

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Senate **From:** J.M. Munro, Chair
Senate Committee on
Academic Planning

Subject: Curriculum Revisions - **Date:** December 13, 1994
Faculty of Education

Action undertaken by the Senate Committee on Undergraduate Studies (SCUS Reference 94-10) and the Senate Committee on Academic Planning (SCAP Reference SCAP 93 - 64) gives rise to the following motion:

Motion:

"that Senate approve and recommend to the Board of Governors the curriculum revisions for the Faculty of Education as set forth in S.95-4 as follows:

- i) New courses:
 - EDPR 410, 411, 412, 413 Field Based Studies in Curriculum Development
 - EDPR 414, 415, 416, 417 Field Based Studies in Educational Practice
- ii) Change of grading for
 - EDUC 452 - 8 Environmental Education."

In all cases agreement has been reached between the Faculty and the Library in the assessment of library costs associated with new courses.

SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION
MEMORANDUM

TO: SCUS

FROM: Robin Barrow
Dean

RE: Field Based Courses

DATE: October 28, 1994

The Faculty of Education supports the attached new course proposals for Field Based courses to be designated as Education Professional (EDPR). These courses would address the need of practicing teachers to upgrade their teaching/educational skills, as well as offering an opportunity to complete a Post Baccalaureate Diploma in Education.



cc Undergraduate Programs Committee, Faculty of Education
Field Relations & In-Service Education Committee, Faculty of Education
Janis Dawson, Faculty of Education

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

Department: Education

1. Calendar Information:

Abbreviation Code: EDPR Course No.: 410, 411, 412, 413 Credit Hours: 2, 3, 4, 5 Vector: _____

Title of Course: Field Based Studies in Curriculum Development

Calendar Description of Course:

These courses are intended for practising teachers, school administrators or other practising educators who are involved in curriculum development. They provide opportunities for members of the teaching profession to work on curriculum development projects under the supervision of Faculty members and/or distinguished practitioners designated by the Faculty. Those wishing to undertake a Field Based Studies course must submit a proposal form, available from the Office of Field Relations and In-Service Education, before the end of the 5th. week of the semester prior to the one in which the student(s) intend to commence the study. The proposal must be approved by the Director of Field Relations and Teacher In-service Education prior to registration in the course. Field Based Studies courses may have a credit value of 2, 3, 4 or 5 semester hours depending upon the nature of the proposed project. Evaluation is based on a pass/withdraw system. Field Based Studies in Curriculum Development may not form a component of Education 404. These courses may form a component of an approved programme of studies for the Post Baccalaureate Diploma. Note A maximum of 10 credit hours of credit in Field Based Studies in Curriculum Development may be used towards a BEd degree.

Prerequisites (or special instructions):

Teaching certificate or permission of the Director of Field Relations and Teacher In-Service Education.

What course (courses), if any, is being dropped from the calendar if this course is approved?

Field-Based Studies courses have been designed to rectify difficulties encountered in the current use of Special Topics and Directed Studies courses.

2. Scheduling: How frequently will the course be offered? In most semesters, depending on demand.

Semester in which the course will first be offered? As soon as possible.

Which of your present faculty would be available to make the proposed offering possible? Any faculty member or approved field studies supervisor could teach these courses, depending on the nature of the proposal.

3. Objectives of the Course:

To provide opportunities for in-service teachers to participate in supervised curriculum development activities under the direction of qualified experts in a specific curriculum area.

4. Budgetary and Space Requirements (for information only): What additional resources will be required in:

These courses will be funded through fee retrieval and collaborative arrangements with sponsoring agencies. They will focus on curriculum and pedagogical areas introduced in other courses, and should not require additional library resources. They will be offered off campus, and should not require space, equipment or audio-visual support.

5. Approval:

Date:

_____ Oct 28/94 _____ Dec 19/94
_____ [Signature] _____ [Signature]
_____ Dept. Chairman _____ Dean _____ Chairman, SCUS

SCUS 73-34B: (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline.)

Rationale for Field Based Studies in Curriculum Development.

Because Field Based Studies courses are normally initiated by proposals from in-service teachers, groups of teachers, a school district or districts, or members of Faculty, it is not possible to provide a course outline, per se. The following information is intended to provide supplementary background to the proposal.

Many students who enrol in undergraduate Special Topics and Directed Studies Courses at SFU are practising teachers who are interested in undertaking advanced work in professional practice under the supervision of a faculty member or senior practitioner. Special Topics courses were intended to meet non-recurrent needs for courses in areas of special concern, or where new programmes, curriculum changes, or policy initiatives within the schools needed to be addressed through education course offerings having a defined focus and an audience largely composed of in-service professional teachers. They still serve this purpose reasonably well.

