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MEMORANDUM

ATTENTION Senate
FROM Jeff Derksen,
Chair of Senate Graduate Studies
Committee (SGSC)
RE: New Course Proposals

DATE November 8, 2017



For information:

Acting under delegated authority and at its meeting of November 6, 2017, SGSC approved the following new course proposals, effective **Summer 2018**:

Faculty of Arts and Social Sciences

- 1) ECON 985 Comprehensive Examination in Microeconomic Theory
- 2) ECON 986 Comprehensive Examination in Macroeconomic Theory
- 3) ECON 987 Field Comprehensive Examination
- 4) ECON 988 Second Field Comprehensive Examination

Faculty of Education

- 5) EDUC 934 Learning Design Development Workshop
- 6) EDUC 935 Learning Design Demonstration of Mastery



FACULTY OF
ARTS AND SOCIAL SCIENCES

MEMO

Office of the Dean

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Academic Quadrangle
Room 6168

MAILING ADDRESS
8888 University Drive
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V5A 1S6

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ATTENTION: Jeff Derksen, Dean (Pro Tem)
Graduate & Postdoctoral Studies

FROM : Lisa Shapiro, Chair
Faculty of Arts and Social Sciences Graduate Studies Committee

RE: FASSGSC Proposals

DATE: October 12, 2017

The Faculty of Arts and Social Sciences Graduate Committee met on October 5, 2017 and passed the attached motions. Please place these items on the agenda for the next SGSC meeting.

We would like the above changes to become effective Summer 2018.

MEMO

ATTENTION	Lisa Shapiro, Chair, FASSGSC
FROM	Simon Woodcock, Graduate Chair, Dept. of Economics
RE	Curriculum changes
DATE	August 18, 2017

The following new courses and calendar entries have been approved by the Graduate Program Committee in Economics and are now forwarded to the FASS Graduate Curriculum Committee for review and approval.

New courses

- ECON 985 – Comprehensive Examination in Microeconomic Theory
- ECON 986 – Comprehensive Examination in Macroeconomic Theory
- ECON 987 – Field Comprehensive Examination
- ECON 988 – Second Field Comprehensive Examination

Master of Arts

- ~~Added program description, minimum units of program, and expected program length.~~
- ~~Removed information regarding when students may apply to co-op because this information is not correct.~~
- ~~No changes were made to the program requirements.~~

PhD

- ~~Added program description and expected program length.~~
- ~~Added ECON 985 – Comprehensive Examination in Microeconomic Theory, ECON 986 – Comprehensive Examination in Macroeconomic Theory, ECON 987 – Field Comprehensive Examination, and ECON 988 – Second Field Comprehensive Examination, to formally recognize the required comprehensive exams and field exams that already exist for this program.~~



- ~~Removed information already included in GGRs.~~
- ~~Removed information regarding the thesis core and thesis seminar because this is no longer applicable.~~
- ~~No changes were made to the program requirements.~~

Please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Graduate Studies Curriculum Committee.

Sincerely,

A handwritten signature in black ink, appearing to be "S. Woodcock", with a long horizontal flourish extending to the right.

Simon Woodcock
Graduate Chair
Dept. of Economics



New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) ECON	Number (eg. 810) 985	Units (eg. 4) 0
Course title (max. 100 characters including spaces and punctuation) Comprehensive Examination in Microeconomic Theory		
Short title (for enrollment/transcript - max. 30 characters) Comprehensive Exam: Micro		
Course description for SFU Calendar * Written comprehensive examination in microeconomic theory. Normally taken in the summer term of the first year of the PhD program. Examination is graded satisfactory/unsatisfactory.		
Rationale for introduction of this course We have long required all PhD students to complete a comprehensive examination in microeconomic theory, but no course number was assigned to the examination. The new course will ensure that completed examinations are reflected on student transcripts.		
Term of initial offering Summer 2018	Course delivery (ea. 3 hrs/week for 13 weeks) 13 weeks	
Frequency of offerings/year 1	Estimated enrollment/offering 10 per offering	
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 ** ECON 803, ECON 804		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Independent <input type="checkbox"/> _____		
Grading Basis <input type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

* 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.

