



Office of Graduate Studies and Postdoctoral Fellows

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 GradStudies

## MEMORANDUM

ATTENTION Senate DATE 5 June 2013  
 FROM Wade Parkhouse, Dean of Graduate Studies No. GS2013.17  
 RE: Faculty of Education

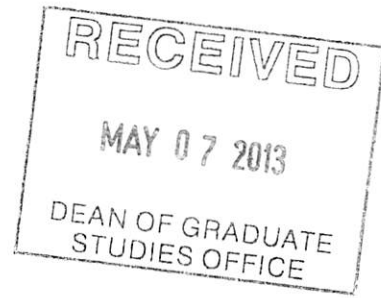
**For information:**

Acting under delegated authority at its meeting of 3 June 2013, SGSC approved the following curriculum revisions:

**Effective Date is Spring 2014****Faculty of Education****[GS2013.17]**

1. Minor Course Changes:
  - i) Change of number from EDUC 866 to EDUC 867-5 Advanced Qualitative Research in Education
  - ii) Change of number from EDUC 867 to EDUC 866-5 Qualitative Methods in Educational Research
  - iii) Resultant calendar changes to Program Requirements:
    - Counselling Psychology (Master of Arts Program) (core and electives)
    - Counselling Psychology (Master of Education Program) (electives)
    - Educational Leadership (Master of Arts Program) (electives)
    - Educational Practice (Master of Education) (core)
    - Educational Technology and Learning Design (Master of Arts Program) (core)
    - Educational Technology and Learning Design (Doctor of Philosophy Program) (core)
    - Languages, Cultures and Literacies (Doctor of Philosophy Program) (core)
  - iv) Change of description: EDUC 824-5 Seminar in Second Language Teaching  
 Change of title and description: EDUC 825-5 Second Language Learning and Education  
 Change of title: EDUC 835-5 Graduate Study in Second Language Education

faculty of education



MEMO

Graduate Programs

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ATTENTION: SGSC

FROM: Robin Brayne, Director

RE: EDUC 866 and EDUC 867 Minor Course Changes

DATE: 2013 May 3

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

For consideration, please find attached minor course changes for EDUC 866-5 and EDUC 867-5. These changes were approved by the Education Graduate Studies Committee on January 31st and the Faculty of Education Council on March 25th, 2013.

Rationale for Proposed Number Change: EDUC 866-5 is an advanced qualitative research course and EDUC 867-5 is the introductory qualitative methods research course. We are requesting to switch the course numbers of these two courses so that the advanced course has a higher course number.

If approved, a notation will be entered on the transcripts of students enrolling in EDUC 867 Advanced Qualitative Research in Education noting there was a change in course number from EDUC 866 to EDUC 867. This will explain why some students have two EDUC 867 courses on their transcripts. It's expected that this will affect a very small number of students, 15 or less.

We are requesting these changes take effect Spring 2014.

- a) Minor Course Changes
  - i) Change of number from EDUC 866 to EDUC 867-5 Advanced Qualitative Research in Education; and prerequisite change
  - ii) Change of number from EDUC 867 to EDUC 866-5 Qualitative Methods in Educational Research



faculty of education

b) Resultant calendar changes to Program Requirements:

- i) Counselling Psychology (Master of Arts Program) (core and electives)
- Counselling Psychology (Master of Education Program) (electives)
- Educational Leadership (Master of Arts Program) (electives)
- Educational Practice (Master of Education) (core)
- Educational Technology and Learning Design (Master of Arts Program) (core)
- Educational Technology and Learning Design (Doctor of Philosophy Program) (core)
- Languages, Cultures and Literacies (Doctor of Philosophy Program) (core)

# Graduate Course Minor Change Form

This form is for an SFU department or program to request a minor change to an existing graduate course. After approval and signature by the faculty graduate studies committee, this form should be forwarded to the Dean of Graduate Studies for approval by the Senate Graduate Studies Committee (SGSC). SGSC will forward the approval to Senate for information.

## DEPARTMENT

Department / School / Program <b>Education</b>	Contact name <b>Robin Brayne</b>	Contact email <b>rbrayne@sfu.ca</b>
Please revise the following elements of the indicated graduate course: <input checked="" type="checkbox"/> Catalogue number <input type="checkbox"/> Units <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Other: <u>prerequisite</u>		

## CURRENT COURSE

Please complete only the fields to be changed.

Program (eg. LBST) <b>EDUC</b>	Number (eg. 810) <b>866</b>	Units (eg. 4) <b>5</b>
Course title (max 80 characters)		
Short title (appears on transcripts, max 25 characters)		
Course description for SFU Calendar <input type="checkbox"/> see attached Students will study in depth various qualitative methodological approaches to educational research, will develop competence to contribute significantly to knowledge in their particular field of study, and will engage in intensive practice of various methodological approaches to qualitative research introduced in EDUC 867. Prerequisite: EDUC 864 and 867.		
Available course components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students and instructors will require criminal record checks) <input type="checkbox"/> Yes <input type="checkbox"/> No		
Grading basis <input type="checkbox"/> Graded <input type="checkbox"/> Satisfactory / Unsatisfactory <input type="checkbox"/> In Progress / Complete <input type="checkbox"/> _____		
Prerequisites (if any) <b>Prerequisite: EDUC 864 and 867.</b>		
This is combined with an undergrad course. <input type="checkbox"/> Yes <input type="checkbox"/> No		
Course number and units: _____		
Additional course requirements for graduate students		

## REVISED COURSE

Please complete only the fields to be changed.

