

**SIMON FRASER UNIVERSITY**  
**Senate Committee on University Priorities**  
**Memorandum**

S.08-50

**TO:** Senate

**FROM:** John Waterhouse  
Chair, SCUP  
Vice President, Academic

**RE:** Faculty of Education:  
Full Program Proposal for a Bachelor of  
General Studies (Education)  
(SCUP 08-07)

**DATE:** March 6, 2008

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At its February 27, 2008 meeting SCUP reviewed and approved the full program proposal for a Bachelor of General Studies (Education) from the Faculty of Education.

**Motion**

That Senate approve and recommend to the Board of Governors, the Full Program Proposal for a Bachelor of General Studies (Education) in the Faculty of Education.

encl.

c: D. Paterson, P. Grimmett

# **PROPOSAL**

**Bachelor of General Studies Degree  
(Education)**

**Offered by**

**The Faculty of Education**

**Simon Fraser University**

**January 2008**

## Executive Summary

The last twenty years have seen dramatic changes in approaches to teacher education and to the ways education courses and programs are offered in Canada. Historically, the main focus has been to improve teacher education and the preparation of teachers to work in schools and, to a lesser extent, in other settings. Emphasis is now increasingly placed on selecting candidates for teaching who care deeply about quality education and who can make excellent use of teaching skills in a variety of settings, including schools, but not limited to them. In programs designed to prepare teachers, the emphasis is shifting away from successive, unrelated experiences on campus and schools and towards the integration of campus-school-community experiences.

It is now widely accepted that content knowledge alone will not produce dramatically better teachers, or students, for the 21<sup>st</sup> century. Improving education across the population is dependent upon approaches to education that closely integrate theories of teaching and learning with practices and procedures, and useful at the same time to various sites of learning. This awareness has resulted in radically redrawn teaching programs across Canada, including those delivered by the Faculty of Education at Simon Fraser University (SFU). Even SFU's Professional Development Program (PDP), long known for creativity and innovation, is being rethought to accommodate new modes of communication and greater responsiveness to diverse learners and communities.

There are pressing needs, in British Columbia (BC), and across the country, for different pathways leading to teaching. Even so, different ways to offer initial teacher education have been relatively slow to emerge. Indeed, there is a conspicuous absence of programming for students who may be intrigued by education and its associated studies, but who may or may not plan to undertake a program of professional teacher preparation required for teaching in Kindergarten to Grade 12 classrooms.

In response to these problems and opportunities, the purpose of the new Bachelor of General Studies Degree (BGS) (Education) at SFU is to initiate students into explorations of the ways both formal and informal education is practised. Students will learn about the factors that comprise education decision-making, including choices of subject matters and instructional methods whose purpose is to increase knowledge and understanding. What strategies help learners to learn? What risk factors do teachers meet in working with students in groups or individually? How do good teachers meet those risks? What kinds of evidence-gathering is necessary to teach anyone with success? What do we mean by "the education community"? What technologies are useful for effective teaching and learning?

Adopting an integrated approach that builds on established and innovative educational practices, students in the new BGS (Education) will learn to make informed decisions based on knowledge, reflective practice, and ethical standards, while also developing sensitivity to the needs, values, and beliefs of individuals and communities.

The Faculty of Education at SFU plans to offer the BGS (Education) for the first time in September 2008. This program will present to students the prospect of eventual entry into SFU's PDP. But it will also offer various perspectives on teaching and education in ways and places that broaden students' choices and help them to

conceptualize, using different means and methods, the practices and theories of teaching and education, as well as their own career choices.

Students admitted to the BGS (Education) will complete a variety of courses in other faculties at the same time as they explore areas of educational study. BGS (Education) students who do plan to become professional teachers will be well prepared for entry to the PDP. It is anticipated that both degree programs in the Faculty of Education—the Bachelor of Education and the new BGS (Education)—will accommodate substantial numbers of students. Both degree programs are expected to produce a significant number of applicants to the PDP each year.

