

SIMON FRASER UNIVERSITY

MEMORANDUM

5.76-195

To Members of Senate

From Office of the Dean of Graduate Studies

Subject Graduate Course Proposals -
Faculty of Education

Date December 21, 1976

MOTION: That Senate approve the following new courses in the Faculty of Education:

Educ 840 (Non-credit), Educ 841-3, Educ 845-3,
Educ 870-5, Educ 871-5 and Educ 872-5.

These courses were approved by the Senate Graduate Studies Committee on December 13, 1976 and the Executive Committee of the Senate Graduate Studies Committee on December 20, 1976.

Jon Wheatley

Jon Wheatley
Dean of Graduate Studies.

mm/

SIMON FRASER UNIVERSITY

GS. 76:26

MEMORANDUM

NOV 30 1976
DEAN OF GRADUATE
STUDIES OFFICE

To Dr. J. Wheatley
Dean of Graduate Studies
Subject New Graduate Course Proposals

From G. R. Eastwood
Director, Graduate Programs
Faculty of Education

Date November 26, 1976

RECEIVED
1976

New Graduate Course Proposals

- Educ 840-0 Graduate Seminar
- Educ 841-3 Graduate Seminar
- Educ 845-3 Special Topics

The courses for which proposal forms are attached have been formulated by the Faculty Graduate Programs Committees and approved by the Faculty. It is requested that they be advanced to Senate for approval and inclusion in the 1977-78 calendar.

G. R. Eastwood

GRE:mh

CALENDAR INFORMATION:

Department: Faculty of Education Course Number: Educ 840

Title: Graduate Seminar

Description: A regular seminar for all on campus graduate students designed to utilize faculty and visiting scholars

Credit Hours: 0 Vector: - Prerequisite(s) if any: -

To be offered on a Satisfactory/Unsatisfactory basis.

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 10-15 When will the course first be offered: 77:1

How often will the course be offered: Fall and Spring every year

3. JUSTIFICATION:

This seminar is designed to provide for graduate students a series of academic experiences to deepen and broaden their degree programs

4. RESOURCES:

Which Faculty member will normally teach the course: Director and Faculty

What are the budgetary implications of mounting the course: Nil

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: Date

Faculty Graduate Studies Committee: [Signature] Date 24/11/76

Faculty: [Signature] Date Nov 26/76

Senate Graduate Studies Committee: [Signature] Date 22 Dec 1976

Senate: Date

CALENDAR INFORMATION:

Department: Faculty of Education Course Number: Educ 841

Title: Graduate Seminar

Description: A regular seminar for all on campus graduate students designed to utilize faculty and visiting scholars

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

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 10-15 When will the course first be offered: 77:1

How often will the course be offered: Fall and Spring every year

3. JUSTIFICATION:

This seminar is designed to provide for graduate students a series of academic experiences to deepen and broaden their degree programs.

4. RESOURCES:

Which Faculty member will normally teach the course: Director and Faculty

What are the budgetary implications of mounting the course: Nil

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: Date

Faculty Graduate Studies Committee: [Signature] Date 24/11/76

Faculty: [Signature] Date 11/26/76

Senate Graduate Studies Committee: [Signature] Date 22 Dec 1976

Senate: Date

CALENDAR INFORMATION:

Department: Faculty of Education Course Number: Educ 845

Title: Special Topics

Description:

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

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 10-20 When will the course first be offered: 77:2

How often will the course be offered: Every Summer and possibly occasionally during the other semesters.

3. JUSTIFICATION:

The Faculty presently has two Special Topics courses approved but each carries 5 hours credit. There is an increasing need for Summer session courses for which 5 hours credit is not justifiable.

4. RESOURCES:

Which Faculty member will normally teach the course: Regular and Visiting Faculty

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: Date

Faculty Graduate Studies Committee: [Signature] Date 24-11-76

Faculty: [Signature] Date Nov 26/76

Senate Graduate Studies Committee: [Signature] Date 22 Dec 1976

Senate: Date

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Dean of Graduate Studies

From..... Director, Graduate Programs

..... Faculty of Education

Subject.....

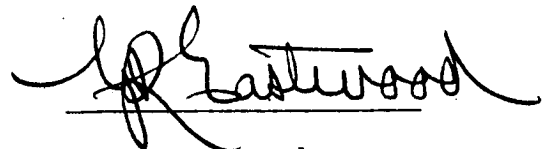
Date..... December 9, 1976

The attached set of new course proposals has been approved by the Faculty Graduate Programs Committee and the Faculty of Education.

