

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Senate

From: J.M. Munro, Chair
Senate Committee on
Academic Planning

Subject: Faculty of Education -
Graduate Curriculum Revisions
SCAP Reference: SCAP 91-52 and
SCAP 91-53

Date: December 10, 1991

Action undertaken by the Senate Committee on Academic Planning and the 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.92-7 graduate curriculum revisions in the Faculty of Education as follows:

1. Retitle the Ph.D. program in Instructional Psychology to the Ph.D. program in the Psychology of Education
2. Change of title for EDUC 970, EDUC 971 and EDUC 972
3. Change present Master's and Ph.D. programs in Instructional Psychology to create a combined MA/PhD program in the Psychology of Education
4. New courses
EDUC 848-5 Ideas and Issues in Aesthetic Education
EDUC 849-5 Artists, Society and Arts Education
EDUC 869-5 Music Education as Thinking in Sound
EDUC 827-5 Conceptions of Giftedness
EDUC 850-5 Creativity and Education
EDUC 838-5 Judgment in Administrative Decision-Making"

MEMO

Dr. Phil Winne
Professor of Education and Psychology
Coordinator for R & D in Education
3 October 1991

TO Mike Manley-Casimir, Director of Graduate Programs
Members of Graduate Programs Committee

RE Proposed Changes to Graduate Programs in Instructional Psychology

Faculty directly involved with graduate programs in Instructional Psychology (viz., Adam Horvath, Roger Gehlbach, Lannie Kanevsky, Jack Martin, Leone Prock, Judy Scott, Bernice Wong, and me) jointly propose the following changes.

1. The Ph.D. program in Instructional Psychology will be re-titled the Ph.D. program in the Psychology of Education.
2. The following courses previously incorporating the phrase "Instructional Psychology" will be retitled as:
 - EDUC 970 Systems and Paradigms in the Psychology of Education
 - EDUC 971 Advanced Topics in the Psychology of Education
 - EDUC 972 Colloquium in the Psychology of Education
3. Present Master's and Ph.D. programs in Instructional Psychology will be reconfigured to create a combined MA/Ph.D. program in the Psychology of Education. A revised Calendar entry appears on the next page.

Students currently enrolled in a graduate program in Instructional Psychology will have the option to continue in that program as defined in the SFU Calendar for 1991-1992, or transfer to a new program without needing to re-apply for admission.

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Calendar Entry for Graduate Programs in the Psychology of Education

The graduate program in the Psychology of Education leads to a Master of Arts or a Ph.D. It is designed for students interested in studying theories, basic and applied research, and research methodologies in the psychology of education. A brochure describing the program is available from the Graduate Programs office, Faculty of Education.

Students admitted to the M.A. program may apply to transfer to the Ph.D. program upon successful completion of MA coursework as described below, and apply course credits and residence accumulated in the M.A. program to the Ph.D. degree. (See also Section 1.7 of the Graduate General Regulations.) Students entering either program may apply for transfer credit if graduate work completed at another institution duplicates courses in our program.

Students in the Ph.D. program must write a comprehensive examination after completing Core courses. The examination, set by a committee consisting of the student's dissertation supervisory committee plus one other faculty member designated by the Director of Graduate Programs, addresses three areas: theory, research methods, and the student's area of specialization.

.....	M.A.....	Ph.D.
.....	credits	credits
Core		

Required courses for M.A. and Ph.D.1313

- EDUC 840-0 Graduate Seminar
- EDUC 860-5 Contemporary Instructional Psychology
- EDUC 863-5 Quantitative Methods in Educational Research
- EDUC 864-3 Research Designs in Education

Required courses for Ph.D. (elective for M.A.) -15

- EDUC 865-5 Advanced Topics in Educational Data Analysis
- EDUC 970-5 Systems and Paradigms in the Psychology of Education
- EDUC 972-5 Colloquium in the Psychology of Education

Theory (select one in the M.A. program; select two in the Ph.D. program, at least.....510
one of which must be EDUC 901 or 902)

- EDUC 805-5 Selected Problems in Early Elementary Education
- EDUC 826-5 The Reading Process
- EDUC 827-5 Conceptions of Giftedness (new course)
- EDUC 829-5 Contemporary Issues in Learning Disabilities
- EDUC 847-4 Teaching and Learning Mathematics
- EDUC 851-5 Computer-based Learning
- EDUC 870-5 Theories of Counselling
- EDUC 901-5 Seminar in History of Educational Theory.
- EDUC 902-5 Interdisciplinary Seminar in Contemporary Educational Thought

Application (select one in the M.A. program; select two in the Ph.D. program)510

- EDUC 811-5 Field Work
- EDUC 828-5 Instructional Practices in Reading
- EDUC 871-5 Family Counselling
- EDUC 873-5 Vocational Counselling
- EDUC 875-5 Therapeutic Instruction
- EDUC 876-5 Cognitive Intervention Research
- EDUC 971-5 Advanced Topics in the Psychology of Education

Methodology (select one in the M.A. program; select two in the Ph.D. program)3-56-10