Graduates from the PDP are eligible to receive their BC professional teaching designation from the BC College of Teachers, thus becoming employable in BC schools. Those students who enter the BGS (Education), but do not intend to become certified teachers will be prepared in a number of specialty areas of education and can then pursue post-degree studies in early childhood education, English as a second language, adult education, or work with non-governmental organizations.

The goals and purposes of the Faculty of Education's new BGS (Education) aligns well with the strategic goals and priorities of SFU and of the Faculty of Education. The goals for this program also coincide agreeably with the learning objectives of many students as reflected in surveys of student interest and demand.

Just as important, the BGS (Education) meets the University's and Faculty of Education's requirements for the effective use of resources--financial, space, teaching materials--and in the strategic deployment of personnel.

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David Paterson, PhD  
Associate Dean (Administration)  
*and*  
Director, Undergraduate Programs  
Faculty of Education  
Simon Fraser University

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# ***Bachelor of General Studies (Education) Program***

## **1. Program Origin**

### **1.1 Teacher education at Simon Fraser University (SFU).**

The SFU Faculty of Education's expertise in the field of education is acknowledged throughout British Columbia, across Canada, and in other countries. The Faculty is known for its innovative teacher education programs, and its graduate work with school administrators, work with local communities, and service to international students and institutions. These are but a few examples of the Faculty's wide-ranging experience and expertise. The commitment at SFU to establish a network of campuses and Research Centres creates opportunities for the Faculty of Education. The Mission and Vision statements of the Faculty of Education, adopted by faculty members in Spring 2006, highlight these themes:

- *SFU's Faculty of Education is committed to scholarly excellence, leading-edge pedagogy, innovative curriculum, engagement with teachers, differentiated staffing, and a participatory democratic culture. 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.*
- *SFU's Faculty of Education—a diverse community of scholars—promotes a broad spectrum of scholarly and professional inquiry to advance theory, pedagogy and the practice of education. We look beyond precedents and categories to honour inquiry and imagination. The Faculty is 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 Faculty of Education is considered highly innovative with its joint commitments to various communities and persons, and in its dedication to ethical practices, equity, social justice, diversity, and opportunity.

Recent hires in the Faculty help to ensure that Education courses and programs will be offered for a wide range of student backgrounds and interests. Extending the Faculty's outreach to sites throughout British Columbia (BC) and on three campuses in the Lower Mainland helps the Faculty of Education to ensure that its goals and objectives are consistent with SFU's commitment to the wider community and to individual communities.

It is in a spirit of outreach and community involvement that the Faculty of Education proposes the new Bachelor of General Studies Degree (BGS) (Education) outlined in this document.

### **1.2 SFU Faculty of Education, an overview:**

#### ***1.2 (a) History of research and teaching***

The Faculty of Education at SFU is committed to the *generation of knowledge*, the *transfer of knowledge*, and the *enactment of knowledge*. The Faculty of

Education is also committed to providing innovative and responsive programming to its constituents. These commitments are manifest in the Faculty's strong traditions of research, teaching, and service. Research and scholarship is ubiquitous in what the Faculty undertakes. Research findings both affect our planning in the Faculty of Education and inform the Faculty's programs and other activities.

The period 2003 to 2006 was marked by tremendous growth and success in various areas of educational research. Through a series of concerted and strategic growth initiatives the Faculty of Education has planned an increase in the number of faculty members whose research interests will be supported by outside funding agencies.

The Faculty plans to continue its support for research initiatives in Imaginative Education, Early Childhood Education, Neuroscience, E-Learning, Culturally Inclusive Imaginative Development, Simulation and Advanced Gaming Environments, and Teaching in Higher Education. At the same time, the Faculty plans to develop additional research centres, in subjects such as First Nations Studies, Francophile/Francophone, Mathematics Education, Teacher Education, Imaginative Education, Health Education, Embodied Pedagogy, Arts-Based Research, and International/Intercultural Education. Work in these research centres will continue in a variety of ways: from the academic, to joint school-campus collaborations, to advanced education for school personnel.

