SFU   Office of Graduate Studies and Postdoctoral Fellows

MEMORANDUM

ATTENTION	Senate	DATE.	10 November 2014
FROM	Mary-Ellen Kelm, Acting Dean of Graduate Studies	No.	GS2014.42 & GS2014.45
RE:	Faculty of Education		

For information:

Acting under delegated authority at its meeting of November 3, 2014, SGSC approved the following curriculum revisions effective Summer 2015:

Faculty of Education

1. New course: EDUC 836 Equity Issues in Language, Education and Society **(effective SPRING 2016)**

2. Course change (reinstate, title, description): EDUC 837

3. Program change: Teaching English as an Additional Language, MA/MEd

4. Program change: Educational Technology and Learning Design, PhD

5. Program change: Curriculum and Instruction, MA/MEd

MEMO

Graduate Programs

8888 University Drive
Burnaby BC V5A 1S6
Canada

T: 778.782.3297
F: 778.782.4320

www.sfu.ca/education/gs

ATTENTION: Senate Graduate Studies Committee

FROM: Faculty of Education

RE: EDUC 836 New Course Proposal

DATE: 2014 October 7

The following new course has been approved by the Faculty of Education and is forwarded to the Senate Graduate Studies Committee for approval. Please include on the next SGSC agenda.

New Course: EDUC 836-5, Equity Issues in Language, Education and Society

Please do not hesitate to contact me directly should you have any questions regarding this matter.

Sincerely,

Robin Brayne
Director

Enclosure

c: Phil Winne,
   Associate Dean Graduate Studies in Education

SFU SIMON FRASER UNIVERSITY
GRADUATE STUDIES & POSTDOCTORAL FELLOWS

New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) EDUC	Number (eg. 810) 836	Units (eg. 4) 5

Course title (max 100 characters including spaces and punctuation)
EQUITY ISSUES IN LANGUAGE, EDUCATION AND SOCIETY

Short title (for enrollment/transcript - max 30 characters)
EQUITY ISSUES IN LANGUAGE

Course description for SFU Calendar *

Participants will critically examine how language intersects with nation-states, race, class, religion, gender, sexuality, and ability, among other social categories, to perpetuate multiple forms of inequality in various social institutions, such as mass media, home, school, church, workplace, and law and the judicial system. Participants will juxtapose academic articles with personal experiences and observations, as well as media representations and public discourses, to explore equity issues related to language in education and society in local, national and global contexts.

Rationale for introduction of this course

This proposal regularizes a course offered as a Special Topics course; proposed elective for the TEAL MA/MEd program at request of students expressing a desire for languaged-focused electives.

Term of initial offering **Spring 2016**	Course delivery (eg 3 hrs/week for 13 weeks) 5 hours a week for 13 weeks
Frequency of offerings/year **once every two years**	Estimated enrollment/offering **15-20**

Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)
None. This course number was used in the past but was deleted and has had no enrollment since 1997.

Prerequisite and/or Corequisite **
None.

Educational Goals (optional)
See attached.

Criminal record check required? ☐ Yes ☑ No If yes, then add this requirement as a prerequisite.

Campus where course will be taught ☑ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus

Course Components ☐ Lecture ☑ Seminar ☐ Lab ☐ Research ☐ Practicum ☐ Online ☐ _____

Grading Basis ☑ Letter grades ☐ Satisfactory/Unsatisfactory ☐ In Progress/Complete	Capstone course? ☐ Yes ☑ No
Repeat for credit? *** ☐ Yes ☑ No Total repeats allowed? _____	Repeat within a term? ☐ Yes ☑ No
Required course? ☐ Yes ☑ No Final exam required? ☐ Yes ☑ No	Additional course fees? ☐ Yes ☑ No

Combined with an undergrad course? ☐ Yes ☑ No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.
** If a course is only available to students in a particular program, that should be stated in the prerequisite.
*** This applies to a Special Topics or Directed Readings course.

▧▧▧▷ RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course
Huamei HAN .

Additional faculty members, space, and/or specialized equipment required in order to offer this course
None.

▧▧▧▷ CONTACT PERSON

Department / School / Program	Contact name	Contact email
Faculty of Education	Robin Brayne	rbrayne@sfu.ca

▧▧▧▷ DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

▧▧▧▷ LIBRARY REVIEW

Library review done? ☑ YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.
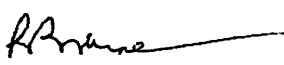
▧▧▧▷ OVERLAP CHECK

Overlap check done? ☑ YES

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

▧▧▧▷ FACULTY APPROVAL

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

Faculty Graduate Studies Committee (FGSC)	Signature	Date
R. Brayne	_R. Brayne_	October 24 / 2014

▧▧▧▷ SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC)	Signature	Date
M. E. KELLY		November 7, 2014

ADMINISTRATIVE SECTION (for DGS office only)
Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____

EDUC 836
EQUITY ISSUES IN LANGUAGE, EDUCATION AND SOCIETY

Spring 2016
Huamei Han
huamei_han@sfu.ca
Office: EDUC8631.1, BBY

VIRTUAL OFFICE HOURS
Any time through my SFU email: **Please include "EDUC836" in the subject line;** I strive to respond within 24 hours on weekdays; in case of emergency, please select "High Priority" before sending your message.

I am available during the class break and after class for brief consultation; however, I encourage students to ask questions about course content and assignments during class, as other students may share similar concerns or questions.

PREREQUISITE
None

DESCRIPTION[1]
Participants will critically examine how language intersects with nation-states, race, class, religion, gender, sexuality, and ability, among other social categories, to perpetuate multiple forms of inequality in various social institutions, such as mass media, home, school, church, workplace, and law and the judicial system. Participants will juxtapose academic articles with personal experiences and observations, as well as media representations and public discourses, to explore equity issues related to language in education and society in local, national and global contexts.

