

# SIMON FRASER UNIVERSITY

S.84-61

## MEMORANDUM

To..... SENATE.....

From. Office. of. the. Dean. of. Graduate. Studies.

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Graduate Curriculum Changes -  
Subject. Faculty. of. Education.....

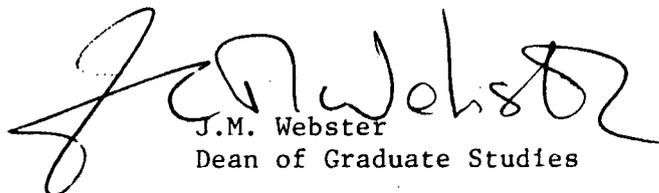
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Date.... October. 16., 1984.....

Action undertaken by the Executive Committee, Senate Graduate Studies Committee, at its meeting on October 15, 1984, gives rise to the following motion:-

### MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.84-61 the proposed graduate curriculum changes in the Faculty of Education:

- i) New graduate course - Educ 828-5 Instructional Practices In Reading
  - ii) Deletion of Educ 827-5 Diagnosis and Remediation of Reading Difficulties
- Course changes for Educ 870-5, 871-5 and 874-3:
- iii) Educ 870-5 Name Change Only  
From: Introduction to School Counselling Psychology  
To: Theories of Counselling
  - iv) Educ 871-5 Name Change and Addition of Prerequisite Only  
From: Studies in Family - School Interaction  
Prerequisites: None  
To: Family Counselling  
Prerequisites: Educ 811-5: Field Work 1, or consent of the Instructor
  - v) Educ 874-3 Addition of prerequisite Only  
Name: Counselling Skills & Strategies  
Prerequisite: Consent of Instructor"

  
J.M. Webster  
Dean of Graduate Studies

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SIMON FRASER UNIVERSITY  
FACULTY OF EDUCATION  
MEMORANDUM

RECEIVED  
SEP 27 1984  
Registrar's Office

TO: Marian McGinn  
Assistant Registrar  
Graduate Studies

FROM: Jaap Tuinman  
Acting Dean  
Faculty of Education

SUBJECT:

DATE: September 25, 1984

For your information, the Faculty of Education at its meeting on September 24th approved the enclosed new course proposal EDUC 828-5 (Instructional practices in reading), the deletion of EDUC 827-5 (Diagnosis and remediation of reading difficulties), and course changes for EDUC 870-5, 871-5 and 874-3 as described in the attached documents FE 84-9 and FE 84-10.

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

SIMON FRASER UNIVERSITY

MEMORANDUM

EX84-41

To: Jaap Tuinman  
Acting Dean

From:

Kay Pearson  
Program Assistant  
Graduate Programs  
Faculty of Education  
August 31, 1984

Subject: COURSE PROPOSALS

SEP - 4 1984	DATE
DEAN	Faculty
VICE	Education

FE 84-9

In Ron's absence I would like to submit the attached course proposal form as an agenda item for the September meeting of the Executive Committee and then on to the next Faculty meeting. Details of the course proposal form are as follows:

New Course Proposal - Educ. 828-5

This course will replace Educ.827-5 and is scheduled for offering in Spring 1985.

Rationale:

The two faculty members who specialize in reading believe that a focus on instructional practices and materials for classroom teachers is of greater relevance and use to larger numbers of teachers and students than is a focus on remediating reading difficulties. The course would also be of relevance to students in the general curriculum and instruction area, English as a second language and learning disabilities. In addition, the course would be useful to students in the extended studies diploma program.

Please let me know if you have any queries.

CALENDAR INFORMATION:

Department: Education Course Number: 828

Title: Instructional Practices in Reading

Description: The history of reading materials and methods will be discussed, and past and present instructional practices in reading evaluated in terms of state-of-the-art knowledge of instructional research; methods of analyzing reading materials will be critiqued.

Credit Hours: 5 Vector: \_\_\_\_\_ Prerequisite(s) if any: 826

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 10 When will the course first be offered: January 1985

How often will the course be offered: once per year

3. JUSTIFICATION:

This course represents a change in emphasis in our program in reading because of a diminished emphasis on diagnostic practices and an increased emphasis on classroom instructional practices. The new course will serve a larger variety of interests of students in the reading program as well as students in our programs in curriculum and instruction, English as a second language and learning disabilities. Accordingly,

Educ. 827 will be deleted.

4. RESOURCES:

Which Faculty member will normally teach the course: J. Tuinman or J. Kendall

What are the budgetary implications of mounting the course: none - ED 827 will be deleted

Are there sufficient Library resources (append details): \_\_\_\_\_

- 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: John D Wyatt Date Aug 28 84

Faculty Graduate Studies Committee: \_\_\_\_\_ Date \_\_\_\_\_

Faculty: \_\_\_\_\_ Date \_\_\_\_\_

Senate Graduate Studies Committee: [Signature] Date 17/10/84

Senate: \_\_\_\_\_ Date \_\_\_\_\_

## Education 828: Instructional Practices in Reading

**Rationale:** Outstanding classroom teachers must be knowledgeable about and able to analyze critically past and present instructional practices in reading and various reading methods and materials.

**Objectives:**

1. Students will be knowledgeable about the history of reading methods and materials.
2. Students will be acquainted with effective instructional practices in reading and familiar with research examining these practices.
3. Students will evaluate methods of analyzing reading materials.

**Topics:**

- Over 12 weeks the following areas will be covered:
- History of reading methods and materials
  - Instructional practices in word recognition
  - Instructional practices in comprehension
  - Methods of analyzing reading materials.

**Assignments:**

1. Paper describing the elements of an "effective instructional practice" in reading and critically evaluating this practice.
2. Paper presenting the analysis of a reading program carried out with a particular method and then critically evaluating the analysis.

RATIONALE FOR THE PROPOSED COURSE CHANGES IN THE COUNSELLING EMPHASIS  
(Educ. 870, 871, 874)

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These proposed changes are intended to make more clear the actual practices in our counselling emphasis. With Educ. 870 and Educ. 871 the change in name will more accurately describe the course content and with Educ. 874 the additional prerequisite will help to prevent administrative problems with the course.

The focus in our counselling emphasis has evolved to one which emphasizes counselling in a generic sense. Our students initially study a substantive body of knowledge that is common to various counselling applications, and acquire a repertoire of generic skills that are appropriate for a wide variety of counselling settings. At the end of their program, they specialize in certain counselling applications, e.g., vocational counselling, family counselling, etc. Thus Educ. 870 has become a course in counselling theory, broadly construed, rather than a course which focused only on school counselling. The proposed change in name will more accurately convey the actual content covered in this course. A similar situation exists with Educ. 871. Family-school interactions are viewed as a subset of family interactions per se. The focus in this course has been to address family interventions on a broad plane, rather than focus on only those parts of a problem that affect the school directly, i.e., school problems are viewed within a larger, more complete, problem context. Thus, Educ. 871 has been taught for the past 5 years as a course in family counselling, where the focus is on the family, rather than only that small part of the family's interaction that concerns the school directly. The change in name will portray more accurately the actual course content.

In Educ. 874 the instructional format consists of a 3 day residential workshop at the beginning of the course, followed by regular class meetings. In order to make plans for the workshop, it is necessary to know ahead of time who is planning to take the course. Currently, we rely on informal communication channels to make sure the students know about the format of this course and make the necessary time arrangements to accommodate the workshop portion of the course. Requiring consent of the instructor would make sure that no slip-ups occur and that people are well informed about the special instructional arrangements in this course.