding; aesthetic education.
4. Curriculum Theory and Development: planning and implementing curricula that respect the logic of art and children's interests and abilities; the relation of art education to other curriculum aims and areas and education in general.

Competence of Faculty Member

Stuart Richmond holds a Ph.D. in philosophy of education from the University of Calgary, thesis title: Understanding and Art (1986). He has a background of study in art education, curriculum theory, and aesthetic education, and has taught in the public school system for ten years. He is currently involved in research into the artistic applications of computers and is writing in the areas of art and aesthetic education.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:Department: FACULTY OF EDUCATIONCourse Number: Educ. 875Title: Therapeutic Instruction**Description:**

An exploration of the role of emotions in learning. The course will detail ways in which the affective domain can be accommodated in the context of teaching and learning to secure a holistic balance within the instructional framework.

Credit Hours: 5 Vector: 5-0-0 Prerequisite(s) if any: Educ 860 -5**Enrollment and Scheduling:**Estimated Enrollment: 15 When will the course first be offered: 1989-1How often will the course be offered: Every other year.**Justification:**

A very large portion of theory-building and research in the area of instructional psychology has been directed toward cognitive information processes and systems. This emphasis has overshadowed the complementary component of effective learning; namely, the affective domain. The proposed course is designed to redress the balance. It alternates with Educ 811-5 which will henceforth be taught every other year.

Resources:Which Faculty member will normally teach the course: L. ProckWhat are the budgetary implications of mounting the course: NoneAre there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course.
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources.

Approved:

Departmental Graduate Studies Committee:	<u>[Signature]</u>	Date: <u>14/1/88</u>
Faculty Graduate Studies Committee:	<u>[Signature]</u>	Date: <u>14/1/88</u>
Faculty:	<u>[Signature]</u>	Date: <u>1 Sept 88</u>
Senate Graduate Studies Committee:	<u>[Signature]</u>	Date: <u>1 Sept 88</u>
Senate:	<u>[Signature]</u>	Date: <u>1 Sept 88</u>

EDUCATION 875-5

Therapeutic Instruction

Outline

Origin of Emotions

- the brain and emotion
- emergence of sense of self
- situational interplays among affective variables
- harnessing emotional power
- a model of self esteem

Relations Between Affect and Cognition

- emotion as a code factor
- role of memory
- role of metacognition

Conditions of Therapeutic Instruction

- criteria for assessing the process

The Craft of Therapeutic Instruction

- precipitating events: contrasts between planning & affirmation
- therapeutic diagnosis
- teaching emotional competence
- client responsibility

A Model of Therapeutic Instruction

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:Department: FACULTY OF EDUCATIONCourse Number: Educ. 876Title: Cognitive Intervention Research**Description:**

This course examines issues in research designed to enhance learners' cognitive processes. This research is subsumed under the broad term "cognitive interventions", which in turn, refers to research purported to increase learners' success in learning. The issues examined include the historical context, problems and prospects of cognitive interventions.

Credit Hours: 5 Vector: 5-0-0 Prerequisite(s) if any: Educ 860-5**Enrollment and Scheduling:**Estimated Enrollment: 12-15 When will the course first be offered: 1988-3How often will the course be offered: Every other year.**Justification:**

See. attached.

Resources:Which Faculty member will normally teach the course: B. WongWhat are the budgetary implications of mounting the course: NoneAre there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course.
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources.

Approved:

Departmental Graduate Studies Committee:

Date: 14/1/88

Faculty Graduate Studies Committee:

Date: 14/1/88

Faculty:

Date:

Senate Graduate Studies Committee:

Date: 1 Sept/88

Senate:

Date:

EDUC 876-5: Cognitive Intervention Research

Justification

Cognitive interventions represent an area that is currently very important in both cognitive and instructional psychology. Professionals from both fields are actively engaged in intervention research designed to enhance cognitive processes in students of various ages so that they become more successful learners and effective problem-solvers.

It seems both appropriate and timely for us to have a course on cognitive interventions. Students in the Instructional Psychology Program would gain knowledge and insight in analyzing the theoretical developments and existent research in cognitive interventions. (Educ. 829-5 will be offered alternate years.)

