

SIMON FRASER UNIVERSITY

S.72-88

MEMORANDUM

To SENATE

From ACADEMIC PLANNING COMMITTEE

Subject REORGANIZATION OF THE FACULTY OF
EDUCATION
(a) CHANGES IN UNDERGRADUATE COURSES
AND PROGRAMS
(b) CHANGES IN GRADUATE COURSES AND
PROGRAMS

Date JULY 18, 1972

FACULTY OF EDUCATION UNDERGRADUATE COURSES AND PROGRAMS

- (a) Senate is requested to approve the following,
as set forth in Paper S.72-88, Appendix A,
Faculty of Education Undergraduate Courses and
Programs:

MOTION A - DEFINITIONS OF MAJORS AND MINORS IN THE B.Ed. DEGREE

"That Majors and Minors within the B.Ed. Degree,
including prerequisites, be as approved by Senate
on the recommendations of the Faculty of Education
and the Departments concerned.

(Note - Interim Procedures - Students may complete
the degree under regulations in effect at the time
they declare their major and/or minors, or under
regulations in effect at the time of graduation.)"

MOTION B - DEFINITION OF EDUCATION MINORS

"That there be two classes of Education Minors.
The Faculty of Education will provide coherent minor
programs in special areas of education. Specific
series of courses are defined by the Faculty. A
student may, however, choose a coherent set of
courses for a general minor, subject to approval
by the Director of Undergraduate Programs.

In each case 14 - 18 semester hours of course work numbered 300 and above are required of which at least 8 semester hours must be from courses offered by the Faculty of Education.

(Note - Procedures - Proposals for a series of minors in special areas of education will be developed in the Faculty of Education and brought forward through S.C.U.S. to Senate for approval. Students not enrolled in special minor programs will complete general minors.)"

MOTION C - REVISION OF DEGREE REQUIREMENTS

"That a major or a minor in a field not commonly taught in British Columbia schools may only be taken in combination with a minor in a field that is commonly taught."

MOTION D - REVISED COURSE DESCRIPTIONS

"That the courses listed in pages 7 and 8 and described in the attached supporting documents be approved."

(Explanatory Note, covering items on the right - which are provided for information - Abbreviations are as follows: N indicates New, R indicates some form of Revision to an earlier course, T indicates Title Change, C indicates Credit Change. X indicates the effective date of approval of the courses, but not necessarily the semester in which it will first be offered. NO indicates that it specifically will not be offered in the semester shown.)

Explanatory Notes

<u>Course Number and Title</u>	<u>New or Revision or Change of Title or of Credits</u>	<u>Fall 72-3</u>	<u>Spring 73-1</u>	<u>Discontinue</u>
Ed.220-3 - Psychological Perspectives on Contemporary Educational Problems	N R T	X		Ed.201-3, Spring 73-1
Ed.230-3 - Philosophical Perspectives on Contemporary Educational Problems	N R T	X		Ed.202-3, Spring 73-1
Ed.240-3 - Social Perspectives on Contemporary Educational Problems	N	X	NO	

Explanatory Notes

	<u>N R T C</u>	<u>Fall</u> <u>72-3</u>	<u>Spring</u> <u>73-1</u>	<u>Discontinue</u>
Ed.401-8 - Introduction to Classroom Teaching	T			Continue
Ed.402-7 - Studies of Educational Theory and Practice	T			Continue
Ed.404-0 - Semester in Residence				Continue
Ed.405-15 - Teaching Semester	T			Continue
Ed.421-4 - Learning & Evaluation	N R	X NO		
Ed.422-4 - Learning Disabilities	N R	X NO		
Ed.423-4 - Analysis of Teaching	N	X NO		
Ed.429-4 - Research for the Classroom Teacher	N R	X NO		
Ed.431-4 - Analysis of Educational Concepts	R T C		X	Ed.434-5, Spring 73-1
Ed.435-4 - Educational Theory and Theory Criticism	R T C	X NO		Ed.435-5, Fall 72-3
Ed.437-4 - Ethics and Education	R C		X	Ed.436-5, Spring 73-1
Ed.441-4 - Cultural Differences and Education	N	X NO		
Ed.442-4 - Contemporary Issues in World Education	C & Number		X	Ed.432-5, Spring 73-1
Ed.461-4 - Trends and Developments in Educational Practice				Continue
Ed.462-4 - Environmental Education (Outdoor Education)	N R	X NO		
Ed.463-4 - Educational Media	N R	X NO		
Ed.464-4 - Early Childhood Education	N R	X		
Ed.465-4 - Children's Literature	N R	X		
Ed.471-4 - Curriculum Development - Theory and Application	R			Continue

Explanatory Notes

	<u>N R T C</u>	<u>Fall</u> <u>72-3</u>	<u>Spring</u> <u>73-1</u>	<u>Discontinue</u>
Ed.472-4 - Designs for Learning - English and Language Arts	N R	X		
Ed.473-4 - Designs for Learning - Reading	N R	X		
Ed.474-4 - Designs for Learning - Social Sciences	N R	X		
Ed.475-4 - Designs for Learning - Mathematics	N R	X		
Ed.476-4 - Designs for Learning - Natural Sciences	N R	X		
Ed.477-4 - Designs for Learning - Art	N R	X		
Ed.478-4 - Designs for Learning - Music	N R	X		
Ed.479-4 - Designs for Learning - Physical Education	N R	X		
Fd.484-8 - Curriculum Studies	N R	X		
Ed.485-15 - Curriculum Studies	N	X		
Fd.486-4 - Special Topics	N R	X		
Ed.487-4 - Special Topics	N R	X		
Ed.489-4 - Experimental Courses	N	X		
Ed.490-2 - Directed Study	N R		X	Ed.498-18, 499-15 Spring 73-1
Ed.491-2 - Directed Study	N R		X	Ed.498-18, 499-15 Spring 73-1
Ed.492-4 - Directed Study	N R		X	Ed.498-18, 499-15 Spring 73-1
Ed.493-4 - Directed Study	N R		X	Ed.498-18, 499-15 Spring 73-1
Ed.494-4 - Directed Study	N R		X	Ed.498-18, 499-15 Spring 73-1
Ed.495-3 - Directed Reading - Honors	N R		X	Ed.498-18, 499-15 Spring 73-1

" In addition to those indicated above to be discontinued, the following courses are to be discontinued: Ed.331-3 as of Fall 72-3; Ed.433-5 as of Fall 72-3; Ed.440-5 as of Spring 73-1; Ed.481-5 as of Spring 73-1."

If any or all of the above are approved, the following motion will be made:

MOTION: "That Senate waive the normal two semester time lag requirement, to permit the offering of new or changed courses authorized above by the Faculty of Education in the most suitable semester."

FACULTY OF EDUCATION GRADUATE COURSES AND PROGRAMS

(b) Senate is requested to approve the following, as set forth in Paper S.72-88, Appendix B, Faculty of Education Graduate Courses and Programs:

MOTION 1. "That eleven new courses be instituted:

Education 813-5 - Organizational Theory and Analysis
in Education

Education 814-5 - Research and Development Strategies
in Education

Education 815-5 - The Economics and Financing of
Education

Education 816-5 - Developing Educational Programs

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

Education 818-5 - Administrative Leadership of
Educational Personnel

Education 819-5 - Studies in Teacher-Student Interaction
and Curriculum Development

Education 820-5 - Educational Objectives and Teaching
Strategies

Education 821-5 - Educational Theory and Classroom
Applications

Education 822-5 - Evaluation of Educational Practice

Education 823-5 - Recent Developments in Curriculum and
Instruction in an Individual Teaching Specialty"

MOTION 2. "That course numbers and titles be provided for field work:

Education 811-5 Field Work I

Education 812-5 Field Work II"

MOTION 3. "That two special project courses be instituted:

Education 881-5 Special Project I

Education 882-5 Special Project II"

MOTION 4.

"That the first paragraph under Program Development on page 113 of the 1972-73 calendar be revised to read as follows:

'The requirements for the M.A. (Education) or M.Sc. (Education) degrees are either:- (1) If a thesis is chosen, a minimum of thirty semester hours of graduate work divided among course work (at least ten semester hours), field work if desired (not to exceed ten semester hours), and the thesis (ten semester hours):
OR (2) If special projects are chosen in lieu of a thesis, a minimum of forty semester hours of graduate work divided among course work (at least twenty semester hours), field work if desired (not to exceed ten semester hours), and special projects (ten semester hours).'"

MOTION 5.

"That the following courses be deleted:

Education 801-5	Selected Problems in Elementary Education
Education 802-5	Selected Problems in Secondary Education
Education 803-5	Selected Problems in School Organization
SPF 898-10	Thesis

SIMON FRASER UNIVERSITY

S.72-88

MEMORANDUM

Members of Senate

From Academic Planning Committee

Subject Reorganization of the Faculty
of Education

Date July 18, 1972.

1. At the Senate meeting of April 5th, 1971 the following four motions contained in Senate paper S.71-51 were referred to the Academic Planning Committee:

Motion I: That the Educational Foundations Centre be organized into one administrative unit; that this unit be recognized for University purposes as a Department; and that there be no sub-departments within the Educational Foundations Centre.

Motion II: That the courses for the Educational Foundations Centre, as detailed in paper S.71-51b be approved.

Motion III: That in view of the extensive nature of the proposed changes for the Educational Foundations Centre and the advanced knowledge of Senate of the intent of the Faculty of Education to bring forward major changes that Senate suspend the rules pertaining to the two semester time delay prior to the offering of courses approved by Senate - to permit the offering of the Educational Foundations Centre courses approved by Senate (S.71-51b) on or after September 1st, 1971.

Motion IV: That a modification of Senate paper S.401 be approved to the effect that the criteria for Education Minors as part of the requirements for the B.Ed. degree be as stated in S.71-51b.

/...

2...

Because Senate did not include a specific charge in its referral of the four motions contained in S.71-51b, the President on April 28th, 1971 provided to the Academic Planning Committee a more specific and detailed charge:

1. The Academic Planning Committee is charged to bring forward to me, for referral to Senate, a recommendation as to the role of Fine Arts courses within the University.
2. The Academic Planning Committee is charged to bring forward to me, for referral to Senate, a recommendation as to the administrative placement of the Kinesiology Program/Physical Development Studies within the University.
3. The Academic Planning Committee is charged to address itself to the quantitative and qualitative needs of the Province in the area of teacher's education.
4. The Academic Planning Committee is charged to bring forward to me, for referral to Senate, a recommendation as to the role, structure and organization within the University of the Educational Foundations Centre of the Faculty of Education.

2. At a special meeting of Senate, held on October 25, 1971 to consider the report of the Academic Planning Committee on the re-organization of the Faculty of Education, a series of twenty-eight motions were considered and motions passed to implement them. Those which directly concerned the reconstituted Faculty of Education were as follows:

22. That the Faculty of Education be newly constituted so as to comprise the faculty members currently in the Professional Development Centre and members currently in Social & Philosophical Foundations, as designated by the Academic Vice-President.

/...

3....

23. That the Faculty of Education, as newly constituted be charged to submit (by January 31, 1971) a report to Senate through the Academic Planning Committee, covering the following points:

a) detailed recommendations for undergraduate and graduate program modification and development:

b) detailed recommendations regarding staffing patterns and priorities; and

c) steps to be taken relating to the organizational structure of the Faculty - specifically its Faculty Co-Ordinating Council, Graduate Studies Committee, and Undergraduate Studies Committee.

