

SIMON FRASER UNIVERSITY

S.81-106

MEMORANDUM

To..... SENATE

From..... SENATE GRADUATE STUDIES COMMITTEE/
SENATE COMMITTEE ON ACADEMIC PLANNING

Subject..... DOCTORAL PROGRAM IN EDUCATION

Date..... JUNE 22, 1981

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

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.81-106, the Doctoral Program in Education."

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Mr. H. Evans, Secretary.....	From.. John S. Chase, Secretary.....
..... Senate..... Senate Committee on Academic..... Planning
Subject.. Doctoral Program in Education....	Date... 22 June 1981.....

Action taken by the Senate Committee on Academic Planning at its meeting on June 10th, 1981, gave rise to the following motion:

That the proposed doctoral program in Education be approved and recommended to Senate

The proposal and accompanying documentation is attached.

J. Chase

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... H. M. EVANS.....	From.. B. P. BEIRNE.....
..... DEAN OF GRADUATE STUDIES.....
Subject.. DOCTORAL PROGRAM IN EDUCATION.....	Date.....

MOTION: "That Senate approve and recommend approval to the Board the proposed Ph.D. Program in Education."

This motion was approved by the Senate Graduate Studies Committee on May 4, 1981.

Ph.D. Ed.

PROPOSAL

TO The Universities Council of British Columbia
FROM Simon Fraser University

FOR A graduate program leading to the degree of

DOCTOR OF PHILOSOPHY

in Education

May 9, 1981

Revised: May 26, 1981

I - GENERAL INFORMATION

1. *Title of the program*

Ph.D., Education

2. *Credential to be awarded to graduates*

Doctor of Philosophy

3. *Faculty or school, department or unit to offer the program*

Faculty of Education

4. *Date of Senate approval*

5. *Schedule for implementation*

Contingent upon U.C.B.C. approval and funding

January to July, 1983 - Recruitment of Faculty and Students

September, 1983 - Admission of First Intake

August, 1985 - Graduation of First Intake

II - PROGRAM DESCRIPTION AND RELATED MATTERS

1. *Objectives of proposed program*

To produce highly qualified specialists in the areas of

- Educational Governance
- Instructional Psychology
- Curriculum Theory and Implementation

(For further details see Appendix I)

2. *Relationship of the proposed degree to the role and mission of the university*

It is the responsibility of the university, and in this case in particular of its Faculty of Education, to provide for adequate opportunity for advanced academic and professional development of those individuals seeking to fulfil leadership roles in the general field of Education. The program proposed, through a focus on research and advanced study of education and related disciplines, provides this opportunity.

(For an elaboration, see Appendix I)

3. *List and briefly describe existing programs at the other two universities related in content and similar in objectives to the proposed program*

U.Vic. currently offers no doctoral degree in the areas described in this proposal. U.B.C. does not offer a Ph.D. degree; it's Ed.D. degree has an orientation different than the Ph.D. degree proposed in this document.

4. *Indication of how the proposed program will:*

(a) *either complement existing similar programs within the university or at the other two universities;*

(b) *or be distinct from other programs in the field at the other two universities*

(a) The program proposed assumes active participation of members of S.F.U.'s other faculties in the instruction and supervision of the students (Appendix II). In addition, as is the case in S.F.U.'s Master's programs in Education, students will be allowed and encouraged to take transfer coursework at B.C.'s other universities when these offer specific expertise not available at S.F.U.

(b) The proposed program is unique in its definition of fields and its strong emphasis on research apprenticeship. This is in contrast to more conventional course based programs currently available or proposed in this province. The size and organizational structure of the Faculty, and the absence of a departmental system fosters an "interdisciplinary" perspective within the Faculty. This perspective is reflected in the communication between faculty members from divergent disciplinary backgrounds. (See Appendix III for details).

5. *Curriculum (see also Appendices IV and V).*

The promotion of scholarly inquiry is the most central feature of the doctoral studies planned. The proposed program, therefore, will be centered around interdisciplinary seminars, an extended period of research apprenticeship and participation in doctoral colloquia in fields of specialization of individual students. Normally, a minimum of 20 semester hours of formal coursework will be required.

Great emphasis will be placed on the apprenticeship nature of the doctoral program. This model dictates that fields of specialization be limited to those areas where sufficient breadth and depth of Faculty expertise is available. Specializations proposed here are:

5. Curriculum (continued)

- i) EDUCATIONAL GOVERNANCE. Included in this specialization are topics such as: the politics of education, school law, organizational change and development, quality of educational opportunities, philosophical issues in educational policy.
- ii) INSTRUCTIONAL PSYCHOLOGY. Emphasis in this area is on research on teaching, counselling, psychology of learning, and instructional science.
- and iii) CURRICULUM THEORY AND IMPLEMENTATION. Topics included are curriculum theory, the implementation and evaluation of curriculum programs, curriculum innovation.

The graduate of the proposed program is viewed as a scholar-practitioner -- a highly competent individual, knowledgeable in his/her specialization, skilled in appropriate methods of inquiry, and capable of exercising academic and professional educational leadership. The program of individual students will normally consist of three components:

- i) *Field of Specialization*. Competence in the field of specialization may derive from three sources: (1) pre-doctoral studies; (2) courses in education and supporting disciplines in this and other universities; (3) research apprenticeship including formal and informal academic discussion.
- ii) *Methods of Inquiry*. Depending upon the nature of the doctoral dissertation, a variety of methodological tools can be drawn upon, including experimental design and associated statistical methods, ethnographic methods, survey design, historical methods, and conceptual analysis. The exact nature of a student's methodological competence will, of course, depend upon the field of study. Additional methodological competence beyond the master's degree level will be acquired by individual study, regular coursework, research apprenticeship within the Academic Program Committee, and specialized doctoral seminars and colloquia.
- and iii) *Educational Theory*. Two seminars (Educ. 901, 902) are designed to provide the student with a broad perspective on the history and current status of educational theory. Major works in supporting disciplines (e.g., philosophy, sociology, psychology) will be studied. These seminars will be taught by an interdisciplinary team rather than as amalgamated "foundations" courses which are the usual fare in graduate schools across the continent.

6. *For professional degrees: Evidence of formal consultation with the professional organizations or licensing agencies which accredit programs of the type proposed*

Not applicable.

7. *For professional degrees: If the university already offers a program at another level in the same field, evidence that existing program is accredited by the professional organization*

The Faculty of Education has developed programs at the Master's level to a point where a sound academic base exists for Ph.D. studies. These developments include the currently existing differentiation of M.A. (Educ.) and M.Sc. (Educ.) degrees from the M.Ed.

8. *Details of consultations with non-university agencies such as likely employers, trade groups, etc.*

See Appendix VI.

III. NEED FOR PROGRAM

1. *Indication of cultural, societal or professional needs the program is designed to meet in addition to the objectives already mentioned*

In Appendix I a case for the program proposed is presented in terms of a demonstrated social and professional need as evidenced by:

- a) A strong demand for Ph.D.'s in Education
- b) An inadequate supply of highly qualified Canadian candidates
- c) The absence of opportunities for Ph.D. studies in Education in B.C.
- d) The reliance on traditions of educational research exogenous to Canada

2. *Enrolment*

(a) *evidence of student interest in the program (written enquiries, etc.)*

There is a clear and increasing demand for a Ph.D. in Education. Despite the fact that the Faculty of Education does not formally offer a Ph.D. there is a steady stream of inquiries about such an opportunity, as shown in Table 1.

2. Enrolment (continued)

Table 1

Inquiries about Ph.D. Opportunities in Education

1977	40
1978	32
1979	31
1980	45

The Faculty has admitted twelve students to doctoral studies under the terms of the university policy on Special Arrangements.

(b) enrolment predictions, indicating the proportion of new and transfer students (program's impact on the total university enrolment)

A maximum addition of 25 students is projected when Steady State will be reached (1986-87). Currently, the Master's programs' enrolment equals 275 (headcount) or 220 FTE.

(c) evidence (other than a) to support enrolment estimates

A gradual increase of the academic qualifications of educators has been in evidence throughout North America for many decades. Master's degrees are now commonplace for many groups of teachers and virtually all administrators. The upward pressure is evidenced in the growth of S.F.U.'s Master's Program in Education from 100 students in 1974 to 275 in 1981.

(d) proposed growth limits and minimum enrolment

The Ph.D. program normally will be limited to 25 students at any one time. It is expected that no more than six students will be accepted in the first year of the program.

3. *Types of jobs for which the graduates will be suitable*

- (a) University Faculty
- (b) Faculty of Community Colleges
- (c) School and School District Administrators and other district staff
- (d) Research Institutes (e.g., ERIBC)
- (e) Personnel in Ministries of Education and other Government institutions
- (f) Staff of professional associations
- (g) Appointments in private enterprise (e.g., Instructional research for communications industries)

4. *For Ph.D.'s and professional degrees: Estimated of (annual) employer demand for graduates, provincially and nationally*

Estimated Annual Provincial Demand	15
Estimated Annual National Demand	100

(see Appendix VII)

5. *For Ph.D.'s and professional degrees: Estimate of number of current candidates for appropriate (annual) openings in the employment market, provincially and nationally.*

(a) *from the institution itself*

1 or 2

(b) *from the other two B.C. universities*

Approximately 1 or 2 per year

(c) *from Canadian universities*

25

6. *(As a further indicator of demand) if the department already offers graduate or professional programs: Indications of student placement patterns in these programs over the last three years (teaching, industry, professional, government, other).*

The majority of our students (90%) at the master's level specialize in the areas proposed here for Ph.D. studies. Virtually without exception they enter the program, often part-time, from a job which they either keep or return to.

IV. PRESENT AND PROJECTED RESOURCES

1. *Administrative personnel (to be hired or reassigned)*

See budget attached. The only administrative personnel required is at the secretarial level. (Appendix VIII)

2. *Faculty, including T.A.'s and R.A.'s (to be hired or reassigned)*

See budget attached. The program requires three new faculty positions. (Appendix VIII)

3. *Library resources (existing and proposed)*

See budget attached and Appendix IX.

4. *Capital costs attributable to the new program (classrooms, labs, office, etc.)*

Additional space will be needed for offices for faculty and graduate students. This program does not involve space requirements for laboratories as most of the Ph.D. research will take place in school settings. Specifically the following needs are foreseen:

Faculty offices	-	3
Offices for graduate students	-	9
Spaces for secretary	-	2

See budget attached for associated capital costs. (Appendix VIII)

5. *Indication of anticipated external funds*

The Faculty of Education has available a number of teaching assistantships for the support of graduate students. This number (average 7 over 3 semesters for 1979-1980) varies depending on enrolment. In addition, qualified Ph.D. students may be supported in part through the availability of sessional lectureships for the summer undergraduate program offerings. The Faculty has recently instituted on an experimental basis joint Faculty Associate/Graduate Student positions. Ph.D. students would qualify to compete for these positions. Finally a number of faculty are able to support graduate students through various research grants. (See Appendix X for details on S.F.U.'s status in the field of Educational Research)

6. Budget requests will be calculated according to the methodology outlined in New and Emergent Programs: Budget Submission Guidelines

See attached. (Appendix VIII)

7. For graduate programs: Indication of faculty research awards in the department (amount and sources)

Since 1976 members of the Faculty of Education have received research awards approximately totalling \$550,000. Major sources include the provincial Ministry of Education SSHRCC (formerly Canada Council), the Council of Ministers, and the National Institute of Education (U.S. Government) in addition to various private funding agencies.

V. EVALUATION

1. Evaluation of the proposal by the other two universities referring to:

- (a) need for the proposed program
- (b) quality of the proposed program
- (c) probable impact of implementation on programs at their own institution

See letter signed by Deans of three universities, Appendix XI.

2. Any external evaluation of the proposal obtained from experts in the field of the program

See Appendix XII.

3. Procedures for institutional evaluation of the program during and subsequent to implementation

A program for formative and summative evaluation is currently being designed as part of an evaluation of the overall graduate offerings in the Faculty of Education. The intent is to invite representatives of the Faculties of U.Vic. and U.B.C. to participate in the summative part of this evaluation, when Steady State will be reached.

4. Plans for future external evaluation

See under 3.

APPENDIX I

Rationale

Simon Fraser University, now in its sixteenth year, is a very young institution, compared to its institutional peers in Canada and North America generally. The SFU policy on academic growth is one which has been characterized by (a) the establishment of initially limited academic programs in specific areas and/or disciplines, and (b) the careful and measured expansion of programs as warranted by increases in student demand and academic strength.

The final intent has always been to take the form of a full university, with a complete spectrum of educational offerings. An important feature of that intent has been the commitment to take advantage of our institutional youth to (a) subject traditional university programs and structures to critical review, and (b) to innovate where necessary to achieve better structures for traditional programs or novel programs for non-traditional, contemporary needs.

Initially, the Faculty of Education was formed for the limited purpose of offering a one-year professional education program, primarily undergraduate in focus. Since then, as academic strength has grown and client needs have surfaced, various graduate programs, leading to the Master's degree, have been developed. During the past five years, increasing numbers of students have been admitted for studies leading to the Ph.D. under the University program for Special Arrangements.

Currently, the Faculty of Education numbers 37 tenure-track members, with a critical mass of academic strength in a number of areas. In spite of the fact that no official Ph.D. program is in place, the academic productivity of the Faculty and client interest in advanced education has led to substantial numbers of inquiries from prospective students regarding opportunities for such studies.

Since 1972, the recruitment policy within the Faculty has been carefully and deliberately formulated to attract and acquire persons with strong interests in research and development as well as high levels of commitment to teaching and service. The objective of that policy was to build a Faculty that would achieve high levels of international recognition, in spite of the fact that ours is one of the smaller Faculties of Education in North America. The first level of that objective has been achieved, as later sections of this document will demonstrate.

It is our collective judgment that the essential criteria of academic need and demonstrated strength have been met, that the time has come for the Faculty of Education to make available the full range of academic educational opportunity, from the Bachelor of Education to the Ph.D. in Education. Subsequent sections of this proposal will outline the need, the evidence of academic strength, and the academic program designed to meet demonstrated needs in a way that both takes advantage of and strengthens the academic power of the Faculty of Education and the University.

The proposal to establish a Ph.D. degree program can be justified on three main grounds:

- i) there is a demonstrated social need;
- ii) the distinctive character and vitality of the faculty warrants and can support such a program; and
- iii) the institution of a Ph.D. in Education is a natural, logical and necessary extension of existing graduate programs.

i) Social Need

Demand for a Ph.D. in Education

There is a clear and increasing demand for a Ph.D. in Education. Despite the fact that the Faculty of Education does not formally offer a Ph.D. there is a steady stream of inquiries about such an opportunity, as shown in Table 1

Table 1

Inquiries about Ph.D. Opportunities in Education

1977	46
1978	32
1979	31
1980	45

In addition, the Faculty has admitted twelve students to doctoral studies under the terms of the university policy on Special Arrangements. The pattern of admission is reflected in Table 2.

