



The Senate of York University

Notice of Meeting

to be held at 3:00 pm. on Thursday, December 11, 2014
in the Senate Chamber, N940 Ross Building.

AGENDA

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- 1. Chair's Remarks (G. Comninel, Acting Chair)
2. Minutes of the Meeting of November 27, 2014..... 1
3. Business Arising from the Minutes
Senate will resume consideration of APPRC's November report (6.2, new business information item 1) to permit the completion of a discussion regarding recommendations emerging from the Academic and Administrative Program Review and the development of an Institutional Strategic Directions document.
4. Inquiries and Communications
a. Senate Members of the Board of Governors re: December 8, 2014 Meeting of the Board of Governors (A. Belcastro / D. Leyton-Brown; synopsis to be distributed following the Board meeting)
b. Academic Colleague to the Council of Ontario Universities re: COU Issues Update for November 2014 (G. Tourlakis; view the document online)
5. President's Items (M. Shoukri) 5
6. Committee Reports
6.1 Executive (G. Comninel) 7
6.2 Academic Policy, Planning and Research (R. Pillai Riddell) 8
Note: The Vice-President Research and Innovation will present the autumn report under the auspices of APPRC.
6.3 Academic Standards, Curriculum and Pedagogy (L. Sanders)..... 18
a. Establishment of a BSc Program in Psychology, Glendon (Appendix A, p. 20)
7. Other Business

M. Armstrong, Secretary

Minutes

of the meeting held at 3:00 pm on Thursday, November 27, 2014
in Room A100, Centre of Excellence, Glendon.

R. Mykitiuk <i>Chair</i>	D. Golemi-Kotra	K. Little	S. Parsons	L. Sossin
P. Amarasooriya	E. Gutterman	M. Lockshin	A. Perry	D. Spokiene
S. Ariyaratnam	R. Haché	L. Lum	M. Phuong	H. Tamim
M. Armstrong <i>Secretary</i>	M. Hamadeh	W. Maas	B. Pilkington	P. Tsasis
A. Belcastro	M. Hamaoui	A. MacLennan	R. Pillai Riddell	S. Tufts
K. Bird	C. Heron	M. Martel	A. Pitt	A. Vianei
M. Biehl	V. Hildebrand	G. McFadden	B. Rahder	P. Walsh
G. Brewer	D. Horvath	J.J. McMurtry	I. Roberge	L. Weir
H. Campbell	D. Ipperciel	G. Mianda	B. Ryder	R. Wellen
G. Comninel <i>Vice-Chair</i>	R. Jayawardhana	K. Michasiw	L. Sanders	S. Wood
B. Crow	A. Khandwala	M. Milo	V. Saridakis	L. Wright
C. Davidson	D. Khayatt	G. Monette	A. Schrauwers	H. Wu
S. Dimock	U. Lehrer	T. Moore	M. Shoukri	J. Yeomans
S. Ehrlich	R. Lenton	R. Myers	M. Singer	R. Zeidenber
R. Furgiuuele	D. Leyton-Brown	R. Owston	H. Skinner	
J. Goldberg	B. Lightman	S. Paradis	I. Stoniowski	

1. **Chair's Remarks**

The Chair of Senate, Professor Roxanne Mykitiuk, welcomed Senators to Glendon and advised that Senate Executive would announce soon if the December meeting would be held.

2. **Minutes of the Meeting of October 23, 2014**

It was moved, seconded and *carried* "that Senate approve the minutes of the meeting of October 23, 2014."

3. **Business Arising from the Minutes**

There was no business arising from the minutes.

4. **Inquiries and Communications**

4.1 Academic Colleague to the Council of Ontario Universities

Senator Turlakis transmitted a record of the most recent Colleagues' meeting for information.

5. **President's Items**

President Shoukri reported that a committee composed of deputy ministers with assistance by the President of the Higher Education Quality Council of Ontario would soon begin evaluating applications for funding under the Major Capital Expansion framework. The University's York in York Region campus bid is one of thirteen proposals deemed eligible for the competition. Dr Shoukri also commented on the provincial government's consideration of possible revisions to the funding formula for universities.

6. **Committee Reports**

6.1 Executive

a. Information Items

Senate Executive reported that amendments to the rules and procedures of the Liberal Arts and Professional Studies Faculty Council it had reviewed were consistent with principles of collegial governance and practices elsewhere at the University (but that it had asked that Council adopt the terminology of “contract faculty member” and “teaching assistant” to describe certain categories of members). It was also reported that the chairs and secretaries of Senate committees had convened for their autumn meeting.

6.2 Academic Policy, Planning and Research

a. Unfinished Business: Provost’s Autumn Report on Enrolments and Complement

In anticipation of further discussion of her October report to Senate, Provost Lenton recapped its highlights. She emphasized the need to reach Faculty-specific and Strategic Mandate Agreement targets and described initiatives designed to reverse shortfalls in acceptances and retention. In response to questions, she also said:

- it was important to solidify the Faculty of Liberal Arts & Professional Studies together with its constituent disciplines and General Education service courses for other Faculties
- with respect to the number of LA&PS students in the “This is my Time” campaign to date, students represented reflect consultations with the Faculties about areas with strong potential to better profile the University as a whole; efforts are underway to build enrolments in programs that are undersubscribed by boosting their attractiveness and to increase capacity for those that have more qualified applicants than slots
- a table depicting appointments by Faculty in recent years can be found in her presentation
- students who leave for reasons associated with programs often cite unhappiness with their choice or surprise at the content of their studies; full survey data has been provided to the Deans and Principal, can be shared with programs, and will be the subject of further analysis

b. Deferred Item: Autumn Report of the Vice-President Finance and Administration

Vice-President Brewer opened discussion of the budget context for academic planning with a presentation that highlighted cumulative deficits and the impact of enrolment shortfalls on the finances. He noted that there are structural deficits, growing yearly, that must be addressed. It remained a “challenging budget context,” an outlook that was perhaps not sufficiently stressed in June’s update for Senate. In response to questions and comments he made the following points:

- York was not among the universities receiving compensation for province-wide reductions in Education enrolments because it was felt by the provincial government that the impact could be absorbed by larger universities while smaller institutions – especially those in the north – would have faced severe budget consequences
- fluctuations in the VPRI budget line reflect periodic OTO attributions to the Division (as was the case with the externally-funded fMRI machine acquisition)
- past carry forwards in the Provost’s division have been used to offset Faculty deficits or were invested in 60 strategic appointments that helped stabilize the complement
- “general institutional” expenditures include insurance, legal costs, special pension payments and the like
- the budget approved by the Board was predicated on the achievement of overall enrolment targets that were not met, and shortfalls have translated into a loss of many millions of dollars in tuition fees and grants; there were always genuine concerns that enrolment declines would exacerbate a worrisome situation that forecast cuts for several out years
- the SHARP budget model is designed to foster transparency and to avoid further across-the-board cuts; it will be not be a pure activity-based-budget framework, and implementation will be gradual so that Faculties have the time and means to adapt

It was suggested that it would be beneficial to strike an alternative budget committee that included student members and to lobby the government more arduously for enhanced funding. A Senator asked for a more fine-

grained breakdown of the amount devoted to instruction *per se*, and Vice-President Brewer indicated that it should be possible to provide data of this kind.

d. New Information Item

Academic Policy, Planning and Research provided a summary of the November 13 planning forum it sponsored on the topic of "Academic Priorities: Contexts, Planning and Implementation." This stimulated a discussion of recommendations contained in the AAPR Academic Task Force report and the development of an Institutional Strategic Directions document. The following were among the questions, comments and replies:

- What are the questions that APPRC will ask of the Deans and Principal during this year's round of planning discussions, and why is AAPR the focus? The Chair of APPRC responded that the focus would be broader than Task Force recommendations, and that the questions have not yet been formulated.
- Although APPRC stresses that processes will be collegial, the process of developing an Institutional Strategic Directions document was not clear, particularly from the standpoint of Senate's involvement. The President noted that the Board will be asked to approve an approach that emerges from consultations and the development of the institutional plan. He confirmed emphatically that only Senate can act in areas that fall under its jurisdiction. The Chair noted that changes to programs must be dealt with according to Senate processes, and stressed that it would be very serious if any attempt were made to close or alter a program by means other than the prescribed collegial ones.
- It was said that the concern was not that Senate will be bypassed in future, but that Senate was already too far removed from discussions that are occurring now while pressure is mounting on programs that are in the lower left quadrant of the scatter point graphs. The Provost responded that AAPR had ended and that normal planning processes would obtain going forward. The Academic Task Force report raised questions rather than dictated answers. Data collection and assessment process itself had provided planners with new and better information.

It was also asked when the SHARP model would be unveiled given its importance to academic planners. In reply, the Provost confirmed that the model would be made public within a matter of weeks.

Mindful that the normal adjournment time was approaching, and that the ASCP report contained an action item, the Chair proceeded to the next item on the agenda notwithstanding that some Senators were waiting to speak on this item.

6.3 Academic Standards, Curriculum and Pedagogy

a. Establishment of a Graduate Diploma in Quantitative Methods (Type II)

It was moved, seconded and *carried* **"that Senate approve the establishment of a Diploma in Quantitative Methods (Type II) to be housed in the graduate program in Psychology, Faculty of Graduate Studies, effective Fall-Winter 2014-2015."**

b. Information Items

Academic Standards, Curriculum and Pedagogy reported that it had approved the following:

School of Arts, Media, Performance and Design

- a change in the rubric for the interdisciplinary Fine Arts courses from INFA to PANF [corrected from AMPD]

Faculty of Graduate Studies:

- a minor change to the requirements for the Master of Disaster & Emergency Management program (classifying the existing MRP requirement as a 6 credit course; adding three new courses to the list of elective credits)
- a minor change to the requirements for the MA and PhD programs Psychology (splitting the existing requirement of two 3-credits research methods courses in the PhD program to one 3-credit research methods course in each of the MA and PhD programs).

ASCP also advised that it is pursuing a number of key policy initiatives, including possible conversion of the undergraduate grade scale from 9 points to four, adoption of “Withdrew from Course” into the common grading scheme for undergraduate Faculties, and guidelines for mid-term examinations held outside of class time.

7. **Other Business**

It was moved, seconded and *carried* “**that Senate adjourn.**”

R. Mykitiuk, Chair

M. Armstrong, Secretary



DECEMBER

Julia Foster, Chair of the Board of Governors, has been named one of Canada's Top 100 Most Powerful Women in 2014 by the Women's Executive Network (WXN). Foster received this honour at a WXN awards gala on November 27th, 2014.



On November 27th, York community members celebrated the ribbon-cutting of the newly renovated Frost Library at Glendon College.

Art Gallery of York University (AGYU) received seven awards for excellence in curation, writing, education and exhibitions from the Ontario Association of Art Galleries (OAAG).

Faculty of Health will soon launch the Senate-approved YU Centre for Aging Research and Education. The Centre will conduct interdisciplinary research on graceful aging, and aging in community settings such as individual homes, hospitals, and long-term care facilities.

The Law in Action Within Schools (LAWS) program is this year's winner of the Canadian Coalition for the Rights of Children (CCRC) Children's Right's Supporter Award. The program is an innovative partnership between York's Osgoode Hall, the U of T Faculty of Law, and the Toronto District School Board.

The Government of Ontario will provide \$3.75 million over two and a half years to fund York's Youth Research and Evaluation Exchange, a program that works to improve outcomes and promote well-being among Ontario's youth.

The Faculty of Environmental Studies was strongly represented at the 15th Planet in Focus Film Festival. The festival itself was founded by York alumnus Mark Haslam, and this year at the festival FES alumna Tzeporah Berman was named 2014 Canadian Eco-Hero for her work in environmental activism. Faculty member Martha Stiegman's film, *Honour Your Word*, was also screened.

President Emeritus H. Ian Macdonald was honoured with a special award for his role as a founding member and longtime supporter of the Commonwealth Association for Public Administration and Management (CAPAM). This was the first award of its kind given out by CAPAM.

Thilo Womelsdorf, a Biology professor in the Faculty of Science, received the Petro-Canada Young Innovator Award as recognition for the excellence and promise of his neuroscience research.

As of December 3rd, the 2014 York Cares Campaign has raised more than \$175,000 in support of United Way Toronto.

Anne Rochon Ford, co-director of the National Network on Environments and Women's Health at York U, was recently awarded the 2014 Constance E. Hamilton Award at Toronto City Hall.

English Professor Darren Gobert awarded the Barnard Hewitt Award for Outstanding Research in Theatre History for his book *The Mind-Body Stage: Passion and Interaction in the Cartesian Theater*.

A team from the Lassonde School received a top prize – the Bridge Gap Prize – at the Toronto Mini Maker Faire, the largest festival of its kind in Toronto.

The Endless Possibilities and Hope Development Organization presented York graduate Christina Sgro with their Women's Courage Award for Mentorship for her significant contributions to society.

This year's Bryden Alumni Awards celebrated five outstanding alumni who have made extraordinary achievements in their careers and remarkable contributions to York University and to the broader community. The five leaders honoured at the awards dinner on November 20th, 2014 at the Royal Ontario Museum were:

- Pinnacle Achievement: **Nigel Lockyer** (BSc '75), director, Fermilab
- Outstanding Contribution: **Samuel Schwartz** (MA '69, LLB '72), managing partner (Toronto office), Davis LLP
- Local Hero: **Sonia Cianfarani** (BA '96), recruitment officer, York University
- Redefine the Possible: **Kofi N. Barnes** (LLB '91), judge, Ontario Superior Court of Justice
- One to Watch: **Irvin Studin** (BBA '99, PhD '11), editor-in-chief and publisher, Global Brief, and president, Institute for 21st Century Questions.



Faculty of Science Dean Ray Jayawardhana and a team of astronomers have measured the passing of a super-Earth in front of a nearby sun-like star using a ground-based telescope for the first time.

EXECUTIVE COMMITTEE

**Report to Senate
at its Meeting of December 11, 2014**

FOR INFORMATION

1. Decision to Hold a Meeting of Senate in December

It is not uncommon for December meetings of Senate to be cancelled. On December 2 the Executive Committee determined that it would be appropriate to proceed with a regular business meeting this month. The factors that informed this decision are as follows:

- The names of a number of Senators were on the speakers' list when the November meeting ended and other members of Senate have called for continued discussion of APPRC's report given the high degree of interest in the AAPR Academic Task Force report and the development of an Institutional Strategic Directions document.
- The autumn report of the Vice-President Research and Innovation contains important information for Senators and the community, and it forms a key backdrop to the pan-University dialogue on research intensification that Vice-President Haché is planning.
- Proponents of a new bilingual BSc Program in Psychology (see the ASCP report) indicated their strong desire to see the proposal approved by Glendon Faculty Council come to Senate this term.

Senate Executive concluded that it would be appropriate to resume consideration of the APPRC report under "Business Arising from the Minutes," the standing item that deals with matters that were in progress when a previous meeting ended. There will be no further presentations when discussion resumes, and Senators are encouraged to review documents distributed with the November agenda. Discussion will be governed by normal Senate rules with regard to the permissible number and length of interventions by Senators.

Roxanne Mykitiuk, Chair

ACADEMIC POLICY, PLANNING & RESEARCH COMMITTEE

Report to Senate
at its meeting of December 11, 2014

FOR INFORMATION

1. Autumn Report of the Vice-President Research and Innovation

Vice-President Haché previewed his autumn report to Senate on research performance and major initiatives when the Committee met at Glendon on November 6. The report highlights notable achievements by individual researchers and points to positive strides made to boost external grants and sustain the University's recognized impact. Even so, the gap between York and other major research universities remains wide and funding would need to increase substantially – double or more – to reach the next level. Vice-President Haché is launching a pan-University dialogue on research intensification this year. Recognizing the importance of intensification to planning generally, ¹ APPRC has endorsed this initiative and will support the effort.

Documentation will be posted prior to the meeting.

2. Task Force on Sustainability Research

On December 4 the Committee met with the Chair of the Task Force on Sustainability Research, Professor Jennifer Foster of the Faculty of Environmental Studies. The Task Force has refined its terms of reference through a collegial process and has set for itself the following mandate:

- broadly engage the community to identify current and potential sustainability research strengths at York
- develop recommendations for structures that best capture York's strengths in sustainable research and to promote and foster York's future
- provide advice on potential linkages between Researchers at York and External Partners
- provide a final report to the York community that reflects the Task Force's findings and recommendations

¹ Research Intensification

- intensifying and widening the research culture at all levels of the University and investing in more research infrastructure
- building research capacity by leveraging our research strengths across the university and through strategic collaboration with external partners worldwide
- developing an evidence-based culture of evaluating and comparing York's research successes against international best practices and disciplinary norms
- intensifying research through integrated, strategic Faculty planning
- generating more opportunities for graduate students to fully participate in research
- providing expanded post-doctoral opportunities at York
- communicating and celebrating our research success and thereby building York's reputation
- providing the support needed for the Libraries to fulfill their mandates in support of teaching, learning and research in the context of evolving technology and with the goal of information literacy and providing a culture of support for research across the university, in the relevant non-academic administrative units.

The Task Force has a diverse membership in terms of Faculties, disciplines, career stages, and methodological and ideological approaches to sustainability. Student members are taking the lead in meetings with students and the Task Force has an otherwise full and appropriately comprehensive consultation schedule.

The Task Force builds on goals in the University Academic Plan and the Strategic Research Plan 2013-2018 which identifies opportunities associated with the theme of Forging a Just and Sustainable World. The SRP notes that “research in this theme extends from understanding the global and international environment to exploring identity, human rights, citizenship and the movement of peoples.” A key goal of the Task Force is to set out the principles that inform research in this domain.

APPRC encourages Senators to participate in this initiative. Professor Foster is visiting Faculty Councils and there will be open for to discuss a draft plan before recommendations are finalized in April. Members of the community may also share their views on the Task Force Website.

3. Autumn Report of the Sub-Committee on Organized Research Units

The Sub-Committee on Organized Research Units has submitted its first report of the year following a meeting on November 26 which focused on a number of organizational items and the development of a work plan. The Committee is grateful to Professor Preet Aulakh, Professor Susan Dimock, Professor Laurence Harris, and Professor Anders Sandberg for serving on this important Sub-Committee in 2014-2015.

Documentation is attached as Appendix A.

4. Discontinuation of the York Ad Hoc Research Fund and Transfer of Funding to the Faculties

APPRC has finalized its approval of a proposal to discontinue the York Ad Hoc Research Fund and redistribute funding to the Faculties. The York University Faculty Association and Osgoode Hall Faculty Association have been apprised of the prospective change and have raised no objections. The fund supports travel to and hosting of conferences, and provides full-time faculty members and CLAs with funding for periodicals. Released funding will be allocated to the Faculties based on a proportionate share of disbursements over the past three years, a re-distribution that is advantageous to researchers in the Humanities and Social Sciences in the Faculty of Liberal Arts and Professional Studies who have been the recipients of the highest share of awards. The program overlaps with competitions conducted at the Faculty level and its discontinuation will result in lower administrative costs while still supporting researchers.

Rebecca Pillai Riddell, Chair

**Academic Policy, Planning and Research
Sub-Committee on Organized Research Units**

**Report to the Full Committee
December 4, 2014**

The Sub-Committee met on November 26, 2014 with all members in attendance and submits the following report to the full Committee for information. Professor Harris served as chair for the meeting

1. Orientation to the Sub-Committee's Mandate and the Senate Policy on Organized Research Units and Review of Procedures

Vice-President Haché facilitated an orientation to the Senate Policy on Organized Research Units. Members paid special attention to the practices that have been adopted to enhance the process (italicized in the overview attached).

