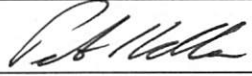




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MEMORANDUM

ATTENTION: Senate	TEL
FROM: Peter Keller, Vice-President, Academic and Provost, and Chair, SCUP	
RE: Full Program Proposal for the Social Justice in Education Minor Program (SCUP 17-37)	
DATE: November 10, 2017	TIME

At its November 8, 2017 meeting, SCUP reviewed and approved the full program proposal for the Social Justice in Education Minor Program within the Faculty of Education, effective Summer 2018.

Motion:

That Senate approve and recommend to the Board of Governors the full program proposal for the Social Justice in Education Minor Program within the Faculty of Education, effective Summer 2018.

c: N. Gajdamaschko



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MEMORANDUM

ATTENTION	Senate Committee on University Priorities	DATE	August 4, 2017
FROM	Gordon Myers, Chair	PAGES	1/1
	Senate Committee on Undergraduate Studies		
RE:	Faculty of Education (SCUS 17-37a)		

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of August 3, 2017, gives rise to the following recommendation:

Motion

That SCUP approve and recommend to Senate the Full Program Proposal for the Social Justice in Education Minor Program within the Faculty of Education.

The relevant documentation for review by SCUP is attached.



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

Social Justice in Education Minor Program

Full Program Proposal

October 2017
Faculty of Education

1 Executive Summary

a) An overview of the institution's history, mission, and academic goals:

As Canada's engaged university, Simon Fraser University is defined by its dynamic integration of innovative education, cutting-edge research and far-reaching community engagement. SFU was founded in 1965 with a mission to bring an interdisciplinary approach to learning, embrace bold initiatives, and engage with communities near and far. Today SFU is consistently ranked amongst Canada's top comprehensive universities and is one of the world's leading teaching and research institutions.

Under the broader university mandate, the Faculty of Education's Mission and Vision emphasize a commitment to scholarly excellence, leading-edge pedagogy, innovative curriculum, engagement with teachers, differentiated staffing and a participatory democratic culture. As a global leader in educational research and a pathfinder in Canada's teacher education, the Faculty of Education is committed to ethical practice, equity, social justice and diversity. The Faculty is also committed to a culture that develops the individual and fosters social renewal. Our scope extends throughout the lifespan and celebrates human differences. A spirit of hope inspires our work.

The proposed minor in Social Justice in Education supports, in particular, SFU's commitment to community engagement and the Faculty of Education's commitment to ethical practices, equity, social justice, and diversity.

b) Credential to be awarded:

Minor - Social Justice in Education

c) Location of program:

Burnaby, Surrey and Harbour Centre

d) Faculty offering the proposed new program:

Faculty of Education

e) Anticipated program start date:

asap

f) Anticipated completion time:

This program will be completed as part of students' degree program. A normal degree completion time is 4 to 5 years.

g) Summary of the proposed program

- **Aims, goals, and objectives:**

On the theoretical level, this program aims a) to raise students' awareness of the historical roots of social and educational injustice along lines of race, class, gender, sexuality, ability, etc. , and b) to recognize and challenge ongoing patterns of injustice, with an emphasis on the Canadian context, including responses to the Truth and Reconciliation Commission 's *Calls to Action*. On a more practical level, students will develop the tools necessary to recognize and challenge injustice when they encounter it, and to create more equitable practices, whether as teachers in K-12 classrooms or in other contexts . Students will be encouraged to choose courses that build on their own interests in social justice.

- **Contribution to the mandate and strategic plan of the institution:**

The program supports both the Ministry of Education and SFU's mandates to respond to the Truth & Reconciliation Commission *Calls to Action* for education. It is also rooted in a broader conception of community engagement as a way to equip students with the knowledge and skills to recognize and begin to address systemic injustice along lines of race, class, gender, sexuality, ability and religion in schools and communities.

- **Linkages between program outcomes and curriculum design:**

The courses in the SJE minor map onto existing programs, but the minor allows students to declare a particular interest in social justice. See point 3.4 for specific educational goals.

