Seneca

Bachelor of Behavioural Psychology

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Date: March 2015

0. College and Program Information

Seneca College of Applied Arts and Technology
http://www.senecacollege.ca
Proposed Degree Nomenclature
Bachelor of Behavioural Psychology
Location: specific address where the program will be delivered
King Campus 13990 Dufferin St. North King City, Ontario L7B1B3
Person responsible for submission:
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Name of Site Visit Coordinator:
Same as above

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Section 1: Introduction

Section 1 Introduction

The following section includes:

1.1 Executive Summary

The proposed Bachelor of Behavioural Psychology (BBP) program will provide graduates with the theoretical knowledge and practical experience required to effectively practice in the field of Applied Behaviour Analysis (ABA).   Practitioners in this field can be found in public and private sector settings in healthcare, education, public safety and corrections, government, as well as in not-for-profit settings. Seneca's BBP program will deliver an in-depth study of the principles of ABA at the degree level. It will appeal to students seeking a broad understanding of behavioural intervention, behavioural techniques, and the application of ABA across a variety of clinical and non-clinical settings.

Industry trends indicate a need for professionals in social service and health-related areas. In recent years, the model for service delivery in this field has become more community-based, which has opened up new employment opportunities across the sector. Health and social services budgets have been increased to meet the diverse needs of a growing population. The new ABA guidelines[1], released by the Ontario Government's Ministry of Children and Youth Services, provide a systematic approach to better serve children and youth with Autism Spectrum Disorder (ASD). The proposed Bachelor of Behavioural Psychology integrates theoretical and applied knowledge to prepare graduates for positions in high demand roles including: Autism Instructor Therapist, Behaviour Therapist, and Behavioural Consultant for community and educational organizations as well as for individuals and families.

In the Auditor General of Ontario's 2013 report it is stated that,

> "Autism is becoming more prevalent in Ontario and in other parts of the world. In response to the increased demand for autism services and supports for children, the Ministry of Children and Youth Services (Ministry) has quadrupled autism funding over the last decade by increasing funding to its existing primary service—intensive behaviour intervention (IBI)—and introducing several new programs such as applied behavioural analysis (ABA)-based services and respite services."[2]

The proposed program will prepare graduates with the skills to meet the increased demand for ABA services in Ontario.

York Region predicts that its population will grow to 1.8 million by 2051. In the document, *York Region Vision 2051 strong, caring, safe communities,*[3] one of the eight overarching goals is "A place where everyone can thrive." To support this goal, one of the areas of focus is promoting healthy living and fostering the health and well-being of the population in order to achieve optimal physical, mental and emotional health. Community partners across York Region support the introduction of this degree program and have confirmed the demand for its graduates.

The Bachelor of Behavioural Psychology will be offered by the Faculty of Applied Arts and Health Sciences at King Campus which boasts a very strong overall program application rate and many of Seneca's most in-demand programs. The proposed program is built on the foundation of the two year Behavioural Sciences (BHS) diploma program. A summer bridging

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[1] Applied Behaviour Analysis-Based Services and Supports for Children and Youth with
    Autism Spectrum Disorder (ASD)

[2] http://www.auditor.on.ca/en/reports_en/en13/301en13.pdf

[3] http://viewer.zmags.com/publication/40b32963#/40b32963/1

program has been created to provide a degree completion opportunity for qualified BHS graduates from Seneca as well as other Ontario colleges. Pathways will be developed for graduates from other high affinity programs based on demand.

This degree program has been developed as part of a suite of new degree and certificate programs in the Faculty of Applied Arts and Health Sciences to create a broad range of options for students interested in the helping professions especially in and around York Region, where population increases have resulted in an increased need in the services that support the health, wellness and safety of individuals, families and communities. In this respect, the Bachelor of Behavioural Psychology is designed to complement several new degrees currently under development including: Bachelor of Healthcare Management, Bachelor of Crime and Intelligence Analysis, Bachelor of Community and Mental Health, and other new and existing diploma, degree and graduate certificate programs offered by the Faculty of Applied Arts and Health Sciences. Where possible, courses will be shared and co-taught, with cross-disciplinary and interdisciplinary content, thereby contributing to the development of a stronger integrated knowledge base for graduates who enter the behavioural psychology field in our communities, specifically York Region.

Seneca Behavioural Psychology degree graduates will be required to think analytically and conceptually, identify problems, create solutions, and engage others to serve the growing population needs within a climate of increasing budgetary and fiscal constraints. The proposed curriculum will enable graduates to successfully apply behavioural psychology in many settings with a variety of populations. To ensure these results, Seneca will engage the Program Advisory Committee, and conduct participatory inquiry with students, faculty and employers to ensure that courses and the program are achieving the intended learning outcomes.

Seneca College's policy on Quality Assurance describes the College's commitment to regular academic program review and the College's capacity to provide college-wide infrastructure and student support services including libraries, learning centres, computer labs, appropriately equipped classrooms, student services and student work space.

Faculty and academic leaders are supported by the Centre for Academic Quality (CAQ), which provides access to expertise in exemplary teaching practice and e-learning to enrich the student experience at Seneca. The Centre provides opportunities for exploration, collaboration and innovation in teaching strategies and supports and celebrates excellence in teaching. The focus of the CAQ is on program development, program review, instructional design, innovative curriculum, hybrid learning and faculty support in educational technologies and pedagogy. Additional College support is provided to faculty through professional development leaves, tuition assistance, and funding for conferences and workshops.

This curriculum has been designed with content and academic rigor that is expected to facilitate credit transfer to, and credential recognition by, other post-secondary institutions in Canada, the United States, and abroad. The program provides solid grounding in application as well as theory that will enable graduates to continue their studies at the Ontario College Graduate Certificate or Master's degree level.

Students in the program will learn to gather and interpret information in order to design treatments and interventions for a variety of clients across their lifespan and in a variety of settings. The Bachelor of Behavioural Psychology program maximizes the graduates' potential for employment and promotion in their field and for further study. Graduates may pursue graduate studies in areas including: education, leadership, Applied Behavioural Analysis, counselling, and psychology. Letters of support have been received from four universities: Brock University, University of Manitoba, St. Cloud State University (Minnesota), and Long Island University (New York).

1.2 Program Abstract

Behavioural Psychology is a field of behavioural science based on a theory that human behaviours and learning are acquired through conditioning. Areas of focus include social, developmental, cognitive and biological psychology within the broader context of behavioural science. Seneca's proposed Bachelor of Behavioural Psychology (BBP) will provide students with in-depth theoretical, conceptual, and applied knowledge in the field of behavioural psychology.

