

SIMON FRASER UNIVERSITY

Office of the Vice-President, Academic

MEMORANDUM

To: Senate
From: J. M. Munro
Chair, Senate Committee
on Academic Planning
Subject: Graduate Program Changes in the
Faculty of Education
Date: June 11, 1992

Action undertaken by the Senate Graduate Studies Committee and the Senate Committee on Academic Planning (SCAP 92 - 23) gives rise to the following motions:

Motions:

1. "That Senate approve and recommend approval to the Board of Governors as set forth in S.92 - 50 , the changes to the Master's degree in the Faculty of Education."
2. "That Senate approve and recommend approval to the Board of Governors as set forth in S.92 - 50, the proposed Master of Education program to be offered at the University College of the Cariboo."

J. M. Munro

SIMON FRASER UNIVERSITY
OFFICE OF THE VICE-PRESIDENT, ACADEMIC
MEMORANDUM

To: Senate Committee on Academic Planning
From: J.M. Munro, Chair, Senate Committee on Academic Planning
Subject: Graduate program changes in the Faculty of Education
Date: 4 June, 1992

The following material is being presented to SCAP for approval:

a) Changes to the Master's Program

That SCAP approve and recommend to Senate and the Board the changes in the Master's degree in the Faculty of Education contained in the three motions in (SCAP 92-23a)

This is a new option within the Masters program made possible by the change to graduate regulations in February 1991.

b) Masters of Education Program at the University College of the Cariboo

That SCAP approve and recommend to Senate and the Board the proposed masters of Education program at the University College of the Cariboo, as outlined in paper (SCAP 92-23b)

J.M. Munro

Simon Fraser University
Faculty of Education
Graduate Programs
Proposed Masters's Degree Initiatives.

At the present time Faculty of Education and Graduate programs are developing a number of initiatives to meet the growing demand for advanced degrees in the Province, in particular in locations distant from the Lower Mainland. These initiatives may include some or all of the following features:

(a) One of the three options for master's degrees now offered by the faculty:

(i) the MA or MSc, which requires the successful completion of an approved plan of study consisting of a minimum of 33 semester hours of graduate work divided among course work (at least 23 hours) and a thesis (10 semester hours).

(ii) the project M.Ed., which requires a minimum of 33 semester hours of divided among course work (at least 28 hours) and a project (5 semester hours).

(iii) the course work/examination M.Ed., which consists of at least 33 semester hours of graduate course work and an examination within a designated program.

(b) When delivered to sites outside the Lower Mainland the degrees may incorporate one or all of the following delivery modes:

- (i) tele-communications,
- (ii) on-site face-to-face,
- (iii) print-based Disc and
- (iv) on-campus courses.

(c) The degrees will be financed on a full cost recovery basis. This means that the extra costs of delivery to isolated areas will have to be fully covered by differential student fees or by some contractual arrangement between the Faculty and one or more local educational institutions, e.g. school districts or colleges.

(d) Initiatives must focus themselves around a combination of faculty capabilities, interests and expertise, and local or provincial educational needs.

Motion 1.

That the following changes and additions be made to the University calendar entry concerning Master's Programs on page 279. (The new text in italics)

Master's Programs

The MA and the MSc are degrees signifying the acquisition of advanced knowledge in the student's field of specialization, advanced training in the conduct of inquiry, and demonstrated ability to conduct research through the completion of a thesis.

The requirements for these degrees are the successful completion of an approved plan of study consisting of a minimum of 33 semester hours of graduate work divided among course work (at least 23 semester hours) and a thesis (10 semester hours).

The MEd is a professional degree signifying the acquisition of advanced knowledge in the study of education, advanced training in the practice of education, and demonstrated competence in the successful completion of an *approved plan of study* that materially and substantially relates theory to practice or that systematically examines a significant problem in education.

The requirements for this degree are *either* i) successful completion of an approved plan of study consisting of a minimum of 33 semester hours of graduate work divided among course work (at least 28 semester hours) and a project (5 semester hours); *or* ii) *the successful completion of an approved plan of study, in a Designated*

Graduate Degree Program, consisting of a minimum of 33 semester hours of graduate course work and a final examination.

