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TO: Senate

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FROM Wade Parkhouse, Dean, Graduate Studies



RE Faculty of Education

[GS2010.10]

CC Heesoon Bai

DATE April 14, 2010

For information

Acting under delegated authority at its meeting of 12 April 2010, the SGSC approved the following curriculum revisions:

Masters Program

[GS2010.10]

a.Arts Education

- i) Change to title and description: EDUC 832-5
- ii) Change to title: EDUC 852-5
- iii) Change to Program Requirements: Core Courses, Change to total units

b.Curriculum and Instruction

- i) Change to Program Requirements
- ii) Change to total units
- iii) Change to Core Courses

c.Educational Technology and Learning Design

- i) Change to title, added a prerequisite – EDUC 894-4
- ii) Change to Program Requirements
- iii) Change to Core Courses
- iv) Change to MA Requirements
- v) Change to MEd Requirements

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Web at http://www.sfu.ca/senate/Senate_agenda.html following the posting of the agenda. If you are unable to access the information, please call [778.782.3168](tel:778.782.3168) or email bgrant@sfu.ca.



GRADUATE COURSE MINOR CHANGE FORM

This form is to be used when there is a request for a minor change to an existing graduate course. The form is completed by the department and then approved by the Faculty graduate studies committee. It should then be forwarded to the Dean of Graduate Studies for approval by SGSC. SGSC will forward the approval to Senate for information. NOTE: Please complete pertinent sections only

Please Check appropriate revision(s):

- Catalog Number
- Units
- Title
- Description
- Other

Department or School: Education

Current course

Subject: EDUC (max: 4 chars) Catalog Number: 832 Units: 5

Course Title: Teaching Composition: Research and Practice (max. 80 char)

Short Title (appears on transcripts etc.) Teaching Composition (max. 25 char)

Course Description for Calendar:

This course leads students to understand, examine, and evaluate research and practice in the teaching of English composition, stressing a writing process and the integration of literature and language study.

Available Course Component:

- Lecture
- Seminar
- Laboratory
- Practicum

Grading Basis: Graded Satisfactory/Unsatisfactory In Progress/Complete

Prerequisites: (if any)

n/a

Modified Course

Subject: _____ (max: 4 chars) Catalog Number: _____ Units: _____

Course Title: The Art and Discipline of Writing and Teaching Writing (max. 80 char)

Short Title (appears on transcripts etc.) Art for Writing (max. 25 char)

Course Description for Calendar:

Through narrative inquiry and traditional study, students develop a deep understanding of, appreciation for and ability to access composition as an artistic experience and a teachable craft.

Available Course Component:

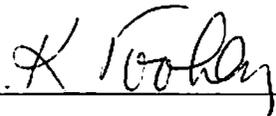
- Lecture
- Seminar
- Laboratory
- Practicum

Grading Basis: Graded Satisfactory/Unsatisfactory In Progress/Complete

Prerequisites: (if any) _____

**Attach rationale for changes as a separate document.*

Approvals

Faculty Graduate Studies Committee  Date _____

Senate Graduate Studies Committee _____ Date _____

Upon approval of the minor course change, the Dean of Graduate Studies office will consult with the department or school regarding other course attributes that may be required to enable the proper entry of the course change in the student record system



GRADUATE COURSE MINOR CHANGE FORM

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Please Check appropriate revision(s):

- Catalog Number Units Title Description Other

Department or School: Education

Current course

Subject: EDUC (max: 4 chars) **Catalog Number:** 852 **Units:** 5

Course Title: Education and Dramatic Art (max. 80 char)

Short Title (appears on transcripts etc.): Educ Dramatic Art (max. 25 char)

Course Description for Calendar:

This course involves an exploration of basic issues and questions which underlie the nature and provision of drama education in the schools. It includes a critical examination of the claims made in the theoretical literature regarding the nature and aims of drama education and an exploration of the implications for drama education curriculum and pedagogy

Available Course Component:

- Lecture Seminar Laboratory Practicum

Grading Basis: Graded Satisfactory/Unsatisfactory In Progress/Complete

Prerequisites: (if any)

[Empty box for prerequisites]