A rationale and justification for each course is included in the form and the attached documents.

Our School Counselling Program has been in operation since September, 1975 and has been carefully reviewed. The courses proposed herein have been offered previously on an experimental basis and have now been revised.

Will you please advance these to the Senate Committee and Senate.



G. R. Eastwood

GRE:mh

Attachments:

SIMON FRASER UNIVERSITY

MEMORANDUM

To Dr Gordon Eastwood

From Barry Cooke

Subject New Course Proposals - Educ. 870, 871,
Educ. 872

Date 1 December 1976

Enclosed are three new course proposals with accompanying documentation. As you know faculty has confirmed these course proposals, Educ. 870, 871, and 872 at its special of Monday, November 29, 1976.

Your signature and the addition of faculty vitae will, I gather, complete the package for forwarding through appropriate channels for Senate approval.

So that there is no question about possible course overlap with other faculties or departments in these proposals, I have talked with Dr Marilyn Bowman chairperson of the clinical group in the Department of Psychology about Educ. 872 Educational Assessment. She has assured me that our course, targeted for secondary school counsellors does not duplicate their offering in Assessment.

I have also spoken to Dr Karl Peter of the Sociology Department who assures me that our proposal Educ. 871 Studies in Family - School Interaction does not duplicate their offering in Sociology of the Family.

Memos from representatives of these departments indicating the above to be true have been requested and will follow.

Educ. 870 Introduction to School Counselling Psychology is of course, not a duplication of a presently offered course in this University. Counselling Psychology is in fact a separate subject from clinical psychology and that is reflected, for instance, in the divisional grouping of the American Psychological Association and the Canadian Psychological Association.

GENERAL INFORMATION:

Department: Education Course Number: Educ. 870

Title: Introduction to School Counselling Psychology

Description: The course will focus on philosophical and historical foundations of school counselling, developmental stages in the context of formal schooling, effective counselling intervention in school behavior problems, theories of motivation, readiness and competency in educational counselling.

Credit Hours: 5 Vector: _____ Prerequisite(s) if any: admission to the Counselling Program or permission of Instructor

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 15 When will the course first be offered: 1977-3

How often will the course be offered: Once a year Fall Semester

3. JUSTIFICATION:

School counsellors should, in the context of their school counselling interventions, be familiar with the theoretical foundations in human growth and development. As well, they should be familiar with various counselling styles and their theoretical underpinnings in order to broaden their repertoire of strategies to deal with the adolescent student in the school.

4. RESOURCES:

Which Faculty member will normally teach the course: Cooke, Martin, Marx

What are the budgetary implications of mounting the course: none

Are there sufficient Library resources (append details): By and large, with addition of some ten volumes not held by library currently, or missing.

- 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 2 Dec 1976

Faculty: [Signature] Date 8/12/76

Senate Graduate Studies Committee: [Signature] Date 22 Dec 1976

Senate: _____ Date _____

NEW COURSE PROPOSAL

Title: Educ. 870-5 Introduction to School Counselling Psychology

Credit: 5 hours

Commencement: 1977-3 First year - Fall Semester

(Cooke, Martin, Marx)

Rationale: School counsellors should, in the context of their school counselling interventions, be familiar with the theoretical foundations in human growth and development. As well, they should be familiar with various counselling styles and their theoretical underpinnings in order to broaden their repertoire of strategies to deal with the adolescent student in the school.

Description: The course will deal with issues such as:

Unit I

1. Philosophical and historical foundations of school counselling.
2. Sources (cognitive, behavioral, phenomenological) of counselling models.
3. Steps in the counselling process - setting goals
 - interviewing procedures, etc.
 - evaluation

Unit II

1. Developmental life stages and appropriate counselling intervention in the school.
2. Diagnostic information processing
3. Skills in counselling persons with specific difficulties in the school. e.g. depressed, unmotivated, excessively aggressive or delinquent behavior.

Unit III

1. Counselling in the institutional (school) context.
 - constraints from the standpoint of administration
 - opportunities from the standpoint of administration
2. Counselling in conjunction with teaching.
 - counsellor-teacher interaction
 - referral procedures
3. Components of a personal comprehensive theory of counselling.
 - human growth and development
 - general function, motivational constructs
 - health and pathology
 - theories of readiness, change and competency
 - the counsellors own mental health.