Table 2

Admissions to Ph.D. under Special Arrangements

1972	1
1975	1
1976	1
1977	3
1978	2
1980	4

So far four of these twelve students have completed their degree requirements and have graduated with the Ph.D. degree.

Supply of Suitably Qualified Canadian Candidates

With current federal immigration policies making the appointment to Canadian university faculties of "foreign" candidates extremely difficult, the pressure to appoint Canadians to university faculty positions has increased dramatically over the last several years. At present, the two primary sources of such appointees are the Ontario Institute for Studies in Education and the University of Alberta; but even with the supply of graduates from these institutions, our faculty has found it extremely difficult to find well-prepared Canadian doctorates for a considerable number of positions we have had to fill.

The demand exceeds the current supply to a considerable degree. In 1980 Canadian institutions, we estimate, graduated less than 90 individuals with a Doctoral degree in Education. In that same year we received through direct mailing advertisement for 200 positions requiring such a degree. In that year University Affairs, an organ of the Canadian Association of University Teachers carried advertisements for some 150 positions for which the doctorate in Education was a desired qualification.

Prevalence of Out-of-province Doctorates

The third element of the social need argument concerns the prevalence of doctoral studies taken outside the province for members of Faculties of Education. Table 3 shows the extent to which members of Education Faculties in British Columbia completed doctoral studies elsewhere.

Table 3

Place of Origin of Doctoral Degrees of Members
of Faculties of Education: University of B.C., University
of Victoria, Simon Fraser University: 1979

(Source: University Calendars)
1979-80 Session

University	B.C.	Alta.	Other Can.	U.S.A.	U.K.	Other
U.B.C.	16 (9%)	23 (13%)	11 (6%)	120 (67%)	8 (4.5%)	1 (.5%)
U.Vic.	7 (10%)	11 (16%)	3 (4%)	45 (66%)	3 (3.5%)	1 (.5%)
S.F.U.	4 (13%)	4 (13%)	3 (10%)	19 (64%)	--	--
TOTAL	27 (10%)	38 (14%)	17 (6%)	184 (65%)	11 (4%)	2 (1%)

30%
(Canadian)

70%
(Non-Canadian)

It is instructive that only 30 percent of the faculty members in education at the three provincial universities received doctoral training in Canada, and only 10 percent did so in British Columbia. Since no B.C. university offers the Ph.D. in Education the B.C. resident seeking such doctoral level studies has distinctly restricted opportunities. Aside from the Ed. D. program at the University of British Columbia, the B.C. resident must essentially look to the other provinces of Canada or to the United States for advanced study in education. The conclusion seems inescapable:

British Columbia universities, as publicly supported institutions, must make available high quality doctoral programs in education for the residents of this province.

A related concern is the preservation of a distinctive Canadian cultural identity. While there is considerable value in the cross-fertilization of ideas that takes place between individuals trained in different cultural contexts, the overwhelming predominance of U.S. doctorates among faculty members in B.C. Faculties of Education may be a matter of concern. This is particularly true in the case of a field of study like education -- one that is so fundamentally important to the transmission of "Canadian" culture.

An Expanding Market

Further support for more opportunity for doctoral studies in Education lies in the expanding employment opportunities. Community Colleges and public school districts increasingly are regarding the doctorate as a desirable qualification. In 1972 there were only 12 individuals with this degree in administrative roles in public education in B.C. In 1979 that number was 48. The pressure for study beyond the master's degree is quickly accelerating (Appendix VII). A conservative estimate of current annual provincial demand is 15; annual national demand is estimated (conservatively) at 150. Within 5 years we expect this demand to be considerably larger.

Status of Research and Development in Canadian Education

At present, Canadian educators -- practitioners, policy makers, and academics alike -- rely heavily on research conducted elsewhere (e.g., United States and Europe). As a recent survey by two of our members of Faculty showed (see Appendix X), the Ontario Institute, the University of Alberta and Simon Fraser have begun to develop a tradition of research in the Canadian context. The effect of these institutions is not, however, sufficient to meet the need for top flight educational research and development work of national and international significance. Travis speaks to this issue:

Just as the industrial research and development on which we rely is carried out primarily in the U.S.A., so Canadians habitually look to the same country for cues as to psychological and educational theory and practice. Our lack of emphasis on research and advanced studies in many fields, notably in education and the social sciences, betrays a tradition of reliance on the U.S.A. Instructional materials, ideas, and personnel are imported along with assumptions about what is significant, problematical, or remediable. Thus the character of such research and scholarly activity as is undertaken in Canada is predominantly American in execution, style and content. (Travis, 1979: 34)

Development of Educational Leadership

The institution of a high quality Ph.D. program in Education at Simon Fraser will also contribute to the strengthening and development of educational leadership within the province. At present, appointees to positions of educational leadership in British Columbia are often people with doctorates from institutions outside B.C. and, very often, outside Canada (e.g., Oregon, Texas, Indiana, to mention a few).

The developing emphasis on intensive academic preparation for leaders at the school district level, in the superintendency, in research offices, in curriculum development, and in program development may well see a pattern emerging in which school districts, like the universities, must recruit from outside the province, unless additional opportunities for work at the doctoral level are made available to educators in the province.

Similarly, other educational organizations in the province, such as the Ministry, the colleges, and the associations, are at present recruiting highly trained staff from outside the province.

As with the universities, some cross-fertilization of ideas is eminently desirable: however, virtually all the senior educators in the field holding Ph.D.'s gained them outside B.C.; this seems indefensible.

ii) Character and Vitality of the Faculty

The Faculty of Education at Simon Fraser has developed a distinctive character from its inception. The Professional Development Program conceived by Dean A. P. MacKinnon reflects this distinctiveness. The program consists of a three semester sequence of alternating school classroom and campus study experiences. Major principles underlying the program are as follows:

- a) the skill components of teaching are learned in actual confrontation with the task rather than in a formal and largely verbal instructional setting.
- b) theoretical instruction in conceptual components comes after practical experience and is based, as far as possible, upon perceptions developed from practical experience.
- c) students are permitted to test the validity of their occupational choice by early and extensive exposure to the demands of the profession.
- d) a major portion of the skills, knowledge and attitudes required by teachers is imparted by practicing teachers who play a central role in the training program.
- e) the whole educational hierarchy would become involved to some extent with the training program.

The Faculty has continued to develop and mature while maintaining its distinctive character. This character is partly a function of the administrative structure, which is organized on a programmatic rather than a departmental basis, and which uses a differentiated staffing model combining a small core of tenure track professors with master teachers appointed as faculty associates.

These features of the Faculty reflect three important characteristics which would make Simon Fraser's Ph.D. program particularly distinctive:

Commitment to the Integration of Theory and Practice

The Faculty is committed to the integration of theory and practice. This integration is reflected in the structure of the teacher education program--the differentiated staffing model combining theoretical knowledge on the part of professors with the practical expertise of master teachers. It is also reflected in the more general commitment of the faculty to the improvement of educational practice.

Interdisciplinary Perspective

The size and organizational structure of the Faculty, and particularly the absence of a departmental system, fosters an "interdisciplinary" perspective within the Faculty. This perspective is reflected in the communication between faculty members from divergent disciplinary backgrounds within the field of study that is education. It is also evident in the emergence of interdisciplinary research proposals focusing on a problem of common interest but involving faculty members with widely different academic backgrounds.

Vitality:

The commitment of the faculty to high quality research and scholarship is reflected in the following features of faculty performance.

- A growing number of faculty members are attracting external funds for research projects. These funds come from Canadian sources (Canada Council, SSHRC, Secretary of State, B. C. Ministry of Education) and from the United States (National Institute of Education).

Table 4
External Funding Acquired by Faculty
1976-1979

1976	\$ 199,152
1977	17,998
1978	102,705
1979	226,806

Source: Office of Dean of Graduate Studies
Simon Fraser University

- Individual faculty members have received honors and awards for excellence in research and scholarly contributions.
- The publication record of faculty members in learned journals is enviable for a small faculty. In a recent study Wenne and Martin rank ordered Canadian Faculties of Education in terms of total publication counts in nine leading education journals in 1976, 1977, 1978, and 1979. Table 5 reflects the relative positions of the top six institutions. The full table is found in Appendix B.

Table 5
Rank Ordering of Top Six Canadian Faculties
of Education Based on Total Publication Counts
in Nine Leading Education Journals 1976-1979 (inclusive).

Faculty	Rank	Total Publication Count
University of Alberta	1	45
Ontario Institute for Studies in Education	2	32
Simon Fraser University	3	30 1/3
University of British Columbia	4	28 5/6
University of Victoria	5	16
University of Western Ontario	6	11 1/3

Source: Appendix X

It is instructive to note that 11 of the 41 counts (26.8%) for the University of Alberta are in the Alberta Journal of Educational Research and that 15 of the 32 counts (46.9%) for the Ontario Institute for Studies in Education are in Interchange--journals that are in-house organs for the respective faculties. Given the small size of the faculty at Simon Fraser relative to these other two large faculties, Simon Fraser would undeniably rank first on a per capita basis.

- The participation of faculty members at international conferences further attests to faculty scholarly performance. In a recent study in the Educational Researcher, Richards ranked the top 100 American Educational Research Association program contributions by institution for 1975-1979. (Appendix C)

Table 6

Ranks of Canadian Universities in Top 100 AERA Contributions

Rank	Institution
16	Ontario Institute for Studies in Education
58	Simon Fraser University
74	University of British Columbia
78	McGill University
84	University of Western Ontario
98	University of Alberta

Source: Appendix X

It is noteworthy that Simon Fraser ranked 58 --16 ranks above the University of British Columbia, 20 above McGill University, 26 above the University of Western Ontario and 40 above the University of Alberta. Furthermore, the only Canadian institution ranking higher than Simon Fraser was the Ontario Institute for Studies in Education which is solely a graduate/research education faculty.

- The research and scholarship of faculty members is also reflected in the distinguished work of graduate students in their M.A. theses. Two students have had their theses selected in a national competition for presentation at the University of Manitoba Conference on Curriculum Applications. Several other graduate students have had papers based on their theses published in refereed journals and/or presented at national conferences like the learned societies or international conferences like the American Educational Research Association Conference.

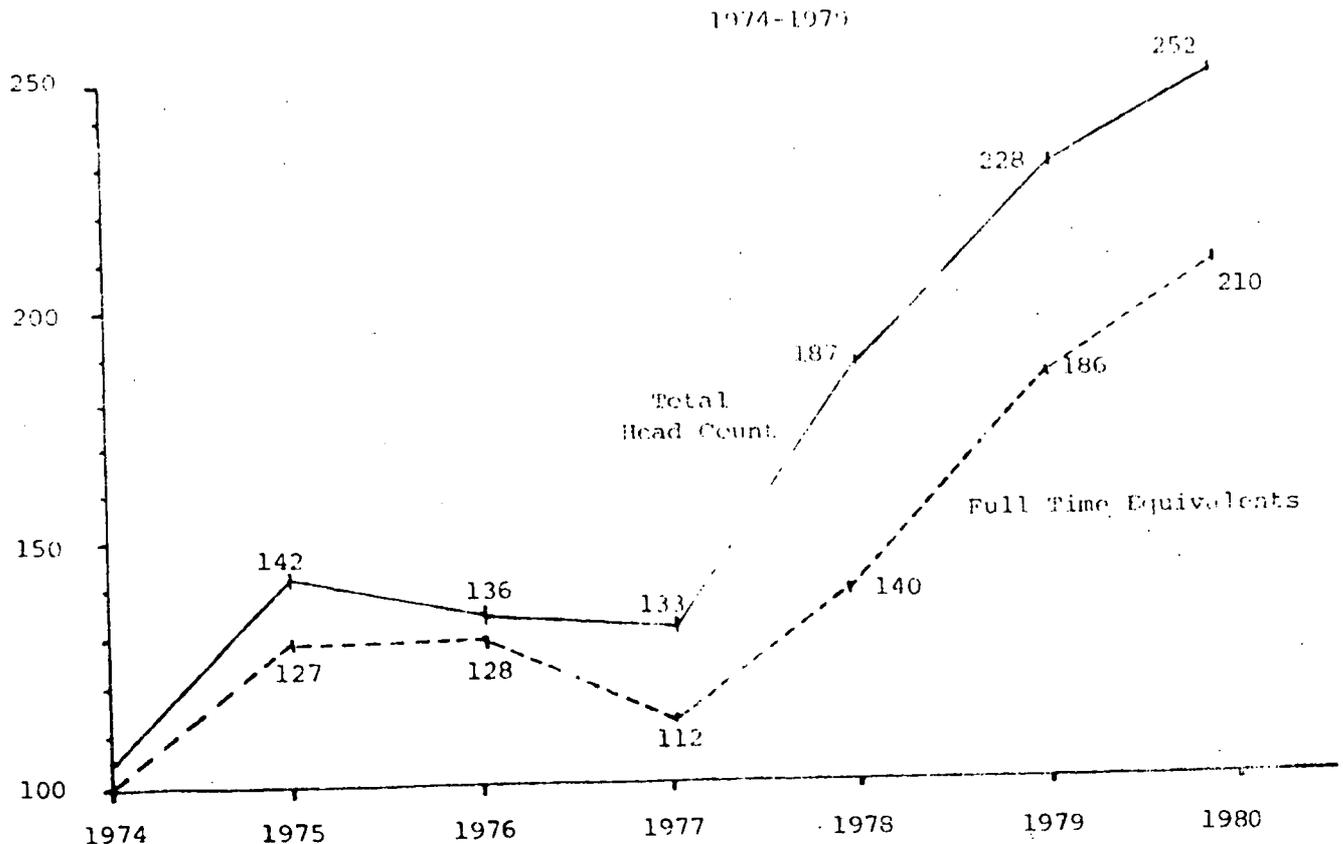
- Finally, individual faculty members have gained recognition in writing and publishing various kinds of reports and books. The increasing number of books and monographs underway in the faculty attests to the vitality and vigour of the faculty and to the strong commitment to research, scholarship and publication.

iii) Natural Extension to Existing Programs

Graduate programs in the Faculty of Education at the Master's level have developed strongly in recent years to the point where a sound academic base exists for Ph.D. studies. These developments include the differentiation of M.A. (Educ.) and M.Sc. (Educ.) degrees from the M.Ed., and of new emphases in Curriculum and Instruction, Learning Disabilities, Reading, and Teaching English as a Second Language. The program in Counselling has matured to the point of receiving widespread recognition as a strong program. The Administrative Leadership Program has recently undergone substantial review and redefinition and has emerged considerably strengthened from this process. In addition, a large proportion of graduate students are working on Individual Programs of study tailored to their needs and the interests and competence of particular professors.

