

SIMON FRASER UNIVERSITY

OFFICE OF THE VICE-PRESIDENT, ACADEMIC

MEMORANDUM

To: Senate

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

Subject: Faculty of Education

Date: April 10, 1995

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

Motion:

"that Senate approve and recommend approval to the Board of Governors as set forth in S.95 - 33 , the proposed

New course EDUC 877 - 5 Contemporary School Counselling
EDUC 855 - 5 Multicultural and Race Relations
Education: Policy Development and
Program Implementation."

J. M. Munro

SIMON FRASER UNIVERSITY

New Graduate Course Proposal

Calendar Information:

Department: **FACULTY OF EDUCATION**

Course Number: Educ. 877

Title: Contemporary School Counselling

Description: This course is designed to examine the complex role of the school counsellor at various levels of the public school system. Responsibilities of school counsellors, as well as the knowledge and skills required to discharge these will be investigated. Topics will also include background knowledge such as legal and ethical issues, structure of the school and social services systems, and child development. Specific social and psychological issues of particular relevance to school counsellors will be covered (e.g. conflict resolution, conducting parent interviews, social skills training, helping teachers deal with children with a variety of behavioral challenges such as hyperactivity and aggressive behavior, the impact of divorce on children, etc.)

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

Enrollment and Scheduling:

Estimated Enrollment: 10-15 When will the course first be offered: 95-1

How often will the course be offered: Once per year
 =====

Justification: Approximately half of the students in the counselling program complete practica in public schools and aspire to become school counsellors upon completing their degrees. School counsellors are required to assume multiple roles within a number of systems. The proposed course is designed to prepare students for the complex functions of school counsellor by providing a focused and in depth examination of the professional roles expected of school counsellor and of the systems within which school counsellors work.
 =====

Resources:

Which Faculty member will normal teach the course: FTA/Horvath/Thompson/Martin

What are the budgetary implications of mounting the course: Nil

Are there sufficient Library resources (append details): Appended literature resources locally available *

Appended: a) Outline of the Course.

b) An indication of the competence of the Faculty member to give the course.

c) Library resources

Approved:

Faculty Graduate Studies Committee: [Signature] Date: 28/6/94

Faculty: [Signature] Date: 28/6/94

Senate Graduate Studies Committee: [Signature] Date: March 22, 1995

Senate: _____ Date: _____

SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION

MEMORANDUM

To: Bruce Clayman
Dean, Graduate Studies

From: Robin Barrow
Dean, Faculty of Education

Re: Library Costs for Educ 877-5

Date: March 14, 1995

The W.A.C. Bennett Library report has been received for Educ 877-5: Contemporary School Counselling. The report indicated the following costs:

Purchase of 12 books per year (@\$57 each)
for recurring cost of \$684 annually.

The Faculty of Education will support the library costs for this course.



RB/cp

SIMON FRASER UNIVERSITY
W.A.C. BENNETT LIBRARY
MEMORANDUM

RECEIVED

FEB - 6 1995

GRADUATE PROGRAMS
FACULTY OF EDUCATION

<u>To:</u>	Mike Manley-Casimir, Director, Graduate Programs Faculty of Education	<u>From:</u>	Ralph Stanton, Collections Librarian
<u>Subject:</u>	Library Course Assessment of Educ 877-5	<u>Date:</u>	February 3, 1995

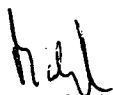
Your January 18 memo to Sharon and me contained the sentence, "Once I receive this I will secure the approval of the Dean to accept the costs associated with this new course, so all can be advanced to SGSC." This sentence caught the attention of Ted Dobb and he asked me to find out if "costs" referred in any way to library costs. In our phone conversation of January 30, you made it quite clear that it did not.

In a subsequent conversation with Ted, he indicated that we would not be satisfying the intent of the Library Resources Resolutions if we were to encourage the SGSC to believe that we agreed with the Faculty of Education in this case. Consequently, I am revising our most recent written communications to you so that our final assessment of the library requirements for Education 877-5 reads as follows:

The subject heading, 'Child and Adolescent Psychiatry #692811, is set to forms and 'resides' in the Psychology profile. This subject should be changed from forms to books, and moved to the Education profile. We would apply enough non-subject parameters to this subject to reduce the approximately 36 books published each year to capture an estimated 12 books a year. The cost at \$57 per book would be \$684 annually. Without these expenditures an important part of the literature would be unavailable to the graduate students in this course.

In addition, the Library would alter the non-subject parameter 14-30 "Psychological Aspects" of the existing Education books profile. Since the cost of doing this cannot be easily determined, the Library will absorb the cost if the Faculty of Education makes a base budget transfer of \$684 to the Library.

I regret that these negotiations became so protracted and finally ended in disagreement; however, we in the Library cannot easily believe that the Faculty of Education wishes to mount and sustain a graduate course wherein the students will be denied access to future publishing output specifically related to that course.


educ:ralph(ts)

cc: T. Dobb, University Librarian
S. Thomas, Head - Library Collections Management
A. Horvath, Education

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Faculty of Education
Simon Fraser University
paper **FE93-22**

Calendar Information:

Department: **FACULTY OF EDUCATION**

Course Number: Educ. 855-5

Title: Multicultural and Race Relations Education: Policy Development and Program Implementation

Description: Theory, research, policy development and program implementation in multicultural and race relations education encompass a wide spectrum of areas of educational inquiry.

