

**GRADUATE STUDIES AND
POSTDOCTORAL FELLOWS**

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MEMORANDUM

ATTENTION Senate
FROM Wade Parkhouse, Chair of Senate
Graduate Studies Committee (SGSC)
RE: Faculty of Education

DATE December 9, 2015
No. GS2015.44

A handwritten signature in blue ink, which appears to read 'Wade Parkhouse', is written over the 'RE:' line of the memorandum.

For information:

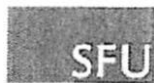
Acting under delegated authority at its meeting of December 7, 2015, SGSC approved the following curriculum revisions effective **Fall 2016**:

Faculty of Education

Program changes: MA in Counselling Psychology, M.Ed. in Counselling Psychology

Course changes (units): EDUC 801, EDUC 802

New course: EDUC 895 Conceptions of Numeracy



MEMO

Graduate Programs

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ATTENTION: Senate Graduate Studies Committee

FROM: Ann Chinnery, Acting Director

RE: Program and Course Changes

DATE: 2015 November 03

The following program and course changes have been approved by the Faculty of Education and are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for the Fall 2016 term. Please include them on the next SGSC agenda.

Please do not hesitate to contact me directly should you have any questions regarding this matter.

Program changes to MA in Counselling Psychology
Program changes to M.Ed. in Counselling Psychology
~~Program changes to M.Ed. in Educational Practice~~

Course changes: EDUC 801, 802

Ann Chinnery
Acting Director

c: Phil Winne
Associate Dean Graduate Studies and Research
Faculty of Education

Calendar Entry Change for Master of Arts Counselling Psychology

Summary of change: • Change minimum unit requirement • Change units: EDUC 801, EDUC 802
Rationale for change: • Weekly delivery of a 3-credit course exceeds the requirement for supervised clinical hours for post-graduation registration/certification. A course delivered every other week will meet these requirements.
Effective term and year: • Fall 2016
Will this change impact current students? If yes, what is the plan for current students? • Current students will have adequate supervision to be eligible for registration/certification post-graduation.

FROM	TO
Simon Fraser University Calendar Fall 2015 Counselling Psychology Master of Arts The master of arts (MA) degree signifies the acquisition of advanced knowledge in the student's field of specialization and competence in conducting significant and original research in education. Graduate programs leading to this degree culminate with a master's thesis (EDUC 898). This program is for students interested in careers as counsellors in schools, colleges, and community agencies. Students pursue a general program with specialized course and fieldwork opportunities. The program requires the completion of a minimum of 37 units of required and elective graduate courses and EDUC 898-10. 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. Application information is available from the Faculty of	Simon Fraser University Calendar Fall 2016 Counselling Psychology Master of Arts The master of arts (MA) degree signifies the acquisition of advanced knowledge in the student's field of specialization and competence in conducting significant and original research in education. Graduate programs leading to this degree culminate with a master's thesis (EDUC 898). This program is for students interested in careers as counsellors in schools, colleges, and community agencies. Students pursue a general program with specialized course and fieldwork opportunities. The program requires the completion of a minimum of 34 units of required and elective graduate courses and EDUC 898-10. 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. Application information is available from the Faculty of

Education. Program Requirements Students complete a thesis and a minimum of 37 units of coursework, including all of EDUC 799 - Supervised Counselling Clinic I (3) EDUC 800 - Supervised Counselling Clinic II (3) EDUC 801 - Counselling Practicum I (3) EDUC 802 - Counselling Practicum II (3) EDUC 862 - Individual Assessment in Counselling (3) EDUC 870 - Theories of Counselling (3) EDUC 872 - Ethics in Counselling Psychology (3) EDUC 874 - Counselling Skills and Strategies (5) EDUC 878 - Group Counselling (5) and one methodology research course selected from the list below, in consultation with the senior supervisor EDUC 863 - Quantitative Methods in Educational Research (3) EDUC 864 - Research Designs in Education (5) EDUC 866 - Qualitative Methods in Educational Research (5) and one of EDUC 871 - Family Counselling (3) EDUC 873 - Career Counselling (3) Thesis Normally, before the fifth course, a master's thesis research plan is presented to the tenured or tenure track member of the faculty whom the student proposes to be senior supervisor. The senior supervisor and at least one other faculty member chosen in consultation with the senior supervisor constitutes the supervisory committee and the student proceeds to the thesis by completing EDUC 898 - Master's Thesis (10) The master's thesis is examined as prescribed in graduate general regulations 1.9 and 1.10. Academic Requirements within the Graduate General Regulations All graduate students must satisfy the academic requirements that are specified in the graduate general regulations, as well as the specific requirements for the	Education. Program Requirements Students complete a thesis and a minimum of 34 units of coursework, including all of EDUC 799 - Supervised Counselling Clinic I (3) EDUC 800 - Supervised Counselling Clinic II (3) EDUC 801 - Counselling Practicum I (1.5) EDUC 802 - Counselling Practicum II (1.5) EDUC 862 - Individual Assessment in Counselling (3) EDUC 870 - Theories of Counselling (3) EDUC 872 - Ethics in Counselling Psychology (3) EDUC 874 - Counselling Skills and Strategies (5) EDUC 878 - Group Counselling (5) and one methodology research course selected from the list below, in consultation with the senior supervisor EDUC 863 - Quantitative Methods in Educational Research (3) EDUC 864 - Research Designs in Education (5) EDUC 866 - Qualitative Methods in Educational Research (5) and one of EDUC 871 - Family Counselling (3) EDUC 873 - Career Counselling (3) Thesis Normally, before the fifth course, a master's thesis research plan is presented to the tenured or tenure track member of the faculty whom the student proposes to be senior supervisor. The senior supervisor and at least one other faculty member chosen in consultation with the senior supervisor constitutes the supervisory committee and the student proceeds to the thesis by completing EDUC 898 - Master's Thesis (10) The master's thesis is examined as prescribed in graduate general regulations 1.9 and 1.10. Academic Requirements within the Graduate General Regulations All graduate students must satisfy the academic requirements that are specified in the graduate general regulations, as well as the specific requirements for the
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program in which they are enrolled, as shown above.	program in which they are enrolled, as shown above.
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Calendar Entry Change for Master of Education Counselling Psychology