Program (eg. LBST) <b>EDUC</b>	Number (eg. 810) <b>867</b>	Units (eg. 4) <b>5</b>
Course title (max 80 characters)		
Short title (appears on transcripts, max 25 characters)		
Course description for SFU Calendar <input type="checkbox"/> see attached Students will study in depth various qualitative methodological approaches to educational research, will develop competence to contribute significantly to knowledge in their particular field of study, and will engage in intensive practice of various methodological approaches to qualitative research introduced in EDUC 866. Prerequisite: EDUC 864 and 866.		
Available course components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students and instructors will require criminal record checks) <input type="checkbox"/> Yes <input type="checkbox"/> No		
Grading basis <input type="checkbox"/> Graded <input type="checkbox"/> Satisfactory / Unsatisfactory <input type="checkbox"/> In Progress / Complete <input type="checkbox"/> _____		
Prerequisites (if any) <b>Prerequisite: EDUC 864 and 866.</b>		
This is combined with an undergrad course. <input type="checkbox"/> Yes <input type="checkbox"/> No		
Course number and units: _____		
Additional course requirements for graduate students		

## APPROVALS

**Robin Brayne**

Faculty graduate studies committee name  
Wade Parkhouse

Senate graduate studies committee name

R Brayne  
Signature

W Parkhouse  
Signature

April 2 / 2013  
Date

June 3 / 13  
Date

# Graduate Course Minor Change Form

This form is for an SFU department or program to request a minor change to an existing graduate course. After approval and signature by the faculty graduate studies committee, this form should be forwarded to the Dean of Graduate Studies for approval by the Senate Graduate Studies Committee (SGSC). SGSC will forward the approval to Senate for information.

## DEPARTMENT

Department / School / Program <b>Education</b>	Contact name <b>Robin Brayne</b>	Contact email <b>rbrayne@sfu.ca</b>
Please revise the following elements of the indicated graduate course: <input checked="" type="checkbox"/> Catalogue number <input type="checkbox"/> Units <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other: _____		

## CURRENT COURSE

Please complete only the fields to be changed.

Program (eg. LBST) <b>EDUC</b>	Number (eg. 810) <b>867</b>	Units (eg. 4) <b>5</b>
Course title (max 80 characters)		
Short title (appears on transcripts, max 25 characters)		
Course description for SFU Calendar <input type="checkbox"/> see attached		
Available course components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students and instructors will require criminal record checks) <input type="checkbox"/> Yes <input type="checkbox"/> No		
Grading basis <input type="checkbox"/> Graded <input type="checkbox"/> Satisfactory / Unsatisfactory <input type="checkbox"/> In Progress / Complete <input type="checkbox"/> _____		
Prerequisites (if any)		
This is combined with an undergrad course. <input type="checkbox"/> Yes <input type="checkbox"/> No		
Course number and units: _____		
Additional course requirements for graduate students		

## REVISED COURSE

Please complete only the fields to be changed.

Program (eg. LBST) <b>EDUC</b>	Number (eg. 810) <b>866</b>	Units (eg. 4) <b>5</b>
Course title (max 80 characters)		
Short title (appears on transcripts, max 25 characters)		
Course description for SFU Calendar <input type="checkbox"/> see attached		
Available course components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students and instructors will require criminal record checks) <input type="checkbox"/> Yes <input type="checkbox"/> No		
Grading basis <input type="checkbox"/> Graded <input type="checkbox"/> Satisfactory / Unsatisfactory <input type="checkbox"/> In Progress / Complete <input type="checkbox"/> _____		
Prerequisites (if any)		
This is combined with an undergrad course. <input type="checkbox"/> Yes <input type="checkbox"/> No		
Course number and units: _____		
Additional course requirements for graduate students		

## APPROVALS

**Robin Brayne**

Faculty graduate studies committee name  
Wade Parkhouse

Senate graduate studies committee name

*R Brayne*  
Signature

*W Parkhouse*  
Signature

*April 2/2013*  
Date

*June 3/13*  
Date

## **Rationale for Proposed EDUC 866-5 and 867-5 Number Change**

### **Effective Spring 2014**

EDUC 866-5 is an advanced qualitative research course and EDUC 867-5 is the introductory qualitative methods research course. We are requesting to switch the course numbers of these two courses so that the advanced course has a higher course number.

Education Graduate Programs affected by this change:

Counselling Psychology (Master of Education and Master of Arts), Educational Leadership (Master of Arts), Educational Practice (Master of Education), Educational Technology and Learning Design (Master of Arts and Doctor of Philosophy), Languages, Cultures and Literacies (Doctor of Philosophy).

### **Current Calendar Language with Proposed Changes:**

#### *EDUC ~~866-5~~ 867-5 Advanced Qualitative Research in Education*

Students will study in depth various qualitative methodological approaches to educational research, will develop competence to contribute significantly to knowledge in their particular field of study, and will engage in intensive practice of various methodological approaches to qualitative research introduced in EDUC ~~867~~ 866. Prerequisite: EDUC 864 and ~~867~~ 866.

#### *EDUC ~~867-5~~ 866-5 Qualitative Methods in Educational Research*

This course introduces students to qualitative research in education and examines topics such as identifying problems, using conceptual frameworks, coding, data analysis, drawing interpretations, and constructing arguments. Prerequisite: EDUC 864 (prerequisite not required for students in M.Ed. in Educational Practice stream).

### **Proposed Calendar Language:**

#### *EDUC 866-5 Qualitative Methods in Educational Research*

This course introduces students to qualitative research in education and examines topics such as identifying problems, using conceptual frameworks, coding, data analysis, drawing interpretations, and constructing arguments. Prerequisite: EDUC 864 (prerequisite not required for students in M.Ed. in Educational Practice stream).

#### *EDUC 867-5 Advanced Qualitative Research in Education*

Students will study in depth various qualitative methodological approaches to educational research, will develop competence to contribute significantly to knowledge in their particular field of study, and will engage in intensive practice of various methodological approaches to qualitative research introduced in EDUC 866. Prerequisite: EDUC 864 and 866.

## **Current Program with Proposed Changes:**

### **Counselling Psychology (Master of Arts) Program**

*Faculty of Education*

*Simon Fraser University Calendar 2013 Summer*

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 field work opportunities.

The program requires the completion of a minimum of 39 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.

Admission is granted to a specific degree and to a particular program or specialization. Updated application information is available from the [Faculty of Education](#) beginning November 15. All applications are reviewed once a year. Completed applications must be received by January 15.