OBJECTIVES
1) To become critically aware of how language has played an important role in constructing various forms of inequality locally, nationally, and globally
2) To identify, critically analyze and reflect on, and productively dialogue about language and equity issues in texts, media and everyday interactions relevant to them today
3) To produce education materials facilitating productive dialogues with oneself and/or others to address the linguistic construction of inequalities in globalization

REQUIRED TEXTBOOK
    No textbook is required. Academic articles, book chapters and other course materials will be available online.
<u>Recommended books:</u>
Lippi-Green, R. (1997). *English with an accent: Language, ideology, and discrimination in the united states.* London & New York: Routledge.
Lippi-Green, R. (2012, 2nd ed.). *English with an accent: Language, ideology, and discrimination in the united states.* London & New York: Routledge.
Cameron, D. (2003/1995) *Verbal Hygiene.* London & New York: Routledge.
Bonfiglio, T. P. (2002). *Race and the rise of standard American.* Berlin & New York: Mouton De Gruyter
Fabian, J. (1986). *Language and colonial power: the appropriation of Swahili in the former Belgian Congo 1880-1938.* Berkeley, CA: University of California Press.
Billig, M. (2006/1995). *Banal nationalism.* London: Sage.

---

[1] This syllabus is a revised version based the same course offered as an ST in 2014-1.

REQUIRED LEARNING ACTIVITIES

Activities	Due Dates	Assessment Value
Meaningful Participation	Ongoing	20%
1. Language Autobiography and Critical Reflections	Draft language autobiography due Week 2; the final version of *Language Autobiography and Critical Reflections* due Week 9	20%
Group Facilitation	Week 7 to Week 11	20%
Final Project/Paper	Week 13	40 %

1. Meaningful Participation: 20%

We learn from each other. Each individual's participation affects not only his/her own learning, but also the learning of his/her peers and the entire class. The class will run predominantly as seminars, and students are expected to be active participants in their learning in class. *Participation* means you must: contribute to large group as well as small group class discussions and activities in ways that *are informed by the readings (rather than informed solely by opinions you already held prior to class); demonstrate an effort to speak and to give space for others to speak; not appear unprepared or ignorant of classmates' comments, course readings, or past discussions.*

Expectations of "good quality work" include *careful and thoughtful reading and analysis of assigned materials, making careful and thoughtful connections to previous knowledge (including life experiences, observations, readings, classmates' comments, course readings, or past discussions), and asking thoughtful and critical questions to inform your own future practices, personal and professional.* This can be practiced through following a Three-R Reading Strategy: Retell, Relate and Reflect.

2. Language Autobiography, plus Critical Reflections: 20%

The purpose of this assignment is to provide an opportunity for you to introduce yourself to me and to your classmates, which will help me to adapt the curriculum and instructions accordingly, and will help us to build an engaging and supportive social and intellectual community around this course. It is also meant to start you on a journey toward self-reflection of language issues in social life in globalization, which will be ongoing throughout this semester. Additionally, this assignment creates an artifact indicating where you are at at the beginning of the course so that we will have a sense how far you will have gone at the end of the course.

First draft due electronically on Canvas AND in hard copy by 4:30 pm in class in Week 2. You will have an opportunity to receive feedback from two peers in class in Week 2. After making connections to course readings and reading more language autobiographies from your peers, you are welcome to revise your language autobiography if needed or desired, and you will add critical reflections. This will contribute to the conceptualization of your final project.

There are two steps in this assignment: 1) A draft **Language Autobiography** *is due in hard in class in Week 2.* You will receive peer feedback from two peers in class during Week 3. 2) You will add the **Critical Reflections** section after making connections to course readings, you are welcome to revise your language autobiography if needed or desired by clearly indicating the changes. *The final version of the Language Autobiography and Critical Reflections is due on Canvas in Week 9.*

Page guideline: 3 to 6 pages for the language autobiography, 3 to 5 pages for the reflections – the total should be in the range of 6 to 9 pages.

Evaluation: Language Autobiography should follow chronological order, provide useful time and place locators and sufficient details for various life events, to show how you have expanded your linguistic repertoires in your life trajectory within and across various social institutions. Memorable incidents are highly encouraged. Critical Reflections: *whenever applicable and only when you feel comfortable*

to share, you are expected to explicitly use course readings to critically analyze your linguistic repertoires, experiences, and life trajectory, in relation to *three or more of the following categories:* mass media, nation-state in/and globalization, socioeconomic class, race, gender, disability, religion, sexuality, and so on.

3. Group Facilitation: 20%

This assignment is designed to help you to deepen your understanding of course materials through discussing and articulating what you have learned. It also intends to organize collaborative work that supports learning for all, and to build relationships among peers.

Specifically, three to four students will work together to facilitate a class discussion. In consultation with the instructor, each group will select two to three readings from their facilitation session to focus on. They will present the major ideas of their main reading and provide a critical analysis of the issues. They will engage and facilitate the class in a group discussion of their primary readings, relate to other relevant previous readings as well as their own and their peers' experiences and observations, and discuss the implications for personal, professional and institutional practices, policies, and ideologies, including questions for further exploration.

Each team is encouraged to introduce suitable additional materials *relevant to the facilitation contents* to exemplify issues at hand or ideas under discussion, such as current news, stories, cartoons, stand-up comedy, movie/video including YouTube clips, other academic article(s), and so on. Please use visuals and visual aids in your facilitation, and bring appropriate handout(s) for the class when appropriate.