Summary of change: • Change minimum unit requirement • Change units: EDUC 801, EDUC 802
Rationale for change: • Weekly delivery of a 3-credit course exceeds the requirement for supervised clinical hours for post-graduation registration/certification. A course delivered every other week will meet these requirements.
Effective term and year: • Fall 2016
Will this change impact current students? If yes, what is the plan for current students? • Current students will have adequate supervision to be eligible for registration/certification post-graduation.

FROM	TO
Simon Fraser University Calendar Fall 2015 Counselling Psychology Master of Education The master of education (MEd) is a professional degree signifying advanced knowledge about and advanced training in educational practice. This program is for students who wish to become counsellors in educational settings. The program requires 42 units of required and elective course work and a comprehensive examination. The program culminates with a comprehensive exam (EDUC 883) which occurs after completing course work and supervised field experiences. 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. Application information is available from the Faculty of Education.	Simon Fraser University Calendar Fall 2016 Counselling Psychology Master of Education The master of education (MEd) is a professional degree signifying advanced knowledge about and advanced training in educational practice. This program is for students who wish to become counsellors in educational settings. The program requires 39 units of required and elective course work and a comprehensive examination. The program culminates with a comprehensive exam (EDUC 883) which occurs after completing course work and supervised field experiences. 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. Application information is available from the Faculty of Education.

Program Requirements

Students complete a comprehensive examination and a minimum of **42** units of coursework, including all of

EDUC 799 - Supervised Counselling Clinic I (3)
EDUC 800 - Supervised Counselling Clinic II (3)
EDUC 801 - Counselling Practicum I (~~3~~)
EDUC 802 - Counselling Practicum II (~~3~~)
EDUC 862 - Individual Assessment in Counselling (3)
EDUC 864 - Research Designs in Education (5)
EDUC 870 - Theories of Counselling (3)
EDUC 872 - Ethics in Counselling Psychology (3)
EDUC 874 - Counselling Skills and Strategies (5)
EDUC 877 - Contemporary School Counselling (3)
EDUC 878 - Group Counselling (5)

and one of

EDUC 871 - Family Counselling (3)
EDUC 873 - Career Counselling (3)

Comprehensive Examination

Candidates complete a comprehensive examination by enrolling in

EDUC 883 - MEd Comprehensive Examination (5)

Normally, the comprehensive examination occurs in the term in which course requirements are completed, or in the term immediately following.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations, as well as the specific requirements for the program in which they are enrolled, as shown above.

Program Requirements

Students complete a comprehensive examination and a minimum of **39** units of coursework, including all of

EDUC 799 - Supervised Counselling Clinic I (3)
EDUC 800 - Supervised Counselling Clinic II (3)
EDUC 801 - Counselling Practicum I (**1.5**)
EDUC 802 - Counselling Practicum II (**1.5**)
EDUC 862 - Individual Assessment in Counselling (3)
EDUC 864 - Research Designs in Education (5)
EDUC 870 - Theories of Counselling (3)
EDUC 872 - Ethics in Counselling Psychology (3)
EDUC 874 - Counselling Skills and Strategies (5)
EDUC 877 - Contemporary School Counselling (3)
EDUC 878 - Group Counselling (5)

and one of

EDUC 871 - Family Counselling (3)
EDUC 873 - Career Counselling (3)

Comprehensive Examination

Candidates complete a comprehensive examination by enrolling in

EDUC 883 - MEd Comprehensive Examination (5)

Normally, the comprehensive examination occurs in the term in which course requirements are completed, or in the term immediately following.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations, as well as the specific requirements for the program in which they are enrolled, as shown above.