### **Program Requirements**

Students complete a minimum of 39 units of core courses, 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 (4)
- EDUC 870 Theories of Counselling (4)
- 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 866 867 Advanced Qualitative Research in Education (5)
- EDUC 867 866 Qualitative Methods in Educational Research (5)
- EDUC 975 Advanced Quantitative Methods in Educational Research (4)

and one elective course selected from the list below, in consultation with the senior supervisor

- EDUC 803 Educational Program Supervision (5)

- EDUC 805 Social Development in the School Context (3)
- EDUC 819 Studies in Teacher-Student Interaction (5)
- EDUC 822 Evaluation of Educational Programs (5)
- EDUC 829 Contemporary Issues in Learning Disabilities (3)
- EDUC 833 Social and Moral Philosophy in Education (5)
- EDUC 860 Contemporary Theory and Research in Educational Psychology (3)
- EDUC 863 Quantitative Methods in Educational Research (3)
- EDUC ~~866~~ 867 Advanced Qualitative Research in Education (5)
- EDUC ~~867~~ 866 Qualitative Methods in Educational Research (5)
- EDUC 871 Family Counselling (4)
- EDUC 873 Career Counselling (4)
- EDUC 876 Cognitive Intervention Research (3)
- EDUC 970 Systems and Paradigms in Educational Psychology (3)
- EDUC 975 Advanced Quantitative Methods in Educational Research (4)

## 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 (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

## Proposed Calendar Language:

### Counselling Psychology (Master of Arts) Program

*Faculty of Education  
Simon Fraser University Calendar 2013 Summer*

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 field work opportunities.

The program requires the completion of a minimum of 39 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.

Admission is granted to a specific degree and to a particular program or specialization. Updated application information is available from the [Faculty of Education](#) beginning November 15. All applications are reviewed once a year. Completed applications must be received by January 15.

## Program Requirements

Students complete a minimum of 39 units of core courses, 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 (4)
- EDUC 870 Theories of Counselling (4)
- 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)
- EDUC 867 Advanced Qualitative Research in Education (5)
- EDUC 975 Advanced Quantitative Methods in Educational Research (4)

and one elective course selected from the list below, in consultation with the senior supervisor

- EDUC 803 Educational Program Supervision (5)
- EDUC 805 Social Development in the School Context (3)
- EDUC 819 Studies in Teacher-Student Interaction (5)
- EDUC 822 Evaluation of Educational Programs (5)
- EDUC 829 Contemporary Issues in Learning Disabilities (3)
- EDUC 833 Social and Moral Philosophy in Education (5)
- EDUC 860 Contemporary Theory and Research in Educational Psychology (3)
- EDUC 863 Quantitative Methods in Educational Research (3)
- EDUC 866 Qualitative Methods in Educational Research (5)
- EDUC 867 Advanced Qualitative Research in Education (5)
- EDUC 871 Family Counselling (4)
- EDUC 873 Career Counselling (4)
- EDUC 876 Cognitive Intervention Research (3)
- EDUC 970 Systems and Paradigms in Educational Psychology (3)
- EDUC 975 Advanced Quantitative Methods in Educational Research (4)

## **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 (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

## **Current Program with Proposed Changes:**

### **Counselling Psychology (Master of Education) Program**

*Faculty of Education  
Simon Fraser University Calendar 2013 Summer*

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 45 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.

Admission is granted to a specific degree and to a particular program or specialization. Updated application information is available from the Faculty of Education beginning November 15. All applications are reviewed once a year. Completed applications must be received by January 15.

### **Program Requirements**

- EDUC 799 Supervised Counselling Clinic I (3)
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- EDUC 862 Individual Assessment in Counselling (4)
- EDUC 864 Research Designs in Education (5)
- EDUC 870 Theories of Counselling (4)
- EDUC 872 Ethics in Counselling Psychology (3)
- EDUC 874 Counselling Skills and Strategies (5)
- EDUC 877 Contemporary School Counselling (4)
- EDUC 878 Group Counselling (5)

and one elective course selected from the list below, in consultation with the senior supervisor

- EDUC 803 Educational Program Supervision (5)
- EDUC 805 Social Development in the School Context (3)
- EDUC 819 Studies in Teacher-Student Interaction (5)
- EDUC 822 Evaluation of Educational Programs (5)
- EDUC 829 Contemporary Issues in Learning Disabilities (3)
- EDUC 833 Social and Moral Philosophy in Education (5)
- EDUC 860 Contemporary Theory and Research in Educational Psychology (3)
- EDUC 863 Quantitative Methods in Educational Research (3)
- EDUC 866 867 Advanced Qualitative Research in Education (5)

- EDUC 867 866 Qualitative Methods in Educational Research (5)
- EDUC 871 Family Counselling (4)
- EDUC 873 Career Counselling (4)
- EDUC 876 Cognitive Intervention Research (3)
- EDUC 970 Systems and Paradigms in Educational Psychology (3)
- EDUC 975 Advanced Quantitative Methods in Educational Research (4)

## Comprehensive Examination

Candidates complete a comprehensive examination by enrolling in

- EDUC 883-5 MEd Comprehensive Examination

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](#) (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

## Proposed Calendar Language:

### Counselling Psychology (Master of Education) Program

*Faculty of Education  
Simon Fraser University Calendar 2013 Summer*

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 45 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.

Admission is granted to a specific degree and to a particular program or specialization. Updated application information is available from the [Faculty of Education](#) beginning November 15. All applications are reviewed once a year. Completed applications must be received by January 15.