24. That the recommendations made regarding programs within the Faculty of Education satisfy the following constraints:

a) courses should bear the designation "Education";

b) responsibility for Education courses currently numbered 201 and 202 should be retained by the newly constituted Faculty of Education; and

c) additional work in the foundation areas of education should be integrated as far as is possible into the programs of the Faculty of Education without provision for majors in the foundational areas themselves at the undergraduate level." (Senate Paper S.71-120).

3. Since October, 1971, the Faculty of Education has, in response to Senate's charge, undertaken a complete review of its

/...

4....

3. (continued) programs and organization. This was carried out by three task forces, whose fields of competence corresponded to the three major program areas, undergraduate, graduate and professional. The Faculty has recommended that the division of their programs along these lines be continued; and their recommendations on course offerings and organization which follow reflect this feeling.

In general, the Faculty felt that its present orientation and programs should be continued. This decision was reached after an extensive review both of existing programs and of the available alternatives. In the professional area, the Faculty examined the possibility of moving in the direction of more conventional programs by undertaking more instruction in teaching method on campus. This was rejected in favour of the present practice of undertaking as much work as possible in the schools which would provide students with a practical and theoretical base for their later work. In this case, campus instruction would be designed to bolster school practice. The major alternative in subject areas was the establishment, within the Faculty of Education, of what would amount to a mini-university whose curriculum would include not only professional courses in education, but also subject-oriented courses in other disciplines geared directly to the curriculum in schools. Thus, the Faculty would be responsible for the instruction of its students in the content as well as the method of their teaching subjects. This possibility was rejected in favour of continued and intensified encouragement of education students taking their subject work in other university departments.

The Faculty considered that the programs now being presented to Senate for approval represent a base from which further proposals will come. These will be submitted to Senate in due course. It is obvious that the proposed graduate program is an extension of the existing one and this is in line with the expressed intention of the Faculty that graduate programs comprise a larger proportion of its work. It also hopes to emphasise in-service

/...

5...

3.(continued) 'earn-and-learn' programs, providing educational practitioners with an opportunity to integrate campus and work experiences and to give high priority to the development of a graduate program in counselling.

It is also proposed that far greater emphasis be given to programs and courses given jointly between the Faculty of Education and departments in the other two Faculties. Such efforts may take a number of forms. For example, mechanisms will be explored which will enable non-Education professors to take part in Education 402 curriculum and special interest seminars; which will facilitate joint appointments with departments in foundation- and curriculum-related disciplines; and which will enable service courses in other departments to be offered. It is also hoped that every Arts and Science department will be persuaded to give an upper-division and/or graduate course designed to present the structure of its discipline and to acquaint specialists and non-specialists with recent developments in it. The Faculty of Education will also consider a service course for graduate students preparing to teach in higher education.

In addition the Faculty has unanimously agreed that it should pay increased attention to curriculum development and evaluation and that a centre should be established for this purpose. It will propose that the Faculty be permitted to appoint an associate dean whose primary responsibilities will be in the area of research and development and who will, specifically, have charge of the centre already mentioned.

The Faculty also wishes to secure the appointment of a director in each of the three program areas mentioned above. These directors will be responsible for the administration of their program areas, for curriculum development and revision as chairman of a curriculum committee, and for promoting and co-operating in program evaluation. These proposals are, however, included merely for the information of Senate and require no action by it.

/...

6...

4. The attached graduate program has been considered and approved by the Senate Graduate Studies Committee; and the undergraduate program has been considered and approved by the Senate Committee on Undergraduate Studies. Following this, they were examined and approved by the Academic Planning Committee which now forwards them to Senate.

Senate action is required only on the programs themselves through the motions which follow.

sjh:20.7.72

FACULTY OF EDUCATION
UNDERGRADUATE STUDIES COMMITTEE

JUNE 29, 1972

A. Definitions of Majors and Minors in the B.Ed. Degree

Motion:

That majors and minors within the B.Ed. degree, including pre-requisites, be as approved by Senate on the recommendations of the Faculty of Education and the departments concerned.

Interim Procedures

Students may complete the degree under regulations in effect at the time they declare their major and/or minors, or under regulations in effect at the time of graduation.

Discussion:

Prior to May 1971 students in a B.Ed. Degree program completed requirements for majors under regulations set out by their major departments. At that time there was no provision for minors. Under procedures approved by Senate in September 1970 and in effect since May 1, 1971, majors and minors were to be specified within certain constraints by the Faculty of Education, with the advice of the departments concerned. Consultations have been held with representatives of departments throughout the university and with outside organizations in an attempt to determine and specify suitable majors and minors. During this time it became apparent:

(a) That it was difficult to obtain consistent advice from departments because of change in committee membership and changes in courses, prerequisites, and major requirements.

(b) That majors were being recommended which in most cases differed little from those which were currently specified by the departments.

(c) That some departments had serious reservations about the specification of majors for the B.Ed. degree which differed from those for students working toward a B.A.

The conclusion of the Faculty of Education is that there is little to be gained from the considerable effort that would be necessary to specify majors and minors across the university. The above motion would have little effect of reverting to the former procedure in which B.Ed. degree students complete the same majors as students working for degrees in Arts or Science.

B. Definition of Education Minors

Motion:

That there be two classes of education minors.

The Faculty of Education will provide coherent minor programs in special areas of education. Specific series of courses are defined by the Faculty. A student may, however, choose a coherent set of courses for a general minor, subject to approval by the Director of Undergraduate Programs.

In each case 14 - 18 semester hours of course work numbered 300 and above are required of which at least 8 semester hours must be from courses offered by the Faculty of Education.

Procedures:

Proposals for a series of minors in special areas of education will be developed in the Faculty of Education and brought forward through S.C.U.S. to Senate for approval. Students not enrolled in special minor programs will complete general minors.

Discussion:

At the present time students enrolled in the B.Ed. degree program complete minors under the conditions which approximate those set out above for general minors, that is, they select a combination of courses which they consider appropriate as a minor and have this combination of courses approved by the Faculty of Education. It has, however, been the intention for some time in the Faculty of Education to specify more precisely a limited number of minors in fields such as Physical Education and Early Childhood Education. It is anticipated that students enrolled in Special Minor will complete a specific sequence of courses and receive appropriate placements in schools during the Education 401/405 practicums.

C. Revision of Degree Requirements

Motion:

That a major or a minor in a field not commonly taught in British Columbia schools may only be taken in combination with a minor in a field that is commonly taught.

Procedures

Representatives of the Faculty of Education will consult with the Department of Education, the B.C.T.F. and with school district personnel before developing lists of potential major or minor program areas that are taught or widely taught in B.C. schools. This list will be approved by the Faculty of Education and made known to students.

Discussion:

The present B.Ed. degree program is primarily designed to prepare teachers for the school system. The requirement of a major or two minors in Arts or Science is an attempt to ensure reasonable substantive preparation in the fields of knowledge with which the students will be dealing in the schools. While we do not wish to inhibit changes that might evolve it seems reasonable to insist that at least part of the substantive preparation we require be in fields of study that are presently dealt with in the schools.

D. Revised Course Descriptions

Motion:

That the courses listed in pages 7 and 8 and described in the attached supporting documents be approved.

Interim Procedures:

As a result of the reorganization of the Faculty of Education courses offered will bear the designation "Education" rather than P.D.C., S.P.F. and so on. This gives the opportunity to develop a rational numbering system to suit the requirements of the new faculty. It is, therefore, proposed that the changes set out below become effective in the Fall Semester 1972.

Discussion:

1. Lower Division Courses

The proposed lower division courses are intended to develop concepts and analytical skills to increase understanding of educational processes, to enable intending teachers to better interpret their initial classroom experiences and to provide a foundation for more advanced study in the upper levels.

A limited number of lower division courses has been proposed. We recognize that students intending to teach may wish to have early association with the field of education and believe we should respond to that need. However, we prefer that students gain a broad substantive preparation before entering professionally oriented courses and programs. Courses in the lower division are designed to be of value to the general university community as well as to students working toward the B.Ed. degree.

2. Upper division Courses

Proposed and existing upper division courses fall into three broad categories:

(i) Core Courses of the Professional Development Program.

These include Education 401, 402, 404 and 405. Changes have been made in titles and calendar descriptions which reflect more clearly the nature of these courses.

(ii) Other Courses Previously Offered in the Professional Development Centre.

In the past these have been offered under umbrella labels. While we value the flexibility this approach has provided during the early years of the development or programs we recognize a number of problems.

(a) Until recently it has not been possible for students to take more than one section in a course even though sections frequently deal with entirely different content.

(b) Transcripts have not accurately reflected details of students' programs.

(c) There have been difficulties in maintaining control of minor programs in education.

(d) There have been difficulties in communicating details of course offerings to the larger university community.

We propose to offer as separate courses those sections which have been mounted consistently over an extended period (Education 421, 462, 463, 464, 465, 472, 473, 474, 475, 476, 477, 478, 479, ~~480~~, 484, 486, 487). In addition, one new course of this general type is proposed (Education 485).

(iii) Courses Bring the Insights of Related Disciplines to Bear on Educational Issues

(a) Former SPF courses - Education 492, 434, 435, 436, and 442 (Formerly SPF 435 (amended), 434, 435, 436, 432).

(b) Former BSF courses specifically related to educational practice and not included in Communication Studies proposals - Education 422 (Formerly BSF 423).

(c) Additional courses - Education 423, 441.

(iv) Additional Changes.

These represent courses which are not specifically associated with any of the previous groups referred to above. Education 489 (Experimental Courses) and Education 490 to 495 (Directed Study courses which replace Education 498 and 499).

3. Liaison with Other Faculties and Departments

(i) Essential courses in education have been described but may not necessarily be taught exclusively by Faculty of Education personnel. Possibilities for cooperative enterprises include:

(a) Courses offered for credit in either the Faculty of Education or a department in another faculty.

(b) Courses which are jointly staffed.

(c) Courses which are staffed by special arrangement by members of faculty in other departments.

4. (ii) Related courses in other faculties will be identified and attempts made through discussions with the departments concerned to have offerings scheduled at times appropriate for education students.
- (iii) Departments will be encouraged to develop, in cooperation with the Faculty of Education, courses designed to communicate to prospective teachers the nature of their respective disciplines and modes of inquiry.
- (iv) Discussions will be held with departments and faculties with a view to developing majors which cross traditional disciplinary boundaries, e.g., majors in general science and the social sciences.

5. Course numbers may be modified after discussion with the Registrar. However, those indicated are arranged as follows:

200 level courses - courses designed for the lower division both for the general university community and for intending teachers.

400 level courses - advanced studies of educational problems and issues. It is intended ^{that} these courses will be taken towards the end of students' degree programs.