Graduates of the Bachelor of Behavioural Psychology program will be equipped to apply behavioural psychology in a range of roles, including, Behaviour Analyst, Behaviour Therapist, Mental Health Worker, Youth Worker, Addiction Worker and Autism Instruction Therapist in a variety of education, social services and community settings. The program learning outcomes and unique course offerings reflect Seneca's Academic and Strategic Plans by providing innovative cross-disciplinary and experiential learning opportunities. By integrating applied research and a work-integrated learning experience into the proposed program, graduates will be equipped to address a variety of problems affecting individuals, families, and the broader community. The rigorous curriculum of the proposed Bachelor of Behavioural Psychology will prepare graduates to continue their studies in higher education.

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Section 2: Degree Level

Section 2: Degree Level

The following section includes a summary of the program's *features and the supporting resources to demonstrate the knowledge and skill expectations in the six elements of the standard will be met.*

2.0 Introduction
2.1 Depth and Breadth of Knowledge
2.2 Conceptual & Methodological Awareness/Research and Scholarship
2.3 Communication Skills
2.4 Application of Knowledge
2.5 Professional Capacity/Autonomy
2.6 Awareness of Limits of Knowledge

2.0 Introduction

This degree has been developed by experts in the field to ensure that a baccalaureate standard has been met across the curriculum. The program outcomes were reviewed and endorsed by a Program Advisory Committee made up of industry professionals. The program has been mapped to other similar degrees in Canada to ensure alignment and consistency in the field of Behavioral Psychology.

Depth of knowledge is achieved both in the level and complexity of the course learning outcomes and in the evaluation requirements. Learning outcomes have been carefully written and reviewed using Bloom's Taxonomy to support a progression of higher level learning. Application of knowledge at this level focuses on critical thinking, analysis, evaluation, and creation. Course grading standards require students to demonstrate knowledge, understanding, and the application and synthesis of that knowledge at higher levels. The learning outcomes and evaluation strategies firmly establish the proposed program at the undergraduate degree level.

2.1 Depth and Breadth of Knowledge

> a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;
>
> b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;
>
> c. A developed ability to:
>
>   i.   gather, review, evaluate and interpret information;
>
>   ii. compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;
>
> d. A developed, detailed knowledge of and experience in research in an area of the discipline;
>
> e. Developed critical thinking and analytical skills inside and outside the discipline;
>
> f. The ability to apply learning from one or more areas outside the discipline.

This program has been designed to meet the Postsecondary Education Quality Assessment Board's Baccalaureate/Bachelor Honours Degree Standard. Courses have been designed to meet the Ontario standard for degree programs, and address learning outcomes that will encourage graduates to develop degree-level knowledge and skills.

The program has also been benchmarked against comparable programs and courses. Curriculum development has been carefully reviewed by subject matter experts and aligned to meet or exceed the education requirements of the Behaviour Analyst Certification Board (BACB) course sequence. Graduates of the BBP program may elect to apply for certification as Board Certified Assistant Behavior Analysts (BCaBA) upon completion of the education and experience requirements.

Learning outcomes in the proposed program have been written with a focus on higher level learning such as application, evaluation and creation. All non-core courses are designed to develop students' transferable skills in literacy, numeracy and critical, analytical thinking. The Liberal Studies Options (LSOs) will provide both breadth and depth outside the discipline. All LSOs will be designated as either lower or upper level.

LSO courses are designed to fall into the major categories of culture and communications; social sciences; natural sciences and environmental studies; and Canadian studies. Some LSO courses are organized around a genre or sub-discipline while others are theme-based around issues such as modern society, historic influences on society and culture, popular culture, exploration of self and civic engagement.

Behavioural Psychology is a branch of applied psychology and the science of behavioural psychology is based on the principles of behaviour analysis and the application to socially significant behaviours. The American Board of Professional Psychology states that

> "The distinct focus of cognitive and behavioral psychology is twofold: (a) its heavy reliance on an empirical approach; and (b) its theoretical grounding in learning and behavioral analysis theories, broadly defined, including respondent conditioning, operant learning, social learning, cognitive sciences, and information processing models of behavior.

> Consequently, good practice in Cognitive and Behavioral Psychology relies heavily on those assessment and intervention procedures that have been found to be empirically supported".[4]

It is from this premise that the proposed Bachelor of Behavioural Psychology has been designed. A broad understanding of the discipline of Psychology underpins the more focused study of Behavioural Psychology, specifically Applied Behaviour Analysis (ABA). Key concepts, methodologies, current advances, theoretical approaches, and assumptions in the field of Behavioural Psychology are introduced in Semester 1 and are deepened and refined in each subsequent semester.

Students will learn to gather and interpret information very specifically in the specialized courses of ABA in order to design treatments and interventions, which apply to a variety of clients across the lifespan in a variety of settings. Throughout the curriculum, students are assigned work that develops their critical thinking and analytical skills which culminate in the research courses found in Semester 7 and 8.

Foundational courses in the first and second year create a solid base of knowledge in Psychology and ABA. The third and fourth year give more depth of knowledge in ABA and the various educational and organizational contexts. Students are also introduced to a variety of client groups across the lifespan where ABA techniques and interventions may be applied, for example, with people with developmental disabilities, addictions, dementia, and acquired brain injury. Contexts may include correctional systems, educational and work environments, as well as broader community-based settings.

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[4] http://www.abpp.org/i4a/pages/index.cfm?pageid=3416

Liberal studies electives are offered to all Seneca degree students through the School of English and Liberal Studies. The vision of the School of English and Liberal Studies is to promote social responsibility, cultural awareness and communicative competency through unique, responsive, innovative, and diverse course offerings. Courses are offered in economics, communication, psychology, media, natural sciences, Canadian Studies, politics, music, creative writing, and modern languages. These offerings provide exposure to a breadth of knowledge outside the discipline of behavioural psychology.

2.2 Conceptual & Methodological Awareness/Research and Scholarship

a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;

b. Devise and sustain arguments or solve problems using these methods;

c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship.

With the focus of Behavioural Psychology, the specialization in ABA, and an empirical approach early in the program, students will learn how to observe and assess behavior, collect, record data, interpret data, and choose appropriate therapeutic interventions. Students will learn and practice to present and defend their conclusions with evidence from current research. As clinicians facilitating care with individual clients, families and groups in a variety of community settings, they will need to be agile with their ability to choose and defend the chosen path of therapeutic interventions. The teaching of Applied Behaviour Analysis is embedded throughout the curriculum, starting specifically with Applied Behaviour Analysis I and II in Year 1, then Interventions I and II in Years 2 and 3, and concluding with Advanced Topics in Behavioural Analysis in the final year.

Using data to support problem solving is a fundamental skill in the field of Behavioural Psychology. The BBP program provides multiple opportunities for students to practice and receive feedback on this skill in each of their professional courses. Through an evidence-based approach to treatment and intervention, students will gain practice and skills through instructional modelling, rehearsal, and feedback. They will also be encouraged to apply these techniques and knowledge during the co-operative (co-op) education work term between Semesters 7 and 8.

