

SIMON FRASER UNIVERSITY
Senate Committee on University Priorities
Memorandum

TO: Senate

FROM: John Waterhouse
Chair, SCUP
Vice President, Academic

RE: Proposal for a M.Ed. in Educational
Practice (SCUP 05-038)

DATE: April 22, 2005

At its April 20, 2005 meeting SCUP reviewed and approved the proposal from the Senate Graduate Studies Committee for the establishment of a Master of Education in Educational Practice, which is now forwarded to Senate for approval.

Motion

That Senate approve and recommend to the Board of Governors the proposal for a Master of Education in Educational Practice, including the following new course:
EDUC 807-5 The Foundations of Action Research

encl.

c: J. Driver
P. Shaker
T. O'Shea
G. Nicholls

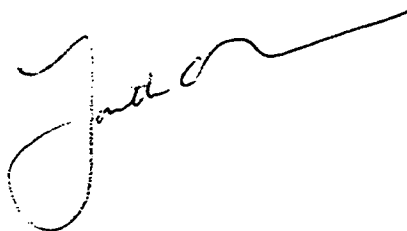
SIMON FRASER UNIVERSITY
DEAN OF GRADUATE STUDIES
MEMORANDUM

TO: SCUP
FROM: Jonathan Driver, Dean of Graduate Studies
SUBJECT: Master of Education (Educational Practice) (GS 2005.18)
DATE: 30th March 2005
cc:

At the March 2005 meeting of SGSC the attached proposal for a new stream in the M.Ed. program was approved. I request that SCUP recommend approval of this new stream to Senate, to begin in Fall 2005.

I would like to draw your attention to one important feature of this proposal. The Field Programs division of the Faculty of Education has been offering a graduate diploma program for a number of years. The new M.Ed. stream offers students enrolled in the diploma program the opportunity to transfer into a masters program. The masters program will consist of 30 credits of graduate coursework taken in the diploma program and another 20 credits taken after admission to the masters.

In order to avoid "double dipping", Graduate General Regulation 1.7.6 states that students may not transfer credit from a previous program to an SFU degree program if the credits were used to obtain a prior credential. For this reason, the new M.Ed. stream will be open only to applicants who transfer from the diploma program before completing their credential. Those who complete the graduate diploma will not be able to transfer the credit from the diploma courses towards the M.Ed. degree.



SIMON FRASER UNIVERSITY

FACULTY OF EDUCATION

MEMORANDUM

From: Tom O'Shea, Director, Graduate Programs

Date: March 1, 2005

To: Jon Driver, Dean, Graduate Studies

Re: Master of Education (Educational Practice)

The Faculty of Education approved the attached proposal for a Master of Education (Educational Practice) degree at its March 1st meeting.

Please place this proposal on the agenda of the next meeting of the Senate Graduate Studies Committee.

Thanks,



**Master of Education
In Educational Practice**

MEd

**Faculty of Education
Simon Fraser University**

**Proposal for SCUP Meeting
April 20, 2005**

Executive Summary

This document presents a proposal to develop a new specialization in Educational Practice in the Master of Education program of the Faculty of Education at Simon Fraser University.¹ This is a three-year program comprising two years of study in Field Programs' Graduate Diploma in Advanced Educational Studies (500-level coursework in Educational Practice), followed by a capstone year of graduate study in Education (800-level coursework) and a Comprehensive Examination. For those candidates who qualify, the Graduate Diploma course work would be incorporated in the MEd and NOT conferred as the GDip.

This specialization in Educational Practice builds upon the Graduate Diploma in Advanced Educational Studies (GDip) by focusing on the foundations and methodology of teachers' research in their practice (i.e., "action research," "teacher research"). The GDip program has been applauded by school districts throughout BC and there has been widespread interest in a program that links masters level study with the practical focus of the GDip. Beyond the level of marketing and public relations, however, there is a need to connect the work of the Graduate Diploma with a larger educational context and history, to develop a route in the MEd program that addresses issues of pedagogy and teaching practice in light of scholarship in education.