Modified Course

Subject: _____ (max: 4 chars) **Catalog Number:** _____ **Units:** _____

Course Title: Inquiry, Creativity and Community: Drama in Education (max. 80 char)

Short Title (appears on transcripts etc.): Drama in Education (max. 25 char)

Course Description for Calendar:

[Empty box for course description]

Available Course Component:

- Lecture Seminar Laboratory Practicum

Grading Basis: Graded Satisfactory/Unsatisfactory In Progress/Complete

Prerequisites: (if any) _____

**Attach rationale for changes as a separate document.*

Approvals

Faculty Graduate Studies Committee *A. Toohy* Date _____

Senate Graduate Studies Committee _____ Date _____

Upon approval of the minor course change, the Dean of Graduate Studies office will consult with the department or school regarding other course attributes that may be required to enable the proper entry of the course change in the student record system

Graduate Programs, Faculty of Education, SFU

Calendar Changes

MASTER'S PROGRAMS

From Arts Education

This program leads to a master of education course work/comprehensive exam (MEd) or MA degree. The MEd requires 35 units of course work plus a comprehensive exam while the MA requires 25 units plus a thesis.

Core Courses

Students complete all of

EDUC 843-5 Embodiment and Curriculum Inquiry
EDUC 848-5 Ideas and Issues in Aesthetic Education
EDUC 849-5 Artists, Society and Arts Education
EDUC 850-5 Creativity and Education
EDUC 852-5 Education and Dramatic Art
EDUC 868-5 Curriculum Theory and Art Education
EDUC 869-5 Music Education as Thinking in Sound

All students enter the program through the MEd and may move to the MA after completing four courses with faculty approval. MA students complete a minimum of five courses from the list. Other courses may be required depending on thesis interest.

Comprehensive Examination /Thesis

A final comprehensive exam is required for MEd students. A thesis is required for MA students.

TO Arts Education

This program leads to a master of education course work/comprehensive exam (MEd) or MA degree. The MEd requires 35 30 units of course work plus a comprehensive exam while the MA requires 25 units plus a thesis.

Core Courses

Students complete all of

EDUC 832-5 The Art and Discipline of Writing and Teaching Writing

EDUC 843-5 Embodiment and Curriculum Inquiry
EDUC 848-5 Ideas and Issues in Aesthetic Education
~~EDUC 849-5 Artists, Society and Arts Education~~
~~EDUC 850-5 Creativity and Education~~

EDUC 852-5 Inquiry, Creativity and Community: Drama in Education

EDUC 868-5 Curriculum Theory and Art Education
EDUC 869-5 Music Education as Thinking in Sound

All students enter the program through the MEd and may move to the MA after completing four courses with faculty approval. MA students complete a minimum of five courses from the list. Other courses may be required depending on thesis interest.

Comprehensive Examination /Thesis

A final comprehensive exam is required for MEd students. A thesis is required for MA students.

Graduate Programs, Faculty of Education, SFU

Rationale for Proposed changes

Arts Educations. Masters Program

Change #1 Change course title of EDUC 852-5 Education and Dramatic Art to EDUC 852-5 Inquiry, Creativity and Community: Drama in Education.

Rationale: The proposed title better reflects the course objectives, focus, and activities. The term Dramatic Art is not in current use in the field of theatre/drama education and does not reflect what EDUC 852 offers as described in the existing course outline. The new title, speaks to drama education as it is currently discussed in the research literature, yet leaves avenues open for new developments in drama education, particularly with regards to drama education as a medium of exploration, community-building, and cross-curricular learning, as well as one of aesthetic expression and communication.

Change #2 Change course title of EDUC 832-5 Teaching Composition: Research and Practice to EDUC 832-5 The Art and Discipline of Writing and Teaching Writing and edit description.

Rationale: Studies in writing in the arts more and more includes a currere that focuses on narrative inquiry and self-development as well as research and practice. Art students require specific instruction and study in order to move from performative expression to textual expression. It has been our experience that students need specific instruction in learning to write professionally and academically in order to be more independent in successfully completing their theses at the university and in becoming influential educators later on.

Change #3. Replace EDUC 850-5 Creativity and Education with EDUC 832-5 The Art and Discipline of Writing and Teaching Writing.