Throughout the program, students will continue to develop their skills in assessment and interpretation of applied and academic research specific to the field of Behavioural Psychology. Their skills will culminate in the Research Methods and Research Project courses taken in the final two semesters of the program.

2.3 Communication Skills

> The ability to communicate information, arguments and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.

Communication skills development is a critical component of this degree. In the first two years, students take courses in Writing Strategies and Interpersonal Communications. Throughout the program, students will practice and hone their verbal and written communication skills through presentations, case studies, role play, research papers, and journaling. In ABA specific courses, students will write and present reports and teaching modules designed for clients and specialists in the field. They will learn to interpret data, design, and communicate treatment plans to the class, the instructor and multi-disciplinary teams.

In courses dealing with specialized populations and communities, students will learn how to adapt their communication skills to support target messages for the appropriate audience, in both oral and written modalities. Students will learn specialized communication skills, for example in the course on Mediation and Negotiation, to address conflicts and resolve challenges in workplace settings.

The Standards of Practice course introduces students to inter-professional collaborative practice and will support the co-operative education courses where they will be involved in multi-disciplinary teams that will engage their verbal, non-verbal and written communication skills. Behavioural Psychology is a field that requires the ability to work as part of a team. Across the program, students will have opportunities to develop their collaboration skills through group projects and presentations.

2.4 Application of Knowledge

a. The ability to review, present and critically evaluate quantitative and qualitative information to:

  i. develop lines of argument;

  ii. make sound judgements in accordance with the major theories, concepts and methods of the subject(s) of study;

  iii. apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;

  iv. where appropriate, use this knowledge in the creative process;

b. The ability to use a basic range of established techniques to:

  i. initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;

  ii. propose solutions;

  iii. frame appropriate questions for the purpose of solving a problem;

  iv. solve a problem or create a new work;

c. The ability to make use of scholarly reviews and primary sources.

Experiential and applied learning is emphasized throughout the curriculum with the use of community engagement, supervised research, co-operative work placement, peer mentorship, learning communities, and self-directed and problem-based learning. Students are required to integrate theories and concepts from a variety of courses, disciplines, and experiences to demonstrate application of content and concepts as well as reflect on their practice and adjust their application in the "real world".

Applied Behavior Analysis (ABA) is an application of Behavioural Psychology that is grounded in learning theory. Foundational courses in ABA introduce students to the quantitative research that supports ABA and the skills to collect, analyze and use data effectively in creating treatment interventions. The ABA I course introduces the techniques used in ABA which are developed as students progress through the program. In each of the subsequent courses, students will apply these techniques in the assessment and formulation of treatment plans that are appropriate for the particular client and context that is presented in class. They will learn these techniques through case studies, role-play, practicing with assessment tools in class, presentations, group work and in the co-operative work placement term. Students will complete their mandatory work-integrated learning experience of 420 hours in an agency where they will use behavioural psychology and ABA techniques and knowledge. In the Practical Application of ABA and Behavioural Approaches to Education courses in Semester 6, students will use the assessment tools to understand their application in various environments. These courses, along with the course on the Standards of Practice taken in Semester 3, will prepare students to work as part of a multi-disciplinary team during their co-op work term.

The ability to use scholarly reviews and primary sources will be integrated throughout the BBP curriculum. In Semester 1, students will be introduced to the conventions of writing research

papers using scholarly research and peer reviewed journals. Through the program, students will have the opportunity to support an empirical approach by assessing and evaluating best practices. These best practices support persons with developmental disabilities, addictions, dementia and acquired brain injury in a variety of community settings. At the end of the program, the research courses in Semesters 7 and 8 will provide further opportunity for students to integrate or utilize their critical thinking, analysis and research skills, and knowledge acquired throughout the BBP program.

2.5 Professional Capacity/Autonomy

a. The qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:

   i. the exercise of initiative, personal responsibility and accountability in both personal and group contexts;

  ii. working reflectively with others;

 iii. decision-making in complex contexts;

b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;

c. Behaviour consistent with academic integrity and social responsibility.

Since students may be seeking the designation of Board Certified Assistant Behaviour Analyst (BCaBA) upon completion of the baccalaureate program, the ethics and professional standards of practice as a BCaBA will be emphasized. Therefore, each of the ABA courses in the curriculum promotes the importance of ethics and professional accountability in the field of Behavioural Psychology. Emphasis will be placed on the Guidelines for Responsible Conduct of a Behaviour Analyst as presented by the Behaviour Analyst Certification Board (BACB). Further, students will build their professional capacity and autonomy through courses in Standards of Practice; Ethics in Behavioural Intervention; Legislation, Policy and Systems; Co-op Professional Practice; and Co-op Integration and Career Planning.

Throughout the proposed program, students will be made aware of current developments, conferences, opportunities to present papers, as well as opportunities for further studies in the field. Students will be expected to exercise personal accountability and decision-making by taking increasing responsibility for the content and direction of their work as they progress through the program. The degree has been designed to support the progressive acquisition of independent learning skills by promoting the value of additional research, reading, and self-directed learning experiences, both inside and outside the classroom.

2.6 Awareness of Limits of Knowledge

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analysis and interpretations.

Early in the program, students will be introduced to the historical, social and cultural context in which Psychology, specifically Behavioural Psychology, has developed through courses including, Introduction to Psychology I, Applied Behavioural Analysis I, Abnormal Psychology, and Standards of Practice. In this larger context, they will learn how the field and the body of knowledge has evolved and changed over time. The more specialized courses, such as Forensic Behaviour Sciences and Industrial and Organizational Behaviour will allow students to develop an understanding of the theories and application of behavioural science situated in context.

Students in the BBP will need to develop their professional and personal ethics through reflective practice in courses such as Standards of Practice, Ethics in Behavioural Intervention and Behavioural Counselling. These courses will provide opportunities for exploring and developing professional boundaries and strategies for differentiating between personal and client issues in professional settings. The Legislation, Policy and System course will further help students to develop an appropriate understanding of their scope of practice and limits of their knowledge.

The Advanced Topics in Applied Behavioural Analysis course will also challenge students' awareness of their own limits of knowledge as current issues are brought into the course for discussion and analysis. This course, like the Research Project course, is positioned in the last semester in order to integrate and synthesize the culmination of learning with the awareness of limits, ambiguity and uncertainty. This course will encourage life-long learning and will influence students' analysis and interpretation in the field and develop an appreciation of the uncertainty, ambiguity and limits to knowledge that exist in the field of Behavioural Psychology.

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Section 3: Admission, Promotion and Graduation

Section 3: Admission, Promotion and Graduation

The following section includes

3.1 Admission Standard
3.2 Admission Requirements for Direct Entry
3.3 Admission Policies and Procedures for Mature Students
3.4 Promotion and Graduation Requirements
3.5 Advanced Standing Policies and Requirements

3.1 Admission Standard

The proposed program's admission requirements align with Seneca College and Ministry policy. Mature students will be considered for admission to the program if they are able to demonstrate academic preparedness and possess credits in (or equivalent to) Grade 12 U English and Mathematics and meet other requirements as outlined in the College's Admission Policies and Procedures for Mature Students. (See the "Policies" section of the submission).