- EDUC 822-5 Evaluation of Educational Programs
- EDUC 861-3 Educational Measurement Theory and Application
- EDUC 862-5 Individual Assessment
- EDUC 867-3 Qualitative Methods in Educational Research

Thesis.....1010

- EDUC 898-10 Masters Thesis
- EDUC 899-10 PhD Thesis

Administrative Leadership

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

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

Core

- EDUC 803-5 Educational Program Supervision
813-5 Organizational Theory and Analysis in Education

Electives

- EDUC 815-5 Administrative, Legal and Financial Bases of Education
817-5 The Political and Social Environment of Public Education
818-5 Administrative Leadership of Educational Personnel
830-5 Implementation of School Programs
863-5 Quantitative Methods in Educational Research
864-3 Research Designs in Education
867-3 Qualitative Methods in Educational Research

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 can be pursued as a general program or can focus on an area of specialization. Areas of specialization include, for example, computers in education, environmental education, learning disabilities, and reading. Each specialized area is defined by a particular selection and sequence of course work lodged within the general structure for graduate studies in curriculum and instruction.

Additional information about areas of specialization can be obtained from the office of 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 816-5 Developing Educational Programs
820-5 Educational Objectives and Teaching Strategies
821-5 Philosophical Issues in Classroom Practices
822-5 Evaluation of Educational Practice
823-5 Curriculum and Instruction in an Individual Teaching Specialty
830-5 Implementation of School Programs

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

- EDUC 804-5 Selected Problems in Educational Technology
811-5 Fieldwork I
819-5 Studies in Teacher-Student Interaction
826-5 The Reading Process
828-5 Instructional Practices in Reading
829-5 Contemporary Issues in Learning Disabilities
851-5 Computer-based Learning
857-5 Issues and Topics in Environmental Education
863-5 Quantitative Methods in Educational Research
864-3 Research Design in Education
867-3 Qualitative Methods in Educational Research
868-5 Curriculum Theory and Art Education

Instructional Psychology

The graduate program in instructional psychology is offered to students interested in the scientific study of instruction using methods of the behavioral sciences and based on psychological theories. The concept of instruction is construed liberally to encompass settings where one person (teacher, tutor) acts systematically to bring about a change in another's (student'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 computer-based learning, learning disabilities, and reading. Each specialized area is defined by a particular selection and sequence of course work lodged within the general structure of graduate studies in instructional psychology. Additional information about these areas of specialization can be obtained from the Office of 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 focused 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 competencies students are required to take all core courses and at least one course under each of the other headings in the following table.

Core

- EDUC 860-5 Contemporary Instructional Psychology
863-5 Quantitative Methods in Educational Research

Introductory Theory

- EDUC 828-5 The Reading Process
829-5 Contemporary Issues in Learning Disabilities
851-5 Computer-based Learning
870-5 Theories of Counselling

Specialization

- EDUC 828-5 Instructional Practices in Reading
871-5 Family Counselling
873-5 Vocational Counselling
874-3 Counselling Skills and Strategies
875-5 Therapeutic Instruction
876-5 Cognitive Intervention Research

Methodology

- EDUC 822-5 Evaluation of Educational Practice
861-3 Educational Measurement Theory and Application
863-5 Individual Assessment Procedures
864-3 Research Designs in Education
867-3 Qualitative Methods in Educational Research

Counselling Psychology

The graduate program in counselling psychology is offered to students interested in careers as counsellors in schools, colleges, and community agencies. Students pursue a general program with opportunities for specialization provided in course work and field work.

Students in the counselling program are required to complete a minimum of 34 semester hours of course work and a thesis or project. All students must complete the core requirements listed in the following table. In addition, students must complete a minimum of two courses from Methodology and/or Specialization.

Core

- EDUC 811-5 Fieldwork I
812-5 Fieldwork II
862-3 Individual Assessment Procedures
863-5 Quantitative Methods in Educational Research
870-5 Theories of Counselling
874-3 Counselling Skills and Strategies

Methodology

- EDUC 822-5 Evaluation of Educational Practice
861-3 Educational Measurement Theory and Application
864-3 Research Designs in Education
865-5 Advanced Topics in Educational Data Analysis
867-3 Qualitative Methods in Educational Research

Specialization

- EDUC 860-5 Contemporary Instructional Psychology
871-5 Family Counselling
873-5 Vocational Counselling
875-5 Therapeutic Instruction
876-5 Cognitive Intervention Research

Mathematics Education

An MSc program in the teaching of secondary school mathematics is offered jointly by the Faculty of Education and the Department of Mathematics and Statistics. The program is designed for a cohort of students commencing every second year. In addition to a thesis which will be supervised by a member of the Faculty of Education or the Department of Mathematics and Statistics students are required to complete the following courses:

- EDUC 846-4 Foundations of Mathematics Education
847-4 Teaching and Learning Mathematics
MATH 803-4 Foundations of Mathematics
804-5 Geometry
805-4 Mathematical Modeling

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. The Individual Study and Research Plan requires approval by the Graduate Program Commit-

3.

and must exhibit clear programmatic coherence. Fields of study vary; the following list is illustrative: early childhood education; art education; curriculum content specialization (including chemistry, English, French education, language arts, mathematics, music education, physical education, and science education); instructional theory; multi-cultural education; program development and evaluation; social and philosophical studies; research on teaching; and educational research.

