

SIMON FRASER UNIVERSITY

OFFICE OF THE VICE-PRESIDENT, ACADEMIC

MEMORANDUM

To: Senate

From: J. Osborne, Acting Chair
Senate Committee on Academic Planning

Subject: M.Ed. in Counselling Psychology

Date: May 12, 1995

Action undertaken by the Senate Graduate Studies Committee and the Senate Committee on Academic Planning gives rise to the following motion:

Motion:

"That Senate approve and recommend to the Board of Governors as set forth in S.95 -41 , the proposed M.Ed. in Counselling Psychology."



**SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION
MEMORANDUM**

To: Ron Heath
Registrar's Office

From: Robin Barrow
Dean

Subject:

Date: June 27, 1994

The Faculty of Education approved the following at its meeting today:

✓1. Proposal for a new M.Ed. in Counseling
Psychology [FE 94-11]

2. New Course Proposal: EDUC 877 [FE 94-12] (SCAP 95-23
approved
Apr. 5/95)

Please include them on the agenda of the next meeting of the Senate Graduate Studies Committee.



Robin Barrow

cc: Michael Manley-Casimir, Associate Dean
Stan Kanehara, Assistant to the Dean

Simon Fraser University
Graduate Programs Committee

For review and Action:

Proposal for a new M.Ed. in Counselling Psychology

Date: June 2, 1994

Description:

This is a proposal for a non-thesis professional M.Ed. degree designed for students who wish to become counsellors in the public school system. The M.Ed. sequence described below is more closely tailored to these students' specific needs than the one currently in the calendar. The program consists of three parts: seven core courses, four elective courses chosen from a specified list, and a comprehensive exam. Each of these components will be described in detail under "Outline of Course of Study."

Rationale:

There is an increasing expectation by both the public and school administrators, of high levels of professional sophistication by counsellors working in the public schools. Whereas traditionally school counsellors worked with older (high school) students, they are now frequently asked to play an important role in primary grades as well. Increasingly, counsellors act as consultants to classroom teachers, assume responsibilities for specific aspects of the curriculum (such as family life, drug education, race relations, etc.), and are asked to work with families with a variety of severe problems in addition to providing counselling to individual as well as groups of students.

The scope of the contemporary counsellor's professional activity demands knowledge, skills and expertise in an increasingly wide range of fields. A program specifically designed to meet these professional demands is needed in order to prepare students adequately for a career in the public school system.

With this in mind, we propose a coursework plus comprehensive exam, professional M.Ed. degree that places added emphasis on material specifically related to the role and functions of the school counsellor. The proposed program would compliment the current

stream which would continue to provide an MA option for students. All six courses currently designated as core would be taken by both MA and M.Ed. students. In addition, a new course, Contemporary School Counselling (Ed 877), would be an elective for the MA stream, but required for the M.Ed. degree. The M.Ed. degree would also include four additional electives particularly relevant to work in the public school system, chosen from the list attached.

The proposed M.Ed. option would be particularly attractive to teachers currently working in the school system who wish to re-focus their careers. None of the other universities in B.C. are currently offering programs that would meet the needs of such individuals - without requiring the applicant to become a full-time student, a luxury which many able candidates can not afford.

In addition, the proposed program structure would permit us to serve approximately 25-30% more students with no additional personnel or material resources. (One extra course - Educ 877, see attached - will be staffed by rearranging the teaching load of the GFA.)

Applicants to admissions ratio for the past six years has been about 10:1. The odds of getting into our program in Counselling are known in the community and may seem intimidating to some working teachers wishing to follow this career path. Our contact with the BC School Counsellors Association indicates that the proposed program, together with the resulting increase in admissions, would be received positively.

Outline of Course of Study

Requirement

- 1 Completion of the 5 core courses: Educ 870, 874, 864, 862, 877 and the two counselling field work courses, 811 & 812.
- 2 Each student, with the approval of her/his advisor(s) choose four additional courses, usually, from the following list: Educ 720, 805, 803, 819, 829, 833, 839, 860, 863, 867, 871, 873, 875, 876, 970.
- 3 Each student will take a comprehensive examination after the completion of her/his Coursework and practica. The comprehensive examination will be set by the faculty members associated with the Program, in association with the Director, and will have two components: a) Ethics and b) Professional practice.

Part "a" will involve a written analysis of case material involving ethical problems; part "b" involves written responses to two questions based on the student's course of studies and intended focus of counseling practice. The student will have 72 hours to answer all questions. The examining committee will be comprised of three members, one of whom is the student's advisor. Each reader will evaluate the paper(s) independently on a pass/fail basis. If the student fails either part of the comprehensive examination, he/she may re-take the exam within 12 months of the original date. If the student fails both parts and wishes to continue in the program, she/he must formally re-apply and be admitted to the program.

Student Intake

Approximately 6-8 students will be accepted into the M.Ed. program each year.

Resources

Current faculty/GFA resources are adequate. One new course, 877: Issues in Contemporary School Counselling, is proposed (1/4 FTE) to be taught by the GFA/Faculty.

No additional Library resources required.

No additional equipment is required.