Motion 2

That a Designated Graduate Degree Program be:

- (a) a professional degree,
- (b) designed to meet specific or special educational or professional needs,
- (c) comprised of a pre-designed series of courses and examining procedures,
- (d) organized on the basis of students in cohort groups with access restricted to an initial entry point.
- (e) approved by appropriate faculty and university procedures.

Motion 3.

That the procedures for the setting and taking of the M.Ed. examination be as follows:

- (a) the examination be set by faculty members involved in teaching the course-work of the relevant M.Ed in consultation with the Director of Graduate Programs,
- (b) the examination must consist of no fewer than three hours, which may contain an oral component.
- (c) the examination be offered to students immediately following the completion of coursework in final semester of the M.Ed program.
- (d) a student who fails may be examined a second time within one year. A student who fails a second time will be required to withdraw.

**PROPOSED MASTERS of EDUCATION to be offered at the
UNIVERSITY COLLEGE OF THE CARIBOO:**

INTRODUCTION

At the present time considerable change is occurring in what was the community college system in the province. Some institutions are being upgraded to the status of university colleges and are, in cooperation with the three provincial universities, transforming themselves from two year colleges to four year degree granting institutions. Simon Fraser University, including this Faculty, is playing a key role in cooperating with the colleges in organizing and helping to develop these changes in a manner consistent with the standards of the university. This cooperation is vital if the college system is going to mature in a manner that not only meets local needs for access to post secondary education, but that also maintains high academic standards. This cooperation takes a number of forms, such as:

1. when a university faculty sponsors and mentors the development of a similar faculty in a particular college, like the relationship at present under negotiation between this Faculty and Fraser Valley College with a view to developing an education program there;
2. when a university faculty plays an important role in the area of staff and faculty development, both in terms of (a) the upgrading of content knowledge necessary for the teaching of a four year degree program and (b) the education and training of the future leaders of these institutions. The proposed UCCMEd is meant to focus primarily on the area covered by 2(b) above. For this reason it is being developed as part of the Administrative Leadership Program(ALP) and is intended to provide a well-conceived program of study in matters such as: educational philosophy, organizational theory, program

development, implementation and evaluation, adult education, practical and ethical decision making, personnel administration, and contemporary methods and techniques of distance education.

DEGREE FORMAT

In view of the recent changes in the university regulations governing the requirements for professional master's degrees, and the more recent support in principle by this faculty for these changes (Meeting of Faculty of Education, November 25th, 1991), it is proposed that the UCCMed be regarded as a pilot program for the all-course/examination M.Ed and be regarded as a Designated Program. This means that this proposal will be required to undergo the scrutiny and approval of the faculty's Graduate Programs Committee, the Faculty of Education and the Senate Graduate Studies Committee.

Furthermore, it is proposed that a review process be built into the the UCCMed, with a view to obtaining information that will both assist in the ongoing operation of this program and provide a knowledge base for the design and operation of any future ventures of this type.

PROGRAM OUTLINE FOR THE UCCMed.

The students will be required to successfully complete a minimum of 40 semester hours and pass a final examination based on the material studied during the course work.

The proposed course outline is as follows:

Semester 1. Fall 1992

EDUC 831-5. Seminar in Philosophy and Educational Theory.

Instructor: Tasos Kazepides/Faculty

Semester 2. Spring 1993

EDUC 813-5. Organizational Theory and Analysis in Education.

Instructor: Norm Robinson

Semester 3 Summer.1993 (SFU)

EDUC 817-5. The Political and Social Environment of Public Education.

Instructor: Peter Coleman

EDUC 723-5. Principles and Foundations of Adult Edcation.

Instructor: New Faculty or Sessional Appointment.

Semester 4. Fall 1993

EDUC 835-5. The Use of Judgement in Administrative Decision Making.

Instructor: Michael Manley-Casimir.

Semester 5. Spring 1994

EDUC 822-5. Evaluation of Educational Practice.

Instructor: faculty

Semester 6. Summer 1994 (SFU)

EDUC 818-5. Administrative Leadership of Educational Personnel.

Instructor: Norm Robinson or Peter Coleman.

