

SIMON FRASER UNIVERSITY

S.80.42

MEMORANDUM

To *Members of Senate*

From *Office of the Dean of Graduate Studies*

Subject *Course Descriptions for Graduate  
Courses in the Faculty of Education*

Date *March 19, 1980*

MOTION: *That Senate approve the attached course descriptions for the graduate courses in the Faculty of Education.*

*These course descriptions were approved by the Executive Committee, Senate Graduate Studies Committee, on March 17, 1980.*

*Bryan P. Beirne  
Dean of Graduate Studies*

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# SIMON FRASER UNIVERSITY

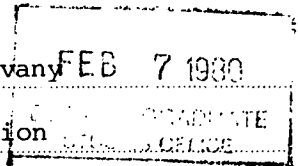
## MEMORANDUM

To: B. Beirne  
Dean of Graduate Studies

Subject: Course Descriptions

From: J. W. George Ivany  
Dean of Education

Date: February 4, 1980



The Faculty of Education approved at its meeting today the attached course descriptions to be included in the calendar changes for graduate programs. Please forward these to Senate for consideration.

J. W. George Ivany

JWGI:mh

Attachments

DESCRIPTION OF EDUCATION  
GRADUATE COURSES (EDUC)

[The Faculty wishes to include course descriptions in the calendar. At present only course titles appear in the calendar.]

- EDUC 804-5 Selected Problems in Educational Technology
- EDUC 805-5 Selected Problems in Early Childhood Education
- EDUC 806-5 Selected Problems in Higher Education (including Teacher Education)
- EDUC 807-5 Special Topics
- EDUC 808-5 Special Topics
- EDUC 809-5 Graduate Seminar
- EDUC 810-5 Directed Readings
- EDUC 811-5 Field Work I
- EDUC 812-5 Field Work II

**EDUC 813-5 Organizational Theory and Analysis in Education**  
Students examine relevant conceptual and empirical material drawn from the field of organizational theory including: the nature of formal and informal organizations, basic models in organizational analysis, organizational goals, organizational control, maintenance and change, decision making, communication and organizational effectiveness.

**EDUC 814-5 Research Strategies in Education**  
Survey of research methods and data analytic techniques used in educational research, development, and evaluation activities. Topics include: experimental and field research design, sampling, development and evaluation of instrumentation, descriptive and inferential statistics, and writing research proposals and reports.  
(Prerequisite: an introductory statistics course, e.g., Math 101 or Psyc. 210).

*Educ 815-5 Administrative, Legal and Financial Bases of Education*

*Students examine the role of local, provincial and federal governments in education in terms of administrative, legal, and financial dimensions with emphasis on present delivery services, constraints and strategies.*

**EDUC 816-5 Developing Educational Programs**

*Students analyse theories and learn how to apply techniques for planning, developing, implementing programs in schools and other institutions.*

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

*Students analyse the social and political structure of education in the light of political science theory, including the relationship of the school to the social structure.*

**EDUC 818-5 Administrative Leadership of Educational Personnel**

*Students examine the leadership role of the educational administrator as it relates to instructional program development, personnel selection and development, supervision and evaluation of teaching personnel, educational change and school evaluation, student personnel services and community relations.*

**EDUC 819-5 Studies in Teacher-Student Interaction and Curriculum Development**

*Consideration of systems for analysing teacher interaction and their use in analyzing the student's own classroom teaching. The course will also deal with models of instruction designed to achieve various categories of educational objectives.*

**EDUC 820-5 Educational Objectives and Teaching Strategies**

This course focuses on the development of appropriate teaching strategies to achieve particular educational objectives.

From:

**EDUC 821-5 Educational Theory and Classroom Applications**

To:

**Educ 821-5 Philosophical Issues in Classroom Practices [AMENDED TITLE]**

Philosophical examination of assumptions underlying practical problems in classroom teaching. Some of the main issues examined include: distinguishing teaching, indoctrination, and conditioning; the use of compulsion, manipulation, and discipline; student/teacher relationships; child-centered education; alternative education; punishment and behaviour modification. It also focuses on assumptions underlying such practices as play, learning by discovery, individualized instruction, and open education.