Within these levels the following numbering scheme has been followed:

- 00 - 09 Core program offerings (400 level only)
- 10 - 19 Unused
- 20 - 29 Courses based on insights from Psychology
- 30 - 39 Courses based on insights from Philosophy
- 40 - 49 Courses based on insights from the Social Sciences
- 50 - 59 Unused
- 60 - 69 General courses for teachers on particular topics which cross subject matter boundaries
- 70 - 85 Curriculum studies
- 86 - 89 Special topics and experimental courses
- 90 - 99 Directed studies

LIST OF COURSES

Education	220-3	Psychological Perspectives on Contemporary Educational Problems
	230-3	Philosophical Perspectives on Contemporary Educational Problems
	* 240-3	Social Perspectives on Contemporary Educational Problems
	401-8	Introduction to Classroom Teaching
	402-7	Studies of Educational Theory and Practice
	404-0	Semester in Residence
	405-15	Teaching Semester
	421-4	Learning and Evaluation
	422-4	Learning Disabilities
	* 423-4	Analysis of Teaching
	429-4	Research for the Classroom Teacher
	431 ⁴³¹ -4	Analysis of Educational Concepts
	435-4	Educational Theory and Theory Criticism
	437-4	Ethics and Education
	* 441-4	Cultural Differences and Education
	442-4	Contemporary Issues in World Education
	461-4	Trends and Developments in Educational Practice
	462-4	Environmental Education (Outdoor Education)
	463-4	Educational Media
	464-4	Early Childhood Education
	465-4	Children's Literature
	471-4	Curriculum Development: Theory and Practice ^{Application} <u>Designs for Learning</u>
	472-4	English and Language Arts
	473-4	Reading
	474-4	Social Sciences
	475-4	Mathematics
	476-4	Natural Sciences
	477-4	Art
	478-4	Music
	479-4	Physical Education
	480-4	Modern Languages
	484-8	Curriculum Studies
	* 485-15	Curriculum Studies

LIST OF COURSES

Education	486-4	Special Topics
	487-4	Special Topics
	* 489-4	Experimental Courses
	490-2	Directed Study
	491-2	Directed Study
	492-4	Directed Study
	493-4	Directed Study
	494-4	Directed Study
	495- 3	Directed Reading - Honours

NOTE: Those marked with an asterisk are new. Others are revisions of existing courses or courses which have previously been offered under umbrella labels. Courses previously numbered SPF 331, 433, 440 have been dropped.

SUMMARY - CALENDAR DESCRIPTIONS WITH ESTIMATED ENROLLMENTS AND SEMESTERS OFFERED

EDUCATION 220-3 Psychological Perspectives on Contemporary Educational Problems

Human variability; relationships between motivation, learning and development.

Students with credit for Education 201 may not take this course for further credit.

(Estimated Enrollment: 100) (Offered each semester)

EDUCATION 230-3 Philosophical Perspectives on Contemporary Educational Problems

The nature and purpose of education; contemporary critics of education; moral dimensions of education.

Students with credit for Education 202 may not take this course for further credit.

(Estimated Enrollment: 100) (Offered each semester)

EDUCATION 240-3 Social Perspectives on Contemporary Educational Problems

Social functions of the school; societal trends affecting the institutions and practices of education; dynamics of group behavior.

(Estimated Enrollment: 100) (Offered each semester)

EDUCATION 401-8 Introduction to Classroom Teaching

Development of teaching skills and educational concepts through observation, analysis and practice in a school as a member of a teaching team.

Prerequisite: Admission to the Professional Development Program

(Estimated Enrollment: 600 per annum) (Offered Fall and Spring)

EDUCATION 402-7 Studies of Educational Theory and Practice

Development of teaching skills and educational concepts through workshops, seminars, and directed and independent study.

Prerequisite: Education 401

(Estimated Enrollment: 600 per annum) (Offered Fall and Spring)

EDUCATION 404-0 Semester in Residence

Development of teaching skills and educational concepts through 14 to 18 hours of course work selected in consultation with a faculty advisor.

Prerequisites: Education 401; Education 402

(Enrollment: Fall & Spring - 40)
 Spring - 40)
 Summer - 540)

EDUCATION 405-15 Teaching Semester

Development of teaching skills and educational concepts through intensive practice, analysis and observation in a school in an individual placement.

Prerequisites: Education 401; Education 402

(Enrollment: 600 per year) (Offered Fall and Spring)

EDUCATION 421-4 Learning and Evaluation

Theory and research in classroom learning; the relationship between evaluative procedures and the facilitation of learning.

(Enrollment: 50) (Offered Summer)

EDUCATION 422-4 Learning Disabilities

Diagnosis and remediation of disabilities in clinical and classroom settings.

Students with credit for BSF 423 or Communication Studies 412 may not take this course for additional credit.

(Enrollment: 100 - Summer) (Offered Fall and Summer)
 25 - Fall)

EDUCATION 423-4 Analysis of Teaching

Classroom interaction; classroom climate; characteristics of groups; instructional strategies.

(Enrollment: 25)

(Offered Summer)

EDUCATION 429-4 Research for the Classroom Teacher

Designing research projects on individually selected problems related to classroom teaching.

(Enrollment: 25)

(Offered Summer)

EDUCATION 434-4 Analysis of Educational Concepts

A study of major concepts relating to processes of teaching and learning using contemporary philosophical methods.

Students with credit for SPF 434-5 ^{or Ed 434-5} may not take this course for further credit.

(Enrollment: 15)

(Offered Fall and Spring)

EDUCATION 435-4 Educational Theory and Theory Criticism

The status, function and form of educational theories and their relationship to educational practice.

Students with credit for SPF 435-5 ^{or Ed 435-5} may not take this course for further credit.

(Enrollment: 15)

(Offered summer)

EDUCATION 436-4 Ethics and Education

Ethical questions in education; consideration of the adequacy of contemporary ethical theories as theories of moral justification.

Students with credit for SPF 436-5 ^{or Ed 436-5} may not take this course for further credit.

(Enrollment: 15)

(Offered Spring and Summer)

EDUCATION 441-4 Cultural Differences and Education

Social and psychological factors relating to the education of students from minority sub-cultures.

(Enrollment: 25 - Fall) (Offered Fall and Spring)
75 - Spring)

EDUCATION 442-4 Contemporary Issues in World Education

A study of world educational systems using theories and data from such fields as political science, sociology, cultural anthropology and economics.

Students with credit for SPF 432-5 ^{or Ed 432-5} may not take this course for further credit.
^

(Enrollment: 25) (Offered Spring)

EDUCATION 461-4 Trends and Developments in Educational Practice

Examination of general trends with application at different levels and in several subject areas.

(Enrollment: 25 - Fall
25 - Spring) (Offered Fall and Spring)

EDUCATION 462-4 Environmental Education (Outdoor Education)

The design of multi-disciplinary educational programs to develop awareness of the urban and natural human environment.

(Enrollment: 60) (Offered Summer)

EDUCATION 463-4 Educational Media

Media in relation to methodologies of teaching, learning and curriculum design; development of instructional materials in laboratory settings.

(Enrollment: 30 - Fall) (30 - Spring) (60 - Summer)

EDUCATION 464-4 Early Childhood Education

Current trends, issues and research relating to the education of young children.

(Enrollment: 40)

(Offered each semester)

EDUCATION 465-4 Children's Literature

Historical, sociological and literary perspectives on literature for children.

(Enrollment: 25)

(Offered Summer)

EDUCATION 471-4 Curriculum Development: Theory and ~~Practice~~ *Application*

Explorations of curriculum theory and processes of development with applications at different levels and in several subject areas.

(Enrollment: 30)

(Offered Fall and Spring)

EDUCATION 472 to ~~480~~⁴⁷⁹ Designs for Learning

Planning for learning; creating learning environments; developing teaching strategies and materials. Sections in each course will deal with applications at different levels of schooling.

(Enrollment: 20 - 150)

(Offered Summer)

Total: 600

Education 472-4	English and Language Arts
473-4	Reading
474-4	Social Sciences
475-4	Mathematics
476-4	Natural Sciences
477-4	Art
478-4	Music
479-4	Physical Education
480-4	Modern Languages

EDUCATION 484-8 Curriculum Studies

Development of conceptual and technical skills through workshops, seminars and directed and independent study. The course will deal with human development and learning in the school. Stress will be placed on approaches to individualizing instruction and integrating the curriculum in different subject areas. It will normally be taught by two or more faculty members.

(Enrollment: 75)

(Offered Summer)

EDUCATION 485-15 Curriculum Studies

Development of conceptual and technical skills through workshops, seminars and directed and independent study. The course will deal with human development and learning in the school. Stress will be placed on approaches to individualizing instruction and integrating the curriculum in different subject areas. It will normally be taught by two or more faculty members.

(Enrollment: 75)

(Offered Summer)

EDUCATION 486-4 Special Topics

Sections will deal with major issues of present concern. Subjects to be discussed will be announced during the semester preceding that in which the course is to be offered.

(Enrollment: 20 - 40)

(Offered Summer)

EDUCATION 487-4 Special Topics

Sections will deal with major issues of present concern. Subjects to be discussed will be announced during the semester preceding that in which the course is to be offered.

(Enrollment: 20 - 40)

(Offered Summer)

EDUCATION 489-4 Experimental Courses

Contents of this course will vary. Details will be announced during the semester prior to that in which it is to be offered.

(Enrollment: 20 - 40)

(Offered Summer)

EDUCATION 490 to 494 Directed Study

Directed study in education under the supervision of a member of faculty.

(Enrollment:) 10 (Fall & Spring)

(Offered each semester)

100 (Summer)

EDUCATION 490-2	Directed Study
491-2	Directed Study
492-4	Directed Study
493-4	Directed Study
494-4	Directed Study

~~EDUCATION 495-1 Directed Study~~

EDUCATION 495-3

Directed Reading - Honors

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: 220

Title: Psychological Perspectives on Contemporary Educational Problems

Sub-title or Description:

Human variability; relationships between motivation, learning and development.

Credit Hours: 3

Vector Description: 2:1:0

Pre-Requisite(s): Nil

Students with credit for Ed 201-3 may not take this course for further credit

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 100

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): each semester

When will course first be offered? Fall, 1972

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Provides clearer focus for study than Ed. 201 which will be dropped. More general than similar courses in psychology (Psych. 302, 304). The course is designed to be offered at the lower levels and has no prerequisites. Specific attention will be given to classroom applications of psychological principles.

B. What is the range of topics that may be dealt with in the course?

See description above.

C. How does this course fit the goals of the program?

A service course for the general university community which also provides a useful overview for pre PDP students.

D. How does this course affect degree requirements?

Recommended lower division course.

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of Ed. 220-3

Deletion of Ed. 201-3

F. What course, if any, is being dropped from the calendar if this course is approved?

Ed. 201-3

G. What is the nature of student demand for this course?

Approximately 150 students have enrolled in Ed. 201-3 in past semesters.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Eastwood
Ellis
Prock

B. What are the special space and/or equipment requirements for this course?

Theatre and seminar rooms

C. Any other budgetary implications of mounting this course:

none

Approval:

~~Dean of Division:~~

~~Senate:~~

Curriculum Committee

Faculty

SCUS

Senate

Date	Signature
May 17, 1972	<i>A. J. Prock</i>

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: 230

Title: Philosophical Perspectives on Contemporary Educational Problems

Sub-title or Description:

The nature and purpose of education; include contemporary critics of education; moral dimensions of education.

Credit Hours: 3

Vector Description: 2:1:0

Pre-Requisite(s): nil

Students with credit for Ed 202-3 may not take this course for further credit.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 100

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Each semester

When will course first be offered? Fall, 1972

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Provides clearer focus for study than Ed. 202 which will be dropped. The course is designed to be offered at the lower levels and has no pre-requisites. There are no similar courses elsewhere in the University.

B. What is the range of topics that may be dealt with in the course?

See description above.

C. How does this course fit the goals of the program?

A service course for the general university community which also provides a useful overview for pre PDP students.

D. How does this course affect degree requirements?

Recommended lower division course.

