

SIMON FRASER UNIVERSITY

S.80-43

MEMORANDUM

To *Members of Senate*

From *Office of the Dean of Graduate Studies*

Subject *New Graduate Course Proposals -
Faculty of Education*

Date *March 19, 1980*

MOTION: *That Senate approve the following new
graduate course proposals in the Faculty
of Education:*

*Educ 829-5 Theoretical Foundations of Learning
Disabilities*

Educ 830-5 Implementation of School Programs

Educ 873-5 Vocational Counselling

*These courses were approved by the Executive Committee, Senate
Graduate Studies Committee, on March 17, 1980.*

*Bryan P. Beirne
Dean of Graduate Studies*

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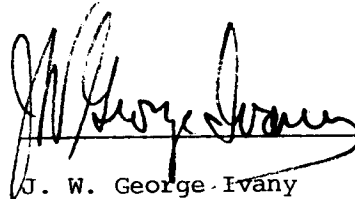
SIMON FRASER UNIVERSITY

MEMORANDUM

To..... B. Beirne.....
..... Dean of Graduate Studies.....
Subject..... New Graduate Course Proposals.....

From..... J. W. George Ivany.....
..... Dean of Education.....
Date..... February 25, 1980.....

The Faculty of Education approved at its meeting today the attached New Graduate Courses. Please forward these to Senate for consideration.

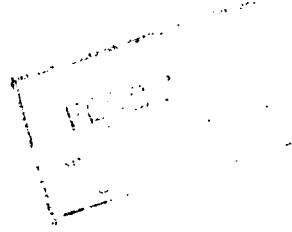

J. W. George Ivany

JWGI:mh

Attachments

RECEIVED

REGISTRATION'S OFFICE
MAIL DESK



GPC 80-7
Form GS.8
FE80-5

CALENDAR INFORMATION:

Department: Education Course Number: 829Title: Theoretical Foundations of Learning DisabilitiesDescription: See attachedCredit Hours: 5 Vector: 2-0-3 Prerequisite(s) if any: Educ 422
(or, equivalent)

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 15 When will the course first be offered: 1980-3How often will the course be offered: Once yearly

3. JUSTIFICATION:

This course is designed to provide basic substantive knowledge to
graduate students in Learning Disabilities. Together with Educ. 811
which is field work in Learning Disabilities, it provides the
pivotal experience in the Learning Disabilities graduate program.

4. RESOURCES:

Which Faculty member will normally teach the course: Dr. B. Wong; Dr. L. M. Prock

What are the budgetary implications of mounting the course: _____

No extraordinary cost.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 } N. Nalor-Corn Date Jan 28, 1980
Faculty Graduate Studies Committee: } W. George Date 80-2-25
Faculty: W. George Date 80-2-25
Senate Graduate Studies Committee: Peter Baum Date 17 Feb 80
Senate: _____ Date _____

Course description

In this course, selective issues important and current in the learning disabilities field are examined in depth. The objective is to enable students to master a significant body of knowledge of the literature in the learning disabilities field, and to identify areas of interest for their eventual thesis research.

Course Outline

Objective:

That students master a significant body of knowledge of the literature in the learning disabilities field.

Contents:

Issues for discussion in the seminar include the following:
Conceptual problems in Learning Disabilities;
Research Problems in Learning Disabilities and the Role of Theories in L.D. Research;
Cognitive Deficits I: Attentional Problems;
Cognitive Deficits II: Memory Problems;
Metacognition and Learning Disabilities;
Comprehension Problems;
Language/Communication Problems and Social Aspects of L.D.;
The Relevance of Cognitive Behavior Modification to Learning Disabilities.
Juvenile Delinquency and Learning Disabilities; and
Others that the Instructor may add from year to year.

Readings:

Provided by the instructor.

This course was twice offered on an experimental basis as Ed. 809-5 by Dr. B. Wong in 1978-3 and 1979-3 and student evaluations indicated it was well received.