In recent years the quality of graduate applicants has improved to the point where the Faculty is able to select students more rigorously on both academic and professional criteria. At the same time the demand for graduate study is increasing. Figure 1 shows the increasing enrolment in graduate study in the Faculty of Education for the period 1974-1979.

Figure 1: Faculty of Education Graduate Enrolments



APPENDIX II

The Interdisciplinary Nature of the Proposed Program

1. S.F.U.'s Faculty of Education is not departmentalized; its organization reflects function (Professional Development; Undergraduate Program; Graduate Program) rather than disciplinary origins (e.g., Psychology; Philosophy; Statistics, etc.). This form of organization stimulates within-faculty interdisciplinary perspectives.
2. Supervision of Ph.D. candidates is the responsibility of a Supervisory Committee which normally includes a member from another S.F.U. faculty related to the student's field of specialization (e.g., sociology, history, linguistics) [See Appendix IV, Calendar Description].
3. A number of members of faculties other than Education (e.g., in Philosophy, History, Sociology) have been identified as potential contributors to the instructional program, among others through special topics seminars (Educ. 907, Educ. 908).
4. The following is a list of courses currently offered in departments outside of the Faculty of Education which are considered likely and appropriate electives for students in the Ph.D. program proposed.

HIST	800-5	Historiography
LING	850-3	Seminar in Second Language Acquisition
POL	822-5	Canadian Provincial Government and Politics
	851-5	Public Policy in Canada
	853-5	Public Administration
PSYC	715-3	Proseminar in Measurement
	720-3	Proseminar in Learning
	730-3	Proseminar in Perception
	750-3	Proseminar in Developmental Psychology
	760-3	Proseminar in Social Psychology
	770-3	Proseminar in Personality
	910-3	Research Design I: Experiments
	911-3	Research Design II: Research Studies
S.A.	815-5	Sociology of Knowledge
	858-5	Philosophy of the Social Sciences
ECON	890-4	Public Finance
	891-4	The Economics of Public Choice
MRM	644-3	Public Policy Analysis
PHIL	860-5	Graduate Seminar in Philosophy of Science

APPENDIX III

The Faculty of Education

Whereas membership of supervisory committees is in principle open to all faculty members, only those with demonstrated expertise in the area of a particular student's field of study are expected to serve on that student's committee. Moreover, it is expected that students will select senior supervisors from among those faculty members which have a strong record of scholarship in the student's field of specialization.

George Ivany

B.Sc. (Memorial U of Nfld.),
Dip. in Educ. (Memorial U of Nfld.),
M.A. (Teachers Coll., Columbia U),
Ph.D. (U of Alberta)
Professor and Dean of Education
Science Education

Jaap Tuinman

B.Ed. (Zwolle ; Dutch Reformed Teach. Coll.)
M.A. (Zwolle), M.O. - Pedagogiek,
Ph.D. (U of Georgia)
Professor and Director of Graduate Programs
Reading, Verbal Learning

Peter Coleman

B.A. (Hons.) (UBC), M.A. (UBC)
Teach. Cert. (UBC), D.Ed. (UBC)
Associate Professor
Educational Administration

Dianne Common

B.A. (U of Manitoba), Cert. of Educ.
(U of Manitoba), B.Ed. (U of Manitoba),
M.Ed. (U of Manitoba), Ph.D. (U of Ottawa)
Assistant Professor
Educational Administration and
Curriculum Development. Social Studies.

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Associate Professor
Specialized training in mathematics
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science, Philosophy of math. learning.
Alternate Teacher Educ. Programs

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Educational theory, Mental health and
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P.G.T.C. (U of London) Teaching Cert.
Ph.D. Program (Stanford U)
Ph.D. (Cornell U)
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Education, Philosophy of History,
Poetics, Social Studies.

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Professor
The education of professionals -
identification of issues and dilemmas

Roger D. Gehlbach B.A. (College Honors) (U of Illinois),
M.S. (U of Illinois), Ph.D. (U of Toronto)
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Educational play, Language and
cognitive development.

Maurice Gibbons Teach.Cert. (Vancouver Normal School)
B.A. (UBC), M.A. (U of Wash.),
Ed.D. (Harvard U)
Professor
Program Development, Self-Education,
Study of Experts without Formal Education.

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B.A. (UBC), M.A. (Columbia U)
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Philosophy of Educ; particular emphasis:
Ethics and Education.

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Counsellor Training, Biofeedback,
Stress Management.

Robert J.D. Jones	B.A. (Concordia) B.Ed. (Montreal) M.A. (Concordia) Assistant Professor Educational Technology Computer Assisted Instruction
A.C. (Tasos) Kazepides	Teach. Cert. (Teachers Coll.) B.A. (U of Athens), Ed.M. (Temple U), Ed.D. (Temple U) Professor Philosophy of Education, Examination of the philosophical dimensions of educational theory (ethical and epistemological or related to philosophy of language and mind).
Janet Ross Kendall	A.B. Political Science (Occidental Coll.), Elem. Cert. (San Francisco State Coll.), Ph.D. (U of Iowa) Assistant Professor Reading comprehension, process of learning to read.
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Carolyn Mamchur	Teach. Cert. (Teacher's College), B.A. (College of Arts and Science), B.Ed. (U of Saskatchewan, M.Ed. (U of Saskatchewan), Ed.D. (U of Florida) Assistant Professor Theory and Curriculum Development, Secondary English, Teacher Effectiveness, Personality variables in the classroom.
Michael E. Manley-Casimir	B.A. (Hons.) (Exeter), Cert. of Ed. (Exeter) M.Ed. (UBC), Ph.D. (U of Chicago) Associate Professor Social Issues, Children's Rights, School Discipline, Administrative Decision Making, Law and Education Policy Studies in Education

Jack F. Martin B.A. (U of Alberta), M.Ed. (U of Alberta),
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Self-control (self-reinforcement),
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Research on Teaching, Educational
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Associate Professor, Faculty of Educ.
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Environmental Education, Science Education,
Program Design and Curriculum Development;
Curriculum Integration.

Thomas J. O'Shea B.Eng. (Civil) (McGill U)
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Math Education.

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Associate Professor
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Applied Linguistics.

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Cognitive Development, Evaluation of
Educational Programs.

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B.Sc. (P.E.) (Guelph), M.A. (George Washington)
Ph.D. (U of Saskatchewan)
Assistant Professor
Research: Curriculum Secondary School
P.E. Exercise Physiology, Respiratory
Physiology.

A. Ronald Walker

A.R.C.O. (Organ)
A.R.C.M. (Piano)
Cert. in Educ. (U of Birmingham)
B.Mus. (Hons. Class 2) (London)
Ph.D. (London)
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Music Education.

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B.S. (City U of N.Y.), M.S. (City U of
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instructional strategies, and human
growth and development.

Marvin E. Wideen

B.Ed. (U of Saskatchewan), B.A. (U of
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Associate Professor
Innovation in Teacher Education, In-
service Education of Teachers, Science
Education

Philip H. Winne

A.A. (Dutchess Comm. Coll.),
B.S.Ed. (Bucknell U), M.S.Ed.
(Bucknell U), Ph.D. (Stanford U)
Associate Professor
Instructional Psychology, Measurement
Statistics and Research Methods,
Program Evaluation.

Bernice Wong

B.A. (Double Honours) (U of Keele),
M.A. (U of Victoria), Ed.D. (UBC)
Assistant Professor
Memory processes in learning-disabled
children, Comprehension problems of
learning-disabled adolescents,
Piagetian Research, Experimental
Psychology

June D. Wyatt

B.A. (Brooklyn Coll.), M.A. (Brown U),
Ph.D. (Union Graduate School)
Assistant Professor
Cross-Cultural Education,
Community Education.

Meguido Zola

B.A. (Hons.) (Bristol U), Postgraduate
Cert. in Educ. (Bristol U),
M.Phil. (Leeds U)
Assistant Professor
Language and Language Learning,
The Language Arts, Literature for
Children and Young People, Literary
Criticism.

APPENDIX IV

The Curriculum: Additional Information

I. New Courses

The Faculty of Education proposes the following new graduate courses:

Education 901-5 Seminar in the History of Educational Theory

The historical roots of educational thought are examined from a broad cultural perspective. Major works in disciplines such as philosophy, psychology and sociology which have had significant impact on educational theorizing will be studied. Special attention will be paid to the relationship between theory and educational practice.

Education 902-5 Interdisciplinary Seminar in Contemporary Educational Theory

Contemporary educational theories from supporting disciplines (e.g., psychology, sociology, philosophy) will be examined and analysed. The relationship between contemporary theories, current practice and educational change will be focal.

Education 903-0 Research Apprenticeship

The apprenticeship is designed to provide the student with practical experience in scholarly inquiry in close cooperation with a faculty member in the student's area of specialization.

Education 907-5 Selected Topics

Education 908-5 Selected Topics

Education 910-5 Directed Readings

Doctoral Colloquia

Doctoral colloquia are designed specifically to enable Ph.D. students to benefit from the knowledge and skills of faculty members and peers in the student's area of specialization. The colloquia are intended to promote critical analysis of issues, to sharpen understanding and to test ideas in the cut and thrust of scholarly debate.

Education 911-5	Colloquium in Curriculum Theory (I)
912-5	Colloquium in Curriculum Theory (II)
Education 921-5	Colloquium in Educational Governance (I)
922-5	Colloquium in Educational Governance (II)
Education 971-5	Advanced Topics in Instructional Psychology (I)
972-5	Colloquium in Instructional Psychology (II)
Education 899-10	Ph.D. Dissertation

See Appendix for the individual new course proposals (Appendix V).

II. Calendar Description

Admission

For admission requirements, refer to the General Regulations, Section 1.3.3. Admission to a Doctoral Program. In addition to the University requirements a student normally is required to provide a minimum of two letters of reference, to submit a 500 word statement of professional goals, a sample of academic writing, and general aptitude scores from the Graduate Record Examination. A personal interview also may be required.

Admission to graduate study in the Faculty of Education is competitive. All applicants must satisfy the University requirements for admission but the number of students admitted is always contingent upon the availability of Faculty members to supervise students' programs.

Supervision

At the time of admission, in consultation with the graduate student, the Graduate Program Committee will appoint a Senior Supervisor and, upon his/her recommendation, approve a Supervisory Committee. The Committee will normally consist of at least four members. Three of these must be from the Faculty of Education; *inclusion of one member from another faculty related to the student's field of specialization (e.g. sociology, linguistics) is strongly encouraged.* The responsibilities of the Committee are detailed in section 1.6.4 of the General Regulation. In addition, members of this committee are expected to participate in the doctoral colloquia in the student's area of study.

Degree Requirements

The Ph.D. program allows specializations in *Educational Governance, Instructional Psychology, and Curriculum Theory and Implementation.* Every Ph.D. program will include the following:

- 1) Successful performance in approved courses normally amounting to a total of at least 20 semester hours credit beyond the requirements listed above for the M.A. (Educ), or M.Sc. (Educ), or M.Ed. Normally, Education 901 and 902 and two doctoral colloquia make up the minimum coursework. The Supervisory Committee may require further work in this or other faculties. Students are *strongly encouraged* to draw additional courses from *related departments outside the Faculty of Education*.
- 2) Successful performance in comprehensive examinations. The examinations will normally be written. The Comprehensive Examination Committee will consist of the student's Supervisory Committee and one other faculty member to be designated by the Director of Graduate Programs. Students are expected to write examinations in three areas:
 - i) Educational Theory; ii) Research Methods; iii) Field of Specialization (Educational Governance; Instructional Psychology; Curriculum Theory and Implementation). If the student passes the comprehensive examinations but the results indicate deficiencies in certain areas, the student will be required to remedy these deficiencies. A student who fails may take the examination a second time. A student will be required to withdraw after a second failure.
- 3) An original and significant thesis completed by the candidate with guidance of the student's Supervisory Committee.

Dissertation Procedures

- a) A Thesis Proposal Seminar should be given by each candidate at an early stage in his/her research program. Each candidate should produce a written proposal, make it available to all interested members of the Faculty, and present it on a preannounced date. The members of the candidate's Supervisory Committee should attend the presentation and they should arrange for other interested members of the Faculty to attend as well. That Committee, along with the candidate, should decide on the future course of research on the thesis, paying due regard to the comments that they have received.
- b) A Thesis Seminar should be presented by each candidate after the Supervisory Committee has agreed that the thesis is substantially complete but before it has formally approved it as ready for a Thesis Defence. The Graduate Programs Committee, in consultation with the candidate and the candidate's Supervisory Committee, will designate two other members of the Faculty who may submit written comments on the thesis, and/or thesis seminar to the Supervisory Committee. The Supervisory Committee will consider these comments, as well as those of other members of faculty in determining whether additional substantive work should be done on the thesis or whether the thesis is ready for Thesis Defence. In the latter case, that Committee should submit a written report, along with other written comments, to the Graduate Programs Committee. This should be completed at least two months before the proposed date for the Thesis Defence.
- c) The Thesis Defence. Procedures for this defence are described in the General Regulations section.

CALENDAR INFORMATION:

Department: Education Course Number: 901

Title: Seminar in the History of Educational Thought

Description: See attached page.

Credit Hours: 3 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 6-8 When will the course first be offered: 1982-3

How often will the course be offered: Annually

JUSTIFICATION:

See attached page.

RESOURCES:

Which faculty member will normally teach the course: A team of faculty will teach the course.

What are the budgetary implications of mounting the course: Allocation of 1/2 FTE in semester when course is offered.

Are there sufficient Library resources (append details): See Library assessment.

- 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: [Signature] Date Oct 8 '80
 Faculty: [Signature] Date _____
 Senate Graduate Studies Committee: [Signature] Date 6 May 81
 Senate: _____ Date _____

2. Enrollment and Scheduling

The historical roots of educational thought are examined from a broad perspective. Major works in disciplines such as philosophy, psychology and sociology which have had significant impact on educational theorizing will be studied. Special attention will be paid to the relationship between theory and educational practice.

3. Justification

The primary intent of this course is to familiarize students with the writing of influential theorists in the history of educational thought. Major works from the disciplines of philosophy, psychology and sociology will be read and discussed, and the course will be team taught by faculty members from these disciplines. Thus, the orientation will be interdisciplinary. The characteristic areas of concern addressed by the 'supporting' disciplines will be identified, and the distinctive conceptual and methodological perspectives of the 3 disciplines will be brought to bear on each theory discussed.