Unit IV Microcounselling Laboratory. Video-based program. Basic Attending Skills: An Introduction to Microcounselling and Helping. (Allen E. Ivey, Norma, B. Gluckstern. Microtraining Associates, Inc. Amherst, Mass.)

Procedures: Lecture followed by discussion. Preparation of response paper by students. Reading for each session will be done in advance by all students.

Videotape and film demonstrations of school counselling will be used.

Bibliography:

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GENERAL INFORMATION:

Department: Education Course Number: Educ. 871

Title: Studies in Family - School Interaction

Description: The course will focus on the history of family development, parental expectations of formal schooling, the family in the community school movement, methods of initiating parent-teacher interaction in curriculum development, consulting practices to resolve parent-teenager disagreements in course choice, academic goals and career plans as well as behavioral norms and values.

Credit Hours: 5 Vector: _____ Prerequisite(s) if any: Admission to the Counselling Program or permission of Instructor

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 15 When will the course first be offered: 1978-3

How often will the course be offered: Once a year Fall Semesters

3. JUSTIFICATION:

The course is based on two phenomena currently observable in our culture. First, family disturbance and dysfunction seriously affects some pupils academic or school performance. Second, counsellors are often asked to consult with one or both parents when teachers and/or school administrators suspect that a pupil's poor performance is directly attributable to home difficulties. It is important that the counsellor has some understanding of family structures, communication patterns between parents and children and methods of assisting in the resolution of communicational conflict. He/She should also know when and how to refer families where more intensive psychotherapeutic intervention is necessary.

4. RESOURCES:

Which Faculty member will normally teach the course: Cooke, Wyatt

What are the budgetary implications of mounting the course: none

Are there sufficient Library resources (append details): In process, several volumes and one journal now on order.

- 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 2 Dec 1976

Faculty: [Signature] Date 8/12/76

Senate Graduate Studies Committee: [Signature] Date 22 Dec 1976

Senate: _____ Date _____

NEW COURSE PROPOSAL

Title: Educ. 871-5 Studies in Family - School Interaction

Credit: 5 hours

Commencement: 1978-3, Second Year - Fall Semester

Cooke
Wyatt

Rationale: The course is based on two phenomena currently observable in our culture. First, family disturbance and dysfunction seriously affects some pupils academic or school performance. Second, counsellors are often asked to consult with one or both parents when teachers and/or school administrators suspect that a pupil's poor performance is directly attributable to home difficulties. It is important that the counsellor has some understanding of family structures, communication patterns between parents and children and methods of assisting in the resolution of communicational conflict. They should also know when and how to refer families where more intensive psychotherapeutic intervention is necessary.

Description: The course will focus on the history of family development, parental expectations of formal schooling, the family in the community school movement, methods of initiating parent-teacher interaction in curriculum development, consulting practices to resolve parent-teenager disagreements in course choice, academic goals and career plans as well as behavioral norms and values. By use of simulation, students will practice parent and family interviewing, will read in the areas of family interviewing and Family Life Education. Students will also do a case history on their own natal families in the interest of understanding their own values and beliefs with regard to "ideal" family life.

Evaluation: A major paper on one of several prescribed aspects of family structure and process will be required. In addition students will audio or video tape two counselling sessions; one with a parent and son or daughter, one with a full family.

Bibliography:

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Satir V. Peoplemaking. Palo Alto: Science and Behavior Books, 1976.

Toman W. Family Constellations. Springer Publishing Co., 1974.

LINDAR INFORMATION:

Department: Education

Course Number: Educ. 872

Title: Educational Assessment

Description: The course will include chronological development of the educational testing and restrictions) application of statistics in test construction, reading reports and assessing test manuals, examination of specific tests of interest, achievement intelligence and aptitude. Attention will be given to communication of test results to pupils, report writing and referral processes.
Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

Admission to the Counselling Program or permission of the Instructor

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 15 When will the course first be offered: 1979-1

How often will the course be offered: Once a year Spring Semester

3. JUSTIFICATION:

School Counsellors are normally required to assess individual students in the context of their academic potential and achievement, course choices and career aspirations. While interviewing is the foundational method of securing information, tests can add significantly to the pupils information upon which they may make ultimate career decisions. Tests are also valuable in adding to pupil's understanding of their own personality characteristics, cognitive style, self concept, etc., - areas related to the advisable consistency between life style and vocational choice.