Competence of the Faculty Member to give the course

Dr. B. Wong holds an Ed.D. degree in Special Education with emphasis on Learning Disabilities. She publishes in Journal of Learning Disabilities, Learning Disability Quarterly and Exceptional Education. She is currently on the editorial boards of Learning Disability Quarterly and B.C. Journal of Special Education.

Dr. Leone Prock was responsible for the introduction of the undergraduate program in learning disabilities at SFU, and together with Dr. Wong developed the SFU graduate emphasis in LD. The graduate program offers two courses in the field of LD: the present proposal (formerly Educ. 809-5) and Educ. 811-5 (Field Studies in LD). Educ. 811 is currently being offered for the second time by Dr. Prock.

In future years the teaching responsibilities of Drs. Prock & Wong vis-a-vis Educ. 811 and Educ. 829 may be exchanged.

Education 829: Theoretical Foundations of Learning Disabilities

Bibliography: Sample
(i.e., References assigned for Educ. 809, 1978-3)

Anderson & Halcomb: Learning Disabilities/MBD Syndrome, 1976.

Bryan & Bryan: Understanding Learning Disabilities, 1979.

Cruickshank & Hallahan: Perceptual and Learning Disabilities in Children,
(Volumes 1 & 2), 1975.

Hallahan & Cruickshank: Psychoeducational Foundations of Learning Disabilities,
1973.

Kauffman & Hallahan: Teaching Children with Learning Disabilities:
Personal Perspectives, 1976.

Knights & Bakker: Neuropsychology of Learning Disabilities, 1975.

Meichenbaum: Cognitive Behavior Modification, 1978.

Meier: Developmental and Learning Disabilities, 1976.

Ross, A. O.: Psychological Aspects of Learning and Reading Disabilities, 1976.

Journals to consult are:

Journal of Learning Disabilities
Learning Disabilities Quarterly
Exceptional Children
Exceptional Education
Journal of Special Education
Child Development
Journal of Applied Behavioral Analysis
Journal of Educational Psychology
Discourse Processes
Cognitive Psychology

Date: 12 Feb. 80

SFU LIBRARY COLLECTION EVALUATION

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

1. Course No. and Name or Program: Theoretical foundations of learning
Disabilities Ed 829
Date to be offered: 1980-3

2. Resources currently in collection:

Reading lists. No. and % of titles available: 19 89 %

Related materials in general collection:

Monographs: 75 - 100

Serials Subscriptions: 5

Backfiles:

Other:

3. Recommended additions to collection:

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

Monographs:

New serials subscriptions:

Serials backfiles:

Other (specify):

ESTIMATED COST
500.00
200.00
200.00
Total 900.00

4. Comments:

Initially, we should have additional funds to create a favourable
collection. However, the current collection of monographs and
journals is adequate. We can hope to receive new monographs
via the BNA Approval Plan.

Paul L. ...
For Library

Bernice Wong
For Faculty Department

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

Form GS.8

FE80-6

CALENDAR INFORMATION:

Department: Education Course Number: Educ. 830Title: Implementation of School Programs

Description: The problems and practices associated with innovation implementation.
Among the concerns to be discussed are the nature of change in a schooling context;
the roles of teachers, administrators, change agents, and evaluators during implementation;
and implementation problem solving processes and possible strategies for action.
Credit Hours: 5 Vector: _____ Prerequisite(s) if any: none

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 15 When will the course first be offered: Fall, 1980How often will the course be offered: Once a year.

3. JUSTIFICATION:

Please refer to attached information

4. RESOURCES:

Which Faculty member will normally teach the course: Dianne L. Common

What are the budgetary implications of mounting the course: Assignment of 1/2 FTE
per semester in which course is offered.

