

Change to Program/Graduate Diploma Academic Requirements Proposal Template

The following information is required for all proposals involving a change to program/graduate diploma academic requirements, including admission requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma: GS PSYC Clinical MA DEGREE

2. Effective Session of Proposed Change(s): FALL 2025

3. Proposed Change(s) and Rationale

The description of and rationale for the proposed change(s) should provide information with respect to each of the following points. Please provide:

a) A description of the proposed change(s) and rationale, including alignment with academic plans.

Two full-year courses were split into half courses to reflect the way they were being taught (by two different instructors and with different topics between the Fall and Winter terms). Occasionally, students might be exempt from one of the half courses because they have taken an equivalent course from another program. This way, we can waive the half course the student does not need to take, rather than requiring them to take a full-year course that is partially redundant with a previous course on their transcript. As well, individual instructors can assign a final grade for the half course, rather than averaging their final grades.

b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

Instead of PSYC 6420 6.0 being a requirement of the Clinical program, PSYC 6421 3.0 (Foundations of Clinical Psychology: Biopsychosocial Formulations) and PSYC 6422 3.0 (Foundations: Psychopathology and Personality) will now be requirements of the Clinical program.

Further, instead of PSYC 6430 6.0 being a requirement of the Clinical program, PSYC 6431 3.0 (Cognitive Assessment) and PSYC 6432 3.0 (Personality Assessment) will now be requirements of the Clinical program.

No changes to learning objectives.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas. (Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.)

These changes were recommended by the Clinical Psychology Program's Curriculum committee, approved by the Clinical Area faculty, and then forwarded to and approved by the Psychology Graduate Executive.

d) A summary of any resource implications and how they are being addressed. (*Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.*)

No changes. The courses will be taught the same as before, including use of teaching and library resources.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

The changes will not affect students currently enrolled in the program. The new half year courses are completely equivalent to their original full year courses. Once the changes are in effect, the program will require the half courses rather than their associated full courses.

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the graduate Calendar.

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>CLINICAL PSYCHOLOGY MASTER OF ARTS PROGRAM</p> <p>1. Courses</p> <p>a) Psychology 6131 3.0: Univariate Analysis I: Analysis of Variance, and Psychology 6132 3.0: Univariate Analysis II: Regression;</p> <p>b) Psychology 6420 6.0: Foundations of Clinical Psychology;</p> <p>c) Psychology 6430 6.0: Assessment in Psychology,</p> <p>d) Psychology 6436 3.0: Evidence-Based Principles of Psychotherapy; and,</p> <p>Psychology 6437 3.0: Approaches to Psychotherapy: Advanced Study. (<i>Psychology 6437 3.0 is not required for students in the Clinical Neuropsychology Stream.</i>)</p>	<p>CLINICAL PSYCHOLOGY MASTER OF ARTS PROGRAM</p> <p>1. Courses</p> <p>a) Psychology 6131 3.0: Univariate Analysis I: Analysis of Variance, and Psychology 6132 3.0: Univariate Analysis II: Regression;</p> <p>b) Psychology 6421 3.0: Foundations of Clinical Psychology: Biopsychosocial formulations, and Psychology 6422 3.0: Foundations of Clinical Psychology: Psychopathology and Personality</p> <p>c) Psychology 6431 3.0: Cognitive Assessment, and Psychology 6422 3.0: Personality Assessment</p> <p>d) Psychology 6436 3.0: Evidence-Based Principles of Psychotherapy; and,</p> <p>Psychology 6437 3.0: Approaches to Psychotherapy: Advanced Study. (<i>Psychology 6437 3.0 is not required for students in the Clinical Neuropsychology Stream.</i>)</p>

Course Change Proposal Template

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program: Graduate Program in Psychology (Clinical)

