

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Senate From: J. Osborne, Acting Chair
Senate Committee on Academic Planning

Subject: Faculty of Education - Graduate Curriculum Revisions Date: May 19, 1994

Action undertaken by the Senate Graduate Studies Committee and the Senate Committee on Academic Planning, gives rise to the following motion:

Motion:

"that Senate approve and recommend approval to the Board of Governors the curriculum revisions for the Faculty of Education as set forth in S. 94 -42as follows:

- i) Credit change from three hours to five hours for EDUC 874
- ii) Varied credit hours for Special Topics Courses, EDUC 710-714 and EDUC 720-724

For Information

Acting under delegated authority of Senate, the SGSC has approved the following course revisions:

Prerequisite changes for EDUC 873-5, EDUC 871-5, EDUC 867-5 and EDUC 863-5.

**SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION
MEMORANDUM**

To: Bruce Clayman
Dean of Graduate Studies

From: Mike Manley-Casimir
Director, Graduate Programs

Subject: SCGS Agenda

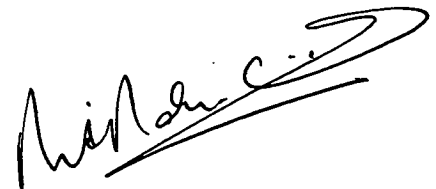
Date: March 4, 1994

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The Faculty of Education approved the following at recent Faculty meetings:

1. EDUC 873-5 Vocational Counselling and EDUC 871-5 Family Counselling
Prerequisite changes.
2. EDUC 874-3 Counselling Skills and Strategies
Credit change.
3. Special Topics Courses (EDUC 710-714 and EDUC 720-724)
Varied credit option. Dr. B. Clayman provided executive approval to use varied credit for 94-2 semester(March 2/94). Dr. Clayman will write a memo recommending the future use of the varied credit for the SCGS.
4. EDUC 867-5 Qualitative Methods in Educational Research and
EDUC 863-5 Quantitative Methods in Educational Research.
Prerequisite changes.

Please include these on the agenda of the next meeting of the Senate Committee on Graduate Studies.



cc: Stan Kanehara, Assistant to the Dean, Education
Marian McGinn, Assistant Director, Graduate Records, Registrars
Karen Kirkland, Assistant to the Director, Graduate Programs,
Education

FACULTY OF EDUCATION
GRADUATE PROGRAMS COMMITTEE

1. Educ 873-5 Vocational Counselling

Prerequisite change

from : Prerequisite: Educ 811 or equivalent, consent of instructor

to: No prerequisite

Rationale: The first practicum is not essential to the course as it is now taught.

2. Educ 871-5 Family Counselling

Prerequisite change

from: Prerequisite: Educ 811 or consent of the instructor

to: No prerequisite

Rationale: The first practicum is not essential to the course as it is now taught.

Faculty of Education
Graduate Programs

Re: Educ 874-3 Counselling Skills and Strategies
Increasing the credits assigned to Educ 874 from 3 to 5 credits.

The request to change the credits from 3 to 5 is based on the following:

1. Education 874 (Counselling Skills and Strategies) is the only course that students in the Masters in Counselling program take in order to learn and practise counselling skills prior to entering the counselling practicum (Education 811-5 Fieldwork I). The 36 hours currently provided for 874 are not adequate to teach the students these skills and give adequate opportunity to apply in the classroom with feedback from the instructor. Nor is the time adequate to include coverage of additional important topics such as the application of the counselling skills to particular common problems that students face in the practicum (e.g. depression, family violence).
2. One of the reasons that 874 has "worked" as a three credit offering for the last few years is that the GFA in the counselling program voluntarily extended the course with weekly meetings for interested students in the term following 874. It should be noted that the majority of the students took advantage of this additional time and that they were more skilled and prepared for their practicum.

Education 874 is a crucial foundation course in the counselling program that, presently, does not allow adequate time to prepare students for the practicum. In addition, Educ 874 has been extended on a voluntary basis in the past, thus the change proposed is making official what has been practised informally in the past.

Calendar change: Education 874-3 changed to Education 874-5.

Proposal to change Graduate Special Topics Courses to a Varied Credit Option

Currently the graduate course numbers for Special Topics courses have specific credit assigned to each course. Educ 710 - Educ 714 are 3 credits
Educ 720 - Educ 724 are 5 credits

The 94 summer programming requires eight Special Topics courses at 5 credits each. Currently Graduate Programs does not have the capacity to meet that need.

