

MEMO

Dean of
Graduate Studies

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TO: Senate

FROM Wade Parkhouse, Dean, Graduate Studies

RE Faculty of Education

CC John Nesbit

DATE April 6, 2011

TEL

[GS2010.24]

For information

Acting under delegated authority at its meeting of 17 January 2011, the SGSC approved the following addition of a Capstone Option, thesis, within the Faculty of Education Master's Program, titled Teaching English as an Additional Language (TEAL). This Teal Program will allow all students in a master's program in the Faculty of Education to choose their capstone examination, either a M.Ed. (oral examination) or a M.A. (thesis):

Effective Date is September 2011**Faculty of Education****[GS2010.24]**

- a. Teaching English as an Additional Language (TESL/TEFL) (Masters of Arts)
i) Addition of a Capstone option, thesis

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Web at http://www.sfu.ca/senate/Senate_agenda.html following the posting of the agenda. If you are unable to access the information, please call 778.782.3168 or email shelley_gair@sfu.ca.

EDUC TEAL changes add Jan SGSC

From : Susan Warren <slwarren@sfu.ca>
Subject : EDUC TEAL changes add Jan SGSC
To : Sheilagh MacDonald <sheilagh@sfu.ca>
Cc : John Nesbit <john_nesbit@sfu.ca>

Tue, Dec 21, 2010 04:22 PM

 1 attachment

Hi Sheilagh,

Education is requesting that the attached document be added to the January SGSC agenda. The document outlines program changes for the Teaching English as an Additional Language program. This is a revision of the program changes initially submitted at the Oct 8th meeting.

Please do not hesitate to contact me if you require further documentation.

thanks /susan.

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Susan Warren
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www.educ.sfu.ca/gradprogs

 **Educ TEAL rev1.docx**
73 KB

SENATE GRADUATE STUDIES COMMITTEE

Monday, January 17, 2011

2:30 – 4:30 p.m.

MBC 2212 – Graduate Lounge Conference Room

AGENDA

1. Approval of agenda
2. Approval of the minutes of December 13, 2010 *attached*
3. Business arising from the minutes – (Senate SGSC items) *update*
4. Chair's report
5. For Discussion:
 - 5.1 Faculty of Business Administration [GS2011.01]
 - a. Master of Business Administration
 - i) Waiving courses from GDBA
 - ii) Capstone- Comprehensive exam option
 - 5.2 Faculty of Education [GS2010.24]
 - a. Teaching English as a Second Language (TESL/TEFL) (Master of Education)
 - i) Move from core courses to electives: EDUC 820-5 Current Issues in Curriculum and Pedagogy
 - ii) Delete from program: EDUC 827-5 Individual Differences in Learning
 - iii) Reduce course work from 35 to a minimum of 30 units as per standard for MEd courses (GS2010. 04)
 - b. Teaching English as a Second Language (TESL/TEFL) (Masters)
 - i) Addition of Masters to TEAL program
 - ii) Inclusion of Research Methods course
 - 5.3 Proofreading and Editing of Theses
6. Items for information- minor course changes previously approved
 - 6.1 Faculty of Education [GS2011.02]
 - a. Educational Psychology (Masters)
 - i) EDUC 863-3 Addition of prerequisite: EDUC 864-5 Research Designs in Education
7. Other Business
8. Next scheduled meeting February 21, 2011 (*material deadline –February 7, 2011*)

Graduate Programs, Faculty of Education, SFU

Rationale for Changes:

Master's Teaching English as an Additional Language (TESL/TEFL)

✓ #1. Delete EDUC 820-5 Current Issues in Curriculum and Pedagogy from core courses and add to Elective courses.

MED

Currently the MEd program consists of 4 core courses and 3 electives. The number of courses for the MA degree is 5 and will require a Research Methods course for MA candidates. EDUC 824, 825 and 856 are the courses most closely linked to developing expertise in the field of TEAL, and are taught by the core faculty in TEAL. By retaining these courses as core, and moving EDUC 820 to the Elective list, this would open room for MA candidates to choose both a research course and an elective course that would complement their interests.

#2. Delete EDUC 827-5 Individual Differences in Learning from program.

MED

✓ Recent offerings of Educ 827 have been providing content that students who are not specializing in Educational Psychology find too challenging due to lack of background knowledge.

→ #3. Add MA route to TEAL program.