#### 1.2 (b) Programs in Education: Outreach and Service

In terms of program choice and design, the Faculty of Education's current plans are informed by the Faculty's long and successful history. During the past three years, for example, the Faculty of Education has reached out to diverse groups and individuals across the province, country, and world. We have strengthened existing partnerships and we have forged new ones. The province, country, and world are listening and reaching out to this Faculty and we have been responding. Naturally, the Faculty of Education has been carefully selecting where it will put its human and financial resources in order to maintain our high quality programs and partnerships.

This background helps to frame the Faculty's plans for the next three years including where and how new and revised programs will be delivered. The Faculty will continue its growth potential, continuing to respond as best it can to communities and people. Such activities as this have been a hallmark of the Faculty since its beginnings some forty years ago.

#### 1.2 (c) Innovation and Responsiveness:

The Faculty recognizes and agrees with the Values and Commitments statements of the University and we reaffirm the principles, values, and vision put forward by President Stevenson in his agendas. Given the University's and the President's commitments, the Faculty of Education is rethinking the design and delivery of its programs, both those in operation and those on the drawing board. In the meantime, the expansion and integration of the SFU Surrey Campus is well underway. Francophile and Francophone programs are continuing to expand in number. Additional international partnerships are being forged, and an increasing number of international students study with the Faculty of Education, both here and abroad. Programs in educational technologies and in health education are now more numerous, and the Faculty has hired tenure-track

faculty members in both areas. We also have a new program in the Foundations of Academic Literacy with a new tenure-track professor.

1.2 (d) *Schools: Partners with the Faculty of Education*

The Faculty of Education continues its strong connections with schools and school districts, and its interdependency with educational partners in BC. We continue to look for better ways to serve continuing and prospective students including those of indigenous backgrounds. It is part of our Faculty's strategic planning to move forward energetically with initiatives whose purpose is to serve indigenous communities and individuals. In the last three years, the Faculty has filled a tenure-track position in Indigenous Education and we are now taking steps to fill more positions of this kind.

Educators who work with the Faculty of Education realize the important role for this Faculty in provincial education at all levels and the importance of education as the cornerstone of thoughtful community development. An important function for the Faculty of Education, too, is offering our analyses to government policies which affect education and social development. Since this Faculty has education of the public as a high priority, we will continue our close collaborations with schools, particularly those in the public realm.

1.2 (e) *Education's relationship to the province and its people*

Members of the Faculty of Education also offer commentaries on the activities of government, especially as these might affect the well-being of the citizenry and the younger generation. Educators at SFU's Faculty of Education, quite naturally, have a special interest in what is taught and learned, as well as why, when, where, and by what means. As one of the founding faculties of SFU, the Faculty of Education has a special obligation to those who place their trust in us. On our part, we demonstrate our sense of obligation by assisting others to design and implement academic programs whose purposes are to increase peoples' understandings and knowledge and to improve their abilities, capacities, and skills.

1.2 (f) *Changes to the way teachers are prepared*

In respect of such goals as these, Education's PDP, which prepares teachers for the public school system, is the center of much activity on various campuses and in our partner schools. We are aware, however, that teacher education designed for one era may not be entirely relevant to another, and that making suitable programming changes come with the territory. More attention is paid in the Faculty of Education to social justice, equity, international relationships, and to the diverse backgrounds and learning styles of students. As a consequence of commitments such as these, the Faculty of Education is rethinking the PDP and we are proposing new programs to take us in new directions to accommodate and serve students we have thus far not reached.

1.2 (g) *The Faculty of Education responds to competition*

In Spring 2006, The Faculty of Education hosted an important conference on teacher education, "Teacher Development: The Key to Education in the 21<sup>st</sup> Century," involving key North American teacher educators and drawing educators from local and distant communities. The conference received much acclaim. This response is indicative of the central place for SFU Faculty of Education as part of this province's and hemisphere's educational scene. The Faculty of Education acknowledges that it works within both a competitive and a



cooperative atmosphere in Canada, BC, and the world. For example, there are now nine initial teacher education programs in BC, and more institutions would like to offer teacher education programs in this province. In this context, SFU is aware that it must position itself well: our Faculty's visibility with governments, funding agencies, other institutions, prospective students, and SFU alumni is very important.