Credit Transfer

The College's Credit Transfer/Recognition Policies outline the granting of advanced standing and credit transfer and meet the requirements as detailed in the 2014 PEQAB Handbook.

Promotion and Graduation

The College's Promotion and Graduation Policy as well as the grading scheme used are available in Seneca College Academic Policy 2014/15 and included with this submission. Students must maintain a Grade Point Average of 2.0 to remain in the program, with some provisions for extenuating circumstances and probation. Students who do not meet this standard will be withdrawn from the program.

Degree Completion

The Behavioural Science diploma is a two-year credential offered by Seneca College that is closely aligned with the proposed BBP degree program. Graduates from this two-year diploma with a GPA of 3.0 or better and who complete the bridge semester would enter directly into Semester 5 of the proposed program.

A gap analysis was performed between the proposed degree program learning outcomes and the corresponding Behavioural Science diploma vocational outcomes to determine a suitable bridging semester to transfer students into the degree for degree completion. The details can be found in Section 4.11 Gap Analysis.

3.2 Admission Requirements for Direct Entry

Program eligibility:

- Ontario Secondary School Diploma with a majority of senior credits at the University Preparation (U) or University/College Preparation (M) level or Mature student status (age 19 or older)

- Six Grade 12 (U) or (M) courses with a minimum of 65% average including:
  - Grade 12 English: ENG4 (U)
  - Grade 12 Mathematics: any (U) level Mathematics

- Mature students (age 19 or older) must submit proof of credits in the above subjects or their equivalent and meet other requirements as outlined in the College's Admission Policies and Procedures for Mature Students (see the "Policies" section of the submission).

3.3 Admission Policies and Procedures for Mature Students

See "Policies" section of the submission for the College's policies and procedures for admission of mature students.

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3.4 Promotion and Graduation Requirements

See "Policies" section of the submission for the College's policies on promotion of students in degree programs. See also the College's policies regarding students who do not meet the minimum achievement requirements.

3.5 Advanced Standing Policies and Requirements

See "Policies" section of the submission for the College's policies and procedures pertaining to the following:

1) Credit transfer recognition

2) Entrance examinations and advanced placement based on prior learning assessment.

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Section 4: Program Content

Section 4: Program Content

The following section includes:

4.1 Program Overview and Map

The proposed program will provide students with an understanding of the discipline of Behavioural Psychology, and specifically Applied Behaviour Analysis (ABA). Key concepts, methodologies, current advances, theoretical approaches and assumptions in the field of Behavioural Psychology are introduced in Semester 1 and are deepened and refined in each subsequent semester.

The proposed Bachelor of Behavioural Psychology (BBP) program will provide students with applied and theoretical knowledge required to effectively practice in the field of Applied Behaviour Analysis (ABA). The proposed curriculum will address the complexities in the application of Behavioural Psychology in many settings with a variety of populations. To ensure these results, Seneca will engage the Program Advisory Committee, and conduct participatory inquiry with students, faculty and employers to ensure that courses and program are achieving the intended learning outcomes.

Curriculum development has been informed by careful review of subject matter experts and comparison to the Behaviour Analyst Certification Board course sequence for potential certification of baccalaureate graduates. It has also been benchmarked against comparable programs and courses.

Students will be required to think analytically and conceptually, identifying problems, creating solutions, and engaging others. The proposed curriculum will equip students to successfully address complexities related to field of Behavioural Psychology.

Bachelor of Behavioural Psychology Program Map

Semester 1 Fall/Winter	Semester 2 Winter/Summer	Semester 3 Fall	Semester 4 Winter	Semester 5 Fall	Semester 6 Winter	Co-Op Summer	Semester 7 Fall	Semester 8 Winter
PSYS1503 Introduction to Psychology I (3 Hours)	PSYS1504 Introduction to Psychology II (3 Hours)	PSYS3802 Abnormal Psychology (3 hours)	BPSY2831 Acquired Brain Injury and Rehabilitation (3 Hours)	BPSY3810 Behavioural Psychology in Context (3 Hours)	BPSY3820 Behavioural Counselling (3 Hours)		BPSY4820 Industrial and Organizational Behaviour (3 Hours)	HLTH4810 Mediation & Negotiation Strategies (3 Hours)
BPSY1810 Behaviour Theory and Practice I (3 Hours)	BPSY1811 Behaviour Theory and Practice II (3 Hours)	BPSY2810 Standards of Practice (3 Hours)	BPSY2811 Ethics in Behavioural Intervention (3 Hours)	COUN2801 Theories of Counselling (3 Hours)	BPSY3812 Behavioural Approaches to Education (3 Hours)		SOCW3803 Understanding Addiction (3 hours)	BPSY4821 Legislation, Policy and Systems (3 Hours)
BPSY1820 Applied Behaviour Analysis I (3 Hours)	BPSY1821 Applied Behaviour Analysis II (3 Hours)	BPSY2820 Interventions I (3 Hours)	BPSY2821 Interventions II (3 Hours)	BPSY3830 Adulthood & Aging (3 hours)	STAT3863 Applied Statistics in Social Sciences (3 Hours)		RSCH4875 Research Methods (3 Hours)	RSCH4885 Research Project (3 Hours)
BPSY1830 Human Development I (3 Hours)	BPSY1831 Human Development II (3 hours)	BPSY2830 ASD & Developmental Disabilities (3 Hours)	BPSY2841 Forensic Behaviour Science (3 Hours)	CMHD1812 Introduction to Community Mental Health (3 Hours)	BPSY3811 Practical Applications of ABA (3 Hours)	Work term	BPSY4830 Assessing Complementary Therapies (3 hours)	BPSY4831 Advanced Topics in Applied Behavioural Analysis (3 Hours)
ENGW1801 Writing Strategies (3 Hours)	COMM3801 Interpersonal Communications (3 Hours)	SOCL1801 Introduction to Sociology (3 Hours)	LSO XXX Liberal Studies Option (3 Hours)	LSO XXX Liberal Studies Option (3 Hours)	LSO XXX Liberal Studies Option (3 Hours)		LSO XXX Liberal Studies Option (3 Hours)	LSO XXX Liberal Studies Option (3 Hours)
					COOP1801 Co-op Professional Practice (2 Hours)		COPT1801 Co-op Integration & Career Planning (1 Hour)	

	Non-core courses		Co-op courses		Core courses

4.2 Program Advisory Committee

The Bachelor of Behavioural Psychology was initially endorsed by the Behavioural Sciences Program Advisory Committee, as a natural next step after the Behavioural Sciences diploma, which was launched in 2013. This proposed degree program was discussed at this PAC meeting on February 11, 2014.