Admission

For admission requirements, refer to the *Graduate 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 is required to submit a 500 word essay explaining why they wish to pursue graduate work in their chosen area and a recent academic paper that involves sustained argument. A student may also be required to have a personal interview with representatives of the Faculty Graduate Studies Committee, and in special circumstances, the Faculty may require applicants to submit additional proof of eligibility.

The Faculty of Education has deadline dates for application to graduate study. For specific deadlines and further information, including more detailed descriptions of programs and their individual requirements, please contact:

Office of the Director of Graduate Programs
Faculty of Education
Simon Fraser University
Burnaby, BC V5A 1S6
Telephone: (604) 291-4787

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

Admission Criteria

Admission to graduate study in the Faculty of Education is competitive. All applicants must satisfy the University requirements for admission, but not all applicants who do so will necessarily be admitted to graduate study in Education. The number of students admitted is always contingent upon the availability of faculty members to supervise students' programs.

Admission decisions are normally based on the assessment of a student's application in terms of the following criteria:

- evidence of superior intellectual ability
- evidence of adequate knowledge in areas foundational to the chosen field of study
- evidence of communicative competence
- evidence of demonstrated expertise in areas relevant to the proposed field of study
- evidence of personal commitment to the chosen field of study
- evidence of capacity for self-directed study

Residence Requirements

The minimum period of registration for the MA, MSc, and MEd degrees, during which the student must be under supervision, is three semesters, at least two of which must be consecutive.

Supervision of a 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 course work and the selection of a supervisory committee that will supervise the thesis or project. For additional information on Supervisory Committees, refer to the *Graduate General Regulations*.

PhD Programs

Degree Requirements and Fields of Study

The PhD program allows specializations in Curriculum Theory and Implementation, and in Instructional Psychology. The PhD program will include the following:

- Successful performance in approved courses normally amounting to the total semester hours credit as listed below for each program, beyond the requirements for the MA or MSc or MEd. The Supervisory Committee may require further work in this or other faculties. Students are strongly encour-

aged to draw additional courses from related departments outside the Faculty of Education.

- Successful performance in comprehensive examinations. The composition of the Comprehensive Examination Committee and the components of the comprehensive examinations are shown below under each program. The examinations will normally be written. 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.

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

Curriculum Theory and Implementation

20 semester hours credit as follows:

- EDUC 901-5 Seminar in the History of Educational Theory
902-5 Interdisciplinary Seminar in Contemporary Educational Thought

plus 10 semester hours credit of elective course work.

The Comprehensive Examination Committee will normally consist of the student's supervisor, and two persons designated by the Director of Graduate Programs from those involved in teaching the program for the first two areas of the Comprehensive Examination, the Supervisor Committee, and one other faculty member designated by the Director for the third area.

Comprehensive Examinations: students are expected to write examinations in four areas: Educational Theory, Research Methods, Field of Specialization, and an oral exam based on the student's written responses to the comprehensive examinations.

Instructional Psychology PhD Program

30 semester hours credit as follows:

- EDUC 901-5 Seminar in the History of Educational Theory
902-5 Interdisciplinary Seminar in Contemporary Educational Thought
840-0 Graduate Seminar
865-5 Advanced Topics in Educational Data Analysis
970-5 Systems and Paradigms in Instructional Psychology
971-5 Advanced Topics in Instructional Psychology
972-5 Colloquium in Instructional Psychology

Newly admitted students who have not taken a recent graduate course in instructional psychology will be required to complete EDUC 860.

The Comprehensive Examination Committee will consist of the student's supervisory committee and one other faculty member to be designated by the Director of Graduate Programs.

Comprehensive Examinations: students are expected to write examinations in three areas: Education Theory, Research Methods, and Field of Specialization.

Admission

For admission requirements, refer to the *Graduate General Regulations*, section 1.3.3. Admission to a Doctoral Program. In addition to the university requirements a student is required to provide a minimum of three letters of reference, to submit a 500 word essay explaining why they wish to pursue a doctoral program and a sample of academic writing. 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 Master's programs 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 three members. Two 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 *Graduate General Regulations*. In addition, members of this committee are expected to participate in the doctoral colloquia in the student's area of study.

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SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:Department: **FACULTY OF EDUCATION**Course Number: Educ. 827Title: Conceptions of Giftedness

Description: Students will examine current conceptions of giftedness and factors that contribute to the development of extraordinary abilities. The implications for program planning will also be considered.

Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: Educ. 428**Enrollment and Scheduling:**Estimated Enrollment: 15 When will the course first be offered: 1993-2How often will the course be offered: once each year

Justification: This course has been developed in response to the need for graduate level study addressing gifted education. In order to understand the current state of the field and the variety of services that can be provided to bright students, educators must understand the historical, cultural, and political foundations of current theories of giftedness. The implications of each conception of giftedness for the development of appropriate educational programming must be considered critically in light of the research literature, the goals of the program, and the resources needed to support it.