- **Potential areas/sectors of employment for graduates or opportunities for further study:**

Issues of social justice are front and centre in popular media and discourse. The popularity of many of the courses listed in the SJE minor and the success of our MA/MEd programs in Equity Studies in Education and Justice, Law and Ethics in Education attest to growing demand for programs in this area. The SJE minor will be of interest to prospective teachers, as well as providing a natural "feeder" track into the MA/MEd in Equity Studies in Education, and a minor for students in other faculties. See Appendix 8.3 for Labour Market Outlook opportunities.

- **Delivery methods:**

face-to-face and/or online

- **Program strengths:**

This program is different from other Education minors in that it focuses on social justice theory and practice rather than specific strategies for K-12 classroom practice. It will therefore appeal not only to aspiring teachers, but also to students with broader educational interests.

It is also different from the Social Justice Certificate in SFU's Faculty of Arts and Social Sciences, the Minor in Gender, Race, Sexuality and Social Justice at UBC, and Capilano University's Social Justice BA Pathway in that this proposed SJE minor looks specifically at the *educational* implications of justice and injustice. It is also different from the recently announced minor in Indigenous Community Justice at Kwantlen Polytechnic University in that our proposed SJE minor addresses questions of justice and injustice across a number of areas, not only Indigenous justice issues.

- **Level of support and recognition:**

Please see Appendix C for letter of support for the minor within the Faculty of Education, as well as SFU's Faculty of Arts and Social Sciences and Kwantlen Polytechnic University.

Students within the BC post-secondary education system will be able to transfer into this program. Depending on degree program choice, there will be options for graduate or professional programs at other institutions.

The proposal was approved by the Faculty of Education Undergraduate Programs Committee and Faculty Council in September 2016.

- **Related programs:**

There is a Social Justice Certificate offered through FASS, but it does not focus on educational concerns. We do not anticipate competition from other institutions since this is a minor program for SFU students.

h) Contact information:

Ann Chinnery, Director of Undergraduate Programs

phone:28123

email: ann.chinnery@sfu.ca

2 Curriculum/Program Content

2.1 Program structure

See attached for program information.

Students will be graded according to the grading practices in place for each course.

2.2 Core courses

See attached

2.3 Existing and new courses

All the courses are existing. No new courses are being created for this program.

2.4 Curriculum and program goals

While each of the courses in the minor has its own educational goals, the broader program goals include the following:

- inquiring into the implications of social justice for educational policy, theory, and practice;
- investigating social justice as a contested site of politics and philosophies about the ideal structure of society and the work of teachers;
- identifying different conceptions of social justice and equity, and their educational implications;
- enhancing students' knowledge and understanding of how historical periods, policies and events influence contemporary Aboriginal educational issues and relationships between Aboriginal and non-Aboriginal people;
- examining and reflecting on issues of racism, prejudice, discrimination, stereotyping and bias against Indigenous peoples and other marginalized groups, and the attendant implications for education;
- developing students' skills of critical reflection and analysis with respect to their own positioning and socialization on a range of issues related to social justice;
- enhancing students' ability to engage in dialogue across differences of race, class, gender, sexuality, ability and religion about topics on which they may fundamentally disagree;
- developing students' educational research and writing skills informed by the above capacities.

2.5 Work experience/field/practicum placement

There is no work experience/field/practicum placement component to this program.

3 Program Resources

3.1 Target audience and enrolment plan

Undergraduate students in the BGS in Education and from other faculties across campus. We would expect enrolments of approximately 20-40 students per year, consistent with other minors in Education. Since the courses in the proposed SJE minor are already offered and have sufficient student demand, we would not expect much change from our current course offering planning cycle.

3.2 Resources

No additional resources will be needed to implement this program. It may draw some students away from the Curriculum and Instruction Minor program, but we do not anticipate that it will cause any hardship. This new minor will not impact teaching loads in other programs.

4 Program Review and Academic/Administrative Oversight

This program will be assessed regularly, as per our ongoing program reviews based on enrollment trends, foreseeable demand, faculty capacity, etc.

5 Program Consultation

We consulted with the Faculty of Arts and Social Sciences to agree on electives from First Nations Studies course offerings. See Appendices A and C for further details.

