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MEMORANDUM

ATTENTION Senate
FROM David Paterson, Acting Chair
Senate Committee on Undergraduate Studies
RE: Faculty of Education (SCUS 10-38)

DATE July 9, 2010
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For information:

Acting under delegated authority at its meeting of July 8, 2010, SCUS approved the following curriculum revisions; effective January 2011.

- (i) Changes to the Certificate of Literacy Instruction core and elective course requirements.

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Web at http://www.sfu.ca/senate/Senate_agenda.html following the posting of the agenda. If you are unable to access the information, please call 778-782-3168 or email shelley_gair@sfu.ca.



SCUS 10-38

Faculty of Education

MEMO

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ATTENTION: SCUS

FROM: David Paterson, Director

RE: Calendar Changes

DATE: May 27th, 2010

A handwritten signature in black ink, appearing to read "David Paterson", written over a horizontal line.

The following are calendar changes that have been passed by the Faculty of Education.

Note: To be effective Spring 2011

Certificate in Literacy Instruction

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Certificate in Literacy Instruction

FROM:

Program Requirements

Students complete 29 units, of which 23 are in the following seven required courses

EDUC 240-3 Social Issues in Education
EDUC 341-3 Literacy, Education and Culture
EDUC 342-3 Contemporary, Approaches to Literacy Instruction
EDUC 343-5 Literacy Practicum
ENGL 210-3 Advanced University Writing

Plus two of

ENGL 101-3 Introduction to Fiction
ENGL 102-3 Introduction to Poetry
ENGL 103-3 Introduction to Drama
ENGL 104-3 Introduction to Prose Genres

In addition students must complete at least an additional six units in Faculty of Education or Faculty of Arts and Social Sciences courses designated below. Students must select courses that will further their own specific interests in literacy instruction and should be aware that some courses require the completion of prerequisites outside the certificate program.

Faculty of Education

EDUC 325-3 Assessment for Classroom Teaching
EDUC 422-4 Learning Disabilities
EDUC 441-4 Multicultural/anti-racist Education
EDUC 467-4 Curriculum and Instruction in Teaching English as a Second Language
EDUC 471-4 Curriculum Development: Theory and Practice
EDUC 472-4 Designs for Learning: Language Arts
EDUC 473-4 Designs for Learning: Reading

Faculty of Arts and Social Sciences

ENGL 370-4 Studies in Language
ENGL 371-4 Writing: Theory and Practice
HUM 320-4 The Humanities and Philosophy
HUM 321-4 The Humanities and Critical Thinking
LING 260-3 Language, Culture and Society
PHIL 001-3 Critical Thinking
PSYC 206-3 Introduction to Psychological Assessment
SA 304-4 Social Control
SA 333-4 Schooling and Society

TO

Calendar Entry

This program offers basic accreditation in adult and community literacy education and is for those who seek a practical credential as part of their undergraduate degree that will enhance their adult education and community development skills within their chosen program of study, and/or support their entry into the field of adult literacy education. The program provides opportunities for guided practice and supervision in a literacy education setting. There is an option to undertake the practicum in a French-language literacy setting, subject to instructor availability.

General certificate regulations apply. This certificate prepares students to teach literacy skills to adult learners.

Admission Requirements

General admission to the university and formal application for program approval from the Faculty of Education, undergraduate programs. Students must normally have successfully completed EDUC 342-3 with a minimum C+ grade before applying to the program.

Program Requirements

Students must complete a minimum of 20 units of required courses:

EDUC 311-3 Foundations in Aboriginal Education, Language and Culture
or FNST 101-3 The Culture, Languages and Origins of Canada's First Peoples

EDUC 341-3 Literacy, Education and Culture
EDUC 342-3 Contemporary, Approaches to Literacy Instruction
EDUC 343-5 Literacy Practicum

The remaining minimum 6 units are selected from a list of multidisciplinary courses approved by the department. These may include approved 400 level EDUC special topics courses related to literacy in education.

CMNS 226-3 Introduction to Digital Media Communication Technologies
EDUC 240-3 Social Issues in Education
EDUC 252-4 Introduction to Reflective Practice
EDUC 325-3 Assessment for Classroom Teaching
EDUC 351-3 Teaching the Older Adult
EDUC 422-4 Learning Disabilities
EDUC 382-4 Diversity in Education: Theories, Policies, Practices
or EDUC 441-4 Multicultural and Anti-racist Education

EDUC 467-4 Curriculum and Instruction in Teaching English as an Additional Language
EDUC 468-4 Sociocultural Perspectives on Language, Cognitive Development and EAL

Instruction

ENGL 105-3	Introduction to Issues in Literature and Culture
ENGL 199-3	Introduction to University Writing
ENGL 371-4	Writing: Theory and Practice
GERO 302-3	Health Promotion and Aging
HUM 320-4	The Humanities and Philosophy
HUM 321-4	The Humanities and Critical Thinking
HUM 322-4	The Humanities and the Critique of Culture
LING 160-3	Language, Culture and Society
PHIL 001-3	Critical Thinking
PSYC 106-3	Psychological issues in Contemporary Society
SA 304-4	Social Control
SA 333-4	Schooling and Society
SCD 201-3	Introduction to Sustainable Community Development
WS 309-4	Gender and Development

Transfer Credit

Transfer credit for work done at other institutions before or after program admission may be approved toward program fulfillment provided at least half of the total unit requirements are completed at Simon Fraser University. Relevant course work must be approved by the undergraduate advisor.

Certificate of Literacy Instruction

Faculty of Education, SFU

Rationale for changes to the Certificate of Literacy Instruction core and elective course requirements.

Change #1	<p>From a requirement of 29 credits of which 23 credits are in seven required courses</p> <p>To a requirement of 20 credits of which 14 are in required core courses and a minimum of 6 are in highly recommended and recommended electives.</p> <p>The change in credit requirements is in keeping with other comparable undergraduate certificates in the university. (See for example, the Certificate in Sustainable Community Development in the Department of Environmental Studies). The rationale for fewer pre-requisite requirements is that a certificate in literacy instruction is a valuable qualification to complement diverse undergraduate programs of study, including, but not limited to, Education. This is in keeping with new trends in literacy theory and practice, in which literacy education is embedded in diverse domains of practice, such as health, gender and development, sciences, sustainable community development, visual and performing arts, communications and digital arts, sociology, and so on. Undergraduate students completing programs of study in these and other fields can integrate literacy instruction into their fields of practice, or bring their domain-specific knowledge to literacy work. With this in mind, it no longer seems necessary to regulate the course pre-requisites and requirements beyond a selection of core courses and electives that are central to literacy instruction methods and perspectives.</p>
Change #2	<p>Remove as a core course ENGL 210-3 Advanced University Writing</p>
Rationale	<p>This core course requirement was in place before the introduction of writing intensive “W” courses to undergraduate degree requirements. Students enrolling in core</p>

courses in literacy instruction will normally have already taken a selection of writing intensive courses.

Change #3 Remove the core course Social Issues in Education (240-3)

Rationale This course is now offered as a highly recommended elective.

Change #4 Add as a core course EDUC 311-3 Foundations in Aboriginal Education, Language and Culture or FNST 101-3 The Culture, Languages and Origins of Canada's First Peoples

Rationale Survey research and interviews among literacy educators and employers in British Columbia indicate that knowledge and awareness of Aboriginal education, culture and language is central to effective and responsive literacy work in British Columbia.