Resources:Which Faculty member will normally teach the course: Dr. Lannie KanevskyWhat are the budgetary implications of mounting the course: 1/4 FTE (a new faculty appointment)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

Date: Oct. 22, 1991

Faculty Graduate Studies Committee:

Date: Oct 22, 1991

Faculty:

Date: _____

Senate Graduate Studies Committee:

Date: Nov 22/91

Senate:

Date: _____

COURSE OUTLINE
EDUCATION 827-5
CONCEPTIONS OF GIFTEDNESS

OBJECTIVES:

1. To understand the similarities and differences between the conceptions of giftedness that dominate the current literature.
2. To develop an awareness of the implications each conception has for the selection of identification procedures and instruments, program content and structure, and the allocation of resources.
3. To critically examine the research that has tested these conceptions, in whole or in part.
4. To evaluate the strengths and weaknesses of each conception for the development of educational policy and programming for bright students in a variety of settings (urban, rural, regular classroom, pullout, etc.).

CONTENT:

The meanings and purposes of the terms theory, conception, model and definition in education in general as well as in gifted education.

Historical trends in conceptions and interest in gifted individuals.

Cultural differences in attitudes towards individual differences and extraordinary ability.

The conceptions of giftedness proposed by Sir Frances Galton, Lewis Terman, Barbara Clark, François Gagné, James Gallagher, Michael Piechowski, Joseph Renzulli, Robert Sternberg, and A.J. Tannenbaum.

Selected research reports and critiques that examine each conception.

The development of criteria for comparing the conceptions to promote the development of an understanding of their similarities and differences, strengths and weaknesses. These criteria will consider each conception's components and the relations between them, research evidence, and implications for policy, program and staff development.

COMPETENCE OF FACULTY MEMBER

Dr. Kanevsky holds a Ph.D. in Special Education (With a specialization in giftedness) from Columbia University's Teachers College in New York. She has, and will continue to examine these and other conceptions of giftedness and ability in her research and in her collaboration with school districts in their efforts to apply them in practical settings.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:

Department: **FACULTY OF EDUCATION**

Course Number: Educ. 850-5

Title: Creativity and Education

Description: This course involves an exploration of the concept of creativity used in educational theory and practice. Through an examination of philosophical writings, psychological studies, first hand accounts of creators, biographical and historical material, and works of art and science themselves, an attempt will be made to come to grips with some of the problems which surround this concept and thereby to evaluate views about creativity put forth in theoretical accounts and exhibited in educational practice.

Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: --

Enrollment and Scheduling:

Estimated Enrollment: 15 When will the course first be offered: 1992-1
How often will the course be offered: Annually

Justification: The concept of creativity is frequently evoked as a means of justifying a range of educational activities and practices. This course has been developed in order to provide graduate students in education in general and in arts education in particular with the opportunity to become acquainted with extant views about the nature of creativity and to examine critically the claims put forward regarding the fostering of creativity in education.

Resources:

Which Faculty member will normally teach the course: Dr. Sharon Bailin

What are the budgetary implications of mounting the course: 1/4 FT Faculty (new faculty appt.)

Are there sufficient Library resources (append details): _____

- 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: Ant. Nally - C. Date: Oct 28, 1991

Faculty Graduate Studies Committee: Ant. Nally - C. Date: Oct 28, 1991

Faculty: _____ Date: _____

Senate Graduate Studies Committee: B. B. C. Date: Nov 27/91

Senate: _____ Date: _____

SIMON FRASER UNIVERSITY
EDUCATION 850-5
CREATIVITY AND EDUCATION

Spring Semester 1992

Instructor: Dr. Sharon Bailin
Office: 8672 MPX
Phone: 291-5828

DESCRIPTION

This course involves an exploration of the concept of creativity used in educational theory and practice. Through an examination of philosophical writings, psychological studies, first hand accounts of creators, biographical and historical material, and works of art and science themselves, an attempt will be made to come to grips with some of the problems which surround this concept and thereby to evaluate views about creativity put forth in theoretical accounts and exhibited in educational practice.

TOPICS

Definitions and criteria of creativity: How is the term 'creativity' used in educational theory and practice? How has creativity been defined? How is it best defined? What are the criteria for identifying creativity? Does creativity refer primarily to persons or products? Is creativity confined to great achievements? What is the relationship between ascriptions of creativity and the value of products?

The creative person: What does it mean to say that a person is creative? Can someone be creative if he or she has never created anything? Is it possible, in practice or in principle, to identify creative ability at an early age? Does creativity cut across subject areas?

Testing for creativity: Is it possible, in practice or in principle, to test for creativity?

Creative process: Is there a distinctive creative process? Are there distinctive stages of creativity? What is the relationship between creativity and critical thinking? Creativity and rationality? Does creativity involve unconscious processes?

