

SIMON FRASER UNIVERSITY

S. 83-52

MEMORANDUM

To..... Senate.....

From..Office of the Dean of Graduate Studies

.....
Graduate Curriculum Changes, New Course
Subject Proposal.. Educ. 803-5.....

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Date..... May 16, 1983.....

Action undertaken by the Executive Committee of the Senate Graduate Studies Committee, at its meeting on May 9, 1983, gives rise to the following motion:-

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.83-~~52~~, the proposed new graduate course, Educ 803-5, Educational Program Supervision."

John M. Webster
Dean of Graduate Studies.

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CALENDAR INFORMATION:

Department: Education Course Number: 803-5

Title: Educational Program Supervision

Description: The course systematically examines school-based variables amenable to administrative manipulation and associated with student achievement.

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

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 10-12 When will the course first be offered: Spring 1984 (84-1)

How often will the course be offered: Each year in the Spring semester

3. JUSTIFICATION:

To be effective program supervisors in school districts, school administrators need to understand recent research on the correlates of student achievement. This course has been offered under a Special Topics number on two separate occasions and has been well received by students.

4. RESOURCES:

Which faculty member will normally teach the course: P. Coleman or M. Manley-Casimir

What are the budgetary implications of mounting the course: 0.5 F.T.E. in semester in which course is taught.

Are there sufficient Library resources (append details): Yes

- 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 April 25/83

Faculty Graduate Studies Committee: [Signature] Date April 25/83

Faculty: [Signature] Date 04/27/83

Senate Graduate Studies Committee: _____ Date _____

Senate: _____ Date _____

a) Outline of the Course

This course rests on the assumption that the supervision of instructional programs has as its main purpose maximising student achievement or growth on a variety of cognitive and affective dimensions. The course is built around a set of interrelated elements that are manipulable by administrators. Recent attempts to build models of "school effects" have focused on relatively few variables. Even fewer seem manipulable by administrators and hence relevant for the course.

Predictors

A. Institutional Factors

1. Goal Implementation and Assessment
2. Program Sequences and Time Allocations

B. Teacher Characteristics

1. Qualifications, I.Q., Experience, Personality
2. Teacher Assignment

C. Student Characteristics

1. I.Q., Age, Socio-Economic Status, and Previous Achievement
2. Self-Esteem and Student Motivation

Processes

D. Institutional Factors

1. School District and School Setting
2. Physical Facilities and Their Impact
3. Administrator Influences
4. School Climates

E. Teaching Practices

1. Time on Task
2. Expectations
3. Classroom Management
4. Instructional Strategies

F. Students in Groups

1. Peer Groups and Cognitive Learning
2. Classroom Organization
3. Classroom Climate

Effects

G. Long Term Effects

1. Enduring Personal Effects
2. Economic Effects

H. Short Term Effects

1. Achievement Tests
2. Affective Outcomes

b) Competence of Faculty

Dr. P. Coleman has taught this course twice as a Special Topics course. He is also the designer of the course. With experience as a school superintendent and as a researcher into the effects of school climate on student learning, Dr. Coleman is well qualified to offer this course.

Dr. M. Manley-Casimir is also qualified to teach the course. With experience as a school principal and with knowledge of educational policy, Dr. Manley-Casimir will teach this course alternately with Dr. Coleman.

c) Library Resources

The library holdings are sufficient to support this course. See attached assessment from Gail Tesch.

Basic Readings

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- Holmes, M. Instructional time and cognitive achievement. Unpublished manuscript, Ontario Institute for the Study of Education, Toronto, Ontario, no date.
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