

SIMON FRASER UNIVERSITY

S.80-69

MEMORANDUM

To..... SENATE

From..... SENATE COMMITTEE ON UNDERGRADUATE
STUDIES

Subject..... NEW COURSE PROPOSAL - EDUC 361-4 -
CONTEMPORARY ISSUES AND NEW DEVELOPMENTS
IN EDUCATION I

Date..... MAY 20, 1980

Action taken by the Senate Committee on Undergraduate Studies at its meeting of May 20, 1980 gives rise to the following motion:

MOTION: "That Senate approve and recommend approval to the Board, as set forth in S.80-69, the proposed new course EDUC 361-4 - Contemporary Issues and New Developments in Education I."

Note: Subject to approval of the course by Senate and the Board, SCUS waived the time lag requirement in order that EDUC 361-4 may be first offered in the Fall semester 80-3.

SIMON FRASER UNIVERSITY

MEMORANDUM

SCUS 80-21

To Harry Evans
Secretary to Senate

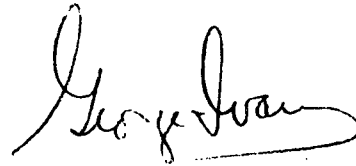
From George Ivany, Dean
Faculty of Education

Date April 15, 1980

Subject NEW COURSE PROPOSAL - EDUC 361-4
CONTEMPORARY ISSUES AND NEW
DEVELOPMENTS IN EDUCATION I

The Faculty of Education at its meeting on March 24, 1980 has approved the attached new course proposal: Education 361-4 (Contemporary Issues and New Developments in Education I).

Please include this new course proposal on the agenda of the next meeting of the Senate Committee on Undergraduate Studies.



GI/ga
cc: Exec. Comm.

Rationale

The continuing education of teachers, an ongoing concern for the past several decades, is receiving added attention as a result of declining school enrolment. Not only has the phenomenon of declining enrolment resulted in a static teaching population, but it has also produced a need for retraining of teachers.

The Extended Studies Diploma Program in Education provides a vehicle for introducing new ideas into classrooms thereby addressing some of the problems resulting from a static teaching population. It also offers, to some degree, a means of retraining teachers to fill new roles within the schools.

The Extended Studies Diploma at Simon Fraser University involves 30 hours of approved upper division coursework. The intent is that students should identify a program of coursework as a condition of being accepted into the program. Experience has shown however, that for a student/teacher who has not taken a university course for the past several years, the task of selecting a viable program based on available coursework becomes a rather arbitrary exercise. It was with this problem in mind that the Undergraduate Programs Committee introduced on an experimental basis the course, Contemporary Issues and New Developments in Education. The course was intended to introduce students to new developments related to teaching both to provide a broadened perspective and also to enable students to be more selective in their subsequent choice of coursework.¹ Experience with the course which has now been offered on five occasions¹ has been that it does serve these two purposes. In addition, progressively the course has become a vehicle through which students develop skills in critical analysis and writing, equipping them to better handle subsequent coursework.

The course proposal which follows introduces a new course, Education 361 which is a regularization of the experimental course just described. It will be offered once each year as the introductory course for a special intake of students intending to pursue an Extended Studies Diploma.

1. Enrolment in the course has been as follows: On Campus 78-3 (25), Mt. Currie 79-1 (15), On Campus 79-3 (32), Kamloops 79-3 (18), Vernon 79-3 (21).

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Education

Abbreviation Code: EDUC Course Number: 361 Credit Hours: 4 Vector: _____

Title of Course: Contemporary Issues and New Developments in Teaching

Calendar Description of Course: This course, intended for students entering the Extended Studies Diploma Program in Education provides a survey of new developments and current issues in teaching and educational practice.

* A Coordinator will be responsible for the course and Faculty will provide input with regard to developments. Paper will be distributed two weeks prior to each presentation.

Nature of Course: lecture/seminar

Prerequisites (or special instructions): Not less than 60 hours credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: None.

2. Scheduling

How frequently will the course be offered? Once per year

Semester in which the course will first be offered? Fall 1980

3. Goals of the Course

To provide a survey of new developments and contemporary issues in teaching and educational practice.

To develop appropriate skills of critical analysis in order to assess issues and developments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty - No additional faculty are required. One of several faculty members will be asked to coordinate the course as part of load.

Staff - none.

Library - Previous outlines of the course have been sent to the library are assessment.