The Sub-Committee also re visited issues that arose during the process leading to the determination that the Institute for Research in Sustainability would not be recommended for a new charter. In the spring of 2014 the Sub-Committee and APPRC confirmed that the procedures had been adhered to with regard to IRIS and other applications that have not been recommended in the past. For greater certainty, Vice-President Haché and the Sub-Committee make the following commitments:

- the Sub-Committee will have access to, and review in their entirety, all of the documents submitted by applicants and Faculty sponsors, prepared by reviewers, and generated by the Vice-President Research and Innovation and / or Associated Vice-President in connection with all applications
- the Sub-Committee will take special pains to ensure that applications that do not result in a recommendation are thoroughly reviewed and discussed

There are aspects of the Sub-Committee's mandate and the policies and procedures that appear ripe for amendment. Given the workload this year, it would be prudent to carry out a formal review in 2015-2016.

Documentation is attached as Appendix A (Policy overview with italicized notations)

2. Annual Reviews and VPRI Responses

Existing ORUs are required to file annual reports on their activities, membership, progress made in the implementation of plans, and funding. Directors participate in subsequent discussions of these documents involving ORU Boards (which consist of the directors, Deans and Principal or their Associate Deans Research together with the Vice-President Research and Innovation or Associate Vice-President). The Office of the Vice-President Research and Innovation then prepares a written response to the reports and Board discussions. Iterative feedback of this kind was strongly favoured by ORUs during the process leading to Senate approval of major amendments to the ORU policy, and it is designed to identify notable accomplishments as well as challenges.

The Sub-Committee had an opportunity to review annual reports submitted this year (from ORUs except those that were chartered in 2014) and correspondence from the VPRI. These communications are candid and constructive. The responses are shaped by discussions involving

the Boards established for each ORU and, as a result, often focus on funding. The Sub-Committee has recommended that more attention be paid to significant achievements – and challenges – with regard to other expectations associated with charters.

The Sub-Committee took note of the composition of the Boards (which consist of representatives of from lead Faculties and the VPRI). It was suggested that the VPRI explore with the ORUs the possibility of augmenting membership by including the chairs of departments that have a close connection to ORUs or by adding individuals that are arm's length to provide dispassionate perspectives. Vice-President Haché agreed to take this up with the ORU directors.

3. External Reviewers

Under the terms of the Senate Policy on Organized Research Units, an existing ORU that seeks a new charter is subject to external review. One ongoing role for the Sub-Committee involves commenting on individuals suggested as external reviewers. The Sub-Committee received a preliminary list of possible reviewers for this year and provided feedback in cases where there appeared to be the possibility of a conflict of interest. The Associate Vice-President Research and Innovation accepted the Sub-Committee's advice in developing a slate of reviewers, and advised that two other prospective reviewers have since been struck because there could be an apprehension of bias.

4. Chartering Process and Timelines / Anticipated Applications

Over the years Sub-Committee has endorsed efforts to ensure that applicants adhere to prescribed timelines (this year's milestones are set out in Appendix B), and is pleased to report that the process is on track at present.

A total of eleven prospective applicants have filed notice of intent. Of these 1 application is for a new ORU (a Centre for Automotive Research affiliated with Lassonde), 1 is from colleagues who are seeking to revive a past ORU (Centre for Research in Mass Spectrometry), and 9 are from existing ORUs. APPRC and Senate will receive chartering recommendations in the spring.

Documentation is attached as Appendix B.

5. ORU Director Searches

Succession planning is of vital importance, and the Sub-Committee welcomes a commitment from the VPRI to assist ORUs and their directors in actively seeking out candidates. An overview of the process is attached. Only one search is planned for this year (involving Robarts).

Documentation is attached as Appendix C.

6. ORUs and Appointments

The Sub-Committee was pleased to learn from Vice-President Haché that the needs of ORU appear to be given greater weight in the search for new faculty members.

Laurence Harris, Chair

Highlights of the ORU Policy (Vice-President Haché)

Policy

2. ORUs are expected to:

- foster vibrant and ongoing programs of collaborative research that explicitly incorporate York's tradition of interdisciplinary collegial scholarship
- provide communities to support individual researchers
- add value and promote quality by bringing together critical masses of scholars aspiring to national leadership and international recognition in clearly identified areas of research consistent with York's values and traditions of community engagement and the translation and mobilization of knowledge, broadly construed and including the methods used in the Sciences, Social Sciences, Humanities, and Fine Arts, to the greater benefit of society
- provide institutional platforms, including specialized administrative expertise, from which to apply for grant and infrastructure support for collaborative and individual projects, and an institutional framework within which to administer them when granted
- provide the means and the encouragement to co-operate with scholars at other universities and institutions, as well as with community and private-sector-based researchers
- enhance and extend teaching, foster the training of future researchers, in a rich environment for graduate student learning and research.
- contribute to building the external reputation and raising the external profile of York research and researchers

3. Nature of ORUs:

- normally expected to assist in the attainment of University Research Plans
- May be Faculty based or Institutional
- Expected to be supported through a variety of sources, external as well as internal.

4. Senate Authority

- ORU charters approved by Senate on recommendations from its Academic Policy Planning and Research Committee (APPRC), which oversees the application and evolution of this policy

6. Role of the VPRI

- ORUs at both the Institutional and Faculty level are expected to be supported by the Faculties and normally reflect the strategic objectives of the Faculty as well as the Institution.
- The VPRI is responsible for issuing calls for ORU applications and overseeing their review, and is expected to play a major role in supporting the seeding and nucleating of ORUs and in providing the ORUs with access to the tools needed to reach their objectives and sustain their success for the duration of the opportunity
- The VPRI also has a primary role in ensuring the accountability and sound management of ORUs.
- In applying this policy, the VPRI coordinates efforts with the Academic Policy, Planning and Research Committee of Senate and its Sub-Committee on ORUs.

Guidelines

1. ORU expectations

- attain at least national leadership and international recognition in the relevant area of research.
- normally align with the strategic research objectives of the University and/or lead Faculty and drive development of research at the Institution in their areas
- identify opportunities and be a focus for research-related faculty recruitment
- build around a single focus, or serve as a synergistic hub for convergent programmatic activities

- provide successful leadership in the pursuit of programmatic and infrastructure funding, while also taking advantage of opportunities to grow and develop their research programs and to sustain their operations
- provide an enhanced research and training environment for undergraduate and graduate students and postdoctoral fellows
- develop extensive relationships within the region, nationally and internationally and to actively engage in knowledge transfer and knowledge mobilization activities to an extent appropriate to the area of research

2. ORSUs

- primarily involve the provision of service or contract research products to internal or external clients
- evaluation places emphasis on the demonstrated excellence and the continuing relevance of the core services provided

Procedures

3. Application Components

- Prepared according to proscribed templates developed by VPRI in consultation with APPRC ORU subcommittee
- Faculty letters of support and commitment
- Faculty may provide reports of external peer review
- Applications for ORU status also may, at the discretion of the lead Faculty/VPRI, be subject to external peer review in addition to internal consultation (new applications).

4. Criteria

- Applications assessed by comparison to the expectations for ORUs as described under Guidelines, with the weighting placed on individual criteria appropriate to the nature of the application and the context in which it is submitted.

5. Approval Process (for first applications)

- All applications and accompanying review documentation shall be provided to the Sub-Committee on ORUs of APPRC for information and discussion
- Applications are expected to fulfill two criteria for chartering:
 1. be of a high academic standard with realistic goals and aspirations appropriate to the area of research, clearly defined and meeting the expectations set out in the guidelines
 2. have a commitment for appropriate levels of resource support to fulfill the charter mandate
- For applications fully fulfilling these criteria, the VPRI will propose to the Sub-Committee on ORUs that the applicants be granted a Charter.
- The Sub-Committee on ORUs shall be responsible for making recommendations to APPRC
- APPRC shall be responsible for making recommendations to Senate.

6. Annual Reporting

- Conforming to prescribed templates, retrospective annual reports shall detail progress made toward achieving goals and finances, together with a prospective research and financial plan for the year ahead
- Annual reports shall be forwarded to the Sub-Committee on ORUs of APPRC for information and comment

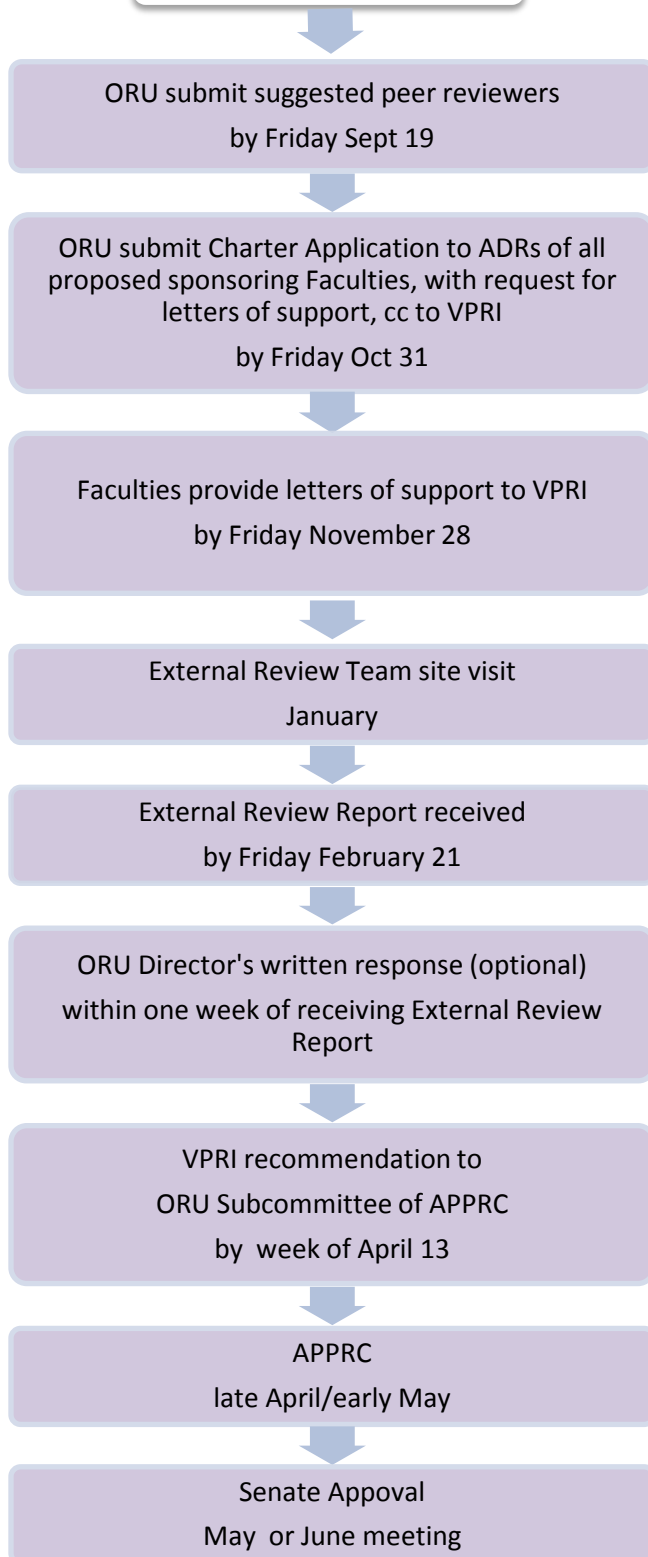
- In the Year before the end of their Charters, ORUs may apply for a new Charter.
- The application process will consist of two parts
 1. a retrospective review of the past term
 2. a proposal for the next term.

7. New Charters (additional terms)

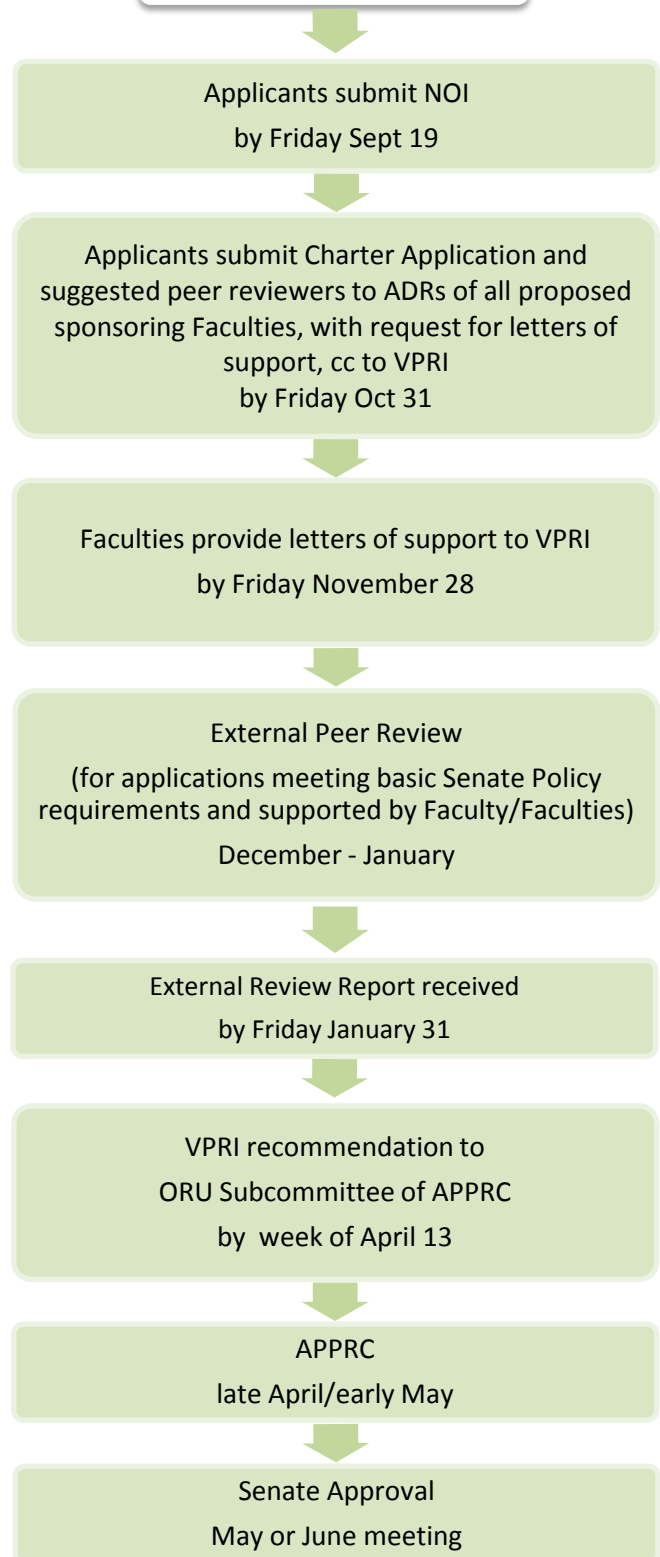
- will include a site visit of up to two days by an expert external review team of normally 3 members selected by the VPRI in consultation with the Sub-Committee on ORUs on the basis of suggestions by the ORU itself, and the participating Faculties
- Materials to be provided in advance of the site visit will include all annual reports and plans from the past and a full application addressing the proposed next term of activities
- Site visit to include interaction with at least one member of the ORU subcommittee
- Review team to report:
 1. Progress against expectations
 2. The continuing opportunity for the ORU (charter proposal)
 3. Alignment of ORU with ongoing internal Faculty/University strategic priorities and external priorities and opportunities
- The Review Committee report will be communicated to the ORU and the ORU director shall have an opportunity to provide a written response to the report
- The VPRI also may seek advice from others in the formulation of recommendations regarding applications for new charters
 - *In practice VPRI will consult with:*
 - a. *the ORU Boards comprised primarily of lead and participating faculties.*
 - b. *The Strategic Projects and Opportunities Review Team (SPORT).*
- Applications expected to fulfill three criteria
 1. being judged through external peer review to have met expectations outlined in their existing charter
 2. have a new charter proposal that continues to be of a high academic standard with realistic goals and aspirations appropriate to the area of research, clearly defined and meeting the expectations set out in the guidelines
 3. have a commitment for appropriate levels of resource support needed to fulfill the new charter mandate.
- For Applications fully fulfilling these criteria, the VPRI will propose to the Sub-Committee on ORUs that the applicants be granted a new Charter
 - *In practice the VPRI also provides a full accounting and documentation of applications judged as not fully meeting the criteria.*
- The Sub-Committee on ORUS shall be responsible for making recommendations to APPRC. APPRC shall be responsible for making recommendations to Senate.
- The Sub-Committee on ORUS shall be responsible for making recommendations to APPRC
- APPRC shall be responsible for making recommendations to Senate
- Unsuccessful applicants may re-apply under the terms specified in clause 3.

ORU Charter Applications 2014-15 Timeline

Existing ORUs



New Applicants



Status of ORU Re-Chartering Applications and New Notices of Intent 2014-15

Name of ORU	Existing ORU/New
Centre for Atmospheric Chemistry (CAC)	Existing
Centre for Research on Latin America and the Caribbean (CERLAC)	Existing
Centre for Research on Biomolecular Interactions (CRBI)	Existing
Centre for Research in Earth and Space Science (CRESS)	Existing
Centre for Refuge Studies (CRS)	Existing
Centre for Vision Research (CVR)	Existing
Institute for Social Research (ISR)	Existing
Institute for Science and Technology Studies (ISTS)	Not re-chartering
Robarts Centre for Canadian studies (Robarts)	Existing
York Centre for Asian Research (YCAR)	Existing
Centre for Research in Mass Spectrometry (CRMS)	New
York Centre for Automotive Research (York Car)	New

Institutional ORU Director Searches *Overview of Process 2014-15*

populate search committee

(by early September)

- AVP Research to chair; Assistant to support
- 2 Deans/delegates, 1 executive cttee member, 1 grad student member, up to 2 members at large
- established by VPRI in consultation with ORU Executive and relevant Deans

first meeting

(mid-September)

- meet with outgoing Director to discuss challenges and opportunities for ORU
- consider acting or external apptmt if relevant
- review draft job posting
- formulate proactive outreach strategy
- review process and next steps

shortlisting meeting

(early December)

- discuss applications and select candidate(s) to go to interview stage
- if no suitable candidates, discuss options (eg extended search, acting appointment)
- coordinate with external hiring process if relevant

interview stage

(January)

- each candidate presents vision for the ORU to search cttee, ORU members and staff
- closed interview with search committee
- search committee meets in confidence to discuss references and rank candidates to be recommended to VPRI

recommend to VPRI

(early March)

- VPRI seeks approval of preferred candidate's Dean and ORU Board
- makes offer of appointment

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of 11 December 2014

FOR ACTION

I. Major Modification

1. Establishment of a BSc Program in Psychology • Department of Psychology • Glendon College

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the establishment of a BSc Program in Psychology, Glendon College, effective FW 2015-16.**

Rationale

The proposed Bachelor of Science (BSc) in Psychology will complement the Glendon College Department of Psychology's bilingual Bachelor of Arts (BA) program, established in 1971, by providing a bilingual science degree option for students. The primary impetus for expanding the program options is to meet the need and demand for bilingual education from the growing francophone population in Southern Ontario. Glendon's vision is to become the Southern Ontario Centre of Excellence for Francophone and Bilingual Postsecondary Education. With psychology among the most popular programs of university study within the francophone population in southern Ontario, Glendon will be well positioned to attract students by offering both BA and BSc program options. York would be the only university in southern Ontario to offer that programming.

Internally, the BA program in Psychology at Glendon has experienced steady growth in recent years, making it its second largest program, as detailed in the proposal attached as Appendix A. Drawing on the experience of the BA and BSc Psychology programs in the Faculty of Health, more than one-third of the students have chosen the BSc option. Together the enrolment growth and student demand for a science degree option are strong indications of the need for the new BSc program at Glendon. That it would be a bilingual program distinguishes it from those provided by the Faculty of Health.

The statements of support from the Principal and the Vice-Provost Academic confirm the new program's alignment with academic plans, and the availability of resources to mount it. The Senate Committee is satisfied that the student learning outcomes have been effectively articulated and mapped to the program requirements. It is pleased to recommend the program's establishment at Glendon.

Approved by: Glendon Council 26 June 2014 • ASCP 26 November 2014

II. Program Closures

2. Closure of the Master in Public Administration Program • Schulich School of Business / Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the closure of the Master in Public Administration (MPA) Program, housed in the Schulich School of Business, effective FW 2015-2016.**

Rationale

The Master of Public Administration program (MPA) was launched in 1967 in the then Faculty of Administrative Studies. Unique at the time for its focus on management skills and public administration, current students with interest in this area are instead choosing the MBA program and its Public Management specialization. The result has been declining enrolments in the MPA program in recent years, with the result being that it is no longer viable. Presently there are no students in the program.