Rationale: We have recognized our students having difficulty in expressing themselves in written academic genres at the level needed to satisfactorily complete necessary written assignments and projects. This is especially true of students who move from an M.Ed to an M.A. Although students do enjoy the 850-5, we feel it is more important for them to have access to a course dedicated to the study of writing than one dedicated to creativity. Creativity is embedded in all of the arts education courses we now offer. Because we have included creative writing as one of our arts, and are attracting more and more students wanting to study writing as their major artistic interest, we need to offer one course dedicated to their needs. There will be no additional cost associated with this change as Educ 832 is already functional and books are available in the library. Educ. 832-5 is a course that has been part of the Curriculum and Instruction program and has been created and taught by Carolyn Mamchur who will continue to teach it instead of 850-5 which she also teaches.

Change #4. Reduction in required units for MEd degree route to a minimum of 30 units.

Rationale: To match the Arts Education program to the earlier Calendar change that proposed a decrease in all MED Education degrees to a minimum of 30 units of coursework (approved Senate S10-46). In the interests of attraction and retention, 35 units in the Arts Education MEd degree route, forces students to take 10 units in the summer and is placing hardship on our MEd students (mostly working teachers). We also feel that student time would be better spent in preparing their portfolios, preparing for their comprehensive exams. In addition, we plan to create a new course for the Arts PhD program, and need to "free up" a teaching slot/professor to teach the PhD course without adding any cost to the faculty.

Change #5, Delete EDUC 849-5 Artists, Society and Arts Education from the program core courses, but the course will remain in the calendar.

Rationale: EDUC. 849-5 has been routinely taught by Dr. Slava Senyshyn, and because he also teaches another required course, EDUC 869-5 Music Education as Thinking in Sound, the students will have an opportunity to work with him – something we highly recommend for all students completing the MA. Budget cuts have mandated some possible changes to the program and we feel this would be the one course that will least affect the students' overall understanding of arts education as we have envisioned our program.

March 26, 2010

Graduate Programs, Faculty of Education, SFU

Master's Programs - Curriculum and Instruction

FROM Curriculum and Instruction

This program leads to the MA, which requires at least 25 units of course work and a thesis (EDUC 898); or the MEd degree, which requires **at least 35 units** of course work and a comprehensive examination (EDUC 883). The program is for educators who wish to examine critically current educational theory, research and practice. Participants are encouraged to examine their own instructional practices and to consider the match between practices and developing education theories.

The program can focus on an area of specialization such as imaginative education, inclusion, foundations, health and French education, or can be pursued as a general program. Current information about the specializations is available from the Graduate Programs office or at www.educ.sfu.ca/gradprogs. Each specialization adds course requirements to the general program requirements.

Core Courses

MA and MEd students complete three of the following.

EDUC 816-5 Developing Educational Programs and Practices for Diverse Educational Settings

EDUC 820-5 Current Issues in Curriculum and Pedagogy

EDUC 822-5 Evaluation of Educational Programs

EDUC 823-5 Curriculum and Instruction in an Individual Teaching Speciality

EDUC 830-5 Implementation of Educational Programs

EDUC 833-5 Seminar in Social and Moral Philosophy and Education

EDUC 851-5 Perspectives on Technology-Supported Learning

EDUC 864-5 Research Designs in Educations

Comprehensive Examination/Thesis

A final comprehensive exam is required for MEd students. A thesis is required for MA students

Master's Programs - Curriculum and Instruction

TO Curriculum and Instruction

This program leads to the MA **degree**, which requires at least 25 units of course work and a thesis (EDUC 898); or the MEd degree, which requires ~~at least 35 units~~ **a minimum of 30 units** of course work and a comprehensive examination (EDUC 883). The program is for educators who wish to **critically** examine ~~critically~~ current educational theory, research and practice. Participants are encouraged to examine their own instructional practices and to consider the match between practices and developing education theories.

