

NEW COURSE PROPOSAL FORM

for Fall '80

1. Calendar Information

Department: Education

Abbreviation Code: EDUC. Course Number: 361 Credit Hours: 4 Vector: \_\_\_\_\_

Title of Course: Contemporary Issues and New Developments in Teaching

Calendar Description of Course: This course, <sup>is</sup> intended for students entering the Extended Studies Diploma Program, <sup>it</sup> provides a survey of new developments and current issues in teaching.

Nature of Course lecture/seminar *crs. will have a coord.*

Prerequisites (or special instructions):

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?

Semester in which the course will first be offered?

3. Goals of the Course - The organization of the course will vary somewhat from year to year depending on the availability of Faculty and changes in the field of teaching that can be expected to emerge <sup>and which</sup> should be reflected in the course. In order to insure that the course adequately reflects the pluralistic nature of our Faculty, it is proposed that the course outline be presented to the Undergraduate Programs Committee each time the course is offered. A sample outline of the course is appended.

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

5. Approval

Date: \_\_\_\_\_

Department Chairman

Dean

Chairman, SCUS

## Rationale continuing educ.

The ~~re-education~~ education of teachers, an ongoing concern for the past several decades, is receiving added attention as a result of declining school enrolment. Not only has the phenomenon of declining enrolment resulted in a static teaching population, but it has also produced a need for retraining of teachers.

The Extended Studies Diploma Program in Education provides a vehicle for introducing new ideas into classrooms thereby addressing some of the problems resulting from a static teaching population. It also offers, to some degree, a means of retraining teachers to fill new roles within the schools.

The Extended Studies Diploma Program as approved by Senate involves 30 hours of approved upper division coursework. The intent is that students should identify a program of coursework as a condition of being accepted into the program. Experience has shown however, that for a student/teacher who has not taken a university course in six years, the task of selecting a viable program based on available coursework becomes a rather arbitrary exercise. It was with this problem in mind that the Undergraduate Programs Committee introduced on an experimental basis the course, Contemporary Issues and New Developments in Education. The course was intended to introduce students to new developments related to teaching both to provide a broadened perspective and also to enable students to be more selective in their subsequent choice of coursework. Experience with the course which has now been offered on five occasions has been that it does serve these two purposes. In addition, progressively the course has become a vehicle through which students have developed skills in critical analysis and writing. This aspect of the course has effectively been one of retraining so that students can handle subsequent coursework more effectively.

The course proposal which follows introduces a new course, Education 361 which is a regularization of the experimental course just described. It will be offered once each year as the introductory course for a special intake of students intending to pursue an Extended Studies Diploma.

### Extended Studies Diploma in Education

Students entering the EXD Program in Education can take one of two routes. The first is to follow an individual program in which they identify a set of courses related to their professional needs, which are submitted for approval to the Director of Undergraduate Programs. This is the route proposed in the original document approved by Senate. A second route which was introduced by the Undergraduate Programs Committee in 1979 was that of a special intake of students who would enrol in the same course and delay selection of subsequent coursework for up to one semester.

To date the majority of the students in EXD have followed the second route as shown below.

Students Currently Enrolled in the Extended  
Studies Diploma Program in Education

Total enrollment - 96

Number who entered on an individual program - 28

Number who entered during a special intake - 30

Breakdown for special intakes: (Ed. 489)

Campus Fall '78 - 24

Campus Fall '79 -

Vernon Fall '79 -

Kamloops Fall '79 -

} 71 enrolled

} of those 30 are E.X.D.

campus - 16  
Kamloops - 6  
Vernon - 8

It should be noted that approximately 85% of those students who have entered the special intakes have continued to pursue coursework at S.F.U. Nine students have enrolled in graduate courses and an examination of their grades show that they perform about on par with graduate students themselves.

TENTATIVE SCHEDULE FOR PRESENTATIONS

Sept. II - I3	Introduction
18 - 20	Kazepides - What is an issue? What is a development? Conceptualization in which to view developments
25 (SFU)	Gibbons - Self-education
26 (Kam.)	Auerbach - Learning disabilities
27 (Vern.)	Gibbons - Self-education
Oct. 2 - 4	Stafford - Analysis of teaching
9 - II	Tuinman - A new look at literacy
16 - 18	Dawson - Education and self-awareness
23 (SFU)	Kirchner - Movement education
24 (Kam.)	Open
25 (Vern.)	Kirchner - Movement education
30 - Nov. I	McAllister - Teaching for thinking
Nov. 6 (SFU)	Shapson - Multiculturalism in education
7 (Kam.)	Shapson - ditto
8 (Vern.)	Prock - Learning disabilities
13 - 15	McClaren - Environmental education
20 - 22	Gehlbach - Early childhood education
27 (SFU)	Prock - Learning disabilities
28 (Kam.)	Kirchner - Movement education
29 (Vern.)	Open
Dec. 4 - 6	Course debrief
II - 13	Evaluation