2. Course Number and Credit Value: PSYC 6430 6.0

3. Course Title:
 Assessment in Psychology

4. Type of Course Change(s) (indicate all that apply):

<input type="checkbox"/>	in course number
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in course title (short course titles may be a maximum of 40 characters, including punctuation and spaces)
<input type="checkbox"/>	in course description (short course descriptions may be a maximum of 60 words, written in present tense)
<input type="checkbox"/>	in integration (please provide statement of approval from other program)
<input type="checkbox"/>	in crosslisting (please provide statement of approval from other program)
<input type="checkbox"/>	in pre/co-requisite
<input checked="" type="checkbox"/>	Expire full year course; replace with two separate semester courses that are equivalent to the two halves of the original full year course. (PSYC 6431.03 and PSYC 6432.03)
<input type="checkbox"/>	other (please specify)

5. Effective Session of Proposed Change(s): Fall, 2025

6. Academic Rationale:

Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The full-year course titled: Assessment in Psychology, PSYC 6430 6.0 will be replaced by the following two single semester courses taught sequentially: Cognitive Assessment (PSYC 6431.03) **Personality Assessment** and (PSYC 6432.03). For many years the two halves of PSYC 6430 6.0 have been taught by a different course director for each half respectively, and each half used a different though complementary course outline. The differing course outlines reflected that each half of the course covered different topics. The final grade in the course required the course directors to meet and agree on a grade for each student that represented demonstrated learning in the overall course. This practice was awkward as neither professor would have witnessed the student's participation throughout the entire course. The two halves of the course were functionally two separate but related courses and ought to be identified and treated as such for the sake of both the students and the course director(s). The contents of the two proposed

half courses complement each other in terms of collectively achieving the original intent of educating the students on Assessment in Psychology.

In order to reflect the breadth of the current PSYC 6430 6.0 course, its course description is somewhat non-specific and does not clearly and comprehensively convey the breadth of topics being taught in each half of the course: “The course is designed to provide students with the theoretical and practical foundation of psychological assessment. It will focus on (a) developing clinical interviewing and test administration skills, (b) understanding concepts in measurement theory and their importance in the development, evaluation, and use of psychological tests in applied settings, (c) cross-cultural, ethical, and social issues involved in assessment. There will be a significant practical component to the course, as students will gain experience in the administration and interpretation of commonly used assessment instruments. The Fall term will focus on cognitive assessment and the Winter term will focus on personality assessment.” Thus, mounting two half courses more adequately describes what is being taught in the two respective halves and how these combine to address the overall purpose of teaching Assessment in Psychology.

7. Proposed Course Information:

The contents of the original full year Assessment in Psychology course will not change. Instead, the two halves of the course will now be identified as two separate Assessment courses: Personality Assessment and Cognitive Assessment.

A description of the two proposed courses is presented in the two attached “change course templates.”

8. Consultation: For the Record:

During the transition between Directors of Clinical Training (Dr. Jill Rich to Dr. Jennifer Mills) in July 2019, there was a discussion in the Clinical Area meeting. During this discussion, area members agreed that retiring the full-length Assessment in Psychology course and introducing two, sequential, half courses as proposed would be helpful to clinical and clinical developmental students who need to take only one half of the assessment course (Cognitive Assessment or Personality Assessment). This opinion was confirmed by instructors of each half of the Assessment in Psychology course and the graduate office who indicated that students sometimes want or need to take one half of the course but not the other. There is thus unanimous agreement among Clinical area members to replace Assessment in Psychology 6430 6.0 with two semester courses taught sequentially. Subsequently, Professors Mills provided a title and brief description for

Personality Assessment course. Professor Gicas, who will be teaching the Cognitive Assessment course, provided the title and brief description for it. The proposed changes were subsequently discussed at a monthly meeting of the Clinical Area faculty, and voted upon and approved on November 25, 2019.

