

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Senate
From: J.M. Munro, Chair
Senate Committee on
Academic Planning
Subject: Faculty of Education -
Graduate Curriculum Revisions
Date: November 18, 1993

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

Motion:

"that Senate approve and recommend approval to the Board of Governors the curriculum revisions for the Faculty of Education as set forth in S. 93-61 as follows:

- i) Curriculum revisions in the Joint MA/PhD Program in Psychology of Education
- ii) Addition of a Research Competence Requirement
- iii) New course: EDUC 883 - 0 M.Ed. Comprehensive Examination
- iv) New course: EDUC 866 - 5 Advanced Qualitative Research in Education

For Information

Acting under delegated authority of Senate, the SGSC has approved the following course revisions:

Addition of calendar description for EDUC 898 and EDUC 881.

**JOINT MASTERS/PHD PROGRAM
PSYCHOLOGY OF EDUCATION
Calendar Revision**

	MA credits	PhD credits
CORE		
Required courses for MA	15	0
EDUC 840-0 Graduate Seminar		
860-5 Contemporary Instructional Psychology		
863-5 Quantitative Methods in Educational Research or		
<i>added course</i> → 867-5 <u>Qualitative Methods in Educational Research</u>		
864-5 Research Designs in Education		
Required courses for PhD	0	15
EDUC 840-0 Graduate Seminar		
860-5 Contemporary Instructional Psychology		
863-5 Quantitative Methods in Educational Research		
864-5 Research Designs in Education		
Required course for PhD (Elective for MA)	15	15
EDUC 865-5 Advanced Topics in Educational Data Analysis		
970-5 Systems and Paradigms in the Psychology of Education		
972-5 Colloquium in the Psychology of Education		
METHODOLOGY		
(Select one for the MA program; select two for the PhD program)	3-5	6-10
EDUC 822-5 Evaluation of Educational Practice		
861-3 Educational Measurement Theory and Applications		
<i>added course</i> → 862-3 Individual Assessment Procedures		
863-5 <u>Quantitative Methods in Educational Research</u>		
<i>added course</i> → 866-5 <u>Advanced Qualitative Research in Education</u>		
867-5 <u>Qualitative Methods in Educational Research</u>		

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:

Department: **FACULTY OF EDUCATION**

Course Number: Educ. 883

Title: M.Ed. Comprehensive Examination

Description: The comprehensive examination is the final evaluative component of the coursework/comprehensive exam M.Ed. and is graded on a pass/fail basis. (See calendar entry)

Credit Hours: 0 Vector: N/A Prerequisite(s) if any: None

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Enrollment and Scheduling:

Estimated Enrollment: variable When will the course first be offered: 93-3

How often will the course be offered: Every semester

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Justification: The Faculty of Education is using the coursework and comprehensive examination option as one route to the professional M.Ed. degree. Registration for the exam is required so that successful completion of the exam can be shown on the student's transcript; hence the need for a course number.

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Resources:

Which Faculty member will normally teach the course: Various faculty as required

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Not applicable

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

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Approved:

Departmental Graduate Studies Committee [Signature] Date: Sep 30, 1993

Faculty Graduate Studies Committee: [Signature] Date: Sep 30, 1993

Faculty: [Signature] Date: Oct 7 1993

Senate Graduate Studies Committee: [Signature] Date: 31 Oct/93

Senate: _____ Date: _____

Calendar Entry

M.Ed. Comprehensive Examination

The comprehensive examination will be based on a list of key readings, chosen by associated faculty members in consultation with students at the beginning of the degree, to be studied concurrently with the coursework. Students will be required to write a culminating essay(s) based on these readings prior to the completion of the degree,. The essay(s) will be set by the associated faculty members in consultation with the Director of Graduate Programs. Students will be required in the essays to link the key readings to the coursework content and also to their own professional practice. The essay(s) will be evaluated, using criteria designated by the associated faculty group, on a pass / fail basis by at least two associated faculty plus one other suitably qualified non associated faculty member, where possible. A follow up oral examination may be required.

The results of the examination will be made available to students prior to the end of the semester in which it is taken. Students who fail the examination will be asked to take it again. A student who fails a second time will be required to withdraw.

Approved by Faculty on March 22, 1993

Proposed addition.

- evidence of communicative competence
- evidence of demonstrated expertise in areas relevant to the proposed field of study
- evidence of personal commitment to the chosen field of study
- evidence of capacity for self-directed study

Residence Requirements

The minimum period of registration for the MA, MSc, and MEd degrees, during which the student must be under supervision, is three semesters, at least two of which must be consecutive.

