



8888 University Drive, Burnaby, BC  
Canada V5A 1S6

TEL: 778.782.4636  
FAX: 778.782.5876

avpcio@sfu.ca  
www.sfu.ca/vpacademic

**MEMORANDUM**

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<b>ATTENTION</b>	Senate	<b>DATE</b>	February 5, 2010
<b>FROM</b>	Bill Krane, Chair	<b>PAGES</b>	1/1
<b>RE:</b>	Senate Committee on Undergraduate Studies Faculty of Education		

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**For information:**

Acting under delegated authority at its meeting of February 4, 2010, SCUS approved the following curriculum revisions:

1. Faculty of Education (SCUS 10-01)
  - (i) Description change for EDUC 480/480W (SCUS 10-01a)
  - (ii) Deletion of certificate in liberal arts from BEd degree requirements (SCUS 10-01b)
  
2. Faculty of Education (SCUS 10-10)
  - (i) New Course Proposal: EDUC 375-3, Struggle with Mathematics: Sources and Recovery
  - (ii) Changes to the Educational Psychology Minor
  - (iii) Changes to the PBD in Early Childhood Education

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Web at [http://www.sfu.ca/senate/Senate\\_agenda.html](http://www.sfu.ca/senate/Senate_agenda.html) following the posting of the agenda. If you are unable to access the information, please call 778-782-3168 or email [bgrant@sfu.ca](mailto:bgrant@sfu.ca).

**For information:**



faculty of education

MEMO

Undergraduate Programs

8888 University Drive  
Burnaby BC V5A 1S6  
Canada

T: 778.782.3614  
F: 778.782.3829

[www.educ.sfu.ca/ugradprogs](http://www.educ.sfu.ca/ugradprogs)

ATTENTION: SCUS

FROM: David Paterson, Director

RE: Calendar Changes

DATE: November 18th, 2009

A handwritten signature in black ink, appearing to read "David Paterson", written over the "FROM" line.

The following are calendar changes that have been passed by the Faculty of Education.

- 1) Course Change: EDUC 480
- 2) Bachelor of Education: General Program and Honors Program Change

DP/sp

**SIMON FRASER UNIVERSITY**  
**Senate Committee on Undergraduate Studies**  
**Course Change/Deletion Form**

Existing Course Number/Title:

EDUC 480-4 and EDUC 480W-4 Designs for Learning: French as a Second Language

Please check appropriate revision(s) being recommended:

Course Number: \_\_\_\_\_ Credit Hour: \_\_\_\_\_ Title: \_\_\_\_\_

Description: X Prerequisite: \_\_\_\_\_ State number of hours for:  
Lect ( ) Sem ( ) Tut ( ) Lab ( )

Course deletion: \_\_\_\_\_

**FROM:**

Deals with a variety of approaches, teaching strategies and curricula for teaching French as a second language in elementary and secondary schools. Prerequisite EDUC 401/402.  
**Instruction given in French.**

**TO:**

Deals with a variety of approaches, teaching strategies and curricula for teaching French as a second language in elementary and secondary schools. Prerequisite EDUC 401/402.

**RATIONALE:**

Instruction for the D and E offerings for this course will be given in English (French instruction will be indicated with the F coding). We do not want to discourage students with basic French language skills from taking the course.

Effective semester and year Summer 2010

**Bachelor of Education Degree: General Program and Honors Program**

**Requirements**

**To be deleted:**

certificate in liberal arts

**Rationale:**

With the new Undergraduate Degree Requirements of Writing, Quantitative and Breadth, the certificate in liberal arts is no longer required. Of course, many students may complete both requirements at the same time and we will encourage them to do so.



faculty of education

Scus 10-10

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ATTENTION: SCUS

FROM: David Paterson, Director

RE: Calendar Revisions

DATE: January 5<sup>th</sup>, 2010

The following are calendar revisions that have been passed by the Faculty of Education.