Course Change Proposal Template

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program: Graduate Program in Psychology (Clinical)

2. Course Number and Credit Value: PSYC 6420 6.0

3. Course Title:
 Foundations of Clinical Psychology

4. Type of Course Change(s) (indicate all that apply):

<input type="checkbox"/>	in course number
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in course title (short course titles may be a maximum of 40 characters, including punctuation and spaces)
<input type="checkbox"/>	in course description (short course descriptions may be a maximum of 60 words, written in present tense)
<input type="checkbox"/>	in integration (please provide statement of approval from other program)
<input type="checkbox"/>	in crosslisting (please provide statement of approval from other program)
<input type="checkbox"/>	in pre/co-requisite
<input checked="" type="checkbox"/>	Expire full year course; replace with two separate semester courses that are equivalent to the two halves of the original full year course. (PSYC 6421.03 and PSYC 6422.03)
<input type="checkbox"/>	other (please specify)

5. Effective Session of Proposed Change(s): Fall, 2016

6. Academic Rationale:

Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The full-year course titled: Foundations of Clinical Psychology, PSYC 6420 6.0 will be replaced by the following two single semester courses taught sequentially: Foundations of Clinical Psychology A: Psychotic and Neurological Disorders; and Foundations of Clinical Psychology B: Personality and Psychopathology.¹ For many years the two halves of PSYC 6420 6.0 have been taught by a different course director for each half respectively, and each half used a different though complementary course outline. The differing course outlines reflected that each half of the course covered different topics. The final grade in the course required the course directors to meet and agree on a grade for each student that represented demonstrated learning in the overall course. This practice was awkward as neither professor would have witnessed the student's participation throughout the entire course. The two halves of the course were functionally two separate but related courses and ought to be identified and treated as such for the sake of both the students and the course director(s). The contents of the two proposed

half courses complement each other in terms of collectively achieving the original intent of educating the students on the Foundations of Clinical Psychology.

The original calendar course description of PSYC 6420 6.0 was extensive: **“This course provides an in-depth and integrative examination of the psychodynamic, behavioural, cognitive, interpersonal, humanistic, biological, and interactional foundations of personality and the psychological, psychosocial, interactional, neuropsychological, and biological foundations of psychological disorders.”** In the interests of brevity and succinctness that course description was later reduced to the following: **“This course is an introduction to the knowledge base underlying the science and practice of clinical psychology. It comprises an integrative and critical review of theory and research on social, psychological and biological aspects of psychopathology and behavioural disorders”** (York Graduate Program in Psychology Handbook, 2015-16). However, the latter description does not convey the distinction of each half of the course, a distinction that is important in order to convey the breadth of the topics being taught as the Foundations of Clinical Psychology. Thus, mounting two half courses more adequately describes what is being taught in the two respective halves and how these combine to address the overall purpose of teaching Foundations of Clinical Psychology.

7. Proposed Course Information:

The contents of the original full year Foundations of Clinical Psychology course will not change. Instead, the two halves of the course will now be identified as two separate Foundations courses: Foundations of Clinical Psychology A: Psychotic and Neurological Disorders; and Foundations of Clinical Psychology B: Personality and Psychopathology.

A description of the two proposed courses is presented in the two attached “change course templates.”

8. Consultation: For the Record:

At the request of Professor Jill Rich, Director of the Clinical Psychology Program, the Clinical Area Program Curriculum Committee consisting of Professors David Reid, Norm Park and Karen Fergus met with current and past course directors of the Psychology 6420 6.0 (Y) course (Professors Myriam Mongrain, Jennifer Mills, Walter Heinrichs and Joel Goldberg) to discuss the course in terms of its history, direction and the viability of replacing the full-year course with two half courses. The meeting took place on November 16, 2015. There was unanimous agreement to replace Psychology 6420 6.0 with two semester courses taught sequentially. Subsequently, Professors Mills and Mongrain provided a title and brief description for the Foundations B: Personality and Psychopathology. Professors Heinrichs and Goldberg provided the title and brief description for Foundations A: Psychotic and Neurological Disorders. The proposed

changes were subsequently discussed at a monthly meeting of the Clinical Area faculty and voted upon on April 11, 2016. Note: Discussion of the November proposal to replace the Psychology 6420 6.0 with the two semester courses was postponed until the April meeting because the program had been dealing with a variety of other demands including a site visit for reaccreditation of the program, hiring of new faculty, internship/practicum applications, and admission of new students.