The Schulich School of Business plans to maintain the Public Management focus within the MBA program, and it is undertaking a review to enhance the curriculum to ensure its competitiveness and interest to students. The closure is supported by the Faculty of Graduate Studies. The documentation in support of the proposal is attached as Appendix B.

Coincident with the closure of the MPA program is the de-listing of two related graduate diplomas jointly housed at the Schulich School of Business: the *Diploma in Justice System Administration* and the *Diploma in Democratic Administration*. Students typically pursued the Diplomas concurrently with the MPA. The de-listing is a result of the closure of the MPA. The Diplomas will continue to be offered by the *Masters in Public Policy, Administration and Law* program (MPPAL) and the graduate program in Political Science respectively. The de-listing of the diplomas is reported to Senate as a Minor Modification on the Consent Agenda.

Approved by: FGS Council 2 October 2014 • ASCP 15 October 2014 • APPR Concurrence 4 December

FOR INFORMATION

1. Minor Curriculum / Academic Standards Items Approved by ASCP

The following Minor Modifications were approved by ASCP:

Faculty of Arts, Media, Performance & Design

- *Correction from November report.* Change in rubric for the interdisciplinary Fine Arts courses (From INFA to PANF)

Glendon College

- Minor change to degree requirements for the BA programs in Drama Studies

Faculty of Graduate Studies

- De-listing of the *Diploma in Justice System Administration* and the *Diploma in Democratic Administration* from the MPA program (Diplomas will continue to be offered by the Masters in Public Policy, Administration and Law (MPPAL) program and the graduate program in Political Science respectively.)

Faculty of Health

- Minor change to degree requirements for the BA and BSc programs in Global Health

Leslie Sanders, Chair
Academic Standards, Curriculum & Pedagogy

York University

**Major Modification: Addition of a
new degree option
BSc in Psychology**

Glendon College

Submitted: May 2014

Approved by Faculty Council on June 26, 2014

1. Program

Psychology

2. Degree Designation

Bachelor of Science (BSc)

3. Type of Modification

The addition of a new option (bilingual BSc in Psychology at Glendon College) to an existing program (BSc in Psychology in the Faculty of Health)

4. Effective Date

2015

5. Description of proposed changes, rationale, alignment with academic plans

The proposed Bachelor of Science (BSc) in Psychology will provide a bilingual, Glendon-based science degree option for students interested in a program that integrates the examination of the major applications and theoretical viewpoints in psychology with an emphasis on the empirical approach to the discipline. Psychology as a field of study is broad and well-established within post-secondary systems around the globe. The proposed program name and degree designation; BSc in Psychology, reflects the most commonly recognized naming convention within the system. It also connotes the multidisciplinary nature of modern science.

Proposed Changes

The Department of Psychology at the Keele Campus, established as a founding program at York University, became part of the Faculty of Health, newly created, in 2006. This program is the largest Psychology program in Canada, with approximately 80 full-time faculty members and seven areas of study in its graduate program.

Glendon's Department of Psychology includes a faculty complement that is relatively small in comparison; however, most Glendon Psychology faculty members are active in York's graduate program in areas associated with their field(s) of expertise. Further, Glendon's BA in Psychology program has the second largest number of majors in the College. While the Department of Psychology at Keele has always included Major, Honours and Specialized Honours (BA and BSc) degree options, the addition of the proposed bilingual BSc option at Glendon will offer students parallel opportunities in terms of degree structure.

Specifically, since the Glendon BSc in Psychology will be offered in both languages, Keele and Glendon students alike will have an opportunity to access bilingual science programming. More importantly; however, the provision of a bilingual Psychology BSc will address a number of additional needs and demands related to the provision of post-secondary French language programming in Southern Ontario. For example, with rare exception, all Canadian universities offer a BSc in Psychology but very few universities offer a BSc in Psychology in both French and English. In Ontario, the University of Ottawa and Laurentian University each offer a Psychology BA and BSc in both English and French. These institutions serve Eastern and Northern Ontario communities, respectively. The proposed Glendon BSc in Psychology would be the first and only comprehensive program offered in both languages within the post-secondary system in Southern Ontario. Because Southern Ontario and the GTA in particular,

continue to experience the most significant increase in francophone residents in the province, the introduction of the BSc in Psychology will help to ensure access to bilingual post-secondary programming in all regions of Ontario.

Further, the two York University programs in Psychology offer distinct features that complement each other beyond simply their differences in language of instruction and class size. For example, the Faculty of Health program features the York University Psychology Clinic, a community mental health and training centre; whereas, the Glendon College program has a long-established relationship with the Baycrest Centre for Geriatric Care (as well as with other affiliated hospitals and health centres), where students collaborate on clinical research through internships and other applied experience. In addition, the Glendon campus houses a centre in cognitive health, which is closely tied to the Psychology department.

Together, the two programs therefore, offer both on-campus (Faculty of Health) and off-campus (Glendon College) opportunities for experiential education and clinical training. The Glendon BSc will emphasize English and French courses and experiential learning in English and French.

Ultimately, York's two Psychology programs demonstrate offerings of considerable breadth, thereby strengthening the reputational value of the York Psychology degree provincially, nationally and internationally.

Rationale

Student Interest

The post-secondary system in Ontario is rich in diverse Psychology offerings reflecting, in part, the long-lasting and consistent student interest in the field. Glendon College specifically, reports a persistent and growing demand for Psychology programming from both anglophone and francophone markets. More and more students arrive at Glendon expecting to major in Psychology. For example, for the 2012-13 academic year, the number of Glendon Psychology majors was up by 11%. In 2013-14, this number is up once again, this time by 12%.¹ The five-year trend shows an increase of 30%, that is, a compounded average increase of 5.3% per year. There are 327 majors in the program this year, a record. After the French Studies program, which is at the heart of the mission of Glendon, Psychology is the largest program. Furthermore, in 2012-13, the number of first-year Glendon Psychology majors was up by a whopping 36.8% over the previous year. This is to be compounded with a healthy 6.5% rise in 2013-14. The five-year trend shows an increase of 41.4% in first-year majors, that is, a compounded average increase of 7.2% per year. There are 97 first-year majors this year, a historic high. The number of applications to the program for the year 2014-15 has risen by approximately 50%. Acceptances are up 36% between 2011 and 2013; total majors are up 23% during the same period; total FFTE's are up 22% from '11 to '13. Enrolments in the French section of Introductory Psychology are up 39% since 2011. The 2-year retention rate increased from 66% in 2008 to 80% in 2011. The recent Spring Open House (March 2, 2014) attracted a standing-room-only audience of 120+ for a presentation by Glendon Psychology faculty about the program. These statistics clearly indicate that the Glendon College Psychology program is prosperous and in high demand. It is anticipated that a bilingual BSc program in conjunction with the bilingual BA program in Psychology would fuel enrolment growth from qualified applicants in the GTA, in Southern Ontario and beyond.

¹ Glendon College, York University, Academic Services. *FW13 GL Enrolment Major & Yr Level 1Nov13.pdf* (2013) Electronic.

Many Psychology students prefer a BSc option. In the Faculty of Health, roughly 40% of the 5,000 Psychology majors are pursuing a BSc. Students do so for a variety of reasons. Those intending to go into veterinary medicine, medical school, or dental school typically choose the BSc option because they can complete the required science courses while simultaneously obtaining their Psychology degree. The Psychology BA/BSc requirements do not differ in terms of the Psychology courses required. It is the additional science courses that create the chief difference. Without the BSc option at Glendon, York University is out of step with the rest of the country and some of our bilingual students are disadvantaged by its absence.

Based on the conservative assumptions that the number of students in the Psychology BA program will remain at the 2013-2014 level and that the students joining the Psychology BSc program will represent 25% of the total Glendon Psychology student population, we forecast a steady-state enrolment in the Psychology BSc program is 44 FTEs.

If a more optimistic ratio such as the one that currently prevails in the Faculty of Health (40%) turned out to hold, the steady-state enrolment would be expected to reach 88 FTEs.

These figures are based on a 1-year retention rate of Psychology BSc students of 75% and a 2-year retention rate of 65%, rates that are respectively lower than the 5-year trailing average of the 1-year retention rate of Psychology BA students at Glendon (83%) and the 4-year trailing average of the 2-year retention rate (72%).

We assumed that all students retained after 2 years will graduate from one of the programs (e.g. they may not graduate from the Specialized Honours if their GPA is too low but they would then graduate from the Honours program).

Year	# 1 st Year Full-Time Students in Glendon BSc PSYC	Total # Full-Time Students in Glendon BSc PSYC
2015-16	4-8	4-8
2016-17	8-16	11-22
2017-18	12-24	21-42
2018-19	15-30	32-64
2019-20	15-30	39-78
2020-21	15-30	43-86
2021-22	15-30	44-88

Social Need

With the creation of the Glendon BSc in Psychology, Southern Ontario's francophone and francophile students will have the same opportunity and access currently available in the rest of the province (through the University of Ottawa and Laurentian University).

The region's francophones now represent more than a third of Ontario's francophone population. Moreover, it is the only region where the francophone population continues to grow in numbers. By the end of the decade, Southern Ontario will contain half of Ontario's francophone population.

At present, there are 25 francophone high schools in the GTA and Southern Ontario. By the same token, Southern Ontario contains the largest concentration of French immersion students in the country. Furthermore, the GTA alone has 40% of Ontario's students.²

Southern Ontario's francophones place a distinctively high value on university education. In the Central region, the proportion of francophones who have received university education is higher than the overall population (32.2% vs. 28.3%). Nonetheless, Southern Ontario's francophone students pursue university studies primarily in English. A study of young francophones conducted between 1998 and 2006 showed that 70% of Southern Ontario francophones who attend university do so at an English-language university.³ As for French immersion graduates, they too pursue university studies primarily in English.

This situation can be traced primarily to the limited range of French-language programming available.⁴ For example, a recent survey conducted by the Office of the French Language Services Commissioner (2013) revealed a poor representation ($\leq 3\%$) in French programming at colleges and universities in the Central-Southwestern region of Ontario.⁵ To cite a 2009 Ministry study:

The absence of comprehensive programming at the college level and the fact that only a single faculty (attached to York University) offers a limited range of programs—essentially in social sciences and humanities—leads to an exodus of high school graduates to the English-language universities of the region (linguistic transfer) or an exodus from the region (geographical transfer) for those who study in French.⁶

² Statistics Canada, Government of Canada (2012). *The evolution of English–French bilingualism in Canada from 1961 to 2011*. Retrieved on March 6, 2014 from <http://www.statcan.gc.ca/pub/75-006-x/2013001/article/11795-eng.htm>

³ N. Labrie, S. Lamoureux and D. Wilson. *L'accès des francophones aux études postsecondaires en Ontario: choix des jeunes* (Toronto, OISE-CRÉFO).

⁴ This relative lack of programming may also explain the fact that a quarter of students in Southern Ontario's francophone schools leave the system after grade 8, with most of them going to the English-language system. The same loss does not occur in the other regions.

⁵ Office of the French Language Services Commissioner, Government of Ontario (2013). *Action plan for French-language postsecondary education in Central-Southwestern Ontario*. Retrieved February 28, 2014 from www.cfs.gouv.on.ca

At the same time, according to data provided by the Ministry's Direction des politiques et programmes d'éducation en langue française, Psychology is the third most popular program of university study among Southern Ontario francophones.⁷ Thus, it is critical that, along with a bilingual BA in Psychology, they also have access to a BSc in Psychology. The lack of program options was highlighted as a major barrier to postsecondary opportunities.

One in four francophone immigrants arrived in the GTA between 2001 and 2006, and one in three of these are visible minorities.⁸ Glendon College's strength in the study of languages and international affairs can meet the demand of francophone immigrants who require English language support and support for the integration of foreign skills into the labour market.

Moreover, studies have shown that smaller campuses have greater success in creating active and collaborative learning, student-faculty interaction, and supportive campus environments.⁹ Glendon's small campus and small class sizes ensure that students; domestic and international, as well as anglophone and francophone alike, continue to report close relationships between student and faculty communities, environments that foster exchange among and between diverse students. Students feel supported within their learning environment.¹⁰

Underlying all this is the continuing growth in student demand for university education, and resulting pressures on the university system, as shown in a recent study on the growth of student demand for baccalaureate education between now and 2025.¹¹ For instance, in North America, there are fourteen universities with student populations over 44,000. Canada is home to three of the largest schools, with the largest campus being in Montreal, and the fifth and sixth largest universities in North America located in the GTA: York University with a population of 55,049 and the University of Toronto St. George Campus with a population of 54,701.¹² Between now and 2025, if students' geographic preferences do not change, the growth in student demand for baccalaureate education will amount to 22-37% (30,000-51,000) in the GTA and 8-21% (20,000-53,000) for the rest of Ontario. However, if more GTA students want to attend university in the GTA, the growth in student demand for baccalaureate education will be 37-55% (51,000-74,000) in the GTA and 0-12% (0-30,000) for the rest of Ontario. The Government of Ontario has made a continued commitment to accommodate more new students, to expand educational opportunities for them and to achieve a more highly educated workforce. With the addition of the BSc in Psychology, Glendon will be prepared to support the Government of Ontario's commitment to higher education, and to enroll more new students from within the growing post-secondary system.¹³ In addition to domestic demand, several recent studies project very strong increases in international student demand for Canadian higher education over the coming decade.¹⁴

⁶ Translated from *Éducation en langue française en Ontario: un monde de possibilités*. Documentation de l'éducation en langue française, DDPELFG, ÉDU-FCU, décembre 2009, 152 pp, emphasis added.

⁷ Retrieved March 30, 2014 from http://www.ocol-clo.gc.ca/html/stu_etu_102009_f.php

⁸ Office of Francophone Affairs, Government of Ontario (2011). *Portrait of the Francophone Community in Ontario*. Retrieved on March 20, 2012 from <http://www.ofa.gov.on.ca/en/franco.html>

⁹ I. Clark and D. Trick (2012). *Establishing New Undergraduate Universities* [PowerPoint Slides]. Retrieved on July 17, 2012 from http://www.oise.utoronto.ca/hec/Ontario_Campus_Symposium/

¹⁰ J. Sipos-Smith (2012). *Student Attitudes Towards Writing, Communications and Career Preparation Support at Glendon*, Survey. Glendon College, York University. Conducted in print.

¹¹ Ibid.

¹² I. Clark and D. Trick (2012). *Establishing New Undergraduate Universities* [PowerPoint Slides]. Retrieved on July 17, 2012 from http://www.oise.utoronto.ca/hec/Ontario_Campus_Symposium/

Further, the increasing global emphasis on issues of public health, human development, aging, and mental health in particular, substantiates the social need for more Psychology professionals.

The World Health Organization reports that neuropsychiatric disorders are the leading aggregate cause of disease burden in Canada and the United States, accounting for 28.5% of disability-adjusted life years.¹⁵ The impact on the Canadian economy is staggering. When direct and indirect costs of neurological disorders and mental illness are tallied, they amount to \$61 billion per year.¹⁶ In Europe the latest estimates of the cost of brain disorders are almost US \$1 trillion – more than cancer, cardiovascular disease and diabetes put together.¹⁷

The same study reminds us that “apart from the economic impact, there are other significant obstacles faced by those with mental illness and substance-use disorders, as well as by people with progressive neurological and degenerative diseases including amyotrophic lateral sclerosis, Alzheimer's Disease, Parkinson's Disease, multiple sclerosis, and nervous system trauma. Social stigma, prejudice, and diminished quality of life culminate in a heavy burden, not only on affected individuals, but also on their families and caregivers. When taken together the social and economic burdens of brain-related disorders can be devastating at a personal level, are profound at a societal level, and globally, are immense. The importance of investing in basic and clinical brain health research remains paramount”.¹⁸

Glendon Psychology faculty members are recognized as leading practitioners and researchers in psychobiology and neuropsychology. The Glendon program includes a cognitive neuropsychology concentration in which Glendon students participate in applied research opportunities with affiliated hospitals and health centres. Glendon graduates are exceptionally well prepared to tackle the public health issues facing societies today. The employability of bilingual and French-speaking graduates correlates directly to the Government of Ontario's commitment to contribute to a stronger Franco-Ontarian community.¹⁹ In particular, a key priority for the Office of Francophone Affairs is to work with ministries to improve and develop French language services for the Franco-Ontarian community with a primary focus on areas such as health care, community and social services, immigration, economic development, education and labour market development and training.

The proposed BSc entails courses and experiential learning in English and French. Glendon students and graduates will play a direct role in improving French language services for the growing Franco-Ontarian community within the GTA. Because students do research at

¹³ Council of Ontario Universities (2005, 2006, 2007). *Ontario Council of Academic Vice-Presidents Undergraduate Degree Level Expectations*. Retrieved on April 6, 2012 from <http://www.cou.on.ca/issues-resources/student-resources/publications/reports/pdfs/university-undergraduate-degree-level-expectations.aspx>

¹⁴ Association of Universities and Colleges of Canada (2011). *Trends in Higher Education Volume I - Enrolment*. Retrieved on December 9, 2013 from <http://www.aucc.ca/wp-content/uploads/2011/05/trends-2011-vol1-enrolment-e.pdf>

¹⁵ CIHR. *The Burden of Neurological, Mental Health and Substance-Use Disorders*. Retrieved on December 9, 2013 from <http://www.cihr.ca/e/45334.html>

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Office of Francophone Affairs. Government of Canada (2013-14). *Contributing to a stronger francophone community*. Retrieved

practicum settings that are involved with health care (e.g., Pavillon Omer Deslauriers, Sunnybrook Hospital and Baycrest Hospital), the addition of French-speaking, scientifically-literate BSc students will directly contribute to improved health care services in the GTA and beyond. As a result, Glendon students will play a leadership role in the provision of these services beyond the University and upon graduation, will have the skills and training necessary to support the Province and the Franco-Ontarian community in mutually addressing their healthcare goals.

Labour Market Demand

Global growth in university participation reflects the global competition for talent. Many reports show Canada as having the highest post-secondary attainment rate in the world.²⁰ As a result, Canadian graduates are in high-demand locally, nationally and abroad. In recent years, many labourers returned to the post-secondary system to meet the new demands of a health-centric labour market. The biggest increases in part-time undergraduate students were in the social and behavioural sciences and law, followed by business, humanities and the health professions.²¹ Interestingly, following the most recent Undergraduate Program Review (2006), Glendon's Department of Psychology expanded its offerings in psychology & law, psychology & education and geriatrics. With existing expertise in cognitive neuropsychology, its curriculum is well-positioned to respond to labour market demand.

Canadian University Psychology departments conduct research in a wide range of areas, and teach and train undergraduate and graduate students across the diverse field of psychology. These areas include neuroscience, health science and social science.²² Psychology services are provided in schools, private practices, businesses, health clinics, hospitals, jails, courts, social welfare agencies, rehabilitation centres and so on. These services are provided by governments or in the private sector. In Canada, provincial and territorial governments are responsible for public psychological services and the regulation of psychology.

Not surprisingly, the outlook for employment in the health professions continues to grow in Canada and abroad. The Government of Canada reports 265 different health care occupations in 2013, with a marked increase in those serving in community as opposed to institutional settings. This significant rising trend in employment is projected to continue with strong prospects for wages and an emphasis on re-training and lifelong learning.²³ The breadth of Glendon's Psychology program in conjunction with the addition of the BSc means that graduates from both York campuses will continue to experience high demand for their credentials and that Glendon can continue to serve the learning needs of its graduates as well as new students over their lifespans.

Professional Associations/Government Agencies

International and interprovincial degree mobility remains an important issue facing new graduates today. Canada, like most industrialized countries, is faced with an aging population

²⁰ Association of Universities and Colleges of Canada (2011). *Trends in Higher Education Volume I - Enrolment*. Retrieved on December 9, 2013 from <http://www.aucc.ca/wp-content/uploads/2011/05/trends-2011-vol1-enrolment-e.pdf>

²¹ Ibid.