Innovative and responsive programming, we predict, will continue to characterize SFU Faculty of Education's approach to teaching, learning, and research. Our Faculty will continue to attract excellent scholars including senior scholars in clinical and visiting roles, exciting educators and lecturers, energetic students, and a dedicated workforce.

During the next three years, our new campus, SFU Surrey, will grow and mature. With the MEd and EdD degrees as centerpieces, the campus should be well-positioned to make significant contributions to BC Education. The Faculty of Education offers the PDP at the Surrey site and plans to offer the MEd in Imaginative Education, as well as a number of other undergraduate courses. In addition, the Faculty has launched a new Master's of Educational Technology and Learning Design program at SFU Surrey, and we plan to relocate the infrastructure for some programs at that campus. The Imaginative Research Group will continue to bring worldwide attention to the Faculty through its outreach and service, as will other Faculty initiatives, including upcoming conferences.

#### *1.2 (h) School districts require well-prepared personnel*

Schools and school districts in BC are facing great challenges and pressures for the foreseeable future. As an example, the province estimates that school districts will require 400-1000 new school administrators over the next few years. Faculty of Education personnel are regularly approached to assist in the preparation of teachers and school leaders, and to offer practically-oriented, yet academically-grounded graduate programs. This Faculty is often invited to participate in initiatives begun by various B.C. education stakeholders. The MEd in Educational Practice and the EdD programs were developed with some of these demands in mind and their popularity continues to grow. The Faculty of Education plans to continue its work with several school districts, with the Association of BC Deans of Education (ABCDE), with the BC College of Teachers, with Kwantlen University College, and with UCFV, University College of the Fraser Valley (which SFU mentored), as it launches a new teacher education program in May 2007.

In summary, we state without hesitation that the Faculty of Education at SFU continues to build a culture that fosters renewal, just as it continues its commitment to ethical practices, equity, social justice, and diversity. We are blessed with a history that celebrates human differences and which looks beyond precedents and previous practices to honour imaginative work and new associations. Given the wealth of opportunities to collaborate with school districts, community leaders, and international institutions, the Faculty of Education at SFU continues to identify, promote, and support various forms of scholarly and professional inquiries.

Such are the hopes and dreams that inspire those of us who are associated with the Faculty of Education at Simon Fraser University.

## **2. Curriculum**

### **2.1 Overview:**

The three main objectives of the proposed BGS (Education) are summarized as follows:

- (a) to encourage students to consider studies in Education from which they can choose to enter professional teacher education programs or work as educators in related careers.
- (b) to provide students with practical, hands-on experiences working in learning communities including observing and assisting, and offering opportunities to analyze educational contexts, and to think carefully about alternative methods and means as solutions to perceived problems.
- (c) to challenge students to reflect upon the efficacy of various educational goals, means, and methods used by teachers, by themselves, and by their peers in the context of diverse learners, learning styles, approaches to teaching, and learning contexts.

### **2.2 New context for education and the need for this program:**

The BGS (Education), designed for non-specialists, aims to introduce students to studies of education, teaching methods, and learning possibilities for all. The program will be open to students to explore a range of educational experiences within the field of education such as early childhood education, kindergarten to Grade 12, adult education, English as a second language, and teaching in non-traditional settings. Through coursework, students will have opportunities to explore subjects such as: (1) Counselling and Human Development; (2) Curriculum and Instruction; (3) Early Childhood Education; (4) Education and Technology; (5) Environmental Education; (6) Educational Psychology; (7) International and Global Education; and (8) Learning Disabilities. Students will be encouraged, through active investigation and reflective practice, to question the meaning and purposes of education, the means by which teachers teach, and the kinds of circumstances that are supportive to learners.