This situation occurred in Undergraduate Programs some years ago and was solved by approving a calendar change to allow each Special Topics course to have varied credit assigned each semester of offering. The credit was approved and assigned for each new course through the Program Committee.

Proposed Calendar Entry::

EDUC 710-3,4, or 5 Special Topics
EDUC 711-3,4, or 5 Special Topics
EDUC 712-3,4, or 5 Special Topics
EDUC 713-3,4, or 5 Special Topics
EDUC 714-3,4, or 5 Special Topics

EDUC 720-3,4, or 5 Special Topics
EDUC 721-3,4, or 5 Special Topics
EDUC 722-3,4, or 5 Special Topics
EDUC 723-3,4, or 5 Special Topics
EDUC 724-3,4, or 5 Special Topics

Credit to be assigned, on a semester basis,
upon approval of the Graduate Programs Committee.

APPROVED BY GPC ON FEB 8/94

Simon Fraser University

Memorandum

To: Faculty Colleagues
Re: Changes in Prerequisites for
 Graduate Research Methods Courses

From: Mike Manley-Casimir
Date: September 29, 1993

Following consultation with colleagues, I wish to propose the addition of the attached prerequisites.

FROM:

TO:

EDUC 863-5 Quantitative Methods in Educational Research

Focus on critical analysis of quantitative research in education. Research studies examined will be based on exploratory and confirmatory data analysis, including group comparisons and correlations. Students will use calculators and computers for data analysis and display. *Prerequisite: STAT 103 or equivalent.*

Delete existing prerequisite.
 Add: Prerequisite: EDUC 864.

EDUC 864-5 Research Designs in Education
 Designing and interpreting research about education. Introduction to survey techniques, correlational designs, classic experimental and evaluation designs for investigating causal relations, case study methods, interpretive approaches to research. *Students with credit for EDUC 814 may not take this course for further credit.*

No Change.

EDUC 865-5 Advanced Topics in Educational Data Analysis

Advanced methods for analyzing multivariate data in educational research: concepts which underlie methods; frailties in methods and means for identifying them in analyses; using mainframe and microcomputer programs and interpreting output from them. Illustrations from educational research are used throughout. *Prerequisites: EDUC 864 and 863, or their equivalents.*

No Change.

EDUC 866-5 Advanced Qualitative Research in Education

Students will study in depth various qualitative methodological approaches to educational research, will develop competence to contribute significantly to knowledge in their particular field of study, and will engage in intensive practice of various methodological approaches to qualitative research introduced in EDUC 867-3.

Add: Prerequisite: EDUC 867 and 864.

EDUC 867-5 Qualitative Methods in Educational Research

This course introduces students to qualitative research in education and examines topics such as identifying problems, using conceptual frameworks, coding, data analysis, drawing interpretations, and constructing arguments.

Add: Prerequisite: EDUC 864.

SIMON FRASER UNIVERSITY

DEAN OF GRADUATE STUDIES

Memorandum

TO: Mr. R. Heath
Secretary of Senate

FROM: B.P. Clayman
Dean of Graduate Studies

SUBJECT: EDUC Special Topics Courses

DATE: May 21, 1994

At its meeting of May 18, SCAP approved and recommended to Senate a proposal that Education Special Topics courses EDUC 710 through 714 and EDUC 720 through 724 be changed from a fixed number of credit hours (3 and 5 respectively), to variable credit hours ranging from 3 to 5. The actual number of credit hours would be assigned by the Education Graduate Program Committee prior to each offering, based on the specific requirements of the particular Special Topics course offered. The extremely lengthy discussion at the SCAP meeting suggests to me that a more complete written rationale for the proposal might be useful.

Under SIMON, the Registrar's computer system, a particular course number can be used only once in each semester. This includes Special Topics courses, which appear on the student's transcript with the actual topic of the course as the title of the course (not "Special Topics"). Among the over 300 graduate students in Education, there are, in some semesters, more students wishing to take Special Topics courses than can be accommodated by the present five three-credit course labels and five five-credit course labels; in addition, the option of providing four-credit courses is desired.

There are clearly two ways to 'work around' this limitation of the computer system and provide the desired range of options - that is: ten courses whose credit hours range from three to five:

- create twenty more Special Topics courses to end up with thirty courses: ten with three credits, ten with four and ten with five, or
- stick with the present ten courses and allow variable credit to be assigned.

Education, wisely in my opinion, chose the latter option. It is the model already followed in a number of undergraduate courses, including Special Topics courses EDUC 486 through 489 - (3,4 or 6).

I hope that Senate finds this information useful.