Supervision of a Candidate's Work

Upon entry into a program, an advisor or senior supervisor normally will be chosen by the student or appointed by the Director of Graduate Programs, Faculty of Education. This person will counsel the student regarding course work and the selection of a supervisory committee that will supervise the thesis or project. For additional information on Supervisory Committees, refer to the *Graduate General Regulations*.

Research Competence Requirement

Masters students must demonstrate research competence appropriate to the proposed research to the satisfaction of their Supervisory Committee. Such competence can be demonstrated in different ways, eg. research design, quantitative and/or qualitative analysis, conceptual analysis, legal analysis, historiography, *inter alia*. In cases where the Supervisory Committee deems it necessary, the Committee may require the student to acquire adequate competence through prescribed means.

Joint Masters/PhD Program

Psychology of Education

The graduate program in the Psychology of Education leads to a Master of Arts or a PhD. It is designed for students interested in studying theories, basic and applied research, and research methodologies in the psychology of education. A brochure describing the program is available from the Graduate Programs Office, Faculty of Education. Students admitted to the Masters program may apply to transfer to the PhD program upon successful completion of MA course work as described below and apply course credits and residence accumulated in the Masters program to the PhD degree. (See also section 1.7 of the *Graduate General Regulations*.) Students entering either program may apply for transfer credit if graduate work completed at another institution duplicates courses in our program. Students in the PhD program must write a comprehensive examination after completing core courses.

	MA	PhD
	credits	credits
Core	13	13
<i>Required courses for MA and PhD</i>		
EDUC 840-0	Graduate Seminar	
860-5	Contemporary Instructional Psychology	
863-5	Quantitative Methods in Educational Research	
864-3	Research Designs in Education	
<i>Required courses for PhD</i>		
(elective for MA)		0 15
EDUC 865-5	Advanced Topics in Educational Data Analysis	
970-5	Systems and Paradigms in the Psychology of Education	
972-5	Colloquium in the Psychology of Education	
Theory		
(select one in the MA program; select two in the PhD program, at least one of which must be EDUC 901 or 902)		5 10
EDUC 805-5	Selected Problems in Early Childhood Education	
826-5	The Reading Process	
827-5	Conceptions of Giftedness	
829-5	Contemporary Issues in Learning Disabilities	
847-4	Teaching and Learning Mathematics	
851-5	Computer-Based Learning	
870-5	Theories of Counselling	

901-5	Seminar in the History of Educational Theory		
902-5	Interdisciplinary Seminar in Contemporary Educational Thought		
Application			
(select one in the MA program; select two in the PhD program)			
EDUC 811-5	Fieldwork I		
828-5	Instructional Practices in Reading		
871-5	Family Counselling		
873-5	Vocational Counselling		
875-5	Therapeutic Instruction		
876-5	Cognitive Intervention Research		
EDUC 971-5	Advanced Topics in the Psychology of Education		
Methodology			
(select one in the MA program; select two in the PhD program)			
EDUC 822-5	Evaluation of Educational Practice		
861-3	Educational Measurement Theory and Applications		
862-5	Individual Assessment Procedures		
867-3	Qualitative Methods in Educational Research		

Comprehensive Examinations

Successful performance in comprehensive examinations is required in the PhD program. The comprehensive examination committee will normally consist of the student's dissertation supervisory committee and one other faculty member designated by the Director of Graduate Programs. Students are expected to write examinations in three areas: theory, research methods and field of specialization. If the student passes the comprehensive examinations but the results indicate deficiencies in certain areas, the student will be required to remedy these deficiencies. A student who fails may take the examination a second time. A student will be required to withdraw after a second failure.

Thesis		10	10
EDUC 898-10	Master Thesis		
899-10	PhD Thesis		

An original and significant thesis completed by the candidate with guidance of the student's supervisory committee is required in the MA and in the PhD program.

For admission requirements, admission criteria, residence requirements, supervision of a candidate's work and thesis procedures, please see under the Masters program or the PhD program as appropriate.

PhD Program

Curriculum Theory and Implementation

This program will include course work, comprehensive examination and a thesis as follows.

Successful performance in the following course work, amounting to a total of 20 semester hours credit beyond the requirements for the MA or MSc or MEd.

EDUC 901-5	Seminar in the History of Educational Theory
902-5	Interdisciplinary Seminar in Contemporary Educational Thought
911-5	Colloquium in Curriculum Theory I
912-5	Colloquium in Curriculum Theory II

The supervisory committee may require further work in this or other faculties. Students are strongly encouraged to draw additional courses from related departments outside the Faculty of Education.