### **2.3 Learning objectives: what a student will gain from the program:**

The Faculty of Education and SFU subscribe to the notion that the University and its programs of study should attempt to meet the needs of diverse groups of learners. To do this, the University and Faculty supports programs that offer choices to students. Many program options offer opportunities for students to connect meaningfully with other students and with other educators. The expectation is that students are better able to make personal choices if they have had an in-depth look at their options. In the case of the BGS (Education), a closer look at the options open to educators is arranged at an earlier stage of students' post-secondary study than has traditionally been the case. The BGS (Education) is designed to encourage students to explore various purposes and forms of educational activity, and thus to make informed choices about education practices and careers in education.

The BGS (Education) is open to students upon completion of their secondary schooling, and offers a broad, in-depth look at education. The expectation is that early entry into educational studies of this kind will serve to improve the retention rates.

The BGS (Education) will appeal to post-secondary students who have identified an interest in the study of education but who are not certain of the particular pathway they would like to choose. This degree program offers students the knowledge and skills to explore and pursue several different opportunities. The program will attract domestic and international secondary students, college transfer students, and current SFU students from other faculties who are interested in education.

Students enrolled in the BGS (Education) may wish to obtain their professional teaching certification in BC. If they do, students who focus on elementary educational studies can enroll in coursework that leads to the completion of both the BGS (Education) and the PDP. However, successful completion of the BGS (Education) does not guarantee entry to the PDP that has a limited number of spaces and a competitive admissions process.

#### **2.4 Courses and curricular requirements**

The BGS (Education) is a degree program designed for the non-specialist. Students complete 120 credit hours, including 45 upper division (third and fourth year) credit hours. A 2.00 graduation GPA and UDGPA is required.

Students do not specify a major area of study (a "major") as part of the BGS (Education).

#### **2.5 Individual courses**

***Three core courses are required in the BGS (Education):***

##### **A. EDUC 100-3: *Selected Questions and Issues (Education)***

This course introduces students to a small, representative sample of fundamental questions and issues in education. Students will examine the concept or idea of education; learning and the learner; teaching and the teacher; and be introduced to the broader context of education. This course also initiates students into the various ways of examining educational questions and issues, from philosophical and critical analysis, to historical and cross-cultural studies, to empirical research.

## **B. EDUC 252-4: *Introduction to Reflective Practice***

This course provides opportunities for prospective educators to begin their development as reflective practitioners. Through readings, classroom activities, 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 individually with learners and in small and large groups. Students with credit for EDUC 401 or holding a teaching certificate may not take this course for credit.

## **C. EDUC 352-4: *Building on Reflective Practice***

Building on the experiences of EDUC 252, prospective educators will continue to develop their reflective practice. Various educational issues related to the caring of children 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.

***Additional requirements of the BGS (Education) may be satisfied through completion of either (a) the General Education Option or (b) the Double Minor Option, or (c) the Specialization Option.***

### **a. General Education Option**

Students are required to complete 9 credit hours from lower division Education courses in addition to EDUC 100 and EDUC 252. As well, 15 credit hours must be completed from upper division Education courses in addition to EDUC 352.

### **b. Double Minor Option**

Students may satisfy the double minor option by completing two minors (or extended minors), one of which must be from the Faculty of Education. The lower level writing intensive requirements are met by EDUC 100. EDUC 352 will meet the upper level writing intensive requirements; this is a new proposal.

### **c. Specialization Option**

Students may satisfy the specialization option by completing an approved specialization from the Faculty of Education. Students who complete the specialization option may choose to graduate with the BGS (Education) without enrolling in the PDP.

## **2.6 Learning methodologies**

In the BGS (Education), students will learn through lectures, seminars, field experiences, service learning (learning while placed in an educational setting), and by distance education methods.

The BGS (Education) offers program options through course selections: (a) the General Education Option, (b) the Double Minor Option, (c) the Specialization Option. All three options, along with the three required courses, will focus attention on the common study of education. Reflective practice is a theme of the degree program particularly in seminars and activities associated with EDUC 252: *Introduction to Reflective Practice* and EDUC 352: *Building on Reflective Practice*.

The integration of theory and practice is fostered in student analyses of their service learning projects assigned in EDUC 252 and EDUC 352.