- 1) New Course Proposal  
EDUC 375
- 2) Minor Change  
Educational Psychology
- 3) PBD Change  
Early Childhood Education

DP/sp

**SIMON FRASER UNIVERSITY**  
**Senate Committee for Undergraduate Studies**  
**NEW COURSE PROPOSAL**

Course Number: EDUC 375-3

Course Title: Struggle with Mathematics: Sources and Recovery

**AND**

Short - for registration/transcript no more than 30 characters including spaces/punctuation

~~Teaching Remedial Mathematics~~ (29 characters including spaces)

STUGGLE WITH  
MATHEMATICS

State number of hours for Lect ( 3 ) Sem ( - ) Tut ( - ) Lab ( - )

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**Course Description (for Calendar). Attach a course outline to this proposal.**

MATHEMATICS

Causes of risk and anxiety from both a conceptual and a dispositional point of view. Exploration of different remediation strategies. Enhancement of personal mathematical skills through immersion in a problem-solving environment. The role of mathematical competence in society and job market.

**Prerequisite:**

EDUC 401/402. Students with credit for 415 or 475 cannot take EDUC 375 for further credit.

**Corequisite:** none

Special Instructions: i.e. does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses. If so, this should be noted in the pre-requisite.

(1) This course is designed for prospective secondary teachers NOT working in a Mathematics or Science specialization. As such, students with sufficient credit to receive a minor in Mathematics, Physics, Biology or Chemistry WILL NOT receive credit for this course.

(2) Students who have credit for or are currently enrolled in EDUC 415 or EDUC 475 cannot take EDUC 375 for credit.

**Course(s) to be dropped if this course is approved:** none, but the number of offerings of EDUC 313 will be reduced

**Rationale for Introduction of this Course:**

Students working towards Education as a Second degree need a "Q" course to satisfy their degree requirements. While prospective elementary school teachers take EDUC 475: Designs for learning elementary mathematics, and prospective secondary Mathematics and Science teachers take EDUC 415: Designs for Learning Secondary Mathematics, prospective secondary teachers in Humanities and Social Sciences sought a course to satisfy their needs. Faculty of Education has developed several courses for this purpose, but we are eager to extend the possible choices offered to students.

Moreover, it is reality of the field that many secondary and middle school teachers, who have not received any subject matter or methods training in mathematics, will be contributing to students' learning of mathematics. They may be either teaching mathematics for 'lower end' students, or helping students 'at risk' at settings outside of the regular teaching schedule, such as support groups, after school clubs, or learning centres. This course will prepare prospective teachers for these tasks.

A more explicit rationale is described in the attached course proposal

**Scheduling and Registration Information:**

Indicate effective **semester/year** course would be first offered and planned **frequency** of offering thereafter.

- The course will be offered every summer, starting 2010-2.

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**There is a two-semester wait for implementation of any new course.**

Waiver required \_\_\_\_\_

Will this be a required or elective course in the curriculum?

- This is an elective course

What is the probable enrolment when offered?

- 30

Which of your present CFL faculty have the expertise to offer this course?

- Our Mathematics Education Faculty members have the expertise to offer this course: Peter Liljedahl, Nathalie Sinclair, Stephen Campbell and Rina Zazkis

Are there any proposed student fees associated with this course other than tuition fees? (if so, attach mandatory supplementary fee approval form)

