

MEMORANDUM

To Senate

From Senate Committee on Undergraduate
Studies

Subject Curriculum Changes - Psychology

Date 1979-11-16

Action taken by the Senate Committee on Undergraduate Studies at its meeting of November 13, 1979 gives rise to the following motion:

MOTION

That Senate approve and recommend approval to the Board as set forth in S.79-130 the proposed changes in Psychology, as follows:

- (i) Change in requirements for Major
- (ii) Change in requirements for Minor
- (iii) Change in requirements for admission to Honors
- (iv) New course PSYC 301-3 Intermediate Research Methods and Data Analysis

Note -

Both SCUS and SCAP have previously examined the question of the proliferation of courses in research design and statistics. Some preference has been expressed for a co-ordinated approach to meeting the needs of students from various departments. However, PSYC 301-3 has been developed to address a specific need which has hitherto consumed a great deal of faculty time in providing individual guidance to Honors students. The course is specifically directed to the needs of these students in preparing to undertake Honors research. There has been consultation between representatives of the Psychology Department and of the statistics group in the Mathematics Department and this course has the support of the latter group based on the assurance that its primary emphasis is on research design and that it will build on courses in statistics. A healthy enrollment is anticipated. Nevertheless, the Chairman of SCUS has been directed to strike a small task force to address once more the question of co-ordinating statistics and research design courses in the sciences and social sciences.

For Information:

Under its delegated authority, SCUS approved the proposed changes in courses in Psychology as follows:

- (i) Course changes, prerequisites
 - PSYC 210-3 Data Analysis in Psychology
 - PSYC 420-5 Learning
 - PSYC 425-5 Language and Thinking

PSYC 430-5 Perception
PSYC 435-5 Sensation
PSYC 440-5 Motivation
PSYC 444-5 Psychopathology
PSYC 450-5 Developmental Psychology
PSYC 451-5 Psychology of Infancy
PSYC 452-5 Social and Moral Development
PSYC 456-5 Psychology of Adulthood and Aging
PSYC 460-5 Social Psychology
PSYC 470-5 Personality
PSYC 480-5 Physiological Psychology
PSYC 485-5 Animal Behavior
PSYC 410-5 Research Design I
PSYC 411-5 Research Design II

(ii) Course changes

PSYC 311-3 Introduction to the Theory of Measurement
(formerly 310-5 to be dropped),
Number change, credit change
PSYC 201-3 Research Methods in Psychology, Description
PSYC 321-3 Intelligence and Creativity, Description, prerequisite
PSYC 365-3 Psycholinguistics, Description
PSYC 370-3 Theories of Personality, Description
PSYC 306-3 Psychological Assessment Procedures,
Description, prerequisite"



Daniel R. Birch
Chairman

SIMON FRASER UNIVERSITY

SC 45 79-56

MEMORANDUM

To Ms. Sheila Roberts

From Dr. Elinor Ames, Chairperson

Faculty of Arts Curriculum Committee

Psychology Undergraduate Studies Committee

Subject Calendar changes

Date 21 October 1979

Please find attached the Psychology calendar change proposals for 1980-81. Will you please place them on the agenda of the October 25 meeting of the Faculty of Arts Curriculum Committee.

DEPARTMENT OF PSYCHOLOGY

C U R R I C U L U M C H A N G E S

p. 205 Requirements for a Major
in Psychology

CHANGE OF REQUIREMENTS

FROM: "To receive a major in psychology students must:

1. Meet the graduation requirements of the University and Faculty of Arts (see page 93.)
2. Pass the following lower division courses: PSYC 101-3, 201-3, 207-3 and 210-3. It is recommended that PSYC 101-3 be taken in the first semester or as early as possible; PSYC 201-3 should be taken in the semester following PSYC 101-3; PSYC 207-3 and 210-3 should be taken during the first four levels.
3. Pass 30 credit of upper division Psychology courses. No more than eight of these credits may be in Directed Studies courses.