## Program Requirements

- EDUC 799 Supervised Counselling Clinic I (3)
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- EDUC 801 Counselling Practicum I (3)
- EDUC 802 Counselling Practicum II (3)
- EDUC 862 Individual Assessment in Counselling (4)
- EDUC 864 Research Designs in Education (5)
- EDUC 870 Theories of Counselling (4)
- EDUC 872 Ethics in Counselling Psychology (3)
- EDUC 874 Counselling Skills and Strategies (5)
- EDUC 877 Contemporary School Counselling (4)
- EDUC 878 Group Counselling (5)

and one elective course selected from the list below, in consultation with the senior supervisor

- EDUC 803 Educational Program Supervision (5)
- EDUC 805 Social Development in the School Context (3)
- EDUC 819 Studies in Teacher-Student Interaction (5)
- EDUC 822 Evaluation of Educational Programs (5)
- EDUC 829 Contemporary Issues in Learning Disabilities (3)
- EDUC 833 Social and Moral Philosophy in Education (5)
- EDUC 860 Contemporary Theory and Research in Educational Psychology (3)
- EDUC 863 Quantitative Methods in Educational Research (3)
- EDUC 866 Qualitative Methods in Educational Research (5)
- EDUC 867 Advanced Qualitative Research in Education (5)
- EDUC 871 Family Counselling (4)
- EDUC 873 Career Counselling (4)
- EDUC 876 Cognitive Intervention Research (3)
- EDUC 970 Systems and Paradigms in Educational Psychology (3)
- EDUC 975 Advanced Quantitative Methods in Educational Research (4)

## Comprehensive Examination

Candidates complete a comprehensive examination by enrolling in

- EDUC 883-5 MEd Comprehensive Examination

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](#) (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

## **Current Program with Proposed Changes:**

### **Educational Leadership (Master of Arts) Program**

#### *Faculty of Education*

*Simon Fraser University Calendar 2013 Summer*

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 intended for current or prospective leaders who are engaged in educational activities in a variety of societal workplaces (e.g. schools, colleges, community agencies, health agencies, justice agencies, arts agencies). While the program is grounded both in research and in practice, it has a strong philosophical and conceptual orientation that encourages students to view issues and problems in the workplace in more complex and educative ways.

This program requires a minimum of 25 units of course work and a thesis (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.

Admission is granted to a specific degree and to a particular program or specialization. Updated application information is available from the Faculty of Education.

### **Program Requirements**

Students complete all of

- EDUC 811-5 Fieldwork I
- EDUC 813-5 Organizational Theory and Analyses
- EDUC 817-5 Policy Processes
- EDUC 818-5 Leadership Studies
- EDUC 864-5 Research Designs in Education

Students will be required to demonstrate appropriate research competence that may necessitate completing

- EDUC 863-3 Quantitative Methods in Educational Research
- EDUC 867-5 866-5 Qualitative Methods in Educational Research

Students may also complete additional elective courses, as required or approved by the senior supervisor.

### **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 898-10 Master's Thesis

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 (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

## **Proposed Calendar Language:**

### **Educational Leadership (Master of Arts) Program**

*Faculty of Education  
Simon Fraser University Calendar 2013 Summer*

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 intended for current or prospective leaders who are engaged in educational activities in a variety of societal workplaces (e.g. schools, colleges, community agencies, health agencies, justice agencies, arts agencies). While the program is grounded both in research and in practice, it has a strong philosophical and conceptual orientation that encourages students to view issues and problems in the workplace in more complex and educative ways.

This program requires a minimum of 25 units of course work and a thesis (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.

Admission is granted to a specific degree and to a particular program or specialization. Updated application information is available from the Faculty of Education.

## **Program Requirements**

Students complete all of

- EDUC 811-5 Fieldwork I
- EDUC 813-5 Organizational Theory and Analyses
- EDUC 817-5 Policy Processes
- EDUC 818-5 Leadership Studies
- EDUC 864-5 Research Designs in Education

Students will be required to demonstrate appropriate research competence that may necessitate completing

- EDUC 863-3 Quantitative Methods in Educational Research

- EDUC 866-5 Qualitative Methods in Educational Research

Students may also complete additional elective courses, as required or approved by the senior supervisor.

## **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 898-10 Master's Thesis

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 (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.



## **Current Program with Proposed Changes:**

### **Educational Practice (Master of Education) Program**

*Faculty of Education  
Simon Fraser University Calendar 2013 Summer*

The master of education in educational practice (MEd) is a professional degree that is available on completion of the two-year graduate diploma in advanced professional studies in education.

Students wishing to engage in this third year of study may seek admission to the program after successful completion of the graduate diploma in education. Students normally progress through this one-year program as a cohort. This program requires 30 units of 500 division EDPR courses, 15 core graduate units, and a comprehensive exam.

For further information, contact Field Programs at 778-782-5356, fax 778-782-5882, or email [edprgpd@sfu.ca](mailto:edprgpd@sfu.ca).

### **Admission Requirements**

See graduate general regulation 1.3 for University admission requirements. For additional requirements and application information, consult the Field Programs office in the Faculty of Education.

Applications are reviewed twice a year. Completed applications must be received by February 1 for summer admission and May 1 for fall admission.

### **Supervision**

A supervisor is appointed by the director of field programs upon admission to the program. The supervisory committee is comprised of members of the instructional team for the cohort.

### **Program Requirements**

Students complete a total of 20 units, including all of

- EDUC 807-5 The Foundations of Action Research
- EDUC 811-5 Fieldwork I
- EDUC ~~867-5~~ 866-5 Qualitative Methods in Educational Research
- EDUC 883-5 MEd Comprehensive Examination
- 

### **Comprehensive Examinations**

All MEd candidates must complete a comprehensive exam by enrolling in EDUC 883. Normally, this occurs in the term in which course requirements are completed.

### **Academic Requirements within the Graduate General Regulations**

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

## **Proposed Calendar Language:**

### **Educational Practice (Master of Education) Program**

*Faculty of Education  
Simon Fraser University Calendar 2013 Summer*

The master of education in educational practice (MEd) is a professional degree that is available on completion of the two-year graduate diploma in advanced professional studies in education.

Students wishing to engage in this third year of study may seek admission to the program after successful completion of the graduate diploma in education. Students normally progress through this one-year program as a cohort. This program requires 30 units of 500 division EDPR courses, 15 core graduate units, and a comprehensive exam.

For further information, contact Field Programs at 778-782-5356, fax 778-782-5882, or email [edprgpd@sfu.ca](mailto:edprgpd@sfu.ca).

### **Admission Requirements**

See [graduate general regulation](#) 1.3 for University admission requirements. For additional requirements and application information, consult the [Field Programs office](#) in the [Faculty of Education](#).

Applications are reviewed twice a year. Completed applications must be received by February 1 for summer admission and May 1 for fall admission.

### **Supervision**

A supervisor is appointed by the director of field programs upon admission to the program. The supervisory committee is comprised of members of the instructional team for the cohort.