Graduate Course Change

Attach a separate document if more space is required.

Course Subject/Number	EDUC 801	Units	3	Effective Term and Year	Fall 2016 Summer 2016
Course Title					
Counselling Practicum I					
Rationale for Change:					
Weekly delivery of a 3-credit course exceeds the requirements for supervised clinical hours for post-graduate registration/certification.					

Proposed Changes (Check all that apply)

☐ Course number
 ☒ Units*
 ☐ Title
 ☐ Description
 ☐ Prerequisite
 ☐ Other _____

Complete only the fields to be changed

FROM	TO
Course Subject/Number	Course Subject/Number
Units	Units*
3	1.5
Course Title	Course Title (max 100 characters)
Course Short Title	Course Short Title (max 30 characters)
Description	Description
Prerequisite	Prerequisite
Other	Other

* Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.

REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

CONTACT PERSON

Department / School / Program <i>Education</i>	Contact name Robin Brayne	Contact email <i>rbrayne@sfu.ca</i>
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DEPARTMENTAL APPROVAL

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

Faculty Graduate Studies Committee (FGSC) <i>ANN CHINNEY</i> <i>for R. Brayne</i>	Signature <i>[Signature]</i>	Date <i>Nov. 4/15</i>
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature <i>[Signature]</i>	Date <i>Dec 10, 2015</i>
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

Graduate Course Change

Attach a separate document if more space is required.

Fall 2016

Course Subject/Number	EDUC 802	Units	3	Effective Term and Year	Spring 2016
Course Title Counselling Practicum II					
Rationale for Change: Required level of supervised clinical hours for post-graduate registration/certification					

Proposed Changes (Check all that apply)

☐ Course number
 ☒ Units*
 ☐ Title
 ☐ Description
 ☐ Prerequisite
 ☐ Other _____

Complete only the fields to be changed

FROM	TO
Course Subject/Number	Course Subject/Number
Units 3	Units* 1.5
Course Title	Course Title (max 100 characters)
Course Short Title	Course Short Title (max 30 characters)
Description	Description
Prerequisite	Prerequisite
Other	Other

* Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.

REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.

CONTACT PERSON

Department / School / Program <i>Education</i>	Contact name Robin Brayne	Contact email <i>rbrayne@sfu.ca</i>
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DEPARTMENTAL APPROVAL

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

Faculty Graduate Studies Committee (FGSC) <i>ANN CHINNEY for</i> <i>R. BRAYNE</i>	Signature <i>[Signature]</i>	Date <i>NOV. 4/15</i>
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature <i>[Signature]</i>	Date <i>Dec 10, 2015</i>
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:

Academic Progress Units: _____

Financial Aid Progress Units: _____



RECEIVED

NOV 10 2015

OFFICE OF GRADUATE STUDIES
AND POSTDOCTORAL FELLOWS

MEMO

Graduate Programs

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www.sfu.ca/education/gs

ATTENTION: Senate Graduate Studies Committee

FROM: Robin Brayne, Director

RE: New Graduate Course Proposal – EDUC ~~844~~ **895**

DATE: 2015 November 09

The following new graduate course proposal has been approved by the Faculty of Education and is forwarded to the Senate Graduate Studies Committee for approval. This curriculum item should be effective for the Fall 2016 term. Please include on the next SGSC agenda.

Please do not hesitate to contact me directly should you have any questions regarding this matter.

