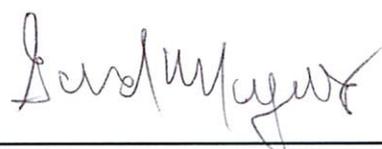




OFFICE OF THE ASSOCIATE VICE-PRESIDENT, ACADEMIC AND
ASSOCIATE PROVOST

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MEMORANDUM

ATTENTION	Senate	DATE	March 8, 2013
FROM	Gordon Myers, Chair	PAGES	1/1
	Senate Committee on		
	Undergraduate Studies		
RE:	Faculty of Education (SCUS 13-16)		

For information:

Acting under delegated authority at its meeting of March 7, 2013, SCUS approved the following curriculum revisions effective Fall 2013:

- (1) Prerequisite change for EDUC 327, 437, 484
- (2) Requirement changes for the Education Bachelor of General Studies program
- (3) New Course Proposal: EDUC 458-4, Pedagogy and Practice of Arts for Social Change



Faculty of Education

SCUS 13-16

MEMO

Undergraduate Programs

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www.educ.sfu.ca/ugradprogs

ATTENTION: SCUS
FROM: Stuart Richmond, Director
RE: Calendar Changes
DATE: February 20 th , 2013

The following are calendar changes that have been passed by the Faculty of Education.

Course Changes

- EDUC 327
- EDUC 437
- EDUC 484

Degree Requirements

- BGS (EDUC)

New Course Proposal

- EDUC 458

SR/sp

*Submitted
Feb 25, 2013*



SENATE COMMITTEE ON UNDERGRADUATE STUDIES

COURSE CHANGE/DELETION

EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

- Course number, Credit, Title, Description, Prerequisite, Course deletion, Learning Outcomes

Indicate number of hours for: Lecture Seminar Tutorial Lab

FROM Course Subject/Number EDUC 327 TO Course Subject/Number

Credits Credits

TITLE

(1) LONG title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: Self, Psychology and Education TO:

(2) SHORT title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: TO:

DESCRIPTION

FROM: DESCRIPTION TO:

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be noted in the prerequisite.

FROM: 60 units including one of EDUC 220, 230, 240 or 250. TO: 60 units, including EDUC 220.

LEARNING OUTCOMES

RATIONALE

The prerequisite for EDUC 327 should include EDUC 220 which provides requisite knowledge of psychological theory and research as it has been applied to education. EDUC 230, 240 and 250 do not contain psychological subject matter adequate as preparation for EDUC 327.

Effective term and year

NOVEMBER 2012



SENATE COMMITTEE ON UNDERGRADUATE STUDIES

COURSE CHANGE/DELETION

EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

Course number Credit Title Description Prerequisite Course deletion Learning Outcomes

Indicate number of hours for: Lecture _____ Seminar _____ Tutorial _____ Lab _____

FROM EDUC 437 TO
Course Subject/Number _____ Course Subject/Number _____

Credits _____ Credits _____

TITLE

(1) LONG title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: Ethical Issues in Educaton TO:

(2) SHORT title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: TO:

DESCRIPTION

FROM: DESCRIPTION TO:

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be noted in the prerequisite.

FROM: EDUC 230 or EDUC 401/402 o corequisite EDUC 403 or permission of the instructor. TO: 60 units including 3 units in Education.

LEARNING OUTCOMES

RATIONALE

The intent of this change is to open up the course to a broader range of students. While an introductory course in philosophy of education (EDUC 230) or study and practice in teacher education (EDUC 401/402, EDUC 403) is useful as background to EDUC 437, it is not essential. The material covered is manageable by students from different areas given some Education experience. Ethical issues apply across the breadth of education.

Effective term and year

NOVEMBER 2012



EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

Course number Credit Title Description Prerequisite Course deletion Learning Outcomes

Indicate number of hours for: Lecture _____ Seminar _____ Tutorial _____ Lab _____

FROM EDUC 484 **TO**
Course Subject/Number _____ Course Subject/Number _____

Credits _____ Credits _____

TITLE

(1) LONG title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: Exploring Students' Scientific Misconceptions **TO:**

(2) SHORT title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: **TO:**

DESCRIPTION

FROM: **DESCRIPTION**
TO:

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be **noted in the prerequisite**.

FROM: EDUC 401/402 or corequisite EDUC 403. **PREREQUISITE**
TO: 60 units including 6 units of Education or Psychology.

LEARNING OUTCOMES

RATIONALE

Knowledge of the nature of scientific knowledge and models is an important part of any students' intellectual grounding. As such, EDUC 484 is a valuable course to offer to SFU students within and outside of the Professional Development Program. Upper level non-education students with some previous work in education or psychology would benefit from the course.

Education Bachelor of General Studies: General Education Option, Double Minor Option and Early Learning Specialization Option

FROM:

Program Requirements

Students complete 120 units, including at least 45 upper division units.

A 2.00 graduation grade point average (GPA) and upper division GPA is required.

With the exception of EDUC 401, 402, 403, 405 and 406, courses completed in any faculty may be used to satisfy degree requirements, but course admission is subject to the prerequisites of various departments.

Students complete all of

- EDUC 100 Selected Questions and Issues in Education (3)
- EDUC 252 Introduction to Reflective Practice (4)
- EDUC 352 Building on Reflective Practice (4)

Additional requirements are satisfied through completion of the general education option, as specified below.

TO:

Program Requirements

Students complete 120 units, including at least 45 upper division units.

A 2.00 graduation grade point average (GPA) and upper division GPA is required.

With the exception of EDUC 401, 402, 403, 405 and 406, courses completed in any faculty may be used to satisfy degree requirements, but course admission is subject to the prerequisites of various departments.

