

SIMON FRASER UNIVERSITY

S. 84-3

MEMORANDUM

To..... SENATE	From..... SENATE COMMITTEE ON UNDERGRADUATE STUDIES
.....
Subject..... CHANGES - FACULTY OF EDUCATION	Date..... DECEMBER 15, 1983

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of December 13, 1983 gives rise to the following motion:

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.84-3 , the proposed

Changes to the prerequisite admission requirements PDP (elementary program)."

FOR INFORMATION:

Acting under delegated authority at its meeting of December 13, 1983 the Senate Committee on Undergraduate Studies approved changes as follows:

- i) Changes to EDUC 361-4 - title, description
- ii) Changes to EDUC 461-4 - title, description, prerequisite
- iii) Changes to EDUC 406-0 - fees
- iv) Changes to the Physical Education Minor regulations - prerequisites.

SCUS 83-69

**SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION
MEMORANDUM**

**TO: Harry Evans
Registrar**

**FROM: J.W. George Ivany
Dean
Faculty of Education**

SUBJECT:

DATE: November 28, 1983

The Faculty of Education at its meeting today approved the following:

1. Changes to the admissions requirements to the Professional Development Program
2. Changes to EDUC 361-4 (Contemporary Issues and New Developments in Educational Practice)
3. Changes to EDUC 461-4 (Trends and Developments in In-Service Education)
4. Changes to EDUC 406-0 (Professional In-Service Practicum)
5. Changes to the Physical Education Minor calendar entry

Please add these items to the agenda of the next meeting of the Senate Committee on Undergraduate Studies.

enclosures

cc: June Wyatt
Stan Shapson
Stan Kanehara



SCUS #1

FE 83-16

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Harry Evans, Registrar	From..... Stan Shapson, Director
.....	Undergraduate Programs
..... Faculty of Education
Subject..... Calendar Revision - P.D.P. Admission	Date.....
..... requirements

As we discussed, attached are the papers supporting the suggested calendar revision for the Professional Development Program admission requirements. As discussed, I believe these changes take into account the difficulties you initially raised with Dr. Egan last summer. The suggested changes in the attached document have the support of our Faculty.

SS:vs

Attach.

Revisions to the Admissions section of the 1983/84
Calendar (p. 68):

Items (g) and (h) would be added as follows:

- (g) Before admission to the program, students who intend to become elementary school teachers must have successfully completed six credits in English.
- (h) Before admission to the program, students who intend to become elementary school teachers must have successfully completed one course in each of Canadian History, Canadian Geography, Mathematics, and a Laboratory Science.

N.B. Any student who has already completed a Bachelors degree upon application to the elementary program and who has not completed Canadian History and Canadian Geography, Mathematics and a Laboratory Science may UNDER EXCEPTIONAL CIRCUMSTANCES be exempt from part or all of these requirements on approval of the FACULTY ADMISSIONS COMMITTEE.

Minor in Learning Disabilities

The Minor in Learning Disabilities is designed to enhance a student's understanding of learning disabilities and to provide competence in the identification and non-clinical treatment of learning disabilities.

Prerequisites

It is strongly recommended that a prospective student complete at least two of the following courses during the lower levels. Courses should be selected to ensure that upper level course prerequisites are satisfied.

EDUC	220-3	Psychological Issues in Education
KIN.	100-3	Introduction to Human Structure and Function
	110-3	Current Topics in Human Nutrition
PSYC	101-3	Introductory Psychology
	105-3	Differential Psychology
	180-3	Brain and Behavior

PROGRAM REQUIREMENTS

Candidates for the specific Minor in Learning Disabilities will complete 17 to 18 semester hours of upper division credit.

