

SIMON FRASER UNIVERSITY

S.73-82

MEMORANDUM

To SENATE

From SENATE GRADUATE STUDIES COMMITTEE

Subject NEW COURSE PROPOSAL - PSYCHOLOGY

Date MAY 18, 1973

MOTION: "That Senate approve, as set forth in S.73-82,
the following new course proposals:

Psyc 912-1.5 - Research Seminar

Psyc 913-1.5 - Research Seminar

Psyc 914-1.5 - Research Seminar

Psyc 916-1.5 - Research Seminar

Psyc 917-1.5 - Research Seminar

Psyc 918-1.5 - Research Seminar."

SIMON FRASER UNIVERSITY

D. 73-82

MEMORANDUM

To: Mr. Harry M. Evans
Secretary
Senate

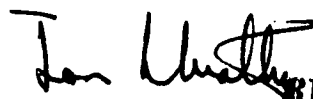
From: Jon Wheatley
Dean of Graduate Studies Office

Subject: New Course Proposal - Psychology

Date: May 11, 1973

The attached course proposals came before the Executive Committee of the Senate Graduate Studies Committee on May 7, 1973. Dr. Koepke was present from the Department and there was prolonged discussion of the proposed courses. The Committee then recommended the courses to Senate with the condition that additional documentation should be attached covering the points raised in the meeting. This is now done.

There is a further point which is not discussed in the additional documentation. The attached proposal is for six courses all of which have the same justification. The reason for this is as follows: the courses will change each time they are given because they are all about current research in the Department. It could, therefore, be just one course repeated rather frequently which students would take several times. However, the Department was advised by the Registrar that the better way to achieve their aims would be to have several different courses listed.



Jon Wheatley

RECEIVED
MAY 14 1973

REGISTRAR'S
OFFICE

/olm

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

Form GS.8

CALENDAR INFORMATION:

912-1.5, 913-1.5

914-1.5, 916-1.5

Department: PsychologyCourse Number: 917-1.5, 918-1.5Title: Research Seminar

Description: The Research Seminar courses are designed to aid graduate students in
developing their abilities regarding the conceptualization and communication of research.

Credit Hours: 1.5 Vector: 0-3-0 Prerequisite(s) if any: None

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 10 When will the course first be offered: September 1973
(concurrently)How often will the course be offered: Two/per semester if there is sufficient demand.

3. JUSTIFICATION:

SEE ATTACHMENT

4. RESOURCES:

Which Faculty member will normally teach the course: All faculty members would be eligible
to teach the course.What are the budgetary implications of mounting the course: No additional expense.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: J. P. Koepke Date: Mar 13, 1973Faculty Graduate Studies Committee: Jean P. Koepke Date: Mar 25, 1973Faculty: J. Koepke Date: April 10, 1973Senate Graduate Studies Committee: Jan Wheatley Date: May 11, 1973

Senate: _____ Date: _____

Justification

Purpose

Both the faculty and graduate students have long felt that a forum for the discussion of ongoing research should be part of the department's graduate program. From time to time the department, individual faculty members, and the graduate students themselves have tried to provide such a forum on an informal basis. These informal seminars, however, all eventually fizzled out, most likely through lack of structure and long run commitment, certainly not through lack of need. Recognizing this, the graduate students themselves finally asked for a more formal framework within which to discuss ongoing research, but a framework which would at the same time retain an informal flavor. The result is this proposal for Research Seminar courses which was formulated jointly by the students and faculty of the Graduate Studies Committee. Both the students and faculty of the Psychology Department believe that these Research Seminars will meet a long felt need in the department and will greatly contribute to the effectiveness of our graduate program in training competent and creative researchers.

