

SIMON FRASER UNIVERSITY

S. 86-71

MEMORANDUM

To: Senate

From: Senate Committee on
Undergraduate Studies

Subject: Faculty of Education -
Curriculum Revisions

Date: October 1, 1986

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of September 30, 1986 gives rise to the following motions:

MOTION 1:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.86-71, the proposed

New course EDUC 350-3 Instructional Programs for Diverse Settings"

MOTION 2:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.86-71, the proposed

New courses EDUC 485 - 3, 4 or 6 Special Topics
EDUC 497 - 3, 4 or 6 Special Topics
EDUC 498 - 3, 4 or 6 Special Topics"

Subject to the approval by Senate and the Board of Governors the Senate Committee on Undergraduate Studies approved waiver of the normal two-semester time lag requirement to permit first offering of these course in Spring 87-1.

FOR INFORMATION:

Acting under delegated authority at its meeting of September 30, 1986 the Senate Committee on Undergraduate Studies approved

Change of credits for EDUC 486 Special Topics from 4 to 3, 4 or 6
EDUC 487 Special Topics from 4 to 3, 4 or 6
EDUC 488 Special Topics from 4 to 3, 4 or 6
EDUC 495 Special Topics from 6 to 3, 4 or 6
EDUC 496 Special Topics from 3 to 3, 4 or 6

SCUS 86-16

SIMON FRASER UNIVERSITY

MEMORANDUM

TO: Ron Heath
Registrar

FROM: Stan Shapson
Acting Dean of Education

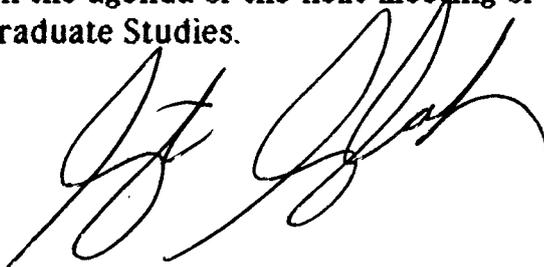
SUBJECT:

DATE: 1986-07-03

For your information, the Faculty of Education at its meeting on June 23, 1986 approved the New Course Proposal: EDUC 350-3 Instructional Programs for Diverse Settings and changes of numbers to the special topics courses as described in the attached documents.

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

Enclosures
cc: Stan Kanehara



SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

UPC 86-14
FE 86-4

Calendar Information

Department: Education

Abbreviation Code: EDUC. Course Number: 350 Credit Hours: 3 Vector: 2-1-0

Title of Course: Instructional Programs for Diverse Settings

Calendar Description of Course: An introduction to the design of instructional programs for a variety of purposes and settings. The course is designed to be appropriate for people for whom instruction is an important responsibility, including persons in industry, government, and educational settings other than the public schools. During the course, students will be involved in the application and practice of what they are learning, both in classroom workshops and if possible in their instructional setting.

Nature of Course lecture/seminar

Prerequisites (or special instructions):

60 hours of credit. This course will not count toward B.Ed. Degree or Education 404 requirements.

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

2. Scheduling

How frequently will the course be offered? twice per year

Semester in which the course will first be offered? 1987 Spring

Which of your present faculty would be available to make the proposed offering possible? Dr. Roger Gehlbach

3. Objectives of the Course

1. Students will learn general principles in the design of instructional programs, including (a) identification of goals, (b) organization of content, (c) design of instructional activities, (d) implementation, and (e) evaluation and revision.

2. Students will complete a prototypical instructional program.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

| | |
|--------------|--------------|
| Faculty | <u>None</u> |
| Staff | <u>None</u> |
| Library | <u>Minor</u> |
| Audio Visual | <u>None</u> |
| Space | <u>None</u> |
| Equipment | <u>None</u> |

5. Approval

Date: June 26/86

June 28 86

[Signature]
Department Chairman

[Signature]
Dean

Chairman, SCUS

Sample Course Outline

Education 350-3

Instructional Programs for Diverse Settings

Purpose:

The purpose of this course is to teach people for whom instruction is an important responsibility (in educational settings outside of the public schools) how to design and deliver an effective program.

Guidelines:

1. This course is designed to be taught using the practises it teaches. It is designed to accomodate diverse learning styles, to lead to increasing student independence and to employ diverse instructional methods.
2. During the course, students will be involved in the application and practice of what they are learning both in classroom workshops and in their homebase teaching settings.

Program:

1. Identification of Program Purposes and Goals

- A. Resources: Readings, lecture, personal experience.

- B. Learning Activities

Direct Instruction: Students will consider the problems involved in designing instructional programs. The main problem examined will be how to analyze the situation in order to determine the purposes of the instructional program. It will include such general issues as needs assessment, accommodating diversity among clients and differences in goal-setting authority.

Experiential Workshop: Students will examine their own and sample situations to derive purposes and goals.

Small Groups: Using readings, lecture material and their own experiences, students will work in groups to learn to identify differences among various references for program goals,

ranging from external prescriptions to assessments of user needs.

Individual: Each student will select a general objective for an in-course instructional project.