For the Joint Major Program in Psychology and Linguistics and Philosophy see page 219.

TO: To receive a major in psychology students must:

1. Meet the graduation requirements of the University and Faculty of Arts (see page 92.)
2. Pass the following lower division courses: PSYC 101-3, 201-3, 207-3 and 210-3. It is recommended that PSYC 101-3 be taken in the first semester or as early as possible; PSYC 201-3 should be taken in the semester following PSYC 101-3; PSYC 207-3 and 210-3 should be taken during the first four levels.

NOTE: Students must take MATH 100-3 if B.C. Grade 12 MATH has not been completed.

3. Pass 30 credit of upper division Psychology courses. No more than eight of these credits may be in Directed Studies courses.

For the Joint Major Program in
Psychology and Linguistics and
Philosophy see page 219.

RATIONALE:

The department has changed the prerequisites
for PSYC 210-3 and since PSYC 210-3 is a
required course for all PSYC majors the change
of requirements for Majors in Psychology
including a MATH 100-3 is necessary.

SECTION TO BE ADDED FOLLOWING "PREPARATION FOR GRADUATE STUDIES" (P. 209)

PSYCHOLOGY AND STATISTICS

In almost all areas of psychology, a certain level of statistical sophistication is required before one can undertake independent research or evaluate the research of others. The department offers several courses in research methodology and data analysis, namely PSYC 201-3, 210-3, 301-3, 311-3, 410-5, and 411-5. Students who have a special interest in acquiring more extensive statistical training which may facilitate their work in psychology should also consider MATH 101-3, 302-3, and 304-3.

CHANGE IN REQUIREMENTS FOR MINOR

FROM: Requirements for a Minor in Psychology

Students wishing to minor in Psychology must obtain credit in PSYC 101-3, 201-3, and accumulate at least 18 other credit hours in Psychology. Of these 18 credit hours, at least 15 must be in 300 and 400 division Psychology courses.

TO: Requirements for a Minor in Psychology

Students wishing to minor in Psychology must obtain credit in PSYC 101-3, 201-3, and accumulate at least 18 other credit hours in Psychology. Of these 18 credit hours, at least 15 must be in 300 and 400 division Psychology courses, and no more than 3 may be in Directed Studies courses.

RATIONALE: Plugging a loophole. There has always been a stated limit on the number of credit hours of Directed Studies that may count toward a Major or Honors (8 hours), but there was no stated limit for Minors.

CHANGE IN REQUIREMENTS FOR ADMISSION TO HONORS PROGRAM

FROM: The qualifications for admission to the Honors program are:

1. The completion of 60 semester hours of university course work with a Cumulative Grade Point Average of 3.0 or higher.
2. A 3.0 or higher Grade Point Average in Psychology courses.
3. Completion of PSYC 101-3, 201-3, 207-3, and 210-3 or equivalent courses.

TO: The qualifications for admission to the Honors program are:

1. The completion of 60 semester hours of university course work with a Cumulative Grade Point Average of 3.0 or higher.
2. A 3.0 or higher Grade Point Average in Psychology courses.
3. Completion of PSYC 101-3, 201-3, 207-3, 210-3, and 301-3 or equivalent courses.

RATIONALE: Addition of PSYC 301-3, a new Research Methods course designed to provide Honors students with the necessary methodological skills to conduct their Honors research.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department PSYCHOLOGY

Abbreviation Code: PSYC Course Number: 301 Credit Hours: 3 Vector: 2-0-2

Title of Course: Intermediate Research Methods and Data Analysis

Calendar Description of Course:

A continuation of PSYC 201-3 and PSYC 210-3. Provides extensions of the basic theory and methods of research design and data analysis. Includes discussions of the analysis of substantive problems, the choice of appropriate research designs, and special problems that arise in the analysis of psychological data.