Subsequently, a Program Ad Hoc Advisory Committee was formed specifically to work with the Seneca team on the proposed Bachelor of Behavioural Psychology. The proposed program was approved at the meeting of this Ad Hoc PAC on March 20, 2014. Once the program is approved the committee will be refreshed with additional members and transition into the regular Program Advisory Committee (PAC) and as with other Seneca PACs, will meet twice a year.

Composition of the Ad Hoc Committee:

Name:	Neil Walker
Academic Qualifications:	1976, BSW Ryerson
Occupation/Title:	Chief of Education and Capacity Enhancement
Related Credentials:	
Professional Affiliations:	York ASD Partnership, Project Manager, Professional Autism Consulting, Continuing Education Instructor, - Sign language (28 years)
Name of Employer:	Kerry's Place Autism Services

Name:	Marnie Mills
Academic Qualifications:	
Occupation/Title:	Director
Related Credentials:	
Professional Affiliations:	
Name of Employer:	The Village Inc.

Name:	Dr. Kelley Boyko
Academic Qualifications:	Ph.D., Clinical Psychology
Occupation/Title:	Psychologist
Related Credentials:	
Professional Affiliations:	Member of ASD Clinical Experts Committee, MCYS
Name of Employer:	York Region District School Board

Name:	Pamela Singleton
Academic Qualifications:	Bachelor of Applied Science, Guelph
Occupation/Title:	Director of Day and Residential Programs
Related Credentials:	Executive Leadership Program, Queen's School of Business
Professional Affiliations:	
Name of Employer:	Community Living York South

Name: Dr. Anne Cummings
Academic Qualifications: Ph.D., Clinical Psychology
Occupation/Title: Clinical Director of Autism Services
Related Credentials: BCBA - D
Professional Affiliations:
Name of Employer: Kinark Child and Family Services

The following motions were passed unanimously on March 20, 2014

Motion 1:   It was MOVED by Neil Walker and SECONDED by Kelly Boyko, "That the School of Community Services, Faculty of Applied Arts and Health Sciences, Ad Hoc Advisory Committee supports the proposal for the Bachelor of Behavioural Psychology. **CARRIED**

Motion 2: It was MOVED by Pamela Singleton and SECONDED by Sara Dunkel-Jackson, "That the proposed curriculum of the Bachelor of Behavioural Psychology reflects current knowledge in the field of Behavioural Psychology and Applied Behaviour Analysis and meets/exceeds the current education/training and relevance to the field of study. **CARRIED**

4.3 Professional Accreditation

4.3 i) Professional Accreditation

Practitioners of Applied Behaviour Analysis do not need to be certified or licensed by an Ontario regulatory body at this time in order to work in the field. Currently, practitioners follow the guidelines of the Behaviour Analyst Certification Board (BACB).

Ontario Association for Behaviour Analysis (ONTABA) is an affiliate of the Association for Behaviour Analysis International.   Seneca is in conversation with BACB around the credential requirements, program outcomes and course offerings. ONTABA is in support of Seneca College's pursuit of launching a Bachelor's of Behavioural Psychology and has provided a letter of support which is included in Section 4.3.ii. As suggested by ONTABA, Seneca will submit the BBP program as an approved course sequence through the Behavior Analyst Certification Board to validate the content covered within the coursework offered in the proposed Bachelor of Behavioural Psychology program.

4.3 ii) Letters of support

The Ontario Association for Behaviour Analysis, Inc.

To whom it may concern,

The Board of Directors of the Ontario Association for Behaviour Analysis (ONTABA) is in support of Seneca College's pursuit of launching a Bachelor's of Behavioural Psychology program. Part of ONTABA's vision is to foster a culture of expertise for the advancement and promotion of the science of behaviour analysis. ONTABA's Board of Directors firmly believes that increased higher level education is in line with this vision.

ONTABA's Board of Directors believes that it is in Seneca College's best interest to submit their program as an approved course sequence through the Behavior Analyst Certification Board; this will aide in the recognition and legitimacy of the content covered within the coursework offered by the Bachelor's of Behavioural Psychology program.

It is the Board of Directors' belief that there are many career opportunities for graduates of Bachelor's level behaviour analysis programs. Well-trained behaviour analysts are in high demand in Ontario, and certification is becoming increasingly important. A specific example of the demand for qualified professionals is playing out within the services required to serve the ever-growing population of individuals diagnosed with Autism Spectrum Disorder. The rise in incidence of this diagnosis has created a shortfall of qualified practitioners to plan and deliver effective evidence-based education and treatment services. We believe that the graduates of Seneca College's Bachelor's of Behavioural Psychology program will be able to effectively contribute to this need.

Bachelor's level behaviour analysts play an important role in the field. This level of education can lead these professionals to certification as Board Certified Assistant Behaviour Analysts, as well as Board Certified Behaviour Analysts when combined with graduate coursework. Additional certified professionals in the field are always welcome because they lend more credibility and legitimacy to our science.

Regards,

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President, ONTABA
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4.4 Learning Outcomes

4.4 (i) Degree Level Outcomes

Mapping the program's courses to the degree level standard

The following summary table identifies the courses that map to each competency in the Board's degree level standard.

Course Codes	Depth and breadth of knowledge	Conceptual methodological / research & scholarship	Communications skills	Application of knowledge	Professional capacity and autonomy	Awareness of the limits of knowledge
PSYS1503	✓		✓		✓	✓
BPSY1810	✓			✓		
BPSY1820	✓	✓				
BPSY1830	✓					
ENGW1801			✓			
PSYS1504	✓		✓		✓	✓
BPSY1811	✓			✓		
BPSY1821	✓	✓		✓		
BPSY1831	✓					
COMM3801			✓			
PSYS3802	✓					
BPSY2810			✓		✓	✓
BPSY2820	✓	✓		✓		
BPSY2830	✓			✓		
SOCL1801	✓	✓				
BPSY2831	✓			✓		
BPSY2811		✓		✓	✓	✓

Table header: Baccalaureate/Bachelor Honours Standards — Ontario Qualification Framework - Degree Level Outcomes

Baccalaureate/Bachelor Honours Standards Ontario Qualification Framework - Degree Level Outcomes						
Course Codes	Depth and breadth of knowledge	Conceptual methodological / research & scholarship	Communications skills	Application of knowledge	Professional capacity and autonomy	Awareness of the limits of knowledge
BPSY2821	✓	✓		✓		
BPSY2841	✓			✓		
BPSY3810	✓					
COUN2801		✓		✓	✓	
BPSY3830	✓			✓		✓
CMHD1812						✓
BPSY3820		✓		✓	✓	
BPSY3812			✓			
STAT3863	✓	✓				
BPSY3811	✓			✓		
BPSY4820				✓		✓
SOCW3803	✓			✓		
RSCH4875	✓	✓	✓	✓	✓	✓
BPSY4830	✓	✓				✓
HLTH4810		✓	✓	✓		✓
BPSY4821					✓	✓
RSCH4885	✓	✓	✓	✓	✓	✓
BPSY4831	✓	✓	✓	✓	✓	✓
LSO XXX	✓		✓			

4.4 (ii) Program Level Learning Outcomes

Graduates of the proposed Bachelor of Behavioural Psychology will demonstrate the ability to consistently:

1. Design interventions and strategies based on the science of Applied Behaviour Analysis to assess strengths, increase adaptive behaviours, develop new skills and decrease maladaptive behaviours.