The following proposal and enclosures address the relationship of this proposed MEd in Educational Practice to the "university priorities" at SFU and the rationale of the program, its academic merit and structural integrity and governance, as well as practical matters concerning admission and tuition. The program requirements are given and a new course proposal for EDUC 807-5: *The Foundations of Action Research* is included.

¹ This proposal has been examined for approval by the Field Programs and Graduate Programs Committees within the Faculty of Education, Faculty of Education and the Senate Committee for Graduate Studies. It is presented here to Senate Committee for University Priorities.

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* pages 11-14 available for review by contacting Bobbie Grant, Senate Assistant at 604 291-3168 or email bgrant@sfu.ca

Master of Education in Educational Practice

Faculty of Education
Simon Fraser University
Proposal for Faculty Meeting
March 1, 2005

Introduction and General Information

This proposal, put forward by Field Programs and Graduate Programs of the Faculty of Education, aims for the establishment of a program of study for the Master of Education Degree at Simon Fraser University with an emphasis on Educational Practice. In collaboration, we have designed this program as an alternative to the current MEd Off-Campus programs in Curriculum and Instruction and Leadership, even though it shares some common, essential features. Preliminary discussion with the Dean of Graduate Studies led to the decision to bring this proposal forward as a new emphasis in the existing MEd program, therefore not requiring a full proposal and external review. It may be the case, however, that the deliberation process results in the decision that a full proposal and external review are required.

The MEd in educational practice is proposed here as a 9-semester program that incorporates the current Graduate Diploma in Advanced Educational Studies with further coursework at the 800 level in Education, culminating in a comprehensive examination. This proposed MEd in educational practice requires 30 credits of coursework in Educational Practice (EDPR) and 20 credits of graduate level education courses (EDUC), including a (new) course in The Foundations of Action Research (EDUC 807-5), Qualitative Methods of Educational Research (EDUC 867-5), Field Work (EDUC 811-5) and a Comprehensive Examination (EDUC 883-5). Subject to approval, the MEd in educational practice will begin in Fall 2005, or Spring 2006.

The general requirements for the Master of Education degree at SFU are quoted from page 289 of the Calendar:

The MEd is a professional degree signifying advanced knowledge and training in educational practice. All MEd programs, except an Individual program, culminate with a comprehensive exam (EDUC 883). In an Individual program, a project (EDUC 881) is undertaken that materially and substantially relates theory to practice or that examines a significant education problem.

The MEd off-campus programs in Curriculum and Instruction and Leadership require 40 credits that are undertaken in two years of study, while this proposed MEd program in Educational Practice requires 50 credits, comprising a three year program (two years for the Graduate Diploma program and one year for the ladder MEd). In essence, this proposed program could be thought of as a three-year option in the Off-Campus MEd program, building on the Field Studies of the GDip in Field Programs, with the third year of study undertaken in the same format as the Off-Campus MEd program.

Relationship to University Priorities

This proposed program fits directly into SFU's goal to provide the *most innovative interdisciplinary and professional programs* and the *most creative community outreach and partnership* for teaching practitioners and administrators in British Columbia². The MEd (EP) will help to increase collaboration of the Faculty of Education with school districts by engaging both Education faculty members and school district personnel in the comprehensive examination.

Field Programs has a five-year history of delivering its programs through the Graduate Diploma in Advanced Educational Studies. This program has been extremely well received in the educational community; school district leaders in curriculum, instruction and professional development applaud the GDip for its practicality and relevance for teachers. Across several jurisdictions, school district leaders report the highly visible results of Field Programs' work in terms of increased local initiative, leadership and accountability in schools. In preliminary discussions regarding this proposed degree program being laddered to the GDip, school district personnel have commented upon the high desirability within the school system for this kind of programming. This is not surprising, given the proliferation of programs and opportunities available for teachers' professional development and upgrading, Field Programs' unique approach and focus on improving teaching practice, and SFU's reputation as a premier university.