Directed Studies courses were intended to provide students with the opportunity to propose a field of intensive study relevant to their interests which could be undertaken under the supervision of a member of the Faculty or a designated qualified supervisor. Directed Studies courses were seen as largely a matter of self-study by individual students who would develop a study plan, to be approved by a supervisor prior to undertaking the course and who would meet from time to time with the supervisor and produce some kind of product (typically a written extended essay or paper) as a result of the study. In this mode Directed Studies are largely operated in a 1:1 fashion. Again, operated as described above, Directed Studies courses still satisfy the need to provide individual students to select an area of intensive study to extend the coverage provided in more general course offerings in the regular curriculum.

There are, however, some legitimate professional needs which might be met by our faculty but which are not currently well suited to the formats of either Special topics Courses or Directed Studies. Some examples of these are:

- Curriculum development projects initiated by a practising teacher or group of teachers in order to meet an educational need at the school district level. An example of this would be the development of Fisheries Biology 12 as a provincially-approved locally developed course option in Coquitlam School District.
- Initiatives in staff development where a group of teachers in a school or group of schools develops a systematic plan to improve professional practice and wish to implement it with the guidance, educational input and oversight of university faculty or senior professional practitioners working with university faculty. An example might be a district-wide initiative to improve the teaching of elementary school science through a coherent programme of staff development implemented over an extended time period.
- Programmes of professional development developed by individual teachers as part of professional growth plans where the focus of the plan is on classroom practices to be developed through a process of developmental supervision, peer mentoring, and classroom observation of advanced practitioners.

While these examples are for illustrative purposes only, they are increasingly common forms of professional activity in which there is a need for assistance from university faculty and from advanced practitioners with the goal of melding theory and practice in order to improve practice, restructure existing programmes, or develop new programmes. In all cases practising professional teachers wish to make these activities a component of professional continuing education, thereby adding to their formal professional qualifications. While we have adapted both Directed Studies courses and Special Topics courses to meet some of these needs in the past, there is a need to develop curriculum elements more specifically suited to them. This need will grow as the number of teachers seeking professional in-service education rises to numbers proportionally greater than those involved in pre-service teacher education.

The attached course proposal is intended to meet the need for Field Based Studies in Curriculum Development.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
New Course Proposal

Department: Education

1. Calendar Information:

Abbreviation Code: EDPR Course No.: 414, 415, 416, 417 Credit Hours: 2, 3, 4, 5 Vector: _____

Title of Course: Field Based Studies in Educational Practice

Calendar Description of Course:

These courses are intended for practising teachers who wish to up-grade their professional work in a specific area of instruction or educational service. The field work is completed by individuals or groups of teachers under the supervision of a Faculty member or field studies supervisor designated by the Faculty. Those wishing to undertake a Field Based Studies course must submit a proposal form, available from the Office of Field Relations and In-Service Education, before the end of the 5th. week of the semester prior to the one in which the student(s) intend to commence the study. The proposal must be approved by the Director of Field Relations and Teacher In-service Education prior to registration in the course. Field Based Studies courses may have a credit value of 2, 3, 4 or 5 semester hours depending upon the nature of the project proposal. Evaluation is based on a pass/withdraw system. Field Based Studies in Educational Practice may not form a component of Education 404. These courses may form a component of an approved programme of studies for the Post Baccalaureate Diploma. Note A maximum of 10 semester hours of credit in Education Field Based Studies in Educational Practice may be used towards of BEd degree.

Prerequisites (or special instructions):

Teaching certificate or permission of the Director of Field Relations and Teacher In-Service Education.

What course (courses), if any, is being dropped from the calendar if this course is approved?

Field-Based Studies courses have been designed to rectify difficulties encountered in the current use of Special Topics and Directed Studies courses.

2. Scheduling: How frequently will the course be offered? In most semesters, depending on demand.

Semester in which the course will first be offered? As soon as possible.

Which of your present faculty would be available to make the proposed offering possible? Any faculty member or approved field studies supervisor could teach these courses, depending on the nature of the proposal.

3. Objectives of the Course:

To provide opportunities for experienced in-service-teachers to study selected professional issues through a combination of reading, field based inquiry and reflective practice.

4. Budgetary and Space Requirements (for information only): What additional resources will be required in:

These course will be funded through fee retrieval and collaborative arrangements with sponsoring agencies. They will focus on field studies in curriculum and pedagogical areas introduced in other courses, and should not require additional library resources. They will be offered off campus, and should not require space, equipment or audio-visual support.

5. Approval:

Date:

Oct 28/94 Dec 19/94
[Signature] [Signature] [Signature]
Acting Dept. Chairman Dean Chairman, SCUS

Rationale for Field Based Studies in Educational Practice.

Because Field Based Studies courses are normally initiated by proposals from in-service teachers, groups of teachers, a school district or districts, or members of Faculty, it is not possible to provide a course outline, per se. The following information is intended to provide supplementary background to the proposal.