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of Ed.230
Deletion of Ed.202

F. What course, if any, is being dropped from the calendar if this course is approved?

Ed.202

G. What is the nature of student demand for this course?

Approximately 150 students have enrolled in Ed.201-3 in past semesters.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Eastwood
Hamm
Kazepedes
Smith

B. What are the special space and/or equipment requirements for this course?

Theatre and seminar rooms

C. Any other budgetary implications of mounting this course:

None

Approval:

~~DEAN~~ ~~BY~~ ~~DATE~~ ~~XXXXXX~~

~~Senate~~ Curriculum Committee
Faculty
SCUS
Senate

Date	Signature
May 17 1972	<i>J. J. Miller</i>

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 240 Title: Social Perspectives on Contemporary Educational Problems
Sub-title or Description: Social functions of the school; societal trends affecting the institutions and practices of education; dynamics of group behavior.

Credit Hours: 3 Vector Description: 2:1:0

Pre-Requisite(s): nil

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 100

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): each semester

When will course first be offered?

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Fills major gap in present offerings. Education 201 and 202 were intended to utilize insights from Philosophy and the Social and Behavioral Sciences. However, a clearer focus is achieved by dealing with insights from the Social Sciences in 240 and from Psychology and Philosophy in Ed. 220 and 230 respectively. This course draws primarily from Anthropology & Sociology.

B. What is the range of topics that may be dealt with in the course?

See description above.

C. How does this course fit the goals of the program?

A service course for the general university community which also provides a useful overview for pre PDP students.

D. How does this course affect degree requirements?

Recommended lower division course.

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of Ed.240-3.

F. What course, if any, is being dropped from the calendar if this course is approved?

None

G. What is the nature of student demand for this course?

Not assessed. However, past response to lower division Education courses suggests an enrolment of approximately 100 students/semester.

H. Other reasons for introducing the course.

- - - - -

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Smith

B. What are the special space and/or equipment requirements for this course?

Theatre and seminar rooms

C. Any other budgetary implications of mounting this course:

Staffing only.

Approval:

~~XXXXXXXXXXXXXXXXXXXX~~
~~XXXXXXXXXX~~ Curriculum Committee
Faculty
SCUS
Senate

Date	Signature
May 17, 1973	<i>[Signature]</i>

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: 401

Title: Introduction to
Classroom Teaching

Sub-title or Description:

Development of teaching skills and educational concepts through observation, analysis and practice in a school as a member of a teaching team.

Credit Hours: 8

Vector Description:

Pre-Requisite(s): Admission to the Professional Development Program.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 600 per annum

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Fall and Spring

When will course first be offered? n/a

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Title and description for an existing course revised to reflect more clearly the nature of the course.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Required course.

D. How does this course affect degree requirements?

Required course.

E. What are the calendar changes necessary to reflect the addition of this course?

Substitution of above for present title and description.

F. What course, if any, is being dropped from the calendar if this course is approved?

none

G. What is the nature of student demand for this course?

600 per annum.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

All professors plus faculty associates.

B. What are the special space and/or equipment requirements for this course?

No additional spaces or equipment.

C. Any other budgetary implications of mounting this course:

none

Approval:

~~Dean of Division~~

~~Dean~~

Course Officer

Faculty

SCUS

Senate

Date	Signature
May 17, 1972	J. Allen

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: 402

Title: Studies of Educational Theory and Practice

Sub-title or Description:

Development of teaching skills and educational concepts through workshops, seminars and directed and independent study.

Credit Hours: 7

Vector Description:

Pre-Requisite(s): Education 401

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 600 per annum

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Fall and Spring

When will course first be offered? n/a

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Title and description for an existing course revised to reflect more clearly the nature of the course.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Required course.

D. How does this course affect degree requirements?

Required course.

E. What are the calendar changes necessary to reflect the addition of this course?

Substitution of above for present title and description.

F. What course, if any, is being dropped from the calendar if this course is approved?

none

G. What is the nature of student demand for this course?

600 per annum.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

All professors plus faculty associates.

B. What are the special space and/or equipment requirements for this course?

No additional spaces or equipment.

C. Any other budgetary implications of mounting this course:

None

Approval:

~~Dean of Division~~

Date

Signature

~~Senate~~ Curriculum Committee

Date	Signature
May 17 1972	<i>[Handwritten Signature]</i>

Faculty

SCUS

Senate

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 404 Title: Semester in Residence

Sub-title or Description:

Development of teaching skills and educational concepts through 14 to 18 semester hours of course work selected in consultation with a faculty advisor.

Credit Hours: 0

Vector Description:

Pre-Requisite(s): Education 401; Education 402

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 600 per annum

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): each semester

When will course first be offered? Fall, 1972

3. JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

This is a revision of the calendar description of an existing course to reflect its nature more clearly.

- B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Required course.

D. How does this course affect degree requirements?

Required course.

E. What are the calendar changes necessary to reflect the addition of this course?

Changed calendar description.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

600 per year -- It is taken by all students in the Professional Development Program.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Teaching staff in Education and other faculties. Students register for courses offered throughout the University.

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

None

Approval:

~~XXXXXXXXXXXX~~

~~XXXXXX~~

Curriculum Committee

Faculty

SCUS

Senate

Date

Signature

Date	Signature

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 405 Title: Teaching Semester

Sub-title or Description: Students are placed in schools for a full semester so continue the development of their teaching skills and their insight into the processes of Education.

Credit Hours: 15 Vector Description:

Pre-Requisite(s): Education 401; Education 402

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 600 per year

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Fall and Spring

When will course first be offered?

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Description of an existing course expanded to reflect more clearly the nature of the course.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Required course.

D. How does this course affect degree requirements?

Required course.

E. What are the calendar changes necessary to reflect the addition of this course?

Substitution of above for present title and description.

F. What course, if any, is being dropped from the calendar if this course is approved?

None

G. What is the nature of student demand for this course?

600 per annum.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

All professors plus faculty associates.

B. What are the special space and/or equipment requirements for this course?

No additional space or equipment.

C. Any other budgetary implications of mounting this course:

None

Approval:

~~Dean of Division~~

Date

Signature

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

Date	Signature
May 17, 1972	[Signature]

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 421 Title: Learning & Evaluation

Sub-title or Description:

Theory and research in classroom learning; the relationship between evaluative procedures and the facilitation of learning.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 50

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Summer

When will course first be offered? Summer, 1973

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Previously offered as professional seminar and directed study.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or elective credit.

D. How does this course affect degree requirements?

It doesn't.

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of Ed.421-4.

F. What course, if any, is being dropped from the calendar if this course is approved?

None. Section on this topic presently under Education 481-4.

G. What is the nature of student demand for this course?

Fifty students currently enrolled.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Ellis
Prock

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

None

Approval:

XXXXXXXXXXXXXXXXXXXX
Dean of Division:

XXXXXXXXX Curriculum Committee

Senate

Faculty

SCUS

Senate

Date

Signature

Date	Signature
11/11/11	[Signature]

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 422 Title: Learning Disabilities

Sub-title or Description:

Diagnosis and remediation of disabilities in clinical and classroom settings.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 100 (Summer), 25 (fall)

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Fall, Summer

When will course first be offered?

Fall, 1972

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Previously offered as BSF 423-5 and in Summer 1972 as a professional seminar. There are no similar courses elsewhere in the University.

B. What is the range of topics that may be dealt with in the course?

See above.

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or elective credit.

D. How does this course affect degree requirements?

It doesn't.

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of Ed.421-4.

(Possible deletion of BSF423-5 on acceptance of new CS program.)

F. What course, if any, is being dropped from the calendar if this course is approved?

See above. Section on this topic presently under Education 481-4 will no longer be offered.

G. What is the nature of student demand for this course?

Over 100 students currently enrolled.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

New appointment required.

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

Staffing

Approval:

~~Dean of Division:~~

Date

Signature

~~Senate~~

Curriculum Committee

Faculty

SCUS

Senate

Date	Signature
1/14/1974	S. J. Williams

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: 423

Title: *Analysis* of Teaching

Sub-title or Description:

Classroom interaction; classroom climate; characteristics of groups; instructional strategies.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Education 401 and 402 are recommended.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 25

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring):

summer

When will course first be offered?

Summer 1973

3. JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

The Analytical approaches to the study of teaching are attracting increasing attention and support. This course will fill a gap in current offerings by providing opportunities for the analysis of instruction at an advanced level.

- B. What is the range of topics that may be dealt with in the course?

See description above.

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or as elective credit.

D. How does this course affect degree requirements?

It doesn't.

E. What are the calendar changes necessary to reflect the addition of this course?

Additional of Ed.423-4.

F. What course, if any, is being dropped from the calendar if this course is approved?

None

G. What is the nature of student demand for this course?

Undetermined. Minimum of 25 anticipated.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Birch
Allen
Prock
Eastwood

B. What are the special space and/or equipment requirements for this course?

Video tape recorder and play back.

C. Any other budgetary implications of mounting this course:

None

Approval:

~~Dean of Division~~

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

Date

Signature

Date	Signature
11/1/70	[Signature]

FACULTY OF EDUCATION

New Course, Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 429 Title: Research for the Classroom Teacher

Sub-title or Description:

Designing research projects on individually selected problems related to classroom teaching.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 25

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Summer

When will course first be offered?

Summer, 1973

3. JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Course will deal with special problems of classroom research to prepare intending teachers for evaluative studies in their own classrooms. Courses in statistics and research elsewhere are designed for more general applications.

- B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or as elective credit.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of Ed.429-4

F. What course, if any, is being dropped from the calendar if this course is approved?

None

G. What is the nature of student demand for this course?

Undertermined. We anticipate a relatively small enrollment of approximately 25 students each summer.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Allen
Birch
Eastwood
Ellis
Dawson

B. What are the special space and/or equipment requirements for this course?

none

C. Any other budgetary implications of mounting this course:

none

Approval:

~~Dean~~ ~~of~~ ~~the~~ ~~College~~

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

Date

Signature

Date	Signature
May 14, 1971	[Signature]

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: 430

Title: Analysis of Educational Concepts

Sub-title or Description:

A study of major concepts relating to processes of teaching and learning using contemporary philosophical methods.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

Students with credit for SPF 434-5 or Ed 434-5 may not take this course for further credit

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 15

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Fall and Spring

When will course first be offered? ~~Fall, 1972~~

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Changed title and minor revision of course content to more accurately reflect the nature of the existing course (currently Ed. 434-5 - Philosophical Analysis in Education).

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or
Elective credit.

D. How does this course affect degree requirements?

- - - - -

E. What are the calendar changes necessary to reflect the
addition of this course?

Change in title and calendar description.

F. What course, if any, is being dropped from the calendar if
this course is approved?

None.

G. What is the nature of student demand for this course?

Approximately 15 in each semester offered.

H. Other reasons for introducing the course.

- - - - -

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Kazepedes
Hamm
Eastwood

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

None

Approval:

~~Dean of Division:~~

~~Senate Curriculum Committee~~

Faculty

SCUS

Senate

Date

Signature

Date	Signature
1/10/77	[Signature]

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: 435

Educational Theory and
Title: Theory Criticism

Sub-title or Description: The status, function and form of educational theories and their relationship to educational practice.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

Students with credit for SPPE 435-5 or Ed 435-5 may not take this course for further credit

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 15

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Summer

When will course first be offered? Summer 1973

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Revision of existing 435-5 to more accurately reflect its nature and content.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or elective credit.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Change in calendar description.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Approximately 15 students in each semester offered.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Eastwood
Kazepedes

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

None

Approval:

~~Dean of Division~~

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

date

signature

date	signature
11/14/00	[Signature]

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: ~~436~~ 437

Title: Ethics and Education

Sub-title or Description: Ethical questions in education; consideration of the adequacy of contemporary ethical theories as theories of moral justification.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

Students with credit for SPF 436-5 or Ed 436-5 may not take this course for further credit.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 15

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Spring, Summer.