*** If yes, then add this requirement as a prerequisite.

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

Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

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 Arthur Robson, Greg Dow, Shih En Lu
Additional faculty members, space, and/or specialized equipment required in order to offer this course none


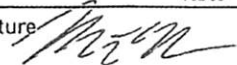
CONTACT PERSON

Department / School / Program Economics	Contact name Gwen Wild	Contact email glwild@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Simon Woodcock	Signature 	<small>Digitally signed by Simon Woodcock Date: 2017.08.16 12:01:10 +02'00'</small>	Date August 16 2017
Department Chair Brian Krauth	Signature 		Date 8/16/2017

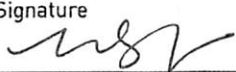
OVERLAP CHECK

Overlap check done? YES

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.

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) Lisa Shapiro	Signature 	Date 12 Oct 2017
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date NOV 14 2017
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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: 6
Financial Aid Progress Units: 6



New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) ECON	Number (eg. 810) 986	Units (eg. 4) 0
Course title (max. 100 characters including spaces and punctuation) Comprehensive Examination in Macroeconomic Theory		
Short title (for enrollment/transcript - max. 30 characters) Comprehensive Exam: Macro		
Course description for SFU Calendar * Written comprehensive examination in macroeconomic theory. Normally taken in the summer term of the first year of the PhD program. Examination is graded satisfactory/unsatisfactory.		
Rationale for introduction of this course We have long required all PhD students to complete a comprehensive examination in macroeconomic theory, but no course number was assigned to the examination. The new course will ensure that completed examinations are reflected on student transcripts.		
Term of initial offering Summer 2018	Course delivery (eg. 3 hrs/week for 13 weeks) 13 weeks	
Frequency of offerings/year 1	Estimated enrollment/offering 10 per offering	
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 ** ECON 808, ECON 809		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Independent <input type="checkbox"/>		
Grading Basis <input type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

* 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.

*** If yes, then add this requirement as a prerequisite.

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

Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

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 John Knowles, Lucas Herrenbrueck, Luba Petersen
Additional faculty members, space, and/or specialized equipment required in order to offer this course none

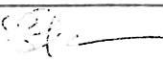

CONTACT PERSON

Department / School / Program Economics	Contact name Gwen Wild	Contact email glwild@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Simon Woodcock	Signature  <small>Digitally signed by Simon Woodcock Date: 2017.08.16 12:02:06 +02'00'</small>	Date August 16 2017
Department Chair Brian Krauth	Signature 	Date 8/16/2017


OVERLAP CHECK

Overlap check done? YES

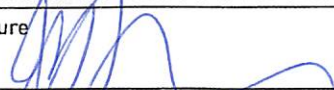
The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

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) Lisa Shapiro	Signature 	Date 12 Oct 2017
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date NOV 14 2017
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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: 6
Financial Aid Progress Units: 6



New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) ECON	Number (eg. 810) 987	Units (eg. 4) 0
Course title (max. 100 characters including spaces and punctuation) Field Comprehensive Examination		
Short title (for enrollment/transcript - max. 30 characters) Field Comprehensive Exam		
Course description for SFU Calendar * Written comprehensive examination in the student's primary field of specialization. Examination is graded satisfactory/unsatisfactory.		
Rationale for introduction of this course We have long required all PhD students to complete a comprehensive examination in their primary field of expertise, but no course number was assigned to the examination. The new course will ensure that completed examinations are reflected on student transcripts.		
Term of initial offering Summer 2018	Course delivery (eg. 3 hrs/week for 13 weeks) single sitting of examination, as needed	
Frequency of offerings/year 2	Estimated enrollment/offering 5 per offering	
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 **		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Independent <input type="checkbox"/> _____		
Grading Basis <input type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed: _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

* 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.

*** If yes, then add this requirement as a prerequisite.

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

Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

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 all faculty members who supervise PhD students will teach the course from time to time
Additional faculty members, space, and/or specialized equipment required in order to offer this course none

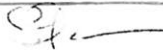

CONTACT PERSON

Department / School / Program Economics	Contact name Gwen Wild	Contact email glwild@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Simon Woodcock	Signature 	Digitally signed by Simon Woodcock Date: 2017.08.16 12:03:38 +02'00'	Date August 16 2017
Department Chair Brian Krauth	Signature 		Date 8/16/2017


OVERLAP CHECK

Overlap check done? YES

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.