Many students who enrol in undergraduate Special Topics and Directed Studies Courses at SFU are practising teachers who are interested in undertaking advanced work in professional practice under the supervision of a faculty member or senior practitioner. Special Topics courses were intended to meet non-recurrent needs for courses in areas of special concern, or where new programmes, curriculum changes, or policy initiatives within the schools needed to be addressed through education course offerings having a defined focus and an audience largely composed of in-service professional teachers. They still serve this purpose reasonably well.

Directed Studies courses were intended to provide students with the opportunity to propose a field of intensive study relevant to their interests which could be undertaken under the supervision of a member of the Faculty or a designated qualified supervisor. Directed Studies courses were seen as largely a matter of self-study by individual students who would develop a study plan, to be approved by a supervisor prior to undertaking the course and who would meet from time to time with the supervisor and produce some kind of product (typically a written extended essay or paper) as a result of the study. In this mode Directed Studies are largely operated in a 1:1 fashion. Again, operated as described above, Directed Studies courses still satisfy the need to provide individual students to select an area of intensive study to extend the coverage provided in more general course offerings in the regular curriculum.

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- Initiatives in staff development where a group of teachers in a school or group of schools develops a systematic plan to improve professional practice and wish to implement it with the guidance, educational input and oversight of university faculty or senior professional practitioners working with university faculty. An example might be a district-wide initiative to improve the teaching of elementary school science through a coherent programme of staff development implemented over an extended time period.
- Programmes of professional development developed by individual teachers as part of professional growth plans where the focus of the plan is on classroom practices to be developed through a process of developmental supervision, peer mentoring, and classroom observation of advanced practitioners.

While these examples are for illustrative purposes only, they are increasingly common forms of professional activity in which there is a need for assistance from university faculty and from advanced practitioners with the goal of melding theory and practice in order to improve practice, restructure existing programmes, or develop new programmes. In all cases practising professional teachers wish to make these activities a component of professional continuing education, thereby adding to their formal professional qualifications. While we have adapted both Directed Studies courses and Special Topics courses to meet some of these needs in the past, there is a need to develop curriculum elements more specifically suited to them. This need will grow as the number of teachers seeking professional in-service education rises to numbers proportionally greater than those involved in pre-service teacher education.

The attached course proposal is intended to meet the need for Field Based Studies in Curriculum Development.

SIMON FRASER UNIVERSITY
Faculty of Education
Memorandum

TO: SCUS

FROM: Robin Barrow
Dean

RE: Educ 452-8

DATE: November 16th, 1994

The Faculty of Education has passed the following calendar change:

Educ 452-8 should be changed to a pass/withdraw course.

Typically, Educ 452-8: Environmental Education, attracts a clientele composed of experienced, practising teachers. Thus, students in this course represent a sophisticated professional group of educators who are seeking continuing educational opportunities. The on-site nature of the Educ 452 institute and the characteristic of mastery learning which it involves mark this course as "different" in terms of possible grade distribution. Successful completion of the Educ 452-8 program means mastery of the course content which translated into letter grade format means "A" standing for successful candidates. On recent occasions when the course was offered (e.g., 1993-2; 1994-2), this characteristic resulted in significant GPA inflation. It is for this reason that the Faculty of Education is requesting that Educ 452 be changed to a pass/withdraw format. Additionally, this change would be a truer reflection of the professional nature of the course.



Dr. Robin Barrow
Dean of Education

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encl.

SIMON FRASER UNIVERSITY
EDUCATION 452-8
SUMMER INSTITUTE IN ENVIRONMENTAL EDUCATION
(D1.00)
(Cat. #83526)

Summer Session, 1993
(July 5 - July 30)
Monday - Friday, 8:30 a.m.- 4:20 p.m.
Location: Kamloops (tentative)

Instructor: William Hammond

PREREQUISITES: EDUC 401/402

Education 452-8: Environmental Education

This course will examine the educational problems and effective instructional strategies entailed in developing human awareness and understanding of the environment and development of learner's skills in acting responsibly to sustain the environment. The course will explore environmental issues through a multi-disciplinary approach and will relate historical and contemporary problems by providing students with operational experiences under field study conditions, in relating human-environment interactions to school curricula from the elementary to the secondary level.

This Summer Institute in Environmental Education is organized as an intensive summer program with full day sessions conducted Tuesdays through Thursdays and optional day and overnight trips and special focus work sessions scheduled on Mondays and Fridays. At least one week will be conducted in residence at the Outdoor Centre in Kamloops. It is therefore expected that students enrolling in EDUC 452 will not take other courses concurrently during summer session.