Accounts of creativity: What can be learnt about creativity from comparing accounts of creativity, analyses of these accounts, records of the process of creation of works, and works themselves? How reliable are first-hand accounts of creativity?

Skills and knowledge: What is the relationship between skills and creativity? Between knowledge and creativity? Do skills and knowledge inhibit or enhance creativity?

Originality: What is entailed in something being original? Is originality necessary/sufficient for creativity? Why do we value novelty? Are created products discontinuous with past products?

Imagination and intuition: What do we mean when we talk about imagination? When we describe a work as imaginative? What is the connection between imagination and creativity? What is the relationship between imagination and intuition? Is intuition non-rational?

Artistic and scientific creativity: What are the similarities and differences between artistic and scientific creativity? Does science involve simply the discovery of what the world is like, or does it involve creation as well?

Fostering creativity: Is it possible to teach creativity? To teach for creativity? If possible, is it desirable? Is there any justification for courses in creativity or special techniques to foster creativity? How (if at all) can creativity be fostered through specific subject areas?

COURSE REQUIREMENTS

Class presentation	10%
Seminar on topic of term paper	20%
Abstract of term paper	20%
Term paper	50%

Students will be expected to be prepared for and participate in class discussions.

REQUIRED TEXTS

Bailin, S. (1991). Achieving extraordinary ends: An essay on creativity. Norwood, N.J.: Ablex (or Dordrecht: Kluwer, 1988).

Perkins, D. (1981). The mind's best work. Cambridge: Harvard U. Press.

Weisberg, R. (1986). Creativity: Genius and other myths. N.Y.: Freeman.

Rothenberg, A. & Hausman, C. (Eds.). (1976). The creativity question. Durham: Duke U. Press.

Vernon, P.E. (Ed.). (1970). Creativity. N.Y.: Penguin.

Interchange 16, 1 (1985). (special issue: Creativity, education and thought).

Additional articles to be selected/assigned.

COMPETENCE OF FACULTY MEMBER

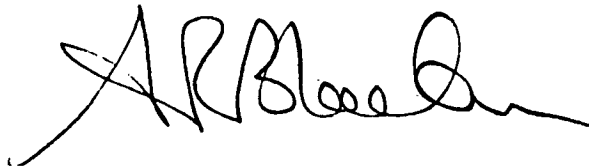
Dr. Bailin holds a Ph.D. in Philosophy of Education from the University of Toronto. She is the author of Achieving Extraordinary Ends: An Essay on Creativity (Ablex, 1991; Kluwer, 1988) and the co-editor of a special issue of Interchange devoted to creativity. She has published more than twenty articles on creativity and related topics and has delivered more than thirty papers on the topic at national and international scholarly conferences.

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Sharon Bailin.....	From... Roger Blackman, Chair.....
..... Faculty of Education.....	 Psychology Department.....
Subject... Proposed course "Creativity and Education".....	Date... October 24, 1991.....

Thank you for the outline for the proposed course "Creativity and Education." The Psychology Department has found no overlap between this course and any graduate level course in Psychology.



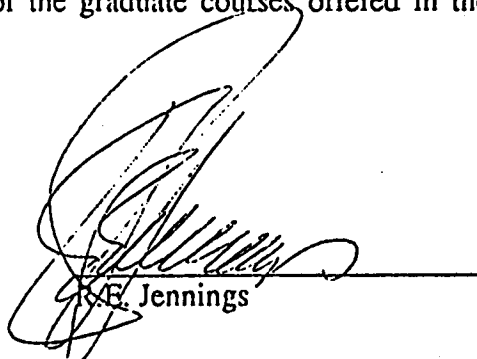
SIMON FRASER UNIVERSITY

Department of Philosophy

MEMORANDUM

TO: Prof. Sharon Bailin Faculty of Education	FROM: R.E. Jennings Philosophy Department
RE: <u>Proposed Course</u>	DATE: October 25, 1991

This is to confirm that your proposed course, "Creativity and Education" does not appear to conflict or encroach on the content of any of the graduate courses offered in the Philosophy department.



R.E. Jennings

10.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Faculty of Education
Simon Fraser University

paper **FE91-10**

Calendar Information:

Department: **FACULTY OF EDUCATION**

Course Number: Educ. 838-5

Title: Judgment in Administrative Decision-Making

Description: Students examine the exercise of judgment (discretion) as a key element in administrative decision-making, and investigate the various dimensions of the exercise of discretion—conceptual, empirical, normative and prescriptive using perspectives drawn from diverse administrative contexts.

Credit Hours: 5 Vector: 2-2-1 Prerequisite(s) if any: --

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Enrollment and Scheduling:

Estimated Enrollment: 15 When will the course first be offered: 1992-3

How often will the course be offered: Annually

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Justification: The course rests on the premise that the exercise of discretion is a central element in administrative decision-making. So, if we wish to understand administrative decision-making, to improve our decision-making abilities and to account for the link between discretion and policy implementation, we need to examine directly and systematically the various dimensions of the exercise of discretion—conceptual, empirical, normative and prescriptive. Since discretion is exercised in diverse administrative contexts we need to draw on studies of the exercise of discretion and related concepts conducted in non-educational contexts, e.g., law, criminology, educational administration, social welfare, business and cognitive psychology, and use the findings to inform educational decision-making.