### **2.7 Degree completion time**

Four years.

### **2.8 Admission requirements**

Students must meet the minimum SFU admission requirements for the BGS (Education).

### **2.9 Transfer of courses from other universities**

Students may transfer a maximum of 60 credit hours into the BGS (Education) from accredited institutions. Students may transfer a maximum of 30 additional credit hours from an accredited degree-granting institution with Faculty of Education approval, providing 30 of the required 45 upper division credit hours are SFU courses.

## **3. Need and demand for the program**

### **3.1 Reasons why the Faculty of Education has developed this program**

There are several reasons why the Faculty of Education has developed the new BGS (Education). Interest has been expressed by students who would like to enroll in Education courses while studying in other faculties. Many students are considering education as a career but are not certain whether they would like to become professional teachers for K-12 classrooms. Some want to pursue their interest in education more broadly conceived and to explore career options in education, but not limited to K-12 teaching. The BGS (Education) will offer students opportunities to explore other areas of education and teaching, thereby better informing them about options that may be open to them.

Many students who are intending to complete the professional teaching designation have indicated they would like to begin the study of education from the start of their post-secondary studies, rather than wait until they are enrolled in the PDP.

Students with backgrounds in educational studies, gained through the BGS (Education), will bring broader experiences and greater understanding of Education to the PDP that will benefit both the program and the teaching profession.

### **3.2 Relationship to existing Canadian programs**

In teacher preparation, the trend in Canada over the past fifteen years has been towards two kinds of programming: (1) after-degree teacher programs and (2) concurrent programs. The first requires completion of a degree, usually four years in length, followed by a full-year, partial year, or two years of concentrated programming in education courses and practica. Concurrent programs, on the other hand, prepare students in subject areas and in Education at approximately the same time over the span of a program. This has the advantage to students of conferring two degrees over a relatively short period of time, and may also increase student interest since subject content courses are typically completed concurrently with curriculum and instruction courses.

Both avenues to initial teacher education are likely to continue since both are established across the country and are very popular. Both approaches aim to prepare excellent, well-grounded teachers for K-12 classrooms. As well, such programs as these typically offer preparatory work and/or experiences for those interested in school leadership and other opportunities.

Such program sequences as are mentioned above contrast with direct-entry programs, a key feature of SFU's proposed BGS (Education). Most four-year direct entry degree programs in Education, over the years, have been replaced in teacher education institutions across the country by either post-degree, concurrent, and other models of teacher education. The reasons include the pressing demands on institutions to offer students more opportunities to explore fields of education before they decide to become professional teachers. Another reason has to do with teachers' and school boards' desires to employ teachers with breadth and depth of understanding expected of teachers with five years of post-secondary study rather than four.

In recent years, educators and program administrators acknowledge there are many advantages to students and faculty of direct-entry teacher education programs. Few institutions of teacher education, however, are embarking on this route. In deciding not to do so, institutions may not be providing specialized service many students require to decide the pathways they should take. Other institutions are not acknowledging students' preferences to begin their studies of education, even part-time, at the point of initial entry into the University.

In this context, it is timely for SFU to approve a direct-entry degree program in Education which offers opportunities to those who wish to learn more about the field of Education and the innumerable opportunities open before they decide whether to become professional K-12 teachers. Not all BGS (Education) students will continue their studies at the university by enrolling in the PDP following their first degree.

### **3.3 SFU's strategic advantage**

The following reasons outline why SFU is well situated to offer a new direct entry degree program to students who wish to study Education courses as part of their first degree. First, the Faculty of Education has a long history of providing quality programs to students, and of staffing programs and courses with highly-recommended teachers and scholars.

Second, the Faculty of Education has come to an awareness that many students will be attracted to a BGS (Education) since such a program offers the possibility of degree completion at the same time as students explore various options in the wide field of education.

Third, the Faculty of Education has a history of collaboration with SFU's other faculties in order to assist students select courses and credits in other faculties while completing degree requirements delivered by the Faculty of Education.