Special attention will be paid to explicating the different presuppositions of major theorists with respect to the child, society, and knowledge.

4.c)

Outline

I. Orientation

1. What is "Educational Theory"?
2. The Role of Supporting Disciplines
3. The Theory/Practice Nexus

II. Philosophical Foundations

1. -Classical Humanism: Plato's Republic
2. The Roots of Progressivism: J. J. Rousseau
3. The Genesis of Reconstructionism: John Dewey
4. Neo-Classical Compromises: R. Peters

III. Psychological Foundations

1. Cognitive Psychology: E.L. Thorndike
2. The Genesis of Psychoanalytic Theory: Freud
3. Symbolic Interactionism: G.H. Mead
4. Human Abilities: Spearman

IV. Sociological Perspectives

1. Education and Socialization: E. Durkheim
2. Education and Social Status: M. Weber
3. 'Schools for All': The Rise of Mass Schooling.

LIST OF INDICATIVE SOURCES

- I. Hirst, P. H.: "Educational Theory" in Tibble, J. W. (ed.)
The Study of Education.
- O'Connor, D. J.: "The Nature of Educational Theory" in Proc.Phil.
of Ed. Soc. of G.B. 1972.
- Tibble, J. W. (ed.), The Study of Education.
- II Deardan, R. et al.: Education and the Development of Minds.
- Dewey: Democracy and Education.
- McClelland, J.: Philosophy of Education.
- Nettleship: The Theory of Justice in Plato's Republic.
- Peters R. S.: Ethics and Education.
- Plato: The Republic.
- Rousseau: Emile.
- Scheffler, I.: The language of Education.
- Whitehead: The Aims of Education.
- Hirst, P.: Knowledge and the Curriculum.
- III. James, W.: Talks to Teachers. Psychology (abridged).
- Watson, J. B.: Behaviourism.
- Spearman, C. The Abilities of Man: Their Nature and Measurement (1927).
- Vernon, P. E. The Measurement of Abilities (1939).
- Ebbinghaus, H. Memory: A Contribution to Experimental Psychology. (1913).
- Thorndike, E. L. Educational Psychology (vols. 1, 2; 1913).
- Guthrie, E. R. The Psychology of Learning. (1935).
- Judd, C. H. Education as Cultivation of the Higher Mental Processes. (1936).
- Katona, G. Organizing and Memorizing(1940).
- Jersild, A. J. and Holmes, F. B. Children's Fears. (1935).
- Skinner, B. F. The Behavior of Organisms (1938).
- Bartlett, F. C. Remembering (1932).
- Freud, S.: The Case of Little Hans. Introductory Lectures in
Psychoanalysis.

Mead, G. H.: Mind, Self and Society. (excerpts)

Strauss, A.: The Social Psychology of G. H. Mead

IV. Durkheim, E.: Education and Sociology. Rules of the Sociological Method.

Weber, M.: Economy and Society. (excerpts)

Johnson, R.: Education and Society 1780-1850.

Floude & Halsey: Social Class and Educational Opportunity.

Katz, M.: Class, Bureaucracy and Schools, the Illusion of Educational Change in America.

Aries, P.: Centuries of Childhood.

ADDITIONAL INFORMATION:

Department: Education Course Number: 902

Title: Seminar in Contemporary Educational Thought

Description: Contemporary educational theories from supporting disciplines (e.g. psychology, sociology, philosophy) will be examined and analysed. The relationship between contemporary theories, current practice and educational change will be focussed on.

Credit Hours: 3 Vector: _____ Prerequisite(s) if any: Educ. 901

1. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 6-8 When will the course first be offered: 1982-3

How often will the course be offered: Annually, in the semester following Educ. 901

2. JUSTIFICATION:

See attached page.

3. RESOURCES:

Which faculty member will normally teach the course: A team of faculty will teach the course.

What are the budgetary implications of mounting the course: Allocation of 1/2 FTE in semester when course is offered.

Are there sufficient Library resources (append details): See Library assessment

- Appendix: 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: [Signature] Date Oct 7 '80

Faculty: [Signature] Date _____

Senate Graduate Studies Committee: [Signature] Date May 68'

Senate: _____ Date _____

3. Justification

This course focusses on contemporary expressions of the historical works explored in Education 901. Tracing the relation of contemporary and historical theories in terms of parallel presuppositions about the child, society and the nature of knowledge will illustrate the development of 'paradigms' in educational thought.

The course will be team taught by faculty from different disciplines. Attention will be drawn throughout to the ways in which competing theoretical perspectives define and structure, in quite different ways, perceptions of central educational questions and acceptable solutions. The impact of current theories on educational change and innovation will be discussed.

The intended outcome of this course of study is that students will be able to formulate and defend criteria for good educational theories, develop a coherent view of the relation of theory to educational practices, and will have acquired as a result of their investigations of the major educational theories of the past, the conceptual and analytical tools to critically evaluate currently emerging educational theories.

4. a) Outline of the course

I. The Nature of Educational Theory:

1. Current conceptions of 'Educational Theory'
2. Criteria of a good Educational Theory
3. Problems in bridging the Theory/Practice gap

II. Contemporary Philosophy of Education:

1. The Analytic Tradition
2. Existentialism and Phenomenology
3. Reconstructionism

III. Psychological Contributions:

1. Behaviourism: A. Bandura and B. F. Skinner
2. Cognitivism: D. P. Ausubel et al.
3. The Psychoanalytic Paradigm: Bruno Bettelheim

IV. Sociological Contributions:

1. The Critique of Liberalism: Bowles & Gintis
2. Schooling & Processes of Stratification: B. Bernstein, Michael Young, et al.
3. Education and Reproduction: Pierre Bourdieu

LIST OF INDICATIVE SOURCES: Education 902

- I. Hardie, C. D.: Truth and Fallacy in Educational Theory.
Hirst, P. H.: "Philosophy and Educational Theory"
Moore, T. W.: Educational Theory: An Introduction.
- II. Apple, M. A.: "Ivan Illich and de-Schooling Society: The Politics of a Slogan System: In Young & Whitley. Society, State and Schooling."
Carnoy, M.: Education as Cultural Imperialism.
Cremin, L.: The Transformation of the School.
Curtis, B. & Mays, W. (eds.): Phenomenology and Education.
Dearden, R.: Philosophy of Primary Education.
Flew, A.: Sociology, Equality, and Education.
Freire, P.: Pedagogy of the Oppressed.
Education for Critical Consciousness.
Goodman, P.: Growing up Absurd/Compulsory Miseducation.
Hirst, P. H.: "Liberal Education and the Nature of Knowledge" in Knowledge and the Curriculum.
Illich, I.: De-schooling Society. After De-schooling: What?
Lloyd, D. I. (ed.): Philosophy and the Teacher.
Peters, R. S.: Ethics and Education.
Peters, R. S. (ed.): The Concept of Education.
Peters, R. S.: "The Justification of Education" in The Philosophy of Education.
Van Cleve Morris: Existentialism in Education.
White, J.: Towards a Compulsory Curriculum.
- III. Ausubel, D. P., Novak, J. D., & Hanesian, H.: Educational Psychology: A Cognitive View (1978).
Bandura, A. Social Learning Theory (1977).
Cremin, L.: The Transformation of the School.
Chomsky, N.: "Review of Skinner's Verbal Behavior"(1955).
Flavell, J.: The Developmental Theory of Jean Piaget.
Gagné, R. M.: The Conditions of Learning (1977).

- Klein, M.: The Psychoanalytic Study of the Child.
- Miller, G. A., Galanter, E. & Pribram, K. Plan and Structure of Behavior. (1960).
- Meichenbaum, D. Cognitive-Behavior Modification (1977).
- Neisser, U. Cognition and Reality. (1976).
- Newall, A. & Simon, H. A. Human Problem Solving. (1972).
- Piaget, J.: The Science of Education and the Psychology of the Child.
- Skinner, B. F.: The Technology of Teaching.
- IV. Bernstein, B.: Class, Codes and Control. Vols. I; II.
- Bourdieu, P.: Reproduction: in Education, Society and Culture.
- Bowles & Gintis: Schooling in Capitalist America.
- Karabel, J. & Halsey, H.: Power and Ideology in Education.
- Young, M. & Whitley, G.: Society, State and Schooling.
- Young, M. (ed.): Knowledge and Control.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

Form 1000

GENERAL INFORMATION:

Department: Education Course Number: 911

Title: Colloquium in Curriculum Theory I

Description: To familiarize students with the most fundamental questions which need to be addressed if one wants to deal sensibly with the curriculum, and to introduce them to the major answers traditionally and currently given to those questions.

Credit Hours: 3 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 4-6 When will the course first be offered: 1982-3

How often will the course be offered: Once a year.

JUSTIFICATION:

The present course offerings in the area of curriculum are designed mainly for master's level practitioner, with only one course providing any introduction to somewhat sophisticated curriculum theory. These are inadequate to support a program for students intending to focus on curriculum theory and research at the Ph.D. level.

RESOURCES:

Which faculty member will normally teach the course: D. Common, K. Egan, M. Gibbons, S. Wassermann

What are the budgetary implications of mounting the course: _____

See Library assessment

Are there sufficient Library resources (append details): See Library assessment

- Appendix: 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: [Signature] Date Oct 8 '80

Faculty: _____ Date _____

Senate Graduate Studies Committee: [Signature] Date 6 May 81

Senate: _____ Date _____

EDUCATION 911

Colloquium in Curriculum Theory I

PURPOSE: To familiarize students with the most fundamental questions which need to be addressed if one wants to deal sensibly with the curriculum, and to introduce them to the major answers traditionally and currently given to those questions.

OUTLINE:

A. Anatomy of Curriculum

What is curriculum? The nature of curriculum theory. The influence on curriculum decisions of presuppositions about human nature, culture, values.

Socializing and educating: the distinct criteria which need to be used in designing and coordinating these two major functions of the school curriculum.

B. What should be taught/learned?

The legacy of Plato on current curricula.
The legacy of Rousseau on current curricula.
Initiation into "high" culture and its content, or participation in local "cultures": the "classics" vs. "relevance".

Traditional (readings from M. Arnold, T.S. Eliot, M. Oakshott, R.S. Peters, P. Hirst) and Progressive (readings from T.H. Huxley, B. Russell, J. Dewey, P. Goodman, J. Holt, W. Friedenburg) ideas about curriculum content.

C. When should things be taught/learned?

Structures of knowledge/realms of meaning and their influence on the sequencing of curriculum content: Hirst, Phenix.
The influence of developmental theories on the sequencing and design of curricula: Plato, Dewey, Piaget, Erikson.

D. How should things be taught/learned?

The influence of instructional methods on the curriculum. The connection between methodological concerns and presuppositions about human nature, culture, values. The growth of the influence of methodological concerns on the curriculum: Plato, Rousseau, Pinel, Itard, Sequin, Montessori, Dewey and the Progressive movement in North America, and Susan Isaac and the "new" Primary Schools in Britain.

E. Images of the Educated Person

The role of covert autobiography in curriculum theory. An analysis of some prominent images of the kind of person certain curricula are proposed to produce. Plato's, Rousseau's, Dewey's, Maritain's, Whit's, Peter's.

Matthew Arnold, Literature and Science

John Dewey, Democracy and Education

John Dewey, Experience and Education

T.S. Eliot, Notes Towards the Definition of Culture

Edgar Friedenberg, Coming of Age in America

Paul Goodman, Growing Up Absurd

Paul Goodman, Compulsory Miseducation and the Community of Scholars

Paul Hirst, Knowledge and the Curriculum

J.M.G. Itard, The Wild Boy of Aveyron

R.S. Peters, Ethics and Education

R.S. Peters (Ed) The Concept of Education

Philip Phenix, Realms of Meaning

Jean Piaget, The Moral Judgement of the Child

Jean Piaget and Barbel Inhelder, The Psychology of the Child

Plato, The Republic

J.J. Rousseau, Emile

Bertrand Russell, On Education

A.N. Whitehead, The Aims of Education

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

Form 100

CALENDAR INFORMATION:

Department: Education Course Number: 912

Title: Colloquium in Curriculum Theory II

Description: To familiarize students with current theory and research about curriculum, and to consider the social contexts of curriculum decision-making.

Credit Hours: 3 Vector: _____ Prerequisite(s) if any: 911

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 4-6 When will the course first be offered: 1983-1

How often will the course be offered: Once a year.

3. JUSTIFICATION:

The present course offerings in the area of curriculum are designed mainly for master's level practitioner, with only one course providing any introduction to sophisticated curriculum theory (Ed.823). These are inadequate to support a program for students intending to focus on curriculum theory and research at the Ph.D. level.

4. RESOURCES:

Which Faculty member will normally teach the course: D. Common, K. Egan, M. Gibbons, S. Wassermann

What are the budgetary implications of mounting the course:

See Library assessment

Are there sufficient Library resources (append details): See Library assessment

- 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: [Signature] Date Oct 8 80

Faculty: [Signature] Date _____

Senate Graduate Studies Committee: [Signature] Date 6 May 81

Senate: _____ Date _____

EDUCATION 912

Colloquium in Curriculum Theory II

PURPOSE: To familiarize students with current theory and research about curriculum, and to consider the social contexts of curriculum decision-making.

OUTLINE:

A. Conflicting concepts of curriculum

The main schools of curriculum theory and research; their conflicting conceptions of the goals, content, and design of the curriculum.

B. Influential theories in current curriculum inquiry

Focus on those theories which are presently potent within the field of curriculum; the rationalists, the humanists, the social reconstructionists; the neo-progressives; the technologists; the reconceptualists.

C. Research in Curriculum

What kinds of questions currently are the subject of most research within the field of curriculum? What kind of research from other areas is most influential within the field of curriculum? What kinds of research methodologies are appropriate to the field?

D. Decisions about the curriculum

Social and political influences on the curriculum. Who determines curriculum goals? Who have power over the structure and content of the curriculum? Who should have power to decide on what parts of the curriculum? A focus on the provincial scene in B.C.

E. Reconceptualizing the curriculum

What are the most prominent and potent trends evident in the field of curriculum?