4. RESOURCES:

Which Faculty member will normally teach the course: Marx, Martin, Shapson

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: _____ Date _____

Faculty Graduate Studies Committee: J.P. Eastwood Date 2 Dec 1976

Faculty: Alton McCloskey Date 8/12/76

Senate Graduate Studies Committee: Jon Ulatky Date 22 Dec 1976

Senate: _____ Date _____

NEW COURSE PROPOSAL

Title: 872-5 Educational Assessment

Credit: 5 hours

Commencement: 1979-1 Second year - Spring Semester

(Marx, Martin, Shapson)

Rationale: School counsellors are normally required to assess individual students in the context of their academic potential and achievement, course choices and career aspirations. While interviewing is the foundational method of securing information, tests can add significantly to the pupils information upon which they may make ultimate career decisions. Tests are also valuable in adding to pupil's understanding of their own personality characteristics, cognitive style, self concept, etc., - areas related to the advisable consistency between life style and vocational choice.

Description: The course will include chronological development of the educational testing movement, test quality assessment, classification of tests (rationale for use and restrictions) application of statistics in test construction, reading reports and assessing test manuals.

Specific tests of general ability, intelligence, interest achievement and personality will be examined and some tests will be taken by course members to establish their own test profiles.

Attention will be given to methods of communicating results in a helpful way to pupils.

Report writing style, content, and comprehensiveness will be included in the course.

Attention will be given to guidance practices, and the referral process in which students may be assessed by agencies outside the school. (e.g. Manpower, The K Centre, School District Special Services.)

Evaluation: Students will be expected to be able to administer and score some tests. They will also be expected to demonstrate expertise in test interpretation and personality profile report writing and referral procedures.

Final examination.

Bibliography:

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CURRICULUM VITAE

Ag. 175

NAME:

Barry F.H. Cooke
1251 Riverside Drive, North Vancouver, B.C.
(Phone 929-2842, 879-5788)

AGE:

43

MARITAL STATUS:

Married, Sharon
3 children, Sharyl 16, Jennifer 14, Jill 12

DEGREES:

1951-1954	B.A.	Victoria College, University of Toronto
1954-1957	B.D.	Emmanuel College, University of Toronto
1957-1958 & 1959-1960	S.T.M.	Ordination, United Church of Canada Boston University, Master's Degree in Psychology and Counselling
1967-1973	Ph.D.	University of Toronto (Ontario Institute for Studies in Education) Applied Psychology: Counsellor Education Major: Counselling Psychology Minor: Educational Psychology Second Minor: Sociology of Education Thesis: Comparison of movement and verbalization in facilitation of intimacy between group members.

CLINICAL AND COUNSELLING TRAINING - full time

1957	6 weeks - Hamilton Sanitarium (McMaster University Program)
1959	3 months - Boston State Hospital (Boston University Program)
1960	1½ years - Medical College of Virginia Hospital - Richmond (Council for Clinical Training, U.S.A.)

CLINICAL TRAINING - part time

1957-1958	8 months - Boston State Hospital (Boston University Program)
1959-1960	8 months - Boston State Hospital (Boston University Program)

PASTORAL EXPERIENCE

1951-1956	Lawrence Park Community Church, Toronto Fred Victor Mission, Toronto Eaton Memorial Church, Toronto Hay River, Northwest Territories
1957-1958	Federated Church, Ayer, Massachusetts
1959-1961	Jamaica Plains Community Church, Boston, Massachusetts
1963-1965	Blue Ridge Episcopal Parish, Virginia, U.S.A. Woodgreen United Church, Toronto (detached youth project - downtown Toronto)

OTHER GENERAL EXPERIENCE

- 1959-1960 Danielsen Fellow, Boston University - project in rehabilitation of released prisoners through local churches and social service agencies.
- 1951-1957 University Naval Training Division
University Air Force Training (Chaplaincy)
Frontier College - Laborer teacher - Northern Ontario Lumber Camps (teaching Canadian History and English to new Canadians)
Mission Fields - Alberta and Hay River, Northwest Territories
- 1967-1970 The Ontario Institute for Studies in Education
Clarke Institute of Psychiatry (summer internship)
Child and Family Outpatients Dept., child assessment and family therapy, testing for brain damage associated with learning disabilities

ADMINISTRATIVE EXPERIENCE

- 1962 Chairman, Department of Pastoral Service, San Francisco Council of Churches - treatment planning for emotionally disturbed children and teenagers
- 1965-1970 Toronto Institute for Pastoral Training - Director of Training and then Executive Director