- no
-



## Proposed Change to Educational Psychology Minor

### FROM (Current Calendar Entry)

#### **Lower Division Requirements**

EDUC 220-3 Introduction to Educational Psychology

EDUC 222-3 Research Methods in Educational Psychology

#### **Upper Division Requirements**

Students must complete all of

EDUC 320-3 Instructional Psychology

*EDUC 325-3 Assessment for Classroom Teaching*

*EDUC 326-3 Classroom Management and Discipline*

plus two of

EDUC 327-3 Self, Psychology and Education

EDUC 422-4 Learning Disabilities

EDUC 428-4 Nature and Nurture of Gifted Students

EDUC 464-4 Early Childhood Education

### TO (Proposed New Calendar Entry)

#### **Lower Division Requirements**

EDUC 220-3 Introduction to Educational Psychology

EDUC 222-3 Research Methods in Educational Psychology

#### **Upper Division Requirements**

Students must complete all of

**EDUC 315 Individual and Developmental Differences in Language Acquisition**

EDUC 320-3 Instructional Psychology

**EDUC 322-3 Social Lives of School Children**

**EDUC 327-3 Self, Psychology and Education**

and one of

EDUC 422-4 Learning Disabilities

EDUC 428-4 Nature and Nurture of Gifted Students

EDUC 464-4 Early Childhood Education

#### Rationale:

The proposed changes increase the focus on contemporary educational psychology in the minor. The content of EDUC 326 and EDUC 325 no longer are based primarily on contemporary theories and research in educational psychology (as was once the case), but instead, now draw largely from other domains of scholarship. They thus no longer contribute strongly to upper division requirements for this minor. These courses are being replaced by EDUC 322, EDUC 327, and EDUC 315—courses that are strongly grounded in contemporary theory and research in the discipline of educational psychology.



**FROM:**

Post Baccalaureate Diploma in Early Childhood Education

Program Requirements:

EDUC 322-3 The Social Lives of School Children  
EDUC 464-4 Early Childhood Education  
EDUC 465-4 Children's Literature

Plus a minimum of three courses chosen from the following:

EDUC 311-3 Foundations in Aboriginal Education, Language and Culture  
EDUC 315-3 Individual and Developmental Differences in Language Acquisition  
EDUC 326-3 Classroom Management and Discipline  
EDUC 330-3 Movement Language Elements for Dance in Education  
EDUC 341-3 Literacy, Education and Culture  
EDUC 367-4 Teaching Children from Minority Language Backgrounds in Elementary Classrooms  
EDUC 457-4 Drama and Education  
EDUC 459-4 Instructional Activities in Physical Education  
EDUC 467-4 Curriculum and Instruction in Teaching English as a Second Language  
EDUC 471-4 Curriculum and Development: Theory and Practice  
EDUC 473-4 Designs for Learning: Reading  
EDUC 475-4 Designs for Learning: Mathematics  
EDUC 477-4 Designs for Learning: Art  
EDUC 478-4 Designs for Learning: Music

Plus additional upper division units in related topic areas to bring the total to 30 upper division units.

**TO:**

Post Baccalaureate Diploma in Early Learning

Program Requirements:

EDUC 322-3 The Social Lives of School Children  
EDUC 464-4 Early Childhood Education  
**EDUC 466-4 Early Childhood Education: Curriculum and Development**  
EDUC 465-4 Children's Literature

Plus a minimum of three courses chosen from the following:

EDUC 311-3 Foundations in Aboriginal Education, Language and Culture  
EDUC 315-3 Individual and Developmental Differences in Language Acquisition  
EDUC 326-3 Classroom Management and Discipline  
EDUC 330-3 Movement Language Elements for Dance in Education  
**EDUC 332-3 Naturalistic Observations in Early Learning Settings**

EDUC 341-3 Literacy, Education and Culture  
EDUC 367-4 Teaching Children from Minority Language, Backgrounds in  
Elementary Classrooms  
**EDUC 422-4 Learning Disabilities**  
**EDUC 441-4 Multicultural/Anti-Racist Education**  
EDUC 457-4 Drama and Education  
EDUC 459-4 Instructional Activities in Physical Education  
EDUC 467-4 Curriculum and Instruction in Teaching English as an **Additional**  
Language  
EDUC 471-4 Curriculum and Development: Theory and Practice  
EDUC 473-4 Designs for Learning: Reading  
EDUC 475-4 Designs for Learning: Mathematics  
EDUC 477-4 Designs for Learning: Art  
EDUC 478-4 Designs for Learning: Music

Plus additional upper division units in related topic areas to bring the total to 30 upper division units.

**Rationale:**

To update the diploma course offerings to be consistent with the Early Learning Minor and the Early Learning Specialization. Expanded compulsory core (from 3 to 4 required courses) affords consistency with the early learning minor and the early learning specialization.