### **Program Requirements**

Students complete a total of 20 units, including all of

- EDUC 807-5 The Foundations of Action Research
- EDUC 811-5 Fieldwork I
- EDUC 866-5 Qualitative Methods in Educational Research
- EDUC 883-5 MEd Comprehensive Examination
- 

### **Comprehensive Examinations**

All MEd candidates must complete a comprehensive exam by enrolling in EDUC 883. Normally, this occurs in the term in which course requirements are completed.

### **Academic Requirements within the Graduate General Regulations**

All graduate students must satisfy the academic requirements that are specified in the [graduate general regulations](#) (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

## **Current Program with Proposed Changes:**

### **Educational Technology and Learning Design (Master of Arts) Program**

*Faculty of Education*

*Simon Fraser University Calendar 2013 Summer*

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).

The program takes a scholarly approach to learning technologies design, plans for its uses, and/or evaluation of technology based learning innovations. Designed to accommodate students who work full time during the day or who take a leave to study full time, the program supports diverse cohorts including K-12 teachers, college instructors, instructional designers, and aspiring academics. Applicants from a wide variety of educational and technical backgrounds are welcome.

The program requires a minimum of 28 units of course work and a thesis (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. Updated application information is available beginning November 15 from the [Faculty of Education](#). All applications are reviewed once a year. Completed applications must be received by January 31.

### **Conditional Admission**

Depending upon completed academic course work, students may be admitted conditionally upon completing Faculty of Education prerequisite courses.

### **Program Requirements**

Students complete all of

- EDUC 864-5 Research Designs in Education
- EDUC 890-4 Educational Media as Foundations of Curriculum
- EDUC 891-4 Learning Design in Technology-mediated Environments
- EDUC 892-4 Cognitive Tools and Multimedia Learning
- EDUC 893-4 Organizational and Social Aspects of Learning Technology Design

and one of

- EDUC 863-3 Quantitative Methods in Educational Research
- EDUC 866-5 Qualitative Methods in Educational Research

and one elective course.

## 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 898-10 Master's Thesis

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 (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

## Proposed Calendar Language:

### Educational Technology and Learning Design (Master of Arts) Program

*Faculty of Education  
Simon Fraser University Calendar 2013 Summer*

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 culminates with a master's thesis (EDUC 898).

The program takes a scholarly approach to learning technologies design, plans for its uses, and/or evaluation of technology based learning innovations. Designed to accommodate students who work full time during the day or who take a leave to study full time, the program supports diverse cohorts including K-12 teachers, college instructors, instructional designers, and aspiring academics. Applicants from a wide variety of educational and technical backgrounds are welcome.

The program requires a minimum of 28 units of course work and a thesis (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. Updated application information is available beginning November 15 from the Faculty of Education. All applications are reviewed once a year. Completed applications must be received by January 31.

## Conditional Admission

Depending upon completed academic course work, students may be admitted conditionally upon completing Faculty of Education prerequisite courses.

## Program Requirements

Students complete all of

- EDUC 864-5 Research Designs in Education
- EDUC 890-4 Educational Media as Foundations of Curriculum
- EDUC 891-4 Learning Design in Technology-mediated Environments
- EDUC 892-4 Cognitive Tools and Multimedia Learning
- EDUC 893-4 Organizational and Social Aspects of Learning Technology Design

and one of

- EDUC 863-3 Quantitative Methods in Educational Research
- EDUC 866-5 Qualitative Methods in Educational Research

and one elective course.

## 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 898-10 Master's Thesis

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 (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

## **Current Program with Proposed Changes:**

### **Educational Technology and Learning Design (Doctor of Philosophy) Program**

*Faculty of Education  
Simon Fraser University Calendar*

Doctor of philosophy (PhD) degrees signify the acquisition of advanced knowledge in a field of specialization and advanced competence in conducting significant and original education research. This program develops highly qualified educational technology researchers and designers in academia, research and development labs, corporations, school boards or other settings. The program is organized in close conjunction with the master in educational technology and learning design program.

This program requires successful completion of a minimum of 20 units of course work culminating in a comprehensive examination and a doctoral thesis.

### **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. Updated application information is available beginning November 15 from the [Faculty of Education](#). All applications are reviewed once a year. Completed applications must be received by January 15.

Admitted students satisfy all requirements for the master in educational technology and learning design. Applicants are welcomed from a variety of educational and technical backgrounds, although they may be required to complete courses from the master of arts (MA) program before beginning course work on the PhD.

### **Program Requirements**

Students complete all of

- EDUC 863-3 Quantitative Methods in Educational Research
- EDUC 867-5 866-5 Qualitative Methods in Educational Research
- EDUC 931-4 Doctoral Seminar in Educational Technology and Learning Design I
- EDUC 932-4 Doctoral Seminar in Educational Technology and Learning Design II

and one of

- EDUC 866-5 867-5 Advanced Qualitative Methods in Education\*
- EDUC 975-4 Advanced Quantitative Methods in Educational Research\*

and one graduate elective course of a minimum of three units, as approved by the supervisor and co-ordinator of the program. The supervisory committee may require further work in the Faculty of Education or other faculties. Students are encouraged to complete additional courses from related units outside of the Faculty of Education.

\*prerequisites must also be satisfied, either prior to admission or during enrolment (see [EDUC courses](#) for prerequisites)

In addition to the course requirements listed above, students must also participate in the Educational Technology Program Institute each term.

## Comprehensive Examination

All candidates also complete a comprehensive examination by enrolling in

- EDUC 983-5 Doctoral Comprehensive Examination

This course is a prerequisite to EDUC 899 Doctoral Thesis. Normally, the comprehensive exam is completed in the term in which course requirements are completed, or the term immediately following.

## Thesis

Normally, before the fourth course, a thesis research plan is presented to the tenured or tenure track Faculty of Education member whom the student proposes to be senior supervisor. Following the supervisor's approval and at least one other faculty member chosen in consultation with the senior supervisor, the supervisory committee is formed and the student proceeds to the thesis by completing

- EDUC 899-10 Doctoral Thesis

## Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

## Proposed Calendar Language:

### Educational Technology and Learning Design (Doctor of Philosophy) Program

*Faculty of Education  
Simon Fraser University Calendar*

Doctor of philosophy (PhD) degrees signify the acquisition of advanced knowledge in a field of specialization and advanced competence in conducting significant and original education research. This program develops highly qualified educational technology researchers and designers in academia, research and development labs, corporations, school boards or other settings. The program is organized in close conjunction with the master in educational technology and learning design program.