2. Evaluate client case information and theory to make collaborative interventions and recommendations for short and long term planning and care.

3. Analyze social structures and processes to support socially significant behaviour change.

4. Apply legislation, policy and procedures in the local, provincial and national context to inform practice.

5. Utilize evidence-based practice to inform decision making.

6. Critique roles, approaches and diverse perspectives required to participate on a multidisciplinary team.

7. Interpret information to communicate to a variety of audiences for collaborative intervention, promotional and educational purposes.

8. Adhere to relevant code of conduct and professional standards in the practice of Behavioural Psychology.

9. Utilize a variety of objective observation techniques, assessment tools and research strategies for the purpose of intervention, evaluation and research.

10. Apply principles of Applied Behaviour Analysis in context of the Biopsychosocial model to support optimal outcomes.

11. Conduct applied research to deliver services to a variety of clients.

Mapping the program's courses to the program level learning outcomes

The following summary table identifies the courses that map to each program level learning outcome.

Course Codes	1. Design interventions and strategies	2. Evaluate client case information	3. Analyze social structures	4. Apply legislation, policy and procedures	5. Utilize evidence-based practice	6. Critique roles, approaches	7. Interpret information to communicate	8. Adhere to relevant code of conduct	9. Utilize a variety of objective observation	10. Apply principles of Applied Behaviour	11. Conduct applied research
PSYS1503		✓									
BPSY1810		✓		✓							
BPSY1820	✓								✓		
BPSY1830	✓	✓									
ENGW1801	✓	✓					✓				✓
PSYS1504		✓									
BPSY1811		✓		✓							
BPSY1821	✓								✓		
BPSY1831	✓	✓									
COMM3801										✓	
PSYS3802		✓									
BPSY2810		✓		✓		✓		✓			
BPSY2820	✓	✓					✓		✓		
BPSY2830		✓								✓	
SOCL1801										✓	
BPSY2831		✓								✓	
BPSY2811		✓		✓		✓		✓			
BPSY2821	✓	✓					✓		✓		

Program Level Learning Outcomes

Course Codes	1. Design interventions and strategies	2. Evaluate client case information	3. Analyze social structures	4. Apply legislation, policy and procedures	5. Utilize evidence-based practice	6. Critique roles, approaches	7. Interpret information to communicate	8. Adhere to relevant code of conduct	9. Utilize a variety of objective observation	10. Apply principles of Applied Behaviour	11. Conduct applied research
Program Level Learning Outcomes											
BPSY2841		✓								✓	
BPSY3810	✓	✓								✓	
COUN2801		✓					✓				
BPSY3830	✓	✓	✓		✓		✓			✓	
CMHD1812				✓						✓	
BPSY3820		✓			✓	✓					
BPSY3812		✓			✓		✓				
STAT3863							✓		✓		✓
BPSY3811	✓	✓		✓			✓		✓		
BPSY4820			✓			✓				✓	
SOCW3803		✓								✓	
RSCH4875	✓				✓		✓		✓		✓
BPSY4830					✓	✓	✓		✓		
HLTH4810						✓				✓	
BPSY4821				✓		✓		✓		✓	
RSCH4885	✓				✓		✓		✓		✓
BPSY4831	✓	✓		✓	✓		✓		✓		✓

4.4 (iii) Breadth Level Learning Outcomes

The Seneca General Education Policy[5] for degree programs ensures that at least 20% of degree program hours will be in degree-level courses outside the main field of study, a minimum of three of which will be open liberal studies options (LSO).

To ensure that more than an introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside the core field of study is achieved, a minimum of two will be at the advanced level. Thus, every Seneca degree graduate will be exposed to increasingly complex theory outside their main field of study.

The liberal studies options (LSOs) will provide both breadth and depth. LSO courses are designed to fall into the major categories of culture and communications; social sciences; natural sciences and environmental studies; and Canadian studies. Some are organized around a genre or sub-discipline while others are theme-based around issues such as modern society, historic influences on society and culture, popular culture, exploration of self and civic engagement.

The curriculum in the proposed degree reflects current knowledge in the fields represented in the non-core/breadth offerings.

Mapping the program's courses to the breadth outcomes

The following summary table identifies the courses that map to each program level learning outcome.

Breadth Outcomes	Courses that contribute to this outcome
1. Demonstrate critical thinking, quantitative reasoning, written and oral communication skills.	• Writing Strategies • Interpersonal Communications • Introduction to Sociology • Liberal Studies Options
2. Demonstrate more than introductory knowledge in the humanities, sciences, social sciences, global cultures, and/or mathematics.	• Upper level Liberal Studies Options
3. Demonstrate knowledge of society and culture, and skills relevant to civic engagement.	• Liberal Studies Options

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[5] http://www.senecac.on.ca/fulltime/GENED.html

4. Critically analyze and evaluate the distinctive assumptions and modes of analysis of a discipline outside the core field(s) of study.	• Writing Strategies • Interpersonal Communications • Introduction to Sociology • Liberal Studies Options

Additionally, in Seneca's Academic Plan (2012-2017), the college has made a commitment that every Seneca graduate will demonstrate competency in the Seneca Core Literacies[6]. As stated in the plan "*our graduates will be called upon to extend their knowledge and skills in new directions, think critically, analyze information, comprehend disruptive new ideas, communicate clearly, collaborate in teams, solve problems, and make sound decision*". To ensure our graduates are prepared to be leaders in their careers, communities and personal lives, we have embedded the set of Seneca Core Literacies into all Seneca programs.

The chart on the next few pages demonstrates how the program's courses address the Seneca Core Literacies.