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 Feb 28, 1980
Faculty Graduate Studies Committee: [Signature] Date 80-2-25
Faculty: [Signature] Date 17 March 80
Senate Graduate Studies Committee: [Signature] Date _____
Senate: _____ Date _____

Rationale

The last two decades have been characterized by the development of so many program innovations for schools that many educators in North America and the United Kingdom were speaking of a probable revolution in education. The assumption behind the majority of these innovations was that a central development team could design new curricula, new materials, and new approaches to classroom organization which would subsequently be used in a prescribed fashion by the receiving schools.

The truth, however, is that change in schools does not happen that simply and does not occur that directly. In 1970, Goodlad and Klein, researching curriculum innovations and change in American schools, claimed that most of the most noted and recommended projects developed during the sixties were dimly conceived by teachers and, at best, only partially realized in schools actually claiming their use. It appeared that the novel features seemed to be largely eliminated in the effort to twist the innovative program into familiar conceptual schemes or established patterns of schooling. In 1977, Benham concluded that North American schools were littered with the remains of innovations that have all but been destroyed.

Why did so many innovations fail, or at best, produce only minor change in schools? The answer is simply that innovations introduced in schools are only proposals for change; to achieve their intended effects, they must be implemented. Procedures for implementation, rather than such things as the infusion of money, the adoption of technology, or the availability of information dominate the outcomes of innovation. What happens during implementation can make or break even carefully planned and generally accepted program innovations.

The Province of British Columbia has developed and is in the process of developing curricula and selecting new curricular materials for all levels of schooling. The Ministry, district and school administrators, and teachers are presently addressing the problems associated with implementation. Needed is a graduate level course that will:

- examine examples of past experiences in school change and program innovation;
- investigate probable reasons for the resistance to change by educators;
- provide a theoretical rationale for the process of implementation;
- clarify the rôle of change agents, teachers, administrators, and evaluators during implementation;
- analyze implementation problem solving processes and design strategies for action.

Three main areas of school program activities are generally recognized; namely program development, implementation, and evaluation. The proposed course has been designed to complement Education 816: Developing Educational Programs, and Education 822: Evaluation of Educational Practice.

Course Outline

1. The Implementation Problem - an introduction to the central problem facing program developers - how to implement the program in the face of resistance to change by the receiving school situation; a consideration of fundamental questions examining when change is possible, is desirable, and is worthwhile.
2. The Implementation Experience - an overview of selected case studies describing program implementation efforts; an investigation of probable reasons for the resistance to or the acceptance of change by educators.
3. The Fundamental Elements of the Implementation Process - a description of the implementation elements (the innovation, the implementation agents, and the school or school district); a description of the characteristics of each element necessary for implementation.
4. The Implementation Process: Planning and Action - a description of the implementation process commencing with the decision to adopt an innovation; an explanation of the functions of each implementation element within the process and the anticipated outcomes from the process.
5. The School and Innovation - an analysis of the effects of successful implementation on teachers and administrators; an investigation into the relationships of innovation implementation with the professional growth of teachers and administrators, organizational development, and subsequent program development; an introduction to innovation adaptations and implementation evaluation.
6. Practical Issues and Implementation - a discussion of some of the practical concerns and questions; the identification or development of strategies for action within given implementation situations.

Calendar Information

The problems and practices associated with innovation implementation. Among the concerns to be discussed are the nature of change in a schooling context; the roles of teachers, administrators, change agents, and evaluators during implementation; and implementation problem solving process and possible strategies for action.