ⁱ It is understood that the order of these two courses can be reversed in subsequent years so that Foundations B may be taught in the fall; Foundations A taught in the winter. A reason for such an occasional shift would be to suit a course director's teaching schedule in any one year; this adjustment would not disrupt the overall pedagogical flow of the two courses.

Course Change Proposal Form

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

- 1. Program:** Graduate Program in Psychology (Clinical)
- 2. Course Number and Credit Value:** 6421 3.0
- 3. Course Title:** Foundations of Clinical Psychology A: Psychotic and Neurological Disorders
- 4. Type of Course Change(s) (indicate all that apply):**

<input type="checkbox"/>	in course number
<input type="checkbox"/>	in credit value
<input checked="" type="checkbox"/>	in course title (short course titles may be a maximum of 40 characters, including punctuation and spaces)
<input type="checkbox"/>	in course description (short course descriptions may be a maximum of 60 words, written in present tense)
<input type="checkbox"/>	in learning objectives/outcomes (please append the graduate program's existing learning outcomes as a separate document)
<input type="checkbox"/>	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
<input type="checkbox"/>	in crosslisting (please provide statement of approval from other program)
<input type="checkbox"/>	in pre/co-requisite
<input type="checkbox"/>	expire course
<input type="checkbox"/>	other (please specify)

- 5. Effective Session of Proposed Change(s):** Fall, 2025

6. Academic Rationale:

Please indicate how the proposed change will contribute to the academic objectives of the course/program. Please provide a description of the amended learning outcomes/objects for the course, if applicable. Additionally, please append the graduate program's existing learning outcomes as a separate document.

The current course name reflects a remnant from the original structure of this course, which was a full-year course entitled "Foundations of Clinical Psychology." This full-year course was subsequently split into two, 3.0 credit courses "Foundations of Clinical Psychology A: Psychotic and Neurological Disorders" and "Foundations of Clinical Psychology B: Personality and Psychopathology". Although replacing the full year course with two, three-credit courses continues to accurately reflect the course content and design, the naming conventions of these two courses has presented confusion for graduate students and graduate office administrators for several reasons. Most critically, the "Foundations B" course is usually offered in the Fall and the "Foundations A" course is usually offered in the winter, although in some years this order switches. The current naming of the courses confuses students and administrators because it erroneously implies that "Foundations A" precedes "Foundations B", which is typically untrue. Their current names also imply that these courses are continuations of each other, despite the fact that they cover related but distinct content.

Specifically, “Foundations of Clinical Psychology B: Personality and Psychopathology” focuses on a range of psychological disorders that are frequently conceptualized as “emotional disorders” (e.g., mood, anxiety disorders, eating disorders, borderline personality disorder). Conversely, “Foundations of Clinical Psychology A: Psychotic and Neurological Disorders” focuses on psychological disorders that are frequently conceptualized as psychotic and neurological disorders. Finally, student feedback solicited regarding the course name highlighted that its current emphasis on Psychotic and Neurological disorders does not accurately reflect the content covered in the course which is focused instead of different ways of formulating mental illness- including psychotic and neurological illnesses- from a biopsychosocial perspective. Renaming this course will therefore provide less confusion regarding the times during which it is offered and better reflect its content and design.

7. Proposed Course Information:

Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).

Existing Course Information (change from)	Proposed Course Information (change to)
Foundations of Clinical Psychology A: Psychotic and Neurological Disorders	Foundations of Clinical Psychology: Biopsychosocial formulations

8. Consultation:

For changes in integrations and crosslistings, as well as changes to courses that are integrated and/or crosslisted, please provide evidence that appropriate consultation has taken place.

This change has been approved by faculty members within the Clinical Area in the Department of Psychology at York University. Prior to proposing this change, we also surveyed clinical students in the Department of Psychology on the potential accuracy and usefulness of this name change. The course name that we propose is in response to the feedback solicited from students and faculty.