CLINICAL, TEACHING, SUPERVISORIAL, COUNSELLING AND RESEARCH EXPERIENCE

- 1958-1959 Brixton Prison Psychiatric Unit, England, recidivist research, psychological assessment of prisoners remanded for "state of mind" reports
- 1959-1961 Medical College of Virginia Hospital, Richmond, Va. clinical internship and supervision of clinical training of theological and social work students
- 1961-1963 Edgewood Residential Treatment Centre, San Francisco, Cal. chaplain and member of treatment staff for emotionally disturbed and delinquent teen-agers and dysfunctional families
- 1963-1965 Woodgreen Church, Toronto assistant minister with specific responsibility for a street project with detached or alienated youth, and supervision of students working in the street project
- 1964-1967 Ontario Department of Reform Institutions, Brown Clinic, Mimico part-time chaplaincy and group therapy leadership for young offenders
- 1965-1970 Leadership of psychotherapy workshops and ongoing group therapy sessions in association with psychiatrists and other clinicians
Director of Training, the Toronto Institute for Pastoral Training
Co-ordinating Chaplain, Toronto General Hospital patient care, supervision of students in clinical pastoral training, conducting of seminars for other helping professionals, i.e. doctors, social workers, etc.

1969-1971

The Ontario Institute for Studies in Education

Practicum supervision of M. Ed. candidates in counselling psychology. Supervision of this practicum involved my close contact with the schools to which students were assigned as counsellors. Negotiating field placements with school authorities and ongoing maintenance of diplomatic relations between our department and school administrations were vital parts of my supervisory work.

1969-1970

Lecturer, course in "Small Group Processes" and "Theories and Styles of Counselling and Psychotherapy".

1969-1970

Summer, 1973

Faculty of Education, University of Toronto

Supervisor of school counselling practicums

Communications group leader

Lecturer, course in "Child and Adolescent Development"

1969-1972

Innis College, University of Toronto

co-ordinator of course: "Contemporary Social Issues" (Independent study program for Arts students)

1971-1972

Private Practice (part-time) Personal and Family Counselling

August, 1972 - 74

The Pastoral Institute of British Columbia

Director of Pastoral Counselling and Counsellor Education
2950 Laurel Street, Vancouver, B.C. V5Z 3T3

July 1, 1974 -

Associate Professor, Counselling and Human Relations, Simon Fraser University, Faculty of Education, Burnaby 2, B.C., V5A 1S6.

Curriculum Vitae

Jack Franklin Martin

Born: October 18, 1950 at Ponok, Alberta

Citizenship: Canadian

Married - no children

Education: B.A. with distinction - University of Alberta
M.Ed. - University of Alberta
Ph.D. in Social Psychology - University of Alberta

Previous Appointments:

1972-1974: Research Associate - University of Alberta
1973-1975: Assistant to the Editor - Alberta Journal of Educational Research
1974-1975: Lecturer in Educational Psychology - University of Alberta
1974-1975: Director of Remedial Education - Child Development Centre, Edmonton, Alberta

Publications:

Relationship between neuroticism and academic attainment. Alberta Journal of Educational Research, 1972, 18, 259-266.
Verbal behavior: An experimental analysis. Journal of General Psychology, 1975, in press.
Controlled versus natural settings: Some implications for behavioral analysis and change in classroom situations. Alberta Journal of Educational Research, 1975, 21, in press.

Current Writing:

An explanation of verbal behavior in terms of contingencies of reinforcement. (paper)
Thought operants: The perspective of radical behaviorism. (paper)
The scientific content of psychoanalysis. (book)

Additional Information:

In the course of my work on structure, process and learning outcomes in the classroom, I have delivered papers at several academic meetings including a paper entitled "Defensive behavior in small groups." at the ninth annual meetings of the Canadian Sociological and Anthropological Association held in Toronto, 1974.

Vita: Ronald William Marx
Stanford Center for Research and
Development in Teaching
School of Education
Stanford, California 94305
(415) 497-3695

Personal Data

Born: October 16, 1945, Detroit, Michigan
Marital Status: Married, one child

Education

1960-1963 Fairfax High School, Los Angeles, California
1964-1967 California State University, Northridge
1967-1968 Uppsala University, Uppsala, Sweden
(California State International Programs)
1968-1971 California State University, Northridge
1971- Stanford University

Degrees

1969 California State University, Northridge
Experimental Psychology B.A.
1971 California State University, Northridge
School Psychology M.A.
(1975) Stanford University
Educational Psychology and
Child Development Ph.D