EDUC 724-5. Trends and Developments in Adult Education

FINAL EXAMINATION

TEACHING IMPLICATIONS

It is intended that the degree will be delivered through mixed modes, including on-site seminars, distance and on-campus sessions. The bulk of the teaching will be done by faculty; however, it may be necessary in certain cases, Adult Education for example, to employ sessional instructors. One of the issues to be kept in mind during the review process should concern the impact of this program on faculty and the implications for future hiring needs.

STUDENT SELECTION AND EVALUATION.

The particular group of students wishing to take this degree are college instructors and administrators with academic qualifications of a varied nature. The majority of them have already met with the Director during a recent meeting at UCC in Kamloops. Not only was there great enthusiasm and interest on the part of those at the meeting, but there is also full support from the institution for this initiative. Prospective candidates were asked to submit a preliminary application with relevant documentation so that we could establish whether there were enough potentially qualified individuals to support a cohort intake at U.C.C.

Review of the files revealed that there is a viable cohort of potentially admissible students the great majority of whom expressed an interest in increasing their knowledge of program development and the theory and practice of administration. For this reason it was decided to approach the ALP group to provide the format and the focus for the degree. This has been agreed to by the ALP faculty members.

Many applicants do have bachelor degrees in the areas where they teach, e.g. nursing or science, and these are by and large of good quality, in terms of institutions and GPA. There are, however, a number of applicants who have one or more diplomas in their area of technical expertise which are more difficult to evaluate in terms of entry standards to graduate study. It should be noted that the Faculty of Education has admitted such students to graduate study toward the M.Ed.(professional degree) in the past and has developed a policy document to guide such decisions (see attached). In addition, a two part selection process is proposed which will incorporate the following:

PART 1: a reading comprehension and writing ability examination which would take place under supervision, for the purpose of dividing the students into two groups:

(i) those who do not meet the standards necessary for entry to Graduate Programs,

(ii) those who would be allowed to register as qualifying students.

PART 2: Students admitted to the program would be required to maintain a B grade in each of their first two courses. Failure to achieve this grade would mean that the student would no longer be able to continue with this degree, and would be required to withdraw.

Once admitted to graduate studies all students would be expected to meet the requirements for this master's degree including passing the final examination. This examination will be set by faculty members, who have taken part in teaching the cohort group, in consultation with Director of Graduate Programs, and will be taken by students at the end of their final semester of course-work. The format of the examination will be as follows:

Part 1. A three hour written examination during which students must answer one question from each section of the tri-partite exam. The students may select from a choice of two questions in each part of the exam. The three parts will consist of the following areas of specialization, (i) Administration and Leadership , (ii) Curriculum and Program Development and (iii) Adult Education. A reading list covering these areas will be available to students at least one semester prior to the date of the examination. The examination papers will be evaluated by at least two faculty members.

Part 2. A one-half hour oral examination conducted by at least two faculty members who have taught the cohort group. This will be evaluated on a fail/pass basis.

The results of both examinations will be made available to students prior to the end of the semester in which they are taken. Students who fail either one or both of the examinations may be asked to take them again. A student who fails a second time will be required to withdraw.

FINANCE & ADMINISTRATION

This degree will be financed on the basis of full cost recovery, which means that all additional expenditures by the Faculty, necessary to deliver this degree, will be recovered either through differential fees or through some arrangement with UCC.

The program will be administered by the Graduate Programs office with responsibility for professional and academic coordination to be done by the Graduate Faculty Associate.

Motion 4.

That a Masters of Education program be offered to a selected group of students who are members of the teaching staff of the University College of the Cariboo. (UCCMed). This degree would be a Designated Program designed as an all course/examination program. The students will be required to complete a minimum of 40 semester hours and successfully pass a final examination based on the material studied during the course work.

Furthermore, that the UCCMed Designated Program consist of the following proposed courses or similar replacements (replacements to be approved by the Faculty Graduate Programs Committee) :

Semester 1. Fall 1992.

EDUC 831-5 . Seminar in Philosophy and Educational Theory.

Semester 2. Spring 1993.

EDUC 813-5. Organizational Theory and Analysis in Education

Semester 3. Summer 1993. (SFU)

EDUC 817-5. The Political and Social Environment of Public Education

EDUC 723-5. Principles and Foundational of Adult Education (to be developed)

Semester 4. Fall 1993.

EDUC 835-5. The Use of Judgement in Administrative Decision Making.