REQUIRED COURSES

PSYC	351-3	Child Psychology, or,
	355-3	The Psychology of Adolescence and Youth
EDUC	422-4	Learning Disabilities
	424-4	Learning Disabilities: Laboratory

Two courses (6 to 8 hours) selected from the following:

EDUC	320-3	Educational Psychology: Learning and Instruction
	325-3	Measurement and Evaluation in Teaching
	473-4	Designs for Learning: Reading
	475-4	Designs for Learning: Mathematics
KIN.	303-4	Kinanthropometry
	367-3	Psychology of Motor Performance and Skill Acquisition
	375-3	Physiological and Developmental Basis of Motor Performance
PSYC	467-3	The Components of Skilled Performance
	302-3	Learning
	303-3	Perception
	306-3	Psychological Assessment Procedures
	320-3	Cognitive Processes

PROFESSIONAL DEVELOPMENT PROGRAM (PDP)

Director: Dr. June Wyatt
8531, Multi-purpose Complex
291-4326

Assistant Director: Mr. Ian Andrews
8623, Multi-purpose Complex
291-3787

Admissions Advisor: Miss Diane Kelso
9611, Multi-purpose Complex
291-3620

Admission:

- Applicants to the Professional Development Program must be attending Simon Fraser University or be admissible to the University. (See *Admission Requirements*, page 15.)
 - Candidates who have attended SFU in one or more of the 3 semesters prior to the intended registration in the Professional Development Program are required to submit the "Professional Development Program Application" to the Office of Admissions, Registrar's Office.
 - Candidates who have not attended SFU previously, or who have not attended SFU in any of the 3 semesters prior to their intended registration in the Professional Development Program, must submit the "Professional Development Program Application" and the "Application for Admission to Simon Fraser University" to the Office of Admissions, Registrar's Office.

- All applications should be submitted to the Office of Admissions, Registrar's Office, approximately 105 days before commencement of classes:

May 15 for the Fall Semester and
September 15 for the Spring Semester.

Late applications will be considered only if space is available.

- Students are admitted to the Professional Development Program on completion of a minimum of 60 semester hours of courses acceptable for credit at SFU. Students must complete a minimum of 60 semester hours by the end of August prior to entry into the following Spring Semester.
 - Before admission to the program, applicants may be required to demonstrate competence in written and oral English.
 - Students may be asked to submit evidence of good health before being considered for admission to the program.
 - Students may be required to have an interview before being considered for admission to the program.
 - In the event that the number of applicants to the Professional Development Program exceeds facilities and staffing capabilities, the Admissions Committee will select those candidates considered to be best qualified.
 - Two reference letters (character reference and work experience) must be submitted before the application can be considered.

Program Description

The Professional Development Program is three semesters in duration. Professional studies and activities are arranged in the following sequence:

FIRST SEMESTER OF PROFESSIONAL DEVELOPMENT PROGRAM**EDUC 401-8 Introduction to Classroom Teaching**
(Not offered in Summer Semester)

A half-semester of observation and experience in a B.C. school during which two students work as a team with a teacher selected by school authorities and appointed by Simon Fraser University as a school associate. The associate is assisted by the University faculty and other staff as circumstances permit. Students observe, teach and participate in school routines and programs.

EDUC 402-7 Studies of Educational Theory and Practice
(Not offered in Summer Semester)

A half-semester of study during which students extend their knowledge of educational theory and practice. During this period of time the student has an opportunity to review and discuss observations and experience from EDUC 401-8. Students will undertake workshops, seminars, and lectures designed to introduce them to basic curriculum and methods appropriate for the age/grade level in which they expect to teach. Students will also be given an introduction to generic teaching skills, as well as to current issues in Educational Theory and Practice. Students will work under the direction of faculty and faculty associates.

NOTE: Students entering the Professional Development Program in the Spring Semester will undertake EDUC 401-8 and EDUC 402-7 in an integrated sequence. Specialized programs will be offered at this time. Please contact the Faculty Admission Office for further information.

NOTE: Students wishing to enrol in the French Immersion program, or the Secondary Physical Education program, must enter PDP in the Fall Semester.

SECOND AND THIRD SEMESTERS OF PROFESSIONAL DEVELOPMENT PROGRAM**EDUC 405-15 Teaching Semester**
(Not offered in Summer Semester)

Prerequisites: EDUC 401 and 402.