6 Evidence of Student Interest and Labour Market Demand

This program will prepare students to fill ongoing and increasing needs in a variety of occupations in education, law and social, community and government services. (See Appendix B for more detailed projections from Work BC.)

With the increasing diversity of BC schools, prospective teachers who take the Social Justice minor will be better prepared to meet the needs of students from diverse backgrounds and to develop more equitable practices in their classrooms and schools. They will also be better prepared to teach Social Justice 12, and to help their K-12 students develop social responsibility, one of the core competencies in the new BC curriculum (see <https://curriculum.gov.bc.ca/competencies/social-responsibility>)

For students entering non-teaching professions, such as managers, community workers, social work, correctional services, the minor will help students to gain multicultural competency, cultural sensitivity, and a better grounding in historical

and current Aboriginal/non-Aboriginal relations , multiculturalism, etc. and the attendant implications for policy and practice.

Student demand for a minor focusing on issues of social justice in education is evidenced in the consistently high demand and long wait lists for EDUC 240, EDUC 311, EDUC 382, and EDUC 437.

The SJE minor will also enable students to build stronger applications for the Equity Studies in Education MA/MEd program. Interest in this program, which started in 2015, has grown each year. Application numbers increased by almost 50% in 2017, from 16 in 2016 to 23 in 2017, of which only 9 students were accepted for Sept. 2017.

Social Justice in Education Minor Program

Students will explore the historical roots and ongoing patterns of social and educational injustice with an emphasis on the Canadian context, including responses to the Truth and Reconciliation Commission's *Calls to Action*. Students will develop the theoretical and practical tools necessary to recognize and challenge injustice and create more equitable practices. Students are encouraged to choose courses that build on their individual interests in social justice.

Lower Division Requirements

At least two of:

- EDUC 100W-3 Selected Questions and Issues in Education
- EDUC 240-3 Social Issues in Education
- EDUC 252-4 Introduction to Reflective Practice
- FNST 101-3 Introduction to First Nations Studies
- FNST 201W-3 Canadian Aboriginal Peoples' Perspectives on History

Upper Division Requirements

A minimum of 15 units of upper division courses including at least 3 courses from:

- EDUC 311-3 Foundations in Aboriginal Education Language and Culture
- EDUC 341-3 Literacy, Education and Culture
- EDUC 352-4 Building on Reflective Practice
- EDUC 370-4 International and Intercultural Education
- EDUC 382-4 Diversity in Education: Theories, Policies, Practices
- EDUC 437--4 Ethical Issues in Education
- EDUC 438-4 Education and Popular Culture
- EDUC 448-4 Teaching about Justice, Law and Citizenship
- EDUC 458--4 Pedagogy and Practice of Arts for Social Change

If the courses chosen above do not add up to a minimum of 15 units, then additional courses chosen from the following are required:

- EDUC 322-3 The Social Lives of School Children
- EDUC 324-3 Foundations of Multicultural Counseling
- EDUC 351-3 Teaching the Older Adult
- EDUC 422-4 Learning Disabilities
- EDUC 471-4 Curriculum and Development
- FNST 401-3 Aboriginal Peoples and Public Policy
- FNST 433-4 Indigenous Environmental Justice and Activism

Note: Other relevant courses (e.g., in CRIM, GSWS, HIST or Special Topics) may be considered for the minor upon consultation and approval from the Education academic advisor and the relevant department.

British Columbia 2025 Labour Market Outlook

Occupation Outlook

Education, Law and Social, Community and Government Services

75,000 replacement and 25,500 expansion (Figure 10) p. 16

Industry Outlook

Education 49,900 replacement and 17,100 expansion (Figure 11) p. 17

Employment and job openings by Industry growth from 2016 to 2025

Education

Elementary and secondary schools	- expected 35,500
Community colleges and C.E.G.E.P.s	- expected 6,000
Universities	- expected 15,300
Other Education	- expected 10,200

(Table 2) p. 18

Top Opportunity Occupations in British Columbia - job openings to 2025

Managers in social, community and correctional services	2,700
Admin - post secondary education & vocational training	2,000
College and other vocational instructors	6,800
University professors and lecturers	5,600
Post-secondary teaching and research assistants	1,900

p.24

from: Workbc.ca/labour-market-industry/B-C-s-economy/reports.aspx

Correspondence related to consultations with FASS:

From: "Rudy Reimer" <rudy@sfu.ca>
To: "Lorraine" <yam@sfu.ca>
Cc: "Deanna Reder" <dhr@sfu.ca>, "Ann Chinnery" <achinner@sfu.ca>, "Catherine Murray" <murraye@sfu.ca>, "Shelley Porter" <hebner@sfu.ca>, "FASS Deans Office" <fassusec@sfu.ca>
Sent: Wednesday, 5 October, 2016 09:15:57
Subject: Re: Social Justice in Education Minor: FASS Comment on Proposal from Education

Good morning all, and thanks for the info. I am in agreement with this as it makes good sense for all of our students.

Dr. Rudy Reimer/Yumks
Assistant Professor
Departments of First Nations Studies and Archaeology
Indigenous Research Institute
Simon Fraser University
Office Saywell Hall 9085
Lab EDS 9630
Office 778 782 3594
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From: "Catherine Murray" <murraye@sfu.ca>
To: "Deanna Reder" <dhr@sfu.ca>
Cc: "Ann Chinnery" <achinner@sfu.ca>, "Lorraine" <yam@sfu.ca>, "Shelley Porter" <hebner@sfu.ca>, "FASS Deans Office" <fassusec@sfu.ca>, "Rudy Reimer" <rudy@sfu.ca>
Sent: Wednesday, 5 October, 2016 08:36:36
Subject: Re: Social Justice in Education Minor: FASS Comment on Proposal from Education

Dear All: I believe these changes strengthen the minor: very glad to see it proceeding. Thank you for your care, consultation and leadership all, and especially Ann! C

From: "Deanna Reder" <dhr@sfu.ca>
To: "Ann Chinnery" <achinner@sfu.ca>
Cc: "Lorraine" <yam@sfu.ca>, "Catherine Murray" <murraye@sfu.ca>, "Shelley Porter" <hebner@sfu.ca>, "FASS Deans Office" <fassusec@sfu.ca>, "Rudy Reimer" <rudy@sfu.ca>
Sent: Wednesday, October 5, 2016 8:21:46 AM
Subject: Re: Social Justice in Education Minor: FASS Comment on Proposal from Education

Dear Ann,
This looks good to me. Rudy, do you agree? Lorraine, let us know if there is any

problem with this. And thanks for all your work on this, Ann.
best, D

Deanna Reder, Ph.D.
Associate Professor
Series Editor for the Indigenous Studies Series at Wilfrid Laurier University Press
2016-2018 Director for SFU's MATE Program (Masters of Arts for Teachers of English)
President-Elect for the Indigenous Literary Studies Association
P.I. for The People and the Text

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**Correspondence related to consultations with Kwantlen Polytechnic University
(from Diane Purvey, Dean of Arts):**

From: Diane Purvey
Sent: Sunday, July 9, 2017 7:53 PM
To: achinnery@sfu.ca
Cc: David Burns
Subject: RE: greetings and feedback requested

Hello Ann--

Thanks for your email. I trust all is well!

The SJE minor looks like a fantastic proposal. I can see it being a strong draw for students and certainly fills a need in terms of education students' (and others') understandings of injustice. Kudos to you and your team! I'm not familiar with the BGS in Education, so a question for you: I realize that the BGS in Education is not a professional program in Education but can students ladder into a professional program?

Although we have similar courses across our ARTS programming we don't have a minor that focuses on education in the same way as the SJE. So, no concerns from our end.
Good luck!

Take care, Ann.

--Diane

Letter of support from Dolores van der Wey

Dear Dr. Chinnery,

This proposed Social Justice in Education minor is timely. As but one example, in terms of Contribution to the mandate and strategic plan of the institution, it holds the possibility of students, through discerning course selection, becoming responsive to the Truth and Reconciliation Commission *Calls to Action* for education and, at once, equipped to "address systemic injustice along lines of race, class, gender, sexuality, ability and religion in schools and communities ." Such a focus would not only help prepare potential teachers to address Indigenous education for all learners in their classrooms, but could also serve as an unofficial prerequisite for our Equity Studies in Education MA/MEd programs.