Students complete all of

- EDUC 100W Selected Questions and Issues in Education (3)
- EDUC 252 Introduction to Reflective Practice (4)
- EDUC 352W Building on Reflective Practice (4)

Additional requirements are satisfied through completion of the general education option, as specified below. **Note: EDUC 100W, EDUC 252 and EDUC 352W must be completed before starting the Professional Development Program (PDP).**

Rationale: The note is added to ensure students understand they must complete the three requirements before entering PDP and sequence courses appropriately.



COURSE SUBJECT/NUMBER EDUC 458

COURSE TITLE

LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Pedagogy and Practice of Arts for Social Change

AND

SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Arts for Social Change

CAMPUS where course will be taught: Burnaby Surrey Vancouver Great Northern Way Off campus

COURSE DESCRIPTION (FOR CALENDAR). 50-60 WORDS MAXIMUM. ATTACH A COURSE OUTLINE TO THIS PROPOSAL.

Course investigates the pedagogy and practice of arts for social change, which encourages meaningful dialogue, action and leadership through the arts. Students engage in hands-on, experiential learning through workshops, creative group work, and dialogue with practitioners. We explore challenges and benefits of arts for social change as a pedagogical vehicle for educational, environmental, social justice, health, community and/or activist projects.

REPEAT FOR CREDIT NO YES How many times? Within a term? YES NO

LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by a library report and, if appropriate, confirmation that funding arrangements have been addressed.

Library report status

RATIONALE FOR INTRODUCTION OF THIS COURSE

There are very few opportunities in post-secondary settings to learn about the pedagogy and practice of arts for social change - its pedagogical application, the ideas that inform it, and current practices around the world, at local (schools, communities) and global levels. This course was initially a Special Topics course co-designed and taught by Drs. Judith Marcuse (Director of SFU's International Centre of Art for Social Change) and Lynn Fels (Associate Professor, Arts Education, Faculty of Education) for two consecutive years (Fall 2011, 2010) with full enrollment. There continues to be numerous requests for the course. The pedagogy and practice of Arts for Social Change in its various forms (community play, mural, health promotion) is a growing field of interest to students, artists, arts educators, educators, service providers and community members interested in the arts as a medium for community collaboration, engagement, empowerment and change in areas of health, social justice, community development, business, law, education, among others. Two significant Canadian books on arts for social change were published in the past year. This proposed course would provide theoretical and experiential learning for students that provides insight into education, community engagement, collaboration and leadership through the arts. Pedagogy and Practice of Arts for Social Change would be of value to students in faculties across the campus and complement their learning in their own areas of study. Offering the course would open up a new area of pedagogical learning and experience that meets SFU's commitment of engaging the world.

SCHEDULING AND ENROLLMENT INFORMATION

Indicate effective term and year course would first be offered and planned frequency of offering thereafter:

Spring ~~2013~~ and offered at two year intervals.
2014

Will this be a required or elective course in the curriculum? Required Elective

What is the probable enrollment when offered? Estimate: 30 to 35



CREDITS

Indicate number of credits (units): 4

Indicate number of hours for: Lecture Seminar Tutorial Lab Other

FACULTY Which of your present CFL faculty have the expertise to offer this course?

Dr. Lynn Fels
Dr. Celeste Snowber
Dr. Vicki Kelly
Dr. Susan O'Neil

WQB DESIGNATION (attach approval from Curriculum Office)

PREREQUISITE

Does this course replicate the content of a previously-approved course to such an extent that students should not receive credit for both courses?
If so, this should be **noted in the prerequisite.**

60 units

COREQUISITE

STUDENT LEARNING OUTCOMES

Upon satisfactory completion of the course students will be able to:

1. Demonstrate a broad understanding of the pedagogy and practice of arts for social change (ASC) within an educational context at a local and global level.
2. Demonstrate knowledge of work by local and international practitioners and the value of their work from a pedagogical perspective.
3. Demonstrate an understanding of the key concepts, theories, principles, issues and applications of ASC as a pedagogical action.
4. Demonstrate an understanding of the political, cultural and intercultural, environmental and social elements, applications, and implications of ASC projects within an educational context.
5. Demonstrate knowledge of a variety of dialogic, pedagogical and arts-based practices in ASC work and how they may be implemented in an ASC project.
6. Reflect upon and speak to the challenges of creating a collaborative ASC project, and the pedagogical value of engaging in ASC work as an individual working within a group.

FEES

Are there any proposed student fees associated with this course other than tuition fees? YES NO



RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS

Articulation agreement reviewed? YES NO Not applicable
 Exam required: YES NO
 Criminal Record Check required: YES NO

APPROVALS: APPROVAL IS SIGNIFIED BY DATE AND APPROPRIATE SIGNATURE.

1 Departmental approval indicates that the Department or School has approved the content of the course, and has consulted with other Departments/Schools/Faculties regarding proposed course content and overlap issues.

Spulmord Feb 20/2013
 Chair, Department/School Date

Spulmord Feb 20/2013
 Chair, Faculty Curriculum Committee Date

2 Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/School/Department commits to providing the required Library funds.

Mapus Feb 25/13
 Dean or designate Date

LIST which other Departments, Schools and Faculties have been consulted regarding the proposed course content, including overlap issues. Attach documentary evidence of responses.

Other Faculties' approval indicates that the Dean(s) or Designate of other Faculties AFFECTED by the proposed new course support(s) the approval of the new course:

_____ Date _____

_____ Date _____

3 SCUS approval indicates that the course has been approved for implementation subject, where appropriate, to financial issues being addressed.

COURSE APPROVED BY SCUS (Chair of SCUS):

_____ Date _____