When will course first be offered? Spring, 1973

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Revision of existing calendar description to more accurately reflect the nature and content of the course.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or as elective credit.

D. How does this course affect degree requirements?

- - - - -

E. What are the calendar changes necessary to reflect the addition of this course?

Revised calendar description.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Approximately 15 in each semester offered.

H. Other reasons for introducing the course.

- - - - -

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Hamm
Smith

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

None

Approval:

~~Dean of Division~~

date

Signature

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

date	Signature
1/11/77	[Signature]

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: 441

Title: Cultural Differences
and Education

Sub-title or Description: Social and psychological factors relating to the education of students from minority sub-cultures.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 25 (Fall), 75 (Summer)

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Fall and Spring

When will course first be offered? Spring 1973 if faculty available.

3. JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Course is needed to fill a gap in our present offerings. Many of our students teach in areas with substantial number of Indian children or in inner city areas, and need insight into the special problems associated with these settings.

- B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Operational course for inclusion in Education minor
or as elective credit.

D. How does this course affect degree requirements?

- - - - -

E. What are the calendar changes necessary to reflect the
addition of this course?

Addition of Education 441-4

F. What course, if any, is being dropped from the calendar if
this course is approved?

None.

G. What is the nature of student demand for this course?

No objective data. However, there is considerable interest and there
have been numerous requests for courses on Indian Education in particular.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

New faculty.

B. What are the special space and/or equipment requirements for this course?

Nil.

C. Any other budgetary implications of mounting this course:

Staffing only.

Approval:

~~Dean of Division~~

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

date	signature
May 17, 1972	J. Allen

FACULTY OF EDUCATION

New Course, Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: 442

Title: Contemporary Issues
in World Education

Sub-title or Description:

A study of world educational systems using theories and data from such fields as political science, sociology, cultural anthropology and economics.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

students with credit for SPF 432-5 or Ed 432-5 may not take this course for further credit.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 25

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Spring, summer.

When will course first be offered? Spring, 1973

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Change in number of an existing course. Change in credit value to confirm with remainder of course offerings.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or as elective credit.

D. How does this course affect degree requirements?

None.

E. What are the calendar changes necessary to reflect the addition of this course?

Change in course number from 432-5 to 442-4.

F. What course, if any, is being dropped from the calendar if this course is approved?

Education 432-5.

G. What is the nature of student demand for this course?

Approximately 25 per semester.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Smith, New Appointment.

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

Staffing only.

Approval:

~~Dean of Division~~

date

signature

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

date	signature
<i>1/10/71</i>	<i>E. J. Williams</i>

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 461 Title: Educational Practice Trends and Developments in

Sub-title or Description: Examination of general trends with application at different levels and in several subject areas.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Recommended: Education 401 and 402.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 25 in each of Fall and Spring.

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Fall and Spring.

When will course first be offered? Fall, 1972 or 1973.

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Continuation of a successful existing course on a more limited basis.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or for elective credit.

D. How does this course affect degree requirements?

- - - - -

E. What are the calendar changes necessary to reflect the addition of this course?

Revised description.

F. What course, if any, is being dropped from the calendar if this course is approved?

None

G. What is the nature of student demand for this course?

Currently high but should decline as specific sections become separate courses.

H. Other reasons for introducing the course.

- - - - -

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Wassermann
Trivett
Dawson

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

Approval:

~~Dean of Division:~~

~~Senate:~~ Curriculum Committee

Faculty

SCUS

Senate

date

signature

date	signature
4/17/77	[Signature]

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: 462

Title: Environmental Education
(Outdoor Education)

Sub-title or Description:

The design of multi-disciplinary educational programs to develop awareness of the urban and natural environment.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Recommended: Education 401 and 402.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 30

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Summer

When will course first be offered?

Summer, 1973.

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

School district and government action is advancing this field and Simon Fraser University is already considered a leader in it.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Required for a minor in Environmental Education; optional on other Education minors or as an elective.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of Education 462-4.

F. What course, if any, is being dropped from the calendar if this course is approved?

None

G. What is the nature of student demand for this course?

High

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

McClaren , Whitney , inter-Faculty team.

B. What are the special space and/or equipment requirements for this course?

Outdoor Education site, e.g., Paradise Valley or McQueen Lake (Kamloops).

C. Any other budgetary implications of mounting this course:

- - - - -

Approval:

~~Deans of Divisions~~

~~Senates~~ Curriculum Committee

Faculty

SCUS

Senate

Date

Signature

Date	Signature
July 17, 1973	[Signature]

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 463 Title: Educational Media

Sub-title or Description:

Media in relation to methodologies of teaching, learning and curriculum design; development of instructional materials in laboratory settings.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 60 (Summer), 30 (Fall), 30 (Spring)

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): each semester.

When will course first be offered?

Fall, 1972.

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Previously offered as a professional seminar. The course has always been in strong demand by students.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Operational course for inclusion in Education minor
or as elective credit.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the
addition of this course?

Addition of 463-4.

F. What course, if any, is being dropped from the calendar if
this course is approved?

None.

G. What is the nature of student demand for this course?

Previous seminars have always been over-enrolled.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Wong

B. What are the special space and/or equipment requirements for this course?

Lab. Facilities in LRL.

C. Any other budgetary implications of mounting this course:

None.

Approval:

~~Dean of Division:~~

~~Senate:~~ Curriculum Committee

Faculty

SCUS

Senate

date

signature

date	signature
11/17/77	<i>G. Wilson</i>

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: 464

Title: Early Childhood
Education

Sub-title or Description:

Current trends, issues and research relating to the education of young children.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 40

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Each semester.

When will course first be offered? Fall, 1972.

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Presently offered as a professional seminar. This seminar is in strong demand from full time and continuing students. It forms a very important part of the preparation of teachers of primary age children and younger.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or as elective credit.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of Education 464/4

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Strong, recent professional seminars have been over subscribed.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Ashton-Warner
O'Connell

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

None.

Approval:

	date	signature
DEAN OF DIVISION		
SENATE Curriculum Committee	<i>Ashton-Warner</i>	<i>O'Connell</i>
Faculty		
SCUS		
Senate		

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 465 Title: Children's Literature

Sub-title or Description: Historical, sociological and literary perspectives
on literature for children.

Credit Hours: 4 Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 25

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall
and Spring): Summer

When will course first be offered? Summer, 1973.

3. JUSTIFICATION

A. What is the detailed description of the course including
differentiation from lower level courses, from similar
courses in the same department, and from courses in other
departments in the University?

This is a particularly important course for intending teachers of language
arts at the elementary level and of literature at secondary level. It
will probably be a required course in a special early childhood minor
to be proposed in the near future. The course replaces a professional
seminar on children's books.

B. What is the range of topics that may be dealt with in the
course?

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or as Elective credit.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of Education 465-4

F. What course, if any, is being dropped from the calendar if this course is approved?

None

G. What is the nature of student demand for this course?

There has been steady demand for professional seminars in this area in recent semesters.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

O'Connell - Note: Discussions are underway with the Department of English regarding the possibility of joint staffing.

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

None

Approval:

~~Dean of Division~~

date

signature

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

date	signature
<i>[Handwritten]</i>	<i>[Handwritten]</i>

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: 471

Title: Curriculum Development -
Theory and ~~Practice~~
Application.

Sub-title or Description: Explorations of curriculum theory and processes of development with applications at different levels and in several subject areas.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 30

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Fall and Spring

When will course first be offered? Spring, 1973.

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Continuation of a successful existing course on a more limited basis.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or as elective credit.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Revised description.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Currently high, but should decline as specific sections become separate sections.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Gibbons
Prock
Birch
Allen

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

None

Approval:

~~Dean of Divisions~~

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

date

signature

date	signature
11/1/70	[Signature]

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: 472 to ⁴⁷⁹~~480~~ Title: Designs for Learning

Sub-title or Description: Planning for learning; creating learning environments; developing teaching strategies and materials. Sections in each course will deal with applications at different levels of schooling.
(for numbers and sub-titles see below)

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: Enrollment will range from 20 to 60 in different fields.

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): summer

When will course first be offered? Summer, 1973

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Previously offered as separate sections under Education 471 and as professional seminars.

B. What is the range of topics that may be dealt with in the course?

Education 472-4 English and Language Arts
473-4 Reading
474-4 Social Sciences
475-4 Mathematics
476-4 Natural Sciences
477-4 Art
478-4 Music
479-4 Physical Education
~~480-4 Modern Languages~~

C. How does this course fit the goals of the program?

as before

D. How does this course affect degree requirements?

- - - - -

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of course numbers and descriptions.

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

High.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

- 472 - Gibbons, Vogt, Wasserman, O'Connell
- 473 - Vogt, Wasserman, O'Connell
- 474 - Allen, Birch
- 475 - Trivett, Dawson
- 476 - McClaren and visiting faculty
- 477 - Visiting or new faculty
- 478 - Kirch/ (Fac. Ass. 1972-3)
- 479 - Kirchner, Warrell
- ~~480 - Lamarre or Zola (Fac. Ass. 1972-3)~~

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

Staffing only.

Approval:

~~Dean of Division~~

date

signature

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

date	signature
10/17/72	<i>[Signature]</i>

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 484 Title: Curriculum Studies

Sub-title or Description: Development of conceptual and technical skills through workshops, seminars and directed and independent study. The course will deal with human development and learning in the school. Stress will be placed on approaches to individualizing instruction and integrating the curriculum in different subject areas. It will normally be taught by two or more faculty members.

Credit Hours: 8

Vector Description:

Pre-Requisite(s): Education 401 and Education 402

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 75

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): summer

When will course first be offered? Summer, 1973

3. JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Course is described above. It will give the opportunity for an extension of the Education 402 type experience into Education 404. The preparation of teachers for open area classrooms and new techniques of classroom and curriculum organization will be greatly helped by opportunities for extended periods of interaction rather than fragmentation through conventional courses. Experiences with this type of program in Education 402 and 404 (by combining several professional seminars) have been very successful. Education 484 will provide an opportunity for this kind of experience over half a semester, Education 485 for a whole semester.

- B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or as elective credit.

D. How does this course affect degree requirements?

- - - - -

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of Education 484

F. What course, if any, is being dropped from the calendar if this course is approved?

None

G. What is the nature of student demand for this course?

90 students are enrolled in professional seminars organized in this manner this summer. We anticipate this level of demand will continue.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

B. What are the special space and/or equipment requirements for this course?

PDC Building 3.

C. Any other budgetary implications of mounting this course:

None.

Approval:

~~Dean of Division~~

date

signature

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

date	signature
1/17/00	[Signature]

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 485 Title: Curriculum Studies

Sub-title or Description: Development of conceptual and technical skills through workshops, seminars and directed and independent study. The course will deal with human development and learning in the school. Stress will be placed on approaches to individualizing instruction and integrating the curriculum in different subject areas. It will normally be taught by two or more faculty members.

Credit Hours: 15

Vector Description:

Pre-Requisite(s): Education 401 and 402.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 75

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Summer

When will course first be offered? Summer, 1973.