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Resources:

Which Faculty member will normally teach the course: Dr. Michael Manley-Casimir

What are the budgetary implications of mounting the course: 1/4 FTE The course has been offered three times as Special Topics and included as FTE

Are there sufficient Library resources (append details): Current holdings are more than adequate.

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

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Approved:

Departmental Graduate Studies Committee: [Signature] Date: 23/9/91

Faculty Graduate Studies Committee: [Signature] Date: 23/9/91

Faculty: [Signature] Date: 25/9/91

Senate Graduate Studies Committee: [Signature] Date: Nov 27/91

Senate: _____ Date: _____

COURSE OUTLINE

Education 838-5

JUDGMENT IN ADMINISTRATIVE DECISION-MAKING

OBJECTIVES:

1. To develop an understanding of educational administration through a focus on the use of discretion in administrative decision-making.
2. To appreciate the various approaches and theories concerning the decision-making process.
3. To become acquainted with the wide range of perspectives influencing the use of discretion in administrative decision-making—law, criminology, educational administration, social welfare, business and cognitive psychology.
4. To examine the role of responsibility, conscience, ethics and values in the use of discretion by administrators in educational organizations.

CONTENT:

The approaches to administrative decision-making: humanistic and scientific.
The decision-making process. Administrative style.

The nature of discretion. Defining discretion. Distinguishing between four levels of discretion: routine, emergency, control and social-conflict situations.
The concepts of decentralization, hierarchy and authority.

Structure of discretion. Examine the need to confine, structure and check discretionary power. Rules and discretion.

Perspectives from education, law, criminology, social administration and cognitive psychology.

The nature and role of ethics, values, responsibility, conscience and courage in administrative decision-making.

Discretion and policy.

COMPETENCE OF FACULTY MEMBER:

Dr. Manley-Casimir holds a Ph.D. in Educational Administration from the University of Chicago and has focused part of his research on the use of discretion in administrative decision-making. He has published on the topic, has taught this course three times as a Special Topics course, and is continuing to work in this area.

SIMON FRASER UNIVERSITY
MEMORANDUM

NOV 28 1991

To: Michael Manley-Casimir
Faculty of Education

From: Sharon Thomas
Collections Management

Subject: NEW COURSE PROPOSALS

Date: November 27, 1991

The two proposed new graduate courses:

EDUC 827-5	CONCEPTIONS OF GIFTEDNESS
EDUC 850-5	CREATIVITY AND EDUCATION

have been examined by our Education Librarian, Gail Tesch, who reports that we have a reasonably solid collection in these areas, including a large proportion of the cited titles. However, many of these are already in heavy use and extra copies would be welcome. In addition, we do lack one frequently cited journal, Creativity Research Journal, which should be added to the collection.

If we were to spend an additional \$500 on additional copies of the most heavily used titles and another \$500 on a current subscription and recent backfiles to the Creativity Research Journal our ability to support these courses would be much enhanced. This would also commit us to future annual expenditures of approximately \$50.00 for subscription renewals.

Sharon Thomas

SIMON FRASER UNIVERSITY
New Graduate Course Proposal F

Calendar Information:

Department: **FACULTY OF EDUCATION**

Course Number: Educ. 848-5

Title: Ideas and Issues in Aesthetic Education

Description: This course relates critical ideas in aesthetics to questions concerning the nature, purpose, and provision of the arts (visual arts, music, drama, dance, literature) in education.

Credit Hours: 5 Vector: 3-2-0 Prerequisite(s) if any: --

Enrollment and Scheduling:

Estimated Enrollment: 10-15 When will the course first be offered: 1992-2

How often will the course be offered: Biennially

Justification: This course is designed to serve as a core course in the new arts emphasis in the Curriculum Theory and Implementation option of the master's degree. It provides students with the opportunity to consider problems in aesthetics that affect all the arts in education particularly with respect to matters of definition, meaning, value, and practice. While respecting and noting individual differences among the various art forms, the course seeks to articulate a common theoretical framework for the arts in order to improve the coherence of curriculum and policy development, arts teaching, forms of evaluation, and overall educational justification. Essentially, the course is foundational in nature and purpose. It introduces students to concepts and skills that can enhance the precision and quality of thinking about the arts in education.

Resources:

Which Faculty member will normally teach the course: Dr. Stuart Richmond and Dr. Sharon Bailin

What are the budgetary implications of mounting the course: 1/4 FTE in each year course offered; ancillary support, etc.

Are there sufficient Library resources (append details): Current holdings are more than adequate.