²² Canadian Psychological Association. *Psychology in Canada*. Retrieved on January 6, 2014 from <http://www.cpa.ca/public/psychologyincanada/>

²³ Ministry of Training, Colleges and Universities, Government of Ontario (2013). *Labour Market Information*. Retrieved from

and an expected shortage of skilled workers in some professions.²⁴

Glendon College's proposed BSc in Psychology will provide both the breadth of foundational knowledge and the opportunity for the application of research and clinical skills, in both English and French, better preparing more undergraduate students for direct-entry into more professional occupations following their undergraduate education both locally and abroad.

The Canadian Psychological Association currently reports many options available when it comes to choosing a career as a psychologist, as well as careers related to psychology. The York University Graduate Program has two Clinical Psychology programs, both of which are accredited by the Canadian Psychological Association (CPA) and the American Psychological Association (APA). With the addition of the BSc in Psychology, Glendon will formally prepare more undergraduates for graduate study.

In addition, research support from the federal and provincial governments has contributed to strong graduate enrolment growth.²⁵ The preparation of undergraduate students for graduate study, particularly in the health professions, further supports the proposed BSc at Glendon. Many medical and doctoral professions require a BSc as opposed to a BA to advance to higher levels of graduate education.

Alignment with Academic Plans

Through the creation of a BSc degree option in Psychology will contribute, among other goals, to bringing Glendon College closer to the goal of comprehensiveness indicated in York's 2020 Vision and the goal of experiential education in the Provostial White Paper 2010.²⁶ York's 2020 Vision emphasizes the need to increase resource efficiency by (re)combining existing curricular elements in order to enhance coherence and comprehensiveness.

As a Canadian leader in the delivery of bilingual education²⁷, Glendon College's vision to become the Southern Ontario Centre of Excellence for Francophone and Bilingual Postsecondary Education is already underway with a new building, new meeting and study space as well as capacity to offer additional programming with important implications for Southern Ontario and York University.

Ontario is home to more than 600,000 francophones – the largest population in Canada outside of Quebec: more than one-third of the province's francophone population lives in Central and Southwestern Ontario. By 2020, more than half of the Ontario francophone population will reside in those regions.²⁸ By establishing a comprehensive French-language undergraduate curriculum that extends its foundation in the liberal arts, social sciences and humanities into the sciences, Glendon College will enhance its leadership in the delivery of bilingual education and respond directly to the diverse needs of the growing francophone population in Southern Ontario.

Further, York University's Strategic Mandate Agreement with the Ministry of Training, Colleges

²⁴ Statistics Canada. Government of Canada (2012). The evolution of English–French bilingualism in Canada from 1961 to 2011. Retrieved on March 6, 2014 from <http://www.statcan.gc.ca/pub/75-006-x/2013001/article/11795-eng.htm>

²⁵ Association of Universities and Colleges of Canada (2011) *Trends in Higher Education Volume I - Enrolment*. Retrieved on December 9, 2013 from <http://www.aucc.ca/wp-content/uploads/2011/05/trends-2011-vol1-enrolment-e.pdf>

²⁶ York University. (2010) *White Paper*. Retrieved on June 6, 2012 from <http://vpap.info.yorku.ca/white-paper/>.

²⁷ York University. (2010) *White Paper*. Retrieved on June 6, 2012 from <http://vpap.info.yorku.ca/white-paper/>

²⁸ Ministry of Training, Colleges and Universities. *Expanding French Postsecondary Education*. October 24, 2013 (News release).

and Universities lists bilingual programs both as an area of current institutional strength and as one of five programs slated for growth.²⁹

6. Changes to requirements, associated learning outcomes, how the proposed requirements will support the achievement of program learning objectives

Changes to requirements

The proposed BSc in Psychology at Glendon differs only slightly from the existing BSc in Psychology in the Faculty of Health.

The general education requirement has been tailored to Glendon and respects the BSc matrix.

As a side note, the difference between the BA and the BSc in Psychology at Glendon and in the Faculty of Health lies in the non-major requirements, more precisely in the science, general education, and upper-level requirements. The learning objectives described below do not constitute "changes to requirements" because they are integral to the already existing BA programs. They are provided as background information and context for the BSc requirements outlined in section 11.

Psychology Learning Outcomes

1. Depth and Breadth of Knowledge

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives and empirical findings in the field of psychology. All graduates will be able to:

- State the goals, methods of knowing, areas of study, and assumptions that characterize the field of psychology.
- Identify the various psychological schools of thought, and compare and contrast them.
- Articulate the influence of psychological, biological and sociocultural factors on behaviour and mental processes.
- Demonstrate a broad intellectual foundation in two or more principal areas within psychology, including the history, principles and research methodology used.
- Apply psychological knowledge at an individual and societal level to their own experience, thereby, enhancing their understanding of human behavior and effective functioning.

In addition to the above, an Honours level student will:

- Demonstrate in-depth knowledge of the current state of two or more principal areas of psychology through participation in advanced seminars or independent studies.
- Participate in the design, implementation, analysis and interpretation of an empirical project which answers a current psychological question.

2. Knowledge of Methodologies

Graduates will understand the basic characteristics of the science of psychology and will be able to apply basic research methods in psychology, including research design, data analysis, and interpretation:

²⁹ Ontario Ministry of Training, Colleges and Universities and York University' Strategic Mandate Agreement (2014-17), p. 13.

- Students will explain different research methods used by psychologists.
 - Describe how various research designs address different types of questions and hypotheses
 - Articulate strengths and limitations of various research designs
 - Distinguish the nature of designs that permit causal inferences from those that do not
- Students will design and conduct simple studies which address a psychological question using an appropriate hypothesis and research design.
- Evaluate the conclusions derived from psychological research, including
 - Conducting and interpreting basic statistical results
 - Describing effect sizes and confidence intervals
 - Assessing the validity of conclusions reported in research reports.
- Students will demonstrate that they understand relevant ethical issues, including a general understanding of the APA Code of Ethics.
- Students will demonstrate an appreciation of the limitations in generalizing research conclusions due to the parameters of specific research methods, the role of individual differences and sociocultural contexts.

In addition to the above, Honours students will:

- Describe, categorize, and critique methodologies currently in use in one or more areas in which they have advanced subject knowledge.
- Students will collect, analyze, report and interpret data using appropriate statistical strategies to address a specific research question.
- Demonstrate that they understand and can follow the APA Code of Ethics regarding the treatment of research participants

3. *Application of Knowledge*

Graduates will understand and be able to apply psychological principles to personal, social and organizational issues. All students will:

- Identify how the concepts, theories and research methods of psychological science are applied solve to problems encountered in everyday life for example:
 - the origin and treatment of abnormal behaviour
 - psychological-based interventions in clinical, educational, industrial-organizational, educational and other settings.
 - psychology as it relates to legal settings
- Discuss how psychological principles can explain a social issue, and how research findings can inform public policy and strengthen the community.
- Demonstrate the ability to find and apply psychological research findings to answer a question.

Honours students will, in addition to the above, be able to:

- Apply their core knowledge and skills to primary source material in advanced seminar and independent studies experiences.
- Recognize ill- and well-defined problems and articulate problems clearly.
- Critically evaluate the research conducted by others.
- Demonstrate an ability to formulate a researchable topic and testable hypothesis.
- Demonstrate an ability to find a novel question and design a program of study including data collection and/or review of primary research findings to answer it.

Honours students, who have successfully completed the course prerequisites for the cognitive neuroscience concentration have the opportunity to complete an Applied Research Practicum where they will apply their knowledge of neuropsychological assessment and cognitive rehabilitation interventions in a clinical setting: Students will be able to:

- Conduct supervised assessments of clients in both official languages
- Participate in rehabilitation studies of individuals with cognitive impairments.
- Learn about clinical database input and analysis.

4. *Communication Skills*

A graduate of the program will be able to locate, understand and coherently communicate psychological information to a variety of audiences using appropriate information and communication technology. Students will:

- Use information technology ethically and responsibly, using appropriate etiquette when communicating through e-mail.
- Locate information from a variety of traditional and electronic sources and to evaluate the validity of the source.
- Use effective writing skills in a variety of forms (essays, laboratory reports, note taking) and for a variety of purposes (informing, explaining, arguing and defending)
- Demonstrate the use of effective oral communication skills in a variety of forms (group discussion, debate, audio-visual presentation) and for a variety of purposes (informing, explaining, arguing and defending)
- Demonstrate the consistent use of professional writing conventions (correct grammar, APA style) which are appropriate for the purpose and context.
- Use appropriate terminology and notation when preparing and presenting information

Honours students will be able to do the above, and in addition:

- Present ideas, arguments and analyses in a well-structured and coherent form, making good use of appropriate communication formats including figures and tables.
- Accurately organize and synthesize a corpus of psychological knowledge for a range of audiences
- Present an informative oral presentation which uses clear, concise culturally sensitive language and appropriate delivery techniques (maintain eye contact, avoiding distracting mannerisms, stick to time limits, etc.).
- Demonstrate appropriate writing conventions and use APA style effectively in empirically-based reports, literature reviews and theoretical papers.

5. *Awareness of Limits of Knowledge*

Graduates will appreciate that understanding human behaviour is a complex and, at times situational-specific problem, with many inter-linked variables to be considered. They will appreciate that psychology is a dynamic field of study, where knowledge is continually accumulating and that current findings may appear to be inconsistent or even contradictory.

Graduates will be able to:

- Evaluate new information and incorporate it into their current knowledge.
- Use appropriate skills to maintain and enhance their knowledge of psychology, and evaluate the reliability and validity of sources of information.
- Be aware of the limits of current knowledge when analyzing, evaluating, interpreting and disseminating information.

In addition, Honours students will:

- Evaluate contradictory statements, and demonstrate strategies to attempt to resolve them.
- Seek alternative explanations for psychological phenomena.
- Identify areas for personal and professional development to enhance their ability to apply their acquired psychological knowledge.

6. *Autonomy and Professional Capacity*

Graduates will have developed insight into their own and other's behaviour and thought processes. They will have developed an understanding of the importance of the skills needed to be life-long learners and will appreciate how these skills may benefit themselves and society as the nature of the workplace evolves over their career. They will pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings. Graduates will be able to:

- Think independently and set appropriate goals in personal and professional situations.
- Apply psychological principles to promote personal development.
- Develop mutually beneficial relationships for the purpose of team-working, mentoring and networking.
- Demonstrate an understanding of behaviour that is consistent with the ideals of integrity, social responsibility, and social justice.
- Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the work force, post-baccalaureate education, or both.

Honours graduates will

- Self-assess performance quality accurately and enact self-management strategies that maximize healthy outcomes.
- Have developed strategies to maintain and enhance their knowledge of aspects of psychology related to their career or personal life.
- Have developed the ability to evaluate new information in the field of psychology.

Specialized Honours graduates will have additional opportunities to further develop the preceding learning outcomes (especially 1, 2, 5, & 6) by means of: (1) a supervised honours thesis course (GL/PSYC 4000 6.00) in which the student will acquire additional research skills through designing, executing, analyzing, interpreting and writing up a specific research project, and (2) an additional experimental design course (GL/PSYC 4240 3.00 Advanced Experimental Design) which further hones students' statistical and methodological skills.

Achievement of Program Learning Objectives

Psychology at Glendon provides students with the opportunity to scientifically study behaviour and experience within a bilingual, liberal arts context. Provision of mandatory courses in both official languages, ensures that graduates leave with a unique mix of scientific, analytical and communication skills that makes them particularly well equipped to take their place in modern Canadian society.

All students receive a broad introduction to the field of psychology, ranging from the cellular to the cultural level of analysis. In addition they are given a thorough grounding in scientific methodology, statistical tools and intellectual training necessary to think critically about

psychological phenomena in everyday Canadian life. All students are required to take up to six specialized courses on topics of interest to them within the field of psychology to develop intellectual breadth, depth and adaptiveness and establish a firm base for post-graduate study. Students who graduate with an Honours or Specialized Honours degree receive advanced training in research and applied skills. Students are encouraged to apply their acquired intellectual knowledge in practical settings by completing practicum and research projects in clinical, field and laboratory settings through experiential learning.

The program's final year provides numerous opportunities for students to both further develop and to apply their skills in research contexts. All students take a 4th year seminar course that cultivates and trains students in oral presentations. The Applied Research Practicum Course (PSYC 4260) provides for the supervision of applied research projects that are carried out in a number of off-campus settings (e.g., Baycrest Centre for Geriatric Care, Toronto Rehabilitation Institute). Students in the Specialized Honours Program conduct full year research theses and also take an advanced course in Statistical Analysis.

7. Overview of consultation undertaken with relevant academic units and impact of the major modifications on other programs (support statements enclosed)

Faculty, staff and students from within Glendon's Department of Psychology have served as the primary contributors to the development and preparation of the Major Modification Proposal. Consultations with the Office of the Principal and the Associate Principal – Academic and Research, as well as the Recruitment and Liaison Office, are ongoing. Consultations with the Department of Psychology in the Faculty of Health have taken place (see enclosed support statement at the end of this document) and will continue as appropriate. Further, the Glendon College Psychology program underwent a formal Undergraduate Program Review in 2006 (UPR) and the reviewers' comments, recommendations and Glendon's responses to the UPR serve as useful resources for the Proposal.

8. Summary of resource implications

Faculty

Currently, there are 6 and 1/3 full-time Psychology faculty members at Glendon (listed below with their respective areas of strength). It is anticipated that all members will play an active role in the delivery of the BSc with the possible addition of up to two new appointments to the Department, depending on the funding that MTCU will award to Glendon to improve access to French-language post-secondary education in Southern Ontario and on the experienced increase in enrolment. These appointments would initially be contractually limited in time and would, if eventually justified, become tenure-stream positions.

Jim Alcock (Credulity and superstition, conflict resolution and belief systems)

Richard Lalonde (Social and cultural identities; biculturalism; intergroup relations)

Timothy E. Moore (Psychology and law)

Guy Proulx (Mental health, aging and neuropsychology)

Josée Rivest (Research methods, visual perception and neuropsychology)

Anne Russon (Primate behaviour and cognition in the wild)

Gerald Young (Health and mental health, law, justice and crime, psychotherapy)

Laboratory facilities

In 2012, Glendon College completed a major expansion of its facilities and equipment with the opening of a new building: the Centre of Excellence for French-language and Bilingual Postsecondary Education in Southern Ontario. The major features of this new facility include: a 250-seat auditorium to increase space in popular courses; an interpretation booth and projection equipment which will function as a training facility; 5 new lecture halls of varying sizes, entirely equipped with the latest classroom technologies, with tiered seating to maximize professor-student visibility; new seminar rooms which include screens and LCD projectors, as well as comfortable seating to allow close interaction between students and professors.

As part of this expansion, the Department of Psychology at Glendon received major upgrades to two multipurpose labs. These improved facilities represent a 30% increase in available research space and are currently used by undergraduate and graduates students for the purposes of diagnostic testing. These labs also provide additional administrative and office space.

The Department of Psychology has access to additional substantive laboratory space at Glendon where refurbishments and upgrades are underway.

Office, laboratory and general research space

Since the proposed program draws primarily from the existing faculty complement, office, laboratory and general research space exist and are already available for faculty, undergraduate and/or graduate students. In addition to the 30% increase in available research, administrative and office space created within the new Centre of Excellence for French- language and Bilingual Postsecondary Education in Southern Ontario, there are also new common spaces for faculty and students including a café, a meeting room as well as comfortable chairs next to large windows that overlook the campus for reading and homework. The new building concentrates bilingual interdisciplinary and disciplinary research and graduate studies at Glendon College in one space. Further, York University is home to more than 26 research centres, institutes and state-of-the-art facilities that provide students and professors with outstanding interdisciplinary and collaborative research tools and materials including the Centre for Cognitive Health at Glendon which directly supports the bilingual feature of the proposed BSc. The Centre is supported by a \$159,000.00 grant from MTCU under their Action Plan for French Language Post-secondary Education which will also be supporting a post- doctoral visitor beginning September 1, 2014. In addition, faculty and students have access to York's five libraries: Glendon's Frost Library houses 300,000 books, print periodicals, theses, archival materials, microforms, and films; and across campus, to more than 2.6 million printed volumes, 266,000 e-books and more than 40,000 full text e-journals. More specifically, the Frost library has an extensive collection of French and English Psychology resources already in regular use by the Department of Psychology. This includes technical materials such as specialized reference sources or tests that are available at Frost or through databases such as PsycTESTS, Health and Psychosocial Instruments, or Mental Measurements Yearbook (Ovid). Further, scholarly journal literature in Psychology is accessible through a variety of library subscriptions and/or periodical indexes such as PsycInfo, Medline, or Web of Science. Faculty and students also have access to more than 50 professional librarians, and to ongoing library workshops and research seminars for students. There is access to 500 computer workstations and 2,900 study seats throughout the libraries.

Academic supports, services and information technology

Academic Services at Glendon College offers services to students on academic matters and provides information on University and College rules and regulations in both French and English. Several other units on campus support students in both official languages through a range of curricular and co-curricular services including: Glendon Counselling & Disability Services, the Peer Mentorship Program, the Alumni Mentorship Program, Academic Accommodation for Students with Disabilities, the University Learning Skills Program, and the Glendon Writing Centre. These services combined with access to state-of-the-art facilities, such as classrooms that are equipped with multimedia technologies, enhance learning and student experience. Further, the Glendon/York vision for technology directly contributes to both the theoretical and practical aspects of the proposed program's curriculum by continuing to integrate the strengths of information technology to enhance the way students learn; enhance the way faculty teach, advise, and conduct research; enhance the way administrators and staff provide services; and enhance the way the University itself is managed. This environment will enable the proposed program to attract the best possible students, faculty, staff and external support by demonstrating the institution's willingness to explore and exploit the possibilities that technology creates for advancing our educational and research missions in both languages.

9. Other relevant criteria outlined in YUQAP Section 3.3 (Evaluation Criteria: Objectives, Admission requirements, Structure, Program content, Mode of delivery, Assessment of teaching and learning, quality indicators) to the proposed changes

Objectives

The proposed Bachelor of Science (BSc) in Psychology will complement the Glendon College Department of Psychology's Bachelor of Arts (BA) program, established in 1971, by providing a science degree option for students interested in the scientific study of behaviour. The BA in Psychology program exposes students to a full range of psychological concepts and applications. The BSc option simply adds a focus on the sciences, including mathematics, computer science, biology, chemistry and physics, within a full range of discipline-specific courses. Like the BA, the BSc option will be available in both official languages.

Students will experience the multidisciplinary nature of modern science through exposure to theoretical perspectives and in depth training in the analytic skills of experimental design and data analysis. Students will receive mentoring and direct access to faculty who are leading researchers in their fields of study. Students will achieve a broad understanding of all areas of psychology. They will be well prepared to address a wide range of issues concerning human capacities and dispositions by translating them into solvable empirical problems. The BSc program will be particularly useful for students interested in cognitive neuroscience or who plan a career in medicine, neurology, psychiatry or pediatrics since the graduate programs associated with these fields often require a BSc for admission.

Admission requirements

In addition to all the requirements that applicants to the BA in Psychology at Glendon are currently subject to, applicants to the BSc will be required to have:

- One 4U Math, as well as SCH4U or SPH4U (this is the same admission requirement as for the BSc in Psychology in the Faculty of Health).

The minimum requirements for admission to the BA in Psychology at Glendon are as follows:

Ontario high-school students are required to have:

- Ontario Secondary School Diploma (OSSD), with the minimum overall grade average set by Glendon;
- a minimum of six 4U or 4M courses, including 4U English ENG4U (Francophone applicants can present 4U French courses FRA4U, FIF4U, or FEF4U instead of 4U English). A combination of 4U and 4M courses is accepted.

Moreover,

- 4 U French is recommended;
- As Glendon offers programs in English and in French, you can demonstrate proficiency in either language during the admission process – you are not required to show proficiency in both languages.