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[6] Seneca Core Literacies can be found online at: http://www.senecacollege.ca/about/reports/academic-plan/committing-to-senecas-core-literacies.html

Mapping the program's courses to the Seneca Core Literacies

Course Codes	Written Communication	Oral Communication	Quantitative Literacy	Information Literacy	Creative Thinking	Ethical Reasoning and Responsibility	Inquiry and Analysis	Critical Thinking and Problem Solving	Digital Literacy	Intercultural Knowledge and Global Perspective
PSYS1503				✓						
BPSY1810		✓	✓			✓		✓		
BPSY1820					✓					
BPSY1830										
ENGW1801	✓	✓		✓			✓			
PSYS1504				✓	✓		✓			
BPSY1811	✓	✓	✓	✓	✓		✓	✓		
BPSY1821	✓		✓		✓		✓	✓		
BPSY1831										
COMM3801	✓	✓			✓	✓			✓	✓
PSYS3802			✓	✓			✓			✓
BPSY2810	✓	✓				✓	✓			

Course Codes	Seneca Core Literacies									
	Written Communication	Oral Communication	Quantitative Literacy	Information Literacy	Creative Thinking	Ethical Reasoning and Responsibility	Inquiry and Analysis	Critical Thinking and Problem Solving	Digital Literacy	Intercultural Knowledge and Global Perspective
BPSY2820	✓				✓	✓				✓
BPSY2830	✓	✓	✓	✓		✓	✓	✓		✓
SOCL1801			✓	✓		✓	✓			✓
BPSY2831	✓	✓		✓		✓	✓	✓		
BPSY2811	✓	✓				✓	✓	✓		✓
BPSY2821	✓	✓	✓	✓				✓		
BPSY2841	✓		✓	✓		✓	✓	✓		✓
BPSY3810			✓	✓			✓	✓		✓
COUN2801	✓	✓					✓			
BPSY3830	✓	✓				✓		✓		✓
CMHD1812				✓			✓			✓
BPSY3820	✓	✓				✓	✓	✓		
BPSY3812	✓	✓	✓	✓		✓	✓	✓		✓
STAT3863	✓	✓	✓	✓			✓		✓	
BPSY3811	✓	✓		✓		✓	✓	✓	✓	✓

Seneca Core Literacies										
Course Codes	Written Communication	Oral Communication	Quantitative Literacy	Information Literacy	Creative Thinking	Ethical Reasoning and Responsibility	Inquiry and Analysis	Critical Thinking and Problem Solving	Digital Literacy	Intercultural Knowledge and Global Perspective
BPSY4820				✓	✓	✓	✓			✓
SOCW3803							✓			✓
RSCH4875	✓	✓	✓	✓	✓	✓	✓	✓	✓	
BPSY4830	✓		✓	✓	✓		✓	✓		
HLTH4810	✓	✓			✓		✓	✓	✓	✓
BPSY4821	✓					✓	✓			✓
RSCH4885	✓	✓	✓	✓	✓	✓	✓	✓	✓	
BPSY4831	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LSOXXX	✓	✓		✓	✓			✓	✓	

4.5 Course Descriptions

4.5 (i) Core Courses

Course Code And Hours	Course Title & Course Description
	Semester 1
PSYS1503 3 hours	**Introduction to Psychology I** Psychology is the scientific study of human behaviour, emotion, and cognition. This course is the first of a two-part *Introduction to Psychology* series. It introduces psychology as both a natural and human science. This module emphasizes the methods, concepts, principles, and theories of psychology. The knowledge and skills acquired in this course ultimately allow students to successfully navigate personal, social, and professional life. Students are encouraged to draw from their own experience as the course progresses.
BPSY1810 3 hours	**Behaviour Theory and Practice I** This course introduces students to various measures of behaviour and to data collection procedures used in the field of Applied Behaviour Analysis (ABA). Observation and assessment of human behaviour are integral to the science and practice of Applied Behaviour Analysis (ABA). Students will develop and refine their observation skills, their skills of practice gathering and compiling background information, and defining target behaviours to support change.
BPSY1820 3 hours	**Applied Behaviour Analysis I** This course introduces students to the foundational principles of Applied Behaviour Analysis (ABA). This will include a discussion about reinforcement and punishment and the guiding concept that dimensional qualities of behaviour increase or decrease. Across both BBP100 and BBP101, students will explore the specific ABA terminology and basic behavioural change concepts that are significant for the science of ABA.
BPSY1830 3 hours	**Human Development I** In this course, students will be introduced to various developmental theories from conception through early adolescence. Students will be introduced to the continuum of domains that are available when making assessments about behaviour and gain an understanding of when skills emerge in typical development in infants, children, and youth. The emergence of skills will be explored across physical, cognitive, and socio-emotional domains with an emphasis on observable actions.

Semester 2	
PSYS1504 3 hours	**Introduction to Psychology II** Psychology is the scientific study of human behaviour, emotion, and cognition. This course is the second of the two-part Introduction to Psychology series. This module continues the course emphasis on psychological concepts, principles, and theories. The knowledge and skills acquired in this course ultimately allow students to successfully navigate personal, social, and professional life. Students are encouraged to draw from their own experience as the course progresses.
BPSY1811 3 hours	**Behaviour Theory and Practice II** This course will support students to develop skills in research design and analysis to be used in Applied Behaviour Analysis (ABA). Knowledge of the research methods and accountability measures used within the behavioural sciences is necessary to inform and evaluate practices as part of a service based on the principles of ABA. This knowledge, and associated skills, will be grounded in the Scientist Practitioner model and the values of scientific inquiry that guide the practice of ABA. This foundation will support students in understanding and analyzing scientific literature related to ABA.
BPSY1821 3 hours	**Applied Behaviour Analysis II** This course will expand students' vocabulary and knowledge of applications and technologies used in the field of ABA. The effectiveness in increasing or decreasing behaviour, development, and practice of specific procedures utilized to support behaviour change will be explored. Students will apply specific procedures utilized to support behaviour change and document their effects.
BPSY1831 3 hours	**Human Development II** This course builds on the introduction of the various developmental theories to include the examination of adolescence to late adulthood. Students will gain an understanding of the physical, cognitive, social, and personality of typical progression into late adulthood. In this course, discussion will focus on development that would require intervention or rehabilitation.

Semester 3	
PSYS3802 3 hours	**Abnormal Psychology** This course explores the symptoms, causes and treatment of various types of psychological disorders including deviant behaviour, the neurotic and psychotic personality, mood disorders, character disorders and disorders of an organic nature. A variety of the major approaches to understanding deviations from "normal" behaviour will be used (physiological, behavioral, psychoanalytic, humanistic and cognitive approaches). Attention will be given to the cultural realities from which psychiatric classification originate including historical views of such phenomenon, how our understanding of mental illness has changed over time, how it may further evolve, and the role of the front line practitioner in dealing with clients presenting with such issues. Special mental health issues and problems in childhood, adolescence, adulthood and aging persons will be examined. The legal and ethical issues associated with abnormal psychology will also be explored.
BPSY2810 3 hours	**Standards of Practice** This course is designed to introduce students to the interprofessional collaborative practice associated with Applied Behaviour Analysis (ABA) and to the certification and governing associations that guide responsible conduct, standards of practice, and ethical and best practices. An introduction to strategies that promote and support interprofessional collaborative and cross-disciplinary environments will be explored. Students will discuss professionalism, factors associated with being professional, and the impact on managing stressful environments on maintaining professionalism.
BPSY2820 3 hours	**Interventions I** This course will focus on Applied Behaviour Analysis (ABA) as it pertains to skill acquisition. The principles of ABA can be employed to teach skills across a broad range of domains. Students will learn to recognize key components of a skill acquisition program and examine ways to structure teaching environments to promote learning.
BPSY2830 3 hours	**Autism Spectrum Disorder and Developmental Disabilities** In this course, students will explore the principles of Applied Behaviour Analysis (ABA) as they are used to address behaviour excesses and deficits associated with autism spectrum disorder (ASD) and other developmental disabilities. This course is an examination of ASD and developmental disabilities from a broad perspective, including the etiology, possible theories of causation, assessment practices, and diagnostic features. Students will discuss the impact of the commonly associated mental health issues that a diagnosis can bring on the family unit.

