

SIMON FRASER UNIVERSITY
MEMORANDUM

TO: Senate

FROM: J. Munro
Chair, Senate
Cttee on Academic
Planning

SUBJECT: Graduate Curriculum Revisions - DATE: December 11, 1990
Faculty of Education -
SGSC Reference: Mtg. of Nov. 26, 1990
SCAP Reference: SCAP 90-66

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

MOTION: "that Senate approve and recommend approval to the Board of Governors, as set forth in S.91-7 curriculum revisions in the Faculty of Education as follows:

- Revision to PhD Supervisory Committee
- Revision to requirements re Comprehensive Examinations in the Curriculum Theory and Implementation PhD Program
- Revision to Comprehensive Examination Committee for the Curriculum Theory and Implementation PhD Program
- New Course - EDUC 863-5
- Revision to list of core courses in the Counselling Psychology Program"

**SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION
MEMORANDUM**

TO: Marian McGinn
Registrar's Office

From: Jaap Tuinman
Dean

Subject:

Date: October 22, 1990

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The Faculty of Education passed the following motions at its meeting today:

1. **MOTION:** that the size of PhD Supervisory Committee be changed from 'normally four members with three members from the Faculty' to 'normally three members with two members from the Faculty' (p.262). This will bring our requirements more in line with the General Regulations for PhD Supervisory Committees (p.211).

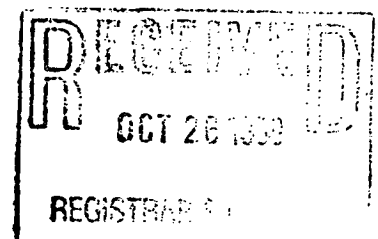
2. **MOTION:** that the Comprehensive Examinations in the Curriculum Theory and Implementation PhD Program will consist of: 1) Educational Theory, ii) Research Methods, iii) Field of Specialization and iv) an oral exam based on the student's written responses to the written Comprehensive Examinations. (p. 262).
3. **MOTION:** that the Comprehensive Examination Committee for the Curriculum Theory and Implementation PhD Program will normally consist of:
 - the student's Supervisor, and
two persons designated by the Director of Graduate Programs from those involved in teaching the program for the first two areas of the Comprehensive Examination
 - the Supervisory Committee, and
one other faculty member designated by the Director for the third area
(p.262).

(page numbers refer to the 1990/91 Calendar)

Please include them on the agenda of the next meeting of the Senate Graduate Studies Committee.

Stan Kanehara
For JAAP TUINMAN

cc: Robin Barrow, Director, Graduate Programs
Stan Kanehara, Assistant to the Dean



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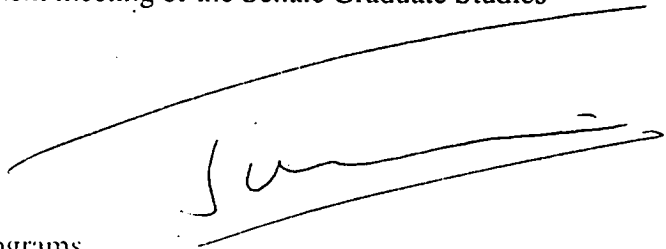
Date: November 6, 1990

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The Faculty of Education passed the following motions at its meeting on October 22, 1990:

1. MOTION: that a new course, EDUC 863 ~~Quantitative Methods in Educational Research~~
2. MOTION: that the new course EDUC 862 Individual Assessment Procedures and EDUC 863 become CORE courses in the Counselling Psychology program.
Necessary editing to 2nd paragraph under Counselling Psychology, (p. 261 of the 1990/91 Calendar)
Last but one sentence deleted.
Last sentence to read "In addition, students must complete a minimum of two courses from Methodology and/or Specialization".

Please include them on the agenda of the next meeting of the Senate Graduate Studies Committee.



cc: Robin Barrow, Director, Graduate Programs
Stan Kanehara, Assistant to the Dean

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:

Department: **FACULTY OF EDUCATION**

Course Number: **Educ. 863**

Title: **Quantitative Methods in Educational Research**

Description: Focus on critical analysis of quantitative research in education. Research studies examined will be based on exploratory and confirmatory data analysis, including group comparisons and correlations. Students will use calculators and computers for data analysis and display.

Credit Hours: **5** Vector: **3-2-0** Prerequisite(s) if any: **Stat 103 or equivalent**

Enrollment and Scheduling

Estimated Enrollment: **20** When will the course first be offered: **1992**

How often will the course be offered: **Once a year.**

Justification: Graduate students in education need to be able to read and critically evaluate the research literature in their field. A large proportion of the research in education is centred on quantitative designs and statistical analysis. Our graduate students typically do not have any background in statistical reasoning. This course is intended to equip students with the conceptual and procedural skills to undertake and critique educational research involving statistical notions of comparison and correlation. Since the restructuring of graduate courses following the demise of Educ. 814, a course equivalent to the proposed Educ 863 was taught once as a special topics course in 1990, and is again scheduled as a special topics course for Spring 1991. This proposal would regularize such a course offering.

Resources:

Which Faculty member will normally teach the course: **O'Shea, Horvath, Walsh**

What are the budgetary implications of mounting the course: **0.25 FTE**

Are there sufficient Library resources (append details): **Adequate**

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

Approved:

Departmental Graduate Studies Committee: *[Signature]*

Date: 6/11/90

Faculty Graduate Studies Committee: *[Signature]*

Date: 6/11/90

Faculty: *[Signature]*

Date: 6/11/90

Senate Graduate Studies Committee: *[Signature]*

Date: 27 Nov 190

Senate: _____

Date: _____

EDUC 863: Quantitative Methods in Educational Research

Course Outline

The course will focus on three forms of quantitative studies: descriptive studies, those examining relationships, and those assessing change. Studies selected for discussion will depend on the areas of expertise of the instructor. Sample questions connected with each type of study are suggested below.

1. Descriptive studies

How can we characterize typical student performance?
What range of performance might be expected?
How can we identify exceptional students?
How can we compare students' performance across groups and to standards?
What performance pattern is typical on standardized achievement tests?

2. Studies examining relationships among characteristics

How is gender related to choice of subjects studied?
What is the relationship between early language development and primary grade reading achievement?
What combination of student variables best predicts teacher success?

3. Studies assessing change

Do students show increased use of higher-order thinking skills as a result of "critical thinking" school activities?
Does the use of manipulative materials lead to greater mathematical understanding than a traditional approach?
How do student achievement and ratings of instruction differ under a number of selected instructional conditions?
How can we assess the effectiveness of a training program to improve students' test-taking ability and to reduce their test anxiety?

Select Bibliography

DETAILED BIBLIOGRAPHY AVAILABLE ON REQUEST