- Barrow, R. The Canadian Curriculum: A Personal View. London: University of Western Ontario, 1979.
- Beauchamp, G. The Curriculum of the Elementary School. Allyn and Bacon, Inc., 1964.
- Beauchamp, G. Curriculum Theory. Wilmette, Illinois: The Kagg Press, 1975.
- Beauchamp, G. & Beauchamp, K. Comparative Analysis of Curriculum Systems. Wilmette: The Kagg Press, 1972.
- Bellack, A. & Kliebard, M. Curriculum and Evaluation. Berkeley: McCutchan Publishing Corporation, 1977.
- Brent, A. Philosophical Foundations for the Curriculum. London: George Allen & Unwin, 1978.
- Bussis, A. et al. Beyond Surface Curriculum. Boulder: Westview Press, 1976.
- Connelly, F. M., Dukacz, A. S., & Quinlan, F. Curriculum Planning for the Classroom. Toronto: The Ontario Institute for the Study of Education, 1980.
- Doll, R. Curriculum Improvement-Decision Making and Process. Boston: Allyn and Bacon, Inc., 1978.
- Eisner, E. The Educational Imagination. New York: MacMillan Publishing Co., 1979.
- Eisner, E. & Vallance, E. Conflicting Conceptions of Curriculum. Berkeley: McCutchan, 1974.
- Ganley, R. & Wood, R. Technology and Change: The Crisis in Canadian Education. Toronto: McClelland and Steward Limited, 1975.
- Gayfer, M. An Overview of Canadian Education. Toronto: The Canadian Education Association, 1978.
- Goodlad, J. School, Curriculum, and the Individual. Waltham, Mass.: Blaisdell Publishing Company, 1966.
- Goodlad, J. & Maurice N. Richter, Jr. The Development of a Conceptual System for Dealing with Problems of Curriculum and Instruction. Los Angeles: Institute for Development of Educational Activities, University of California, 1966.

- Gress, J.R. & Purpel, D. Curriculum. Berkeley: McCutchan Publishing Corporation, 1978.
- Hamilton, D. et al. Beyond the Numbers Game. Berkeley: McCutchan Publishing Corporation, 1977.
- Hass, G. Curriculum Planning: A New Approach. Boston: Allyn and Bacon, Inc., 1977.
- Kelly, A.V. The Curriculum. London: Harper & Row, 1977.
- Levit, M. Curriculum. Urbana: University of Illinois Press, 1971.
- Manning, D. Toward A Humanistic Curriculum. New York: Harper & Row Publishers, 1971.
- Michaelis, U., Grossman, R.H. & Scott, L.F. New Designs for Elementary Curriculum and Instruction. 2nd edition. New York: McGraw-Hill Book Company, 1975.
- Molnar, A. & Zahorik, J. Curriculum Theory. Washington, D.C.: Association for Supervision and Curriculum Development, 1977.
- Nicholls, A. & Nicholls, H. Developing a Curriculum: A Practical Guide. London: George Allen & Unwin, 1978.
- McNeil, J.D. Curriculum: A Comprehensive Introduction. Boston: Little, Brown and Company, 1977.
- Parker, C. and L. J. Rubin. Process as Content: Curriculum Design and the Application of Knowledge. Chicago: Rand McNally & Company, 1966.
- Pinar, W. Curriculum Theorizing: The Reconceptualists. Berkeley: McCutchan Publishing Company, 1975.
- Pinar, W. Heightened Consciousness, Cultural Revolution, and Curriculum Theory. Berkeley: McCutchan Publishing Corporation, 1974.
- Pratt, D. Curriculum Design and Development. New York: Harcourt, Brace, Jovanovich, Inc., 1980.
- Purpel, D. & Belanger, M. Curriculum and the Cultural Revolution. Berkeley: McCutchan Publishing Corporation, 1972.
- Reeder, K. and Wilson, D.C. Language, Culture and Curriculum. Vancouver: The University of British Columbia, Centre for the Study of Curriculum and Instruction, 1979.
- Rowntree, D. Educational Technology in Curriculum Development. London: Harper & Row, Publishers, 1974.

- Rubin, L. Curriculum Handbook. Boston: Allyn and Bacon, Inc., 1977.
- Saylor, J., and William M. Alexander. Planning Curriculum for Schools. New York: Holt, Rinehart and Winston, Inc., 1974.
- Stenhouse, L. An Introduction to Curriculum Research and Development. New York: Holmes & Meier Publishers, Inc., 1976.
- Stevenson, H. & Wilson, J.D. Precepts, Policy and Process: Perspectives on Contemporary Canadian Education. London: Alexander, Blake Associates, 1977.
- Stub, H. The Sociology of Education. Homewood: The Dorsey Press, 1975.
- Taba, H. Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World Inc., 1962.
- Tanner, D. & Tanner, L. Curriculum Development. New York: Macmillan Publishing Co., Inc., 1975.
- Tyler, R. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press, 1950.
- Unruh, G. Responsive Curriculum Development: Theory and Action. Berkeley: McCutchan Publishing Company, 1975.
- Van Til, W. Curriculum: Quest for Relevance. Boston: Houghton Mifflin Company, 1974.
- Werner, W. Curriculum Canada. Canadian Association for Curriculum Studies and Centre for the Study of Curriculum and Instruction, University of British Columbia, 1979.
- Wiles, J. & Bondi, J. Curriculum Development. Columbus: Charles E. Merrill Publishing Company, 1979.
- Zais, Robert S. Curriculum: Principles and Foundations. New York: Thomas Y. Crowell Company, 1976.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

Form G-15

GENERAL INFORMATION:

Department: Education Course Number: 921

Title: Colloquium in Educational Governance I

Description: The colloquium will concern itself with four major topics in the area of Educational Governance.

Credit Hour: 3 Vector: _____ Prerequisite(s) if any: Courses in Organizational Theory and Program and Personnel Supervision or Equivalents.

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 4-6 When will the course first be offered: September, 1981

How often will the course be offered: Annually

JUSTIFICATION:

This course, and its companion, COLL. II, will constitute the basic course work in Educational Governance. To it will be added Directed Readings and other graduate courses from this and other faculties and other universities, as needed by individual students.

RESOURCES:

Which Faculty member will normally teach the course: Drs. Coleman, Manley-Casimir, Robinson

What are the budgetary implications of mounting the course: None. Adequate facilities are already available.

Are there sufficient Library resources (append details): Journals constitute the main resource. All major journals are available.

- 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: [Signature] Date Oct 8/80

Faculty: _____ Date _____

Senate Graduate Studies Committee: [Signature] Date 6 Aug 81

Senate: _____ Date _____

COLLOQUIUM IN EDUCATIONAL GOVERNANCE (I)

Outline of the Course

The colloquium will concern itself with four major topics in the area of Educational Governance:

1. Decision-making in educational organizations;
2. Policy-development and implementation, including models of policy evaluation.
3. Authority and control within educational organizations, including the issue of lay control, and the interactions between the general public, professionals, and politicians;
4. Organizational behavior, including communications and morale issues.

Consideration of these topics will focus on their implications for school districts, provincial Ministries of Education, and colleges and universities.

BASIC READINGS (Illustrative Only).

- H. Mintzberg, The Structuring of Organizations
 P. Cistone, Understanding School Boards
 J. Scribner, The Politics of Education
 NCCE, Public Testimony on Public Schools
 C. Jencks & D. Riasman, The Academic Revolution
 C. Benson, The Economics of Public Education
 M. Kogan, Educational Policy-Making
 J. M. Burns, Leadership
 D. J. McCarty & C. Ramsey, The School Managers
 L. Zeigler & M.K. Jennings, Governing American Schools
 CSSE, The Politics of Canadian Education
 D. Mann, The Politics of Administrative Representation
 A. Cresswell & M. Murphy, Teachers Unions, & Collective Bargaining

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

Form 1.19

GENERAL INFORMATION:

Department: Education Course Number: 922

Title: Colloquium in Educational Governance II

Description: This course is designed to provide a forum for the analysis of action research to complement the more formal course work done in Colloquium in Educational Governance I.

Credit Hours: 3 Vector: _____ Prerequisite(s) if any: Courses in Organizational Theory and Program and Personnel Supervision or Equivalents.

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 4-6 When will the course first be offered: January, 1982

How often will the course be offered: Annually

JUSTIFICATION:

This course will provide, along with the companion course Colloquium in Educational Governance I, the basic course work in educational governance study. The course is designed to provide an action research/field study complement to the more formal course study in Colloquium I.

RESOURCES:

Which Faculty member will normally teach the course: Drs. Coleman, Manley-Casimir, Robinson

What are the budgetary implications of mounting the course: None. Adequate funding and facilities exist.

Are there sufficient Library resources (append details): Yes. All major books and journals are available in the library.

- 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: [Signature] Date Oct 7 '80

Faculty: [Signature] Date _____

Senate Graduate Studies Committee: [Signature] Date 6 May 81

Senate: _____ Date _____

COLLOQUIUM IN EDUCATIONAL GOVERNANCE II

Outline of the Course

This course is designed to provide a forum for the analysis of action research to complement the more formal course work done in Colloquium in Educational Governance I.

The course will be offered annually and will be focused on a particular area of study in educational governance. The group of students enrolled in the course will be involved in a systematic and comprehensive field study of a significant topic or problem in educational governance. For example, students may be involved one year in a major study of community college governance in B.C.; and in another year, they may be involved in a major study of interest-group behavior in education in B.C.

The bibliography for the course will vary depending on the specific semester focus. However, readings are expected to be from advanced texts in the field and to include major academic journals in administration and educational governance.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

Form GS.8

CALENDAR INFORMATION:

Department: Education Course Number: 971

Title: Advanced Topics in Instructional Psychology

Description: Intensive analysis of theory and research in a specialized area of instructional psychology. Topical emphasis will vary depending on the instructor and will be announced during the semester prior to the course.

Credit Hours: 3 Vector: Prerequisite(s) if any: Educ. 860

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 4-6 When will the course first be offered: 1982-1

How often will the course be offered: once every 2-4 semesters

3. JUSTIFICATION:

Students who will become high quality researchers and practitioners exhibit superior command of at least one specialized area within their discipline. This course will provide students with the opportunity to explore intensively one or two such areas during their period of doctoral studies.

4. RESOURCES:

Which Faculty member will normally teach the course: Drs. Winne, Marx, Martin, Gehlbach, Wong and Kendall.

What are the budgetary implications of mounting the course: none

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: [Signature] Date Oct 7 '80

Faculty Graduate Studies Committee: [Signature] Date

Faculty: [Signature] Date

Senate Graduate Studies Committee: [Signature] Date 6 March 81

Senate: Date

'Cognition and Behavior Change'

Students in this course will thoroughly analyze three distinct psychological paradigms which attempt to explain the specific role of cognition in behavior change--B.F. Skinner's radical behaviorism, A. Bandura's reciprocal determinism, and U. Neisser's cognitive/perceptual schemata theory. Through a series of structured paper presentations, discussions, and debates, the class will clarify the essential relationships among environment, behavior, and cognition advocated by each of these positions. These understandings will then be applied to existing experimental literature on self-reinforcement and cognitive behavior modification to determine which of the three paradigms, if any, best accounts for the empirical findings in these latter areas. Educational applications for the teaching of self-control in both classroom and counselling settings will be highlighted throughout the course.

- I Theories of Cognition and Behavior Change.
 - A. Radical Behaviorism
 - B. Reciprocal Determinism-Social Learning
 - C. Cognitive/Perceptual Schemata Theory

- II Instructional Self-control Programs.
 - A. Self-reinforcement
 - B. Cognitive Behavior Modification

- III Comparative Analyses of Theories and Programs.

- IV Educational Implications
 - A. Classroom Strategies
 - B. Counselling Strategies

Required Texts for the course will be:

- Bandura, A. Social learning theory. Englewood Cliffs, N.J.: Prentice-Hall, 1977.
- Neisser, U. Cognition and reality. San Francisco: W.H. Freeman, 1976.
- Skinner, B.F. About behaviorism. New York: Knopf, 1974.
- Rosenthal & Zimmerman. Social Learning and Cognition. New York: Academic Press, 1978.

Additional Readings will be selected from the following list:

- Bandura, A. Self-reinforcement: Theoretical and Methodological considerations. Behaviorism, 1976, 4, 134-155.
- Bandura, A. The self system in reciprocal determinism. American Psychologist, 1978, in press.

1. CALENDAR INFORMATION:

Department: Education Course Number: 972

Title: Colloquium in Instructional Psychology

Description: Presentations by faculty and advanced doctoral students about their recent research in instructional psychology for critical analysis by colloquium participants.

Credit Hours: 3 Vector: _____ Prerequisite(s) if any: 971

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 4-6 When will the course first be offered: 1982-3

How often will the course be offered: Once every 4-6 semesters

3. JUSTIFICATION:

An essential element of doctoral training is learning the critical analysis and synthesis of research, and the presentation of research to colleagues in an open and informative manner. This course will provide both models for students and their direct participation in this process, plus expand their substantive and methodological expertise beyond their area of specialization.

4. RESOURCES:

Which Faculty member will normally teach the course: Drs. Winne, Marx, Martin, Gehlbach, Wong and Kendall.

What are the budgetary implications of mounting the course: none

Are there sufficient Library resources (append details): yes - papers provided by presenters

- Appended: a) Outline of the Course N/A
- 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: [Signature] Date Oct 7 '88

Faculty: [Signature] Date _____

Senate Graduate Studies Committee: [Signature] Date 6 May 81

Senate: _____ Date _____

- Catania, C.A. The myth of self-reinforcement. Behaviorism, 1975, 3, 192-199.
- Catania, C.A. Self-reinforcement revisited. Behaviorism, 1976, 4, 157-162.
- Cautela, J.R. Behavior therapy and self control: Techniques and implications. In C.M. Franks (Ed.), Behavior therapy: Appraised and status. New York: McGraw-Hill, 1969.
- Goldiamond, I. Self-reinforcement. Journal of Applied Behavior Analysis, 1976, 9, 509-514. (a)
- Goldiamond, I. Fables, Armadyllics, and self-reinforcement. Journal of Applied Behavior Analysis, 1976, 9, 521-525. (b)
- Jones, R.T., Nelson, R.E., & Kazdin, A.E. The role of external variables in self-reinforcement: A review. Behavior Modification, 1977, 1, 147-178.
- Kanfer, F.H. Self-regulation: Research issues and speculations. In C. Neuringer & J.L. Michael (Eds.), Behavior modification in clinical psychology. New York: Appleton-Century-Crafts, 1970.
- Kanfer, F.H. The maintenance of behavior by self-generated stimuli and reinforcement. In A. Jacobs & L.B. Sachs (Eds.), The psychology of private events: Perspectives on covert response systems. New York: Academic Press, 1971.
- Kanfer, F.H., & Goldstein, A.P. Helping people change. New York: Pergamon, 1975.
- Kanfer, F.H., & Karoby, P. Self-regulation and its clinical application: Some additional conceptualizations. In R.C. Johnson, P. Dokecki, and O. Mowrer (Eds.), Conscience, contrast and social reality. New York: Holt, Rinehart and Winston, 1972.
- Ledwidge, B. Cognitive behavior modification: A step in the wrong direction? Psychological Bulletin, 1978, 85, 353-375.
- Martin, J. Laboratory studies of self-reinforcement. Journal of General Psychology. 1979, in press.
- Martin, J. Critical comments on contemporary self-reinforcement paradigms. Behavior Therapist, 1979, in press.
- Meichenbaum, D.H. Cognitive-behavior modification: An integrative approach. New York: Plenum, 1977.
- Premack, D., & Anglin, B. On the possibilities of self-control in man and animals. Journal of Abnormal Psychology, 1973, 81, 137-151.
- Thoresen, C.E., & Mahoney, M.J. Behavioral self-control. New York: Holt Rinehart and Winston, 1974.