Dolores van der Wey, PhD
Associate Professor
Indigenous Education
Faculty of Education
Simon Fraser University
8888 University Drive
Burnaby BC V5A 1S6

From: Catherine Murray <murraye@sfu.ca>
Subject: Re: Social Justice in Education Minor FPP
Date: September 28, 2017 at 1:58:02 PM PDT
To: Shelley Porter <hebner@sfu.ca>
Cc: Natalia Gajdamaschko <natalia_gajdamaschko@sfu.ca>, Stacy Pigg <stacy_pigg@sfu.ca>

Hello Shelley and Natalia:
FASS supports this Social Justice in Education Minor FPP. I have consulted Sociology and Anthropology's Undergraduate Chair, Dr. Stacy Pigg, who provides the following:

"This is a great and needed minor, but they are really claiming a much bigger scope than they actually deliver: It is *entirely* focused on education, and it is strongly tilted toward first nations issues rather than, say, class inequality and other forms of social inequality. The name of the minor may create confusion for students since no clarification is provided about the different remits and focus of the social justice certificate and this new social justice minor."

Such clarification may improve the quality of the full proposal. However, since I believe that the two credentials unlikely to overlap in the constituencies they attract, I am happy to support the proposal at the next meeting.

Best Wishes,

Catherine

Core Courses Information

EDUC 100W - Selected Questions and Issues in Education (3)

An introduction to a small but representative sample of basic questions and issues in education. Students will examine questions relating to: the concept or idea of education; learning and the learner; teaching and the teacher; and more generally, the broader contexts of education. This course also introduces students to different ways of exploring educational questions and issues from philosophical and critical analysis, to historical and cross-cultural studies, to empirical research. Cannot be taken for credit by students with credit for 300 and 400 level education courses. Writing/Breadth-Humanities.

EDUC 240 - Social Issues in Education (3)

Social functions of the school; education and socialization; social, political, economic and cultural influences on the institutions and practices of education. May be applied towards the certificate in liberal arts.

EDUC 252 - Introduction to Reflective Practice (4)

Provides opportunities for prospective educators to begin their development as reflective practitioners. Through readings, classroom activities and discussions, and interactions with students and practicing teachers, students will be exposed to various educational issues and questions. They will be given time to explore their own values and beliefs about education and teaching. Time may be spent observing in a selection of educational settings, and there may be opportunities to work with learners individually, and in small and large groups. Students enrolled in or with credit for EDUC 401,402,403 or holding a teaching certificate may not take this course for credit.

FNST 101 - Introduction to First Nations Studies (3)

Introduces the nature and goals of First Nations Studies as an academic discipline that emphasizes cultures and homelands of First Peoples. Breadth-Humanities/Social Sciences.

FNST 201 W - Canadian Aboriginal Peoples' Perspectives on History (3)

An examination of fact and ideology in history and historic events involving contact between Aboriginal and European peoples. The course will also address questions of research methodologies in studying Aboriginal/European relations, such as the evaluation of oral history and written ethnohistoric sources. An additional focus will be on gender as it influences perspectives. Writing/Breadth-Social Sci.

EDUC 311 - Foundations in Aboriginal Education, Language, and Culture (3)

An introduction to Aboriginal education in Canada and BC. There will be a critical examination of historical and contemporary issues in education and an exploration

of culturally based Aboriginal education grounded in Aboriginal philosophies.
Prerequisite: 60 units. Breadth-Humanities.

EDUC 341- Literacy, Education and Culture (3)

Literacy has a far-reaching impact on the creation of knowledge, the organization of society, and the formation of institutions. This course explores leading policies, practices and ideologies guiding literacy education for adults, youth, and children in formal and informal education settings, in which traditional print literacy and digital literacy cultures intersect. This course is required for the certificate in literacy instruction. Prerequisite: 60 units including three in EDUC courses. Breadth-Humanities.

EDUC 352W - Building on Reflective Practice (4)

Building on the experience of EDUC 252, prospective educators will continue to develop their reflective practice. Various educational issues related to the caring for learners and the creation of learning communities will be explored. Students will spend time in educational settings exploring the importance of connected educational experiences for learners. Prerequisite: EDUC 252. Students with credit for EDUC 401 or holding a teaching certificate may not take this course for credit. Writing.