Other faculties at SFU deal with similar demands for professional programs that are practical and relevant to particular needs of practitioners. The Senate Graduate Studies Committee, for example, recently approved a Faculty of Arts and Social Sciences cohort special arrangements proposal for a MA program in International Leadership. This program will incorporate the graduate diploma offered by Capilano College with further course work from SFU, and field work conducted in collaboration between Capilano College and SFU.

Indeed, a new policy regarding professional masters degrees at SFU was developed in 2002 at the request of the senior administration. This policy addresses issues of instruction and governance of programs in professional arenas such as Business (the MBA program) and Education (the MEd program). Of particular note in this new policy is the discussion of how professional programs are considered at SFU:

There is no simple distinction between research-intensive and professional programs. However, there seems to be general agreement that professional programs have the following characteristics:

1. Students acquire knowledge and skills relevant to defined career areas.
2. The program provides exposure to a profession through one or more of the following: co-op/intern opportunities; case studies; interaction with members of professions; applied research opportunities.
3. A requirement of the program is that students apply what they have learned to "real life" situations or problems, through theses, projects or other examinable media; the intent of such a requirement is to develop critical, inquiring attitudes in those pursuing a profession.

² The italicized phrases are quoted from the "President's Agenda" section of the SFU website: <http://www.sfu.ca/pres/president/agenda.html>.

4. Acquisition of a professional graduate degree is likely to enhance employment opportunities and/or salary levels.

While the demand and support in the community for this proposed MEd in educational practice can be readily demonstrated, there are several challenging aspects of professional programs in general—and this proposal in particular—that will require careful thought and attention, and will no doubt be controversial and even contentious in the deliberations of the approval process at SFU. These include issues related to the non-graded aspects of the EDPR coursework in Field Programs, questions concerning the academic rigor of the Graduate Diploma program and the credentials of various members of the instructional teams in the GDip, questions regarding “double dipping” courses (i.e., using coursework for more than one degree or diploma program), questions regarding the criteria used in assessing students’ progress in a non-graded course format, and so on. These questions are addressed in various sections below.

Rationale for the Program

Policies governing teacher advancement and categories of career progress vary from one school district to another in British Columbia. Two main categories of advancement for school teachers require either an additional 30 credits of study in education (for the “plus fifteen”) or a master’s degree. The former, however, is not used for advancement in some school districts. Rightly or wrongly, this limits the motivation and opportunity for teachers to engage in professional development. Perhaps even more fundamental, however, is the way in which university faculties of education “think about” professional development as a continuum from undergraduate (or even public school) education through to post-graduate studies.

Not only is there is a clear need for SFU to offer appropriate outreach that connects with the needs of school districts and teachers, we are obliged to conceptualize and create programs for the educational communities with which we interact that offer a range of foci developed to move us all forward in the work of public education. The MEd in educational practice will greatly enhance SFU’s outreach by offering an alternative to the off-campus MEd programs in curriculum and instruction and leadership. The focus on classroom practice and research of the MEd in educational practice, together with the approach of Field Programs, will deepen SFU’s relations with school districts by offering, not only more opportunities for professional development of teachers and career mobilization, but more variety of opportunities.

It is useful to revisit elements of Field Programs 2003 Three Year Plan in fully understanding the professional aspects of the proposed MEd in Educational Practice:

Normally, one considers the University and its role in society as a research institution that generates and disseminates knowledge and understanding. In many aspects of its operations, this view holds for the Faculty of Education. There are instances in the field of education, however, in which some practitioners lead the theoreticians, and it is more appropriate to consider the University’s role and responsibility as one of stimulating the development and exchange of knowledge and understanding *in situ*. The legacy of Field Programs is one of helping teaching practitioners and administrators build and monitor

their own knowledge and understanding “from the ground up” through guided and supported reflective inquiry in practice.