A semester of classroom experience supervised by University-appointed School Associates. The school placement is appropriate to the grade level and subject specialties which the student expects to teach after graduation. Students are expected to assume a large measure of responsibility and to participate in a wide range of teaching and supervisory activities.

School placements in EDUC 405-15 are selected from specified school districts within the Province. Students are given the opportunity to select from grade levels K-12 representing various educational environments.

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... CIRCULATION

From..... Kieran Egan, Director

..... Undergraduate Programs

Subject..... Requirements for admission to PDP

Date..... August 31, 1983

You will recall that faculty, in February, passed a motion requiring students intending to become elementary school teachers to have completed Canadian History and Geography, Math, Lab Science and English. In discussion with Harry Evans, some difficulties were raised, particularly the problem that, as the regulation is presently written, it will prevent a student with a degree entering our elementary program unless they have these courses. This includes perhaps 10 to 20 people per year. The effect of this regulation would be to drive them elsewhere. This might be no great problem, but such students are the kind we normally seek to attract. I think it would be worthwhile to have a meeting to make sure we have exactly the wording we need to achieve what we want. This regulation will have wide-reaching ramifications for us. Karen Goodman will be in touch with you soon to set a meeting time.

Three relevant documents are attached.

Kieran Egan

KE:mm

Attach.

Circulation:

George Ivany
Jaap Tuinman
Stan Shapson
June Wyatt

Ian Andrews
Diane Kelso
Karen Kirkland

818349

Curriculum Changes: Faculty of Education

Change of Title, Description and Prerequisites

FROM: (p. 146 of current calendar)

EDUC. 361-4 Contemporary Issues and New Developments in Teaching

Intended primarily for students entering the Extended Studies Diploma Program in Education, provides a survey of new developments and current issues in teaching and educational practice.

Prerequisite: Not less than 60 hours credit.

TO:

EDUC. 361-4 Contemporary Issues and New Developments in Educational Practice

Examines new developments and current issues in teaching and educational practice.

Prerequisite: Not less than 60 hours of credit.

FROM: (p. 147 of current calendar)

EDUC. 461-4 Trends and Developments in Educational Practice

Examination of general trends with application at different levels and in several subject areas.
Prerequisite: Not less than 60 hours of credit.

TO:

EDUC. 461-4 Trends and Developments in In-Service Education

Examines trends and developments in in-service education.

Prerequisite: Education 405 or equivalent.

RATIONALE:

The new description for EDUC. 361 will more clearly communicate the appropriateness of this course to a wider student body than Extended Studies Diploma students, and will include students who originally would have enrolled in the old description of EDUC. 461.

The new description for EDUC. 461 will allow the Faculty to systematically address and provide direction to emerging issues in in-service education with practitioners in the field. A course with a similar description was offered as a special topics course: it was well received and there is growing interest in this area with practitioners in the field.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

UPC 83-25
CHANGE IN TITLE AND
DESCRIPTION ONLY.

FE83-18

1. Calendar Information

Department: _____

Abbreviation Code: EDUC. Course Number: 361 Credit Hours: 4 Vector: 2-2-0

Title of Course: Contemporary Issues and New Developments in Educational Practice

Calendar Description of Course:

Examines new developments and current issues in teaching and educational practice.

Nature of Course lecture/seminar

Prerequisites (or special instructions):

Not less than 60 hours of credit.

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible?

3. Objectives of the Course

no change

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

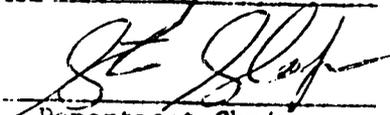
Space

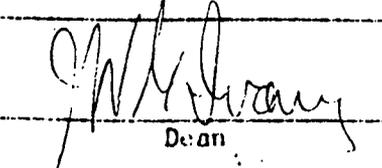
Equipment

} no change

5. Approval

Date: Nov. 7/83


Department Chairman


Dean

Chairman, SCUS

NEW COURSE PROPOSAL FORM

FE 83-19

1. Calendar Information

Department: Education

Abbreviation Code: EDUC. Course Number: 461 Credit Hours: 4 Vector: 0-4-0

Title of Course: Trends and Developments in In-Service Education

Calendar Description of Course:

Examines trends and developments in in-service education.