Each group have 90 to 120 minutes depending on the number of readings they select, and will balance airtime among all group members.

Evaluation: accurate understanding of the assigned readings; thoughtful and critical in-depth analysis of issues at hand; clear and effective presentation of main ideas; thoughtful and engaging class discussion conducive to deepening and extending our understandings and critical reflections of relevant issues.

This assignment is spread out from Week 7 to Week 11; all groups will get ready to sign up in Week 4, and the readings and schedule should be settled by Week 5.

4. Final Project/Paper: Dialoguing with Self and Others: 40%

Integrate what you have learned in this semester, choose a topic of personal and/or professional significance, and produce a final project or paper to showcase your significant learning for the purpose of dialoguing with self, and with others whom you know personally and/or abstractly, e.g., your family, friends, classmates, colleagues, supervisors, professors, (TESOL) teachers (Canada/abroad), policy makers, settlement workers, and so on.

There are two options for this assignment - upon consultation with the instructor, both options can be done individually or in pairs or small groups.

Option 1: A Final Project, with two components. *Depending on the format of the creative product, this option may work better for a pair, or a team of three or even four.* Component I: A Creative Bi-/Multilingual Product – 20%: select a topic that is of personal and or professional significance to you or your team, and produce a product that is well suited to speak to the demographic you have chosen to dialogue with. Your final product can take various forms: e.g., a YouTube video, a blog, a pictorial book, a set of comic strips or a comic book, a short play or a skit, a unit plan with concrete lessons, a set of "[creative] retells" of academic articles aiming for a general audience, a set of posters/flyers, a community newsletter, a Wikipedia entry or a few of them, a (set of) "letter to the editor," and so on. If you plan to do a YouTube video, a good script should precede the production, and the submission of either the actual video or the script of the video will be fine. In your creative product, I will look for the significance of the topic; nuanced, well-supported, coherent and persuasive ideas solidly grounded in relevant literature, and the effectiveness of the product.

Component II. The Rationales – 20%: In an academic essay format, explain explicitly the rationales /reasons underpinning various aspects of your final product, and/or choices you made

during the process of production. You may include what you set out to achieve and why, with what demographic(s), and why; what forms/ means you have chosen in terms of the details of the products, and the reasons underpinning your choices. All your choices and rationales need to be of personal and professional significance, which must be situated in relevant literature, including relevant course readings and discussions, but also *at least 4 pieces of self-identified peer-reviewed articles outside the course for individual project, and at least 7 for paired or small-group project*, – again in relation to relevant literature.

Option 2: A Final Paper – 40%. Identify a topic of personal and/or professional significance and explain why, conduct a literature review to assess what has been done about this topic, and provide a critical and nuanced analysis of important issues inherent in and/or about this topic. You must include self-reflections on how this topic relates to language and equity, and must speak to the relevance of this particular topic on your own learning, teaching or research. Be sure to highlight the implications of this topic on your own learning, teaching/work or research practices in your particular context, and identify areas or directions for further exploration by yourself and/or for the field of critical language studies In addition to course readings and discussions, cite *at least 4 pieces of self-identified peer-reviewed articles outside the course for an individual paper, and 7 or more for paired work.*

Evaluation of Option 2 and the essay component of Option 1: how substantial and meaningful the topic you choose; how clear your main ideas/points are; how deep and critical is your analysis and how sufficient is your analysis supported by other literature, from the course as well as self-identified; how thoughtful and critical is your reflection on your own identities/positionalities, connections to theories of SLA, and on the implications on your own learning, teaching/work or research context; and good writing: structurally coherent, easy to read, and precise and concise in language use.

A draft of the Final Project /Final Paper due in Week 13, and will be shared in class; Final submission is due a week later on Canvas. Late submission will receive mark deduction unless permission is obtained from the instructor in advance.

GRADING SCALE:

| Outstanding	A+ 96-100	Very good	B+ 81-85	Satis-factory	C+ 66-70	Margi-nal	D 51-55	Fail	F 0-54
Excellent	A 91-95	Good	B 76-80		C 61-65				
	A- 86-90		B- 71-75		C- 56-60				

FORMATTING AND LABELLING FOR ASSIGNMENTS IN GENERAL

- For electronic submission, please submit an *ATTACHMENT in WORD, with .doc or .docx*
- Please label your documents with course number, assignment number and your name – family name first. For example, *label your first assignment as 836_1_FamilyName_GivenName*, and the second assignment as 836_2_FamilyName_GivenName, and so on. I suggest that you save multiple versions at the drafting/editing stage by using letters for labeling, such as 1a, 1b, 1c.
- 12 font Time New Roman; align left (do NOT justify please); double-spacing throughout; 1-inch margin all around unless otherwise specified
- **In lieu of a cover page**, please include **the file name** in the **header**, and **page numbers** in the **footer**

ACADEMIC HONESTY

- Students in all Faculty of Education courses are also required to review policies pertaining to academic integrity available on the Undergraduate Programs website: http://www.educ.sfu.ca/ugradprogs/student_resources/index.html
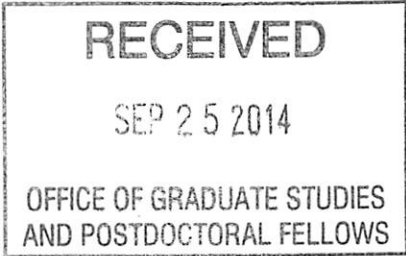
MEMO

Graduate Programs

8888 University Drive
Burnaby BC V5A 1S6
Canada

T: 778.782.3297
F: 778.782.4320

www.sfu.ca/education/gs

ATTENTION: Senate Graduate Studies Committee

FROM: Faculty of Education

RE: EDUC 837

DATE: 2014 September 24

The following course change have been approved by the Faculty of Education and is forwarded to the Senate Graduate Studies Committee for approval. Please include on the next SGSC agenda.

a) remove EDUC 837 from the list of temporarily withdrawn courses (S. 12-71, SGSC 2012.18);
b) change the course title;
c) change course description.
d) effective Summer 2015 term.