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) Lisa Shapiro	Signature 	Date 12 Oct 2017
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date NOV 14 2017
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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: 6
 Financial Aid Progress Units: 6



New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) ECON	Number (eg. 810) 988	Units (eg. 4) 0
Course title (max. 100 characters including spaces and punctuation) Second Field Comprehensive Examination		
Short title (for enrollment/transcript - max. 30 characters) Second Field Comprehensive		
Course description for SFU Calendar * Written comprehensive examination in the student's secondary field of specialization. Examination is graded satisfactory/unsatisfactory.		
Rationale for introduction of this course We have long required some PhD students to complete a comprehensive examination in their secondary field of expertise, but no course number was assigned to the examination. The new course will ensure that completed examinations are reflected on student transcripts.		
Term of initial offering Summer 2018	Course delivery (eg. 2 hrs/week for 13 weeks) 13 weeks	
Frequency of offerings/year 1	Estimated enrollment/offering 5 students per year	
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 **		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Independent <input type="checkbox"/>		
Grading Basis <input type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

* 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.

*** If yes, then add this requirement as a prerequisite.

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

Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

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 all faculty members who supervise PhD students will teach the course from time to time
Additional faculty members, space, and/or specialized equipment required in order to offer this course none

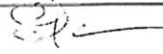
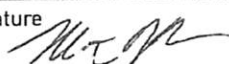
CONTACT PERSON

Department / School / Program Economics	Contact name Gwen Wild	Contact email glwild@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Simon Woodcock	Signature  <small>Digitally signed by Simon Woodcock Date 2017.08.16 12:04:37 +0700</small>	Date August 16 2017
Department Chair Brian Krauth	Signature 	Date 8/16/2017


OVERLAP CHECK

Overlap check done? YES

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.

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) Lisa Shapiro	Signature 	Date 12 Oct 2017
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date NOV 14 2017
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ADMINISTRATIVE SECTION (for DGS office only)

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

If different from regular units: 6
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

MEMO

Graduate Studies

8888 University Drive
Burnaby BC V5A 1S6
Canada

T: 778.782.3297

www.sfu.ca/education/gs

ATTENTION: Senate Graduate Studies Committee

FROM: Peter Liljedahl, Acting Associate Dean, Graduate Studies in Education

RE: New Course proposals and Calendar Entry Change

DATE: October 13, 2017

The following Faculty of Education changes are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for the Summer 2018 term. Please include on the next SGSC agenda.

New Courses:

- EDUC 934 Learning Design Development Workshop
- EDUC 935 Learning Design Demonstration of Mastery

~~Calendar Entry Change:-~~

~~Education Technology and Learning Design Master of Education~~

Should you have any questions regarding this matter, please do not hesitate to contact me directly.

New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) EDUC	Number (eg. 810) 934	Units (eg. 4) 4
Course title (max. 100 characters including spaces and punctuation) Learning Design Development Workshop		
Short title (for enrollment/transcript - max. 30 characters) Learning Design Workshop		
Course description for SFU Calendar * A faculty-mentored workshop in which M.Ed. students in Educational Technology and Learning Design produce a major new technology-enhanced learning design for a setting that interests them, to demonstrate their mastery of principles, ideas and skills acquired in the core courses. Students will have scheduled meetings with their instructor throughout the term to report progress and seek advice.		
Rationale for introduction of this course Since its approval approximately 10 years ago, the ETLD M.Ed. has required a course on Methods for Evaluation and Inquiry in Learning Technologies (EDUC 894) and a comprehensive examination (EDUC 883). Faculty judge that this combination is not as useful or relevant to practice in the field as originally expected. Accordingly, we propose to replace EDUC 894 with EDUC 934 and EDUC 883 with EDUC 935 which will provide a fuller and more authentic assessment of students' learning throughout the program		
Term of initial offering Summer 2018	Course delivery (eg. 3 hrs/week for 13 weeks) <small>3hrs a week for 13 weeks with instructor on campus & students participating on campus or online</small>	
Frequency of offerings/year 1	Estimated enrollment/offering 17	
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 ** prerequisite: EDUC 864, EDUC 890, EDUC 891, EDUC 892, EDUC 893. Corequisite: EDUC 935.		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Independent <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

* 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.