Nature of Course seminar

Prerequisites (or special instructions):

Education 405 or equivalent.

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered? once or twice per year.

Semester in which the course will first be offered? 1984-2

Which of your present faculty would be available to make the proposed offering possible? S. Dawson, M. Gibbons, M. McClaren, M. Wideen

Objectives of the Course

To examine and critically analyze emerging trends and developments in in-service education.

To provide theoretical knowledge and practical strategies to assist educators in the further development, implementation and evaluation of in-service programs in the field.

3. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

no change

4. Approval

Date: Nov 7/83

Department Chairman

Dean

Chairman, SCUS

SCUS #4

CHANGES IN COURSE DESCRIPTION: EDUC. 406

Current description (p. 69 1983/84 current calendar)

EDUC 406-0 Professional In-Service Practicum

Supervised observation/teaching, equivalent in time to Education 401, in an accredited instructional setting in British Columbia. This practicum is designed to offer educators an opportunity to change their instructional emphasis or to familiarize themselves with current instructional strategies. (Practicum)

Prerequisite: EDUC 405 or equivalent and permission of the Director of Professional Programs. Permission will not normally be given to students without previous teaching experience.

Grading will be on a Pass/Withdraw basis.

For the purposes of calculating fees, this will be considered the equivalent of a 4 semester hour course.

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: EDUCATIONAbbreviation Code: EDUC Course Number: 406 Credit Hours: 0 Vector: _____Title of Course: PROFESSIONAL IN-SERVICE PRACTICUM

Calendar Description of Course: Supervised observation/teaching practicum in an accredited instructional setting in British Columbia. The practicum is designed for two distinct groups of teachers: (1) those who wish to meet certain B.C. certification requirements, and (2) teachers who wish to change instructional emphasis or to become familiar with current instructional and curriculum programming.

Prerequisites (or special instructions): Education 405 or equivalent, and permission of the Director of Professional Programs, or permission of the Director of Undergraduate Programs, where appropriate. Permission will not normally be given to students without previous teaching experience. Grading will be on a Pass/Withdrawal basis. For the purpose of calculating fees, this will be considered the equivalent of a seven semester hour course.

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible?

Objectives of the Course4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

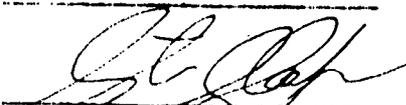
Audio Visual

Space

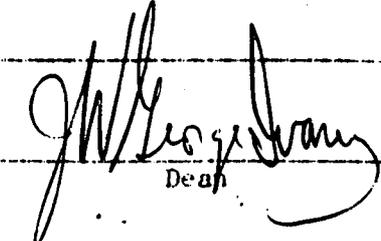
Equipment

5. Approval

Date: _____



 Department Chairman



 Dean

 Chairman, SCUS

TO: Executive Committee

MEMORANDUM

EX83-51

Stan Shapson

From: Glenn Kirchner/E. Warrell

RECEIVED
FE 83-20
OCT 20 1984

Subject: Calendar Changes

Date: October 19, 1983

Undergraduate Programs
Faculty of Education

- (1) During the past few years we have experimented with the 9-hour lower level prerequisite for the PE minor plus an "open" minor. The latter was designed to accommodate students located at external locations. The limitations of community college lower level offerings couple with "late deciders", has eliminated many potentially strong PE minors. Our recommendation is to RECOMMEND 9 hours rather than make them mandatory.
- (2) We are requesting a one entry semester due to major problems in the backgrounds of fall and spring entry students as they enter for summer semester. There is simply too large a gap in knowledge and experiences between the two groups. A second change occurs under Prof. Program Requirements. The major problem relates to available faculty to handle a spring intake. We do not have sufficient manpower to handle two different groups.

Other minor changes relate to new courses we would like to recommend.