The Faculty intends to broaden its course offerings for graduate students in the area of equity education and this course allows us to do that.

Please do not hesitate to contact me directly should you have any questions regarding this matter.

Sincerely,

Robin Brayne
Director

c: Phil Winne,
Associate Dean Graduate Studies in Education

SIMON FRASER UNIVERSITY
GRADUATE STUDIES & POSTDOCTORAL FELLOWS

Graduate Course Change

Attach a separate document if more space is required.

Course Subject/Number **EDUC 837**	Units **5**

Course Title **Seminar in Education, Social Philosophy, and Sociological Theory**

Rationale for Change:

The Faculty intends to broaden its course offerings for graduate students in the area of equity education and this course allows us to do that.

Proposed Changes (Check all that apply)

☐ Course number ☐ Units* ☑ Title ☑ Description ☐ Prerequisite ☐ Other _____

Complete only the fields to be changed

FROM	TO
Course Subject/Number	Course Subject/Number
Units	Units*
Course Title Seminar in Education, Social Philosophy, and Sociological Theory	Course Title (max 100 characters) Seminar in Education, Equity, and Social Theories
Course Short Title Ed/Soc.Phil/Soc.Thry	Course Short Title (max 30 characters) Educ, Equity, Soc Theories
Description An in-depth study of selected topics in education and social philosophy and sociological theory.	Description An in-depth study of selected topics in education, equity, and social theories.
Prerequisite	Prerequisite
Other	Other

* Program requirements may need to be revised when course units are changed. Please review the calendar and submit any relevant program revisions resulting from this course change.

REMINDER: All course changes must be identified on a cover memo and confirmed as approved when submitted to FGSC and SGSC.
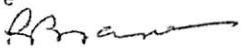
▓▓▷ CONTACT PERSON

Department / School / Program	Contact name	Contact email
Faculty of Education	Robin Brayne	rbrayne@sfu.ca
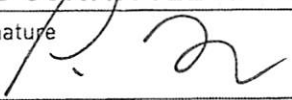
▓▓▷ DEPARTMENTAL APPROVAL

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

▓▓▷ FACULTY APPROVAL

Faculty Graduate Studies Committee (FGSC) Robin Brayne	Signature *RBrayne*	Date Oct 24/2014

▓▓▷ SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Peter Liljedahl	Signature	Date Oct 28 2014
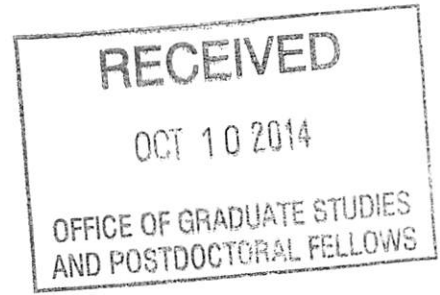
MEMO

Graduate Programs

8888 University Drive
Burnaby BC V5A 1S6
Canada

T: 778.782.3297
F: 778.782.4320

www.sfu.ca/education/gs

ATTENTION: Senate Graduate Studies Committee

FROM: Faculty of Education

RE: Teaching English as an Additional Language (TESL/TEFL)
MA/M.Ed. program changes

DATE: 2014 October 10

The following program changes have been approved by the Faculty of Education and are forwarded to the Senate Graduate Studies Committee for approval. Please include on the next SGSC agenda.

- Program changes to Teaching English as an Additional Language (TESL/TEFL) Master of Arts program
- Program changes to Teaching English as an Additional Language (TESL/TEFL) Master of Education program

Please do not hesitate to contact me directly should you have any questions regarding this matter.

Sincerely,

Robin Brayne
Director

Enclosure

c: Phil Winne,
Associate Dean Graduate Studies in Education

Calendar Entry Change for Teaching English as an Additional Language (TESL/TEFL) Master of Arts

Summary of change:
- Change program name   - Change program description   - Change to admission requirements   - Add EDUC 830 and EDUC 836 to list of elective courses students choose one course

Rationale for change:
- more accurately describes the broader population the program currently serves,   - spells out the practice of requiring an equivalent of two-years of full-time classroom teaching experience,   - expands the list of electives for students to meet their request for more language-focused elective courses.

Will this change impact current students? This change is not expected to negatively impact current students.
If yes, what is the plan for current students?

FROM	TO
Calendar | Summer 2014	Calendar | Summer 2015
Teaching English as an Additional Language (TESL/TEFL) Master of Arts	**TEAL** - Teaching English as an Additional Language (TESL/TEFL) Master of Arts
The master of arts (MA) program is designed ~~for teachers working with English as additional language learners in public schools, as well as those who teach English as an additional language to adults~~. The program will provide students with advanced knowledge of theoretical, research and practical issues in teaching English language learners. Students will initially be admitted to the MEd course work/comprehensive examination program.	The master of arts (MA) program is designed for **educators working with English as Additional Language learners in a variety of local and international educational settings.** The program will provide students with advanced knowledge of theoretical, research and practical issues in teaching English language learners. Students will initially be admitted to the MEd course work/comprehensive examination program.
<u>Admission Requirements</u>	<u>Admission Requirements</u>
See graduate general regulation 1.3 for University admission requirements. In exceptional circumstances, applicants who do not meet these requirements may be considered if superior scholarly or professional achievement is demonstrated.	See graduate general regulation 1.3 for University admission requirements. **Normally, two years of full-time classroom teaching experience is required for admission to the program.** In exceptional circumstances, applicants who do not meet these requirements may be considered if superior scholarly
Graduate education admission is granted to a specific degree	

and to a particular program or specialization. Updated application information is available November 15 at www.educ.sfu.ca/gs.html. All applications are reviewed once a year. Completed applications must be received by January 31.