Thus, Field Programs can be thought of as a set of relations between the Faculty of Education and external educational agencies and institutions—ministries, school districts, consortia, interest groups and networks of educators. The programs that have emerged from these relations allow practitioners to examine deeply their own practice in the light of current research in education. These programs also draw on the resources of school districts and other agencies, linking local experts and leaders with University Faculty and In-service Faculty Associates in collaborative, focused investigations of various contemporary themes in education such as “Adolescent Literacy,” or “Supporting Diverse Learners.” The work of Field Programs goes beyond traditional university activities in other ways as well. This unit serves as a hub for networks connecting educators across the province and beyond. It provides consultative services to school districts, as well as non-credit professional development in areas of current concern. Field Programs activities are based on well-grounded research in teacher development and life-long learning, helping school districts and other agencies to build intellectual capacity for dealing with contemporary problems and issues in society and the public school system. (p. 3)

The preamble in the original proposal for the Graduate Diploma in Advanced Educational Studies speaks to the conditions in the schools and classrooms of British Columbia and makes a case for a particular kind of professional development that focuses on the examination and improvement of practice. We would argue that, since the writing of that original proposal in 1999/2000, resources and support for teachers’ professional development have diminished. School districts used to share with Field Programs the cost of mentor training, for example, but they are no longer able to do so. In some senses, the challenges presented to teachers in BC have intensified since the year 2000 (e.g., increasing class size).

While the changing context of teaching continues to challenge the profession, programs for professional development of teachers and degree granting institutions in education have proliferated. It is becoming increasingly challenging for the Universities to compete in this very dynamic “market.” Not only is the financial aspect of professional development programming uncertain and shifting, the sheer variety in content and modality of programming is becoming increasingly complex.

Discussions about the rationale for this proposed program are deepened by examining the nature of learning in the professions, for example through the lens afforded by Donald Schön’s (1983, 1987) notion of reflection-in-action³. As Schön and many others have argued, the critical examination and development of practice is an intellectually rigorous activity, albeit a different kind of rigor from that of university-based research in the sciences and social sciences and the humanities and arts. We believe that the rigorous examination of practice merits an advanced credential, just as any other avenue of scholarship in education, especially when it is empowering to teachers in their local contexts.

³ Schön, D. (1983). *The reflective practitioner: How professionals think-in-action*. New York: Basic Books; Schön, D. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.

One of the first graduate programs of the Faculty of Education at SFU was the Masters of Educational Practice, developed in the early seventies by Dan Birch and colleagues in the faculties of Education and Science. This program was changed to the (current) MEd and MA programs in curriculum and instruction in the early eighties. So, there is precedence at SFU for a professional masters degree in education that focuses on the examination of practice.

Another aspect of the justification for this proposed program has to do with how the existing GDip may change as a result of the development of this new laddered MEd. Many of the students completing the Graduate Diploma present portfolios that invite further study and analysis; the extra year of study and the focus on “publishing” the Comprehensive Examination in a university-school partnership will deepen and enrich the work currently being completed in the GDip (district leaders in curriculum and staff development will be invited to participate in the comps). Many of the students in this situation (i.e., completing the GDip) would rather focus their master’s degree on issues of pedagogy and learning, which emanate naturally from their Field Studies comprising the GDip. We propose to draw candidates for the MEd (EP) from the various GDip programs, as represented in Figure 1.

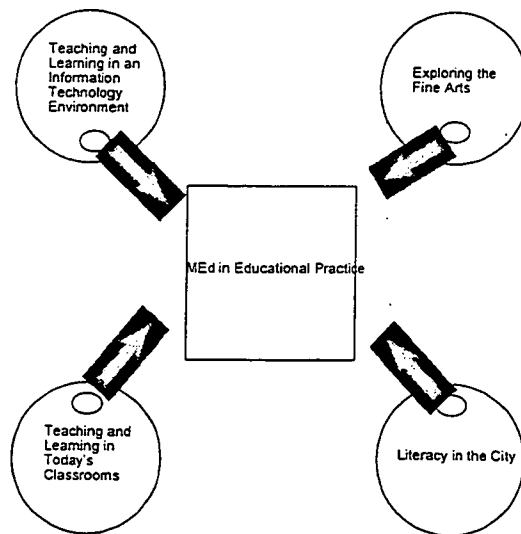


Figure 1: *Drawing eligible candidates from across the Graduate Diploma programs*