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Course is described above. It will give the opportunity for an extension of the Education 402 type experience into Education 404. The preparation of teachers for open area classrooms and new techniques of classroom and curriculum organization will be greatly helped by opportunities for extended periods of interaction rather than fragmentation through conventional courses. Experiences with this type of program in Education 402 and 404 (by combining several professional seminars) have been very successful. Education 484 will provide an opportunity for this kind of experience over half a semester, Education 485 for a whole semester.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or as elective credit.

D. How does this course affect degree requirements?

- - - - -

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of Education 485. .

F. What course, if any, is being dropped from the calendar if this course is approved?

None.

G. What is the nature of student demand for this course?

Undertermined. However, many students have requested a continuation of the Education 402 experience during Education 404. We anticipate an enrollment of approximately 75.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

B. What are the special space and/or equipment requirements for this course?

PDC Building 3 or equivalent facility.

C. Any other budgetary implications of mounting this course:

None.

Approval:

Dean of Division	date	signature
Curriculum Committee	11/17/73	J. R. Williams
Faculty		
SCUS		
Senate		

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 486 Title: Special Topics

Sub-title or Description: Sections will deal with major issues of present concern. Subjects to be discussed will be announced during the semester preceding that in which the course is to be offered.

Credit Hours: 4 Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 20 - 40

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Summer

When will course first be offered? Summer, 1973.

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Studies in areas of common interest not dealt with in other areas. It is intended that these courses will normally be offered in the summer only by visiting faculty with expertise in the areas to be studied. Detailed descriptions of course offerings will be approved by the Faculty Undergraduate Studies Committee and advertised during the semester prior to that in which the course will be offered. In the past this kind of course has been offered under the general labels of professional seminar or directed study.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor
as elective credit.

D. How does this course affect degree requirements?

- - - - -

E. What are the calendar changes necessary to reflect the
addition of this course?

Addition of Ed.486 and 487

F. What course, if any, is being dropped from the calendar if
this course is approved?

None

G. What is the nature of student demand for this course?

This will vary according to the topics offered. As a general rule
topics will be offered in response to student demand.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Visiting faculty.

B. What are the special space and/or equipment requirements for this course?

None.

C. Any other budgetary implications of mounting this course:

Staffing only.

Approval:

~~XXXXXXXXXXXXXXXXXXXX~~

~~XXXXXX~~ Curriculum Committee

Faculty

SCUS

Senate

date

Signature

date	Signature
May 1, 1972	[Signature]

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 487 Title: Special Topics

Sub-title or Description: Sections will deal with major issues of present concern. Subjects to be discussed will be announced during the semester preceding that in which the course is to be offered.

Credit Hours: 4 Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 20 - 40

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): summer

When will course first be offered? Summer, 1973.

3. JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Studies in areas of common interest not dealt with in other areas. It is intended that these courses will normally be offered in the summer only by visiting faculty with expertise in the areas to be studied. Detailed descriptions of course offerings will be approved by the Faculty Undergraduate Studies Committee and advertised during the semester prior to that in which the course will be offered. In the past this kind of course has been offered under the general labels of professional seminar or directed study.

- B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

F. What course, if any, is being dropped from the calendar if this course is approved?

G. What is the nature of student demand for this course?

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

B. What are the special space and/or equipment requirements for this course?

C. Any other budgetary implications of mounting this course:

Approval:

Dean of Division:

Senate:

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 489 Title: Experimental Courses

Sub-title or Description: Contents of this course will vary. Details will be announced during the semester period to that in which it is to be offered.

Credit Hours: 4 Vector Description:

Pre-Requisite(s): Education 401 and 402 recommended.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 20 - 40

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Summer

When will course first be offered? Summer, 1973.

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

The purpose is to provide a location for the initial offering of a proposed new course that will be treated experimentally throughout its duration. Following the offering of the course in this category it will either be located under a new permanent number or dropped from the list of course offerings. Experimental courses will be offered under the general supervision of the Faculty of Education Undergraduate Studies Committee following guidelines established by the Faculty.

B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor
or as elective credit.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the
addition of this course?

Addition of Education 489-4.

F. What course, if any, is being dropped from the calendar if
this course is approved?

None.

G. What is the nature of student demand for this course?

Varied.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Staff.

B. What are the special space and/or equipment requirements for this course?

- - - - -

C. Any other budgetary implications of mounting this course:

None.

Approval:

~~Dean of Division~~

date

signature

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

date	signature
10/1/72	<i>[Signature]</i>

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education Course Number: 490 to 494 Title: Directed Study

Sub-title or Description: Directed study in education under the supervision of a member of faculty.

Credit Hours: 490-2 ⁴⁹²⁻⁴ 493-4 Vector Description:

Pre-Requisite(s): 491-2 494-4

Education 401 and 402; consent of supervising faculty member.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: Fall and Summer 10

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Summer 100 in the five courses combined, and Spring): each semester.

When will course first be offered? Fall, 1972.

3. JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

We propose to offer five separate numbers for directed study courses in place of Education 499. Education 499 has been reasonably successful in the past but we have faced serious problems in determining an appropriate workload for students and in maintaining contact and interest of an extensive nature throughout the semester. We believe the possibility for five directed study courses can be used in some specially approved cases as a directed study semester (that is if a student takes on five courses in one semester). The possibility of registering for varying amounts of credit should provide greater flexibility and the possibility of combining an extensive amount of work in directed study with other regular course offerings. It should also enable us to maintain higher control over work done by students and to distribute the advising responsibility more readily over several members of faculty.

C. How does this course fit the goals of the program?

Optional course for inclusion in Education minor or as elective credit.

D. How does this course affect degree requirements?

- - - - -

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of Education 490-2	Deletion of Education 498 and 499.
491-2	
493-4	492-4
494-4	

F. What course, if any, is being dropped from the calendar if this course is approved?

Education 498 and 499

G. What is the nature of student demand for this course?

Estimates above are based on current enrollments in directed study and Education 499.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Staff

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

None

Approval:

~~Dean of Division~~

date

signature

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

date	signature
4/11/72	[Signature]

FACULTY OF EDUCATION

New Course Proposal

1. CALENDAR INFORMATION

Program: Education

Course Number: 495

Title: Directed Reading -
Honors

Sub-title or Description:
- - - - -

Credit Hours: 3

Vector Description:

Pre-Requisite(s):

2. ENROLMENT AND SCHEDULING

Estimated Enrolment:

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall
and Spring):

When will course first be offered?

3. JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Provides for additional directed study for honors students. In the past it has been possible for honors candidates to take up to 18 semester hours of independent study under PDC 498 or SPF 498. This possibility would no longer exist after these course changes without the addition of Ed.495.

- B. What is the range of topics that may be dealt with in the course?

C. How does this course fit the goals of the program?

Operational course for honors students.

D. How does this course affect degree requirements?

E. What are the calendar changes necessary to reflect the addition of this course?

Addition of Education 495-3.

Deletion of Education 498-18.

F. What course, if any, is being dropped from the calendar if this course is approved?

Education 498-18.

G. What is the nature of student demand for this course?

We anticipate low enrolments.

H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

All

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

None

Approval:

~~Dean of Division~~

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

date	signature

GRADUATE PROGRAMS IN THE FACULTY OF EDUCATION

MOTION 1

That eleven new courses be instituted:

Education 813-5	Organizational Theory and Analysis in Education
Education 814-5	Research and Development Strategies in Education
Education 815-5	The Economics and Financing of Education
Education 816-5	Developing Educational Programs
Education 817-5	The Political and Social Environment of Public Education
Education 818-5	Administrative Leadership of Educational Personnel
Education 819-5	Studies in Teacher-Student Interaction and Curriculum Development
Education 820-5	Educational Objectives and Teaching Strategies
Education 821-5	Educational Theory and Classroom Applications
Education 822-5	Evaluation of Educational Practice
Education 823-5	Recent Developments in Curriculum and Instruction in an Individual Teaching Specialty

Rationale:

Each of these has been taught as a specific offering under the general heading of a "problems" course. Each is a required or elective element in the Administrative Leadership Program and/or the Graduate Program in Educational Practice. To offer regularly such courses without submitting them for individual calendar listing has three drawbacks:

1. Courses are not subjected to the normal academic scrutiny and do not receive official sanction.
2. The calendar fails to convey the specific nature of course offerings available to the graduate student.
3. A student's transcript gives little indication of the nature of the program undertaken.

The programs within which these courses are taught are designed to provide practising educational personnel with a broad theoretical base for the analysis and development of practice. As such they draw heavily on the social sciences and provide supervision in the application of social science concepts to educational practice. Although the programs are professional in character they are not highly specialized or narrowly vocational, but are designed to increase the options open to the participant by extending both his conceptual and his technical skills.

In order to deal adequately with social science components in these programs the following practices are observed:

1. Courses are staffed by Faculty of Education professors with competence in the cognate discipline(s).
2. Consultation is sought with personnel in departments representing those disciplines.
3. Resource people from the disciplines are used systematically within the course, e.g.:
 - (a) At least three Simon Fraser University people from outside education contribute within Education 815-5 - The Economics and Financing of Education.
 - (b) One of North America's leading scholars in the politics of education is being brought in to serve the dual role of featured speaker at a Simon Fraser University-sponsored conference and resource person in Education 817-5 - The Political and Social Environment of Public Education.

MOTION 2

That course numbers and titles be provided for field work:

Education 811-5	Field Work I
Education 812-5	Field Work II

Rationale:

Current programs provide for field work credit to a maximum of 10 semester hours but no provision has been made for the assignment of credit to particular course numbers.

MOTION 3

That two special project courses be instituted:

Education 881-5	Special Project I
Education 882-5	Special Project II

Rationale:

Extended essays have been redefined as special projects in order to accommodate a wider range of projects appropriate to educational goals.

The term extended essay is not sufficiently exact to describe the type of work being completed under this requirement. Extended essays that have been done to date or are being done include such diverse projects as action research, field studies, film production, experimental studies, as well as true extended essays. These projects have often been group as well as individual projects.

Criteria have been developed for evaluating these projects and examination procedures similar to those used for theses have been used in determining each project's acceptability.

MOTION 4

That the first paragraph under Program Development on page 113 of the 1972-73 calendar be revised to read as follows :

"The requirements for the M.A. (Education) or M.Sc. (Education) degrees are either:- (1) If a thesis is chosen, a minimum of thirty semester hours of graduate work divided among course work (at least ten semester hours), field work if desired (not to exceed ten semester hours), and the thesis (ten semester hours); OR (2) If special projects are chosen in lieu of a thesis, a minimum of forty semester hours of graduate work divided among course work (at least twenty semester hours), field work if desired (not to exceed ten semester hours), and special projects (ten semester hours)."

MOTION 5

That the following courses be deleted:

Education 801-5	Selected Problems in Elementary Education
Education 802-5	Selected Problems in Secondary Education
Education 803-5	Selected problems in School Organization
SPF 898-10	Thesis

Rationale:

Present functions of these courses would be served by more specific courses instituted.