The program can focus on an area of specialization such as imaginative education, inclusion, foundations, health and French education, or can be pursued as a general program. **Each**

specialization will determine a minimum of three courses that shall be considered core for the specialization from the list below. Current information about the specializations is available from the Graduate Programs office or at www.educ.sfu.ca/gradprogs. ~~Each specialization adds course requirements to the general program requirements.~~ **Each program is subject to the normal faculty approval process.**

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~~Each specialization adds course requirements to the general program requirements.~~ **Each program is subject to the normal faculty approval process.**

Core Courses

~~MA and MEd students complete three of the following.~~

EDUC 816-5 Developing Educational Programs and Practices for Diverse Educational Settings

EDUC 820-5 Current Issues in Curriculum and Pedagogy

EDUC 822-5 Evaluation of Educational Programs

EDUC 823-5 Curriculum and Instruction in an Individual Teaching Speciality

EDUC 830-5 Implementation of Educational Programs

EDUC 833-5 Seminar in Social and Moral Philosophy and Education

EDUC 851-5 Perspectives on Technology-Supported Learning

EDUC 864-5 Research Designs in Educations

Comprehensive Examination/Thesis

A final comprehensive exam is required for MEd students. A thesis is required for MA students

Graduate Programs, Faculty of Education, SFU

Rationale for Proposed Changes

Curriculum & Instruction, Master's Program

Change #1 Reduction in required units for MEd degree route from 35 to 30 units.

Rationale: Also to match the Curriculum and Instruction (C&I) program to the earlier Calendar change that proposed a decrease in all MED Education degrees from a minimum of 31 to a minimum of 30 units of coursework. (Approved Senate S10.46)

To allow any specialization program within C&I, to choose from a minimum of 30 units for a MED degree, whatever is suitable for the program.

Mar 26, 2010



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- Catalog Number
- Units
- Title
- Description
- Other

Department or School: Education

Current course

Subject: EDUC (max: 4 chars) **Catalog Number:** 894 **Units:** 4

Course Title: Methods for Research and Inquiry in Learning Technologies (max. 80 char)

Short Title (appears on transcripts etc.): Research/InquiryLearnTech (max. 25 char)

Course Description for Calendar:

Examines methods, practices and thinking of direct value in improving quality and use of learning technologies. Students experience leading software tools for observational analysis, qualitative research and digital ethnography. We consider computer-supported methods for learning technology professionals and for assessing learning technology programs.

Available Course Component:

- Lecture
- Seminar
- Laboratory
- Practicum

Grading Basis: Graded Satisfactory/Unsatisfactory In Progress/Complete

Prerequisites: (if any)

Modified Course

Subject: _____ (max: 4 chars) **Catalog Number:** _____ **Units:** _____

Course Title: Methods for Evaluation and Inquiry in Learning Technologies (max. 80 char)

Short Title (appears on transcripts etc.): Eval/Inquiry Learn Tech (max. 25 char)

Course Description for Calendar:

Available Course Component:

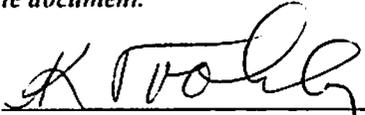
- Lecture
- Seminar
- Laboratory
- Practicum

Grading Basis: Graded Satisfactory/Unsatisfactory In Progress/Complete

Prerequisites: (if any) EDUC 864

**Attach rationale for changes as a separate document.*

Approvals

Faculty Graduate Studies Committee  Date _____

Senate Graduate Studies Committee _____ Date _____

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Graduate Programs, Faculty of Education, SFU

Calendar Changes

From: Master's Programs, Educational Technology and Learning Design

This program leads to either the MA (thesis) or MEd (comprehensive examination) degree. The program takes a scholarly approach to learning technologies design, plans for its use, and/or evaluations 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. Depending upon the course work on their transcripts, students may be admitted conditionally upon completing Faculty of Education prerequisite courses.

Core Courses

MA and MEd 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

EDUC 894-4 Methods for Research and Inquiry in Learning Technologies

MA Requirements

MA students complete

- one elective course
- plus

EDUC 898-10 Master's Thesis

MEd Requirements

Students pursuing a master of education degree complete

- two elective courses
- plus

EDUC 883-5 MEd Comprehensive Examination

Graduate Programs, Faculty of Education, SFU

TO: Master's Programs, Educational Technology and Learning Design

This program leads to either the MA (thesis) or MEd (comprehensive examination) degree. The program takes a scholarly approach to learning technologies design, plans for its use, and/or evaluations 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. Depending upon completed academic ~~the course work on their transcripts~~, students may be admitted conditionally upon completing Faculty of Education prerequisite courses.