Description

The Research Seminar courses are specifically intended to aid students in conceptualizing and communicating research in the context of actual ongoing research. Students will be expected to present their own research and discuss that of others. This research may be in any stage, all the way from having an idea for a study to a completed report of a study. It is expected that discussion would focus in an informal way on such topics as the formulation of meaningful questions, strategies of research, problems of research design, implications of research design and results, and techniques of communicating research. Although the content of the course, with respect to the specific research discussed, would vary from semester to semester and section to section according to the interests of its members, it would be the responsibility of the instructor to see that such general topics as those mentioned above would be touched upon within the discussion of a particular piece of research. It is expected that by participating in such a seminar a student would gain experience in thinking about research in all its aspects and in articulating his ideas and activities in this area. It is also expected that such participation would broaden the student's horizons with respect to research questions, strategies, and methods and would perhaps stimulate him in the production of creative ideas for research.

Grading

Since the purpose of this course is to give the student experience in conceptualizing and communicating research, it is proposed that this course be graded on a Satisfactory/Unsatisfactory basis. An Unsatisfactory grade would indicate that in the judgment of the instructor, a student's participation in the course was too minimal to warrant the assumption that he had received much in the way of experience.

Credit Towards Degree

Students could elect to take a Research Seminar course as often as desired but no more than a total of three hours of credit in Research Seminar courses could be counted in the minimum 21 hours required in the M.A. program. Research Seminar courses could not be counted toward satisfying the course requirements in the Ph.D. program.

Six Research Seminar courses are proposed so that a student could take and have listed on his transcript at least two different Research Seminar courses at the M.A. level, two at the Ph.D. level, and two more if desired. (See Attachment A: "Proposed Addition to Calendar Entry", and Attachment B: "Present Calendar Description of Graduate Program".)

Library Resources

The contemporary library holdings both in journals and books are sufficient to support the proposed Research Seminar courses.

Faculty Resources

All faculty members of the Psychology Department would be qualified to teach Research Seminar courses.

Ph.D. Thesis

Before starting his thesis research, the candidate will present for comment a formal thesis proposal. This presentation will be at a meeting open to all members of the Psychology Faculty.

The completed thesis will be defended in oral examination. Judgment will be made by an Examining Committee.

For further information and regulations, refer to General Regulations section, pages 33 to 43.

Graduate Courses

- 705-3** Proseminar in History and Systems
- 715-3** Proseminar in Measurement
- 720-3** Proseminar in Learning
- 725-3** Proseminar in Cognition
- 730-3** Proseminar in Perception
- 740-3** Proseminar in Motivation
- 750-3** Proseminar in Developmental Psychology
- 760-3** Proseminar in Social Psychology
- 770-3** Proseminar in Personality
- 780-3** Proseminar in Physiological Psychology
- 785-3** Proseminar in Animal Behaviour
- 905-3** Seminar* in History

910-3 Research Design I: Experiments

Reviews the basic logic of controlled experimentation, and focuses an analysis of variance designs commonly used in psychological research. Particular emphasis is given to the relative merits of the several designs when there are multiple research questions to be answered.

911-3 Research Design II: Research Studies

Focuses on multivariate regression and correlation models. Deals with ways of answering questions when direct experimental manipulation is not feasible, and demonstrates the utility of the principles involved for solving problems other than those for which they were first proposed.

912-1.5 Research Seminar

The Research Seminar courses (912,913,914,916, 917,918) are graded on a Satisfactory/Unsatisfactory basis. Only 3 hours of credit in these courses may be counted toward meeting the course requirements for the M.A. degree. Non may be counted toward meeting the course requirements for the Ph.D. degree.

913-1.5 Research Seminar

914-1.5 Research Seminar

915-3 Seminar in Measurement

916-1.5 Research Seminar

917-1.5 Research Seminar

918-1.5 Research Seminar

920-3 Seminar in Learning

925-3 Seminar in Cognitive Processes

930-3 Seminar in Perception

935-3 Seminar in Sensation

940-3 Seminar in Motivation-Emotion

950-3 Seminar in Developmental Psychology

960-3 Seminar in Social Psychology

Proposed
additions

Proposed
additions

Department of Psychology

Bruce K. Alexander B.A. (Miami), M.S., Ph.D. (Wisconsin),
Associate Professor

Elinor W. Ames B.Sc. (Tufts), Ph.D. (Cornell),
Associate Professor

Paul Bakan B.A., M.A., Ph.D. (New York U.),
Professor

Roger Blackman B.Sc. (London), B.Sc. (Edinburgh), M.Sc.,
Ph.D. (McGill),
Assistant Professor