*** If yes, then add this requirement as a prerequisite.

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

Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

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 Dr. Kevin O'Neill
Additional faculty members, space, and/or specialized equipment required in order to offer this course None.

CONTACT PERSON

Department / School / Program Education	Contact name Dr. Peter Liljedahl	Contact email liljedahl@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

OVERLAP CHECK

Overlap check done? YES

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.

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) Peter Liljedahl	Signature	Date 2017 Oct 15
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature	Date NOV 14 2017
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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: _____



Course Outline

Course Number: EDUC 934-4

Course Title: Learning Design Development Workshop

Instructor(s): Kevin O'Neill

Calendar Description: A faculty-mentored workshop in which M.Ed. students in Educational Technology and Learning Design produce a major new technology-enhanced learning design for a setting that interests them, to demonstrate their mastery of principles, ideas and skills acquired in the core courses. Students will have scheduled meetings with their instructor throughout the semester to report progress and seek advice. Corequisite: EDUC 935

Course Details: Each student will develop a major new technology-enhanced learning design (such as a course, workshop series or learning game) similar in kind but larger in scope than assignments developed in the preceding core courses. Each student will have regular, scheduled appointments (on line or in person) with the course instructor to share progress milestones. Students will also produce written reviews of peers' developing learning designs.

Grading: 10% Preparedness for appointments with faculty mentor
25% Progress milestones (presented for review at appointments)
40% Review of peers' draft work against grading criteria for EDUC 935
25% Evidence of follow-through on advice offered by faculty mentor and assigned peer reviewers

Required Texts: None

Recommended Texts: None.

Materials/Supplies: None

Supplemental Fees: None.

Prerequisite: EDUC 890, EDUC 891, EDUC 892, EDUC 893, EDUC 864.

Corequisite: EDUC 935

Detail on Assignments and Assessment Criteria

PREPAREDNESS FOR APPOINTMENTS WITH FACULTY MENTOR

Each student will have 4 scheduled meetings with a faculty mentor over the course of the semester, to present progress milestones and seek advice and guidance on the development of their learning design. Preparedness for these meetings is vital to ensure that students gain the most benefit from the meeting. To this end, the student should prepare an agenda for each meeting, including questions that need to be answered, technical issues that need to be addressed, etc. Preparedness for each scheduled meeting will be worth 2.5% of the final grade in the course.

PROGRESS MILESTONES (presented for review at appointments with faculty mentor)

At each appointment, the student will be required to demonstrate progress toward the final Learning Design, in a manner appropriate to their particular work. At the first appointment, progress may simply be a short list of plausible concepts for the learning design, to enable the faculty mentor to assist the student in choosing the most feasible option that will satisfy the criteria for EDUC 935. By the second appointment, the design concept should be finalized and research literature on the problem of learning to be addressed should have been reviewed, or empirical work on the problem undertaken. By the third appointment, development of artifacts should be underway and the outline of a design rationale document should be in development. In the fourth appointment, students should be reviewing feedback from a peer reviewer and seeking advice about how to act on it prior to their final demonstration of mastery in EDUC 935.

A+	Milestone work presented is more than adequate – it is of high quality and ahead of schedule.
A	Milestone work presented is of sufficient completeness to support feedback and is on schedule for the semester.
B	Milestone work presented is of marginal completeness to support feedback or is behind schedule for the semester.
C	Milestone work presented is of marginal completeness to support feedback AND behind schedule for the semester.
F	No milestone work is presented.

PEER REVIEW

Students will prepare a brief review of at least one peer's draft submission for EDUC 935, using the same criteria that two independent faculty evaluators will use in that course. Rather than simply identifying areas for improvement, each review should offer advice on how the improvements might be made. Each review should be **no more than 5 pages long**, single spaced, so that the advice is focused and not overwhelming. (Supplemental documents, such as annotated screen shots and Word documents, do not count into this page count.)