COURSE DESCRIPTION:

The Summer Institute in Environmental Education is an interdisciplinary program that addresses the educational implications of human-environments interactions. It is appropriate for teachers, recreation workers, naturalists and park workers with a background in a wide range of subject fields and with teaching levels from kindergarten to adult. The program will examine environmental themes from the perspective of their potential to develop awareness, understanding, research and problem solving skills. Topics covered will include environmental awareness and action strategies, environmental curriculum development, critiques, human-environment relationships, environmental ethics,

marine and aquatic studies, neighborhood and community studies, environmental planning and resource management, outdoor education and the use of a wide spectrum of resources.

COURSE ASSIGNMENTS:

Student assignments will include curriculum and program planning and development activities, as well as specific in-course tasks addressing various course contexts.

FIELD ACTIVITY FEE:

\$35.00 (To partially cover additional field expenses. These fees will be paid as part of the regular fees.)

CREDIT VALUE:

This is an 8 semester hour program. Students may apply to audit the course but auditors will be enrolled subject to space available for credit students.

ACCOMODATION:

Students from outside the Kamloops area may wish to arrange to live in the McGill Road Housing Residence of Cariboo University College, in Kamloops. Students should contact Ms. Sylvia Vander Woning at 604-372-7778 for further information. Housing is in apartment style units and kitchen facilities are available.

COMPUTERS:

Kamloops School District will make a MacIntosh computer lab available to Institute students. Students using other systems may want to bring their computers to the course if they are living away from home. Computer facilities are NOT a course requirement however.

OTHER EQUIPMENT:

The Summer Institute entails extensive field work. Good walking shoes are important. A day pack, clipboard, camera, and binoculars are useful. The course will spend 3 days at the McQueen Lake Environmental Study Centre. A sleeping bag and air mattress will be needed at that time. Casual outdoor clothing and light rain gear are important.

SIMON FRASER UNIVERSITY
EDUCATION 452-8 (D1.00)
ENVIRONMENTAL EDUCATION
(Cat. #24157)

Summer Session, 1994
(July 4-29)
MTWRF, 8:30-16:20
Location: Kelowna

Instructors: Milt McClaren
291-4151
Bill Hammond

PREREQUISITE: EDUC 401/402

1994 SUMMER INSTITUTE IN ENVIRONMENTAL EDUCATION

In the summer of 1994, Simon Fraser University will offer its Summer Institute in Environmental Education at its Kelowna Regional Centre. The Institute, now in its 23rd year of offering, is intended to provide teachers and other educators with an opportunity to consider the educational opportunities and implications of human-environment interactions.

The Institute is interdisciplinary in nature and will consider the environment through the perspectives of the Natural and Social Sciences, Humanities, Economics, and the Arts. The Institute will also address educational programming from K-Adult levels.

In 1994, the Institute will be offered by an Interdisciplinary Team which will be coordinated by:

Milton McClaren, Ph.D.

Associate Professor and Director, Field Relations and Teacher Continuing Education, Simon Fraser University, Faculty of Education. Dr. McClaren has extensive experience with all aspects of Environmental Education and has been a member of the Steering Committee of Project WILD (US), of the Man and the Biosphere Programme Committee of UNESCO Canada, and is currently a member of the Education Advisory Committee of the Aspen Global Change Institute. In 1993, he was the recipient of the Minister's Environment Award in B.C.

Bill Hammond, M.Sc.

President, Natural Context, Fort Myers, Florida. Bill Hammond is an internationally known environmental educator, a former member of the steering committees of Project WILD and Project Learning Tree (US), a current member of the South Florida Water Commission, and a recipient of the Conservation Teacher of the Year Award from the National Wildlife Federation of the U.S.

In the summer of 1994, the theme of the Institute will be:
Environmental Stewardship.

TO APPLY AND REGISTER:

The summer Institute in Environmental Education is a credit programme of the Faculty of Education at S.F.U. Students taking the Institute enroll for Education 452-8, and will receive 8 semester hours of credit on successful completion. Regular course tuition fees apply, and there is an additional field activity fee of \$35.00. Students should apply to register as soon as possible, because enrollment will be limited. Students who do not live in the South Okanagan Region can arrange to live in residence at Berger Hall on the KLO Road Campus of Okanagan University College. Berger Hall is within walking distance of the SFU Regional Center which is also located on the KLO Road Campus. Room rates vary depending on the type of accommodation chosen and range from \$298.00/month to \$398.00/month. Further information can be obtained from Pauline, at (604)491-0612.

The Institute is offered as an Intensive Summer programme. It will commence on July 4, 1994, and the first day of classes will be Tuesday July 5 and the last day will be Thursday, July 28. The class may spend three days in residence at the field at the McQueen Lake Environmental Study Centre (near Kamloops) during Week Two of the course. Students enrolled in the Institute will have full use of the Macintosh Computer Lab at the Kelowna Centre during the Institute.

Students interested in this programme may contact Debbie Grey at 762-7600, Shirley Heap at 291-3614 or the Field Relations and Teacher In-Service Education office at 291-3808.