To be considered for admission as a mature applicant, a prospective student must:

- be at least 21 as of the first day of classes;
- have been out of full-time high school studies for at least two years or have returned to upgrade after a two year absence;
- have attempted less than one full year of studies at an accredited college or university;
- not have an unfavourable academic record;
- have demonstrated potential for success through academic, professional or volunteer activities, and other accomplishments.

To be admitted as a university transfer student, an applicant will be required to:

- have completed at least four full-year courses or one year of full-time studies at an accredited university;
- have obtained a minimum overall average of 2.0 on a 4-point scale (C/60% or equivalent);
- have earned a minimum overall average of 2.3 on a 4-point scale (C+/65% or equivalent) if applying to one of the Honours-level programs.

To be admitted as a college transfer student, an applicant will be required to:

- have completed a diploma program or at least two full semesters or one year of full-time studies at an accredited college;

- have maintained a minimum overall average of 3.0 on a 4-point scale (B/70% or equivalent) including all attempted courses.

Note: These are minimum requirements only. Admission is not guaranteed and all requirements are subject to change.

Applicants who do not belong to the above categories are invited to visit www.glendon.yorku.ca/admissions to determine the requirements that apply to their category.

Structure

For the BA major and the proposed BSc major in Psychology, students must complete at least 36 credits (30 credits in Psychology and six credits in Modes of Reasoning), including:

- GL/PSYC 2510 6.00, GL/PSYC 2520 3.00, GL/PSYC 2530 3.00;
- Either GL/MODR 1711 6.00, GL/MODR 1716 6.00 or GL/MODR 2640 6.00
- 12 credits at the 3000 or 4000 level with at least 6 credits at the 4000 level.

For the Honours BA and the proposed Honours BSc in Psychology, students must complete at least 42 credits (36 credits in Psychology and six credits in Modes of Reasoning), including:

- 24 credits of core courses (GL/PSYC 2510 6.00, GL/PSYC 2520 3.00, GL/PSYC 2530 3.00, GL/PSYC 3525 3.00, GL/PSYC 4230 3.00, and either GL/MODR 1711 6.00, GL/MODR 1716 6.00 or GL/MODR 2640 6.00);
- 24 credits at the 3000 or 4000 level with at least 12 credits at the 4000 level.

For the Specialized Honours BA and the proposed Specialized Honours BSc in Psychology, students must complete at least 54 credits (48 credits in Psychology and six credits in Modes of Reasoning), including:

- 24 credits of core courses (the same as for the Honours program);
- GL/PSYC 4000 6.00;
- GL/PSYC 4240 3.00;
- 24 credits at the 3000 or 4000 level with at least 12 credits at the 4000 level.

For non-major requirements, please see section 11.

Program content

All 24 credits of core courses for the Honours programs already exist and are offered each year. Eighteen of those credits are offered annually by the Department of Psychology at Glendon College. All but three of those credits are offered in French and in English every year.

GL/PSYC 2510 6.00 (EN) Introduction to Psychology / (FR) Introduction à la psychologie

This is a survey course of contemporary psychology as a discipline and as a profession, and as such it is a prerequisite for upper level courses study in psychology. The areas to be surveyed will include the history of psychology, psychobiology, sensation and perception, learning and memory, developmental psychology, motivation and emotion, personality, social, and abnormal psychology.

GL/PSYC 2520 3.00 (EN) Introduction to Experimental Psychology / (FR) Introduction à la psychologie expérimentale

This course is designed to provide students with an understanding of scientific reasoning and research methods as they apply to psychology. The following topics will be addressed: methods of knowledge acquisition, research methodologies, hypotheses, validity, reliability, experimental variables, controls, research design, generalization of results, dissemination of scientific knowledge and the code of ethics in research. Students will be expected to analyze scientific articles, carry out one experimental project, write a proposal and a scientific report, and present their research results in the context of a mini-conference.

GL/PSYC 2530 3.00 (EN) Introductory Statistics / (FR) Introduction à la statistique

This course provides an introduction to the basic statistical methods used in the behavioural sciences, and as such it is a necessary prerequisite to any advanced study in this field. The application of statistical methods in the design and evaluation of psychological research is particularly stressed.

GL/PSYC 3525 3.00 (EN) Intermediate Experimental Psychology / One of the tutorial labs is offered in French

This course is a continuation of Introduction to Experimental Psychology (GL/PSYC 2520 3.00). It focuses on applications of the principles taught in the introduction course in the context of empirical projects (using a factorial design) that students plan, and carry out in association with the course instructors. Students are introduced to the use of statistical tools. Discussion focuses on research as an on-going enterprise. Students will analyze scientific articles, carry out one experimental project, write a proposal, a scientific report, and present their research in the context of a mini-conference.

GL/PSYC 4230 3.00 (EN) Advanced Seminar / (FR) Séminaire avancé

This seminar course concentrates on developing skills which will help the student organize, clarify and express information in both written and oral modes. A number of different topics selected from the current research literature will provide the focus for class presentations and written exercises.

The remaining six credits of core courses are offered each year by the Philosophy Department and the Department of Multidisciplinary Studies (Linguistics Program) at Glendon College. Students must choose any one of the following three courses:

GL/MODR 1711 6.00 (EN) Critical Thinking

An introduction to reasoning in the humanities. The focus is the presentation of issues and arguments in major texts and articles. The aim of the course is to develop the student's ability to read, write and think critically.

GL/MODR 1716 6.00 (FR) Logique formelle et informelle

Le cours a pour but de faire connaître à l'étudiant les moyens de distinguer les bons raisonnements des mauvais. Un texte élémentaire de logique sera utilisé comme livre de référence. Le cours poursuivra aussi une étude détaillée de textes choisis.

GL/MODR 2640 6.00 (EN) Logic

This course is an introduction to the basic concepts and techniques of modern logic. No previous course in logic or philosophy is required.

All additional required courses for the Specialized Honours program are also offered annually:

GL/PSYC 4000 6.00 (EN) Honours Thesis / (FR) Mémoire avancé

This course offers an opportunity for the advanced student to study a topic in some depth, by doing an empirical study — although, under unusual circumstances, non-empirical work may also be acceptable.

GL/PSYC 4240 3.00 (EN) Advanced Experimental Design

The design and evaluation of psychological experiments are stressed, including detailed treatment of various analysis of variance models. In addition, the philosophy of statistics is examined in some detail.

The Department of Psychology at Glendon also offers a wide range of elective courses. Some of these courses are offered in both languages. With the growth of the program, other courses will similarly be offered in both languages. Of course, the offerings vary from year to year, but as of now they comprise at least 12 FCEs (i.e. 72 credits) among the following courses:

GL/PSYC 3220 3.00 (EN) Personality

GL/PSYC 3230 3.00 (EN) Introduction to Abnormal Psychology / (FR) Introduction à la psychologie anormale

GL/PSYC 3240 3.00 (EN) Psychology of Anomalous Experience

GL/PSYC 3280 3.00 (EN) Learning

GL/PSYC 3300 3.00 (EN) Introduction to Development: Infancy and Childhood / (FR) Introduction au développement de l'enfant

GL/PSYC 3310 3.00 (EN) Introduction to Development: Adolescence, Adulthood and Aging / (FR) Psychologie du développement : adolescence, âge adulte et âge d'or

GL/PSYC 3350 3.00 (EN) Educational Psychology / (FR) La psychologie de l'éducation

GL/PSYC 3370 3.00 (EN) Cognition

GL/PSYC 3390 3.00 (EN) Memory / (FR) La mémoire

GL/PSYC 3510 3.00 (EN) Disturbances in Development / (FR) Le développement anormal

GL/PSYC 3530 6.00 (EN) Human Neuropsychology / (FR) Neuropsychologie humaine

GL/PYSC 3550 3.00 (EN) Psychological Testing and Measurement

GL/PSYC 3555 3.00 (EN) Learning, Behaviour Modification, and Behaviour Management / (FR) L'apprentissage et la modification du comportement

GL/PSYC 3570 6.00 (EN) The Psychology and Pedagogy of Children and Adolescents with Behaviour Disorders

GL/PSYC/SOSC 3600 3.00 (EN) Psychology and Law

GL/PSYC/NATS 3635 3.00 (EN) Health Psychology / (FR) Psychologie de la santé

GL/PSYC/NATS/LIN 3640 3.00 (EN) Psychological Studies of Language / (FR) La psycholinguistique

GL/PSYC/NATS 3650 3.00 (EN) History of Experimental Psychology

GL/PSYC/ILST 3660 3.00 (EN) Introduction to Social Psychology

GL/PSYC/ILST 3662 3.00 (EN) Interpersonal and Intergroup Processes

GL/PSYC/NATS 3670 3.00 (EN) Psychobiology / (FR) Psychobiologie

GL/PSYC/NATS 3675 3.00 (EN) Humans as Primates / (FR) L'humain comme espèce primate
GL/PSYC/NATS 3680 3.00 (EN) Evolution of Behaviour in Animals / (FR) Évolution du comportement chez les animaux
GL/PSYC/NATS 3690 3.00 (EN) Perception
GL/PSYC 4100 3.00/6.00 (EN) Individual Studies / (FR) Travail Individuel
GL/PSYC 4250 3.00 (EN) Theories and Techniques of Counselling
GL/PSYC 4260 3.00/6.00 (EN) Applied Research Practicum / (FR) Stage de recherche appliquée
GL/PSYC 4270 3.00 (EN) Rehabilitation Psychology
GL/PSYC 4510 3.00 (EN) Advanced Seminar in Development
GL/PSYC/ITEC 4635 3.00 (EN) Computer Algorithms and Techniques for Imaging Cognition / (FR) Algorithmes et techniques informatiques en neuroimagerie cognitive

As has always been the case for BA students, in collaboration with the Faculty of Health, BSc students will be allowed to take PSYC courses at any campus to satisfy their degree requirements, though course substitutes for the purpose of meeting program requirements will, as usual, be subject to course exclusions, program requirements/restrictions, and residence requirements. Currently, Glendon students represent at most 2.5% of enrollment in any one PSYC course at Keele.

The following mathematics courses will support the fulfillment of the science requirement outside the major as well as the general education requirement of 6 credits in math at the 1000 level. These courses are offered annually by the Department of Mathematics at Glendon College:

GL/MATH/MODR 1930 3.00 (EN) Calculus I / (FR) Calcul différentiel et intégral I

This is a basic course in university calculus. Topics covered are functions, limits, continuity, differentiation, curve sketching, maximization and minimization problems for functions of one variable, the Riemann integral and antiderivatives.

GL/MATH/MODR 1930 3.00 (EN) Calculus II / (FR) Calcul différentiel et intégral II

A continuation of Calculus I. Topics covered are logarithms and exponentials, trigonometry including inverse trigonometric functions, hyperbolic trigonometry, the techniques of integration, indeterminate forms and L'Hospital's Rule, an introduction to sequences and series. Applications of the integral to the calculation of areas, volumes, work.

GL/MATH/MODR 2650 3.00 (EN) Linear Algebra I

This is a basic mathematics course as well as a very useful course for someone who wishes to do applied research in the social sciences. Among the topics considered are vectors, bases, matrices, systems of linear equations, rank and determinants. Some applications of linear algebra to various other disciplines, such as economics, are also included.

GL/MATH/MODR 2660 3.00 (EN) Linear Algebra II

This is a continuation of Linear Algebra I. More about vectors spaces, subspaces, linear transformations. Eigenvalues, eigenvectors, similarity, diagonalization. Positive definite quadratic forms. Inner product spaces and Gram-Schmidt orthogonalization.

GL/MATH/MODR 2670 6.00 (EN) Second-Year Calculus / (FR) Calcul des fonctions de plusieurs variables

Numerical series and power series, vector algebra and calculus (with applications to curves, and motions along curves in two and three dimensions). Functions of several variables, including partial differentiation, properties of surfaces, tangent lines and planes, and the

problem of finding maximum and minimum values for such functions (with or without constraining side conditions). The rest of the course is devoted to double and triple integrals, line integrals and surface integrals, and some elementary differential equations.

At Glendon, in the absence of a Computer Science Department, computer science courses are taught by computer scientists but are housed under the ITEC rubric of the Department of Multidisciplinary Studies. The following courses are offered every year:

GL/ITEC 2635 3.00 (EN) Creation and Management of a site on the WWW / (FR) La création et la gestion d'un site sur le WWW

This course presents the client server model of the Web with different methods to secure a Web site. The students will learn how to build and manage a Web site using DHTML, Java Script, and animation and sound manipulation software.

GL/ITEC 2915 3.00 (EN) Computer Usage and Software Applications I / (FR) L'utilisation de l'ordinateur et des logiciels d'application I

The course will present: the main computer components (hardware and software), advanced topics for the use, edition and layout of documents alone or as part of a team, the creation and use of dynamic Web pages, advanced INTERNET information search techniques, and the design and implementation of a relational database using a database management system (DBMS) with applications to specific environments.

GL/ITEC 2925 3.00 (EN) Computer Usage and Software Applications II / (FR) L'utilisation de l'ordinateur et des logiciels d'application II

This course presents advanced options in Microsoft Word and excel used to format: correct a document automatically; create and manipulate a collaborative document; create, use, and store macros in a document; secure a document. The students will learn how to enhance a Web site using image animation and sound.

Similarly, biology courses, taught by biologists, appear under the NATS identifier in the Department of Multidisciplinary Studies. After an appropriate period of transition, these courses will become BIOL courses once a BSc in Biology is introduced at Glendon (hopefully in September 2015). These courses will support the fulfillment of the science requirement outside the major:

GL/NATS 1540 6.00 (EN) Introductory Biology / (FR) Principes de biologie (will also support the fulfillment of the 1000-level laboratory requirement)

This course is specifically designed for both non-science majors and those interested in pursuing a degree in any biologically related field. It provides an introduction to the diversity of life, how and why it arose, and the interactions of organisms with each other and their environment.

GL/NATS 1800 3.00 (EN) Evolution and Ecology of Humans

This course contrasts the ecological conditions attendant upon early human evolution with the complex environmental situations now faced by modern technological societies. Essential themes are Darwinism, the effect of earlier cultures upon the environment and selected modern examples in human ecology.

GL/NATS 2203 6.00 (FR) Utilisation et conservation des ressources biologiques

Ce cours analyse les effets de l'activité humaine sur les ressources renouvelables biologiques : biodiversité, agriculture, forêts, pêcheries, etc. Le cours traite de sujets d'actualité tels que les invasions biologiques, la désertification, les perturbateurs endocriniens et les organismes transgéniques. Appréciation de l'impact de l'activité humaine sur les ressources biologiques par

une analyse critique des éléments suivants: croissance de la population humaine, biodiversité, invasions biologiques, approvisionnement en eau potable, agriculture, foresterie et sylviculture, déboisement et désertification, pêcheries et aquaculture, milieux humides, eutrophisation, pesticides, perturbateurs endocriniens, organismes transgéniques et clonage. En plus des présentations faites par le professeur, ce cours comprend des discussions basées sur la lecture d'articles récents ou sur la présentation de films documentaires pertinents. Les étudiants devront compléter un projet de recherche étayé comprenant un bibliographie annotée, une présentation orale et un essai. L'échelle d'évaluation comprend le projet de recherche de même que des examens écrits (questions à développement) portant sur les sujets discutés en classe.

GL/NATS 2205 6.00 (FR) *Ressources énergétiques et santé des écosystèmes*

Ce cours analyse l'impact de l'utilisation des ressources énergétiques (combustibles fossiles, hydroélectricité, énergie nucléaire, etc.) sur le fonctionnement et l'intégrité des écosystèmes. Le cours traite autant de l'impact local (ex : smog) que de l'impact global (ex : réchauffement climatique).

GL/NATS 2300 3.00 (EN) *General Ecology* / (FR) *Écologie générale*

This course is an introduction for non-science majors to the scientific study of relationships between organisms and their physical and biological environments. General principles will be used to interpret patterns in the distribution, abundance, and characteristics of organisms in space and time.

GL/NATS 2310 3.00 (EN) *Conservation Biology*

Conservation biology has emerged as a major new subject area addressing the alarming loss of biological diversity throughout the world. The number of species that are becoming endangered or vulnerable is unprecedented and continues to accelerate. This course explores means of prevention of loss, the causes of species declines, and the effect of human intervention. The goals of this course are to understand concepts and theories underlying conservation biology, to develop critical thinking in matters related to biodiversity (both scientifically and politically), and to learn tools used by conservation biologists to protect diversity.

GL/NATS 2315 6.00 (EN) *Human Physiology in Health and Disease*

This course examines the basic structure and function of the human body and the underlying mechanisms of selected diseases. The course provides a broad overview of human physiology with a focus on current issues in human health. Human physiology is the major scientific discipline that forms the foundation of medicine and other health studies-related disciplines. The objective of this course is to provide students with a basic understanding of the structures and functions of the human body, introducing some fundamental concepts in physiology (the function of living systems). This course emphasizes the central concept of homeostasis- how human cells, tissues, organs and systems function to maintain a stable internal environment, and what occurs in many human diseases when normal structure and function break down. An appreciation of how the human body normally functions in healthy individuals is essential for understanding how alterations in homeostasis can lead to disease states. This course promotes the understanding of the basic principles of human physiology as it relates to disease by using a mechanism-based approach to teaching human disorders. It relies on the comprehension and application of concepts (not simply memorization), which allows for the development of critical thinking skills.

GL/NATS 2XXX 6.00 (EN) *Zoology*

GL/NATS 2XXX 6.00 (FR) *Botanique*

GL/NATS 3200 6.00 (EN) *Historical Trends in Human-Environmental Interrelationships*

This course examines the profound impact of ancient environments upon living organisms, with reference to specific biological problems such as extinction. Early palaeolithic humans interacted with various natural ecosystems, which became modified as a result. The subsequent historical impact of human activities on the environment resulted in a trend of increasing pressures upon animal populations, world vegetation and soils. Current urban-rural land use conflicts and conservation problems exemplify the modern impact.

GL/NATS 3206 3.00 (EN) *Human parasitology*

This course examines the basic principles of parasitology, parasite life cycles, host-parasite interactions, parasite control measures, and epidemiology of important human parasites. In addition, the ecological, medical and socio-economic impact of parasites on global health is examined.

GL/NATS 3230 6.00 (FR) *Génétique et santé humaine*

Le cours présente les bases cellulaires et moléculaires de la génétique. Il adopte une approche historique de la génétique moderne mendélienne et classique et vise à initier les étudiants à l'analyse génétique moderne du génotype et du phénotype des maladies humaines. Du diagnostic génétique à la thérapie génique, il aborde les problèmes actuels de la bioéthique, où l'être humain passe de l'objet à soigner à l'objet à améliorer et à transformer.

GL/NATS 4100 3.00 or 6.00 (EN) *Individualized Studies* / (FR) *Travail individuel*

Students do independent reading and/or research under the guidance of one or several members of the faculty. Permission of the Chair of the department is required.

GL/NATS 4205 3.00 (EN) *Human-Insect Interactions*

This course offers an overview of the multifaceted relationships between the human species and insects. It will include an introduction to entomology. The following aspects will be discussed: economic, health, and environmental impact of insects, insects in arts, culture, mythology, phobia, etc.

GL/NATS 4210 3.00 (EN) *Environmental physiology*

This course examines important concepts and principles of environmental physiology, a branch of biology that focuses on how physiological systems in animals, including humans, integrate with one another in response to a change in environment.

GL/NATS 4215 3.00 (EN) *Communication and Sensory Ecology*

This course explores the various categories of signals used by animals in a variety of contexts, and the sensory channels which allow these signals to be sent and received. Other topics include: honest and deceitful communication, Game Theory and Information Theory applications, bird song, echolocation, bioluminescence, and the evolution of communication.

The following laboratory science course will also support the BSc in Psychology:

GL/NATS 1XXX 6.0 (EN) *Earth and Space Science*

With the collaboration of the Faculty of Science, students will have the possibility of completing their 6-credit 1000-level laboratory requirement at the Keele campus in biology, chemistry or physics.