Program Requirements

This master of arts program consists of five required courses (25 units) plus a thesis.

Students complete all of

EDUC 824 - Seminar in Second Language Teaching (5)
EDUC 825 - Second Language Learning and Education (5)
EDUC 856 - Sociocultural Perspectives on Education and Identity (5)

and one of

EDUC 816 - Developing Educational Programs and Practices for Diverse Educational Settings (5)
EDUC 820 - Current Issues in Curriculum and Pedagogy (5)
EDUC 823 - Curriculum and Instruction in an Individual Teaching Speciality (5)
EDUC 833 - Social and Moral Philosophy in Education (5)
EDUC 854 - Teachers as Agents of Change (5)
EDUC 855 - Multicultural and Race Relations Education: Policy Development and Program Implementation (5)

and one research methods course, to be decided in consultation with the senior supervisor

and

EDUC 898 - Master's Thesis (10)

Transfer from the MEd Program

After successful completion of three of the above courses, including at least two of EDUC 824, 825, 856, students who were admitted to the master of education program may, on the senior supervisor's recommendation, in consultation with the instructional team and with the approval of the graduate

---

or professional achievement is demonstrated.

Graduate education admission is granted to a specific degree and to a particular program or specialization. Updated application information is available November 15 at www.educ.sfu.ca/gs.html. All applications are reviewed once a year. Completed applications must be received by January 31.

Program Requirements

This master of arts program consists of five required courses (25 units) plus a thesis.

Students complete all of

EDUC 824 - Seminar in Second Language Teaching (5)
EDUC 825 - Second Language Learning and Education (5)
EDUC 856 - Sociocultural Perspectives on Education and Identity (5)

and one of

EDUC 816 - Developing Educational Programs and Practices for Diverse Educational Settings (5)
EDUC 820 - Current Issues in Curriculum and Pedagogy (5)
EDUC 823 - Curriculum and Instruction in an Individual Teaching Speciality(5)
EDUC 830 – Implementation of Educational Programs (5)
EDUC 833 - Social and Moral Philosophy in Education (5)
EDUC 836 - Equity Issues in Language, Education and Society (5)
EDUC 854 - Teachers as Agents of Change (5)
EDUC 855 - Multicultural and Race Relations Education: Policy Development and Program Implementation (5)

and one research methods course, to be decided in consultation with the senior supervisor

and

EDUC 898 - Master's Thesis (10)

Transfer from the MEd Program

After successful completion of three of the above courses, including at least two of EDUC 824, 825, 856, students who were admitted to the master of education program may, on the senior supervisor's recommendation, in consultation with the instructional team and with the approval of the graduate

programs director, transfer into the master of arts program. For further information, visit http://www.educ.sfu.ca/gs, or telephone graduate programs at 778.782.3984, or email educmast@sfu.ca.	programs director, transfer into the master of arts program. For further information, visit http://www.educ.sfu.ca/gs, or telephone graduate programs at 778.782.3984, or email educmast@sfu.ca.

Calendar Entry Change for Teaching English as an Additional Language (TESL/TEFL)
Master of Education

Summary of change:
- Change program name   - Change program description   - Change admission requirements   - Add EDUC 830 and EDUC 836 to list of elective courses students choose three courses   - Add a fieldwork component stream
Rationale for change: - more accurately describes the broader population the program currently serves,   - explicitly spell out the practice of requiring an equivalent of two-years of full-time classroom teaching experience for admission to the TEAL Stream, which distinguishes it from the TEAL-F Stream for which teaching experience is not mandatory   - expands the list of electives for students to meet their request for more language-focused elective courses   - brings the current Teaching English as a Foreign/Second Language MEd cohort program under the umbrella of the TEAL program; provides a practicum component for admissions that do not have classroom teaching experience
Will this change impact current students? This change is not expected to negatively impact current students. If yes, what is the plan for current students?

FROM	TO
Calendar | Summer 2014 Teaching English as an Additional Language (TESL/TEFL) **Master of Education** The master of education (MEd) is a professional degree signifying advanced knowledge about and advanced training in educational practice. This program is designed for ~~teachers working with English as Additional Language learners in public schools, as well as those who teach English as an additional language to adults~~. The program will provide students with advanced knowledge of theoretical, research and practical issues in teaching English language learners.	Calendar I Summer 2015 **TEAL -** Teaching English as an Additional Language (TESL/TEFL) **Master of Education** The master of education (MEd) is a professional degree signifying advanced knowledge about and advanced training in educational practice. This program is designed for **educators working with English as Additional Language learners in a variety of local and international educational settings**. The program will provide students with advanced knowledge of theoretical, research and practical issues in teaching English language learners. The MEd consists of 30 units of course work followed by the

The MEd consists of 30 units of course work followed by the MEd comprehensive examination (EDUC 883-5).

Admission Requirements

See graduate general regulation 1.3 for University admission requirements. In exceptional circumstances, applicants who do not meet these requirements may be considered if superior scholarly or professional achievement is demonstrated.

Graduate education admission is granted to a specific degree and to a particular program or specialization. Updated application information is available November 15 at www.educ.sfu.ca/gs.html. All applications are reviewed once a year. Completed applications must be received by January 31.