Date: 15 October 1980

SFU LIBRARY COLLECTION EVALUATION

(To be completed only for new course or program proposals.)

1. Course No. and Name or Program: EDUCATION 900 LEVEL PhD Programme
Date to be offered: Sept. 1981-Sept. 1982

2. Resources currently in collection:

Reading lists. No. and % of titles available: 55 +80 %

Related materials in general collection:

Monographs: 300-500 titles

Serials Subscriptions: Over 95% available in library

Backfiles:

Other:

3. Recommended additions to collection:

(Indicate approx. no. of titles, vols.,
date, as appropriate)

Monographs:

New serials subscriptions: 2

Serials backfiles: 2

Other (specify):

ESTIMATED COST	
	40.00
	125.00
Total	185.00

Total: 185.00

4. Comments:

The library holdings are more than adequate to support this
PhD programme. Additional items can be readily picked up
through the BNA Approval Plan. The library can provide
computer searches for any additional materials which are
required.

Gene Leach
For Library

Bernice King
For Faculty Department

APPENDIX VII

The Public School System

Number and Percentage of Doctorate Degrees by Type of Personnel

YEAR	Ministry		Centrally Appointed Superintendents		Locally Appointed Superintendents		District Administrative Staff		School Principals	
	No.	%	No.	%	No.	%	No.	%	No.	%
1979	16	17.0	1	1.8	5	31.3	12	3.1	11	0.8
1978	11	19.3	2	3.5	4	57.1	10	2.4	6	0.4
1977	8	17.0	2	3.5	4	57.1	11	2.7	5	0.4
1976	7	15.9	2	3.6	3	42.9	4	1.0	4	0.3
1975	4	9.8	0	0.0	3	42.9	6	1.6	5	0.4
1974	4	10.0	1	1.8	3	42.9	7	2.0	6	0.5
1973	3	7.5	1	1.7	3	42.9	6	1.9	4	0.3
1972	1	4.8	2	3.4	1	14.3	6	2.0	2	0.2

Source: Data Services, Ministry of Education
Research Department, BCSTA

APPENDIX VIII

BUDGET

The accompanying budget for the proposed new Ph.D. Program projects costs over a five fiscal year period commencing with the 1983/1984 fiscal year. In addition, it segregates costs of each program stream as well as providing total costs.

Please note that:

1. All costs are in 1980/81 fiscal year dollars.
2. Parenthetical figures are FTEs.
3. Faculty salaries are at the Associate Professor level (\$36,100). Benefits are 13% of salaries.
4. Secretarial salaries are at AUCE Grade 5 start, April 1, 1980 scale (\$14,551.05). Benefits are 14% of salaries.
5. Recruitment costs are calculated at \$2,500 per position.
6. Moving expenses are calculated at \$5,000 per position.
7. Office equipment is calculated at \$1,500 per faculty and \$2,500 per secretarial position or fraction.
8. Enrolment figures are calculated as follows:
Number of students x number of credit hours =
3 semesters ÷ 30 = FTE.

SIMON FRASER UNIVERSITY FACULTY OF EDUCATION PROPOSED NEW PH.D. PROGRAM

	83/84	84/85	85/86	86/87	87/88
CURRICULUM DEVELOPMENT					
Recurring direct operating costs					
Faculty salaries (including benefits)	\$ 27,196 (.6)	\$ 40,793 (1)	\$ 40,793 (1)	\$ 40,793 (1)	\$ 40,793 (1)
Secretarial (including benefits)	5,530 (.3)	8,290 (.5)	8,290 (.5)	8,290 (.5)	8,290 (.5)
Supplies & services	5,035	7,350	8,050	8,750	8,750
Subtotal	\$ 37,761	\$ 56,433	\$ 57,133	\$ 57,833	\$ 57,833
Overhead (50%)	18,881	28,217	28,567	28,917	28,917
Total recurring direct operating costs	\$ 56,642	\$ 84,650	\$ 85,700	\$ 86,750	\$ 86,750
Nonrecurring costs					
Library/Monographs	\$ 1,800	\$ 1,200	\$ 600	\$ 600	\$ 0
Recruitment expenses	2,500	0	0	0	0
Moving expenses	5,000	0	0	0	0
Equipment	4,000	0	0	0	0
Total nonrecurring costs	\$ 13,300	\$ 1,200	\$ 600	\$ 600	\$ 0
Total Costs	\$ 69,942	\$ 85,850	\$ 86,300	\$ 87,350	\$ 86,750
ADMINISTRATIVE LEADERSHIP					
Recurring direct operating costs					
Faculty salaries (including benefits)	\$ 27,196 (.6)	\$ 40,793 (1)	\$ 40,793 (1)	\$ 40,793 (1)	\$ 40,793 (1)
Secretarial (including benefits)	5,530 (.3)	8,290 (.5)	8,290 (.5)	8,290 (.5)	8,290 (.5)
Supplies & services	5,035	7,350	8,050	8,750	8,750
Subtotal	\$ 37,761	\$ 56,433	\$ 57,133	\$ 57,833	\$ 57,833
Overhead (50%)	18,881	28,217	28,567	28,917	28,917
Total recurring direct operating costs	\$ 56,642	\$ 84,650	\$ 85,700	\$ 86,750	\$ 86,750
Nonrecurring costs					
Library/Monographs	\$ 900	\$ 600	\$ 300	\$ 300	\$ 0
Recruitment expenses	2,500	0	0	0	0
Moving expenses	5,000	0	0	0	0
Equipment	4,000	0	0	0	0
Total nonrecurring costs	\$ 12,400	\$ 600	\$ 300	\$ 300	\$ 0
Total Costs	\$ 69,042	\$ 85,250	\$ 86,000	\$ 87,050	\$ 86,750
INSTRUCTIONAL PSYCHOLOGY					
Recurring direct operating costs					
Faculty salaries (including benefits)	\$ 27,196 (.6)	\$ 40,793 (1)	\$ 40,793 (1)	\$ 40,793 (1)	\$ 40,793 (1)
Secretarial (including benefits)	5,530 (.3)	8,290 (.5)	8,290 (.5)	8,290 (.5)	8,290 (.5)
Supplies & services	6,224	8,350	9,050	9,750	9,750
Subtotal	\$ 38,950	\$ 57,433	\$ 58,133	\$ 58,833	\$ 58,833
Overhead (50%)	19,475	28,717	29,067	29,417	29,417
Total recurring direct operating costs	\$ 58,425	\$ 86,150	\$ 87,200	\$ 88,250	\$ 88,250
Nonrecurring costs					
Library/Monographs	\$ 300	\$ 200	\$ 100	\$ 100	\$ 0
Recruitment expenses	2,500	0	0	0	0
Moving expenses	5,000	0	0	0	0
Equipment	4,000	0	0	0	0
Total nonrecurring costs	\$ 11,800	\$ 200	\$ 100	\$ 100	\$ 0
Total Costs	\$ 70,225	\$ 86,350	\$ 87,300	\$ 88,350	\$ 88,250
TOTAL					
Recurring direct operating costs					
Faculty salaries (including benefits)	\$ 81,588 (2)	\$122,379 (3)	\$122,379 (3)	\$122,379 (3)	\$122,379 (3)
Secretarial (including benefits)	16,590 (1)	24,870 (1.5)	24,870 (1.5)	24,870 (1.5)	24,870 (1.5)
Supplies & services	16,294	23,050	25,150	27,250	27,250
Subtotal	\$114,472	\$170,299	\$172,399	\$174,499	\$174,499
Overhead (50%)	57,236	85,150	86,200	87,250	87,250
Total recurring direct operating costs	\$171,708	\$255,449	\$258,599	\$261,749	\$261,749
Nonrecurring costs					
Library/Monographs	\$ 3,000	\$ 2,000	\$ 1,000	\$ 1,000	\$ 0
Recruitment expenses	7,500	0	0	0	0
Moving expenses	15,000	0	0	0	0
Equipment	12,000	0	0	0	0
Total nonrecurring costs	\$ 37,500	\$ 2,000	\$ 1,000	\$ 1,000	\$ 0
Total Costs	\$209,208	\$257,449	\$259,599	\$262,749	\$261,749
All costs in 80/81 dollars.					
ENROLLMENTS	(4)	(17)	(18)	(23)	(24)
Parenthetical figures are FTEs.					

June 1, 1981

SIMON FRASER UNIVERSITY LIBRARY

LIBRARY CAPABILITY TO SUPPORT A
PhD. PROPOSAL
in the
FACULTY OF EDUCATION

Submitted by:
Gail Tesch
Education Librarian

4 June 1981

The purpose of this report is to analyze those areas of the library collection which relate directly to the PhD. programme proposed by the Faculty of Education. The content of the programme consists of three fields: educational governance, instructional psychology and curriculum theory and implementation.

Reading of the first draft paper and consultation with faculty members revealed that the programme, as constituted, is of an interdisciplinary nature. It was necessary to check resources in disparate classifications of the library in order to discover what was readily available in the collection. Some topics in the three content areas were organizational behaviour and management, change, counselling, psychology of learning, cognition and perception. It is significant to note that Simon Fraser University Library has adequate monograph and serial holdings as well as, loose-leaf services, reference works and indexes in Economics, Commerce and Psychology. The advent of the MBA programme in 1968 added immeasurably to the library's ability to purchase material and the Applied/Clinical programme in Psychology also provided the opportunity to add to library resources. It is not within the scope of this paper to give a detailed outline of the quality and quantity of materials in these disciplines.

However, in the field of business related subjects (exclusive of economic theory) the library has a book collection of 50,621 volumes, with good periodical support of 3,500 serial titles.¹

(See attached bibliographies of library resources and library report for Applied/Clinical Psychology.)

Monographs

The library has a good collection of in-print education monographs numbering 21,756 titles.² The Library of Congress classification schedule as follows:

¹January 8, 1981

²Collection Analysis report for Social Sciences, Aug. 8, 1980.

Class From	Class To	Name of Category	Current No. of Volumes	Current No. of Titles
L		Education (General)	21,756	16,531
LA		History of Education	2,876	2,399
LB		Theory of Practice of Education	13,859	9,851
LB 1025	LB 1050	Teaching (Principles and Practice)	3,249	2,207
LB 1028	LB 1028	Education Research and Programmed Instruction	451	411
LB 1029	LB 1032	Special Kinds of Instruction (Individual, Ungraded, etc.)	577	290
LB 1043	LB 1044	Audio-Visual Education	381	313
LB 1051	LB 1091	Educational Psychology	1,140	683
LB 1101	LB 1139	Child Study	730	553
LB 1140	LB 1499	Preschool, Kindergarten	330	218
LB 1501	LB 1547	Primary Education	220	148
LB 1555	LB 1601	Elementary Education	1,650	985
LB 1555	LB 1569	General Works. Outlines. Courses of Study, etc.	221	123
LB 1570	LB 1601	Curriculum	1,429	862
LB 1603	LB 1695	Secondary Education	487	359
LB 1603	LB 1627	General Works. Outlines. Manuals of Instruction, etc.	248	194
LB 1628	LB 1695	Curriculum	239	165
LB 1705	LB 2285	Education and Training of Teachers	634	509
LB 2300	LB 2411	Higher Education	1,236	1,105
LB 2801	LB 3095	School Administration and Organization	1,903	1,538

Several hundred titles have been added to the collection since the last analysis was done.

Bibliographies and reading lists submitted by the Faculty of Education were checked against library holdings and showed that the library held 93.6% of the required texts and journals. It should be noted that the reading lists were brief and should be viewed as indicators of the starting point of the programme. One can assume that as the programme develops into other areas, additional funds will be required to purchase related materials. Several reference works were checked to ascertain whether the library collection included the standard works published in the field. The library held 90% of reference material cited. Coverage in the form of indexes and abstracts is more than adequate.

Costs

The unit cost per title of monograph increases yearly. The increases are reflected in the following figures for education monographs.³

<u>Year</u>	<u>Price</u>
1978	\$ US 16.95
1979	US 18.69
1980	US 20.31

Expenditures - Education

	<u>705</u> ⁴	<u>725</u>
1980/81	\$ 3,417.40	\$ 7,653.46
1979/80	306.45	7,766.43
1978/79	1,160.64	6,674.63
1977/78	2,413.70	7,298.17
1976/77	767.98	4,701.66

³Publishers Weekly

⁴Retrospective line account

Serials

The serials collection in Education, including education related titles published by provincial government departments, district school areas and research institutes numbers 665. (March 26, 1981). Several journal titles recommended by faculty, such as Instructional Science, v.1, 1972- ; Cognitive Therapy and Research, v.1, 1977- ; and Behaviour Modificiation, v.4, 1980 - were found to be in the library. Discussions with faculty would seem to indicate that we have the most frequently cited journals, however, we do lack some backfiles and government sponsored serials.

There will be a need, in time, to fill in gaps as the programme develops. The Current Index to Journals in Education is a monthly guide to current periodical literature, covering articles published in approximately 780 education and education related journals. A sampling of 456 titles, checked against library holdings revealed that the library subscribed to 301 journals, or 70.6%.

The library has a subscription to Education Administration Abstracts, v.1, 1966- and of the most frequently cited journals, the library holds over 70%.

Psychological Abstracts, v.1, 1927- scans and abstracts over 900 periodicals, 1500 books, technical reports, dissertations and monographs each year. The serials collection has subscriptions to roughly 52% of the journals cited in P.A. Journals we do not have are esoteric in nature and are generally not applicable to courses taught at SFU.

It must be pointed out that additional funds will be required to keep current with new titles published in the areas relating to the PhD. programme. The cost of purchasing new titles has been exceeded by growing inflation and budget restraint.