Core Courses

MA and MEd 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

~~EDUC 894-4 Methods for Research and Inquiry in Learning Technologies~~

MA Requirements

MA students complete one of

EDUC 867-5 Qualitative Methods in Educational Research OR

EDUC 863-3 Quantitative Methods in Educational Research

Plus one elective course AND

~~plus~~

EDUC 898-10 Master's Thesis

MEd Requirements

MEd Students complete ~~pursuing a master of education degree complete~~

EDUC 894-4 Methods for Evaluation and Inquiry in Learning Technologies

Plus two elective courses AND

~~plus~~

EDUC 883-5 MEd Comprehensive Examination

Graduate Programs, Faculty of Education, SFU

Rationale for Proposed changes

Educational Technology and Learning Design – Master’s Program

Change #1: Change EDUC 894-4 Course Title *from* Methods for Research and Inquiry in Learning Technologies *to* Methods for Evaluation and Inquiry in Learning Technologies.

Rationale: This is a core course in the Education Technology & Learning Design (ETLD) Masters Program. The course focuses on conducting empirical inquiries to research and assess (evaluate) learning technologies (see course description), however the current title does not reflect the evaluative component of the class. The proposed change rectifies this problem. This is particularly important for ETLD graduates seeking jobs, since many employers specifically look for students to have coursework in the evaluation of learning technologies.

Change #2: Add Course Pre-Requisite of EDUC 864 (Research Design in Education) to EDUC 894-4.

Rationale: EDUC 894 is a course in inquiry methods for studying and assessing learning technologies. It explores detailed methods for studying learning technologies, drawing on basic principles of inquiry covered in EDUC 864. Students who have tried to take EDUC 894 without first taking EDUC 864 have found the course extremely challenging; setting EDUC 864 as a pre-requisite addresses this problem and will help students better plan their coursework.

Change #3: MA students will be required to take: EDUC 867 (Qualitative Methods in Educational Research) OR EDUC 863 (Quantitative Methods in Educational Research) instead of: EDUC 894 (Methods for Research and Inquiry in Learning Technologies).

Rationale: Students taking the MA route in the ETLD program are preparing to do research and write a thesis. These students will benefit from taking a methods course tailored to the kind of research (quantitative or qualitative) that they will pursue. EDUC 894 was originally designed to prepare all ETLD students in inquiry methods for learning technologies, however it is difficult to do justice to both quantitative and qualitative methods in a single course. In addition, 894 is also required for MEd students who will not complete theses. These students often have different interests and concerns than the MA students (for example MEd students often have greater interest in the aspects of 894 dealing with evaluation). Requiring MA students to take either EDUC 867 or EDUC 863 instead of EDUC 894 will both better prepare them for their thesis work and allow EDUC 894 to better address the needs of MEd students.

It should be noted that EDUC 894 is also open to other students in the Faculty who are interested in methods for inquiry (research about and evaluation of) learning technologies and the change proposed here (also reflected in the concurrent proposal to amend the course title to Methods for Evaluation and Inquiry in Learning Technologies) may make it more interesting to students outside the ETLD program.

There is some loss in that MA students will no longer take a methods course that is specifically tailored to inquiry into learning technologies, however we believe that the overall tradeoff is positive. In

addition, many MA students plan to apply to a PhD program after completing their degree and PhD programs in Educational Technology (including our own ETLD PhD) expect students to have completed a quantitative or qualitative specific methods course. This change will bring our MA program into alignment with expectations for prospective educational technology doctoral students and make our students more competitive for acceptance to such programs.

Notes:

1. EDUC 867 and EDUC 863 are regularly offered courses; no new courses will be developed as part of this change.

2. On average the ETLD program admits ~4 MA students per year. These students will pick one of the two courses to take, thus the increase in enrollment to either course will be small (~2 students).

Mar 26, 2010