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

Enrollment and Scheduling:

Estimated Enrollment: 15/year When will the course first be offered: 1994-3

How often will the course be offered: once per year

Justification: In this course students will critically examine major theoretical paradigms in multicultural and race relations education. In what ways do they support or challenge existing knowledge bases and power relations? What critical insights do they provide about current policy and programs in multicultural and race relations education? The main focus will be on Canadian policies and programs with examples from the U.S., Britain and Australia, as appropriate.

Resources:

Which Faculty member will normally teach the course: Dr. J. Beynon

What are the budgetary implications of mounting the course: 1/4 FTE

Are there sufficient Library resources (append details): Appended literature resources locally available. *

- 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: March 15/1995

Faculty Graduate Studies Committee: [Signature] Date: March 15/1995

Faculty: [Signature] Date: 15/3/95

Senate Graduate Studies Committee: [Signature] Date: 3 April/95

Senate: _____ Date: _____

Multicultural and Race Relations Education: Policy Development and Program Implementation

Theory, research, policy development and program implementation in multicultural and race relations education encompass a wide spectrum of areas of educational inquiry.

In this course we will critically examine major theoretical paradigms in multicultural and race relations education. In what ways do they support or challenge existing knowledge bases and power relations? What critical insights do they provide about current policy and programs in multicultural and race relations education? The main focus will be on Canadian policies and programs with examples from the U.S., Britain and Australia, as appropriate.

A case study of a hypothetical school in the lower mainland of B.C. will serve as a focal point for "trying out" or applying knowledge of theory and research to practicalities of program implementation. Current policy initiatives in British Columbia and Canada will be reviewed in regard to their implications for multicultural, race relations, First Nations and heritage language education.

Selected programs designed to meet multicultural and race relations objectives will be considered. These will be presented by educators who have based their research and professional practice on the development and implementation of these programs.

Required Readings (in this order)

Fleras, A., & Elliott, J.L. (1992). The Challenge of Diversity: Multiculturalism in Canada. Nelson Canada.

McCarthy, Cameron. (1990). Race and Curriculum: Social inequality and the theories and politics of difference in contemporary research on schooling. The Falmer Press.

Recommended

Anisef, P., & Baichman, E. (1986). Models and Methodologies Appropriate to the Study of Outcomes of Schooling in Ontario's Multicultural Society. Ministry of Education, Ontario.

Bannerji, Himani (Ed.) (1993). Returning the Gaze: Essays on Racism, Feminism and Politics. Toronto: Sister Vision Press.

Canadian Modern Language Review: Special Issue on Heritage Language Programs in Canada. June, 1991.

Jacob, Evelyn and Jordan, C. (1993). Minority Education: Anthropological Perspectives. New Jersey: Ablex Publishing.

Li, P. (1988). Ethnic Inequality in a Class Society. Wall & Thompson..

Modgil, S., & Verma, G. (1988). Multicultural Education: The Interminable Debate. The Falmer Press.

Sleeter, C. (1992). Keepers of the American Dream: A Study of Staff Development and Multicultural Education. The Falmer Press.

Assignments

1. Participation in class—20%
2. Preparation of presentation to class on one supplementary (non-required) reading in the form of a book review. What does this resource/reading add to our understanding of theory and practice in the field of multicultural and race relations policy development and program implementation—40%
3. Major essay—40%
 - One additional book review
 - Compare and contrast to the first
 - Applications to your own area of research or inquiry

Possible alternative

- Literature review for Masters (project/thesis)
- Proposal of students' own idea

SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION

MEMORANDUM

To: Senate Graduate Studies Committee

From: Robin Barrow
Dean, Faculty of Education

Re: Educ 855-5 - Multicultural and Race Relations
Education: Policy and Program Implementation

Date: March 14, 1995

The W.A.C. Bennett Library report has been received for Educ 855-5: Multicultural and Race Relations Education: Policy and Program Implementation. The report indicated the following costs:

Titles not in the collection	\$660
Titles on loan, added copies, maximum	<u>\$540</u>
	\$1200

The Faculty of Education will support the library costs for this course.



RB/cp

MEMORANDUM

W.A.C. Bennett Library, Simon Fraser University
Burnaby, British Columbia, Canada V5A 1S6

Date: 1 December, 1993

From: Ralph Stanton (Collections Librarian)

To: Mike Manley-Casimir, Director, Graduate Programmes,
Faculty of Education

Re: Course Assessment of Education 855

We have assessed the ability of the Library to support this course, here are the results.

Books in this area of study cost \$60 each (BNA-92/3, P.22). Bibliographic checking was done in November, a high use period.

EDUC 855-5 Multicultural and Race Relations Education:
Policy and Program Implementation

This course will first be offered in 94-3 to 15 students, then annually thereafter.

There are 45 monographs listed in the reading list of which 34 are in the catalogue and 11 are not, the cost of adding these titles is \$660. 9 items are on loan at the time of checking. We would like to consult with the Department about adding some or all of these titles. If all are added the cost would be \$540.

All serial citations are accounted for by the existing collection.

I have included three lists of apparent gap titles. If some of these titles are required they could be purchased in lieu of added copies.

The costs associated with this course are as follows:

Titles not in the collection	\$660
Titles on loan, added copies, maximum	\$540
	=====
Total:	\$1200

THE MAXIMUM ONE TIME COST ASSOCIATED WITH THIS COURSE IS \$1200, THE MINIMUM COST IS \$660. THERE ARE NO RECURRING COSTS.

Please contact me if you have any questions or problems with this assessment.

encl. 1

c.c. Sharon Thomas, Library