Costs

Subscription costs for serials increase yearly. These increases are reflected in the following figures for serials published in the United States:⁵

Business and Economics

<u>year</u>	<u>price</u>
1976	\$ US 16.98
1977-1979	US 20.91 (averaged out)
1980	US 25.42

Education

1976	\$ US 16.00
1977-1979	US 19.59 (averaged out)
1980	US 25.42

Psychology

1976	\$ US 29.39
1977-1979	US 34.76 (averaged out)
1980	US 41.95

The survey indicated that the average subscription price of an American journal in 1980 was \$34.54. The average annual percentage increase over the ten-year period, 1970-1979 was 13.4%. There is no reason to expect that the rate of increase will diminish.

The costs for serials renewals and new subscriptions for the past three years are as follows:

<u>Year</u>	<u>Renewal</u>	<u>New Subscriptions</u>
1979-1980	\$ 9,503.50	\$ 91.48
1980-1981	11,614.09	801.01

Regarding backfiles, these are usually purchased from reprint houses such as Kraus and AMS. The average cost per volume of backfile is \$25-\$30 (exclusive of science materials).

Price varies from title to title and within each discipline. Microfilm is less costly, usually less than half the cost per reel, and much

⁵Library Journal July 1980

easier to store. Therefore, if a title is available on microfilm it is to the advantage of the library to purchase that format.

Government Documents

The purchase of government documents in the field of education has not been stressed, as the demands of the Faculty of Education for such materials has been minimal.

However, the library has purchased government documents from the standpoint of economics, commerce and communication. Emphasis has been placed on areas such as public policy, education in underdeveloped countries, effects of television on literacy and federal-provincial relations as it relates to constitutional issues vis-a-vis education.

Government document holdings include all Statistics Canada material, all Canadian Tax Foundation material and selected items from the Association of Mayors and Municipalities, the Bureau of Municipal Research and the Council of Ministers of Education.

The library subscribes to very little material from the ten provincial education departments; nor does the library have extensive holdings from the lower levels of government (ie. School Districts, Boards of Trustees, Boards of Education). Materials issuing from these levels of government, municipal and civic, are inexpensive. However, we suggest that provision be made for purchase in these areas.

Computerized Information Retrieval Services (CIRS)

Computerized Information Retrieval (CIR), as it applies to the library environment, is the art and science of searching and accessing readable data bases and retrieving bibliographical and textual information.

Use of this service facilitates the continuation, extension, and improvement of Library Reference and Information Services, to support faculty teaching, education, and research by enhancing and improving

access, availability and scope of information resources in this library.

At the moment, this service is offered to all members of the university community on a cost recovery basis.

The data bases vary considerably in content, form, subject, size and cost per connect hour. Their use cannot be overestimated, particularly for those persons involved in complex, definitive research.

Some examples of Bibliographic Databases which are of value to those persons who will ultimately enrol in this programme are:

ERIC (Research in Education and Current Index to Journals
in Education)
Psychological abstracts
Social Science citation index
Sociological abstracts
Dissertation abstracts
Canadian News Index
Exceptional Child Education Resources
ABI/Inform

Considering the interdisciplinary nature of the programme, ie. psychology, education, organizational behaviour, school law etc. this resource is of intrinsic value to advanced study and scholarly research.

CONCLUSION

Estimate of costs

(1) Monographs	\$ 3,500.00
(2) Current serials subscriptions	800.00
(3) Backfiles for serials currently subscribed to as well as backfiles for new subscriptions	2,500.00
(4) Government documents	1,200.00
	<hr/>
TOTAL	\$ 8,000.00

The library cannot provide everything for 5-6 students in the first year of a programme of this magnitude. Each project should be judged

on its own merits with a view to what the library can adequately sustain and it should be recognized also, the limitations of certain areas and certain types of material in the collection.

It is the opinion of the library that extra funding is required and that such funds be pro-rated over a period of 4 years. If this is done, the library will be able to purchase relevant material as the need arises. One example where this activity would prove useful is in the field of instructional science. This is a relatively new area of study in North America. Articles are appearing in journals, new journals are in the project stages and one can reasonably expect more monographs to be published.

Publication Counts in each Journal

Faculty	Total Publication Count	Publication Counts in each Journal										Inter change
		AERJ	REK	PSK	JTR	ER	JFP	AJER	CJE			
University of Manitoba	5 $\frac{2}{3}$	-	-	-	-	-	1 $\frac{2}{3}$	2	2	-	-	-
Mt. St. Vincent University	3 $\frac{1}{2}$	-	-	-	-	-	-	2 $\frac{1}{2}$	1	-	-	-
University of Windsor	3 $\frac{1}{3}$	-	-	1	-	-	-	2 $\frac{1}{3}$	-	-	-	-
Atlantic Institute of Education	3 $\frac{2}{3}$	-	-	1	-	-	-	2 $\frac{1}{3}$	-	-	-	1 $\frac{1}{2}$
Universite du Quebec	2	-	-	-	-	-	-	-	-	2	-	-
University of Saskatchewan	4	-	-	-	1 $\frac{1}{2}$	-	1 $\frac{1}{2}$	-				
Brandon University	2	-	-	-	-	-	-	2	-	-	-	-
University of New Brunswick	1 $\frac{1}{2}$	-	-	-	1	-	-	1	-	-	-	1 $\frac{1}{2}$
McGill University	4 $\frac{5}{6}$	-	1	-	-	-	2 $\frac{5}{6}$	-	-	2	-	1
Universite de Moncton	1 $\frac{1}{2}$	-	-	-	-	-	-	1 $\frac{1}{2}$	1	-	-	-
Universita de Sherbrooke	1	-	-	-	-	-	-	-	1	-	-	-
Universite Laval	2	-	-	-	-	-	-	-	-	2	-	-
York University	2 $\frac{1}{2}$	-	-	-	1	-	-	-	-	1 $\frac{1}{2}$	-	-

Table 1 (continued) ...

Faculty	Ranking	Total Publication Count	Publication Counts in each Journal										Inter change	
			AERJ	RER	PKD	JER	ER	JEP	AJER	CJE				
Brock University		1	-	-	-	-	-	-	-	-	1	-	-	-
Carleton University		2	-	1	-	-	-	-	-	-	-	-	-	1
University of Lethbridge		1	-	-	-	-	-	-	-	-	-	-	-	1
University of Ottawa		1/2	-	-	-	-	-	-	-	-	-	-	1/2	-
St. Francis Xavier University		1/2	-	-	-	-	-	-	-	-	-	-	1/2	-
Acadia University		2	-	-	2	-	-	-	-	-	-	-	-	-
St. Mary's University		1 1/3	-	-	-	-	-	-	-	-	-	-	1 1/3	-
Laurentian University		3	-	-	-	-	-	-	-	-	-	-	1	2
Concordia University		3	-	-	-	-	-	-	-	-	2	-	-	1
University of Regina		1	-	-	-	-	-	-	-	-	-	-	-	1
Trent University		1	-	-	-	-	-	-	-	-	-	-	-	-

*Legend of Journals:

- AERJ American Educational Research Journal
- RER Review of Educational Research
- PKD Phi Delta Kappan
- JEP Journal of Educational Research
- ER Educational Research
- JEP Journal of Educational Psychology
- AJER Alberta Journal of Educational Research
- CJE Canadian Journal of Education

Source: Winne, P.H. & Martin, J. "Research Productivity by Canadian Faculties of Education." Research Report No. 80-0. Instructional Psychology Research Group, Simon Fraser University, 1980.

APPENDIX X

Table 2

Contributions to the Leading Association
of Educational Researchers

Table I
Top 100 AERA Program Contributions by University or College 1975-1979: Compared with Earlier Ratings

<i>Universities and Colleges</i>	<i>AERA</i>	<i>Walberg (1972)</i>	<i>Biau and Marquies (1974-5)</i>	<i>Carter (1977)</i>	<i>West^P (1978)</i>	<i>Gube and Clark (1978)</i>	<i>Ladd and Lipset (1979)</i>	<i>Library^Q (million)</i>
1. Stanford University	417	1	1	1	3	X	1	3.98
2. University of Illinois at Urbana	388	2	8	8	1	X	4	5.08
3. University of California at Los Angeles	356	6	12	4	9.5	X	9	3.91
4. University of Texas at Austin	327			13		X		4.10
5. University of Pittsburgh	280							1.59
6. University of Wisconsin at Madison	278	4	7	6	4	X	5	3.20
7. Pennsylvania State University	277				8	X	14	1.47
8. University of Minnesota	249	9	9	11	5	X		4.00
9. Michigan State University	246		11	12		X	12	2.00
10. Columbia University	196	11	2	7	17.5	X	8	4.73
11. Indiana University	195		9	14	12	X	3	3.24
12. Ohio State University	157	7	3	8		X	2	2.91
12. Syracuse University	157							1.64
14. Purdue University	155				14			1.27
15. State University of New York at Buffalo	150							1.68
*16. Ontario Institute for Studies in Education	144							.36
17. Rutgers University	139							3.20
18. University of Michigan	135	11	6	8			11	4.92
19. University of Chicago	131	5	4	3		X	7	3.89
20. University of California at Berkeley	130	8		5	6	X	10	4.92
21. University of Massachusetts	126					X		1.20
22. Florida State University	127				15.5	X		1.10
23. University of Illinois at Chicago Circle	124				20			.95
23. University of Kansas	124							1.80
23. Virginia Polytechnic	124							.80
26. University of Nebraska	122							1.32
27. Arizona State University	118							1.29
28. University of Georgia	116					X		1.52
29. Georgia State University	110							.55
30. City University of New York	109				19			3.24
31. University of North Carolina at Chapel Hill	105							2.27
32. Northwestern University	101							3.00
33. Cornell University	100				9.5			4.00
34. University of Houston	98							1.09
35. Harvard University	96	3	5	2	15.5	X	6	9.00
35. University of California at Santa Barbara	96							1.24
35. University of Oregon	96	11				X	13	1.34
38. University of Arizona	95							1.90
39. University of Connecticut	93							1.33
39. University of Iowa	93				13	X		1.96
41. University of Rochester	89							1.60
42. New York University	87					X		2.46
42. Southern Illinois University	87				17.5			1.42
44. Washington University	85							1.50
45. Brigham Young University	81							1.30
46. University of Virginia	79							2.14
47. Johns Hopkins University	78				7			1.98
48. University of South Carolina	77							1.15
49. State University of New York at Albany	76							.90
50. University of Florida	75					X		1.85
51. University of Maryland	67					X		1.47

*Canadian universities are underlined

Universities and Colleges	AERA	Walberg (1972)	Bleu and Margules (1974-5)	Carter (1977)	West ^b (1978)	Guba and Clark (1978)	Ladd and Lipsat (1979)	Library (million)
52. University of Pennsylvania	66					X		2.50
53. Wayne State University	64							1.66
54. Temple University	63				11	X		1.00
54. University of Tennessee	63							1.29
56. Kent State University	59							1.13
57. Iowa State University	57							1.18
58. Simon Fraser University	55							.87
59. University of Colorado	52							1.53
59. University of Wisconsin at Milwaukee	52							1.00
61. University of Delaware	49							.95
62. Illinois State University	48							.71
62. Western Michigan University	48							.65
64. Memphis State University	47							.67
64. University of Southern California	47							1.75
66. Boston University	46							1.82
67. Fordham University	45							.66
67. University of California at Riverside	45							.88
67. University of Kentucky	45							1.20
67. University of Oklahoma	45							1.88
71. University of Rhode Island	44							.65
72. Carnegie-Mellon University	42							.53
72. University of Toledo	42							.56
74. University of British Columbia	40							
74. University of Cincinnati	40							1.20
74. University of Washington	40							2.19
77. University of Missouri	39							1.84
78. McGill University	37							3.50
78. University of New Mexico	37							1.00
80. Boston College	36							.96
81. North Texas State University	35							1.03
82. Gallaudet College	34							.14
82. University of North Carolina at Greensboro	34							.98
84. University of South Florida	33							.50
84. University of Western Ontario	33							1.00
86. Bucknell University	32							.40
86. State University of New York at Stony Brook	32							.94
88. Howard University	30							.89
89. Miami University	29							.86
89. Oklahoma State University	29							1.20
91. Roosevelt University	28							.30
91. Texas A & M University	28							1.10
91. Virginia Commonwealth University	28							.38
91. Wichita State University	28							.52
95. University of California at Davis	27							1.38
95. University of San Francisco	27							.44
97. Texas Christian University	26							.88
98. Case Western Reserve	24							1.57
98. Claremont Graduate School	24							.90
98. Northern Illinois University	24							.82
98. University of Alberta	24							1.77

^a George Peabody College tied for twelfth in the Bleu and Margules study but was not listed in the top 100 AERA Contributors.

^b West included non-university institutions in his rankings, therefore, it is noted that the Educational Testing Service ranked second in his study.

^c Guba and Clark provided an alphabetical list rather than a rank order. Therefore, those that they rated as high producers are indicated with an X.

^d Library holdings information is taken from: *Britannica: Book of the Year -- 1978*. Chicago: Encyclopedia Britannica, Inc., 1978 (Editor-in-Chief, James Ertel), pp. 517-519, and from *The college blue book*, 16th Volume on Tabular Data. New York: Macmillan, 1977.

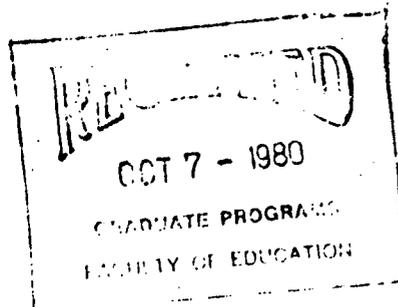
Source: Richards, James M. "The Human Ecology of the American Educational Research Association." *Educational Researcher*, Vol. 8 (July-August 1979): 14-15.

September 26, 1980

Dr. K. George Pedersen,
President,
Simon Fraser University

Dr. Douglas T. Kenny,
President,
Simon Fraser University

Dr. Howard E. Petch,
President,
University of Victoria



Sirs:

In response to a June 26, 1980 request of you by the Chairman of the Universities' Council of British Columbia, we wish to indicate that the three of us who are Deans of Education of the three major universities of British Columbia met at length on September 23 and 25, 1980 to discuss our respective proposals for Ph.D. programs. This letter describes the conclusions which resulted from that collaboration.

1. The need exists, and will continue for some time in the foreseeable future, for graduates from each of the proposed programs.

There are not sufficient competent candidates with doctoral degrees to meet Canadian and British Columbia demands in the areas of study proposed, viz., curriculum development, educational administration, and educational psychology. Our own experiences with university faculty recruitment highlight this circumstance. As well, responses from sister organizations, field-oriented associations, and hiring agencies -- appended to proposals -- confirm this conclusion.