Semester 5. Spring 1994.

EDUC 822-5. Evaluation of Educational Practice.

Semester 6. Summer 1994. (SFU)

EDUC 818-5. Administrative Leadership of Educational Personnel.

EDUC 724-5. Trends and Developments in Adult Education (to be developed)

FINAL EXAMINATION.

SIMON FRASER UNIVERSITY
OFFICE OF THE VICE-PRESIDENT, ACADEMIC
MEMORANDUM

To: Senate Committee on Academic Planning Members
From: Alison Watt
Subject: Masters of Education Program - University College of the Cariboo
Date: 7 June, 1992

Geoff Madoc-Jones provided additional information about the adequacy of library services associated with the proposed M.Ed. program at the University College of the Cariboo.

There will be no increase in the number of students being served. The Faculty plans to offer this program in Kamloops, and the Administrative Leadership Program in Prince George will not be offered. The faculty teaching these courses will in the main be using presently developed courses with the emphasis on the college context. When it comes to the specifics of the books needed for students to take the courses the majority of them will be already available in the collection that has been used by ALP students in the past. This does not, therefore, mean that further texts will have to be purchased to deal with an increase in numbers. There may be requests for books in the area of adult education, but these will be coming anyway once a new faculty member in that area has been appointed. Mr. Madoc-Jones will contact the our library and discuss with the UCC library what their holdings are in the area of adult education. In any future initiatives which entail an increase in numbers there will of course be a cost factor built in to take care of increased pressure on library services. In the contract for UCC, there is a provision of \$1710 for books and library searches, and this figure could probably be increased if necessary.

Faculty of Education

Interpretation and Elaboration of General Regulations,
3.2—Admission to a Master's Program

Date: April 23, 1980

Approved by Faculty: June 23, 1980

Subject: The Admission to Graduate Studies in Education (M.Ed.) of applicants lacking a Bachelor's Degree

BACKGROUND

The Faculty of Education regularly receives applications for admission to graduate studies from individuals who lack a Bachelor's Degree. These applications are considered on a case-by-case basis and recommendations for admission are argued before the Executive Committee of the Senate Graduate Studies Committee. This policy statement is designed to clarify the conditions under which applicants without an undergraduate degree are likely to be considered for admission. General Regulations, Graduate (p.223) state:

1.3.2 Admission to a Master's Program

The minimum University requirements for admission to a Master's program are as follows:

- a) a Bachelor's degree with a cumulative grade point average (CGPA) of at least 3.0 from a recognized university, or the equivalent;
- b) submitted evidence, usually in the form of references from qualified referees, of the student's ability to undertake advanced work in the area of interest.

In exceptional circumstances, a student may be admitted with lower formal qualifications than in (a) above but with professional experience of significance to the proposed area of research.

In addition, the student must satisfy any further requirements set by the Graduate Program Committee. Students whose native language is not English, may be required to satisfy the University and his Graduate Program Committee as to their command of English.

It is noteworthy that regulation 3.2 (a) makes provision for a student to be admitted either with a B.A. with a CGPA of 3.0 from a recognized university or the equivalent. It does not, however, specify what constitutes "equivalence". The regulation goes on to state that "In exceptional circumstances, a student may be admitted with lower formal qualifications than in 3.2 (a) but with professional experience of significance to his proposed area of research."

The two central questions requiring clarification are: i) what constitutes "equivalence"; and ii) what constitutes "professional experience of significance to the proposed area of research?"

The Problem of Degree Equivalence

In the cases recommended for admission over the last three years degree equivalence has come to mean "a set of post-secondary educational qualifications usually amounting to three or four years of formal study." These qualifications may include university, college, professional and vocational training programs. The following examples give some sense of the range of alternative combinations of qualifications:

Case A

1964	Diploma as an Associate of the Savings Bank Institute: this was a two year diploma in banking and finance.	
1967	Associateship in the College of Preceptors	both qualifications required the completion of coursework in Education
1972	Licentiate in the College of Preceptors	

Case B

- 1970-71 First year of a nursing program in Ontario
- 1971-75 Three year program of studies leader to a Diploma as a Child Care Worker in Ontario
- 1977-78 One subsequent senior level undergraduate course.