This program requires successful completion of a minimum of 20 units of course work culminating in a comprehensive examination and a doctoral thesis.

## 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. Updated application information is available beginning November 15 from the [Faculty of Education](#). All applications are reviewed once a year. Completed applications must be received by January 15.

Admitted students satisfy all requirements for the master in educational technology and learning design. Applicants are welcomed from a variety of educational and technical backgrounds, although they may be required to complete courses from the master of arts (MA) program before beginning course work on the PhD.

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Students complete all of

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- EDUC 866-5 Qualitative Methods in Educational Research
- EDUC 931-4 Doctoral Seminar in Educational Technology and Learning Design I
- EDUC 932-4 Doctoral Seminar in Educational Technology and Learning Design II

and one of

- EDUC 867-5 Advanced Qualitative Methods in Education\*
- EDUC 975-4 Advanced Quantitative Methods in Educational Research\*

and one graduate elective course of a minimum of three units, as approved by the supervisor and co-ordinator of the program. The supervisory committee may require further work in the Faculty of Education or other faculties. Students are encouraged to complete additional courses from related units outside of the Faculty of Education.

\*prerequisites must also be satisfied, either prior to admission or during enrolment (see [EDUC courses](#) for prerequisites)

In addition to the course requirements listed above, students must also participate in the Educational Technology Program Institute each term.

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- EDUC 983-5 Doctoral Comprehensive Examination

This course is a prerequisite to EDUC 899 Doctoral Thesis. Normally, the comprehensive exam is completed in the term in which course requirements are completed, or the term immediately following.

## Thesis

Normally, before the fourth course, a thesis research plan is presented to the tenured or tenure track Faculty of Education member whom the student proposes to be senior supervisor. Following the supervisor's approval and at least one other faculty member chosen in consultation with the senior supervisor, the supervisory committee is formed and the student proceeds to the thesis by completing

- EDUC 899-10 Doctoral Thesis



## **Academic Requirements within the Graduate General Regulations**

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

## **Current Program with Proposed Changes:**

### **Languages, Cultures and Literacies (Doctor of Philosophy) Program**

*Faculty of Education  
Simon Fraser University Calendar 2013 Summer*

Doctor of philosophy (PhD) degrees signify the acquisition of advanced knowledge in a field of specialization and advanced competence in conducting significant and original education research. This program offers educators and researchers the opportunity to focus on the cultural and linguistic diversity that characterizes contemporary classrooms. The program provides opportunities for students to participate in ongoing research and ultimately to conduct their own research regarding how diversity might be recognized, strengthened and taken as a resource in public education. Courses offer a range of opportunities to question meanings and practices of social difference including those based on race, gender, language, class, and sexuality.

This program requires successful completion of 23 units of course work culminating in a comprehensive examination and a doctoral thesis.

### **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. Updated application information is available beginning November 15 from the [Faculty of Education](#). All applications are reviewed once a year. Completed applications must be received by January 15.

### **Program Requirements**

Students complete all of

- EDUC 867-5 866-5 Qualitative Methods in Educational Research
- EDUC 923-4 The Politics of Difference: Coalition Building and Critical Pedagogy
- EDUC 924-4 Multilingual Societies and Identities in a Globalizing World
- EDUC 925-4 Critical Literacies in Multilingual Contexts
- EDUC 926-2 Doctoral Seminar A: Anthropological Approaches to Educational Research
- EDUC 927-2 Doctoral Seminar B: Sociolinguistic Approaches to Educational Research
- EDUC 928-2 Doctoral Seminar C: Critical and Sociocultural Approaches to Educational Research

Students are welcome to complete other courses in the Faculty of Education and throughout the University, with their senior supervisor's permission.

### **Comprehensive Examination**

All candidates also complete a comprehensive examination by enrolling in

- EDUC 983-5 Doctoral Comprehensive Examination

This course is a prerequisite to EDUC 899-10 Doctoral Thesis. Normally, the comprehensive examination is completed in the term in which course requirements are completed, or the term immediately following.

## Thesis

Normally, before the fourth course, a thesis research plan is presented to the tenured or tenure track Faculty of Education member whom the student proposes to be senior supervisor. Following the supervisor's approval and at least one other faculty member chosen in consultation with the senior supervisor, the supervisory committee is formed and the student proceeds to the thesis by completing

- EDUC 899-10 Doctoral Thesis

## Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the [graduate general regulations](#) (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

## Proposed Calendar Language:

### Languages, Cultures and Literacies (Doctor of Philosophy) Program

*Faculty of Education  
Simon Fraser University Calendar 2013 Summer*

Doctor of philosophy (PhD) degrees signify the acquisition of advanced knowledge in a field of specialization and advanced competence in conducting significant and original education research. This program offers educators and researchers the opportunity to focus on the cultural and linguistic diversity that characterizes contemporary classrooms. The program provides opportunities for students to participate in ongoing research and ultimately to conduct their own research regarding how diversity might be recognized, strengthened and taken as a resource in public education. Courses offer a range of opportunities to question meanings and practices of social difference including those based on race, gender, language, class, and sexuality.

This program requires successful completion of 23 units of course work culminating in a comprehensive examination and a doctoral thesis.

## 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. Updated application information is available beginning November 15 from the [Faculty of Education](#). All applications are reviewed once a year. Completed applications must be received by January 15.

## Program Requirements

Students complete all of

- EDUC 866-5 Qualitative Methods in Educational Research
- EDUC 923-4 The Politics of Difference: Coalition Building and Critical Pedagogy
- EDUC 924-4 Multilingual Societies and Identities in a Globalizing World
- EDUC 925-4 Critical Literacies in Multilingual Contexts
- EDUC 926-2 Doctoral Seminar A: Anthropological Approaches to Educational Research

- EDUC 927-2 Doctoral Seminar B: Sociolinguistic Approaches to Educational Research
- EDUC 928-2 Doctoral Seminar C: Critical and Sociocultural Approaches to Educational Research

Students are welcome to complete other courses in the Faculty of Education and throughout the University, with their senior supervisor's permission.