Nature of Course

Lecture/Laboratory

Prerequisites (or special instructions):

PSYC 201-3 and PSYC 210-3

What course (courses), if any, is being dropped from the calendar if this course is approved:

PSYC 407-3

2. Scheduling

How frequently will the course be offered? Twice a year

Semester in which the course will first be offered? 1980-3

Which of your present faculty would be available to make the proposed offering possible? Dr. C. Crawford, Dr. R. Koopman, Dr. W. Krane.

3. Objectives of the Course

To increase the methodological and quantitative sophistication of Psychology students, especially those doing Honors projects.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library None

Audio Visual None

Space None

Equipment None

5. Approval

Date: 6 Nov 79.

NOV 13 79

L. L. Bowman
Department Chairman

RC Brown / Chairman, SCUS
Dean

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

March 1978

PROPOSED OUTLINE

Psychology 301-3

1980-3

Intermediate Research Methods and Data Analysis

Instructor: Staff

Prerequisites: PSYC 201-3 and PSYC 210-3

Calendar Description:

A continuation of PSYC 201-3 and 210-3. Provides extensions of the basic theory and methods of research design and data analysis. Includes discussions of the analysis of substantive problems, the choice of appropriate research designs, and special problems that arise in the analysis of psychological data.

Possible texts:

Ferguson, G.A. Statistical analysis in psychology and education (4th.ed.)
New York: McGraw-Hill, 1976.

Hinkle, D.E., Wiersma, W., & Jurs, S.G. Applied statistics for the behavioral sciences, Chicago: Rand McNally, 1979.

Hays, W.L. Statistics for the social sciences (2nd.ed.). New York: Holt Rinehart & Winston, 1973.

Kleinbaum, D.G., & Kupper, L.L. Applied regression analysis and other multi-variable methods. Belmont, Calif.: Duxbury Press, 1978.

Guilford, J.P., & Fruchter, B. Fundamental statistics in psychology and education (6th.ed.). New York: McGraw-Hill, 1978.

Kerlinger, F.N. Behavioral research: a conceptual approach. New York: Holt, Rinehart and Winston, 1979.

Topics:

Part 1. Problem Analysis

Identification of dependent, independent, interdependent, and confounding variables.

Translation of substantive hypotheses into predictions for empirical findings.

Exploratory vs. confirmatory research; theory building vs. theory testing.

Probabilistic vs. deterministic approaches; falsifiability of predictions and the role of "error".

Individual vs. group approaches; within- vs. between-person effects.

Manipulative vs. observational research; locational vs. associational predictions.

Part 2. Design

Consideration of measures, including: ratings, rankings, checklists, latencies, durations, frequencies, counts, physiological variables; subjective estimates of magnitudes, frequencies, proportions, and confidence.

Properties of measures: level of measurement, scale comparability, standardization, ipsatization, admissible transformations, reactivity, redundancy.

Manipulative strategies, including: randomization, counterbalancing, blocking, matching, yoking, controlling; repeated measures.

Part 3. Data Analysis

Choosing structural models appropriate to the design and data; underlying assumptions.

Procedures for estimating the parameters of the models.

Statistical tests of hypotheses about the parameters.

Consequences of inappropriate model specification; statistical, substantive, and practical considerations.

Laboratory:

A two-hour laboratory will be required to hold demonstrations and discussions about assignments and problem sets which will be distributed on a weekly basis.

CHANGE IN PREREQUISITE

FROM: **PSYC 210-3 Data Analysis in Psychology**
Covers basic descriptive and inferential techniques most appropriately applied to the various forms of data from psychological research. Should be completed by majors and honors before the end of Level 4. (Lecture/Laboratory)
PSYC 201-3 recommended. Some students find MATH 101-3 helpful.

TO: **PSYC 210-3 Data Analysis in Psychology**
Covers basic descriptive and inferential techniques most appropriately applied to the various forms of data from psychological research. Should be completed by majors and honors before the end of Level 4. (Lecture/Laboratory)
Prerequisites: PSYC 201-3 and one of the B.C. High School Math 12 courses or MATH 100-3 or equivalent. Some students also find MATH 101-3 helpful.