The criteria to be used in the peer review are as follows:

Design Rationale Document:

- The target audience and context of use are clearly identified
- The problem of learning which the design addresses is non-trivial and convincingly documented (through assessment conducted by the student, through research literature, or both as appropriate)
- Learning objectives are clearly articulated

- The design integrates technology tools that are practical in the intended context of use and whose affordances are appropriate for the problem of learning addressed
- Design rationale are discussed in detail, with explicit and appropriate links to principles and concepts introduced in *at least three* of the preceding core courses. For example, the design addresses a problem of learning that is documented in credible literature (reviewed using methods and criteria learned in EDUC 864) and/or examined empirically by the student using approaches introduced in EDUC 893 (e.g. activity theory); the development process follows a formal instructional design model introduced in EDUC 891; it sensibly uses technological affordances discussed in EDUC 890, and considers empirically-supported principles of multimedia learning discussed in EDUC 892.
- Planned learning activities directly support achievement of intended learning objectives
- Choice and use of technology tools support the planned learning activities and intended learning outcomes
- A practical plan for assessing learning is included (e.g. evaluation rubrics or quizzes).
- The length limit is respected
- Current APA formatting conventions are followed

Artifacts:

- Artifacts (e.g., web site, videos, lesson/unit plans) for use by learners are submitted on time and in good order for assessment (i.e. no broken links, invalid logins or software bugs that interfere with a thorough evaluation).
- The artifacts are appropriate for use with the designated audience and in the designated setting.
- The artifacts align with the design rationale submitted.

Each peer review will be evaluated using the following rubric:

A	A very useful and supportive review. It is delivered on time. You addressed all of the evaluation criteria for EDUC 935, identified important areas for improvement, and gave constructive advice for each area identified. You also pointed out where spelling and grammar errors exist (both in the paper and in the artifacts, as appropriate).
B	A largely useful and supportive review. It is delivered on time, addressed nearly all the evaluation criteria for EDUC 935, identified areas for improvement, and gave constructive advice for at least some of the areas identified for improvement. You pointed out where spelling, grammar and citation errors exist (both in the paper and in the artifacts, as appropriate).
C	A somewhat useful and supportive review, which has at least one of the following flaws. It may be up to a day late. It may omit several of the evaluation criteria for EDUC 935. It may identify few areas for improvement, and/or the advice offered may not be constructive in all cases. Suggestions on the rationale document may consist only of comments inserted into the original document instead of detailed paragraph-form advice.
D	The review is more than a day late and does not offer sufficient constructive advice to support revision.
F	Nothing is submitted.

EVIDENCE OF FOLLOW-THROUGH ON ADVICE

A	Where constructive advice on improvement is provided, it is always either followed through on in design changes, or persuasive reasons for dismissing the advice are provided (e.g. the advice is out of keeping with the needs of the target audience, or would introduce an inconsistency that would be detrimental to the learning of the target audience).
B	Most constructive advice is followed through on. Where it is not followed through on, persuasive reasons for dismissing the advice are most often provided.
C	Follow-through is inconsistent, and advice is dismissed for trivial or unpersuasive reasons.
D	Follow through on constructive advice is routinely poor.
F	There is no evidence of follow-through on constructive advice.



New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) EDUC	Number (eg. 810) 935	Units (eg. 4) 0
Course title (max. 100 characters including spaces and punctuation) Learning Design Demonstration of Mastery		
Short title (for enrollment/transcript - max. 30 characters) Learning Design Demonstration		
Course description for SFU Calendar * A public demonstration of mastery of theories, principles and practices of technology-enhanced learning design covered in the core courses of the Educational Technology and Learning Design M.Ed. program. This course is graded on a satisfactory/unsatisfactory basis.		
Rationale for introduction of this course Since its approval approximately 10 years ago, the ETLD M.Ed. has required a course on Methods for Evaluation and Inquiry in Learning Technologies (EDUC 894) and a comprehensive examination (EDUC 883). Faculty judge that this combination is not as useful or relevant to practice in the field as originally expected. Accordingly, we propose to replace EDUC 894 with EDUC 934 and EDUC 883 with EDUC 935 which will provide a fuller and more authentic assessment of students' learning throughout the program.		
Term of initial offering Summer 2018	Course delivery (eg. 3 hrs/week for 13 weeks) 5 hours over the final 2 weeks of the semester	
Frequency of offerings/year 1	Estimated enrollment/offering 17	
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 ** prerequisite: EDUC 864, EDUC 890, EDUC 891, EDUC 892, EDUC 893. Corequisite: EDUC 934.		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Independent <input type="checkbox"/> _____		
Grading Basis <input type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

* 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.