References

- Beauchamp, G. Curriculum Theory. Wilmette: The Kagg Press, 1975.
- Beauchamp, G. and Beauchamp, K. Comparative Analysis of Curriculum Systems. Wilmette: The Kagg Press, 1972.
- Becher, T. and Maclure, S. The Politics of Curriculum Change. London: Hutchinson, 1978.
- Benham, B. Thoughts on the failure of curriculum reform. Educational Leadership, Dec. 1977, 35(3).
- Bennis, W., Benne, K., Chin, R. and Corey, K. The Planning of Change. New York: Holt, Rinehart and Winston, 1976.
- Ben-Peretz, M. The concept of curriculum potential. Curriculum Theory Network. 1975, 5(2).
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- Brantley, P. Implementing Classroom Innovation: A Case Study of the Relationship Between Teacher Receptivity, Degree of Implementation and Selected Innovation Variables. Unpublished Doctor of Philosophy Dissertation, The Ohio State University, 1975.
- Bussis, A., Chittenden, E. and Amarel, M. Beyond Surface Curriculum. Boulder, Westview Press, 1976.
- Carlson, R. Adoption of Educational Innovation. Eugene: Oregon, The Center for the Advanced Study of Educational Administration, 1965.
- Carlton, R., Colley, L., and MacKinnon, N. Education, Change, and Society. Toronto: Gage, 1977.
- Center for Educational Field Studies. A Project for the Analysis, Development, Implementation, and Diffusion of the New Social Studies Curricula. Washington University. 1970.
- Dalin, P. Case Studies as an Approach to Analyzing Educational Change. International Management Training for Educational Change, Oslo, 1975.
- Eggleston, J. The Sociology of Educational Innovation. London: Methuen, 1978.
- Doyle, W. and Ponder, G. The Practicality Ethic in Teacher Decision Making. Interchange. 1977-78, 8(3).
- Fullan, M. and Pomfret, A. Review of Research on Curriculum Implementation. Toronto: OISE, 1975.
- Research on Curriculum and Instruction
Implementation, Review of Educational Research, Winter 1977, 47(1).

Farrington, J. Representative Incidents in the Adoption Process. Research and Development Center for Teacher Education, The University of Texas, 1974.

Goodlad, J. and Klein, M and associates. Behind the Classroom Door. Worthington: Charles A. Jones Pub., 1970.

Gross, N., Giacquinta, J. and Bernstein, M. Implementing Organization Innovation. New York: Basic Books, 1971.

Hall, G., Wallace, R. , and Dossett, W. A Developmental Conceptualization of the Adoption of the Adoption Process Within Educational Institutions. The Univ. of Texas Research and Development Center for Teacher Education, 1973.

Hall, G. Loucks, S., Rutherford, W. and Newlove, B. Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption. Journal of Teacher Education, Spring, 1975, 26(1).

Havelock, R. Planning for Innovation Through Dissemination and Utilization of Knowledge. University of Michigan ,1969.

Holt, M. Regenerating the Curriculum. London: Routledge & Kegan Paul, 1979.

Inbar, D. A Sociological Study of the Process of Plan Implementation. Unpublished Doctor of Philosophy Dissertation, Univ. of California, Berkeley, 1971.

Kritek, W. Lessons from the Literature on Implementation. Educational Administration Quarterly. Fall, 1976, 12(3).

Leithwood, K. A Decision Oriented Strategy for Curriculum Implementation. Unpublished paper for OISE, 1976.

_____ The Role of the Curriculum Manager in Ontario. Paper presented for the Invitational Conference on the Role of the Curriculum Manager, OISE, 1977.

Leithwood, K. A. and Russell, H. H. Focus on implementation. Interchange, 1973, 4(1), 10-26.

Loucks, S. F. and Hall, G. E. Assessing and facilitating the implementation of innovations: a new approach. Educational Technology, February 1977, 17(2), 18-21.

Mahan, J. M. Frank observations on innovation in elementary schools. Interchange, 1972, 3(2-3), 144-160.

McLaughlin, M. Implementation as Mutual Adaptation: Change in Classroom Organization. Paper presented to the American Educational Research Meetings, Washington, D.C., 1975.

McLaughlin, M. and Berman, P. Critical Processes in Implementation. Paper presented for International Management Training for Educational Change (IMTEC) Training Course, Germany, 1975.

_____ Retooling staff development in a period retrenchment. Educational Leadership, December 1977, 35(3), 191-194.

Miles, M. Innovations in Education. New York: Teachers' College Press, 1964.