Justification

Psych 201 is needed as a prerequisite to ensure that students know what an experiment is all about, what types of substantive questions must be answered on the basis of information contained in experimental data, what forms data typically take, and what assumptions one may reasonably make about data. The elementary mathematics prerequisite is needed to ensure that students have sufficient mathematical sophistication to understand and carry out the basic operations involved in data analyses.

CHANGE IN PREREQUISITE

- FROM:** **PSYC 410-5 Research Design I**
Reviews the basic logic of controlled experimentation, and focuses on 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.
Prerequisites: PSYC 201-3 and 210-3. (Seminar)
- PSYC 411-5 Research Design II**
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. (Seminar)
Prerequisites: PSYC 201-3 and 210-3.
Recommended: PSYC 410-5.
- TO:** **PSYC 410-5 Research Design I**
Reviews the basic logic of controlled experimentation, and focuses on 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. (Seminar)
Prerequisites: PSYC 201-3, 210-3 and 301-3.
- PSYC 411-5 Research Design II**
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. (Seminar)
Prerequisites: PSYC 201-3, 210-3 and 301-3.
Recommended: PSYC 410-5.

RATIONALE: PSYC 301-3 is a new course to be required of Honors students. Its material is judged to be intermediate between that of PSYC 210-3, for which it provides a continuation, and PSYC 410-5, for which it will serve as a prerequisite. At present, students taking PSYC 410 with only PSYC 210 as prerequisite find it extremely difficult, and it is felt that more preparation is needed.

CHANGES IN PREREQUISITES

FROM: Upper Division Seminars

The Seminars offer advanced treatment of selected topics covered more generally in lower division courses.

In addition to intensive reading and discussions, students may be expected to undertake individual projects under supervision.

A minimum of 90 semester hours credit is required for admission.

PSYC 420-5 Learning (Seminar)
Prerequisites: PSYC 302-3 (or 220-3), and 90 hours of credits or permission of the Department.

PSYC 425-5 Language and Thinking (Seminar)
Prerequisites: PSYC 320-3, and 90 hours of credits or permission of the Department.

PSYC 430-5 Perception (Seminar)
Prerequisites: PSYC 303-3 (or 220-3), and 90 hours of credits or permission of the Department.

PSYC 435-5 Sensation (Seminar)
Prerequisites: PSYC 335-3, and 90 hours of credits or permission of the Department.

PSYC 440-5 Motivation (Seminar)
Prerequisites: PSYC 304-3 (or 240-3), and 90 hours of credits or permission of the Department.

PSYC 444-5 Psychopathology (Seminar)
Prerequisites: PSYC 340-3, and 90 hours of credits or permission of the Department.

PSYC 450-5 Developmental Psychology (Seminar)
Prerequisites: PSYC 351-3 (or 350-3) or 355-3, and 90 hours of credits or permission of the Department.

PSYC 451-5 Psychology of Infancy (Seminar)
Prerequisites: PSYC 351-3 (or 350-3), and 90 hours of credits or permission of the Department.

PSYC 452-5 Social and Moral Development (Seminar)
Prerequisites: PSYC 351-3 and 90 hours of credits or permission of the Department.

PSYC 456-5 Psychology of Adulthood and Aging (Seminar)
Prerequisites: PSYC 351-3 or 355-3 and 90 hours of credits or permission of the Department.

PSYC 460-5 Social Psychology (Seminar)
Prerequisites: PSYC 360-3, and 90 hours of credits or permission of the Department.

PSYC 470-5 Personality (Seminar)
Prerequisites: PSYC 370-3, and 90 hours of credits or permission of the Department.

PSYC 480-5 Physiological Psychology (Seminar)
Prerequisites: PSYC 381-3 (or 380-3) and 90 hours of credits or permission of the Department.