Kenneth R. Burstein A.B. (Boston), Ph.D. (Duke),
Associate Professor

Michael Coles B.Sc., Ph.D. (London),
Assistant Professor

Charles B. Crawford B.A., M.Sc. (Alberta), Ph.D. (McGill),
Assistant Professor

Christopher M. Davis B.A. (Indiana), Ph.D. (Washington),
Associate Professor

A. Leonard Diamond B.A. (Cincinnati), M.A., Ph.D. (Columbia),
Professor and Acting Chairman

Lorne M. Kendall B.Sc. (Alberta), M.A., Ph.D. (Cornell),
Professor

Jean E. Koepke B.A. (Ohio Wesleyan), M.A., Ph.D. (Iowa),
Associate Professor

Raymond F. Koopman A.B., Ph.D. (Illinois),
Assistant Professor

Bernard E. Lyman B.A. (Grinnell), M.A. (McGill), Ph.D.
(Cornell),
Associate Professor

Anand C. Paranjpe B.A., M.A., Ph.D. (Poona),
Assistant Professor

Harold Weinberg B.Sc., M.Sc., Ph.D. (Wash.),
Associate Professor

Lolita N. Wilson B.A., M.A. (Brit. Col.),
Associate Professor

The Psychology Department offers graduate work leading to an M.A. degree in general experimental psychology, and to a Ph.D. degree with specialization in most areas, with emphasis on experimental and theoretical

formulations and on quantification. Research in applied settings is encouraged when the emphasis is on establishing generality of theory and method and not on training in specialized techniques.

Applications

Students must submit the results of the Graduate Record Examination Aptitude and Advanced Test in Psychology with their application form. Students seeking admission for the Fall Semester should submit all supporting documentation by the preceding March 1. Students seeking admission for the Spring Semester or for the Summer Semester should submit all supporting documentation by October 1 or February 1, respectively. Only under exceptional circumstances will applications submitted after these deadlines be considered.

Supervisor

For each incoming student the department appoints a faculty member in the student's area of interest to act as initial supervisor until the student chooses his Senior Supervisor. The final choice of committee members will be the student's. The department reserves the right to admit only those students for whom research space and an appropriate faculty supervisor are available.

Satisfactory Performance

The progress of each candidate will be assessed periodically by the department. A course grade of less than B is not considered satisfactory at the graduate level. Any student who performs unsatisfactorily in 2 or more courses may be dropped from the program.

M.A. Program

Admission

For admission requirements, refer to General Regulations section, page 33.

Students must have included in their program 24 semester hours of Psychology, which must include 6 hours of experimental Psychology with laboratory work and a course in statistics. Up to 6 hours of related courses deemed acceptable by the department may be counted toward the 24 hour Psychology requirement.

Students who have demonstrated ability in Psychology or in other fields but who do not meet the requirements for regular admission may be granted admission as Qualifying students and must take appropriate undergraduate courses, performing at a level specified as acceptable by the department.

M.A. Supervisory Committee

This committee will consist of at least two faculty members from the Psychology Department, one of whom will be the Senior Supervisor and Chairman of the Committee. Other faculty outside of the department, who are considered necessary by the student and his Senior Supervisor, may also be members of this Committee.

Degree Requirements

Required Courses: The minimum requirement is satisfactory performance in 21 credit hours of graduate courses, which must include 3 Proseminars, 2 Research Design Courses, and 2 electives. All course requirements must be completed within 5 semesters of entrance into the graduate program.

Proseminars

Proseminars are advanced and intensive surveys of areas in psychology. Emphasis is placed on important basic issues in the area, rather than on a specialized topic. Of the 3 required Proseminars, one must be chosen from Group A, and another from Group B. The third required Proseminar may be selected from any group.