Mode of delivery

The proposed Glendon BSc in Psychology would be the first and only comprehensive program offered in both languages within the post-secondary system in Southern Ontario. The program

features lecture, seminar-style and laboratory courses that emphasize the combination of learning theory and conducting, as well as participating in internships that allow students to apply and gauge the depth, breadth and limits of their knowledge of human inquiry and empirical skill within autonomous and professional capacities. These modes of delivery directly support the learning outcomes.

Assessment of teaching and learning and Quality Indicators

Students graduating with a Glendon Psychology Bachelor of Science degree will possess depth in Psychology, and a concrete awareness of the strengths and limitations of scientific enquiry and of their own knowledge. The methods for assessing student achievement directly reflect the York University BSc structure and specify the criteria relative to program learning outcomes and degree level expectations as follows here.

1. an understanding of and experience with the scientific method, the methodology and/or laboratory practices appropriate to Psychology and the theoretical frameworks of Psychology;

2. knowledge of and facility with mathematics, the language of science;
Rationale: The use of mathematics is a necessary and integral feature of science. Whether calculus, linear algebra, statistics, discrete math, or another field, mathematics is ubiquitous throughout science, as a descriptive and analytical tool, for modeling and simulation, and in Psychology for preparation and analysis of statistical data.

3. knowledge of and facility with computational methods and tools;
Rationale: Modern science increasingly relies on computation as an enabling tool, whether for data collection and analysis (including extremely large data sets), visualization of systems, or investigation of theoretical predictions through modeling and simulation.

4. breadth and depth in science;
a. a degree of breadth across the foundational science disciplines of Biology, Chemistry and Physics. *Rationale: Biology, Chemistry and Physics form the foundation of the science in so far as it seeks to describe and understand the natural world. This foundation exposes students to the broad ranges of scale and of levels of complexity, organization and abstraction spanned by science.*

b. a degree of depth and expertise in one or more disciplines within the Physical and Life Sciences, Computer Science and Mathematics;

c. a degree of breadth in practical/laboratory experiences;

d. a degree of depth (beyond the first-year courses) in a scientific discipline (which includes all current BSc major subject areas) outside Psychology in order to foster the interdisciplinarity that is increasingly a hallmark of modern science;
Rationale: Many, if not most, new scientific fields are inherently inter- or multi-disciplinary. Given this fact it is in our students' best interests to have significant exposure to more than one discipline. Providing our students with this additional depth will help prepare them to respond to an evolving knowledge base and participate in emerging fields.

5. breadth in areas of human inquiry beyond Psychology, including exposure to issues, methodologies and thought processes of the liberal arts;
Rationale: University is more than just a training ground for a particular discipline. Graduates should be educated to appreciate and value as many facets of human knowledge and scholarship as possible, to more completely prepare them to contribute thoughtfully,

knowledgeably and compassionately to society.

6. demonstrated critical thinking and analytical skills inside and outside Psychology;
Rationale: A primary role of the University is to foster critical thinking and analytical skills in its students. Developing these skills in more than one area of study will promote adaptability and portability of skills, and enable students to approach problems with fresh perspectives and in new ways.

7. an ability to communicate orally and in writing to a variety of audiences in English and French;
Rationale: This ability is critical to success in any career. In the case of science, creating and disseminating new knowledge and using it to better human societies and life on earth more generally will ultimately depend on communication among scientists, policy makers, industry and broader society. Given the needs of the Franco-Ontarian community in the GTA and Southern Ontario in particular, as well as Francophone and Francophile communities beyond, the ability to communicate bilingually will be a clear asset.

10. A summary of how students currently enrolled in the program will be accommodated

Students currently pursuing the BA program in Psychology at Glendon may decide to switch to the B.Sc. option, in which case they will have to further satisfy all non-major requirements to obtain a B.Sc. in Psychology.

11. A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar

Glendon Psychology	Health Psychology
	<p>The Department of Psychology offers bachelor of arts (BA) and bachelor of science (BSc) degrees in psychology (Specialized Honours, Honours, bachelor, Honours Double Major and Honours Major and Minor options).</p> <p>Admission to all 2000-, 3000- and 4000-level courses in psychology (with the exception of HH/PSYC 2020 6.00, HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00) is conditional upon satisfactory completion of HH/PSYC 1010 6.00 with a minimum grade of C.</p> <p>Students must obtain a minimum grade of C in HH/PSYC 1010 6.00 to be permitted to continue as a major in psychology, as well as to take any further psychology courses for which HH/PSYC 1010 6.00 is a prerequisite.</p>

Specialized Honours BSc Program: 120 Credits

Admission: students must submit an application form to the department.

Students must be currently enrolled in an Honours program in Psychology, with a minimum overall cumulative grade point average of 7.00 (B+). Applicants must have completed a minimum of 54 credits in total, including [GL/PSYC 2510 6.00](#) (with a minimum grade of C), [GL/PSYC 2520 3.00](#), [GL/PSYC 2530 3.00](#) and [GL/PSYC 3525 3.00](#) or equivalent.

Students who have completed or will have completed 54 credits by the end of the academic year may submit an application between May 1 and May 15 of that year.

Continuing: in order to continue in the Specialized Honours program, students must maintain an overall cumulative grade point average of at least 7.00 (B+).

Residency requirement: a minimum of 30 credits at York University and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 7.00 (B+).

General education requirements: every student shall complete 27 credits in total as follows:

- 12 credits among the general education categories: humanities (HUMA), modes of reasoning (MODR), and social science (SOSC), with at least 6 from HUMA and/or SOSC;

Psychology (Specialized Honours BSc Program): 120 Credits

Admission: students must be currently enrolled in an Honours program in Psychology, with a minimum overall cumulative grade point average of 7.00 (B+).

The application process for this program includes the completion of an application form available online at <http://psyc.info.yorku.ca/>. Applicants must have completed a minimum of 53 credits in total, including [HH/PSYC 1010 6.00](#), [HH/PSYC 2020 6.00](#) and [HH/PSYC 2030 3.00](#) or equivalent.

Students who have completed or project to complete 53 credits by the end of the academic year may submit an application between May 1 and May 15 of that year.

Continuing: to continue in the Specialized Honours program, students must maintain an overall cumulative grade point average of at least 7.00 (B+).

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 7.00 (B+).

General education requirement: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories

<ul style="list-style-type: none"> • 6 credits in mathematics at the 1000 level, excluding remedial courses; • 3 credits in computer science at the 1000 level; • 6 credits from courses with laboratories at the 1000-level in any of the following areas: biology, chemistry and physics. 	<p>approved by the Faculty of Liberal Arts & Professional Studies</p> <ul style="list-style-type: none"> • six credits at the 1000 level in approved Faculty of Health general education or humanities or social science categories approved by the Faculty of Liberal Arts & Professional Studies <p>Note 1: it is required that students complete the general education requirements above within their first 54 credits.</p> <p>Note 2: students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfill general education may count toward electives.</p> <p>Note 3: general education requirements are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For further information please visit http://health.info.yorku.ca/current-student-information/general-education-requirements/.</p> <p>Basic science requirement: a minimum of 15 credits as follows:</p> <ul style="list-style-type: none"> • six credits in mathematics selected from: <ul style="list-style-type: none"> SC/MATH 1505 6.00 SC/MATH 1013 3.00 SC/MATH 1014 3.00 SC/MATH 1025 3.00 • Three credits selected from: <ul style="list-style-type: none"> LE/EECS 1520 3.00 or LE/EECS 1540 3.00 or LE/EECS 1570 3.00 • Six credits selected from: <ul style="list-style-type: none"> SC/BIOL 1000 3.00 SC/BIOL 1001 3.00 SC/CHEM 1000 3.00 SC/CHEM 1001 3.00 SC/PHYS 1010 6.00 or SC/PHYS 1410 6.00
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Major credits: students must complete at least 54 credits (48 credits in psychology and six credits in modes of reasoning), including:

- 24 credits of core courses: [GL/PSYC 2510 6.00](#), [GL/PSYC 2520 3.00](#), [GL/PSYC 2530 3.00](#), [GL/PSYC 3525 3.00](#), [GL/PSYC 4230 3.00](#), and either [GL/MODR 1711 6.00](#), [GL/MODR 1716 6.00](#) or [GL/MODR 2640 6.00](#);
- [GL/PSYC 4000 6.00](#);
- [GL/PSYC 4240 3.00](#);
- 24 credits at the 3000 level or above, of which at least 12 credits at the 4000 level.

Students must have an advising appointment with the department to approve the selection of their 3000 and 4000 level credits.

Upper-level credits: at least 42 credits at the 3000 level or above. This includes the 24 credits at the 3000 and 4000 levels in the major listed above under *major credits*.

Science requirement outside the major: every student shall complete 24 credits in science disciplines outside the major, of which 3 credits must be at the 2000 level or above.

or [SC/PHYS 1420 6.00](#)

Note: Psychology students are strongly recommended to take [LE/EECS 1570 3.00](#).

Major credits: students must complete a minimum of 54 (but not more than 66) credits in psychology.

Psychology courses must include:

[HH/PSYC 1010 6.00](#) (with a minimum grade of C)

[HH/PSYC 2020 6.00](#) or [HH/PSYC 2021 3.00](#) and [HH/PSYC 2022 3.00](#)

[HH/PSYC 2030 3.00](#)

[HH/PSYC 3010 3.00](#)

[HH/PSYC 3031 3.00](#)

[HH/PSYC 3090 3.00](#)

[HH/PSYC 3125 3.00](#)

at least six credits chosen from:

[HH/PSYC 2110 3.00](#)

[HH/PSYC 2120 3.00](#)

[HH/PSYC 2130 3.00](#)

[HH/PSYC 3140 3.00](#)

[HH/PSYC 3170 3.00](#)

[HH/PSYC 3190 3.00](#)

at least six credits chosen from:

[HH/PSYC 2210 3.00](#)

[HH/PSYC 2220 3.00](#)

[HH/PSYC 2230 3.00](#)

[HH/PSYC 2240 3.00](#)

[HH/PSYC 3250 3.00](#)

[HH/PSYC 3260 3.00](#)

[HH/PSYC 3265 3.00](#)

[HH/PSYC 3270 3.00](#)

[HH/PSYC 3280 3.00](#)

[HH/PSYC 3290 3.00](#)

at least 12 credits in psychology (PSYC) at the 4000 level, including [HH/PSYC 4001 6.00](#)

at least three additional credits in psychology (PSYC)

Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level, including 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level.

Required science credits outside the major: A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above.

15 of these 24 credits are satisfied through the *general education requirements* listed before.

Required science credits outside the major can be selected from the following:

- all courses offered through the Faculty of Science and Lassonde School of Engineering;
- all kinesiology and health science courses excluding:

[HH/KINE 2380 3.00](#)

[HH/KINE 3240 3.00](#)

[HH/KINE 3250 3.00](#)

[HH/KINE 3360 3.00](#)

[HH/KINE 3420 3.00](#)

[HH/KINE 3430 3.00](#)

[HH/KINE 3440 3.00](#)

[HH/KINE 3490 3.00](#)

[HH/KINE 3510 3.00](#)

[HH/KINE 3530 3.00](#)

[HH/KINE 3580 3.00](#)

[HH/KINE 3620 3.00](#)

[HH/KINE 4310 3.00](#)

[HH/KINE 4315 3.00](#)

[HH/KINE 4340 3.00](#)

[HH/KINE 4350 3.00](#)

[HH/KINE 4360 3.00](#)

[HH/KINE 4370 3.00](#)

[HH/KINE 4375 3.00](#)

[HH/KINE 4420 3.00](#)

[HH/KINE 4430 3.00](#)

[HH/KINE 4480 3.00](#)

[HH/KINE 4485 3.00](#)

[HH/KINE 4490 3.00](#)

[HH/KINE 4495 3.00](#)

[HH/KINE 4530 3.00](#)

[HH/KINE 4560 3.00](#)

[HH/KINE 4620 3.00](#)

[HH/KINE 4630 3.00](#)

[HH/KINE 4635 3.00](#)

[HH/KINE 4645 3.00](#)

[HH/KINE 4646 3.00](#)

Electives: additional elective credits as required for an overall total of at least 120 credits. Elective credits may be used to fulfill science and upper-level credits.

Bilingual requirement: all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must

successfully complete six credits in each official language (French and English) at Glendon from the following two categories:

- courses at the second-year level and above in French as a second language and/or in English as a second language;
- courses in any discipline which are designated as satisfying the bilingual requirement.

Note: please refer to the [Rules and Regulations section](#) of the Undergraduate Calendar for detailed requirement information.

Specialized Honours iBSc Program: 120 Credits

Admission: students must submit an application form to the Department.

Students must be currently enrolled in an Honours program in Psychology, with a minimum overall cumulative grade point average of 7.00 (B+).

Applicants must have completed a minimum of 54 credits in total, including [GL/PSYC 2510 6.1](#) (with a minimum grade of C), [GL/PSYC 2520 3.00](#), [GL/PSYC 2530 3.00](#) and [GL/PSYC 3525 3.00](#) or equivalent.

Students who have completed or will have completed 54 credits by the end of the academic year may submit an application between May 1 and May 15 of that year.

Continuing: in order to continue in the Specialized Honours program, students must maintain an overall cumulative grade point average of at least 7.00 (B+).

Residency requirement: a minimum of 30 credits at York University and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least **7.00 (B+)**.

General education requirements: every student shall complete 27 credits in total as follows:

- 12 credits among the general education categories: humanities (HUMA), modes of reasoning (MODR), and social science (SOSC), with at least 6 from HUMA and/or SOSC;
- 6 credits in mathematics at the 1000 level, excluding remedial courses;
- 3 credits in computer science at the 1000 level;
- 6 credits from courses with laboratories at the 1000-level in any of the following areas: biology, chemistry and physics.

Major credits: students must complete at least 54 credits (48 credits in psychology and six credits in modes of reasoning), including:

- 24 credits of core courses: [GL/PSYC 2510 6.00](#), [GL/PSYC 2520 3.00](#), [GL/PSYC 2530 3.00](#), [GL/PSYC 3525 3.00](#), [GL/PSYC 4230 3.00](#), and either [GL/MODR 1711 6.00](#), [GL/MODR 1716 6.00](#) or [GL/MODR 2640 6.00](#);
- [GL/PSYC 4000 6.00](#);
- [GL/PSYC 4240 3.00](#);
- 24 credits at the 3000 level or above, of which at least 12 credits at the 4000 level.

Students must have an advising appointment with the department to approve the selection of their 3000 and 4000 level credits.

Upper-level credits: at least 42 credits at the 3000 level or above. This includes the 24 credits at the 3000 and 4000 levels in the major listed above under *major credits*.

Science requirement outside the major: every student shall complete 24 credits in science disciplines outside the major, of which 3 credits must be at the 2000 level or above. 15 of these 24 credits are satisfied through the *general education requirements* listed before.

Bilingual/trilingual requirement: for the iBSc bilingual, students must complete at least 18 credits in each official language (French and English) at Glendon from the following two categories:

- courses at the second-year level and above in French as a second language and/or in English as a second language;
- courses in any discipline which are designated as satisfying the bilingual requirement.

For the iBSc trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: [GL/SP 3000 6.00](#)) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University.

Courses taken to fulfill the major requirements may also be used to fulfill the iBSc requirements.

Internationally-oriented course requirement: at least 12 credits of internationally-oriented courses.

Exchange requirement: at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement.

Note: please refer to the [Rules and Regulations section](#) of the Undergraduate Calendar for detailed requirement information.

Honours BSc Program: 120 Credits

**Psychology (Honours BSc Program):
120 Credits**

Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).

General education requirements: every student shall complete 27 credits in total as follows:

- 12 credits among the general education categories: humanities (HUMA), modes of reasoning (MODR), and social science (SOSC), with at least 6 from HUMA and/or SOSC;
- 6 credits in mathematics at the 1000 level, excluding remedial courses;
- 3 credits in computer science at the 1000 level;
- 6 credits from courses with laboratories at the 1000-level in any of the following areas: biology, chemistry and physics.

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+).

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or humanities or social science categories approved by the Faculty of Liberal Arts & Professional Studies

Note 1: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfill general education may count toward electives.

Note 3: general education requirements are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For further information please visit <http://health.info.yorku.ca/current-student-information/general-education-requirements/>.

<p>Major credits: students must complete at least 42 credits (36 credits in psychology and six credits in modes of reasoning), including:</p> <ul style="list-style-type: none"> • 24 credits of core courses: GL/PSYC 2510 6.00, GL/PSYC 2520 3.00, GL/PSYC 2530 3.00, GL/PSYC 3525 3.00, GL/PSYC 4230 3.00, and either GL/MODR 1711 6.00, GL/MODR 1716 6.00 or GL/MODR 2640 6.00; • 24 credits at the 3000 level or above, of which at least 12 credits at the 4000 level. <p>Students must have an advising appointment with the department to approve the selection of their 3000 and 4000 level credits.</p>	<p>Basic science requirement: a minimum of 15 credits as follows:</p> <ul style="list-style-type: none"> • six credits in mathematics selected from: <ul style="list-style-type: none"> SC/MATH 1505 6.00 SC/MATH 1013 3.00 SC/MATH 1014 3.00 SC/MATH 1025 3.00 • three credits selected from: <ul style="list-style-type: none"> LE/EECS 1520 3.00 or LE/EECS 1540 3.00 or LE/EECS 1570 3.00 • six credits selected from: <ul style="list-style-type: none"> SC/BIOL 1000 3.00 SC/BIOL 1001 3.00 SC/CHEM 1000 3.00 SC/CHEM 1001 3.00 SC/PHYS 1010 6.00 or SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 <p>Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00.</p> <p>Major credits: students must complete at least 42 (but not more than 54) credits in psychology. Psychology courses must include: HH/PSYC 1010 6.00 (with a minimum grade of C) HH/PSYC 2020 6.00 or HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00 and HH/PSYC 2030 3.00 at least three credits chosen from: HH/PSYC 2110 3.00 HH/PSYC 2120 3.00 HH/PSYC 2130 3.00 HH/PSYC 3125 3.00 HH/PSYC 3140 3.00 HH/PSYC 3170 3.00 HH/PSYC 3190 3.00 at least three credits chosen from: HH/PSYC 2210 3.00 HH/PSYC 2220 3.00 HH/PSYC 2230 3.00</p>
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<p>Upper-level credits: at least 42 credits at the 3000 level or above. This includes the 24 credits at the 3000 and 4000 levels in the major listed above under <i>major credits</i>.</p> <p>Science requirement outside the major: every student shall complete 24 credits in science disciplines outside the major, of which 3 credits must be at the 2000 level or above. 15 of these 24 credits are satisfied through the <i>general education requirements</i> listed before.</p>	<p><u>HH/PSYC 2240 3.00</u> <u>HH/PSYC 3250 3.00</u> <u>HH/PSYC 3260 3.00</u> <u>HH/PSYC 3265 3.00</u> <u>HH/PSYC 3270 3.00</u> <u>HH/PSYC 3280 3.00</u> <u>HH/PSYC 3290 3.00</u></p> <p>at least 12 credits in psychology (PSYC) at the 4000 level, including <u>HH/PSYC 4000 6.00</u> or <u>HH/PSYC 4170 6.00</u> or <u>HH/PSYC 4175 6.00</u> at least nine additional credits in psychology (PSYC)</p> <p>Upper-level credits: a minimum of 42 credits at the 3000 level or 4000 level, including 18 credits at the 3000 or 4000 level in the major with 12 credits at the 4000 level.</p> <p>Required science credits outside the major: A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:</p> <ul style="list-style-type: none"> • all courses offered through the Faculty of Science and Lassonde School of Engineering; • all kinesiology and health science courses excluding: <p><u>HH/KINE 2380 3.00</u> <u>HH/KINE 3240 3.00</u> <u>HH/KINE 3250 3.00</u> <u>HH/KINE 3360 3.00</u> <u>HH/KINE 3420 3.00</u> <u>HH/KINE 3430 3.00</u> <u>HH/KINE 3440 3.00</u> <u>HH/KINE 3490 3.00</u> <u>HH/KINE 3510 3.00</u> <u>HH/KINE 3530 3.00</u> <u>HH/KINE 3580 3.00</u> <u>HH/KINE 3620 3.00</u> <u>HH/KINE 4310 3.00</u> <u>HH/KINE 4315 3.00</u> <u>HH/KINE 4340 3.00</u> <u>HH/KINE 4350 3.00</u> <u>HH/KINE 4360 3.00</u> <u>HH/KINE 4370 3.00</u></p>
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<p>Bilingual requirement: all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:</p> <ul style="list-style-type: none"> • courses at the second-year level and above in French as a second language and/or in English as a second language; • courses in any discipline which are designated as satisfying the bilingual requirement. <p>Note: please refer to the Rules and Regulations section of the Undergraduate Calendar for detailed requirement information.</p> <p><u>Honours iBSc Program: 120 Credits</u></p> <p>Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.</p> <p>Graduation requirement: students must</p>	<p>HH/KINE 4375 3.00 HH/KINE 4420 3.00 HH/KINE 4430 3.00 HH/KINE 4480 3.00 HH/KINE 4485 3.00 HH/KINE 4490 3.00 HH/KINE 4495 3.00 HH/KINE 4530 3.00 HH/KINE 4560 3.00 HH/KINE 4620 3.00 HH/KINE 4630 3.00 HH/KINE 4635 3.00 HH/KINE 4645 3.00 HH/KINE 4646 3.00</p> <p>Electives: additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfill science and upper-level credits.</p>
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successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).