Program Requirements

Students complete all of

EDUC 824 - Seminar in Second Language Teaching (5)
EDUC 825 - Second Language Learning and Education (5)
EDUC 856 - Sociocultural Perspectives on Education and Identity (5)

Student will complete three of

EDUC 816 - Developing Educational Programs and Practices for Diverse Educational Settings (5)
EDUC 820 - Current Issues in Curriculum and Pedagogy (5)
EDUC 823 - Curriculum and Instruction in an Individual Teaching Speciality(5)
EDUC 833 - Social and Moral Philosophy in Education (5)
EDUC 854 - Teachers as Agents of Change (5)
EDUC 855 - Multicultural and Race Relations Education: Policy Development and Program Implementation (5)

Comprehensive Examination

Candidates must complete a comprehensive examination by enrolling in EDUC 883-5. Normally, this occurs in the term in which course requirements are completed or in the immediately following term.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree

MEd comprehensive examination (EDUC 883-5).

Admission Requirements

See graduate general regulation 1.3 for University admission requirements. **Normally, two years of full-time classroom teaching experience is required for admission to the program. This requirement is waived for admission to the TEAL-F stream.** In exceptional circumstances, applicants who do not meet these requirements may be considered if superior scholarly or professional achievement is demonstrated.

Graduate education admission is granted to a specific degree and to a particular program or specialization. Updated application information is available November 15 at www.educ.sfu.ca/gs.html. All applications are reviewed once a year. Completed applications must be received by January 31.

Program Requirements -TEAL

Students complete all of

EDUC 824 - Seminar in Second Language Teaching (5)
EDUC 825 - Second Language Learning and Education (5)
EDUC 856 - Sociocultural Perspectives on Education and Identity (5)

Students will complete three **courses from the list of electives below**

EDUC 816 - Developing Educational Programs and Practices for Diverse Educational Settings (5)
EDUC 820 - Current Issues in Curriculum and Pedagogy (5)
EDUC 823 - Curriculum and Instruction in an Individual Teaching Speciality (5)
EDUC 830 – Implementation of Educational Programs (5)
EDUC 833 - Social and Moral Philosophy in Education (5)
EDUC 836 - Equity Issues in Language, Education and Society (5)
EDUC 854 - Teachers as Agents of Change (5)
EDUC 855 - Multicultural and Race Relations Education: Policy Development and Program Implementation (5) **EDUC**

Comprehensive Examination

Candidates must complete a comprehensive examination by enrolling in EDUC 883-5. Normally, this occurs in the term in which course requirements are completed or in the immediately following term.

completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

Program Requirements — TEAL with a Fieldwork Component (TEAL-F) Stream

This full-time, 17-month M.Ed. program is designed for prospective English language teachers. It is distinctive in offering a fieldwork component to introduce TEAL-F students to Canadian educational settings, and in offering cohort-specific cultural and academic literacy support.

Students complete all of

EDUC 811 – Fieldwork I (5)
EDUC 824 - Seminar in Second Language Teaching (5)
EDUC 825 - Second Language Learning and Education (5)
EDUC 835 – Graduate Study in Second Language Education (5)
EDUC 856 - Sociocultural Perspectives on Education and Identity (5)
EDUC 905 – Fieldwork IV (5)

Students in the TEAL-F stream are strongly encouraged to take one or more electives from the list of TEAL elective courses.

Comprehensive Examination

Candidates must complete a comprehensive examination by enrolling in EDUC 883-5. Normally, this occurs in the term in which course requirements are completed or in the immediately following term.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

SFU

faculty of education

ATTENTION: Senate Graduate Studies Committee

FROM: Faculty of Education

RE: Educational Technology and Learning Design, Doctor of
        Philosophy program

DATE: 2014 October 10

The following program changes have been approved by the Faculty of Education and
are forwarded to the Senate Graduate Studies Committee for approval. Please include
on the next SGSC agenda.

- Program changes to the Educational Technology and Learning Design PhD
  program

Please do not hesitate to contact me directly should you have any questions regarding
this matter.

Sincerely,

Robin Brayne
Director

Enclosure

c: Phil Winne,
   Associate Dean Graduate Studies in Education

Calendar Entry Change for Educational Technology and Learning Design Doctor of Philosophy

Summary of change:
• Change unit requirement • Remove elective course requirement

Rationale for change:
• Aligns program with Faculty of Education doctoral degree requirements

Will this change impact current students? This change is not expected to negatively impact students. If yes, what is the plan for current students?

FROM	TO
Calendar | Summer 2014 Educational Technology and Learning Design Doctor of Philosophy Doctor of philosophy (PhD) degrees signify the acquisition of advanced knowledge in a field of specialization and advanced competence in conducting significant and original education research. This program develops highly qualified educational technology researchers and designers in academia, research and development labs, corporations, school boards or other settings. The program is organized in close conjunction with the master in educational technology and learning design program. This program requires successful completion of a minimum of ~~23~~ units of course work culminating in a comprehensive examination and a doctoral thesis. <u>Admission Requirements</u> See graduate general regulation 1.3 for University admission requirements. In exceptional circumstances, applicants who do not meet these requirements may be considered if superior scholarly	Calendar | Summer 2015 Educational Technology and Learning Design Doctor of Philosophy Doctor of philosophy (PhD) degrees signify the acquisition of advanced knowledge in a field of specialization and advanced competence in conducting significant and original education research. This program develops highly qualified educational technology researchers and designers in academia, research and development labs, corporations, school boards or other settings. The program is organized in close conjunction with the master in educational technology and learning design program. This program requires successful completion of a minimum of **20** units of course work culminating in a comprehensive examination and a doctoral thesis. <u>Admission Requirements</u> See graduate general regulation 1.3 for University admission requirements. In exceptional circumstances, applicants who do not meet these requirements may be considered if superior scholarly

or professional achievement is demonstrated.