_____ Planned change and organizational health: figure and ground. In A. Harris, M. Lawn and W. Prescott, Curriculum Innovation. London: Croom Helm, 1975.

Miller, P. Innovation and change in Education. Educational Leadership. January 1970, 27(4), 339-40.

Musella, D. Conflicting attitudes and change implementation. The Canadian Administrator, February 1971, 10(5), 21-24.

Nicodemus, R. B. Dissemination of information about educational innovation. Educational Media International, 1976, 4, 21-23.

_____ Why Science teachers adopt new curriculum projects. Educational Research, February 1977, 19(2), 83-91.

Owens, R. Organizational Behavior in Schools. Englewood Cliffs: Prentice-Hall, Inc., 1970.

Patton, M. Utilization Focused Evaluation, Beverly Hills, Sage Pub. 1978.

Pressman, J. and Wildavsky, A. Implementation. Berkeley: Univ. of California Press, 1976.

Regan, E. M. and Leithwood, K. A. Effecting Curriculum Change. Toronto: OISE, 1975.

Rouse, C. The Process of Implementing a Curriculum Innovation. Unpublished Doctor of Philosophy Dissertation, Kent State Univ. 1976.

Shipman, M. Inside a Curriculum Project. London: Methuen. 1974.

Whiteside, T. The Sociology of Educational Innovation. London: Tom Whiteside, 1978.

Zaltman, G., Florio, D. and Sikorski, L. Dynamic Educational Change. New York: The Free Press, 1977.

Indication of the faculty member to give the course.

Dianne Common received her Ph.D. from the University of Ottawa, majoring in educational administration and curriculum development. The doctoral thesis, titled "A Theoretical Model for Curriculum Implementation," and the formal coursework explored all of the topics outlined in the proposed course.

Dr. Common has worked as a consultant to the Department of Education, Province of Manitoba on matters concerning program implementation and directed the implementation of an innovative teacher education project (TERM Project) for the Faculty of Education, University of Manitoba. In addition, she is currently acting in an advisory capacity on the behalf of the B.C. Social Studies Teachers' Federation to the Implementation Branch, Ministry of Education, Province of British Columbia. Dr. Common has delivered papers on Program Implementation at educational conferences in Manitoba, Saskatchewan, Ontario, and British Columbia. Three articles on the topic are presently being considered for publication.

Dr. Common has taught graduate level courses in Curriculum Development and Organizational Theory at the Universities of Ottawa, Manitoba, and Simon Fraser (Educ. 819).

Date: 12 Feb. 80

SFU LIBRARY COLLECTION EVALUATION

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

1. Course No. and Name or Program: Implementation of school programs Ed 830
Date to be offered: 1980-3

2. Resources currently in collection:

Reading lists. No. and % of titles available: 28 53 %

Related materials in general collection:

Monographs: 500 - 700

Serials Subscriptions: 20 - 30

Backfiles:

Other:

3. Recommended additions to collection:

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

Monographs:

New serials subscriptions:

Serials backfiles:

Other (specify):

ESTIMATED COST	
	1000.00
	200.00
	200.00
Total	1400.00

4. Comments:

Library resources are sufficient.

Material is inter disciplinary and ranges over several
classifications. Increased funding would always be appreciated.

Paul Leach
For Library

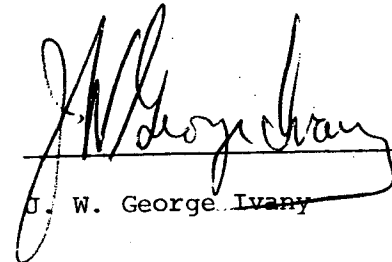
Donna
For Faculty Department

SIMON FRASER UNIVERSITY

MEMORANDUM

B. Beirne Dean of Graduate Studies Subject Education 873 - Vocational Counselling	From J. W. George Ivany Dean of Education Date February 4, 1980
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The Faculty of Education approved at its meeting today the attached course proposal for Education 873. Please forward it to Senate for consideration.