General education requirements: every student shall complete 27 credits in total as follows:

- 12 credits among the general education categories: humanities (HUMA), modes of reasoning (MODR), and social science (SOSC), with at least 6 from HUMA and/or SOSC;
- 6 credits in mathematics at the 1000 level, excluding remedial courses;
- 3 credits in computer science at the 1000 level;
- 6 credits from courses with laboratories at the 1000-level in any of the following areas: biology, chemistry and physics.

Major credits: students must complete at least 42 credits (36 credits in psychology and six credits in modes of reasoning), including:

- 24 credits of core courses: [GL/PSYC 2510 6.00](#), [GL/PSYC 2520 3.00](#), [GL/PSYC 2530 3.00](#), [GL/PSYC 3525 3.00](#), [GL/PSYC 4230 3.00](#), and either [GL/MODR 1711 6.00](#), [GL/MODR 1716 6.00](#) or [GL/MODR 2640 6.00](#);
- 24 credits at the 3000 level or above, of which at least 12 credits at the 4000 level.

Students must have an advising appointment with the department to approve the selection of their 3000 and 4000 level credits.

Upper-level credits: at least 42 credits at the 3000 level or above. This includes the 24 credits at the 3000 and 4000 levels in the major listed above under *major credits*.

Science requirement outside the major: every student shall complete 24 credits in

science disciplines outside the major, of which 3 credits must be at the 2000 level or above. 15 of these 24 credits are satisfied through the *general education requirements* listed before.

Bilingual/trilingual requirement: for the iBSc bilingual, students must complete at least 18 credits in each official language (French and English) at Glendon from the following two categories:

- courses at the second-year level and above in French as a second language and/or in English as a second language;
- courses in any discipline which are designated as satisfying the bilingual requirement.

For the iBSc trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: [GL/SP 3000 6.00](#)) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University.

Courses taken to fulfill the major requirements may also be used to fulfill the iBSc requirements.

Internationally-oriented course requirement: at least 12 credits of internationally-oriented courses.

Exchange requirement: at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement.

Note: please refer to the [Rules and Regulations section](#) of the Undergraduate Calendar for detailed requirement information.

Honours Double Major BSc Program

The Honours BSc program described above may be pursued jointly with any other Honours

Honours Double Major BSc Programs

The Honours BSc program described above may be pursued jointly with an Honours Major

degree program offered at Glendon. For further details on requirements, see the listings for specific Honours programs. *(Note: The science requirement outside the major is not applicable to double major and major/minor programs where the second major or minor is a science discipline.)*

Honours Double Major iBSc Program

The Honours iBSc program described above may be pursued jointly with any other Honours degree program offered at Glendon. For further details on requirements, see the listings for specific Honours programs. *(Note: The science requirement outside the major is not applicable to double major and major/minor programs where the second major or minor is a science discipline.)*

Honours Major/Minor BSc Program

The Honours BSc program described above may be pursued jointly with any Honours Minor program offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs. *(Note: The science requirement outside the major is not applicable to double major and major/minor programs where the second major or minor is a science discipline.)*

Honours Major/Minor iBSc Program

bachelor's degree in the Faculties of Health, Liberal Arts and Professional Studies, Science or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section.

Notes:

1. students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements.
2. The science requirement outside the major is not applicable to the double major or major/minor.

Honours Major/Minor BSc Programs

The Honours BSc program described above may be pursued jointly with an Honours Minor bachelor's degree program in the Faculties of Health, Liberal Arts and Professional Studies, Science or the Lassonde School of Engineering as listed in the Faculty of Health Rules and Regulations section.

Notes:

1. Students pursuing double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements.
2. The science requirement outside the major is not applicable to the double major or major/minor.

The Honours iBSc program described above may be pursued jointly with any Honours Minor program offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs. *(Note: The science requirement outside the major is not applicable to double major and major/minor programs where the second major or minor is a science discipline.)*

Honours Minor

The Honours Minor must be pursued jointly with any approved Honours BA, iBA, BSc or iBSc program which offers a major/minor option at Glendon. For further details on requirements, see the listings for specific Honours BA, iBA, BSc and iBSc programs.

Minor credits: students must complete at least 30 credits in psychology, including:

- [GL/PSYC 2510 6.00](#),
- [GL/PSYC 2520 3.00](#) ;
- [GL/PSYC 2530 3.00](#);
- at least six credits at the 4000 level.

BSc Program: 90 Credits

Residency requirement: a minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon.

Graduation requirement: students must successfully complete (pass) at least 90 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 4.00 (C).

Honours Minor

The Honours Minor in psychology comprises at least 30 (but not more than 42) credits in psychology. These 30 credits must include: [HH/PSYC 1010 6.00](#) (with a minimum grade of C)

[HH/PSYC 2021 3.00](#) or [HH/PSYC 2020 6.00](#)
[HH/PSYC 2030 3.00](#)

at least six credits from psychology (PSYC) courses at the 4000 level
additional credits from psychology (PSYC) courses for an overall total of at least 30 credits in psychology

Notes:

1. Students pursuing a double major or major/minor may be required to complete more than 120 credits to satisfy all degree requirements.

Psychology (BSc Program): 90 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: all graduates must complete a total of at least 90 credits with a minimum overall cumulative grade point average of 4.00 (C).

General education requirements: every student shall complete 27 credits in total as follows:

- 12 credits among the general education categories: humanities (HUMA), modes of reasoning (MODR), and social science (SOSC), with at least six from HUMA and/or SOSC;
- 6 credits in mathematics at the 1000 level, excluding remedial courses;
- 3 credits in computer science at the 1000 level;
- 6 credits from courses with laboratories at the 1000-level in any of the following areas: biology, chemistry and physics.

General education: a minimum of 18 credits as follows:

- six credits at the 1000 level in approved Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education or humanities or social science categories approved by the Faculty of Liberal Arts & Professional Studies

Note 1: It is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 2: Students may complete a maximum of 30 credits in general education, any additional credits not being used to fulfill general education may count toward electives.

Note 3: General education requirements are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For further information please visit

<http://health.info.yorku.ca/current-student-information/general-education-requirements/>.

Basic science requirement: a minimum of 15 credits as follows:

- six credits in mathematics selected from:

[SC/MATH 1505 6.00](#)

[SC/MATH 1013 3.00](#)

[SC/MATH 1014 3.00](#)

[SC/MATH 1025 3.00](#)

- three credits selected from:

[LE/EECS 1520 3.00](#) or

[LE/EECS 1540 3.00](#) or

<p>Major credits: students must complete at least 36 credits (30 credits in psychology and six credits in modes of reasoning), including:</p> <ul style="list-style-type: none"> • GL/PSYC 2510 6.00, • GL/PSYC 2520 3.00 ; • GL/PSYC 2530 3.00; • Either GL/MODR 1711 6.00, GL/MODR 1716 6.00 or GL/MODR 2640 6.00; • 12 credits at the 3000 level or above. <p>Upper-level credits: at least 18 credits at the 3000 or 4000 level. This includes the 12 credits at the 3000 and 4000 levels in the major listed above under <i>major credits</i>.</p> <p>Science requirement outside of the major: every student shall complete 24 credits in</p>	<p>LE/EECS 1570 3.00</p> <ul style="list-style-type: none"> • six credits selected from: <p>SC/BIOL 1000 3.00 SC/BIOL 1001 3.00 SC/CHEM 1000 3.00 SC/CHEM 1001 3.00 SC/PHYS 1010 6.00 or SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00</p> <p>Note: Psychology students are strongly recommended to take LE/EECS 1570 3.00.</p> <p>Major credits: students must complete at least 30 (but no more than 42) credits in psychology. HH/PSYC 1010 6.00 (with a minimum grade of C) HH/PSYC 2021 3.00 or HH/PSYC 2020 6.00 HH/PSYC 2030 3.00 at least three credits chosen from: HH/PSYC 2110 3.00 HH/PSYC 2120 3.00 HH/PSYC 2130 3.00 HH/PSYC 3125 3.00 HH/PSYC 3140 3.00 HH/PSYC 3170 3.00 HH/PSYC 3190 3.00 at least three credits chosen from: HH/PSYC 2210 3.00 HH/PSYC 2220 3.00 HH/PSYC 2230 3.00 HH/PSYC 2240 3.00 HH/PSYC 3250 3.00 HH/PSYC 3260 3.00 HH/PSYC 3265 3.00 HH/PSYC 3270 3.00 HH/PSYC 3280 3.00 HH/PSYC 3290 3.00 additional credits from psychology (PSYC) courses for an overall total of at least 30 credits</p> <p>Upper-level credits: a minimum of 18 credits at the 3000 level or 4000 level, including 12 credits in the major.</p> <p>Required science credits outside the</p>
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science disciplines outside the major, of which 3 credits must be at the 2000 level or above. 15 of these 24 credits are satisfied through the *general education requirements* listed before.

major: A minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:

- all courses offered through the Faculty of Science and Lassonde School of Engineering;
- all kinesiology and health science courses excluding:

HH/KINE 2380 3.00
HH/KINE 3240 3.00
HH/KINE 3250 3.00
HH/KINE 3360 3.00
HH/KINE 3420 3.00
HH/KINE 3430 3.00
HH/KINE 3440 3.00
HH/KINE 3490 3.00
HH/KINE 3510 3.00
HH/KINE 3530 3.00
HH/KINE 3580 3.00
HH/KINE 3620 3.00
HH/KINE 4310 3.00
HH/KINE 4315 3.00
HH/KINE 4340 3.00
HH/KINE 4350 3.00
HH/KINE 4360 3.00
HH/KINE 4370 3.00
HH/KINE 4375 3.00
HH/KINE 4420 3.00
HH/KINE 4430 3.00
HH/KINE 4480 3.00
HH/KINE 4485 3.00
HH/KINE 4490 3.00
HH/KINE 4495 3.00
HH/KINE 4530 3.00
HH/KINE 4560 3.00
HH/KINE 4620 3.00
HH/KINE 4630 3.00
HH/KINE 4635 3.00
HH/KINE 4645 3.00
HH/KINE 4646 3.00

Electives: additional elective credits as required for an overall total of at least 90 credits. Elective credits may be used to fulfill science and upper-level credits.

Bilingual requirement: all students admitted to Glendon must satisfy the bilingual requirement. In order to do so, students must successfully complete six credits in each official language (French and English) at Glendon from the following two categories:

- courses at the second-year level and above in French as a second language and/or in English as a second language;
- courses in any discipline which are designated as satisfying the bilingual requirement.

Course Substitutes

Students are allowed to take PSYC courses at any campus to satisfy their degree requirements but all course substitutes must be approved by the Department Chair. Subject to course exclusions, program restrictions, and residence requirements, the courses below are acceptable substitutes for the purpose of meeting program requirements.

Program Course	Course Substitutes
GL/PSYC 2510 6.00	HH/PSYC 1010 6.00
GL/PSYC 2530 3.00	HH/PSYC 2021 3.00, HH/PSYC 2022 3.00, HH/PSYC 2020 6.00
GL/PSYC 2520 3.00	HH/PSYC 2030 3.00
GL/PSYC 3525 3.00	HH/PSYC 3010 3.00

Note: please refer to the [Rules and Regulations section](#) of the Undergraduate Calendar for detailed requirement information.

Course Substitutes

Subject to course exclusions, program requirements/restrictions, and residence requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements:

Program Course	Course Substitutes
HH/PSYC 1010 6.00	AK/PSYC 2410 6.00, GL/PSYC 2510 6.00
HH/PSYC 2020 6.00	AP/ECON 2500 3.00 and AP/ECON 3500 3.00; AK/ECON 3470 3.00 (prior to winter 2008) and AP/ECON 3480 3.00; HH/KINE 2050 3.00 and HH/KINE 3150 3.00; SC/MATH 2560 3.00 and SC/MATH 2570 3.00; HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00; AK/PSYC 2510 3.00 (prior to winter 2002) and AK/PSYC 3110 3.00 (prior to summer 2002)
HH/PSYC 2021 3.00	AP/ADMS 2320 3.00, SC/BIOL 2060 3.00, AP/ECON 2500 3.00, AK/ECON 3470 3.00 (prior to winter 1998), HH/KINE 2050 3.00, SC/MATH 2560 3.00, GL/PSYC 2530 3.00, AK/PSYC 2510 3.00 (prior to winter 2002)
HH/PSYC 2022 3.00	AP/ECON 3500 3.00, AP/ECON 3480 3.00, HH/KINE 3150 3.00,

		<u>SC/MATH 2570 3.00, AK/PSYC 3110 3.00</u> (prior to summer 2002)
	<u>HH/PSYC 2030 3.00</u>	<u>ES/ENVS 2009 3.00, ES/ENVS 3009 3.00, HH/KINE 2049 3.00, GL/PSYC 2520 3.00</u> (prior to winter 2001)

Support Statements (enclosed)



Principal Ken McRoberts
Glendon College
York University
March 24, 2014

Dear Principal McRoberts,

I am writing in support of the proposal being put forward by the Glendon Department of Psychology to offer a Bachelor of Science (BSc) degree in addition to their long-standing Bachelor of Arts degree. A BSc in Psychology has been offered for over 30 years at the Keele campus, first in the Atkinson and Arts psych departments, and now in the merged department in the Faculty of Health. The vast majority of psychology departments across the country offer both the BA and BSc option for their students. The courses taken within the psychology major are essentially identical in both degree options—only the non-psychology courses differ, with BSc students primarily taking science courses and BA taking primarily liberal arts/social science courses. I am confident that the Glendon BSc will be an attractive option for students, based on our experience. Approximately 40% of our 5000 majors are in the BSc degree, and they are consistently among our highest achieving students. I am happy to support this proposal, and wish our Glendon colleagues all the best as they implement the new degree.

If you would like further information, please feel free to contact me at (416) 736-2100 x66223 or by email at suzmac@yorku.ca.

Sincerely,

A handwritten signature in blue ink that reads "Suzanne MacDonald".

Professor Suzanne MacDonald
Chair, Department of Psychology

FACULTY OF HEALTH

**Department of
Psychology**

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 2100
Fax 416 736 5814
www.psych.yorku.ca



Principal Ken McRoberts
Glendon College
York University
April 26, 2014

Dear Principal McRoberts,

I am writing to follow up my note to you of March 24, regarding the Glendon Department of Psychology's proposal to offer a Bachelor of Science (BSc) degree in addition to their long-standing Bachelor of Arts degree. Professor Moore has asked me to confirm that the respective BSc programs are substantively "equivalent" in terms of the core course requirements. We certainly offer a wider variety of electives but in terms of the core requirements for the BSc the differences between a Health BSc program and what Glendon Psych is proposing are quite minor. For the 3-year BSc the requirements are identical in all respects. For the Honours BSc and Specialized Honours BSc there is some variability in terms of mandatory courses but the differences are nowhere near a magnitude of 40%. I remain confident that the Glendon BSc will be an attractive option for their students.

If you would like further information, please feel free to contact me at (416) 736-2100 x66223 or by email at suzmac@yorku.ca.

Sincerely,

A handwritten signature in blue ink that reads "Suzanne MacDonald".

Professor Suzanne MacDonald
Chair, Department of Psychology

FACULTY OF HEALTH

Department of
Psychology

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 2100
Fax 416 736 5814
www.psych.yorku.ca



June 25, 2014

GLENDON COLLEGE
COLLEGE
UNIVERSITAIRE
GLENDON

Office of the Principal
Bureau du Principal

2275 Bayview Ave
Toronto ON
Canada M4N 3M6
Tel/Tel: (416) 487-6727
Telec/Fax: (416) 487-6786
Principal@glendon.yorku.ca
www .glendon.yorku.ca

Chair
Faculty Council
Glendon College

Dear Chair,

I am pleased to support the proposal to establish at Glendon a B.Sc. in Psychology.

By offering a program that meets the University's template for B.Sc. programs, the proposed program will complement our existing B.A. in Psychology.

To the extent the creation of core courses for this B.Sc program should require additional resources in the Psychology Department, they will be secured through funding provided under the Ministry of Training, Colleges and Universities action plan for the expansion of French-language post secondary programming in Central and Southern Western Ontario.