*** If yes, then add this requirement as a prerequisite.

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

Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

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 Dr. Kevin O'Neill
Additional faculty members, space, and/or specialized equipment required in order to offer this course None.

CONTACT PERSON

Department / School / Program Education	Contact name Dr. Peter Liljedahl	Contact email liljedahl@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

OVERLAP CHECK

Overlap check done? YES

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.

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) Signature <i>Peter Liljedahl</i>	Date 2017 Oct 15
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Signature Jeff Derksen	Date NOV 14 2017
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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: 6
 Financial Aid Progress Units: 6

Course Outline

Course Number: EDUC 935-0

Course Title: Learning Design Demonstration of Mastery

Instructor(s): Kevin O'Neill

Calendar Description: A public demonstration of mastery of learning design with technology, including both a presentation to program faculty and submission of a detailed design rationale document. Prerequisites: EDUC 864, EDUC 890, EDUC 891, EDUC 892, EDUC 864. Corequisite: EDUC 934. This course is graded on a satisfactory/unsatisfactory basis.

Course Details: Each student will publicly demonstrate a major new technology-enhanced learning design (such as a course, workshop series or game) similar in kind but larger in scope than assignments developed in the preceding core courses. In addition, design artifacts and a design rationale document will be submitted to demonstrate mastery of principles, ideas and skills acquired in at least three of the preceding core courses. Students' learning designs will be evaluated by two program faculty members, with regard to appropriate application of design principles and skills gained in preceding core courses.

Grading: To achieve a grade of S (satisfactory), evaluators must agree that the students' work meets all of the following criteria:

Design Rationale Document:

- The target audience and context of use are clearly identified
- The problem of learning which the design addresses is non-trivial and convincingly documented (through assessment conducted by the student, through research literature, or both)
- Learning objectives are clearly articulated
- The design integrates technology tools that are practical in the intended context of use and whose affordances are appropriate for the problem of learning addressed
- Design rationale are discussed in detail, with explicit and appropriate links to principles and concepts introduced in *at least three* of the preceding core courses. For example, the design addresses a problem of learning that is documented in credible literature (reviewed using methods and criteria learned in EDUC 864) and/or examined empirically by the student using approaches introduced in EDUC 893 (e.g. activity theory); the development process follows a formal instructional design model introduced in EDUC 891; it sensibly uses technological affordances discussed in EDUC 890, and considers empirically-supported principles of multimedia learning discussed in EDUC 892.
- Planned learning activities directly support achievement of intended learning objectives
- Choice and use of technology tools meaningfully support the planned learning

activities and intended learning outcomes

- A practical plan for assessing learning is included (e.g. evaluation rubrics or quizzes).
- The length limit is respected
- Current APA formatting conventions are followed

Artifacts:

- Artifacts (e.g., web site, videos, lesson/unit plans) for use by learners are submitted on time and in good order for assessment (i.e. no broken links, invalid logins or software bugs that interfere with a thorough evaluation).
- The artifacts are appropriate for use with the designated audience and in the designated setting.
- The artifacts align with the design rationale submitted.

Presentation:

- Presentation is well organized, clearly delivered, and effectively communicates the target audience, problem(s) of learning to be addressed, the thinking behind the design, and plan for assessment of learning. Key design artifact(s) are demonstrated, and the time limit is respected.

Students who receive an unsatisfactory grade from one or more assessors will receive a grade of Incomplete, and will be required to re-register and re-submit their work the following term or as soon as practicable. A student who does not achieve a satisfactory grade on a second attempt will be required to withdraw.

Required Texts: None

Recommended Texts: None.

Materials/Supplies: None

Supplemental Fees: None.

Prerequisite: EDUC 864, EDUC 890, EDUC 891, EDUC 892, EDUC 893.

Corequisite: EDUC 934