Credentials

State of California
Life Credential, Pupil Personnel Services: School Psychology
Community College Teaching Credential: Psychology

Professional Experience

1966-1967 Child Care Teacher, Los Angeles City Schools
1969-1971 Graduate Teaching Assistant, Department of Psychology
California State University, Northridge
Experimental Psychology
1969-1971 School Psychology Intern
Simi Unified School District, Simi, California
Fillmore Unified School District, Fillmore, California
1970 Research Assistant, Department of Psychology
(Summer) California State University, Northridge
1971 Research Consultant, Department of Psychology
(Summer) California State University, Northridge

- 1971 Psychological Assistant, Behavior Therapy Consultants
(summer) Tarzana, California
- 1971-1974 Research Assistant, Stanford Center for Research and Development
in Teaching, School of Education,
Stanford University
- 1973-1974 Instructor of Psychology, College of San Mateo, San Mateo, Calif.
- 1974-1975 Senior Research Assistant, Stanford Center for Research and
Development in Teaching, School of Education, Stanford
University
- 1975 Teaching and Research Assistant, Far West Laboratory for Educational
Research and Development, San Francisco, California

Consulting

American Institutes for Research, Palo Alto, California. Planning
of an evaluation program for the American Institute for Char-
acter Education's elementary school curriculum.

Spectra Medical System, Palo Alto, California. Evaluation of a
trial run of a computerized nurses' station. Report entitled
"The Attitudes and Expectations of a Sample of the Mary's Help
Hospital Staff to the Introduction of an Automated Records
System."

Cytanovich Reading Center, Palo Alto, California. Psycho-educational
diagnosis.

Fremont Unified School District, Fremont, California. Staff Act
evaluation.

National Institute of Education. Planning Conference on Studies in
Teaching. Assistant to the Chairperson for Panel on Teaching as
Clinical Information Processing.

Academic Honors

Student Body President, California State International Program
in Sweden, 1967-1968

Cum Laude graduate (B.A.)

Delmar Nicks Award for Academic Excellence: Outstanding Graduate
Student, Department of Psychology, California State
University, Northridge, 1971.

Cumco Fellowship, School of Education, Stanford University, 1973.

Professional Societies

Psi Chi, National Honor Society in Psychology
Student in Psychology: American Psychological Association
American Educational Research Association
Society for Research in Child Development
National Society for the Study of Education

Publications (by year)

- Smith, P. A., & Marx, R. W. The factor structure of the revised edition of the Illinois Test of Psycholinguistic Abilities. Psychology in the Schools, 1971, 8, 349-356.
- Smith, P. A., & Marx, R. W. Some cautions on the use of the Frostig Test: A factor analytic study. Journal of Learning Disabilities, June/July, 1972.
- Whitmore, J. R., Crist, J. L., & Marx, R. W. An experimental in-service teacher education program for distressed elementary schools. (Stanford Center for Research and Development in Teaching, Research and Development Memorandum No. 117), Stanford University, 1974. (ED 087 777)
- Marx, R. W., & Crist, J. L. Effective reinforcement for achievement behaviors in minority children: Summary of research. (Stanford Center for Research and Development in Teaching, Research and Development Memorandum), Stanford University, in press.
- Marx, R. W., & Winne, P. H. Self-concept in low SES black children: Implications for educational programs. Integrated Education, in press, 1975.
- Crist, J. L., Marx, R. W., Whitmore, J. R., & Sears, P. S. Effective reinforcement for achievement behaviors in minority children: The second and third years. (Stanford Center for Research and Development in Teaching, Technical Report), Stanford University, forthcoming.
- Marx, R. W., & Peterson, P. L. Test manual: Sears Self-Concept Inventory. (Stanford Center for Research and Development in Teaching, Research and Development Memorandum), Stanford University, forthcoming.

Papers (by year)