J. W. George Ivany

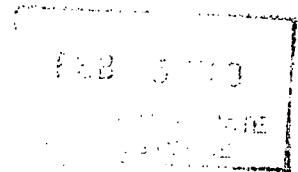
JWGI:mh

Attachment

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FEB 6 1980

REGISTRAR'S OFFICE
MAIL DESK



SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

Form GS.8

CALENDAR INFORMATION:

Department: Education Course Number: 873Title: Vocational Counselling

Description: This course will provide a sound theoretical basis for career counselling activities. Major vocational theorists will be discussed along with relevant assessment considerations. Skill will be developed in such areas as: utilizing community resources, obtaining vocational information, building a career information center, job search techniques, and procedures for enhancing occupational placement.

Credit Hours: 5 Vector: _____ Prerequisite(s) if any: Education 811 (individual counselling practicum) or equivalent; Education 872 (Educational assessment) or equivalent or consent of instructor.

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 12 When will the course first be offered: 81-1How often will the course be offered: Once a year.

3. JUSTIFICATION:

(see attached sheet)

4. RESOURCES:

Which Faculty member will normally teach the course: Dr. B. Hiebert

What are the budgetary implications of mounting the course: Assignment of 1/2 FTE to
teach the course during the semester when it is offered.

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date Jan 28, 1980

Faculty Graduate Studies Committee: _____ Date _____

Faculty: [Signature] Date 4/2/80Senate Graduate Studies Committee: [Signature] Date 17 March 80

Senate: _____ Date _____

Justification

During the last decade there has been a shift in theoretical emphasis to distinguish between occupational choice and vocational decision making; career choice being one step in a vocational decision making process. Accordingly, the emphasis in vocational counselling has shifted towards more process-oriented counselling, stressing the ongoing aspects of vocational development. As a result programs have emerged to promote vocational awareness in K-12 and an abundance of vocational information has become available in the form of monographs, computerized information bases, and pamphlets and brochures prepared by private sector industry. Much of this information has been cross referenced to prominent aptitude and interest scales (e.g., DAT, GATB, SC11) so that knowledgeable counsellors can use the information in an integrated fashion. A problem arises in that many counsellors: (a) seem unaware of the vast amount of information available, and/or (b) use the information at their disposal from a shallow theoretical perspective. Often counsellors are not sufficiently familiar with the procedures and instruments used in aptitude and interest assessments to accomplish a valid merging of information. This results in counsellors not utilizing all of the information at their disposal or worse yet, attempting to synthesize the information without a sound theoretical base. The result is often a one shot career choice approach which is not conducive to lasting personal and job satisfaction.

For these reasons this graduate course will address four main goals..

1. To secure a theoretical base from which to view vocational counselling.
2. To develop a facility in the use of relevant assessment instruments and procedures.
3. To develop an awareness of available vocational information sources.
4. To obtain supervised practise in integrating the above three goals.

The goals expressed in items 1 and 2 are viewed as prerequisite to the activities subsumed under items 3 and 4. The focus in items 3 and 4 will be on the implementing and operationalizing of the theoretical background presented in 1 and 2.

Course Outline

Vocational Counselling

I. Theories of Vocational Choice.

- factors influencing career choice
- process of vocational decision-making
- major vocational theorists
 - Holland
 - Super
 - Tiedeman
 - Crites
 - Ginzberg

II. Use of Standardized Testing Procedures.

- roles of aptitudes, interests, intelligence, and personality in vocational decision-making
- standardized tests available for
 - aptitudes
 - interests

III. Teaching Clients to Implement a Career Choice.

- obtaining vocational information
- use of support services (referral sources)
- skills for securing a job
 - job search strategies
 - resumes and letters of reference
 - interview skills

IV. Counsellor - client considerations.

- ethical considerations
- information gathering and interview techniques
- information giving techniques

Note: This course will have a practicum component with each student submitting case reports of vocational counselling endeavours with at least 2 clients.