Please submit completed forms and required supporting documentation by email to the Coordinator, Faculty Governance – mmschiff@yorku.ca

Course Change Proposal Form

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

- 1. Program:** Graduate Program in Psychology (Clinical)
- 2. Course Number and Credit Value:** 6422 3.0
- 3. Course Title:** Foundations of Clinical Psychology B: Personality and Psychopathology
- 4. Type of Course Change(s) (indicate all that apply):**

	in course number
	in credit value
X	in course title (short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the graduate program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in crosslisting (please provide statement of approval from other program)
	in pre/co-requisite
	expire course
	other (please specify)

- 5. Effective Session of Proposed Change(s):** Fall, 2025

6. Academic Rationale:

Please indicate how the proposed change will contribute to the academic objectives of the course/program. Please provide a description of the amended learning outcomes/objects for the course, if applicable. Additionally, please append the graduate program's existing learning outcomes as a separate document.

The current course name reflects a remnant from the original structure of this course, which was a full-year course entitled "Foundations of Clinical Psychology." This full-year course was subsequently split into two, 3.0 credit courses "Foundations of Clinical Psychology A: Psychotic and Neurological Disorders" and "Foundations of Clinical Psychology B: Personality and Psychopathology". Although replacing the full year course with two, three-credit courses continues to accurately reflect the course content and design, the naming conventions of these two courses has presented confusion for graduate students and graduate office administrators for several reasons. Most critically, the "Foundations B" course is usually offered in the Fall and the "Foundations A" course is usually offered in the winter, although in some years this order switches. The current naming of the courses confuses students and administrators because it erroneously implies that "Foundations A" precedes "Foundations B", which is typically untrue. Their current names also imply that these courses

are continuations of each other, despite the fact that they cover related but distinct content. Specifically, “Foundations of Clinical Psychology B: Personality and Psychopathology” focuses on a range of psychological disorders that are frequently conceptualized as “emotional disorders” (e.g., mood, anxiety disorders, eating disorders, borderline personality disorder). Conversely, “Foundations of Clinical Psychology A: Psychotic and Neurological Disorders” focuses on psychological disorders that are frequently conceptualized as psychotic and neurological disorders. Renaming this course will therefore provide less confusion regarding the times during which it is offered and better reflect its content and design. Finally, we have reversed the ordering of the terms in the course title from Personality and Psychopathology to Psychopathology and Personality to better reflect the relative emphasis on these constructs in the course.

7. Proposed Course Information:

Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).

Existing Course Information (change from)	Proposed Course Information (change to)
Foundations of Clinical Psychology B: Personality and Psychopathology	Foundations of Clinical Psychology: Psychopathology and Personality

8. Consultation:

For changes in integrations and crosslistings, as well as changes to courses that are integrated and/or crosslisted, please provide evidence that appropriate consultation has taken place.

This change has been approved by faculty members within the Clinical Area in the Department of Psychology at York University. Prior to proposing this change, we also surveyed clinical students in the Department of Psychology on the potential accuracy and usefulness of this name change. The course name that we propose is in response to the feedback solicited from students and faculty.

Please submit completed forms and required supporting documentation by email to the Coordinator, Faculty Governance – mmschiff@yorku.ca

Minor Modification Proposal

Faculty: Health

Department: Psychology

Program: Social-Personality Graduate Program in Psychology

Degree Designation: MA

Type of Modification: Program Modification

Location (*current campus and, if applicable, proposed*): Keele Campus

Effective Date: Immediately (Fall 2025)

Approval Date at Faculty Council:

1. Describe the proposed modifications to the program.

As detailed in our rationale below, a review of the course requirements for comparable graduate programs in Social-Personality Psychology suggest that our current course requirements are high. While providing valuable training opportunities, course work can also constrain students' time for other valuable training experiences, including their opportunities to develop and pursue their program of research, which ultimately impacts their research productivity. Given our desire to support research excellence among our students and to facilitate greater competitiveness for our students on the academic job market, we propose reducing the number of required courses by 3.0 credits at the MA level. Specifically, we propose removing the elective requirement from the MA program.

Provide a rationale for the proposed modifications.