PSYC 485-5 Animal Behavior (Seminar)
Prerequisites: PSYC 385-3, and 90 hours of credits or permission of the Department.
Students with credit for PSYC 485-5 under its former title "Comparative Psychology-Animal Behavior" may not take this course for further credit.

TO:.....

CHANGES IN PREREQUISITES

TO: Upper Division Seminars

The Seminars offer advanced treatment of selected topics covered more generally in lower division courses.

In addition to intensive reading and discussions, students may be expected to undertake individual projects under supervision.

A minimum of 90 semester hours credit is required for admission.

PSYC 420-5 Learning (Seminar)
Prerequisites: PSYC 302-3 (or 220-3), 201, 210 and 90 hours of credits or permission of the Department.

PSYC 425-5 Language and Thinking (Seminar)
Prerequisites: PSYC 320-3, 201, 210 and 90 hours of credits or permission of the Department.

PSYC 430-5 Perception (Seminar)
Prerequisites: PSYC 303-3 (or 220-3), 201, 210 and 90 hours of credits or permission of the Department.

PSYC 435-5 Sensation (Seminar)
Prerequisites: PSYC 335-3, 201, 210 and 90 hours of credits or permission of the Department.

PSYC 440-5 Motivation (Seminar)
Prerequisites: PSYC 304-3 (or 240-3), 201, 210 and 90 hours of credits or permission of the Department.

PSYC 444-5 Psychopathology (Seminar)
Prerequisites: PSYC 340-3, 201, 210 and 90 hours of credits or permission of the Department.

PSYC 450-5 Developmental Psychology (Seminar)
Prerequisites: PSYC 351-3 (or 350-3), or 355-3, 201, 210 and 90 credit hours or permission of the Department.

PSYC 451-5 Psychology of Infancy (Seminar)
Prerequisites: PSYC 351-3 (or 350-3), 201, 210 and 90 hours of credits or permission of the Department.

PSYC 452-5 Social and Moral Development (Seminar)
Prerequisites: PSYC 351-3, 201, 210 and 90 hours of credits or permission of the Department.

PSYC 456-5 Psychology of Adulthood and Aging (Seminar)
Prerequisites: PSYC 351-3 or 355-3, 201, 210 and 90 hours of credits or permission of the Department.

PSYC 460-5 Social Psychology
Prerequisites: PSYC 360-3, 201, 210 and 90 hours of credits or permission of the Department.

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PSYC 470-5 Personality (Seminar)
Prerequisites: PSYC 370-3, 201, 210 and 90 hours of credits or permission of the Department.

PSYC 480-5 Physiological Psychology (Seminar)
Prerequisites: PSYC 381-3 (or 380-3) 201, 210 and 90 hours of credits or permission of the Department.

PSYC 485-5 Animal Behavior
Prerequisites: PSYC 385-3, 201, 210 and 90 hours of credits or permission of the Department.

Students with credit for PSYC 485-5 under its former title "Comparative Psychology-Animal Behavior" may not take this course for further credit.

RATIONALE: To solve a problem in sequencing. To require all students in 400 level seminars to have completed essential lower level pre-requisites prior to seminar courses.

CHANGE OF COURSE NUMBER AND CREDIT HOURS

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

CREDIT HOURS
PROPOSAL FORM

1. Calendar Information

Department: Psychology

Abbreviation Code: PSYC Course Number: 311 Credit Hours: 3 Vector: 2-0-2

Title of Course: Introduction to the Theory of Measurement

Calendar Description of Course: Deals with basic problems in the quantification of psychological variables. Theoretical formulations of the concepts of reliability and validity, and the applicability of these formulations to experimental and observational data. Implications of measurement theory for the design of experiments and studies, and introduction to contemporary methods in different content areas.