- Larson, R. D., & Marx, R. W. Differences in humor appreciation between homosexual and "straight" males. Paper read at the Symposium on the Social Aspects of Humor: Recent Research and Theory. Western Psychological Association Meeting. June, 1969, Vancouver, British Columbia.
- Marx, R. W., Gottfurcht, J. L., Weld, G. A., & Smith, P. A. The development and use of the Student Self Evaluation Scale. Paper read at the California State Psychological Association Meeting, January, 1971, Coronado, California.
- Gottfurcht, J. W., Marx, R. W., Weld, G. A., & Smith, P. A. A student self evaluation scale for use in affective education programs. Paper read at the California Association of School Psychologist and Psychometrists Meeting. March, 1971, San Francisco, California.
- Smith, P. A., & Marx, R. W. A factor analytic look at the new Illinois Test of Psycholinguistic Abilities. Paper read at the California State Psychological Association Meeting. January, 1971, Coronado, California.
- Smith, P. A., & Marx, R. W. Training in field research at the MA level. Paper read at the Symposium on Research Training for School Psychologists: What Place in the Graduate Curriculum? National Association of School Psychologists Meeting. March, 1971, San Francisco, California.
- Smith, P. A., Marx, R. W., & Stewart, A. Sources of learning disability: A factor analytic study. Paper read at the International Symposium of Learning Disabilities IV. October, 1973, San Diego, California.
- Marx, R. W., & Winne, P. H. A validation study of self-concept in low SES black children with implications for educational programs. Paper read at the American Educational Research Association Meeting, April, 1974, Chicago, Illinois.

October 1974

ADDENDUM - January, 1975

Marx, R. W., & Peterson, P. L. The nature of teacher planning and decision making. Paper to be presented at the meetings of the American Educational Research Association, April, 1975, Washington, D.C.

Marx, R. W., & Smith, P. A. Further evidence on the single factor nature of the Frostig test. Paper to be presented at the meetings of the Western Psychological Association, April, 1975, Sacramento, Calif.

Taylor, T. D., Winne, P. H., & Marx, R. W. Sample specificity of self-concept instruments. Paper to be presented at the meetings of the Society for Research in Child Development, April, 1975, Denver, Colorado.

Papers Submitted for Publication

Winne, P. H. & Marx, R. W. Causal models relating self-concept and achievement: A note on Anderson and Evans.

Winne, P. H. & Marx, R. W. Construct validation of self-concept instruments: Problems of sampling and interpretation.

CURR E C U L U M V I T A E

Name: Stanley M. Shapson

Present Position: Research Associate,
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Toronto, Ontario. M5T 1P6
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Home Address: 416 Castlefield Ave.,
Toronto, Ontario. M5N 1L5
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Date of Birth: March 29, 1945, Montreal, Quebec.

Marital Status: Married, one child

Education: 1966, B.Sc. (Mathematics-Psychology)
McGill University, Montreal, Quebec.
1969, M.A. (Developmental Psychology)
York University, Toronto, Ontario.
1973, Ph.D. (Developmental Psychology)
York University, Toronto, Ontario.

Professional Experience:

- 1968-1969 - Research Assistant (for Dr. H. Doan)
Department of Psychology, York University.
Research on strategies used in discrimination learning by (retarded & regular school) children.
- 1969 (May - Psychological Intern,
to Sept.) Mental Retardation Centre, Toronto, Ontario.
Developing and carrying out behaviour modification classroom project for retarded children.
- 1969-1970 - Teaching Assistant,
& Department of Psychology, York University.
1970-1971 Instructor for course: Research Design and Statistical Analysis.
- 1971-1972 - Research Assistant,
Educational Research Services,
Board of Education for the Borough of North York.
- 1972- - Research Associate,
Research Department,
The Board of Education for the City of Toronto.

Other Related Experience:

1967-1968 - Group Social Worker with adolescents
(Part-time) St. Laurent Neighbourhood
Association (Red Feather)
St. Laurent, Quebec.

1965-1968 - (Summers)-Supervisory Staff, Social
Welfare Camp, Petit Lac Long, Quebec
Responsibilities for supervising
programmes, staff and campers.

Awards:

1968-1969 - Ontario Graduate Fellowship
1969-1970 - Canada Council Doctoral Fellowship
1970-1971 - Canada Council Doctoral Fellowship

Professional Affiliations:

American Educational Research Association
Association of Educational Researchers of Ontario

Publications:

Shapson, S. M. Influence of field independence-field dependence and sex
on the effectiveness of verbal reinforcement combinations.
Master's Thesis, York University, 1969.

Baker, I. G., Stanish, B., & Shapson, S. M. A token economy for
classroom control of retardates. Ontario Psychologist, 1971,
2, pp. 149-159.

Shapson, S. M., Crawford, P., & Virgin, A. E. An examination of the
relationship between grade repetition and self-concept.
Toronto: The Board of Education for the Borough of North York,
Educational Research Services, July, 1971.

Shapson, S. M., & Crawford, P. A further examination of an instrument
developed to measure self-esteem of slow learners at Yorkdale
Secondary School. Toronto: The Board of Education for the
Borough of North York, Educational Research Services, September,
1971.