The Social-Personality area conducts a year-end survey of our graduate students each year to understand what they see as the strengths of our program and what they believe could be improved upon. Every year, we receive positive feedback with respect to the research opportunities and experiences; however, each year many students also note that the heavy course requirements in our program limits the time that they have to devote to research and to developing a competitive publication record. The students' impression is that comparable research-intensive Canadian programs have a lighter course load, which provides students at other institutions with more time to conduct research and which can ultimately result in those students being more competitive on the academic job market.

2. How will the proposed modification support the achievement of Program Learning Outcomes?

The proposed changes align with our key learning objectives of training skilled researchers who have in-depth knowledge of theory, methods and statistical analyses in Social-Personality psychology.

Importantly, our proposed changes will in no way affect the strong statistical and methodological training we offer, which we believe is crucial to developing strong research skills. We will also add that within our program, a great deal of students' research training happens outside of coursework. Students learn about research through hands-on experiences. That is, students gain a great deal of research training through their MA thesis, ABC paper, and dissertation, and through additional research projects with their supervisor and in other labs, as well as through our weekly Social-Personality research colloquium. Our goal is to reduce the course requirements to allow student adequate time to engage with high quality research, outside of their thesis and dissertation projects, and be productive researchers.

4. Describe how students currently enrolled in the program will be accommodated.

If approved, we would request that these changes be applied retroactively to students currently in the program.

5. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

No new or additional resources will be required.

6. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

The most relevant academic unit affected by this change is the Social-Personality graduate program. The Social-Personality faculty have discussed these changes over at least three Social-Personality faculty meetings, as well as across the years, and have voted unanimously in favour of them. As noted earlier, we have also consulted with the graduate students on our year-end survey and informally in our research labs across the years and have repeatedly heard a request for our course requirements to be reduced. Finally, we have consulted with the previous graduate program director, Suzanne MacDonald, and current program director, Adrienne Perry and have made it clear that there should be no resource implications of this change; if anything, this might reduce our course offerings at the graduate level which may have a net positive in terms of teaching allocation at the undergraduate level.

APPENDIX

Attach a Side-by-Side Academic Calendar Copy Comparison

Ensure that deletions are indicated with strikethrough (e.g., ~~striketrough~~) text and additions are made in a contrasting colour (e.g., **KINE 1000**)

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>Social and Personality Psychology MA Program</p> <p>1. Courses</p> <p>a) Psychology 6131 3.0: Univariate Analysis I: Analysis of Variance, and Psychology 6132 3.0: Univariate Analysis II: Regression;</p> <p>b) Psychology 6400 3.0: Contemporary Issues in Personality and Social Psychology;</p> <p>c) One of Psychology 6410 3.0: Social Psychology or Psychology 6510 3.0: Personality; and,</p> <p>d) One half course in research methods, chosen from a list of courses approved by the area (Psychology 6150E 3.0: Research Methods in the Study of Personality OR Psychology 6150B 3.0: Social Methods); and</p> <p>e) A minimum of one half course (three credits) elective, chosen in consultation with the supervisor, from those offered at the 6000 level.</p>	<p>Social and Personality Psychology MA Program</p> <p>1. Courses</p> <p>a) Psychology 6131 3.0: Univariate Analysis I: Analysis of Variance, and Psychology 6132 3.0: Univariate Analysis II: Regression;</p> <p>b) Psychology 6400 3.0: Contemporary Issues in Personality and Social Psychology;</p> <p>c) One of Psychology 6410 3.0: Social Psychology or Psychology 6510 3.0: Personality; and,</p> <p>d) One half course in research methods, chosen from a list of courses approved by the area (Psychology 6150E 3.0: Non-Experimental Research Methods in Social-Personality Psychology OR Psychology 6150B 3.0: Experimental Research Methods in Social-Personality Psychology)</p>

Change to Graduate Program/Graduate Diploma Academic Requirements Proposal Form

Faculty of Health

The following information is required for all proposals involving a minor modification to graduate program/graduate diploma academic requirements. Provide evidence of consultation, where appropriate. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Graduate Program/Graduate Diploma: Clinical Neuropsychology Stream

2. Effective Term/Calendar Year of Proposed Changes): Fall 2025

3. Proposed Changes) and Rationale:

The description of and rationale for the proposed modifications) should provide information with respect to each of the following points:

a. A description of the proposed modifications and rationale, including alignment with academic plans.