Nature of Course: Lecture/Laboratory

Prerequisites (or special instructions): PSYC 210-3

Students with credit for 310-5 may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: PSYC 310-5. (This course is being reduced from 5 to 3 credit hours and is being renumbered PSYC 311-3 as indicated above)

2. Scheduling

How frequently will the course be offered? once/year

Semester in which the course will first be offered? 1980-3

Which of your present faculty would be available to make the proposed offering possible? Crawford, Koopman, Krane

3. Objective of the Course:

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty:

Staff:

Library:

Audio Visual:

Space:

Equipment:

5. Approval

Date: April 1978

Chas. J. Full
Department Chairman

R. C. Brown
Dean

Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

March 1978

PROPOSED OUTLINE

Psych 311-3 Introduction to the Theory of measurement

I. Fundamentals

Review of notation and basic descriptive statistics

Biserial and tetrachoric correlation

Conditional probability and expectation

II. Traditional Approaches

Specific and generic true-score models, parallelism, essential tau-equivalence, congeneric measures; behaviour domain theory.

Reliability: conceptions, definitions, and estimation techniques under true-score and behaviour domain theories; homogeneity and internal consistency; generalizability.

Validity: conceptions, definitions, and estimation techniques; effects of selection ratios and cutting scores; bias and fairness; construct validity.

Item analysis, parallel form construction, reliability-validity paradox.

Formula scoring, norming, scale scores, weighting and composite scores, change scores.

III. Newer Approaches

Strong and weak true-score models: binomial, compound binomial, Poisson, and simple monotone.

Latent trait theories and information functions: 2-, 3-, and 4-parameter models; non-monotone models.

POSSIBLE TEXTS

M. J. Allen & W. M. Yen. Introduction to Measurement Theory. Monterey, California: Brooks/Cole, 1979.

F. M. Lord & M. R. Novick. Statistical Theories of Mental Test Scores. Menlo Park, California: Addison-Wesley, 1968.

J. C. Nunnally, Jr. Introduction to Psychological Measurement. New York: McGraw-Hill, 1970.

CHANGE IN DESCRIPTION

FROM:

PSYC 201-3 Research Methods in Psychology

Considers problems of research and experimentation with illustrations from the major areas of psychology. Topics include: formulation of testable questions; control or elimination of extraneous influences; measurement of effects; evaluation of results; choice of variables which most appropriately represent the concepts under study; instrumentation. Provides a background for senior psychology courses since it offers a basis for conduct and critical evaluation of research.

(Lecture/Laboratory)

Prerequisite: PSYC 101-3.

Students with credit for PSYC 201 under its former title may not take this course for further credit.

TO:

PSYC 201-3 Research Methods in Psychology

An introduction to the procedures used in psychological research and to the logic underlying them. Topics include the strengths and weaknesses of different approaches to research, the formulation of testable questions, the control of extraneous influences, the measurement of effects, and the drawing of valid conclusions from empirical evidence. Provides a background for senior psychology courses since it offers a basis for the critical evaluation and conduct of research.

(Lecture/Laboratory)

Prerequisite: PSYC 101-3

Students with credit for PSYC 201 under its former title may not take this course for further credit.

Rationale: The faculty members who most frequently teach PSYC 201 (Research Methods in Psychology) have recommended that its calendar description be amended. We believe that the amended version better describes the course as it is now taught. In particular, "experimentation" has been dropped since it is inconsistent with the terminology employed in the course. The phrase "with illustrations from the major areas of psychology" has been dropped since it adds unnecessarily to the length of the description. "Instrumentation" is now omitted, since this is not covered in sufficient detail to warrant its inclusion as a specific topic. Finally, "the drawing of valid conclusions from empirical evidence" is preferred to the vague phrase "evaluation of results."

In summary, we regard these changes as minor but helpful.

CHANGE IN DESCRIPTION AND PREREQUISITE

FROM:

PSYC 321-3 Intelligence and Creativity

Surveys recent empirical and theoretical research on the nature and development of intelligence and creativity. Topics will include: the measurement of intelligence and creativity; the role of heredity and environment in their development; the relation between intelligence, learning and thinking; the relation between intelligence, creativity and achievement.

(Lecture/Laboratory)

Prerequisite: PSYC 101-3.