EDUC 370 - International and Intercultural Education (4)

Practical and theoretical approaches to international and intercultural education, including examinations of the relationships between culture, learning and schooling, and contemporary issues in teacher education from an international perspective. Prerequisite: Completion of at least 60 units, including 3 units in Education.

EDUC 382 - Diversity in Education: Theories, Policies, Practices (4)

An examination of the impact of social diversity on schooling in Canada exploring contemporary issues and perspectives on diversity education as they relate to cultural, ethnic, racial, linguistic, religious, economic, and gender differences. Prerequisite: 60 units. Students who have received credit for EDUC 441, cannot take EDUC 382 for further credit.

EDUC 437 - Ethical Issues in Education (4)

Ethical problems in education are identified and examined. Four major areas of concern are explored: 1. the normative character of education as a whole; 2. the justification of education; 3. ethical questions related to equality, autonomy, interpersonal relationships, and rights in education; 4. moral education and values education. Prerequisite: 60 units including 3 units in Education.

EDUC 438- Education and Popular Culture (4)

What is the connection between popular culture and education? Using the concept of "societal curriculum," students will study the representation of socially constructed differences in movies, music videos, cartoons and toys produced for and/or consumed by youth to examine how these constructions reproduce or

challenge existing norms and power relations in mainstream society. Prerequisite: 60 units.

EDUC 448 -Teaching about Justice, Law and Citizenship (4)

The justification and practise of law-related education in the K-12 curriculum are the subjects of this methodology course. Students will examine the place of law in the curriculum, existing resources and appropriate teaching strategies and will have the opportunity to develop unit plans and curriculum materials. Emphasis is on developing and implementing law-related programs in the classroom. Prerequisite: 60 units including six in education courses. Teaching experience is recommended.

EDUC 458 - Pedagogy and Practice of Arts for Social Change (4)

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. Prerequisite: 60 units.

EDUC 322 -The Social Lives of School Children (3)

An overview of theory, research and practice concerning social emotional development and social interactions and relationships in the school context. Emphasis on the role of peer relationships in development and the role of the school in supporting positive interactions . Prerequisite: EDUC 220 or PSYC 250.

EDUC 324 - Foundations of Multicultural Counselling (3)

Provides an introduction to multicultural counselling and human diversity with an emphasis on culture, gender, ethnicity, socioeconomic status, religion, age, and abilities. Prerequisite: EDUC 220 or PSYC 250 and 60 units.

EDUC 351- Teaching the Older Adult (3)

This is a basic course in adult education for students from all disciplines, of particular interest to those working (or preparing to work) with older adults. The goal is to assist students to develop more effective strategies for meeting the needs of an aging population through education. Prerequisite: 60 units.

EDUC 422 - Learning Disabilities (4)

A study of conceptual and historic foundations of learning disabilities and an introduction to the methodologies of diagnosis and of learning disabilities. Prerequisite: PSYC 250 or corequisite of EDUC 315 or 473. Students must successfully complete a Criminal Record Check.

EDUC 471- Curriculum Development: Theory and Practice (4)

Explorations of curriculum theory and processes of development with applications at different levels and in several subject areas. Prerequisite: 60 units.

FNST 4 01 - Aboriginal Peoples and Public Policy (3)

An examination of First Nations and Aboriginal peoples' perspectives on political, social and legal issues involving their rights as first citizens of Canada and North America, and the practical and political relations with various levels of government. Issues examined include: Aboriginal rights and title questions, self government models and concepts, constitutional matters, the impact of federal government policies, including their impact on women's lives, and Aboriginal community and First Nations politics. Prerequisite: FNST 101 and 201W. Recommended: POL 221.

FNST 433 - Indigenous Environmental Justice and Activism (4)

Examines contemporary writings regarding Indigenous environmental logic and environmental concerns of contemporary times. Studies effects of resource extraction upon Indigenous nations, globalization, genetic modifications, health, intellectual property; spiritual beliefs, culture and society, art and language and compares these with specific Indigenous logic at the time of contact. Prerequisite : 45 units .