Group A	Group B	Group C
720-3 Learning	750-3 Developmental Psychology	705-3 History and Systems
730-3 Perception	760-3 Social Psychology	715-3 Measurement
740-3 Motivation	770-3 Personality	725-3 Cognition
		780-3 Physiological Psychology
		785-3 Animal Behaviour

Other Proseminars may be offered, depending on specific interests of graduate students and faculty.

Electives

Electives may be chosen in consultation with the M.A. Supervisory Committee from the following: Proseminars, Seminars and Directed Studies.

M.A. Thesis

The M.A. Thesis accounts for 9 of the 30 credit hours required for an M.A. degree. Before the student starts his thesis research, he must present a thesis proposal to his Supervisory Committee for approval.

The oral defense of the thesis will focus upon the problems, methods, and results of the research and the relation of its findings to major

trends and current theoretical problems in psychology. The thesis Examining Committee will consist of the student's M.A. Supervisory Committee, an additional faculty member to be added from outside the department, and a non-voting Chairman, who shall be the Chairman of the Departmental Graduate Studies Committee or his designate.

Ph.D. Program

Admission

For admission requirements, refer to General Regulations section, page 33.

Ph.D. Supervisory Committee

By the end of the first semester of residence, the student will choose a faculty member in the Psychology Department as the Senior Supervisor and chairman of his Ph.D. Supervisory Committee. During the second semester of residence the candidate, in consultation with his Senior Supervisor, will select 2 or more additional committee members, at least 2 of whom must be members of the Psychology Department. At least one member of the committee must be able to act as adviser with respect to the measurement and design aspects of the thesis research.

Degree Requirements

Required Courses: The student will participate in a program of study decided upon in consultation with his initial advisor and subsequently with his Ph.D. Supervisory Committee. This program must include at least 2 Proseminars, which are to be taken before the end of his first 3 semesters in residence as a Ph.D. candidate in the department. These 2 Proseminars may be chosen from any of those offered by the department.

A Ph.D. candidate obtaining his M.A. degree in the Psychology Department of Simon Fraser University may have satisfied part or all of this Proseminar requirement by having completed 1 or 2 Proseminars in addition to the 3 required for the M.A. degree.

In this case, the Ph.D. course requirement may be met by substituting a Seminar for each additional Proseminar.

Ph.D. Qualifying Examination

A committee consisting of the candidate's Ph.D. Supervisory Committee and faculty members in areas related to the candidate's major interests will set a written Ph.D. Qualifying Examination appropriate to the candidate's particular program. This examination should be taken as soon as possible after completion of course requirements. It may be retaken once, and must be passed no less than 2 semesters before the submission of the Ph.D. thesis.

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Graduate Courses

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- 715-3 Proseminar in Measurement
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- 780-3 Proseminar in Physiological Psychology
- 785-3 Proseminar in Animal Behaviour
- 905-3 Seminar* in History
- 910-3 Research Design I: Experiments
 - Reviews the basic logic of controlled experimentation, and focuses an analysis of variance designs commonly used in psychological research. Particular emphasis is given to the relative merits of the several designs when there are multiple research questions to be answered.
- 911-3 Research Design II: Research Studies
 - Focuses on multivariate regression and correlation models. Deals with ways of answering questions when direct experimental manipulation is not feasible, and demonstrates the utility of the principles involved for solving problems other than those for which they were first proposed.
- 915-3 Seminar in Measurement
- 920-3 Seminar in Learning
- 925-3 Seminar in Cognitive Processes
- 930-3 Seminar in Perception
- 935-3 Seminar in Sensation
- 940-3 Seminar in Motivation-Emotion
- 950-3 Seminar in Developmental Psychology
- 960-3 Seminar in Social Psychology

965-3 Seminar in Psycholinguistics
970-3 Seminar in Personality
980-3 Seminar in Physiological Psychology
985-3 Seminar in Comparative Psychology
997-3 Directed Studies*
898 M.A. Thesis
899 Ph.D. Dissertation

*Since both Seminars and Directed Studies will cover specific topics within a general area, the student may register for each more than once. For example, 930-3 may appear twice on a transcript: once as 930-3 Perception (Depth and Distance); and again as 930-3 Perception (Form Discrimination).