### **Comprehensive Examination**

All candidates also complete a comprehensive examination by enrolling in

- EDUC 983-5 Doctoral Comprehensive Examination

This course is a prerequisite to EDUC 899-10 Doctoral Thesis. Normally, the comprehensive examination is completed in the term in which course requirements are completed, or the term immediately following.

### **Thesis**

Normally, before the fourth course, a thesis research plan is presented to the tenured or tenure track Faculty of Education member whom the student proposes to be senior supervisor. Following the supervisor's approval and at least one other faculty member chosen in consultation with the senior supervisor, the supervisory committee is formed and the student proceeds to the thesis by completing

- EDUC 899-10 Doctoral Thesis

### **Academic Requirements within the Graduate General Regulations**

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.



faculty of education

MEMO

Graduate Programs

8888 University Drive  
Burnaby BC V5A 1S6  
Canada

T: 778.782.3297  
F: 778.782.4320

[www.educ.sfu.ca/gs](http://www.educ.sfu.ca/gs)

ATTENTION: SGSC

FROM: Robin Brayne, Director

RE: EDUC 824, EDUC 825 and EDUC 835 Minor Course Changes

DATE: 2013 May 10

For consideration, please find attached minor course changes for EDUC 824-5, EDUC 825-5 and EDUC 835-5. These changes were approved by the Education Graduate Studies Committee on March 28 and the Faculty of Education Council on May 6, 2013.

Rationale for Proposed Changes:

EDUC 824-5 – Description change - The calendar course description is dated and focuses on a narrower set of ideas than what is currently prominent in the field of teaching English as an additional language.

EDUC 825-5 – Title and description change - "Second Language Learning" is a more inclusive conceptualization than "Second Language Acquisition" which is mainly associated with the traditional linguistic and psycholinguistic approaches in the field; as learning goes beyond schools or "Schooling" so "Education" would be more appropriately aligned with "Second Language Learning".

RECEIVED  
MAY 10 2013  
DEAN OF GRADUATE  
STUDIES OFFICE

EDUC 835 – Title change - The current calendar title does not reflect one main objective of this foundational core course, which is to support the students at the time they go through multiple simultaneous transitions not only academically but also socially and culturally. The new title flags the transitional nature of the course and acknowledges the plurality of the students' backgrounds and experiences.

We are requesting changes take effect Spring 2014.

# Graduate Course Minor Change Form

This form is for an SFU department or program to request a minor change to an existing graduate course. After approval and signature by the faculty graduate studies committee, this form should be forwarded to the Dean of Graduate Studies for approval by the Senate Graduate Studies Committee (SGSC). SGSC will forward the approval to Senate for information.

## DEPARTMENT

Department / School / Program <b>Education</b>	Contact name <b>Robin Brayne</b>	Contact email <b>rbrayne@sfu.ca</b>
Please revise the following elements of the indicated graduate course: <input type="checkbox"/> Catalogue number <input type="checkbox"/> Units <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description <input type="checkbox"/> Other: _____		

## CURRENT COURSE

Please complete only the fields to be changed.

Program (eg. LBST) <b>EDUC</b>	Number (eg. 810) <b>824</b>	Units (eg. 4) <b>5</b>
Course title (max 80 characters) <b>Seminar in Second Language Teaching</b>		
Short title (appears on transcripts, max 25 characters)		
Course description for SFU Calendar <input type="checkbox"/> see attached Theories of sentence, discourse, and context in second language education; teaching scientific genres and humanities genres, use of dictionaries and glossaries, use of standardized and alternative forms of assessment.		
Available course components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students and instructors will require criminal record checks) <input type="checkbox"/> Yes <input type="checkbox"/> No		
Grading basis <input type="checkbox"/> Graded <input type="checkbox"/> Satisfactory / Unsatisfactory <input type="checkbox"/> In Progress / Complete <input type="checkbox"/> _____		
Prerequisites (if any)		
This is combined with an undergrad course. <input type="checkbox"/> Yes <input type="checkbox"/> No		
Course number and units: _____		
Additional course requirements for graduate students		

## REVISED COURSE

Please complete only the fields to be changed.

Program (eg. LBST) <b>EDUC</b>	Number (eg. 810) <b>824</b>	Units (eg. 4) <b>5</b>
Course title (max 80 characters)		
Short title (appears on transcripts, max 25 characters)		
Course description for SFU Calendar <input type="checkbox"/> see attached <b>Major trends in English as an additional language education theory and practice, current understandings of different aspects of language instruction and debatable issues prominent in teaching English as an additional language (TEAL) research.</b>		
Available course components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students and instructors will require criminal record checks) <input type="checkbox"/> Yes <input type="checkbox"/> No		
Grading basis <input type="checkbox"/> Graded <input type="checkbox"/> Satisfactory / Unsatisfactory <input type="checkbox"/> In Progress / Complete <input type="checkbox"/> _____		
Prerequisites (if any)		
This is combined with an undergrad course. <input type="checkbox"/> Yes <input type="checkbox"/> No		
Course number and units: _____		
Additional course requirements for graduate students		

## APPROVALS

*R. Brayne*  
Faculty graduate studies committee name  
*Wade Parkhouse*  
Senate graduate studies committee name

*Robin Brayne*  
Signature  
*W. Parkhouse*  
Signature

*May 10/2013*  
Date  
*June 3/13*  
Date

# Graduate Course Minor Change Form

This form is for an SFU department or program to request a minor change to an existing graduate course. After approval and signature by the faculty graduate studies committee, this form should be forwarded to the Dean of Graduate Studies for approval by the Senate Graduate Studies Committee (SGSC). SGSC will forward the approval to Senate for information.

## DEPARTMENT

Department / School / Program <b>Education</b>	Contact name <b>Robin Brayne</b>	Contact email <b>rbrayne@sfu.ca</b>
Please revise the following elements of the indicated graduate course: <input type="checkbox"/> Catalogue number <input type="checkbox"/> Units <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Description <input type="checkbox"/> Other: _____		

## CURRENT COURSE

Please complete only the fields to be changed.