Supporting References

The aforementioned course attempts to combine varying theoretical perspectives on vocational development with the practical job placement considerations facing most vocational counsellors. To this end a broad range of references will be necessary to offer solid support for this graduate level course. The following reference list is an attempt to provide an extensive listing of related support materials. If library funds permit the acquisition of all items on the list, then a solid foundation will be available when students begin taking this course. However, if library funds do not currently permit this acquisition, it would be possible to spread the purchases over a 2-3 year period. To this end, the items on the reference list have been prioritized as: (1) those items necessary in an initial acquisition to make the course feasible, (2) those items that are important sources but could wait to be purchased until a second year, and (3) those items that are important but might be used less frequently, and the acquisition could be postponed until a third year. Of course it would be assumed that new offerings in the area of vocational counselling would be acquired as part of the library's regular acquisition of new listings.

Reference list - Vocational Counselling

1. Items for initial acquisition.

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- Blome, C., & Rask, G.D. Career education needs assessment. Salt Lake City, Olympus, 1975.
- Bostwick, B.E. Resume writing: a comprehensive how-to-do-it guide. New York, Wiley, 1976.
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- Khosh, N. A career planning program for women: the experience CUE... 1977.
- Kimmel, K. S. Career guidance resources: a handbook of resource abstracts, grades K-14. Columbus: Center for Vocational Education, Ohio State University, 1977.
- Kuder, F. Activities interests and occupational choice. Chicago: Science Research Associates, 1976.
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- Reid, M. I., & McDowell, R. J. Guidance in the secondary school: an annotated bibliography of literature, materials and tests. Windsor: NFER, 1976.
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- Super, D. E. The psychology of careers; an introduction to vocational development. New York: Harper, 1957.
- Super, D. E., et al. Vocational development; a framework for research. by New York, Bureau of Publications, Teachers Collegē: Columbia University, 1957.
- Super, D. E. The vocational maturity of ninth-grade boys. New York College Entrance Examination Board, 1960.
- Super, D. E., Career development: self-concept theory. New York: College Entrance Examination Board, 1963.
- Super, D. E. Measuring vocational maturity. New York: American Personnel and Guidance Association, 1975.
- Super, D. E., Starishwsky, R., Matlin, N., & Jordoan, J. P. Career development: Self-concept theory. New York: College Entrance Examination Board, 1963.

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U. S. Dept. of Labor. Occupational Outlook Handbook 1976-77 or most recent. Govt. Documents, 1976.

Weinrach, S. G. Career counselling. New York: McGraw-Hill, 1979.

Wernick, W. Teaching for career development in the elementary school. (a life-centered approach.) Worthington: C. A. Jones, 1973.

Wiggins, J. D. Tested Practices: Organizing a School Counselling Program. National Vocational Guidance Assoc., 1974.

Yawkey, T. D., Aronin, E. L. Activities for career development in early childhood curriculum. Columbus: Merrill, 1976.

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2. Items for acquisition - year 2.

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Date: 21 Jan. 80

SFU LIBRARY COLLECTION EVALUATION

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

1. Course No. and Name or Program: Vocational Counselling 873 Spring 1981
Date to be offered: _____

2. Resources currently in collection:

Reading lists. No. and % of titles available: 36 33.3%

Related materials in general collection:

Monographs: 200+

Serials Subscriptions: 8-10

Backfiles:

Other:

3. Recommended additions to collection:

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

Monographs: 72

New serials subscriptions: 4

Serials backfiles: 4

Other (specify):

ESTIMATED COST
1000.00
100.00
100.00
Total \$1200.00

4. Comments:

The library will require additional funds to adequately support
this course and provide materials from the basic reading list.

Increased allocation projected over a period of 2 years should be
adequate to provide a solid base.

Gail Kerch
For Library

B. Stielert
For Faculty Department