Academic Merit and Structural Integrity of the Program

Since the Master of Education in Educational Practice builds upon the Graduate Diploma in Advanced Educational Studies, it is important to understand that the focus of the GDip is on inquiry and examination of practice. As such, the diploma programs are taught partly by seconded and classroom teachers (including mentors, inservice faculty associates, sessional instructors) and partly by members of the Faculty of Education as advisors, instructors or researchers. Here, it is important to consider the policy for professional masters degrees at SFU in terms of governance:

1. A steering committee of tenure-track faculty members will be responsible for governance and regular monitoring, and there is a provision for regular review of course content, grading practices and pedagogy.
2. The program will be structured to allow completion in no more than two years, preferably through a cohort system; part-time options should be described clearly.
3. To maintain a combination of academic integrity and flexibility, there should be a set of core/foundation courses and electives or streams.
4. There should be a "capstone" requirement at the end of the program to demonstrate a student's ability to apply knowledge and skills.
5. The admissions process may recognize previous professional experience in lieu of normal graduate admission requirements; such criteria should be described clearly.
6. The program should include interaction with relevant professions.
7. The program should demonstrate efficient linkages to existing SFU programs and courses to avoid duplication of effort and to promote efficient use of teaching resources.
8. The proposed fee structure should be linked to budget estimates for mounting the program, including faculty and support staff, library, space, equipment and other resources, and adequate bursary support for students with financial needs. Such estimates should be developed after discussion with the relevant faculty Dean and the Vice-President Academic, and should follow any procedures required by the Board of Governors.

Governance

Field Programs will manage applications and registrations for all students starting the coursework for the Graduate Diploma, and will continue with administration for those students opting to take the MEd in educational practice. Coursework for the six semesters of the Graduate Diploma in Advance Professional Studies is approved by the Faculty's Field Programs Advisory Committee of which the Director of Graduate Programs is a member (ex officio). Coursework for the final three semesters for the MEd is approved by the Faculty's Graduate Programs Advisory Committee of which the Director of Field Programs is a member (ex officio).

Admission

Admission to the Graduate Diploma component will be consistent with the current admission requirements set by Field Programs. Admission to the MEd in educational practice will be consistent with the current admission requirements for a Masters degree set by Graduate Programs. In cases where the applicant's undergraduate GPA is less than 3.0, special consideration will be given to the recommendations of the applicant's supervisors in the Graduate Diploma coursework since all courses for the Graduate Diploma are graded satisfactory/unsatisfactory.

Specifically, the application for admission to the MEd(EP) will consist of:

- a curriculum vitae
- official transcripts from all post-secondary institutions attended

- a letter of intent showing how the program serves the applicant's academic and professional interest
- three letters of reference to indicate a student's ability to undertake the work of the MEd in educational practice program. Letters should be drawn from each of the following sources:
 1. An instructor/mentor who can attest, from personal experience of the candidate, to the applicant's academic ability. This referee must possess, at least, a master's degree.
 2. A school district representative who can comment on the level of support from the administration for the candidate's participation in this program.
 3. A senior colleague who can address the applicant's personal characteristics that might predict success in the program.
- a writing sample to demonstrate the applicant's ability to express ideas in clear and appropriate language.
- a paper summarizing the applicant's portfolio and learning path completed as part of the coursework for the graduate diploma

The deadline for application will be the 15th of the final month of the penultimate semester of the graduate diploma program.

When the files are complete for all applicants, each will be reviewed by a committee of three faculty members consisting of a member of the Field Programs Advisory Committee, a member of the Graduate Programs Advisory Committee, and a faculty member with expertise in the content area of the applicant's graduate diploma coursework. The Coordinator of the MEd in educational practice will, on consultation with members of the instructional team for the master's coursework, recommend candidates to the Director of Graduate Programs for approval.

The decision will be communicated to the applicant during the first month of the final semester of the graduate program. Upon acceptance to the MEd in educational practice, candidates will be assigned a Pro-tem Advisor so that transition from the Graduate Diploma to the Master's program can begin. If the candidate's application is rejected, the applicant may request that the Graduate Diploma be conferred that semester.