Admission is granted to a specific degree and to a particular program or specialization. Updated application information and application deadlines are available at the Faculty of Education.

Admitted students satisfy all requirements for the master in educational technology and learning design. Applicants are welcomed from a variety of educational and technical backgrounds, although they may be required to complete courses from the master of arts (MA) program before beginning course work on the PhD.

Program Requirements

Students complete all of

EDUC 863 - Quantitative Methods in Educational Research (3)
EDUC 866 - Qualitative Methods in Educational Research (5)
EDUC 931 - Doctoral Seminar in Educational Technology and Learning Design (4)
EDUC 932 - Doctoral Seminar II in Educational Technology and Learning Design (4)

and one of

EDUC 867 - Advanced Qualitative Research in Education (5) *
EDUC 975 - Advanced Quantitative Methods in Educational Research (4) *

and one graduate elective course of a minimum of three units, as approved by the supervisor and co-ordinator of the program. The supervisory committee may require further work in the Faculty of Education or other faculties. Students are encouraged to complete additional courses from related units outside of the Faculty of Education

In addition to the course requirements listed above, students must also participate in the Educational

---

or professional achievement is demonstrated.

Admission is granted to a specific degree and to a particular program or specialization. Updated application information and application deadlines are available at the Faculty of Education.

Admitted students satisfy all requirements for the master in educational technology and learning design. Applicants are welcomed from a variety of educational and technical backgrounds, although they may be required to complete courses from the master of arts (MA) program before beginning course work on the PhD.

Program Requirements

Students complete all of

EDUC 863 - Quantitative Methods in Educational Research (3)
EDUC 866 - Qualitative Methods in Educational Research (5)
EDUC 931 - Doctoral Seminar in Educational Technology and Learning Design (4)
EDUC 932 - Doctoral Seminar II in Educational Technology and Learning Design (4)

and one of

EDUC 867 - Advanced Qualitative Research in Education (5) *
EDUC 975 - Advanced Quantitative Methods in Educational Research (4) *

The supervisory committee may require further work in the Faculty of Education or other faculties. Students are encouraged to complete additional courses from related units outside of the Faculty of Education

In addition to the course requirements listed above, students must also participate in the Educational Technology Program Institute each term.

Technology Program Institute each term.

* prerequisites must also be satisfied, either prior to admission or during enrolment (see EDUC courses for prerequisites)

Comprehensive Examination

All candidates also complete a comprehensive examination by enrolling in

EDUC 983 - Doctoral Comprehensive Examination (5)

Normally, the comprehensive examination is completed in the term in which course requirements are completed, or the term immediately following.

Thesis

A major part of this program is original research, A thesis describing this is submitted and defended. Normally, before the fourth course, a thesis research plan is presented to the supervisory committee. Upon entry to the program, every term, students enrol in:

EDUC 899 - Doctoral Thesis (10)

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

SFU

faculty of education

MEMO

Graduate Programs

8888 University Drive
Burnaby BC V5A 1S6
Canada

T: 778.782.3297
F: 778.782.4320

www.sfu.ca/education/gs

ATTENTION: Senate Graduate Studies Committee

FROM: Faculty of Education

RE: Curriculum and Instruction, Master of Arts, Master of Education
     Program Changes

DATE: 2014 October 3

I consent to the proposed changes as indicated in the attached ~~email.~~ document.

Sincerely,

Robin Brayne
Director

c: Phil Winne,
    Associate Dean Graduate Studies in Education

Calendar Entry Change for Curriculum and Instruction Master of Arts

<u>Summary of change</u>:

Add EDUC 837
Add EDUC 855
Add Equity Studies to list of specializations
Remove Inclusion from the list of specializations

<u>Rationale for change</u>:

These proposed changes for the **Curriculum and Instruction, Master of Arts** program removes inclusion and adds equity studies to the list of specializations and expands by two courses the list of courses from which specializations choose three core courses. Equity studies will replace the dormant inclusion specialization that has not been offered for several years.

If approved this change will become effective Summer 2015

<u>Will this change impact current students?</u> If yes, what is the plan for current students?

Proposed change is not expected to negatively impact current students.

FROM	TO
Calendar | Summer 2014	Calendar | Summer 2015
Curriculum and Instruction Master of Arts	Curriculum and Instruction Master of Arts
The master of arts (MA) degree signifies the acquisition of advanced knowledge in the student's field of specialization and competence in conducting significant and original research in education. Graduate programs leading to this degree culminates with a master's thesis (EDUC 898).	The master of arts (MA) degree signifies the acquisition of advanced knowledge in the student's field of specialization and competence in conducting significant and original research in education. Graduate programs leading to this degree culminates with a master's thesis (EDUC 898).
The program is for educators who wish to critically examine 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 is for educators who wish to critically examine 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.
Admission Requirements	**Admission Requirements**
See graduate general regulation 1.3 for University admission requirements. In exceptional circumstances, applicants who do not meet these requirements may be	See graduate general regulation 1.3 for University admission requirements. In exceptional circumstances, applicants who do not meet these requirements may be

<table>
<tr><td>

considered if superior scholarly or professional achievement is demonstrated.

Admission is granted to a specific degree and to a particular program or specialization. Updated application information is available from the Faculty of Education. All applications are reviewed once a year.

Program Requirements

This program requires a minimum of 25 units of course work and a thesis (EDUC 898-10).