Shapson, S. M., Virgin, A. E., & Crawford, P. Development of an
instrument to measure self-concept in schools. Toronto: The
Board of Education for the Borough of North York, Educational
Research Services, October, 1971.

Shapson, S. M. North York norms on the wide range achievement test.
Toronto: The Board of Education for the Borough of North York,
Educational Research Services, January, 1972.

Shapson, S. M. Analysis of special learning disabilities data.
Toronto: The Board of Education for the Borough of North York,
Educational Research Services, March, 1972.

Shapson, S. M. Some North York norms for the Canadian Tests of Basic Skills and the Metropolitan Achievement Test. Toronto: The Board of Education for the Borough of North York, Educational Research Services, December, 1972.

Shapson, S. M. Optimum class size? A review of the literature. Toronto: The Board of Education for the City of Toronto, Research Department, 1972 (#114). Reprinted in Ontario Education, 1973, 2 (13).

Shapson, S. M. Hypothesis testing and cognitive style in children. Ph.D. Dissertation, York University, 1973.

Wyman, B., & Shapson, S. M. Data analysis handbook. Toronto: The Board of Education for the City of Toronto, Research Department, 1973 (#115T).

Shapson, S. M., & Purbhoo, M. Second language programmes for young children. Toronto: The Board of Education for the City of Toronto, Research Department, 1974 (#122).

Papers Presented:

The Relationship Between Grade Repetition and Self-Concept. Paper presented at the annual meeting of the Ontario Educational Research Council, Toronto, December, 1971.

Research on Class Size. Presented at the research night meeting of Phi Delta Kappan (University of Toronto Chapter), February, 1973.

Studies in Progress:

Evaluation of an experimental transition programme in Italian for young children.

The effects of class size: a longitudinal study (contract from the Ontario Ministry of Education)

Individual differences and French immersion programme.

A follow-up study of a "crash" reading programme.

References

Dr. E. N. Wright
Director of Research
Board of Education for the City of Toronto
155 College Street
Toronto, Ontario.

Dr. A. E. Virgin, Coordinator,
Department of Educational Research Services
Board of Education for the Borough of North York
15 Oakburn Crescent
Willowdale, Ontario.

Dr. H. Dean
Department of Psychology
York University
4700 Keele Street
Downsview, Ontario.

Dr. J. Gaito
Department of Psychology
York University
4700 Keele Street
Downsview, Ontario.

Dr. J. Pascual-Leone
Department of Psychology
York University, 4700 Keele St.
Downsview, Ontario

June Deborah Wyatt
Faculty of Education
Instructor
April 9, 1946
New York, N.Y., U.S.A.
Canadian landed immigrant.

Educational Background

Union Graduate School, Ph.D. candidate, 1971-present.
Brown University, all course work and examinations for Ph.D. 1969.
M.A. in Anthropology, 1968.
Brooklyn College, B.A., 1966.

Previous Employment

Simon Fraser University, Faculty of Education, Instructor, Sept 1973.
University of Victoria, Faculty of Education, Visiting Lecturer,
Sept 1972- May 1973.

Nicola Valley Indian History Project, O.F.Y., Co-director, June-
August 1972.

Nicola Valley Indian Education Committee, (First Citizens fund,
Merritt School Board) Consultant, Sept '71-May '72.

State University of New York, College at Potsdam, Instructor in
Anthropology, Sept. 1970- June 1971.

Rhode Island School of Design, Visiting Lecturer in Anthropology,
Sept 1969- June 1970.

Plimoth Plantation, Curriculum consultant (social studies), June-
August 1968.

Brown University, Teaching Assistant, Sept 1967- June 1968.

Franconia College, Instructor in Anthropology, June-August 1966.

Awards

National Defense Education Act Fellowship, U.S. Office of Education,
1968-69

University Fellowship, Brown University, 1966-67.

New York State Regents' Scholarship, 1962-66.

References

Prof. Roy Fairfield, Director, Union Graduate School, Antioch College
Yellow Springs, Ohio.

Prof. R. King, Faculty of Education, University of Victoria

Mr. R. Sterling, Acting Director, Indian Education Resources
Center, U.B.C.

31 Decem. 1973

June Wyatt
Faculty of Education

8. Committee Service

October 1973, Senate Committee on Scholarships, Awards
and Bursaries

9. Awards

December 1973, President's Research Grant for a study of
the Mt. Currie School