Course Outline:

Historical context of cognitive interventions

Forces that herald in the current wave of cognitive intervention research:

- (a) The cognitive zeitgeist in psychology and education
- (b) The impact of illiteracy in young adults at college levels

Where cognitive interventions are targetted

- (a) The necessity of differentiating between "architectural" versus "control processes"
- (b) Implications from the preceding differentiation for cognitive interventions

Problems in cognitive interventions

- (a) conceptual status in cognitive intervention research
- (b) assumptions of cognitive task analyses
- (c) the design of dependent measures (quantitative, qualitative and measuring presence of strategy use)
- (d) domain-specific interventions versus content free strategy interventions
- (e) problems in maintenance and generalization
- (f) the metacognitive perspective in cognitive intervention
- (g) issues neglected in cognitive intervention research

Future directions in cognitive interventions

The focus on 3-way interactions among learners, tasks and strategies.

EDUC 846-4: Foundations of Mathematics Education

Outline of the Course

The course will be designed around three central issues: the history of mathematics education, forces that influence the curriculum, and current issues. Although these topics are listed separately here, they will not be treated independently. Current issues have their roots in the history of the subject, and are influenced by philosophical, social, and technological developments.

In tracing the history of the subject the emphasis will be on the formal and informal means for promoting mathematical knowledge outside academia. Prior to the early 1800s this will include a look at the medieval curriculum, the crisis precipitated by the introduction of Hindu-Arabic numerals into Europe, the influence of the mathematical practitioners, and the rise of the academy as an alternative to the Latin Grammar school. In the 19th century, critical issues will include the rise of quantification as a means for understanding the world, the demands for general education, the influence of individuals such as Pestalozzi and Colburn, and the effects on mathematics education of faculty psychology. Issues of the last 100 years will include the pressure for secondary education, the progressive education movement, the "new mathematics" phenomenon, and the computer revolution.

A model will be developed to represent the interplay of influences on the mathematics curriculum. This will include the effect of new concepts of the nature of mathematics itself, the contributions of psychology and views of the nature of the learner, the pressures of society and its view of the school, and the technological developments such as the calculator and computer.

Issues of concern at the present time will include the increasing societal demand for a more numerate population, proposed reforms in the mathematics curriculum as a result of new computer capabilities, and the emphasis on problem solving as an alternative to an algorithmic concept of the curriculum development projects in Canada and other countries, and to assess various proposals for curriculum renewal.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:Department: FACULTY OF EDUCATIONCourse Number: Educ. 847Title: Teaching and Learning Mathematics**Description:**

The theory and practice of mathematics teaching at the secondary level. Emphasis on the nature of the learner and the function of the teacher.

Credit Hours: 4 Vector: 4-0-0 Prerequisite(s) if any: None**Enrollment and Scheduling:**Estimated Enrollment: 10 When will the course first be offered: 1990-1How often will the course be offered: Every other year.**Justification:**

Core course in the proposed M.Sc. (Educ) Graduate Program in Mathematics Education.

Resources:Which Faculty member will normally teach the course: S. DawsonWhat are the budgetary implications of mounting the course: NilAre there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course.
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources.

Approved:

Departmental Graduate Studies Committee:	<u>[Signature]</u>	Date: <u>8/3/88</u>
Faculty Graduate Studies Committee:	<u>[Signature]</u>	Date: <u>8/3/88</u>
Faculty:	<u>[Signature]</u>	Date: _____
Senate Graduate Studies Committee:	<u>[Signature]</u>	Date: <u>1 Sept/88</u>
Senate:	_____	Date: _____

Education 847-4: Teaching and Learning Mathematics

Outline of the Course

The emphasis of this course will be on the learner and the implication of learning for teaching. Various theories of learning will be examined and critiqued. The connections between present schools of thought and those discussed in the course Educ 846-4 will be made clear. The ideas of mathematics educators such as Dienes, Gattegno, Skemp, and Davis will be discussed and their implications for mathematics teaching will be assessed.

The content will reflect world-wide concern regarding the teaching of mathematics. The reading list includes contributions from individuals and organizations in Canada, the United States, the Soviet Union, Great Britain, and Holland. Students will be expected to read widely and to develop an understanding of the universality of problems in teaching and learning mathematics. Of fundamental importance, for example, is the realization that mathematical understanding is not demonstrated by performance on standardized achievement tests.

In the specific area of geometry, students will examine the Van Hiele model of the development of geometrical understanding, and the potential of new computer programs to assist students to develop geometrical concepts will be assessed. In problem solving, emphasis will be placed on the need for children to engage in open-ended problem-solving activities. To this end, students will undertake their own investigations.