2. The need exists for British Columbia's market requirements to be met, at least in reasonable measure, by British Columbia programs.

The overwhelming majority of recruits who hold doctorates and are employed by British Columbia's school districts, universities, educationally-oriented associations, and the Ministry of Education either came from outside British Columbia and/or secured their degrees outside the province or the country. This province, as indicated by the external

evaluators for the University of Victoria's proposal, has clearly lagged behind states and provinces of comparable size and resource availability in promoting doctoral programs in education. The differences between Alberta and British Columbia in this respect are startling. Now we discover that Gonzaga University is packaging doctoral programs for delivery in British Columbia. We clearly need additional programs at this level, offered to British Columbia candidates, by British Columbia institutions, and within the context of British Columbia's educational problems and needs.

3. The market needs of British Columbia are not likely to be met by the proposed Ph.D. programs alone.

Each quality program proposed represents a modest move toward easing the needs of the British Columbia marketplace. Enrolments will be limited by the capacities of current resources of the three campuses, together with modest incremental growth proposals. Resulting graduations will ease the demand, but not alleviate it. Further new programs and extensions of existing ones will be needed in the future. Continuing collaboration among the three institutions will be needed to address the situation.

4. Each of the three Faculties will have adequate and unique capabilities to address the programs as proposed.

We are convinced each Faculty has an adequate corps of scholars with national and international reputations to mount programs, together with modest resource proposals submitted. In this respect, Faculties of Graduate Studies ensure credibility of human and physical resources through vigorous assessments and by teams of external evaluators.

5. Inter-faculty liaison, a circumstance common to the efforts of our three Faculties, has been, and will continue to be, encouraged and employed.

The three Faculties of Education continue to intensify their efforts with respect to collaboration regarding program development and implementation. During recent years notable examples of collaboration have occurred with respect to the training of Native Indian teachers, the stewardship of the David Thompson University Centre, and graduate programs at the Master's level. In fact, one Master's degree program in Educational Administration in the Kamloops area was delivered by Simon Fraser University to a clientele developed by the University of British Columbia.

This document reflects the three-way dialogue which has occurred with respect to the proposed Ph.D. programs. Furthermore, as programs are operationalized, every opportunity will be taken to have candidates engaged in seminars and workshops which have a tri-university flavour.

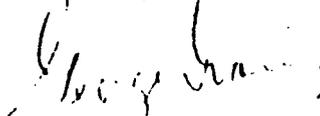
6. The costs of educating the potential Ph.D. candidates in the proposed programs will not be significantly different from what it would be if, indeed, it were possible to accommodate them in one program. In fact, making the total range of instructional talent available at one site would be markedly more expensive.

Enough human resources are available in each faculty to form the basic core to mount the proposed programs. Only minor staff additions and extra support services are involved. To provide the same range of opportunities in one institution would be costly and redundant.

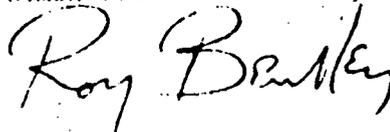
7. The three-site approach to establishing Ph.D. programs (a) offers diversity of approach and wider opportunities of choice for candidates, (b) employs a wide range of unique Faculty talents, (c) vitalizes both graduate and undergraduate programs at each university, and (d) enhances the search capabilities of each Faculty of Education.

We respectfully solicit your consideration of these conclusions. We have taken the liberty to append a copy of them to our respective proposals.

Yours truly,



I. George Ivany,
Dean of Education,
Simon Fraser University



Roy Bentley,
Dean of Education,
University of British Columbia



Arthur Kratzmann,
Dean of Education,
University of Victoria

cc Dr. J. Tuinman

18 FEB 23 1981
TELETYPE
UNIT

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

252 BLOOR STREET WEST, TORONTO, ONTARIO, CANADA M5S 1V6

TELEPHONE 923-6641
TELEX 06-217720

February 23, 1981

Dean Bryan P. Beirne
Office of Graduate Studies
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Dean Beirne:

I have reviewed the Ph.D. program proposal prepared by the SFU Faculty of Education as well as the c.v.'s and calendar copy which your office provided. What follows is my response to these materials in the light of the specific questions which you posed in your letter of 18 February 1981.

1. There is considerable academic expertise represented in the Faculty, but it is quite unevenly distributed. Relative to the proposed program, the general strength of the Curriculum Theory and Implementation group is certainly less impressive (relative to doctoral programs) than is the case in Educational Governance of Instructional Psychology. I received thirty-two curriculum vitae, and I would estimate that of these, fourteen would be eligible for membership in the Graduate School at the University of Toronto, 10 would not be eligible, and the remaining might or might not be, depending on additional information.*

I would, therefore, suggest that although there is enough expertise to mount the proposed program, (a) participation in the program should be limited to faculty with established research programs, and (b) enrolment should be limited--as is suggested in the proposal--to five or six a year.

2. I very much like the "apprenticeship" model as it is proposed by the Faculty of Education. It assumes, however, that the M.A. required for admission is closely related to the particular field to be pursued

.../2

*At the University of Toronto, there are two general criteria for membership in the Graduate School. These are (a) achievement in scholarship, and (b) creative professional achievement. In making the above estimates, I focussed on the former since it seemed more relevant to the kind of program being proposed.

by any given doctoral candidate. Otherwise, the candidate is simply not ready for the kind of apprenticeship implied by the proposal. Therefore, particular care will have to be taken in the evaluation of admission applications. Given such care, however, I would estimate that the program graduates will be of a quality comparable to those produced at the leading Canadian institutions in the field.

If the Faculty is really serious about research apprenticeship, it might offer its doctoral students some incentives. Perhaps, one of the comprehensive examinations could be waived for each article accepted in a refereed publication prior to the examinations themselves?

3. I think that there will be a continuing demand for the five or six students who will graduate from this program each year. I should add (a) that the present distribution of "foreign" doctorates is not evidence of future demand for "native" ones, and (b) that the increasing demand for doctoral qualifications at the colleges and in the schools is partly a self-fulfilling prophecy.

I believe that B.C. should offer a doctoral program of this type. Nevertheless, I think that in the long run, the SFU Faculty would be well-served if they explicitly distinguished the present proposal (and the intended outcomes of the proposed program) from the Ed.D. offering at UBC. The different degree designation is not self-explanatory, and no case is made in the present material that the "demand" is related specifically to the kind of program proposed.

4. I think that the proposed program will meet the stated objectives given my reservations about size and admission. The supervision and dissertation arrangements seem most satisfactory as do the areas for comprehensive examination. It is, of course, difficult to infer much from course descriptions, but those included in the new program certainly offer the possibility of significant intellectual experience.

I do have a few other comments to make. First, although the proposal stresses the need for Canadian or, indeed, British Columbian programs, it is not made clear how the "local" context is incorporated into the program itself. Second, I

would have liked to learn the extent to which the SFU Faculty resources outside the Faculty of Education could be brought to bear on this new program. Such a relationship is difficult to achieve, but it might be worth some consideration at this time. Needless to add, the value of the Faculty in Education to other SFU doctoral programs should also not be underestimated. Finally, I wonder whether or not this is an opportunity for a joint program between UBC and SFU? Given that such a program might be based at SFU--in order to avoid the crush due to sheer size--, British Columbia might then become a model for the more rational use of scarce academic resources. I recognize that such an arrangement is very difficult to realize in practice, but, again, I do think it is worth at least some consideration.

I hope that the above is of some assistance to you and your colleagues. I have tried to keep this letter brief, but I would be glad to supplement it with further details if you think that such additions would be useful to you. Looking forward to the excitement which this new program will bring to SFU, I remain,

Cordially,



Bernard J. Shapiro
Director

BJS:km

STANFORD UNIVERSITY
STANFORD, CALIFORNIA 94305

SCHOOL OF EDUCATION
Office of the Dean

2 March 1981

Dean Bryan P. Bierne
Graduate Studies
Simon Fraser University
Burnaby, B.C.
CANADA V5A 1S6

Dear Dean Beirne:

I think I may have acted hastily in agreeing to review the proposed Ph.D. program in Education for Simon Fraser. As I read the material you sent, I began to note the strong emphasis on meeting local need. My knowledge of the Canadian scene is limited to say the least. Therefore my overall judgment of the proposal is likely to be insufficiently attentive to at least one of your major goals; in particular, I am unable to comment on those aspects of the proposal that emphasize the importance of "preservation of a distinctive Canadian cultural identity". (On the other hand, it doesn't seem to me that the proposal addresses the question of meeting local requirements, except by potentially educating more people from the neighborhood. It isn't clear how the nature of their education is uniquely Canadian.)

Nevertheless, for whatever limited value they may have, here are some of my impressions:

- (a) The program of courses for doctoral study seems sound.
- (b) It appears that a sensitive assessment has been made of current strengths within the faculty. In particular, Appendix F represents a thoughtful delineation of areas in which the faculty would need to be strengthened to provide a program of appropriate scope.
- (c) I find the new course outlines, in general, to reflect current scholarship in the fields I know best, curriculum and governance. The work on "educational thought" seems also to be carefully and well prepared.
- (d) I have more questions about instructional psychology, but this field is also the one in which I am least knowledgeable. However, it is my impression that there have been major advances in what has come to be called cognitive psychology, represented by the work of Greeno, Cole, and, most particularly, Simon and Estes. These perspectives seem absent from the outline.

(e) Now for the most sensitive and perhaps the most negative aspect of my commentary: The education faculty at Simon Fraser seems to be well prepared academically and reasonably productive, at least in a quantitative sense. However, as I look at the list and study faculty resumes, I do not find that many of the professors are making strong and current contributions to their respective fields. They do not seem to be charting new territory or highlighting fundamental issues that are commanding the attention of their peers. One gets the impression (and it may be quite unfair from this distance) of an industrious group of highly committed people, few, if any, however, among the top half-dozen scholars internationally in their various fields of specialization.

To the extent that such a judgment is accurate, and to the extent that it is considered important in possibly approving the new degree, you may find it advisable to check this opinion by reviewing your own appointment and promotions files for the comments of external referees in the various specialties. Alternatively, you may wish to initiate a review to ascertain how each person ranks in his or her field. I consider the criterion of international preeminence to be of considerable significance in approving a new doctoral-level program and would hesitate to proceed without satisfying myself that at least, say, one fifth of the faculty is outstanding by this yardstick.

Sincerely,



J. Myron Atkin
Dean



Office of the President

MAR 02 1981
DEAN OF GRADUATE
STUDIES OFFICE

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February 26, 1981

Dean Bryan P. Beirne
Faculty of Graduate Studies
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Dean Beirne:

Re: Proposed Ph.D. Program in Education

Thank you for your letter and for forwarding to me copies of the proposal and supporting documentation.

This has been an enjoyable and a relatively easy assignment because (unlike my reaction on some other occasions when I have played a similar role at a number of other Canadian institutions) my conclusion is that the Faculty of Graduate Studies at Simon Fraser should endorse the proposal and that the Ph.D. Program in Education should begin as soon as possible.

I do have some observations and suggestions, but first I shall answer the questions you raised in your letter.

1. Yes. The members of the academic staff compare very well with my colleagues here who are involved in doctoral studies and with those I have met at OISE. I base this conclusion not only on a review of the curriculum vitae which you sent but also on what I have heard about the people whose names are listed on page 12 of the proposal and on my personal contacts with a good number of them.
2. Yes. In my view the graduate students will be receiving thorough preparation very comparable to what occurs at the leading institutions in these fields.
3. There is a very serious shortage at the present time of highly trained specialists in Education. Clearly, the need for Ph.D. graduates in the various programs is there and I predict that this need will continue. Also, the point must be made that in Education, as in other fields, there should be greater choice of graduate programs and at the present time the choice is limited.

February 26, 1981

4. I think so. The aim to integrate theory and practice is an important one but I suspect it will be a difficult one to accomplish.

As you can see I am very supportive of this proposal. May I offer some suggestions?

1. The concern for an interdisciplinary perspective should be reflected to a greater extent than I believe is the case in the proposed program. For example, shouldn't students be required to take some course work outside of Education. Don't make the mistake of trying to cover all of the program needs, especially in the foundations, in the Faculty of Education. Also I strongly recommend that at least for the first five years one member of each thesis supervisory committee should be from a faculty other than Education. Others have much to contribute and this is a good way of keeping interested parties outside of Education informed.
2. I think you will have to consider additional financial support for graduate students in the form of assistantships.
3. I am surprised that the library needs are minimal but I have never visited the library at Simon Fraser. What I know is that even at universities where the libraries are well established (e.g., University of Alberta and McGill) the introduction of a new program at the doctoral level inevitably results in substantial expenditures (therefore investment in the library).
4. Having a relatively small number of students will enable your faculty to exert a continuous check on the performance of the students. Do you really require comprehensive examinations which can sometimes be unnecessarily traumatic?

I hope this report is useful to you and to the decision making bodies at Simon Fraser.

Yours sincerely,



Myer Horowitz
President

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Dr. J. Munro	From J. Tuinman, Director
..... Vice-President, Academic Graduate Programs
..... Faculty of Education
Subject.....	Date..... June 2, 1981

I have studied the comments of the three external referees for the purpose of deciding whether further modifications of the Ph.D. program proposed by us are in order.

The purpose of this memorandum is to apprise you of my assessment of the referees' evaluation and subsequent changes in the proposal.

The referees are without exception individuals of eminent stature in the field. Their comments, therefore, cannot be taken lightly. I am heartened by their general support of the proposal. Some of their specific questions and criticisms have been dealt with as follows:

1. In the Calendar Description (Appendix IV) added emphasis has been placed on the fact that inclusion of a member of another faculty on the Supervising Committees will be strongly encouraged.
2. Appendix II has been added to the document, providing specific details on the interdisciplinary nature of the proposed degree and outlining the various ways in which other departments across campus are expected to be involved.
3. A policy statement has been added to the overview of members of the Faculty of Education specifying conditions under which members of faculty can be expected to be involved with Supervisory Committees (Appendix III). Similarly, the new course proposals (Appendix V), list the faculty members who are expected to teach the courses to be taught in the proposed programs.

I categorically, but without prejudice, reject the concept that Ph.D. programs can only exist where faculty meet the "top international 6" criterion. Moreover, S.F.U. does not know the concept of Graduate Faculty. Nevertheless, as a faculty we are aware that some of us are more suited to and interested in guiding the studies of Ph.D. students than are others.

Perhaps this was not communicated clearly enough to the external referees. I trust that this matter now has been dealt with satisfactorily.

I am grateful for the aid given by the external referees in strengthening the proposal. I trust that the above comments clarify how we have taken advantage of their advice.