Successful performance in comprehensive examinations. The comprehensive examination committee will normally consist of the student's supervisor, and two persons designated by the Director of Graduate Programs from those involved in teaching the program for the first two areas of the comprehensive examination, the supervisory committee, and one other faculty member designated by the director for the third area. Students are expected to write examinations in three areas: educational theory, research methods, and field of specialization. In addition, an oral exam may be required based on the student's written responses to the comprehensive examinations. If the student passes the comprehensive examinations but the results indicate deficiencies in certain areas, the student will be required to remedy these deficiencies. A student who fails may take the examination a second time. A student will be required to withdraw after a second failure.

An original and significant thesis completed by the candidate with guidance of the student's supervisory committee.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:

Department: **FACULTY OF EDUCATION**

Course Number: Educ. 866-5

Title: Advanced Qualitative Research in Education

Description: 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 867-3.

Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: EDUC 867-5 and EDUC 864-5

Enrollment and Scheduling:

Estimated Enrollment: 15/year When will the course first be offered: 94-2

How often will the course be offered: twice per year

Justification: This course is intended to meet SFU Faculty of Education's commitment to train future researchers and to induct them to the research community through active participation in its practices. This will be achieved in part through the students' production of a publishable piece of research. To the other part, this induction will be achieved through the students active engagement in a piece of research and in discourse with peers and professor on site as well as with active researchers in other parts of the world. The course will be taught alternately by 3 faculty.

Resources:

Which Faculty member will normally teach the course: Drs. W.-M. Roth, S. Smith, & C. Haig-Brown

What are the budgetary implications of mounting the course: 1/2 FTE

Are there sufficient Library resources (append details): Appended literature resources locally available.

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

Approved:

Departmental Graduate Studies Committee: [Signature] Date: Oct 8, 1993

Faculty Graduate Studies Committee: [Signature] Date: Oct 8, 1993

Faculty: [Signature] Date: Oct 8, 1993

Senate Graduate Studies Committee: [Signature] Date: 31 Oct/93

Senate: _____ Date: _____

SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION

MEMORANDUM

To: Senate Graduate Studies Committee
From: Robin Barrow
Dean, Faculty of Education
Re: EDUC 866-5
Date: October 8, 1993

The W.A.C. Bennett Library report has been received for Educ 866-5 Advanced Qualitative Research in Education. The report indicated the following costs:

One time monograph costs	\$835.00
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The Faculty of Education will support the library costs for this course.



RB/cp

MEMORANDUM

W.A.C. Bennett Library, Simon Fraser University
Burnaby, British Columbia, Canada V5A 1S6

Date: 7 October, 1993
From: Ralph Stanton (Collections Librarian)
To: Robin Barrow, Dean of education
Re: Revised Cost Summary Re: EDUC 866-5

On May 20, 1993 my colleague Moninder Bubber sent you a memo regarding this course. Today I discussed the costs attached to it with Karen Kirkland, Assistant to the Director of Graduate Programmes. We agreed to eliminate recurring costs associated with this course and to add \$120 to the non-recurring costs to purchase volumes 7 to 10 of Phenomenology and Pedagogy.

The bottom line now reads:

THE FUNDING REQUIRED FOR THIS COURSE IS \$835, ONE TIME ONLY.


RS

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:

Department: **FACULTY OF EDUCATION**

Course Number: Educ. 898

Title: Masters Thesis

Description: The thesis is a research investigation designed to generate and/or examine critically new knowledge in the theory and/or practice of education. The thesis should normally be completed and approved in three semesters.

Credit Hours: 10 Vector: _____ Prerequisite(s) if any: _____

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Enrollment and Scheduling:

Estimated Enrollment: variable When will the course first be offered: Currently exists & is in use.

How often will the course be offered: Every semester

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Justification: The Faculty of Education wishes to add the calendar description to distinguish the thesis from the project and to suggest a time-frame for completion of the thesis.

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Resources:

Which Faculty member will normally teach the course: As required

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): N/A

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

Approved:

Departmental Graduate Studies Committee: [Signature] Date: Sept 30, 1993

Faculty Graduate Studies Committee: [Signature] Date: Sept 30, 1993

Faculty: [Signature] Date: Oct 7, 1993

Senate Graduate Studies Committee: [Signature] Date: 31 Oct/93

Senate: [Signature] Date: 31 Oct/93

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:

Department: **FACULTY OF EDUCATION**

Course Number: Educ. 881

Title: Masters Project

Description: The project is a study that may take a variety of different forms including a survey, case study, extended essay, curriculum development project *inter alia*; central to its character is a concern with the application of relevant academic knowledge to professional practice. The project should normally be completed and approved in two semesters.

Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

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Enrollment and Scheduling:

Estimated Enrollment: variable. When will the course first be offered: Currently exists & is in use

How often will the course be offered: Every semester

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Justification: The Faculty of Education wishes to add the calendar description to clarify the character of the project and the time scale normally attached to its completion.

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Resources:

Which Faculty member will normally teach the course: As required

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): N/A

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

=====
Approved:

Departmental Graduate Studies Committee: [Signature] Date: September 30, 1993

Faculty Graduate Studies Committee: [Signature] Date: September 30, 1993

Faculty: [Signature] Date: Oct 7, 1993

Senate Graduate Studies Committee: [Signature] Date: 31 Oct/93

Senate: [Signature] Date: 31 Oct/93

ADVANCED QUALITATIVE RESEARCH IN EDUCATION (866-5)

Prerequisite: EDUC 867-3

OBJECTIVES AND PURPOSES

1. To study in depth various qualitative methodological approaches to educational research and to develop the competence to contribute significantly to knowledge in one's particular field of study
2. To engage in intensive practice of various methodological approaches to qualitative research introduced in EDUC 867-3.
3. To build a community of educational research practice which provides opportunities for engaging in collaborative inquiry, for critiquing work in progress, and for engaging in discourse with experienced practitioners in the respective fields of research.
4. To provide graduate students with a forum to enter, and become a member of, the educational research community by apprenticing with SFU faculty and guests.

CONTENT

The following topics will be addressed:

Quality and Standards. This section focuses on quality of educational research and standards for the writing and evaluation will be discussed. Depending on the specific theoretical perspective (phenomenological, writing, interactional analysis, ethnography), issues such as resonance, evocative power, triangulation, credibility, transferability, dependability, representation, authority, negotiation, and authenticity will be addressed. From a practical perspective, the study of exemplary studies and the discussions of the students' own ongoing work will become foci of the classroom interactions.

Ethics. Critical to all qualitative approaches are ethical issues which concern the interaction between the researcher and the participants. Concerns for responsibility to participants, political (in a wide sense) implications of the research, the commitment of the researcher to the community, the dialogical function of inquiry, rights to appropriate representation, and the extent of disclosure are but some of the issues to be addressed.

Reflexivity. Important questions addressed here are: Is the reflexive nature of the data and the phenomena recognized? What is the real research question? How does research become a process of self-revelation? Does

the research writing capture the process of inquiry? To what extent is writing the research itself? What exactly is the relationship between the researcher and the research?

History. The historical roots of the methodological approaches are explored and discussed by referring to the works of such writers such as Heidegger, Gadamer, & Merleau-Ponty in phenomenology, Mead, Schutz, Garfinkel, Berger & Luckman, & Sacks in interactional analysis and microethnography, and Malinowski, Goffman, Blumer, and Geertz in anthropology and sociology.

Current Research. Current philosophical issues and research practices are studied and critiqued which will help to connect our local community of knowing to the larger community of research in specific fields. In phenomenology, major figures are van Manen, Giorgi, Levering, & Grumet; in interaction analysis there are Garfinkel, Lynch, Mehan, Latour, & Woolgar, and in ethnography, Clifford and Marcus, Sanjek, Lather, and Weis.

Data. At issue here are the problems in the collection of data sources and the theoretical problems in the construction of data. Advantages and disadvantages of the interview, journals, anecdotal records, audio-tape, video-tape, video-disk based ethnography, photography.

Specific Approaches. Depending on the specific instructor, the following approaches to qualitative research will be featured: (a) phenomenological and hermeneutical writing, (b) conversational & discourse analysis, microethnography, & ethnomethodology, and (c) ethnography, narrative and postmodern approaches including feminist, literacy, and cultural critique.

EVALUATION

The students will complete a scholarly piece within the methodological framework of the course. This piece should be of publishable quality and be written with the intent of publication.

COMPETENCE OF THE FACULTY MEMBERS

Dr. Celia Haig-Brown. Both her masters and her doctoral work focused on the use of ethnographic approaches arising out of anthropology. Her masters thesis, which relied heavily on interviews as sources of data, has been published and sold over 5000 copies including copies used as required texts in education and anthropology courses. She is currently editing for publication her doctoral thesis, an ethnography of a small adult education institution. She is also engaged in a SHRCC Strategic Grant in which she is using qualitative research to approach investigation of education, health and social services within the Secwepemc Nation. She is beginning an investigation of the relationship between personal narrative research and testimonial. She has