Finally, this course will provide a research basis on which students may begin to formulate their own ideas for their thesis.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:Department: FACULTY OF EDUCATIONCourse Number: Educ. 861Title: Educational Measurement Theory and Applications**Description:**

Theories about measuring variables in education. Technical approaches to designing measuring instruments for norm-referenced and criterion-referenced contexts. Methods for identifying and relieving problems of measurements in education such as setting standards and bias in selection and classification.

Students who have taken EDUC 872-5 in previous semesters may not take this course for credit.

Credit Hours: 3 Vector: Prerequisite(s) if any: Stat 603 or equivalent course in statistical methods.

Enrollment and Scheduling:

Estimated Enrollment: 12-15 When will the course first be offered: 1989-1
 How often will the course be offered: Every other year.

Justification:

Educ. 872 currently includes two major topics, which have served somewhat different student needs. Splitting the course will allow different groups of students to enroll in courses that provide content more closely related to their needs and interests. Education 872 will be deleted.

Resources:Which Faculty member will normally teach the course: T. O'SheaWhat are the budgetary implications of mounting the course: Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course.
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources.

Approved:

Departmental Graduate Studies Committee:	<u>B. Wong</u>	Date:	<u>Mar. 8/88</u>
Faculty Graduate Studies Committee:	<u>[Signature]</u>	Date:	<u> </u>
Faculty:	<u>[Signature]</u>	Date:	<u> </u>
Senate Graduate Studies Committee:	<u>[Signature]</u>	Date:	<u>7 Nov/88</u>
Senate:	<u> </u>	Date:	<u> </u>

EDUCATION 861-3: EDUCATIONAL MEASUREMENT THEORY AND APPLICATIONS

Objectives of the Course

Students will be able to:

1. apply theories of measurement to the task of designing useful and valid measures of variables in education;
2. analyze data to identify problems of measurement and develop remedies for them;
3. communicate clearly to users of educational measures about advantages and disadvantages inherent in particular methods and specific instruments for gathering measurements.

Outline of the Course

1. Statistical Concepts in Test Theory
 - A. Test Scores as Composites
 - B. Distributions and Transformations
2. Reliability
 - A. Classical Model
 - B. Generalizability Model
 - C. Criterion-Referenced Models
3. Validity
 - A. Classical Types of Validity
 - B. Prediction and Classification
4. Scales and Item Analysis
 - A. Common Scales in Education - Age and Grade Equivalents, Percentiles
 - B. Classical Item-level Statistics
 - C. Item Response Theory
 - D. Item Bias
5. Bayesian Approaches to Testing
6. Practical Issues
 - A. Setting Standards
 - B. Norms
 - C. Item Banking
 - D. Equating
 - E. Test Bias

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:Department: FACULTY OF EDUCATIONCourse Number: Educ. 862Title: Individual Assessment Procedures**Description:**

Methods for gathering and validly interpreting assessments of individuals in educational settings. Intelligence and achievement testing, interview methods, observational procedures, case study methodology.

Students who have taken EDUC 872-5 in previous semesters may not take this course for credit.

Credit Hours: 3 Vector: _____ Prerequisite(s) if any: None**Enrollment and Scheduling:**

Estimated Enrollment: 12-15 When will the course first be offered: 1989-2
 How often will the course be offered: Once per year.

Justification:

Educ 872 currently includes two major topics, which have served somewhat different student needs. Splitting the course will allow different groups of students to enroll in courses that provide content more closely related to their needs and interests. Educ 872 will be deleted.

Resources:

Which Faculty member will normally teach the course: J. Walsh
 What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course.
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources.

Approved:

Departmental Graduate Studies Committee: _____

Faculty Graduate Studies Committee: _____

Faculty: _____

Senate Graduate Studies Committee: _____

Senate: _____

Date: Mar. 8/88

Date: _____

Date: _____

Date: 7 Nov/88

Date: _____

EDUCATION 862-3: INDIVIDUAL ASSESSMENT PROCEDURES

Outline of the Course

I. Review of basic concepts in educational and psychological measurement theory

- A. Standards**
 - 1. Norm referencing
 - 2. Domain or criterion referencing
- B. Basic concepts**
 - 1. Reliability
 - 2. Validity
 - 3. Utility

II. Formulating assessment questions

- A. Referral sources**
- B. Individual assessment and the method of "multiple competing hypotheses"**
- C. Human judgment and decision making**
- D. Theories of change -- impact on assessment.**