Case C

- 1937-39 Two year teacher training program from St. Gabriel's teacher training college attached to University of London
- 1956-57 For the period of one year of study completing course in General Science, Goldsmith's College, London
- 1958 Certificate in Natural History, University of London

Case D

- 1968-70 One year program at Westminster College, London leading to City and Guilds Certificates in Cookery, Home Management, Dress and Design
- 1970-73 Three year program in teacher training at Sidney Webb College, University of London

Case E

- 1969 Three year program in teacher training from Goldsmith's College, University of London
- 1975 Advanced Diploma in Nursing Education, Maria Grey College, University of London

Case F

- 1943-44 Two Years of Arts and Sciences
1945-46 at U.B.C.
- 1947-54 Qualified as Legal Land Surveyer
- 1954-65 Completed portions of the
Intermediate Civil Engineering
Association Program of Studies
- 1974-76 Completed the Diploma in Adult
Education at U.B.C.

Commentary

In each of the cases abstracted above the set of formal educational qualifications was considered "equivalent" to an undergraduate degree by the Faculty Graduate Programs Committee and accepted as such by the Executive Committee of the Senate Graduate Studies Committee. It should be noted, however, that mere possession of a set of broadly equivalent qualifications is not by itself sufficient—the qualifications must also show evidence of academic/professional achievement of a minimum of B quality (S.F.U. = 3.0 CGPA; U.B.C. = 74%). Each of these cases provided this evidence. Less than three years post-secondary study is not considered to be equivalent to an undergraduate degree.

The Problem of "Significant Professional Experience"

In a few cases students are admitted where they clearly do not have formal educational qualifications broadly equivalent to a B.A. These cases are usually harder to assess than those involving degree equivalent qualifications. The practice of the Faculty has been to consider favourably those applicants with:

- i) well-established professional careers—mid-career people in the age range of 30-45 approximately;

- ii) people with substantial and diversified professional experience in fields related to their proposed areas of research;
- iii) people who evidence commitment, dedication and task orientation;
- iv) people who on the basis of assessments from qualified referees show promise of completing their programs of study successfully.

To date only one person has been admitted on these grounds—the following details sketch the salient facts in this case:

1949	High School Matriculation
1949-1969	Military Career in British Army—exit Rank "Major"
1962	Fellow of Royal Geographical Society—Himalayan Exploration
1968	Associate Member, British Institute of Management
1969-1973	Canadian Outward Bound—Executive Director

POLICY

The Faculty of Education, recognizing the professional and educational significance of post-secondary qualifications other than a Bachelor's Degree will receive applications for admission to the M.Ed. degree from individuals who lack a Bachelor's Degree.

REGULATIONS

1. Applicants will be eligible for competitive selection to graduate study when they possess either:
 - i) a set of post-secondary educational qualifications usually amounting to three or four years of formal study showing evidence of academic/professional a minimum of B quality (S.F.U.=3.0 CGPA; UBC=74%).
 or can demonstrate
 - ii) a well established professional career; substantial and/or diversified professional experience in fields related to the proposed area of

research; commitment, dedication and task orientation; and attested professional competence and promise.

2. Persons wishing to become eligible for admission, e.g., persons holding positions in community colleges, technical and vocational institutes are advised to complete available professional/vocational instructors and adult education programs or an equivalent program of relevant undergraduate coursework with adequate grades before applying to a graduate degree program. (For instance, applicants from B.C. should complete the Provincial Instructor's Diploma and either the Diploma in Adult Education at the University of British Columbia or 30 semester hours of approved upper levels undergraduate coursework at SFU [or the equivalent of such coursework elsewhere] with a minimum CGPA of 3.0.)

PROCEDURES

1. Applicants under this policy must submit, in addition to other required documents, complete documentation on all post-secondary qualifications together with a covering letter explaining any unusual or noteworthy features of these qualifications and demonstrating how these qualifications amount to at least three years of formal post-secondary study.
2. Applicants must also submit complete documentation on their professional experience.

Applicants selected for admission will normally be admitted on a qualifying basis for the first semester with the requirement that they achieve a minimum cumulative grade point average of 3.0 in course(s) during that semester. Upon successful completion of these courses students may apply for clear admission retroactively with retroactive course and residence credit.