Sincerely,

Kenneth McRoberts
Principal

Appendix: Glendon Psychology Learning Objectives Course Mapping

REQUIRED COURSES:

GL/PSYC 2510 6.00 (EN) Introduction to Psychology / (FR) Introduction à la psychologie
GL/PSYC 2520 3.00 (EN) Introduction to Experimental Psychology / (FR) Introduction à la psychologie expérimentale
GL/PSYC 2530 3.00 (EN) Introductory Statistics / (FR) Introduction à la statistique
GL/MODR 1711 6.00 (EN) Critical Thinking, GL/MODR 1716 6.00 (FR) Logique formelle et informelle or/ou GL/MODR 2640 6.00 (EN) Logic

Additional requirements for Honours Program:

GL/PSYC 3525 3.00 (EN) Intermediate Experimental Psychology / One of the tutorial labs is offered in French
GL/PSYC 4230 3.00 (EN) Advanced Seminar / (FR) Séminaire avancé

Supplementary requirements for Specialized Honours Program:

GL/PSYC 4000 6.00 (EN) Honours Thesis / (FR) Mémoire avancé
GL/PSYC 4240 3.00 (EN) Advanced Experimental Design

ELECTIVE COURSES:

GL/PSYC 3220 3.00 (EN) Personality
GL/PSYC 3230 3.00 (EN) Introduction to Abnormal Psychology / (FR) Introduction à la psychologie anormale
GL/PSYC 3240 3.00 (EN) Psychology of Anomalous Experience
GL/PSYC 3280 3.00 (EN) Learning
GL/PSYC 3300 3.00 (EN) Introduction to Development: Infancy and Childhood / (FR) Introduction au développement de l'enfant
GL/PSYC 3310 3.00 (EN) Introduction to Development: Adolescence, Adulthood and Aging / (FR) Psychologie du développement : adolescence, âge adulte et âge d'or
GL/PSYC 3350 3.00 (EN) Educational Psychology / (FR) La psychologie de l'éducation
GL/PSYC 3370 3.00 (EN) Cognition
GL/PSYC 3390 3.00 (EN) Memory / (FR) La mémoire
GL/PSYC 3510 3.00 (EN) Disturbances in Development / (FR) Le développement anormal
GL/PSYC 3530 6.00 (EN) Human Neuropsychology / (FR) Neuropsychologie humaine
GL/PYSC 3550 3.00 (EN) Psychological Testing and Measurement
GL/PSYC 3555 3.00 (EN) Learning, Behaviour Modification, and Behaviour Management / (FR) L'apprentissage et la modification du comportement

GL/PSYC 3570 6.00 (EN) The Psychology and Pedagogy of Children and Adolescents with Behaviour Disorders
GL/PSYC/SOSC 3600 3.00 (EN) Psychology and Law
GL/PSYC/NATS 3635 3.00 (EN) Health Psychology / (FR) Psychologie de la santé
GL/PSYC/NATS/LIN 3640 3.00 (EN) Psychological Studies of Language / (FR) La psycholinguistique
GL/PSYC/NATS 3650 3.00 (EN) History of Experimental Psychology
GL/PSYC/ILST 3660 3.00 (EN) Introduction to Social Psychology
GL/PSYC/ILST 3662 3.00 (EN) Interpersonal and Intergroup Processes
GL/PSYC/NATS 3670 3.00 (EN) Psychobiology / (FR) Psychobiologie
GL/PSYC/NATS 3675 3.00 (EN) Humans as Primates / (FR) L'humain comme espèce primate
GL/PSYC/NATS 3680 3.00 (EN) Evolution of Behaviour in Animals / (FR) Évolution du comportement chez les animaux
GL/PSYC/NATS 3690 3.00 (EN) Perception
GL/PSYC 4100 3.00/6.00 (EN) Individual Studies / (FR) Travail Individuel
GL/PSYC 4250 3.00 (EN) Theories and Techniques of Counselling
GL/PSYC 4260 3.00/6.00 (EN) Applied Research Practicum / (FR) Stage de recherche appliquée
GL/PSYC 4270 3.00 (EN) Rehabilitation Psychology
GL/PSYC 4510 3.00 (EN) Advanced Seminar in Development
GL/PSYC/ITEC 4635 3.00 (EN) Computer Algorithms and Techniques for Imaging Cognition / (FR) Algorithmes et techniques informatiques en neuroimagerie cognitive

Cognitive Neuropsychology Concentration:

GL/PSYC 3530 6.00 (EN) Human Neuropsychology / (FR) Neuropsychologie humaine
GL/PYSC 3550 3.00 (EN) Psychological Testing and Measurement
GL/PSYC 3555 3.00 (EN) Learning, Behaviour Modification, and Behaviour Management / (FR) L'apprentissage et la modification du comportement
GL/PSYC/NATS 3670 3.00 (EN) Psychobiology / (FR) Psychobiologie
GL/PSYC 4260 3.00/6.00 (EN) Applied Research Practicum / (FR) Stage de recherche appliquée

Learning Objectives Overview:

Detailed objectives are listed below as well as which courses, from a subset of required and recommended courses that would contribute to these objectives. The remaining recommended courses, especially those in the Neuropsychology concentration, would be strong complements to the study of cognitive aging, diagnosis of deficits, and the attendant interventions.

LEARNING OUTCOMES	Specific Details	GL/PSYC 2510	GL/MODR 17xx	GL/PSYC 2530	GL/PSYC 2520	GL/PSYC 3525	GL/PSYC 4230	GL/PSYC 4000	GL/PSYC 4240	Elective GL/PSYC 3XXX	Elective GL/PSYC 4XXX
1. Depth and Breadth of Knowledge	<p>Graduates will demonstrate familiarity with the major concepts, theoretical perspectives and empirical findings in the field of psychology. All graduates will be able to:</p> <ul style="list-style-type: none"> • State the goals, methods of knowing, areas of study, and assumptions that characterize the field of psychology. • Identify the various psychological schools of thought, and compare and contrast them. • Articulate the influence of psychological, biological and sociocultural factors on behaviour and mental processes. • Demonstrate a broad intellectual foundation in two or more principal areas within psychology, including the history, principles and research methodology used. • Apply psychological knowledge at an individual and societal level to their own experience, thereby, enhancing their understanding of human behavior and effective functioning. 	x									
	<p>In addition to the above, an Honours level student will:</p> <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of the current state of two or more principal areas of psychology through participation in advanced seminars or independent studies. • Participate in the design, implementation, analysis and interpretation of an empirical project which answers a current psychological question. 	x								3240 3560 3660 3635	4260 4260

<p>2. Knowledge of Methodologies</p>	<p>Graduates will understand the basic characteristics of the science of psychology and will be able to apply basic research methods in psychology, including research design, data analysis, and interpretation:</p> <ul style="list-style-type: none"> • Students will explain different research methods used by psychologists. • Describe how various research designs address different types of questions and hypotheses • Articulate strengths and limitations of various research designs • Distinguish the nature of designs that permit causal inferences from those that do not • Students will design and conduct simple studies which address a psychological question using an appropriate hypothesis and research design. • Evaluate the conclusions derived from psychological research, including • Conducting and interpreting basic statistical results • Describing effect sizes and confidence intervals • Assessing the validity of conclusions reported in research reports. • Students will demonstrate that they understand relevant ethical issues, including a general understanding of the APA Code of Ethics. • Students will demonstrate an appreciation of the limitations in generalizing research conclusions due to the parameters of specific research methods, the role of individual differences and sociocultural contexts. <p>In addition to the above, Honours students will:</p> <ul style="list-style-type: none"> • Describe, categorize, and critique methodologies currently in use in one or more areas in which they have advanced subject knowledge. • Students will collect, analyze, report and interpret data using appropriate statistical strategies to address a specific research question. • Demonstrate that they understand and can follow the APA Code of Ethics regarding the treatment of research participants 	<p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>Methods that are unique to various subareas are further explored in specific 3rd and 4th year electives</p>
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3. Level of Application of Knowledge	<p>Graduates will understand and be able to apply psychological principles to personal, social and organizational issues. All students will:</p> <ul style="list-style-type: none"> • Identify how the concepts, theories and research methods of psychological science are applied to solve problems encountered in everyday life for example: • the origin and treatment of abnormal behaviour • psychological-based interventions in clinical, educational, industrial-organizational, and other settings. • psychology as it relates to legal settings • Discuss how psychological principles can explain a social issue, and how research findings can inform public policy and strengthen the community. 					x	x	x			3230 3230 3350 3662 3600	4510	
	<p>Honours students will, in addition to the above, be able to:</p> <ul style="list-style-type: none"> • Apply their core knowledge and skills to primary source material in advanced seminar and independent studies experiences. • Recognize ill- and well-defined problems and articulate problems clearly. • Critically evaluate the research conducted by others. • Demonstrate an ability to formulate a researchable topic and testable hypothesis. • Demonstrate an ability to find a novel question and design a program of study including data collection and/or review of primary research findings to answer it. 												
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4. Communication Skills	<p>A graduate of the program will be able to locate, understand and coherently communicate psychological information to a variety of audiences using appropriate information and communication technology. Students will:</p> <ul style="list-style-type: none"> • Use information technology ethically and responsibly, using appropriate etiquette when communicating through e-mail. • Locate information from a variety of traditional and electronic sources and to evaluate the validity of the source. • Use effective writing skills in a variety of forms (essays, laboratory reports, note taking) and for a variety of purposes (informing, explaining, arguing and defending) • Demonstrate the use of effective oral communication skills in a variety of forms (group discussion, debate, audio-visual presentation) and for a variety of purposes (informing, explaining, arguing and defending) • Demonstrate the consistent use of professional writing conventions (correct grammar, APA style) which are appropriate for the purpose and context. • Use appropriate terminology and notation when preparing and presenting information <p>Honours students will be able to do the above, and in addition:</p> <ul style="list-style-type: none"> • Present ideas, arguments and analyses in a well-structured and coherent form, making good use of appropriate communication formats including figures and tables. • Accurately organize and synthesize a corpus of psychological knowledge for a range of audiences • Present an informative oral presentation which uses clear, concise culturally sensitive language and appropriate delivery techniques (maintain eye contact, avoiding distracting mannerisms, stick to time limits, etc.). • Demonstrate appropriate writing conventions and use APA style effectively in empirically-based reports, literature reviews and theoretical papers. 		x		x					Most		
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<p>5. Awareness of Limits of Knowledge</p>	<p>Graduates will appreciate that understanding human behaviour is a complex and, at times situational-specific problem, with many inter-linked variables to be considered. They will appreciate that psychology is a dynamic field of study, where knowledge is continually accumulating and that current findings may appear to be inconsistent or even contradictory. Graduates will be able to:</p> <ul style="list-style-type: none"> • Evaluate new information and incorporate it into their current knowledge. • Use appropriate skills to maintain and enhance their knowledge of psychology, and evaluate the reliability and validity of sources of information. • Be aware of the limits of current knowledge when analyzing, evaluating, interpreting and disseminating information. <p>In addition, Honours students will:</p> <ul style="list-style-type: none"> • Evaluate contradictory statements, and demonstrate strategies to attempt to resolve them. • Seek alternative explanations for psychological phenomena. • Identify areas for personal and professional development to enhance their ability to apply their acquired psychological knowledge. 	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Most</p>	<p>Most</p>	
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<p>6. Autonomy and Professional Capacity</p>	<p>Graduates will have developed insight into their own and other's behaviour and thought processes. They will have developed an understanding of the importance of the skills needed to be life-long learners and will appreciate how these skills may benefit themselves and society as the nature of the workplace evolves over their career. They will pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings. Graduates will be able to:</p> <ul style="list-style-type: none"> • Think independently and set appropriate goals in personal and professional situations. • Apply psychological principles to promote personal development. • Demonstrate an understanding of behaviour that is consistent with the ideals of integrity, social responsibility, and social justice. • Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the work force, post-baccalaureate education, or both. <p>Honours graduates will</p> <ul style="list-style-type: none"> • Self-assess performance quality accurately and enact self-management strategies that maximize healthy outcomes. • Have developed strategies to maintain and enhance their knowledge of aspects of psychology related to their career or personal life. • Have developed the ability to evaluate new information in the field of psychology. 		<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Most Most Most</p>	
	<p>Specialized Honours graduates will have additional opportunities to further develop the preceding learning outcomes (especially 1, 2, 5, & 6) by means of: (1) a supervised honours thesis course (GL/PSYC 4000 6.00) in which the student will acquire additional research skills through designing, executing, analyzing, interpreting and writing up a specific research project, and (2) an additional experimental design course (GL/PSYC 4240 3.00 Advanced Experimental Design) which further hones students' statistical and methodological skills.</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>4260</p>



November 3, 2014.

Ray Jayawardhana
Dean

FACULTY OF SCIENCE

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 736 5051
F 416 736 5950

rayjay@yorku.ca
www.science.yorku.ca

Donald Ipperciel
Principal, Glendon College
Glendon Hall, 220
2275 Bayview Avenue
Toronto, ON
M4N 3M6

Dear Donald:

Per your request, I am pleased to confirm that the Faculty of Science will be able to accommodate the relatively small number (<15) students from Glendon's proposed Bilingual BSc in Psychology program who may want to take our 1000-level lab courses in Biology, Chemistry and Physics. It is good to foster such collaborations across York, and I wish you great success with this program.

Yours sincerely,

A handwritten signature in blue ink that reads "Ray Jayawardhana".

Ray Jayawardhana
Dean and Professor



November 24, 2014

GLENDON COLLEGE
COLLÈGE
UNIVERSITAIRE
GLENDON

Office of the Principal

Bureau du Principal

2275 Bayview Ave.
Toronto ON
Canada M4N 3M6
Tel/Tél 416 487 6727
Fax/Télé 416 487 6786
principal@glendon.yorku.ca
www.glendon.yorku.ca

Chair
Faculty Council
Glendon College

Dear Chair,

I am pleased to support the proposal to establish at Glendon a B.Sc. in Psychology.

By offering a program that meets the University's template for B.Sc. programs, the proposed program will complement our existing B.A. in Psychology.

To the extent the creation of core courses for this B.Sc program should require additional resources in the Psychology Department, they will be secured through funding provided under the Ministry of Training, Colleges and Universities' action plan for the expansion of French-language postsecondary programming in Central and Southern Western Ontario.

Sincerely,

Donald Ipperciel
Principal



Memo

To: Rebecca Pillai Riddell, Chair, APPRC
From: Alice J Pitt, Vice-Provost Academic
Date: November 24, 2014
Subject: BSc in Psychology at Glendon College

I have reviewed the proposal to add a BSc degree option in Psychology at Glendon College as well as the letters of support from the Principal and the Dean of Health.

Expansion of the Glendon College's offerings is supported by the Government of Ontario which has identified the Glendon campus as Southwestern Ontario's centre for French-language and bilingual university education. Our intention to further develop this area of differentiated strength is included in our Strategic Mandate Agreement (2014-17). This proposal is, therefore well-aligned with the SMA.

York University is a leader in Psychology research and education. Most Glendon faculty members are active participants in the graduate program, and the BSc Program offered by Glendon in French will further strengthen York's position and provide superior educational opportunities related to the provision of postsecondary French language programming in Southern Ontario.

Funding provided under the Ministry of Training, Colleges and Universities Action Plan will provide the resources required for extending the course offerings.

I am delighted to support this initiative.



Schulich School of Business

Memorandum

To: Faculty Council
 From: Ian Macdonald, Director, MPA Program
 Date: May 1, 2014

Motion

That the Faculty Council approve:

- to close the Master of Public Administration (MPA) program
- to delist two graduate diplomas from the MPA Program jointly housed at Schulich School
 - Graduate Diploma in Justice System Administration
 - Graduate Diploma in Democratic Administration

Rationale

The Master of Public Administration (MPA) was founded in 1967 to address the unique need of educating public servants about public administrative skills and managerial skills. MPA students spent their first two semesters developing management skills and then pursued advanced courses in public administration and management. While unique in its conceptualization, and despite the increasing role governments are playing across a host of industries, the program has not attracted sufficient enrolment for many years. Even students who have enrolled tended to switch into the MBA program and then specialize in Public Sector Management instead.

With respect to the two diplomas related to the MPA (see above), not a single student has completed either diploma in almost a decade.

Whereas the MPA is no longer viable, there will be an effort to maintain and strengthen public sector themes in other areas of the Schulich School and the MBA Program.

Impact on Other Units

Advanced courses in the MPA program are offered by both the Schulich School of Business and the School of Public Policy and Administration in the Faculty of Liberal Arts & Professional Studies. However, enrolment in LA&PS courses by Schulich students has been spotty and very low, so the discontinuation of the program will have no effect on the viability of any courses offered by the Faculty of LA&PS.

The two diplomas attract students from within LA&PS and are carried out without the need for Schulich courses or resources. Their de-listing from the Schulich offerings will not impact LA&PS.

Impact on Students Currently Enrolled in the MPA / Diplomas

No Schulich students are currently enrolled, and Schulich discontinued admissions to the MPA for entry in FW 2014. LA&PS students will not be affected in any way by the closure of the program or the de-listing of the diplomas.

Impact on Faculty Members / Academic Programming

The MBA specialization in Public Sector Management will be continued at Schulich. Faculty members will hence not be impacted.

The quality and diversity of academic programming will not be affected as the program *de facto* has not run in any significant way over the past several years. The Public Sector Management specialization within the MBA is undergoing a redesign process, which will improve the relevance to students and vibrancy within the community of the specialization.

Overview of the Public Sector Management Program Schulich School of Business

The inclusion of an MPA degree and a program in Public Management (including a Public Management Specialization) originated in 1967 in the former Faculty of Administrative Studies. Notwithstanding the increasing importance in intervening years of an understanding of the role and process of government by business students, the formal offerings have never attracted large numbers of students. Paradoxically, the numbers have been declining in recent years. The students that we do attract are highly qualified and strongly interested in the public sector.

This situation is the more disappointing in the light of our unique MPA degree and Public Management Program. Traditionally, public management programs have been lodged in the Political Science Department and have had a strong public policy orientation. Our current program was re-designed about fifteen years ago to achieve the best of both worlds: a good grounding in business and an understanding of government. To that end, students in the degree program and the specialization take the first year MBA curriculum (along with the core course – Public Policy and Public Management), and a variety of public sector core courses and electives provided principally by LA&PS in the second year.

The current proposal is to terminate the MPA degree and the availability of the two diplomas that are provided by LA&PS: Judicial Administration and Democratic Administration. Meanwhile, a process is underway to transform Public Sector Management and to make it a more integrative part of the MBA degree and other Schulich degree programs. The attached summary of a discussion with Dean Horvath on January 17, 2014, explains the generality of the current objective.

Having been a full professor in the Faculty of Administrative Studies and the Schulich School of Business since 1974, and Director of the Public Management Program for the past fifteen years, I will be concluding my administrative responsibilities on June 30, 2016. Professor Burkard Eberlein will assume responsibility at that time but, meanwhile, he will be fully involved in the re-design of the new program along with Associate Director, John Willkins. We have constituted ourselves as a Task Force and we are working regularly on the re-design.

At any time, we welcome the advice, input and assistance of our colleagues in the Schulich School of Business in order to fulfill our hopes for the new program.

H. Ian Macdonald
Director
Public Management Program

April 22, 2014

Meeting on the Future of Public Sector Management Programs at Schulich

January 17, 2014 – The Dean's Office

Participants:

Dezsö J. Horváth, Dean

Tanna H. Schulich Chair in Strategic Management

Professor H. Ian Macdonald, Director MPA Program

Professor Burkard Eberlein

Summary

The School needs to maintain and revitalize its strong public sector orientation.

Given the increasing role governments and regulation play across a host of industries (e.g. finance, mining, retail), Schulich students need to learn about how the public sector works, and how governments interact with business.

The Schulich MPA degree has not demonstrated an increase in enrolment over many years, notwithstanding active recruitment efforts. At the same time, it faces increased competition from other universities. Given York's current academic prioritization exercise, it makes sense to close the MPA degree immediately.

At the same time, our efforts should be directed at revitalizing and strengthening the public sector offerings, with a view to making them more relevant and useful for all our MBA students. This should happen at several levels.

1. Bring more Public Sector content into the Core of the MBA Program

It is important that all students early on in the program benefit from exposure to the importance of government in business (and in the social sector). Currently, MBA students only take 1 week on government in the MGMT 5260 (Managing for Value Creation) course (Term 2). This is considered insufficient.

The goal is to revise the core in such a way that more adequate exposure to the role of government is achieved. The Public Sector Management Program should organize meetings with the Associate Dean Academic, Markus Biehl, and the MBA Program Director, Steve Weiss, and engage in discussion with the MBA Committee in order to consider how to attain this goal.

2. Revise and revitalize the Public Sector Management Specialization

Considering the low enrolment in this specialization, the program needs to be revised to create an attractive set of courses. This should appeal to students who seek a better understanding of the public sector, and of how businesses (and social sector organizations) need to engage with governments at various levels. This knowledge is considered key for modern managers, if they work in the public, private, or social sector.

3. Diploma in Public Sector Management

In addition to revising the specialization one should consider offering a Diploma, as currently exists for example in Real Estate or Mining. In fact, this Diploma could build on the courses offered in the specialization, with some extra requirements. These could include a 601 project in the public sector.

Memorandum

To: Markus Biehl,
Associate Dean (Academic),
Schulich School of Business

From: Kim Michasiw,
Vice Dean

Date: May 23, 2014

Subject: Approval of Proposals to Discontinue the MPA and Delist the
Graduate Diploma in Justice System Administration and the Graduate
Diploma in Democratic Administration.

On behalf of Dean Martin Singer of the Faculty of Liberal Arts and Professional Studies, I have reviewed the proposals from the Schulich School of Business to discontinue the Master of Public Administration (MPA) and to delist two joint graduate diplomas: the Graduate Diploma in Justice System Administration and the Graduate Diploma in Democratic Administration.

I take the proposals to be a portion of a laudable University-wide campaign to purge its offerings of programs that have outlived their purposes and their student constituencies but linger doggedly among the program offerings.

Professor Ian Macdonald's rationale for the closure and the delistings is wholly compelling in its account of the waning and redirection of student interest. I am pleased that the program in LA&PS more likely to be affected has been consulted in a timely fashion and has given its testimony that its student will be untouched by the changes and its blessing, a blessing that I echo here.