Total Graduate Offerings of the Faculty of Education would be as follows (those marked * have earlier been approved):-

Education *804-5	Selected Problems in Educational Technology
*805-5	Selected Problems in Early Childhood Education
*806-5	Selected Problems in Higher Education
*807-5	Special Topics
*808-5	Special Topics
*809-5	Graduate Seminar
*810-5	Directed Readings

- 811-5 Field Work I
- 812-5 Field Work II
- 813-5 Organizational Theory and Analysis in Education
- 814-5 Research and Development Strategies in Education
- 815-5 The Economics and Financing of Education
- 816-5 Developing Educational Programs
- 817-5 The Political and Social Environment of Public Education
- 818-5 Administrative Leadership of Educational Personnel
- 819-5 Studies in Teacher-Student Interaction and Curriculum Development
- 820-5 Educational Objectives and Teaching Strategies
- 821-5 Education Theory and Classroom Applications
- 822-5 Evaluation of Educational Practice
- 823-5 Recent Developments in Curriculum and Instruction in an Individual Teaching Specialty
- *831-5 Seminar in Analytical Philosophy and Educational Theory
- *833-5 Seminar in Social Philosophy and Sociological Theory
- *836-5 Advanced Seminar in Analytical Philosophy and Educational Theory
- *837-5 Advanced Seminar in Social Philosophy and Sociological Theory
- 881-5 Special Project I
- 882-5 Special Project II
- *898-10 Thesis

New Graduate Course Proposal Form

1. CALENDAR RECOMMENDATION:

Department: Education Course Number: 811

Title: Field Work I

Description: ---

Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: ---

2. ENROLMENT AND SCHEDULING:

Estimated Enrolment: 5-8 When will the course first be offered: SEPTEMBER, 1972

How often will the course be offered: Each semester (as required)

3. JUSTIFICATION:

The 1971-72 Graduate Studies Calendar provides each Master's candidate with the option of taking up to 10 semester hours of field work. No course number has been designated for field work and a number is required in order that credit can be shown on the candidate's transcript

4. RESOURCES:

Which faculty member will normally teach the course: In most cases, the candidate's Senior Supervisor will supervise and evaluate Field Work I.

What are the budgetary implications of mounting the course: ---

Some field travel costs are associated with field work supervision.

Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course (see attached page)
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appended

(a) Outline of the Course

The graduate offerings of the Faculty of Education are oriented primarily to the continuing education needs of professional practitioners in education, e.g. teachers, school administrators, and less to those individuals seeking research careers in education.

For many candidates, an important component of their continuing education needs can be met through the provision of field work experiences. The nature and extent of the field work experience will vary according to the candidate's needs. For some candidates, the field work experience may take the form of field testing a curriculum model; for others it may take the form of a guided internship experience; and yet for others it may involve the implementation and evaluation in a field setting of a new educational service (e.g. computer assisted instruction).

(b) Competence of Faculty Members to Give the Course

In addition to their backgrounds as teachers and researchers in university settings, all the professorial faculty of the Faculty of Education have had experience as professional practitioners in public schools. In addition, their connection with the public schools is maintained through their involvement with the field experiences (i.e. Education 401, Education 405) of the undergraduate students of the faculty.

It seems reasonable to suggest, therefore, that each of the faculty members in the Faculty of Education is competent to supervise field work in his acknowledged area of specialization.

(c) Library Resources

Field Work I (and Field Work II) will not require library resources beyond those presently being supplied.

It will make extensive use, however, of the services of the Faculty of Education Learning Resources Centre and Audio-Visual Services.

1. CALENDAR INFORMATION:

Department: Education

Course Number: 812

Title: Field Work II

Description: ---

Credit Hours: 5

Vector: 0-5-0

Prerequisite(s) if any: Education 811

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-8 When will the course first be offered: SEPTEMBER, 1972

How often will the course be offered: Each semester (as required)

3. JUSTIFICATION:

The 1971-72 Graduate Studies Calendar provides each Master's candidate with the option of taking up to 10 semester hours of field work. No course number has been designated for field work and a number is required in order that credit can be shown on the candidate's transcript.

4. RESOURCES:

Which Faculty member will normally teach the course: In most cases, the candidate's Senior Supervisor will supervise and evaluate Field Work II.

What are the budgetary implications of mounting the course: ---

Some field travel costs are associated with field work supervision.

Are there sufficient Library resources (append details): Yes

- Appended:
- a) Outline of the Course (see attached page)
 - b) An indication of the competence of the Faculty member to give the course.
 - c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appended

(a) Outline of the Course

Field Work II will provide an additional or an expanded experience for candidates who have successfully completed Field Work I. That is, some candidates may undertake work in Field Work II that will not be closely related to the work that they did in Field Work I. For other candidates, however, Field Work II may be an expansion of the work they have done in Field Work I.

(b) Competence of Faculty Members to Give the Course

In addition to their backgrounds as teachers and researchers in university settings, all the professorial faculty of the Faculty of Education have had experience as professional practitioners in public schools. In addition, their connection with the public schools is maintained through their involvement with the field experiences (i.e. Education 401, Education 405) of the undergraduate students of the faculty.

It seems reasonable to suggest, therefore, that each of the faculty members in the Faculty of Education is competent to supervise field work in his acknowledged area of specialization.

(c) Library Resources

Field Work II will not require library resources beyond those presently being supplied.

It will make extensive use, however, of the services of the Faculty of Education Learning Resources Centre and Audio-Visual Services.

1. COURSE INFORMATION:

Department: Education

Course Number: 813

Title: Organizational Theory and Analysis in Education

Description: ---

Credit Hours: 5

Vector: 0-5-0

Prerequisite(s) if any: ---

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 20 When will the course first be offered: FALL, 1972

How often will the course be offered: Each Fall Semester

3. JUSTIFICATION:

Education 813 is not a new course. It is a renumbering and retitling of Education 803-5 (Selected Problems in School Organization).

4. RESOURCES:

Which Faculty member will normally teach the course: Dr. Norman Robinson

What are the budgetary implications of mounting the course: ---

Are there sufficient Library resources (append details): Yes

- Appended:
- a) Outline of the Course
 - b) An indication of the competence of the Faculty member to give the course.
 - c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appended

(a) Outline of the Course

The purpose of this course is to provide prospective and practicing educational administrators with opportunities to relate relevant conceptual and empirical material drawn from the field of organizational theory and analysis to the problems of administering educational organizations.

Attention to be given to the following topics as they relate to educational organizations: 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.

Considerable use is made of audio-visual, case and simulated materials in the study of administrative problems.

(b) Competence of Faculty Member to Give the Course

Dr. Robinson has extensive experience in British Columbia public schools as a teacher and a practicing educational administrator.

He holds a Ph.D. in Educational Administration from the University of Alberta and has taught at the graduate level and done research in this field since 1966.

(c) Library Resources

Library resources have proven to be adequate to meet the needs of this course in the past.

CALENDAR INFORMATION:

Department: Education

Course Number: 814

Title: Research and Development Strategies in Education

Description: _____

Credit Hours: 5

Vector: 0-5-0

Prerequisite(s) if any: _____

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 30 When will the course first be offered: Fall, 1972

How often will the course be offered: Each Fall semester

3. JUSTIFICATION:

Education 814 is not a new course. It is a renumbering and retitling of a course that has been offered under Education 809 (Graduate Seminar).

4. RESOURCES:

Which Faculty member will normally teach the course: Dr. J. F. Ellis

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): Yes

- Appended:
- a) Outline of the Course
 - b) An indication of the competence of the Faculty member to give the course.
 - c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appended

(a) Outline of the Course

This course is designed to enable teachers and educational administrators to become intelligent interpreters and consumers of educational research. Major attention is given to the topic of developing appropriate strategies for the application of educational research findings to educational problems.

(b) Competence of the Faculty Member to Give the Course

Dr. J.F. Ellis has extensive experience in teaching graduate courses on research and development strategies.

(c) Library Resources

Library resources have proven to be adequate in the past.

1. COURSE INFORMATION:

Department: Education

Course Number: 815

Title: The Economics and Financing of Education

Description: ---

Credit Hours: 5

Vector: 0-5-0

Prerequisite(s) if any: ---

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 20

When will the course first be offered: SPRING, 1973

How often will the course be offered: Each Spring Semester

3. JUSTIFICATION:

Education 815 is not a new course. It is a renumbering and retitling of a course that has been offered under Education 807 (Special Topics).

4. RESOURCES:

Which Faculty member will normally teach the course: Dr. A.H. Elliott

What are the budgetary implications of mounting the course: ---

Are there sufficient Library resources (append details): Yes

- Appended:
- a) Outline of the Course
 - b) An indication of the competence of the Faculty member to give the course.
 - c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appendix

(a) Outline of the Course

The objectives of this course are:

- (1) to familiarize prospective educational leaders with the theories of economics and public finance underlying current funding practices for formal educational services;
- (2) to examine those conflicts resulting from competition for scarce resources in the public sector and;
- (3) to identify and analyse alternative proposals for the funding of formal education.

The course will examine the role of local, provincial and federal government in education, taxation systems employed, and current trends in cost-benefit analysis. Administrators, familiar with educational finance, are utilized as resource persons.

(b) Competence of the Faculty Member to Give the Course

Dr. Elliott holds an Ed.D. in Educational Administration from the University of California, Berkeley.

He has taught graduate courses and done research in the field of educational administration both in California and British Columbia. In addition, he has extensive experience as a school principal and district superintendent of schools.

(c) Library Resources

Library resources are adequate.

1. CALENDAR INFORMATION:

Department: Education Course Number: 816

Title: Developing Educational Programs

Description: ---

Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: ---

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 25 When will the course first be offered: Fall, 1972

How often will the course be offered: Each Fall Semester

3. JUSTIFICATION:

Education 816 is not a new course. It is a renumbering and retitling of a course that has been offered under Education 802 (Selected Problems in Secondary Education).

4. RESOURCES:

Which Faculty member will normally teach the course: Dr. Maurice Gibbons

What are the budgetary implications of mounting the course: ---

Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
- b) An indication of the competence of the Faculty member to give the course.
- c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appended

(a) Outline of the Course

This course is designed to provide teachers and educational administrators with current knowledge in the field of educational program development.

Attention is given to theories and practices of operational techniques for educational program planning and development in public schools.

(b) Competence of the Faculty Member to Give the Course

Dr. M. Gibbons holds a Ed.D. from Harvard with a specialization in Educational Program Development.

He has taught extensively in this field and has been involved in a number of program development projects in public school districts.

(c) Library Resources

Library resources have proven to be adequate to meet the needs of this course in the past.

1. CALENDAR INFORMATION:

Department: Education Course Number: 817

Title: The Political and Social Environment of Public Education

Description: ---

Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: ---

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 20 When will the course first be offered: FALL, 1972

How often will the course be offered: Each Fall Semester

3. JUSTIFICATION:

Education 817 is not a new course. It is a renumbering and retitling of a course that has been offered under Education 808 (Selected Topics).

4. RESOURCES:

Which Faculty member will normally teach the course: Dr. A.H. Elliott, Dr. N. Robinson

What are the budgetary implications of mounting the course: ---

Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
- b) An indication of the competence of the Faculty member to give the course.
- c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appended

(a) Outline of the Course

The objectives of this course are:

- (1) to analyse the legal and political structure of public education in Canada in the light of political science theory;
- (2) to examine the school in the social structure, how it reflects that structure and how it provides for social mobility within it;
- (3) to study the school as social system, its place in the wider society and its relation to selected sub-systems and sub-cultures.

There will be selected use of audio-visual materials and resource persons to assist students gain an understanding of the social mosaic in which the public school system operates.

(b) Competence of Faculty Member to Give the Course

Dr. Elliott holds an Ed. D. in Educational Administration from the University of California, Berkeley.