**EDUC 822-5 Evaluation of Educational Practice**

Consideration of procedures used in educational evaluation; of published test and other measurement devices; and political, social, and philosophical issues relating to the evaluation of educational programs.

**EDUC 823-5 Recent Developments in Curriculum and Instruction in an Individual Teaching Specialty**

An intensive examination of recent developments in a curriculum area selected by the student. In addition the course will deal with major philosophical and historical factors that influence the present state and future directions of curriculum and instruction.

**EDUC 824-5 Seminar in English as a Second Language**

Students examine the use of grammars in language teaching, linguistic influences on learner English, current models in English as a second language, and learning acquisition.

**EDUC 825-5 Curriculum and Instruction in English as a Second Language**

Students examine the principles underlying curriculum design and evaluation materials based on various teaching methods. Students will design curricula for non-native speakers of English.

**EDUC 826-5 The Reading Process**

This course has a decidedly theoretical emphasis. Topics for study include: reading as a physiological process; psychological models of word processing; models for language and reading comprehension. The literature for this course will draw heavily upon current psycholinguistic and psychological writings.

**EDUC 827-5 Diagnosis and Remediation of Reading Difficulties**

This course focuses on symptoms and causes of reading failure. The literature on reading failure will be examined. Strategies of evaluation and remediation will be discussed.

From: **EDUC 831-5 Seminar in Analytical Philosophy and Educational Theory**

To: **Educ. 831-5 Seminar in Philosophy and Educational Theory**  
[AMENDED TITLE]

Philosophical examination of issues related to the school as an educational institution with social and political connections. Issues examined include: the education/schooling/training distinction; the justification of education; compulsory curriculum; freedom and authority in education; equality of educational opportunity; legal-moral questions central to educational administration; teachers'/parents'/students' rights and duties; accountability; and the logic of decision-making.

From: EDUC 833-5 Seminar in Social Philosophy and Sociological Theory  
 To: Educ. 833-5 Seminar in Social and Moral Philosophy and Education  
 [AMENDED TITLE]

An in-depth study of the ethical foundations of education. Areas in education where ethical questions arise are identified and elucidated. Classical and modern moral positions are examined for their adequacy as theories of moral justification. The topics include the value of education, freedom and equality, and moral and values education.

From: EDUC 836-5 Advanced Seminar in Analytical Philosophy and Educational Theory  
 To: Educ. 836-5 Advanced Seminar in Epistemology and Education  
 [AMENDED TITLE]

This course is an in-depth study of epistemological issues in education, including: concepts of perception, cognition, imagination, memory, understanding, learning and the assessment of learning. Other questions dealt with are: What are the various forms of knowledge? What are the implications for core curriculum? What epistemological assumptions underly current educational practices? Is the relativity of knowledge thesis defensible? Are the claims of sociology of knowledge/belief/truth? meant by: objectivity/knowledge/belief/truth? In what sense can 'rationality' be defended as a central educational objective?



**From:** EDUC 837-5 Advanced Seminar in Social Philosophy and Sociological Theory

**To:** Educ. 837-5 Advanced Seminar in Education and Social Philosophy and Sociological Theory.

This course is an in-depth study of selected topics in education and social philosophy and sociological theory.

[ NO CHANGE ]

EDUC 840-0 Graduate Seminar

EDUC 841-3 Graduate Seminar

EDUC 845-3 Special Topics

EDUC 870-5 Introduction to School Counselling Psychology

Students examine analytic, phenomenological, existential, behavioral and cognitive approaches to counselling, and the philosophical and personal theories upon which they are based.

EDUC 871-5 Studies in Family — School Interaction

Students discuss models of family dynamics and instructional interventions applicable by school personnel in family counselling interactions. Concepts and techniques will be explicated through discussion and simulation.

EDUC 872-5 Educational Assessment

Basic concepts in educational and psychological measurement are examined, including classical test theory, and criterion and domain referenced measurement. Students administer and interpret a variety of educational and psychological diagnostic and assessment instruments. These include individual and group standardized tests, and non-standardized interview and observation procedures.

[ NO CHANGE ]

EDUC 881-5 Special Project I

EDUC 882-5 Special Project II

[ NO CHANGE ]

EDUC 898-10 Thesis