Tuition Fees

Tuition fees for the 30 credits of 500-level graduate diploma coursework will be charged on a per-credit basis. Tuition fees for the final three semesters of the program will be charged on a per-semester basis.

At current rates, tuition for the graduate diploma coursework is assessed at \$233 per credit hour, for a total of \$6,990. Similarly, tuition for the final three semesters at \$2250 per semester is \$6,750. Total tuition at current rates would be \$13,740.

In comparison, current tuition fees for off-campus two-year MEd programs in Curriculum and Instruction and in Educational Leadership amount to \$13,500.

Tuition fees for on-campus programs, if a student were to finish in six semesters, amount to \$8,508.

Criteria for Assessment in Education Practice Courses

Field Programs operates on the principle that all practicing teachers in British Columbia have the right to professional development of the highest quality that helps them to do the best job possible of educating our youth. The Graduate Diploma in Advanced Educational Studies was designed, according to principles of adult learning, as a self-regulated model of learning that is assessed partly by participants themselves on the basis of their progression along a continuum of “program capacities” for critical, reflective practice. Participants are responsible for assessing their development according to these capacities throughout the diploma program and for developing a professional portfolio to assist in their self-assessment and to demonstrate their learning to the instructional team, including mentors, instructors and Field Programs’ professional staff.

It is instructive to consider further excerpts from Field Programs’ 2003 Three Year Plan to elucidate the philosophical and operating principles of the Graduate Diploma program:

Philosophical and Operating Principles⁴

The programs and other initiatives developed by the Field Programs area acknowledge the following four *philosophical* principles of teacher in-service education, well grounded in research on adult learning:

- The construction and reconstruction of understandings about teaching and learning processes are fundamental to creating new ways of knowing and being as educators.
- Learning is nurtured and facilitated when teachers have opportunities to inquire into areas of their practice that they find personally and professionally significant.
- Educational change is fostered when teachers have opportunities to engage in sustained dialogues about aspects of their practice which are personally and professionally meaningful for them, and when the dilemmas and discomforts of the educational change process are acknowledged and accommodated.
- The presence of a supportive learning environment that includes mentorship and collaboration contributes significantly to the depth and breadth of learning that occurs.

To put these philosophical principles into practice requires that the program area observe certain *operational* principles:

⁴ These philosophical and operating principles are taken from our web-site, *Program Development* (<http://www.educ.sfu.ca/fp/progdev.html>).

Responsiveness

In an environment which acknowledges that learning is best facilitated when teachers direct their own learning and critical inquiry, it is essential that all programs be developed in response to professional needs identified by districts, teachers, or other educational agencies. Programs emerge as representatives from the University engage in dialogues with partnership agencies to identify themes of particular importance to teachers, and to negotiate learning pathways that relate to the local context.

Fluidity

A program area that defines itself as responsive and current must also be willing to be fluid. The professional needs of partnership agencies evolve over time. As a result, programs and related administrative structures must evolve in parallel, while not compromising the basic fundamental philosophical and academic principles of the program area.

Collaboration

A program area which acknowledges that the involvement of partnership agencies in the design of learning experiences is critical to the development of responsive programs must be willing to incorporate the expertise that these outside agencies bring to the program design and implementation process.

Given these philosophical and operating principles, it is appropriate that the EDPR course work of the GDip program is graded Satisfactory/Unsatisfactory. The team of Inservice Faculty Associates works together to develop criteria for assessing the Field Studies and Portfolios.

In most cases this proposed MEd in educational practice will be the students' last graduate degree. Whenever possible, students who wish to pursue an academic career would be advised to undertake the MA or MSc programs in Education that require a research thesis.