Fourth, the Faculty's good working relationships with schools and school districts, especially those in BC's Lower Mainland close to SFU Surrey, allows the Faculty to arrange cooperative activities for students in the BGS (Education) consistent with the areas they choose to explore as part of the degree program: K-12, early childhood, adult education, ESL, and so on. For those students who would like to have experiences in non-traditional education settings, the Faculty of Education is well-positioned to call upon its contacts, colleagues, and supporters in nearby communities and organizations.

Finally, the Faculty of Education has cultivated excellent relations with international countries and students, which offers several opportunities for marketing the BGS (Education). Potentially, there may be a large number of International students who would like to experience Canadian education and obtain a degree in Education but who do not intend to obtain a professional teaching designation in Canada. The Faculty of Education could consider admitting a number of these students each year to the BGS (Education) and/or to design program offerings with these student needs in mind.

### **3.4 Anticipated labour demand**

A significant percentage of SFU students enroll in Education courses at SFU, which indicates strong student interest. Many students would like to pursue the PDP, which has an established provincial and national reputation as reflected in the large number of students who compete for program spaces. For these students, the BGS (Education) can be designed to meet the goal of eventual enrollment in the PDP.

Other students, both domestic and international, want to explore education and its options in an organized way but do not wish to pursue, or are uncertain about enrolling in, a program designed to lead to professional teaching certification. Many students with these inclinations will be attracted to the BGS (Education) because it allows a broad range of studies including courses in Education.

#### **4. Faculty and Other Resources**

##### **4.1 Program and activity FTEs**

The Faculty of Education plans to deliver the BGS (Education) at SFU Surrey from September 2008 onwards. For year 1 of implementation, 3 AFTEs will be assigned to this program, for year 2 there will be 4 AFTEs assigned, and for year 3 there will be 4 AFTEs assigned.

FTEs will grow as the Surrey FTE enrollment plan unfolds. Education will enroll as many transfer students as room allows within these plans.

##### **4.2 Staffing and enrollment**

If the BGS (Education) attracts a sufficient number of students, a new faculty member plus seminar leaders may be required to deliver EDUC 100.

To predict the number of students who will be interested in the BGS (Education), we note that the Faculty of Education annually receives approximately 700 applications to the PDP. Our estimate is that at least 10% of these applicants (i.e. 70 students) will be interested in enrolling in a degree program directly from high school, especially if such a program leads to the eventual completion of a teaching certificate, or to work in other areas of education.

Based on a projected enrolment in Year 1 of 70 students, two sections of EDUC 100 would be required. In Year 2, two additional sections of EDUC 100 would be required as well as two sections of EDUC 252. The number of course sections would increase as enrolment in the program increases. All courses in the BGS (Education) will require appropriate classroom space. Equipment additional to the Faculty's present supply is not, however, anticipated.

##### **4.3 Program implementation**

The Faculty of Education expects that 30 students will enroll in this degree program in September 2008 at the SFU Surrey Campus. This initial enrolment will comprise the equivalent of two classes. With a similar enrolment in Year 2 of implementation, two additional sections of one course EDUC 252 will be required. The number of course sections will increase as enrolment in the program increases.

No resource will be reduced or eliminated to introduce this new degree program. A greater number of students enrolled in undergraduate Education courses could have the option of being enrolled in a Faculty of Education degree program.

##### **4.4 Personnel**

Instructors in the BGS (Education) are faculty members and other professional educators with interests and expertise in introducing students to the study of education and to reflective practices. Much of their workload will remain the same since their current deployment in service courses will thenceforth be redirected to



the BGS (Education). In addition, the Faculty will consider whether teaching assistants are needed and whether any additional support services are required.

#### **4.5 Library**

The Library resources under development at SFU Surrey are planned with growth figures in the BGS (Education) in mind. The Library resources at the SFU Burnaby Campus will also be accessible to students in the BGS (Education).

#### **4.6 Space**

No new classroom space is required. Existing classrooms in the Education Building and existing classrooms at SFU Surrey will be utilized.