Program (eg. LBST) <b>EDUC</b>	Number (eg. 810) <b>825</b>	Units (eg. 4) <b>5</b>
Course title (max 80 characters) <b>Second Language Acquisition and Schooling</b>		
Short title (appears on transcripts, max 25 characters) <b>2nd Lang.Acquisition</b>		
Course description for SFU Calendar <input type="checkbox"/> see attached <b>Academic factors that impact language learning, the universal grammar model of language, speech perception and production in first and second languages.</b>		
Available course components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students and instructors will require criminal record checks) <input type="checkbox"/> Yes <input type="checkbox"/> No		
Grading basis <input type="checkbox"/> Graded <input type="checkbox"/> Satisfactory / Unsatisfactory <input type="checkbox"/> In Progress / Complete <input type="checkbox"/> _____		
Prerequisites (if any)		
This is combined with an undergrad course. <input type="checkbox"/> Yes <input type="checkbox"/> No		
Course number and units: _____		
Additional course requirements for graduate students		


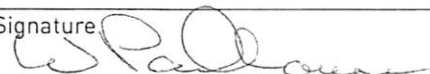
## REVISED COURSE

Please complete only the fields to be changed.

Program (eg. LBST) <b>EDUC</b>	Number (eg. 810) <b>825</b>	Units (eg. 4) <b>5</b>
Course title (max 80 characters) <b>Second Language Learning and Education</b>		
Short title (appears on transcripts, max 25 characters) <b>2nd Lang Lrn&amp;Educ</b>		
Course description for SFU Calendar <input type="checkbox"/> see attached <b>A survey of major theories of Second Language Learning (SLL) to date, including the conceptualizations of language, learning and the learner, and their applications and implications in second/additional language teaching and learning in various contexts over time and today.</b>		
Available course components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students and instructors will require criminal record checks) <input type="checkbox"/> Yes <input type="checkbox"/> No		
Grading basis <input type="checkbox"/> Graded <input type="checkbox"/> Satisfactory / Unsatisfactory <input type="checkbox"/> In Progress / Complete <input type="checkbox"/> _____		
Prerequisites (if any)		
This is combined with an undergrad course. <input type="checkbox"/> Yes <input type="checkbox"/> No		
Course number and units: _____		
Additional course requirements for graduate students		

## APPROVALS

**Robin Brayne**  
Faculty graduate studies committee name  
**Wade Parkhouse**  
Senate graduate studies committee name

  
Signature  
  
Signature

**May 10/2013**  
Date  
**June 3/13**  
Date

# Graduate Course Minor Change Form

This form is for an SFU department or program to request a minor change to an existing graduate course. After approval and signature by the faculty graduate studies committee, this form should be forwarded to the Dean of Graduate Studies for approval by the Senate Graduate Studies Committee (SGSC). SGSC will forward the approval to Senate for information.

## DEPARTMENT

Department / School / Program Education	Contact name Robin Brayne	Contact email rbrayne@sfu.ca
Please revise the following elements of the indicated graduate course: <input type="checkbox"/> Catalogue number <input type="checkbox"/> Units <input checked="" type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other: _____		

## CURRENT COURSE

Please complete only the fields to be changed.

Program (eg. LBST) <b>EDUC</b>	Number (eg. 810) <b>835</b>	Units (eg. 4) <b>5</b>
Course title (max 80 characters) Introduction to Educational Discourses and Practices in North American Contexts		
Short title (appears on transcripts, max 25 characters) Intro Educational Discourses		
Course description for SFU Calendar <input type="checkbox"/> see attached		
Available course components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students and instructors will require criminal record checks) <input type="checkbox"/> Yes <input type="checkbox"/> No		
Grading basis <input type="checkbox"/> Graded <input type="checkbox"/> Satisfactory / Unsatisfactory <input type="checkbox"/> In Progress / Complete <input type="checkbox"/> _____		
Prerequisites (if any)		
This is combined with an undergrad course. <input type="checkbox"/> Yes <input type="checkbox"/> No		
Course number and units: _____		
Additional course requirements for graduate students		

## REVISED COURSE

Please complete only the fields to be changed.

Program (eg. LBST)	Number (eg. 810)	Units (eg. 4)
Course title (max 80 characters) Graduate Study in Second Language Education		
Short title (appears on transcripts, max 25 characters) Grad Study in 2nd Lang Ed		
Course description for SFU Calendar <input type="checkbox"/> see attached		
Available course components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students and instructors will require criminal record checks) <input type="checkbox"/> Yes <input type="checkbox"/> No		
Grading basis <input type="checkbox"/> Graded <input type="checkbox"/> Satisfactory / Unsatisfactory <input type="checkbox"/> In Progress / Complete <input type="checkbox"/> _____		
Prerequisites (if any)		
This is combined with an undergrad course. <input type="checkbox"/> Yes <input type="checkbox"/> No		
Course number and units: _____		
Additional course requirements for graduate students		

## APPROVALS

Robin Brayne  
Faculty graduate studies committee name  
Wade Parkhouse  
Senate graduate studies committee name

Robin Brayne  
Signature  
Wade Parkhouse  
Signature

May 10 / 2013  
Date  
June 3 / 13  
Date



# Education Courses

*Faculty of Education*

*Simon Fraser University Calendar 2013 Summer*

*EDUC 824-5 Seminar in Second Language Teaching*

**Theories of sentence, discourse, and context in second language education; teaching scientific genres and humanities genres, use of dictionaries and glossaries, use of standardized and alternative forms of assessment.**

*EDUC 825-5 Second Language Acquisition and Schooling*

**Academic factors that impact language learning, the universal grammar model of language, speech perception and production in first and second languages.**

*EDUC 835-5 Introduction to Educational Discourses and Practices in North American Contexts*

**Educational topics and academic and cultural adaptation to graduate study in Canada. Explores key questions in contemporary educational discourses, issues of culture, language and identity, and develops advanced academic literacy through intensive reading and writing.**