Recommended: PSYC 201-3 or 207-3.

TO:

PSYC 321-3 Intelligence and Creativity

Surveys historical conceptions of the nature of intelligence, and reviews current theoretical and applied research concerning intelligence and creativity. Topics will include: the measurement of intelligence and creativity; the role of heredity and environment in their development; the relations among intelligence, creativity, and achievement; the social and political implications of theories of intelligence.

(Lecture/Laboratory)

Prerequisites: PSYC 101-3 and one 200-level PSYC course.

RATIONALE: More accurate description of course content. Old description, in combination with title, implied equal emphasis on intelligence and creativity, whereas course treats creativity as part of intelligence.

Prerequisite broadened to allow any 200-level PSYC course rather than specific ones. Instructors desire a general level of sophistication in psychology rather than the content of any specific course.

CHANGE IN DESCRIPTION

FROM:

PSYC 365-3 Psycholinguistics

Treats language behavior from a linguistic point of view to provide an integrated study in terms of both structural and functional aspects. Treats language from a psychological point of view. Acquisition of the mother language in the first years of life is the main focus of the course. Other topics may include: second language acquisition, and bilingualism, linguistic relativism, and social determinants of speech.

(Lecture/Laboratory)

Prerequisite: PSYC 101-3.

Recommended: ENGL 212-3 or LING 220-3.

TO:

PSYC 365-3 Psycholinguistics

Treats language from a psychological point of view. Acquisition of language in the first years of life is the main focus of the course. Other topics may include: the evolution of language, bilingualism, linguistic relativism, and social determinants of speech.

(Lecture/Laboratory)

Prerequisite: PSYC 101-3

Recommended: LING 220-3 or ENGL 212-3

The current description does not accurately reflect the content of the course as taught by Drs. Modigliani and Strayer. These instructors are likely to be the only ones to teach this course in the foreseeable future and the proposed description better reflects what they cover in the course.

CHANGE IN DESCRIPTION

FROM: PSYC 370-3 Theories of Personality
Examination of concepts used in the study of personality. Emphasis will be on normal rather than abnormal behavior, and particular attention will be paid to experimental investigations of personality variables.
Prerequisite: PSYC 101-3. (Lecture/Laboratory)

TO: PSYC 370-3 Theories of Personality

Reviews major theories of personality such as those of Freud, Jung, Rogers, Allport, Skinner, Bandura, and Kelly. The emphasis will be on comparisons of concepts; representative research will be considered in relation to each major theory.
(Lecture/Laboratory)

Prerequisite: PSYC 101-3

RATIONALE: Clarity of description. To emphasize that research will be considered in relation to theories, and concepts will be compared across theories. The old statement of emphasis on normal rather than abnormal behavior is not considered to be necessary now that the department has added courses specifically concerned with psychopathology.

CHANGE IN DESCRIPTION AND PREREQUISITE

FROM:

PSYC 306-3 Psychological Assessment Procedures

A survey of selected techniques for assessment of individual and group differences in aptitudes, abilities, achievement, attitudes, interests, and personality. Emphasis is placed on evaluating the effectiveness of various techniques, including performance tests, self-report questionnaires, inventories and projective approaches. This course provides a suitable introduction for students considering advanced training in assessment techniques.

(Lecture/Laboratory)

*Prerequisites: PSYC 101, PSYC 201, PSYC 210 or a course in statistics also recommended.
Students with credit for PSYC 305-3 may not take this course for further credit.*

TO:

PSYC 306-3 Psychological Assessment Procedures

A survey of selected techniques for assessment of individual and group differences in aptitudes, abilities, achievement, attitudes, interests, and personality. Emphasis is placed on evaluating the effectiveness of various techniques, including performance tests, self-report questionnaires, inventories and projective approaches. This course provides a suitable introduction for students considering graduate training in clinical psychology.

Prerequisites: PSYC 101-3 and PSYC 201-3.

Students with credit for PSYC 305-3 may not take this course for further credit.