MED

There are several reasons why we would like to offer an MA route as an option for students interested in TEAL. The MA will expand the options for students interested in the field. There is demand from applicants to the program; who are looking for a research MA option degree. Currently we have been advising such applicants to take the MA route through the C&I Foundations program or an Individual program and choose electives from among the core TEAL courses. Opening up a MA program will allow students to take the degree they want, to secure the program title in which they have completed the work and to be with other students interested in TEAL. The change will also allow for more cohesive student/supervisor relationships among MA students interested in TEAL and the core faculty in the field. We also see the MA route as a precursor for applicants to the PhD program in Languages, Cultures and Literacies.



#4. Addition of a research methods course for the MA route.

The TEAL field is a research intensive area of scholarship and students choosing this route will commonly engage in rigorous research to complete their thesis requirement. Therefore, a Research Methods course must be a required course for students in the MA degree route. An appropriate research course will be approved, with permission from the Senior Supervisor.

#5. Reduction of MED degree from 35 units to a minimum of 30 units of course work.

MED

✓ To match the Calendar change in the Curriculum & Instruction program that proposed a decrease in all MEd Education degrees to a minimum of 30 units of course work.

Graduate Programs, Faculty of Education, SFU

TO: Teaching English as an Additional Language (TESL/TEFL) (Master of Arts) Program

This program is designed for teachers working with English as Additional Language Learners in public schools, as well as those who teach English as an additional language to adults. The program will provide students with advanced knowledge of theoretical, research and practical issues in teaching English language learners. Students will initially be admitted to the MEd program.

The MA consists of five required courses (25 units of course work) followed by the Master's Thesis (EDUC 898-10).

MA Requirements

After successful completion of three courses including at least two core courses, students admitted to the MEd program may, on the recommendation of the senior supervisor in consultation with cognate faculty, and with the approval of the Graduate Programs Director, transfer into the MA program.

Core Courses

Students complete all of

EDUC 824-5 Seminar in Second Language Teaching

EDUC 825-5 Second Language Acquisition and Schooling

EDUC 856-5 Sociocultural Perspectives on Education and Identity

Elective Courses

Students complete one course

EDUC 816-5 Developing Educational Programs and Practices for Diverse Educational Settings

EDUC 820-5 Current Issues in Curriculum and Pedagogy

EDUC 823-5 Curriculum and Instruction in an Individual Teaching Speciality

EDUC 833-5 Social and Moral Philosophy in Education

EDUC 854-5 Teachers as Agents of Change

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

Research Methods Course

Students complete one research methods course chosen in consultation with the Senior Supervisor.

Plus

EDUC 898-10 Master's Thesis

For further information, contact Graduate Programs, www.educ.sfu.ca/gradprogs/
tel 778.782.3984, email educmast@sfu.ca



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Teaching English as an Additional Language (TESL/TEFL) (Master of Education) Program

Faculty of Education

Simon Fraser University Calendar 2010-2011

The master of education (MEd) is a professional degree signifying advanced knowledge about and advanced training in educational practice.

This program, leading to the course work/comprehensive MEd degree, is for teachers working with English as an additional language for learners in public schools. It will also appeal to teachers of English as a second or foreign language to adults, whose interests are primarily pedagogical.

The program requires 35 units of course work and a comprehensive examination. The program culminates with a comprehensive exam (EDUC 883-5).

Admission Requirements

See [graduate general regulation 1.3](#) for University admission requirements. In exceptional circumstances, applicants who do not meet these requirements may be considered if superior scholarly or professional achievement is demonstrated.

Graduate education admission is granted to a specific degree and to a particular program or specialization. Updated application information is available November 15 at <http://www.educ.sfu.ca/gradprogs/masters>. All applicants are reviewed once a year. Completed applications must be received by January 31 with admissions decisions available by March 15.

Program Requirements



Students complete a total of 35 units, including all of

- EDUC 820-5 Current Issues in Curriculum and Pedagogy
- EDUC 824-5 Seminar in Second Language Teaching
- EDUC 825-5 Second Language Acquisition and Schooling
- EDUC 856-5 Sociocultural Perspectives on Education and Identity

and three of

- EDUC 816-5 Developing Educational Programs and Practices for Diverse Educational Settings
- EDUC 823-5 Curriculum and Instruction in an Individual Teaching Specialty

- EDUC 827-5 Individual Differences in Learning
- EDUC 833-5 Seminar in Social and Moral Philosophy and Education
- EDUC 854-5 Teachers as Agents of Change
- EDUC 855-5 Multicultural and Race Relations Education: Policy Development and Program Implementation

Comprehensive Examination

Candidates must complete a comprehensive examination by enrolling in EDUC 883-5. Normally, this occurs in the term in which course requirements are completed or in the immediately following term.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

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