The proposal is to drop PSYC 6320 3.0 Human Neuropsychology: History and Syndromes as a course that is required by all students in the Neuropsychology Stream. The rationale is three-fold: 1) the course content is covered in the other required courses in the stream, including PSYC Psyc6450 3.0 Principles of Neuropsychological Assessment Psyc6945 3.0 Applied Paediatric Neuropsychology; 2) the students were reporting heavy course loads, as the Neuropsychology Stream had two extra courses on top of the elective slots used for the assessment and neuroanatomy courses; and 3) in consultations with the Canadian Psychological Association and the College of Psychologists and Behaviour Analysts of Ontario in 2023 the requirement for training in History of Psychology is in general history of the discipline, not neuropsychology specific history.

The reduction will not have an impact on the students' ability to gain registration in neuropsychology, and will not affect the accreditation of the program. The decrease in course load will aid in the students completing the program requirements on time.

b. An outline of the changes to requirements and the associated learning outcomes objectives, including how the proposed requirements will support the achievement of graduate program/graduate diploma learning objectives.

Additionally, please append the graduate program's existing learning outcomes as a separate document.

The change to the requirements are removing one course, PSYC 6320 3.0 from the required course list. The objective in learning about the history of neuropsychology will be met by the course content in the remaining neuropsychology courses.

c. An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

Where and as appropriate, the proposal must include statements from the relevant graduate program/graduate diplomas confirming consultation/support.

The request came from students in the program. Consultation with the students, faculty in the CNP, the Graduate Director in the Department of Psychology. Removing this as a required course does not not impact other programs or graduate diplomas outside of the Clinical Neuropsychology Stream.

d. A summary of any resource implications and how they are being addressed.

Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.

There are no resource implications. The course was taught by core neuropsychology faculty, who are always able to have a full course load for teaching.

e. A summary of how students currently enrolled in the graduate program graduate diploma will be accommodated.

The students will still be required to take the history course required by the C and CD programs. This is a course reduction, and thus no accommodations will be required.

4. Calendar Copy:

Using the following two-column format, provide a copy of the relevant graduate program/graduate diploma requirements as they will appear in the [FGS Academic Calendar](#).

*Please note: Senate requires that **FULL** Calendar copy be provided. Please include the entire graduate program/graduate diploma section, not just text that is being revised. Please clearly and visibly indicate how graduate program/graduate diploma information has been changed using strikethrough (left column), bold, underlining, colours, etc. right column).*

Existing Graduate Program/Graduate Diploma Information Change From	Proposed Graduate Program/Graduate Diploma Information Change To):
Clinical / Clinical Developmental	Clinical / Clinical Developmental

<p>Neuropsychology Stream: new applicants must apply to the Clinical or Clinical Developmental Areas. Students must take the core Clinical or Clinical-Developmental courses and an additional set of core neuropsychology-related courses (Psychology 6325 3.0: Clinical Neuroanatomy, Psychology 6320 3.0: Human Neurorehabilitation: History and Syndromes, Psychology 6330 3.0: Cognitive Neurorehabilitation, Psychology 6945 3.0: Applied Paediatric Neuropsychology or 6459 3.0: Principles of Neuropsychological Assessment).</p>	<p>Neuropsychology Stream: new applicants must apply to the Clinical or Clinical Developmental Areas. Students must take the core Clinical or Clinical-Developmental courses and an additional set of core neuropsychology-related courses (Psychology 6325 3.0: Clinical Neuroanatomy, Psychology 6330 3.0: Cognitive Neurorehabilitation, Psychology 6945 3.0: Applied Paediatric Neuropsychology or 6459 3.0: Principles of Neuropsychological Assessment).</p>
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