C. Setting: Classroom

D. Instructor Role: Lecture, management of group learning.

II. Designing General Program Structure

A. Resources: Readings, lecture, personal experience.

B. Learning activities

Direct Instruction: The instructor will introduce the range of designs available for fulfilling various purposes for different kinds of students. And students will learn the methods for creating such designs.

Experiential Workshop: Students will work in groups to solve design problems.

Small Groups: Students will identify a common purpose and develop a program design to achieve it.

Individual: Students will make decisions about the structure of their own instructional projects.

C. Setting: Classroom

D. Instructor role: Lecture, management of group learning.

III. Organization of Program Content

A. Resources: Individual source materials, lecture.

B. Learning activities:

Direct Instruction: Students will consider the interaction between the "natural" organization of subject matter and the specific re-organization of it (e.g., goals, objectives, and the scope and sequence of topics) for instructional purposes.

Experiential Workshop: Students will develop and organize goals and topics for assigned situations.

Individual: Students will complete preliminary statements of program learning objectives and topic sequences for their course projects.

Small groups: Students will present for feedback the content outlines of their individual programs, and will develop their group project.

IV. Designing Instructional Activities

A. **Resources:** Readings, lecture, personal experience.

B. **Learning Activities:**

Direct Instruction: Students will consider the dynamics of the interaction among student, teacher and learning environment in the determination of learning outcomes. A variety of instructional modes will be presented and analyzed, including (a) direct instruction, (b) self-instruction, (c) small-group learning, (d) experiential learning, and (e) technological prosthetics.

Experiential Workshop: Students will practice the skills involved in each of the instructional modes using such approaches as role playing, simulation, VTR playback, and micro-teaching.

Individual: Students will consider their individual projects to determine the scope and sequence of activities they will use to achieve their objectives.

Small Group: Students will present for feedback their instructional activity plans for their in-course projects.

C. **Setting:** Classroom and individual field sites.

- D. Instructor role: Lecture, management of individual and group learning, facilitation of self-education.

V. Field Development, Evaluation, and Improvement

- A. Resources: Readings, lecture, field work.

- B. Learning activities:

Direct Instruction: Students will consider major problems in the early field testing of programs, including logistics, data generation, program validity and evaluation methods.

Experiential Workshop: Students will design approaches to the formative evaluation of a program, and to the design of program improvements where indicated.

Individual: Students will rough-out their plans for field development of their own projects and complete preliminary site identification.

Small groups: Students will present for feedback their field development plans.

- C. Setting: Classroom, individual field sites.

- D. Instructor role: Lecture, management of group and individual learning, facilitation of individual initiative and problem solving.

III. Revision and Implementation

- A. Resources: Readings, lecture, individual project evaluations.

- B. Direct Instruction: Students will consider some of the findings of research on innovation, implementation and institutional change.

- C. Experiential Workshon: Students will devise solutions to implementation problems.
- D. Individual: Students will plan the evaluation-based revisions and strategies for implementation of working models of their course projects.
- E. Small Group: Students will present for feedback their ideas regarding the future implications of their own projects and the team project.

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EDUCATION SPECIAL TOPICS COURSES

Proposal

For administrative reasons, more special topics course numbers are required. (There are no anticipated academic consequences of this change).

1. To add additional Special Topics Education course numbers without changing the current maximum number of semester hours of credit in Education Special Topics courses which may be used toward a Bachelor of Education degree.

1. To add variable credit hours (3,4 or 6) for each special topics course number.

Rationale

Current conditions and changing needs in the field, are being met effectively through a variety of short term special topics education course offerings. However, it is also important that the general course content be identified on the students' records, and to do so requires individual course numbers for each topic. In addition to clarifying the student's record, duplications of content can be avoided.

As well, variable credit hours for each special topics course will give us maximum flexibility especially for articulating interior offerings with the other two universities. Once a particular topic has been assigned credit value, this value will remain constant in subsequent offerings.

Current Calendar Entry

EDUC 486-4/487-4/488-4 Special Topics

EDUC 495-6/496-3 Special Topics

Sections will deal with major issues of present concern. Subjects to be discussed will be announced during the semester prior to that in which the course is to be offered.

Prerequisite: Permission of Instructor or EDUC 401/402.

Note: A maximum of 12 semester hours of credit in Education Special Topics courses may be used toward a Bachelor of Education degree.

Proposed Calendar Entry

EDUC 485-(3,4 or 6)/486-(3,4 or 6)/487-(3,4 or 6)/488-(3,4 or 6)
Special Topics

EDUC 495-(3,4 or 6)/496-(3,4 or 6)/497-(3,4 or 6)/498-(3,4 or 6)
Special Topics

Sections will deal with major issues of present concern. Subjects to be discussed will be announced during the semester prior to that in which the course is to be offered. The exact assignment of credit hours (3,4 or 6) for the special topics offering will be announced prior to the beginning of each semester.

Prerequisite: Permission of Instructor or EDUC 401/402.

Note: A maximum of 12 semester hours of credit in Education Special Topics courses may be used toward a Bachelor of Education degree.