Audio Visual - none.

Space - none.

Equipment - none.

5. Approval

Date: 9/April/80

[Signature]
Department Chairman

80:4:15
[Signature]
Dean

MAY 20 '80
[Signature]
Chairman, SCUS

The organization of the course will vary somewhat from year to year depending on the availability of Faculty and changes in the field of teaching that can be expected to emerge that should be reflected in the course. In order to insure that the course adequately reflects the pluralistic nature of Education, it is proposed that the outline be presented to the Undergraduate Programs Committee each time the course is offered. A sample outline of the course follows:

- Week 1 Introduction
 - a) what constitutes an issue?
 - b) what constitutes a development?
- Week 2 Conceptualization in which to view developments
Skills of critical analysis
- Week 3 Analysis of teaching
- Week 4 Multiculturalism and cultural differences
- Week 5 Learning disabilities
- Week 6 Problems of literacy
- Week 7 Review of developments and issues
- Week 8 Self education
- Week 9 Educating awareness
- Week 10 Early childhood education
- Week 11 Environmental education
- Week 12 Movement education
- Week 13 Review of developments and issues

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REGISTRAR'S OFFICE
MAIL DESK

BIBLIOGRAPHY

The texts listed below are listed for purposes of those students who wish to pursue different areas. The required reading for the course will be sets of papers that will be distributed from time to time during the semester.

- Alley & Deshler, Teaching the Learning Disabilities Adolescent: Strategies and Methods, Love Publishing Company, 1979
- Bijou, S., Child Development: The Basic Stage of Early Childhood, Englewood Cliffs, N.J., Prentice-Hall, 1976
- Cratty, B., Movement Behavior and Motor Learning, Philadelphia, Lea and Febijner, 1967
- Dearden, R.F., The Philosophy of Primary Education, London, Routledge & Kagan Paul
- Dunkin, M.J. & Biddle, B.J., The Study of Teaching
- Farnham-Diggory, S., Learning Disabilities: A Psychological Perspective, Harvard University Press, 1978
- Hirst, P.H. and Peters, R.S., The Logic of Education
- Hunkins, F.P., Questioning Strategies and Techniques
- Joyce, B.R. & Weil, M., Models of Teaching
- Knowles, Malcolm, Self Directed Learning, Association Press, 1975
- Lloyd, D.I., Philosophy and the Teacher
- Logan, G.A., Adapted Physical Education, Dubuque, W.M.C. Brown, 1972
- Mann, P.H. and Suiter, P., Handbook in Diagnostic Teaching: A Learning Disabilities Approach (revised edition), Allyn & Bacon, 1979
- Metheng, E., Movement and Meaning, New York, McGraw-Hill, 1968
- Piaget, J., Science of Education and the Psychology of the Child, Harmondsworth, Middlesex, England, Penguin, 1970
- Ross, A.O., Learning Disabilities: The Unrealized Potential, McGraw-Hill, 1977
- Schmuck, Richard A. & Schmuck, Patricia A., Group Processes in the Classroom, William C. Brown, 2nd edition, 1975
- Stenhouse, Lawrence, An Introduction of Curriculum Research and Development, London, Heinemann Educational Books Ltd., 1975
- U.N.E.S.C.O., June, 1972, The Declaration on the Human Environment, Prepared for the U.N. Conference on the Human Environment, Stockholm, Sweden, 1972
- Wells, K.F., Kinesiology: The Scientific Basis of Human Motion, 5th ed., Philadelphia, W.B. Saunders, 1971

Copy to H. E. E. 5/6/80

Date; 5 May 1980

SFU LIBRARY COLLECTION EVALUATION

(To be completed only for new course or program proposals.)

1. Course No. and Name or Program: Contemporary Issues and New Developments in Education 361-4
Date to be offered: Fall 1980

2. Resources currently in collection:
Reading lists. No. and % of titles available: 20 72 %
Related materials in general collection: *
Monographs:
Serials Subscriptions:
Backfiles:
Other:

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3. Recommended additions to collection:
(Indicate approx. no. of titles, vols., date, as appropriate)
Monographs: 10-20 titles
New serials subscriptions:
Serials backfiles:
Other (specify):

ESTIMATED COST	
	200.00
Total	200.00

4. Comments:
*Library has adequate resources covering several related areas in Education. We are able to support this course with our present collection

Gail Leach
For Library

W. W. Widen
For Faculty Department