- 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: June 13, 1991

Faculty Graduate Studies Committee: [Signature] Date: June 13, 1991

Faculty: [Signature] Date: June 13, 1991

Senate Graduate Studies Committee: [Signature] Date: June 13, 1991

Senate: [Signature] Date: June 13, 1991

Course Outline

Education 848-5

Ideas and Issues in Aesthetic Education

Objectives:

1. To develop understanding of the major conceptions and methods of aesthetics as the discipline relates to and informs inquiry into the study of arts education.
2. To develop understanding of various views and theories concerning the nature, purpose, value, and practice of arts education.
3. To become acquainted with some of the current issues and difficulties that underlie decisions concerning arts curricula in schools.
4. To begin to develop competency and judgement in the detailing and justifying of forms of arts education appropriate for today's pluralistic society.

Content

The nature and purpose of aesthetics: a survey of its problems and methods. Defining art. Differences and commonalities among the art forms. The aesthetic dimension and its connection with the arts. Theories of beauty. Form, content, and purpose in the arts. Conceptions of arts and aesthetic education. Justifying the arts in education: what is unique and educationally valuable about the arts in the school curriculum. Intrinsic versus extrinsic values.

Artistic creativity, expression, understanding and appreciation. Languages of the arts, meaning and metaphor. The place of feeling in the arts. Artistic and aesthetic merit. The objectivity/subjectivity of interpretation and judgement. Implications for educational practice. Standards in arts education. The choosing of exemplars. Educating the emotions. Teaching for imaginative production, understanding and appreciation. The child's contribution: learning and experience in the arts. Teaching methods of criticism.

The relevance and relationship of tradition and innovation. Contemporary and popular arts and their influence on education. Historicism and the understanding of the arts of the past. Teaching the history of the arts.

Postmodernism: social, cultural, political, and gender issues in arts education. Multicultural arts education. The ethics of arts education in manner and content. The connection of the arts with life. Censorship in the classroom.

Deciding how and what to teach in the arts. Integrating the arts.

Competence of Faculty Member:

Stuart Richmond holds undergraduate and master's degrees in art education, and a Ph.D. in philosophy of education (aesthetic education) from the University of Calgary, thesis title: *Understanding and Art* (1986). He is an assistant professor in the Faculty of Education with responsibility for the art education provision. His research is concentrated on problems connected with the analysis, criticism, conceptualisation, and practice of art and aesthetic education.

GS 18/1/71

Course Outline

Education 849-5

Artists, Society and Arts Education

Objectives:

- 1) To develop the student's knowledge, understanding and experience of how Artists of various kinds (musicians, visual artists, dancers, actors, literary figures, etc.), in both historical and contemporary praxis, have used their own artistic ways of thinking in response to various educational demands and situations;
- 2) To develop the student's knowledge and understanding of relationships (similarities, differences, tensions) between the thinking of various practising musicians, artists, dramatists, etc. found in various artistic genre, towards education in the Arts;
- 3) To develop the student's knowledge and abilities in critical appraisal of relationships between developments in educational policy directions for Music and the Arts emanating from educational theorists and administrators and the responses of musicians and artists generally as the latter attempt to satisfy various educational demands.
- 4) To enable and encourage the student to develop a personal, informed, analytic, and coherent approach to the role and function of the Arts in educational policy making and provision.

Outline of the content

- 1) A study of the development of educational theories and practices in Music and the Arts generally from the various uses of the Performing Arts (Music in particular since in Western and some other societies music in education has been more prominent than all the other Arts), under the following headings, representing both an historical progression and world-wide applications in music and Arts education:
 - as socialising "tools";
 - as means for mass acquisition of performance skills;
 - as individual self expression,Other related issues include the educational conflict between demands for skill acquisition and the need for artistic self expression found in contemporary artistic practices. This will include studies of the educational impact of the gradual shift in artistic expression from the domination of religious utilitarianism in artistic praxis, to demands resulting from patronage first of European aristocracy, then democratically elected governmental bodies, then business and commerce, and finally of the contemporary artists' demands for personal freedom of expression. This includes critical appraisal of notions such as "Artistic expression for the consumer" as opposed to "Artistic expression irrespective of whether anyone listens or looks".
- 2) Three areas of study will parallel the content indicated above:
 - i) A study of the work of various musicians and Artists as both practising artists and educators;
 - ii) An outline of various theories which have purported to inform Arts education;
 - iii) Critical analysis of relationships between i) and ii) above.
- 3) A study of the results of the various theories and practices in Arts education (as outlined in 1 and 2 above) as seen in the responses of children from perspectives of artistic development in children, artistic ability in children, and artistic products of children. Materials will be drawn from reports, films, and various governmental and academic sources of critical enquiry into Arts education.

- 4) A survey of contemporary theories and practices as seen in the most up-to-date curricula materials in Arts Education from various parts of the world, with special attention paid to the new school curriculum for British Columbia, England (the new National curriculum), the U.S.A., new moves in Europe for a European Arts curriculum, and, finally, the Geneva based International Baccalaureate Organisation programs in Music, Visual Arts, and Theatre (The IBO is a pioneer in Arts education at this time attracting international attention from various governments).

Assessment:

- 1) Essays in critical analysis of issues
- 2) Case studies of particular artists and their educational practices
- 3) Special project involving practical work and analytical comment

New Graduate Course Proposal: Education 849-5 (cont'd.)