He has taught graduate courses and done research in the field of educational administration both in California and British Columbia. In addition, he has extensive experience as a school principal and district superintendent of schools.

(c) Library Resources

Library resources are adequate.

1. COURSE INFORMATION:

Department: Education

Course Number: 818

Title: Administrative Leadership of Educational Personnel

Description: ---

Credit Hours: 5

Vector: 0-5-0

Prerequisite(s) if any: ---

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 20

When will the course first be offered: SPRING, 1973

How often will the course be offered: Each Spring Semester

3. JUSTIFICATION:

Education 818 is not a new course. It is a renumbering and retitling of a course that has been offered under Education 810 (Directed Readings).

4. RESOURCES:

Which Faculty member will normally teach the course: Dr. Norman Robinson

What are the budgetary implications of mounting the course: ---

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course

b) An indication of the competence of the Faculty member to give the course.

c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appended

(a) Outline of the Course

The purpose of this course is to provide prospective and practicing educational administrators with a variety of experiences designed to improve their competence in the field of personnel administration in public education.

Theories, policies and practices relative to the administrative leadership of educational personnel are covered. The course is problem-centered and extensive use is made of audio-visual, case and simulated materials.

(b) Competence of Faculty Member to Give the Course

Dr. Robinson has extensive experience in British Columbia public schools as a teacher and practicing educational administrator.

He holds a Ph.D. in Educational Administration from the University of Alberta and has taught at the graduate level and done research in this field since 1966.

(c) Library Resources

Library resources have proven to be adequate to meet the needs of this course in the past.

1. CALENDAR INFORMATION:

Department: Education Course Number: 819

Title: Studies in Teacher-Student Interaction and Curriculum Development

Description: ---

Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: ---

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 20 When will the course first be offered: FALL, 1972

How often will the course be offered: Fall Semesters in even numbered years

3. JUSTIFICATION:

Education 819 is not a new course. It is a renumbering and retitling of a course that has been offered under Education 801 (Selected Problems in Elementary Education).

4. RESOURCES:

Which Faculty member will normally teach the course: Dr. D. R. Birch, Dr. S. Wassermann

What are the budgetary implications of mounting the course: ---

Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
- b) An indication of the competence of the Faculty member to give the course
- c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appended

(a) Outline of the Course

Education 819, 820, 821 and 822 are sequential experiences designed for practicing teachers who wish to improve their teaching competence.

Education 819 analyses verbal and non-verbal interaction with relation to teaching-learning goals. An examination of appropriate curricular materials for specified educational objectives is undertaken.

(b) Competence of Faculty Members to Give the Course

Dr. D. R. Birch will have primary responsibility for the course. He will be assisted by Dr. S. Wassermann.

Drs. Birch and Wassermann are widely recognized authorities in the field of the analysis of teaching behavior.

(c) Library Resources

Library resources have proven to be adequate in the past.

1. CALENDAR INFORMATION:

Department: Education Course Number: 820

Title: Educational Objectives and Teaching Strategies

Description: ---

Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: Educational 819

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 20 When will the course first be offered: SPRING, 1973

How often will the course be offered: Spring Semesters in odd numbered years

3. JUSTIFICATION:

Education 820 is not a new course. It is a renumbering and retitling of a course that has been offered under Education 805 (Selected Problems in Early Childhood Education).

4. RESOURCES:

Which Faculty member will normally teach the course: Dr. M. Gibbons and others

What are the budgetary implications of mounting the course: ---

Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
- b) An indication of the competence of the Faculty member to give the course
- c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appended

(a) Outline of the Course

This course follows Education 819. Education 820 focuses on the development of appropriate teaching strategies to achieve particular educational objectives.

(b) Competence of the Faculty Member to Give the Course

Dr. M. Gibbons will have primary responsibility for this course. Dr. Gibbons is a widely-recognized authority in the field of educational program development.

Dr. Gibbons will be assisted at times by Professors Birch, Wassermann, and Vogt.

(c) Library Resources

Library resources have proven to be adequate in the past.

1. CALENDAR INFORMATION:

Department: Education Course Number: 821

Title: Educational Theory and Classroom Applications

Description: ---

Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: Education 819, 820

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 20 When will the course first be offered: FALL, 1973

How often will the course be offered: Fall Semesters in odd numbered years

3. JUSTIFICATION:

Education 821 is not a new course. It is a renumbering and retitling of a course that has been offered under Education 807 (Special Topics).

4. RESOURCES:

Which Faculty member will normally teach the course: Dr. S. Wassermann

What are the budgetary implications of mounting the course: ---

Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
- b) An indication of the competence of the Faculty member to give the course
- c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appended

(a) Outline of the Course

This course follows Education 819. Education 820 focuses on the development of appropriate teaching strategies to achieve particular educational objectives.

(b) Competence of the Faculty Member to Give the Course

Dr. M. Gibbons will have primary responsibility for this course. Dr. Gibbons is a widely-recognized authority in the field of educational program development.

Dr. Gibbons will be assisted at times by Professors Birch, Wassermann, and Vogt.

(c) Library Resources

Library resources have proven to be adequate in the past.

4. Appended

(a) Outline of the Course

Education 821 follows Education 819 and 820.

This course is devoted to an advanced study of classroom practices in terms of selected theoretical positions.

(b) Competence of the Faculty Member to Give the Course

Dr. S. Wassermann is a widely acknowledged authority in the area of classroom theory and practice.

(c) Library Resources

Library resources have proven to be adequate in the past.

1. CALENDAR INFORMATION:

Department: Education Course Number: 822

Title: Evaluation of Educational Practice

Description: ---

Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: Education 819, 820, 821

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 20 When will the course first be offered: SPRING, 1974

How often will the course be offered: Spring Semesters in even numbered years.

3. JUSTIFICATION:

Education 822 is not a new course. It is a renumbering and retitling of a course that has been offered under education 808 (Special Topics).

4. RESOURCES:

Which Faculty member will normally teach the course: Dr. I. Allen, Dr. A.J. Dawson

What are the budgetary implications of mounting the course: ---

Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
- b) An indication of the competence of the Faculty member to give the course
- c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appended

(a) Outline of the Course

Education 822 is the culminating experience for Education 819, 820 and 821.

In this course each candidate does a thorough analysis of his or her own teaching practice and documents changes which have occurred in this practice as a result of the Education 819, 820 and 821 experiences.

(b) Competence of the Faculty Member to Give the Course

Drs. Allen and Dawson will have joint responsibility for this course. Both are specialists in the analysis of teaching practice.

(c) Library Resources

Library resources have proven to be adequate in the past.

1. CALENDAR INFORMATION:

Department: Education Course Number: 823

Title: Recent Developments in Curriculum and Instruction in an Individual Teaching Specialty.

Description: An Advanced course designed to provide critical analyses of recent developments in various grade and subject areas of specialization.

Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: the Permission of
Instructor

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-10 per When will the course first be offered: FALL, 1972
section

How often will the course be offered: _____

3. JUSTIFICATION:

A need exists for a course that will provide practicing teachers with advanced knowledge in their fields of teaching specialization.

4. RESOURCES:

Which Faculty member will normally teach the course: See attached sheet

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appended

(a) Outline of the Course

This course is designed to provide practicing teachers with opportunities to update their knowledge base in their teaching specialty through critical analyses of recent developments in curriculum and instruction in their specialty. The course would have multiple sections based on grade and subject areas of specialization. Currently, the Faculty of Education could offer sections in Mathematics Education, Social Sciences Education, English Education, Science Education, Reading and Physical Education.

(b) Competence of the Faculty Members to Give the Course

Each of the faculty members listed below has taught and supervised graduate students in the areas of specialization listed after their names.

Dr. D.R. Birch - Social Science Education
Dr. M. Gibbons - English Education
Dr. G. Kirchner - Physical Education
Professor A. Vogt - English Education
Dr. S. Wassermann - Reading
Dr. M. McClaren - Science Education
Dr. S. O'Connell - Reading
Professor J.V. Trivett - Mathematics Education
Dr. I. Allen - Social Science Education
Dr. A.J. Dawson - Mathematics Education

(c) Library Resources

Library resources have proven to be adequate in the past.

GRADUATE STUDIES:

Department: Education Course Number: 881

Special Project I

Description: This course provides educational practitioners with opportunities to engage in individual or group projects that are oriented to the improvement of educational practice.

Credits Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: Successful completion of at least one semester.

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 40 When will the course first be offered: SPRING, 1973

How often will the course be offered: Each Spring Semester.

JUSTIFICATION:

Special Project I (and Special Project II) replace the currently required extended essays.

RESOURCES:

Which Faculty member will normally teach the course: The Candidate's Supervisory Committee

What are the budgetary implications of mounting the course: ----

Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
- b) An indication of the competence of the Faculty member to give the course.
- c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appended

(a) Outline of the Course

Special Project I provides teachers and educational administrators with opportunities to engage in individual or group projects that are oriented to the improvement of educational practice.

The following policies concerning Special Project I (and Special Project II) have been approved by the Faculty of Education:

Supervision of Candidate's Work:

1. Each candidate will have a Supervisory Committee - a Chairman and one other member.
2. Each candidate will be required to submit a proposal in appropriate form that must be approved by his Supervisory Committee.

Examination of Candidate's Work:

Each candidate will have an Examining Committee which shall consist of:

- (a) The candidate's Supervisory Committee; and
- (b) An examiner appointed by the Faculty of Education Graduate Studies Committee.

Characteristics of a Special Project:

1. A special project should have a component of originality.
2. A special project should have a degree of generalizability.
3. A special project should have a present or potential relevance to educational practice.
4. A special project should possess appropriateness and quality in form and style.
5. A special project, provided it possess the characteristics listed in 1-4 above, can take many forms. Some examples are as follows:

- (a) experimental study
- (b) survey research
- (c) historical study
- (d) extended review and synthesis of the literature
on a particular topic
- (e) evaluative study
- (f) testing of a model
- (g) case study
- (h) development of a model
- (i) project, e.g., film, policy handbook, etc.

3. Special projects are normally done individually, but in special cases, group efforts may be approved provided the constituent contribution of each candidate can be clearly identified and evaluated.

(b) Competence of Faculty Members to Give the Course

In all cases the candidate will have a Supervisory Committee.

(c) Library Resources

Library resources have proven to be adequate in the past.

Department of Education

Course Number: 882

Department: Education

Special Project II

Description: This course provides educational practitioners with opportunities to engage in individual or group projects that are oriented to the improvement of educational practice.

Credit Hours: 5 Vector: 0-5-0 Prerequisite(s) if any: Education 881

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 40 When will the course first be offered: SPRING, 1973

How often will the course be offered: Each Spring Semester.

JUSTIFICATION:

Special Project I (and Special Project II) replace the currently required extended essays.

RESOURCES:

Which Faculty member will normally teach the course: The Candidate's Supervisory Committee

What are the budgetary implications of mounting the course: ---

Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
- b) An indication of the competence of the Faculty member to give the course.
- c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

4. Appended

(a) Outline of the Course

Special Project II will provide an additional or an expanded experience for candidates who have successfully completed Special Project I. That is, some candidates may undertake work in Special Project II that will not be closely related to the work that they did in Special Project I. For other candidates, however, Special Project II may be an expansion of the work they have done in Special Project I.

The same Faculty of Education policies that apply to Special Project I apply to Special Project II.

(b) Competence of Faculty Members to Give the Course

In all cases the candidate will have a Supervisory Committee.

(c) Library Resources

Library resources have proven to be adequate in the past.