III. Designing assessment systems

- A. Static approaches - "The Test Battery"**
- B. Dynamic approaches - Interactive systems**
- C. Assessment and the design of interventions**

IV. Standardized Procedures

- A. Vocational and career counselling**
- B. Social skills and interpersonal relationships**
- C. Aptitude and ability**
- D. Academic achievement**
- E. Personality**

V. Informal Procedures

- A. Self-report**
- B. Observational techniques**
- C. Rating scales and checklists**

VI. Ethics

- A. Confidentiality**
- B. Informed consent**
- C. Referral**

MEMORANDUM

To: Stan Kanehara,
Asst to the Dean of Education

From: Roger Blackman, Chair
Psychology Department

Subject: Proposed course overlap

Date: October 27, 1988

.....

I am responding to your memo of October 26th requesting consideration of two proposed graduate Education courses with respect to possible overlap with Psychology courses.

1. EDUC 861 - Educational measurement theory and applications

Not surprisingly, given the emphasis in the Psychology curriculum on measurement, there is some overlap between the proposed course and one or more of our courses. The course outline for EDUC 861 is nominally quite similar to that for PSYC 311 (Psychological measurement). In fact, the first two books in the bibliography for EDUC 861 are the two required texts for PSYC 311 (when it is taught by Dr. Krane).

Although the two courses have measurement theory in common, it is clear that the treatment of applications is different. In addition, it is reasonable to expect that the depth at which issues are addressed will reflect the level of each course. Given these considerations, we have no objection to the proposed course.

2. EDUC 862 - Individual Assessment Procedures

There is some overlap between EDUC 862 and PSYC 820 (a required graduate seminar in "Individual assessment") in the treatment of the fundamentals of individual assessment. In the application of these fundamentals, however, the courses are quite different. Where the proposed course focusses on educational assessment, ours is concerned with assessment of psychopathology. Since it is clear that the two courses are aimed at different student groups, we have no objection to the establishment of EDUC 862.

CC: Bill Krane, Psychology Graduate Studies Committee Chair
David Cox, Director of the Clinical Psychology Program

R. Blackman

November 1, 1988

TO: Dr. J. Tuinman
Mr. S. Kanahara

FROM: William C. Wedley

SUBJECT: New course proposals

We have reviewed your new course proposals and we would like to make the following comments.

1. EDUC 439 - Educational administration.

Although this is an interesting degree of overlap in this course with some of our organizational behaviour courses, we do recognize the special educational focus which warrants its offering. The legal, political and financial aspects of policy are unique to education.

2. EDUC 861 - Educational measurement theory.

We also cover the material of this course, except with a business focus. In special circumstances, some of our students may wish to take the course proposed by education.

3. EDUC 862 - Individual Assessment Procedures.

On a special topic basis, we periodically cover issues of individual assessment for recruitment, merit, and promotion (as opposed to student assessment in education). Although the methodology is similar, the application is different.

4. EDUC 832-5 - Teaching composition

There is no course in business which is similar to this course.

In conclusion, there are some overlaps in technique, but major differences in application. Overall, we wish you success with the new courses.

SIMON FRASER UNIVERSITY**Graduate Course Proposal Form - CHANGE**

TO TITLE ONLY

Calendar Information:Department: FACULTY OF EDUCATIONCourse Number: Educ.829Title: Theoretical Foundations of Learning Disabilities

Description:

Same as before. **THIS IS A TITLE CHANGE ONLY.**Credit Hours: 5Vector: 5-0-0Prerequisite(s) if any: Educ 422 & Educ 864, or consent of Instructor.**Enrollment and Scheduling:**Estimated Enrollment: 8-12 When will the course first be offered: 1989-3How often will the course be offered: Every second year.**Justification:**Proposed New Title: Contemporary Issues in Learning Disabilities. This title change is required to more accurately reflect the course content.**Resources:**Which Faculty member will normally teach the course: B.Y.L. WongWhat are the budgetary implications of mounting the course: NoneAre there sufficient Library resources (append details): Yes

- Appended:
- a) Outline of the Course.
 - b) An indication of the competence of the Faculty member to give the course.
 - c) Library resources.

Approved:

Departmental Graduate Studies Committee: [Signature] Date: 14/1/88Faculty Graduate Studies Committee: [Signature] Date: 14/1/88Faculty: [Signature] Date: [Signature]Senate Graduate Studies Committee: [Signature] Date: 1 Sept/88Senate: [Signature] Date: [Signature]