Curriculum

MEd in educational practice requirements:

30 credits of EDPR coursework

EDUC 807-5: The Foundations of Action Research

EDUC 867-5: Qualitative Methods of Educational Research

EDUC 811-5: Field Work

EDUC 883-5: Comprehensive Examination

Candidates will apply to the MEd in educational practice during their second year of study in the Graduate Diploma program. Those who are admitted will enter the MEd in educational practice following completion of the GDip coursework, thus the field studies comprising the GDip Portfolio will form a corpus of work for further analysis and extension during the MEd. A new course on The Foundations of Action Research (EDUC 807) will be developed for this program, subject to approval by the Graduate Programs Committee. This will be a survey course of the foundational

movements, inquiry and substantive findings via reviews of research undertaken by teachers through inquiry into practice (action research).⁵

EDUC 811-5 (Field Work) will take place in the final semester, together with the Comprehensive Examination. This course will be used to help students complete any final Field Studies in their classrooms and to prepare for their Comprehensive Examination.

The MEd in educational practice program will culminate in a Comprehensive Examination (EDUC 883) engaging members of the Faculty of Education and school district personnel as examiners. Since the MEd is a "professional" degree, the examination committee consists of a Supervisor (who must be a faculty member holding the rank of Assistant Professor or above) and one or more members who may be "other suitably qualified person(s)" [See 2004-05 Calendar, p. 230, Sect. 1.6.4]]

⁵ EDUC 807 and EDUC 867 will be blended together across two semesters to enable students to develop their portfolio and portfolio analysis in a timely manner. (If the courses were sequenced such that EDUC 867 was taught in the 8th semester, some of the content of the course would come too late to be incorporated in the candidate's action research plan and activities.) We propose that 807 and 867 classes alternate throughout two semesters.

Calendar Entry

Master of Education (Educational Practice)

Calendar description: (New addition to "MEd Off Campus Programs" section on page 289 of the current calendar)

Old:

MEd Off Campus Programs

MEd programs are intended for practicing educators who wish to improve their abilities to critically read, evaluate and implement educational theory and research.

Two-year MEd programs in Educational Leadership and in Curriculum and Instruction, offered in communities through the province, focus on a theme that integrates scholarly inquiry with focal interests and professional practice needs. During fall and spring semesters, classes normally are scheduled every second weekend in the community where the program is situated. In the summer semesters, students typically attend classes on the SFU campus in July.

School districts, educational institutions, groups and individuals interested in a MEd off campus program should contact the assistant to the director for off-campus graduate programs. Telephone: 604-291-4168

New:

MEd Off Campus Programs

MEd programs are intended for practicing educators who wish to improve their abilities to critically read, evaluate and integrate educational theory and research.

Two-year MEd programs in Educational Leadership and in Curriculum and Instruction, offered in communities through the province, focus on a theme that integrates scholarly inquiry with focal interests and professional practice needs. During fall and spring semesters, classes normally are scheduled every second weekend in the community where the program is situated. In the summer semesters, students typically attend classes on the SFU campus in July.

School districts, educational institutions, groups and individuals interested in an MEd off campus program should contact the assistant to the director for off-campus graduate programs. Telephone: 604-291-4168

Three-Year Option of MEd Off Campus Programs

A three-year option of the MEd focuses on Educational Practice and builds on the coursework of the Graduate Diploma in Advanced Educational Studies. This option admits students who are enrolled in the two-year GDip and provides for a third year of study leading to the MEd in Educational Practice. Interested individuals should contact Field Programs. Telephone: 604-291-4892

Insert prior to Individual Program section

Educational Practice

This three-year program, leading to the MEd degree, focuses on Educational Practice and builds on the coursework of the Graduate Diploma in Advanced Educational Studies. It is available only to students who are enrolled in the Graduate Diploma program offered by Field Programs in the Faculty of Education. Students in the second year of the two-year Graduate Diploma program may apply to this MEd program and will undertake a third year of studies following completion of the Graduate Diploma coursework. The program requires 30 credits of 500-level EDPR coursework, plus 15 credits of core graduate coursework, and a comprehensive examination.

Core Courses

EDUC 807-5 The Foundations of Action Research
EDUC 867-5 Qualitative Methods in Educational Research
EDUC 811-5 Fieldwork