Are there sufficient library resources:

Current holdings of monographs, serials and other texts are adequate. Some of the content is in the form of various artistic media which is accessed through notations, film, recordings, and other media. These are obtainable from the Faculty Member (who has a special collection of such materials), The National Film Board of Canada, the University Instructional Media Centre, and other sources.

Competency of Faculty Member

Robert Walker holds an honours degree (B.Mus) in music, and a Ph.D. in music from the University of London. His performance experience has included musical performance and composition, and multi-media performances in England. His professional experience includes Musical and Artistic Director at a number of special Music and Arts schools in England, teaching and lecturing on Music and Arts education in universities in England, Australia and North America. His research and publications focus on problems of musical and artistic definitions to problems of aesthetics, perception, imagery, and arts education theory. He is currently Chief Examiner in Music for the International Baccalaureate Organisation and has responsibility for the development of new Music and Arts syllabuses for that body. Dr. Walker is a Full Professor in the Faculty of Education at Simon Fraser University.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal

Faculty of Education
Simon Fraser University
paper **FE91-8**

Calendar Information:

Department: **FACULTY OF EDUCATION** Course Number: **Educ. 869-5**

Title: **Music Education as Thinking in Sound**

Description: This course presents the theory and practice of music education based on theories of auditory perception, musical theory, and various cross-cultural perspectives on musical behaviour.

Credit Hours: **5** Vector: **3-2-0** Prerequisite(s) if any: **--**

Enrollment and Scheduling:

Estimated Enrollment: **10-15** When will the course first be offered: **The course has been offered as a special topics course biennially since 1984. It will continue to be offered biennially as from 1991-3**

How often will the course be offered: **--see above**

Justification: This course has been offered as a special topics course for several years with success. It is designed to serve as a compulsory component in the new Arts emphasis in graduate programs for those students specialising in music education. The course provides students with an opportunity to examine music cognition and resultant educational implications from several important perspectives: acoustics and the theories of auditory perception, particularly concerning pitch; the expectations built into the western theory of music emanating from Pythagoras; the role of cultural belief in shaping music cognition and educational strategies in music. These perspectives will provide a platform for initiating the student into the problems of cross-cultural music education. Students will be shown models of theories of cross-cultural music cognition, and presented with practical applications for pedagogical use. This approach to music education is innovative, related more to the present state of knowledge in a number of fields outside of music, and is somewhat unique in that it provides students with an opportunity to study music education from a variety of objective standpoints.

Resources:

Which Faculty member will normally teach the course: **Dr. Robert Walker**

What are the budgetary implications of mounting the course: **1/4 FTE in each year course offered; ancillary support, etc.**

Are there sufficient Library resources (append details): **Current holdings are adequate.**

- 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: **Jan 13, 1991**

Faculty Graduate Studies Committee: **[Signature]** Date: **Jan 13, 1991**

Faculty: **[Signature]** Date: **10/9/91**

Senate Graduate Studies Committee: **[Signature]** Date: _____

Senate: _____ Date: _____

Course Outline:

Education 869-5

Music Education as Thinking in Sound

Objectives:

1. To develop understanding of the major current theories of auditory perception, particularly relating to pitch perception.
2. To develop understanding of the similarities and differences between western musical theories of pitch perception and acoustic theory. The two are not identical: a fact which had important pedagogical implications.
3. To develop knowledge and understanding of the importance of Pythagorean proportional theory for western musical practices and pedagogical applications.
4. To develop knowledge and understanding of how western musical theory has influenced the use and selection of sound in musical and educational practices.
5. To enable the student to develop knowledge and understanding of the artistic use of sound as a means of reflecting culture in non-western music.
6. To develop understanding of modern theories of music pedagogy based on auditory theory and the more global view of world musics implied in the five objectives outlined above.

Content:

1. A study of Pythagorean influences in Western music
This will cover the origins of Pythagorean theory applied to music and will, in outline, cover the main musical pedagogues and theorists who have cited Pythagoras as the justification for their musical theories and pedagogies. Major figures to cite Pythagoras in their theories of music education include Plato, Boethius, Augustine, Guido D'Arezzo, Zarlino, Rameau, Rousseau, Kodaly, Orff, etc.
2. A study of musical applications auditory theory
This will cover the influence of the theories of pitch perception and how these have influenced musical pedagogy up to the present day. The most modern auditory theory has cast doubt on many music education practices. This development will be studied, in particular from the perspective of how music education can reflect modern auditory theory.
3. A study of musical pedagogy and relationships with other fields
Various current theories and practices of music education will be examined in the light of the efficacy of their basic premises and their relationship with the extra-musical sources of information mentioned above.
4. The pedagogical applications of a theory of music as thinking in sound
Modern pedagogical applications to music education suggest that music is a sophisticated form of thinking in sound rather than a lexicon of logical relationships in sounds. The theoretical and practical bases of these will be examined and their applications to modern classrooms will be studied and explored.