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 will be considered core for the specialization from the list below. Current information about the specializations is available from the Graduate Programs office in the Faculty of Education. Each program is subject to the normal faculty approval process.

EDUC 816 - Developing Educational Programs and Practices for Diverse Educational Settings (5)
EDUC 820 - Current Issues in Curriculum and Pedagogy (5)
EDUC 822 - Evaluation of Educational Programs (5)
EDUC 823 - Curriculum and Instruction in an Individual Teaching Speciality (5)
EDUC 830 - Implementation of Educational Programs (5)
EDUC 833 - Social and Moral Philosophy in Education (5)
EDUC 858 - Intercultural Perspectives and Practices in Francophone School Contexts (5)
EDUC 864 - Research Designs in Education (5)

</td><td>

The program can focus on an area of specialization such as **equity studies**, foundations, health, French education, **imaginative education**, or can be pursued as a general program. Each specialization will determine a minimum of three courses that will be considered core for the specialization from the list below. Current information about the specializations is available from the Graduate Programs office in the Faculty of Education. Each program is subject to the normal faculty approval process.

EDUC 816 - Developing Educational Programs and Practices for Diverse Educational Settings (5)
EDUC 820 - Current Issues in Curriculum and Pedagogy (5)
EDUC 822 - Evaluation of Educational Programs (5)
EDUC 823 - Curriculum and Instruction in an Individual Teaching Speciality (5)
EDUC 830 - Implementation of Educational Programs (5)
EDUC 833 - Social and Moral Philosophy in Education (5)
EDUC 837 - Seminar in Education, Equity, and Social Theories (5)
EDUC 855 – Multicultural and Race Relations Education: Policy Development and Program Implementation (5)
EDUC 858 - Intercultural Perspectives and Practices in Francophone School Contexts (5)
EDUC 864 - Research Designs in Education (5)

</td></tr>
</table>

Thesis

Normally, before the fifth course, a master's thesis research plan is presented to the tenured or tenure track member of the faculty whom the student proposes to be senior supervisor. The senior supervisor and at least one other faculty member chosen in consultation with the senior supervisor constitutes the supervisory committee and the student proceeds to the thesis by completing:

EDUC 898 - Master's Thesis (10)

The master's thesis is examined as prescribed in graduate general regulations 1.9 and 1.10.

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.

Calendar Entry Change for Curriculum and Instruction Master of Education

Summary of change:
Add EDUC 837
Add EDUC 855
Add Equity Studies to list of specializations
Remove Inclusion from the list of specializations

Rationale for change:
These proposed changes for the **Curriculum and Instruction, Master of Education** program removes inclusion and adds equity studies to the list of specializations and expands by two courses the list of courses from which specializations choose three core courses. Equity studies will replace the dormant inclusion specialization that has not been offered for several years.
If approved this change will become effective Summer 2015

Will this change impact current students? If yes, what is the plan for current students?
Proposed change is not expected to negatively impact current students.

FROM	TO
Calendar | Summer 2014	Calendar | Summer 2015
Curriculum and Instruction Master of Education	Curriculum and Instruction Master of Education
The master of education (MEd) is a professional degree signifying advanced knowledge about and advanced training in educational practice.	The master of education (MEd) is a professional degree signifying advanced knowledge about and advanced training in educational practice.
This program is for educators who wish to critically examine 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.	This program is for educators who wish to critically examine 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.
Admission Requirements	**Admission Requirements**
See graduate general regulation 1.3 for University admission requirements. In exceptional circumstances, applicants who do not meet these requirements may be considered if superior scholarly or professional achievement is demonstrated.	See graduate general regulation 1.3 for University admission requirements. In exceptional circumstances, applicants who do not meet these requirements may be considered if superior scholarly or professional achievement is demonstrated.

Admission is granted to a specific degree and to a particular program or specialization. Updated application information is available from the Faculty of Education. All applications are reviewed once a year.

Program Requirements

This program requires a minimum of 30 units of course work and a comprehensive examination (EDUC 883-5).

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 will be considered core for the specialization from the list below. Current information about the specializations is available from the Graduate Programs office in the Faculty of Education. Each program is subject to the normal faculty approval process.

EDUC 816 - Developing Educational Programs and Practices for Diverse Educational Settings (5)
EDUC 820 - Current Issues in Curriculum and Pedagogy (5)
EDUC 822 - Evaluation of Educational Programs (5)
EDUC 823 - Curriculum and Instruction in an Individual Teaching Speciality (5)
EDUC 830 - Implementation of Educational Programs (5)
EDUC 833 - Social and Moral Philosophy in Education (5)
EDUC 858 - Intercultural Perspectives and Practices in Francophone School Contexts (5)
EDUC 864 - Research Designs in Education (5)

Comprehensive Examinations

Candidates must complete a comprehensive examination by enrolling in EDUC 883-5. Normally, this occurs in

---

the term in which course requirements are completed or in the term immediately following. The examination is set by faculty members associated with the program, in association with the graduate director.

Community Graduate Programs – Two Year Option

This program is also offered as a two year program that is often situated in communities throughout the provinces of British Columbia and Alberta. It caters to practicing educators who wish to improve their abilities to critically read, evaluate and integrate educational theory and research. The program's focus will be on a theme that integrates scholarly inquiry with focal interests and professional practice needs.

Classes normally are scheduled every second weekend at the program location.

School districts, educational institutions, groups and individuals interested in an MEd community graduate program should contact the office at 778.782.5897 or visit http://www.sfu.ca/education/gs/explore/programdevelopment.html

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations (residence, course work, academic progress, supervision, research competence requirement, completion time, and degree completion), as well as the specific requirements for the program in which they are enrolled, as shown above.