Glenn Kirchner

At the Nov. 7th / 83 meeting, UPC took the following action
re # (1) above - approved changes as per the attached document.

re # (2) above - directed this for consideration by PPC / and/or Faculty Admissions Committee (see attached memo from Dr. Ulyall)

[Handwritten signature]

Specific Minor Programs

Four Specific Minor Programs are offered by the Faculty of Education. Each requires the approval of the Director of Undergraduate Programs.

Minor in Elementary School Physical Education

The Minor in Elementary School Physical Education provides students in the Professional Development Program with an additional and special competence to teach Physical Education.

PREREQUISITES

It is recommended that prospective students for this program complete a minimum of three of the following courses (or approved transfer courses from community colleges or other universities) prior to enrolling in EDUC. 401. Students should choose those courses which are prerequisites to the upper division courses they will take for the Minor.

KIN.	100-3	Introduction to Human Structure and Function
	110-3	Current Topics in Human Nutrition
	140-3	Contemporary Health Issues
	142-3	Introduction to Kinesiology
	143-3	Exercise Management
FPA.	120-3	Introduction to Contemporary Dance (formerly KIN. 144-3)
KIN.	220-3	Human Food and Nutrition
	241-3	Sports Injuries—Prevention and Rehabilitation
PSYC	105-3	Differential Psychology
EDUC	220-3	Psychological Issues in Education
	230-3	Philosophical Issues in Education
	240-3	Social Issues in Education

Professional Development Program Requirements

The Physical Education Minor follows a sequential professional development program that begins in the Fall semester of each year. Hence, there is no intake of Physical Education minors during the Spring semester.

All Physical Education Minor candidates must complete designated curriculum seminars and workshops during EDUC 402 and a specified teaching assignment in physical education during EDUC 405. Details relating to these requirements will be made available during EDUC 401.

REQUIRED COURSES

At least 14 to 18 semester Hours, as specified below:

EDUC	459-4	Instructional Activities in Elementary School Physical Education
EDUC	479-4	Designs for Learning: Physical Education

The remaining 6 to 10 semester hours, of the 14 to 18 hours required for the Minor, may be selected from the following recommended courses. These remaining courses may be completed prior to entering the Professional Development Program, during EDUC 404, or during any semester subsequent to completion of the Professional Development Program. Other courses not listed below must be approved by the Director of Undergraduate Programs.

KIN.	320-3	³²⁰⁻³ <i>Kinanthropometry</i> Cultural Aspects of Human Movement
	343-3	Fitness Appraisal and Guidance
	367-3	Psychology of Motor Performance and Skill Acquisition
	370-3	Biomechanics of Motor Learning
	375-3	Physiological and Developmental Basis of Motor Performance
	470-2	Motor Activities Laboratory I (Individual)
	471-2	Motor Activities Laboratory II (Team)
PSYC	302-J	Learning
	311-3	Child Psychology

Secondary School Physical Education Specialists

NOTE: Students who are planning on obtaining a Kinesiology Minor in preparation for teaching physical education at the secondary school level must consult with those in charge of the Minor concerning their EDUC 401 and EDUC 405 placements and should complete the following courses prior to entering the Professional Development Program or during EDUC 404:

now
467-3

KIN. 100-3; 142-3; 143-3; FPA. 120-3; KIN. 320-3; 343-3; 367-3 or ~~466-3~~; 370-3 or 401-4; 375-3; 470-2, 471-2; EDUC 479-4. A choice of one of KIN. 241-3, 303-3; 326-3; PSYC 355-3; S.A. 315-4; and FPA. 220-3.

NOTE: Students who are planning to obtain a Kinesiology Major in preparation for teaching physical education at the secondary level, must consult with those in charge of the Minor concerning their EDUC 401 and EDUC 405 placements and should complete the following courses prior to entering the Professional Development Program or during EDUC 404:

now
467-3

KIN. 100-3; 110-3; 140-3; 142-3; 143-3; FPA. 120-3; 220-3 (formerly KIN. 244-3); KIN. 220-3; 241-3; 303-3; 320-3; 343-3; 367-3 or ~~466-3~~; 370-3 or 401-4; 470-2; 471-2; EDUC 479-4.