New graduate course proposal: EDUC ~~844~~ **895-5**, Conceptions of Numeracy

Robin Brayne
Director

c: Phil Winne
Associate Dean Graduate Studies and Research
Faculty of Education

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	EDUC	Number (eg. 810)	895	Units (eg. 4)	5
Course title (max 100 characters including spaces and punctuation) Conceptions of Numeracy					
Short title (for enrollment/transcript - max 30 characters) Conceptions of Numeracy					
Course description for SFU Calendar * Exploration of the notion of numeracy and its role in contemporary society. An examination and enhancement of personal numeracy through immersion in a problem-solving environment.					
Rationale for introduction of this course The Special Topics course 711-5, Conceptions of Numeracy is a component of the Curriculum and Instruction: Numeracy, Master of Education program, and has been scheduled a minimum of three times. Faculty of Education policy states a course offered three times under the heading of Special Topics may not be offered again until such time as it is regularized through the appropriate Faculty and Senate Committees; therefore, we are proposing regularization of this course.					
Effective term and year Fall 2016		Course delivery (eg 3 hrs/week for 13 weeks) 4 weekends, Fri-Sat-Sun, 16 hours each			
Frequency of offerings/year every second year		Estimated enrollment/offering 15-20			
Equivalent courses [These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.] None.					
Prerequisite and/or Corequisite ** This course is designed for the M.Ed. program in Numeracy					
Criminal record check required? ☐ Yes ☒ No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught ☒ Burnaby ☒ Surrey ☐ Vancouver ☐ Great Northern Way ☒ Off campus					
Course Components ☒ Lecture ☒ Seminar ☐ Lab ☐ Research ☐ Practicum ☐ Online ☐					
Grading Basis ☒ Letter grades ☐ Satisfactory/Unsatisfactory ☐ In Progress/Complete				Capstone course? ☐ Yes ☒ No	
Repeat for credit? *** ☐ Yes ☒ No		Total completions allowed? _____		Repeat within a term? ☐ Yes ☒ No	
Required course? ☒ Yes ☐ No		Final exam required? ☐ Yes ☒ No		Additional course fees? ☐ Yes ☒ No	
Combined with an undergrad course? ☐ Yes ☒ No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

Rina Zazkis

Additional faculty members, space, and/or specialized equipment required in order to offer this course

n/a

CONTACT PERSON

Department / School / Program

Contact name

Contact email

DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

LIBRARY REVIEW

Library review done? ☒ YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

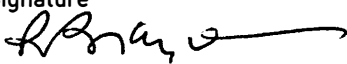
OVERLAP CHECK

Overlap check done? ☒ YES ☐ N/A

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Robin Brayne	Signature 	Date Nov 19/2015
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Dec 10, 2015
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____

Course Attribute Value: _____

Instruction Mode: _____

Attendance Type: _____

If different from regular units:

Academic Progress Units: _____

Financial Aid Progress Units: _____



EDUC 895 Conceptions of Numeracy

COURSE RATIONALE

This introductory course is designed for the M.Ed. program in Numeracy. The rationale for this course is twofold: (a) to examine the evolving conceptions of numeracy in contemporary society and the consequences of innumeracy, (b) to reflect on personal experiences as a learner enhancing numeracy skills.

DESCRIPTION

Exploration of the notion of numeracy and its role in contemporary society. An examination and enhancement of personal numeracy through immersion in a problem-solving environment.

REQUIRED TEXT

No required text.

RECOMMENDED TEXT

Paulos, J. A. (1988). *Innumeracy: Mathematical illiteracy and its consequences*. New York: Hill & Wang.

Additional readings will be provided by the instructor.

COURSE OVERVIEW

Numeracy can be referred to as 'mathematics in action'. It is a response to the growing number of high school graduates who, although well educated, are not able to apply the mathematics they have learned to real life problem solving situations. Numeracy is not a curriculum item. It is not a chapter in a text book. Numeracy is a disposition – an ability and a willingness to apply and communicate mathematical knowledge and procedures in novel and meaningful problem solving situations. As such, the development of numeracy skills is heavily dependent on the mathematical experiences one has. This course will provide numeracy-rich experiences to its students through their immersion in a problem-solving environment in which they can come to experience the wonders of mathematical discovery.

Mathematics is more than just a collection of facts and skills: the facts to be memorized and the skills to be mastered. Mathematics is an activity to be experienced and an endeavor to be

pursued. It is essential for teachers to understand this aspect of mathematics in order that they can help their students to experience, first hand, the wonder of creation and discovery in mathematics. This experience is essential in an attempt to develop numeracy in learners. The course is designed to provide teachers with the opportunity to examine their own learning processes, and to draw upon these processes in order to develop meaningful learning activities that will foster an appreciation of both the utility and the aesthetics of mathematics – and as such, become more informed learners and teachers of numeracy.

Tentative list of topics:

- Conceptions of numeracy, relationship between numeracy and mathematics, relationship between numeracy and literacy
- Numbers and number systems: a journey from counting pebbles to counting machines
- Problem solving: Connecting mathematics classroom to the “real” world
- Statistical data
- Beyond numbers: Mathematics in Art
- Humans as patterning animals
- Numeracy around us – examination of examples from newspapers, movies, flyers etc.
- Innumeracy and its consequences

ASSIGNMENTS AND ASSESSMENT (tentative)

Attendance and participation in all class activities and discussions	Compulsory
Homework portfolio assignments (4), as requested during class sessions, that include response to readings and problem solving tasks	60% (4 x 15%)
Completion of a problem solving log (journal), detailing the process, analyzing personal problem solving experiences, linking (where applicable) their experience to the research literature;	20%
Review of a chapter or article	10%
Presentation of a problem	10%

ACADEMIC HONESTY STATEMENT

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at <http://www.sfu.ca/policies/teaching/t10-02.htm>