Semester 4	
BPSY2831 3 hours	**Acquired Brain Injury and Rehabilitation** This course is intended to introduce students to the application of Applied Behaviour Analysis (ABA) to clients with an acquired brain injury. Students will have a working knowledge of brain functioning and how behaviour becomes disrupted when it is injured. Students will explore Acquired Brain Injury (ABI) from a holistic perspective and will include discussion of the cognitive, functional, socio-emotional, and behavioural impact of this injury. Students will apply their knowledge of the principles of ABA to identify relevant and applicable goals that enhance quality of life and promote independence for this population.
BPSY2811 3 hours	**Ethics in Behavioural Intervention** This course is designed to address the ethical issues and guidelines for practice in behavioural science. Students will learn about standards set by regulating bodies and how these guidelines govern their professional behaviour, decision-making, professional conduct, and direct-client service. In this course, students will explore diversity and multiculturalism as it influences the practice in behaviour analysis and common ethical dilemmas and strategies to address dilemmas will be discussed.
BPSY2821 3 hours	**Interventions II** This course introduces the student to an objective, positive, strengths-based approach to support the role of Applied Behaviour Analysis (ABA) in decreasing challenging behaviours. Identifying, defining, and treating challenging behaviours has been one of the key and influential areas in the field of ABA. This course will focus on students' application of the three term contingency to the treatment and reduction of maladaptive behaviour.
BPSY2841 3 hours	**Forensic Behaviour Sciences** This course will explore the interdisciplinary nature of Forensic Behavioural Science as an emerging field at the interface of the human services and criminal justice systems. Students will examine possible risk and preventative factors that underlie criminal behaviour and discuss challenges specific to individuals with disabilities in the correctional system. Students will learn how principles of Applied Behavioural Analysis (ABA) can be utilized in law enforcement and crime prevention.

Semester 5	
BPSY3810 3 hours	**Behavioural Psychology in Context** In this course, students will explore the theory and historical context of behaviourism. Students will have an opportunity to investigate the works of notable authors and researchers associated with behaviourism to gain an in-depth understanding of the concepts and theories that inform current practice in the field of behavioural sciences.
COUN2801 3 hours	**Theories of Counselling** The purpose of this course is to provide an examination and critique of the major counselling and psychotherapeutic methods in the field. Students will explore and compare the key concepts of the theories including their major tenets and assumptions about the nature of stress, dysfunction, and therapeutic change, the role of the counsellor, and the application of the theory to practice. Students will be asked to engage in a critical analysis of the scientific, cultural, and philosophical underpinnings of each theory. Emphasis will be placed on integration and synthesis in order to match modalities with specific clients, issues, and populations.
BPSY3830 3 hours	**Adulthood and Aging** This course will introduce students to the aging process, the impact of aging on caregivers and end of life planning, as well as various models of service for older adults. Behavioural gerontology as a field will be explored and its role in ethical and collaborative service for older adults will be highlighted. The definitions, causes, and assessment of various physiological, mental health, and social challenges will be explored. Interventions based on applied behaviour analysis as well as other conventional and creative treatments will be examined.
CMHD1812 3 hours	**Introduction to Community Mental Health** This is an introductory course that will explore the biological and social paradigms in mental health, mental illness, and contemporary community mental health practice in Ontario. Critical health and mental health perspectives and responses as well as mental health policy, systems, and medical/psycho-social interventions will be examined. Students will be introduced to the social determinants of mental health and the relationship between mental health and oppression, with a particular focus on the relationship to race, culture, and sexual and gender identity.

Semester 6	
BPSY3820 3 hours	**Behavioural Counselling** This course will explore the historical development, contemporary theories, concepts and interventions, evidence-based practices, and the development of practical therapeutic skills to support the application of cognitive behaviour therapy (CBT) with various populations and diagnoses. Students will be introduced to the goals and types of behaviour addressed by the interventions used in CBT. In this course, students will examine the interventions associated with CBT, structuring therapy sessions, treatment planning, case management, and educating patients.
BPSY3812 3 hours	**Behavioural Approaches to Education** In this course, students will explore behavioural approaches to teaching and learning that are applicable to a variety of educational settings. Students will learn about the legal processes and procedures associated with the identification, placement, and review committee to support individuals requiring behaviour intervention. The accurate use of assessment tools to support the development of meaningful goals will be emphasized. Students will have opportunities to utilize assessment tools and explore contemporary evidence-based teaching practices.
STAT3863 3 hours	**Applied Statistics in Social Sciences** In this course students will learn about and apply data analysis techniques to solve conceptual and theoretical problems in the social sciences. Students will be able to use a statistical software package to conduct univariate and multivariate analysis and to provide explanations about how statistical results support or fail to support theoretical ideas.
BPSY3811 3 hours	**Practical Applications of ABA** This course will extend students' understanding of the principles of ABA with the practical application of interventions and strategies to modify behaviour. Students will have the opportunity to design behavioural contracts and group contingencies and gain practical skills in teaching using a variety of behavioural procedures. In this course, discussion about how to align teaching methods to selected goals and to the data collection methods used to evaluate progress within these practical applications will be highlighted.

Semester 7	
BPSY4820 3 hours	**Industrial and Organizational Behaviour** This course provides an opportunity for students to examine individual and group behaviour in public, private, and non-profit organizations, as well as the implications of individual and group behaviour for effective management and leadership roles. Beginning with the individual process to the broader organizational role, students will explore their own motivations, decision-making processes, and leadership abilities. This will create a solid foundation for understanding and transforming individual and group work behaviours based on values and attitudes, social behaviours, ABA strategies, and organizational processes.
SOCW3803 3 hours	**Understanding Addiction** This course examines the extent and nature of alcohol and other drug use from a bio-psychosocial perspective. It offers theoretical explanations of drug use and dependence; provides a historical context for drug policy; and, explores various government initiatives to deal with issues of drug use and abuse. A wide variety of drugs will be explored including but not limited to: marijuana, cocaine, alcohol, inhalants, stimulants, CNS depressants, opiates, hallucinogens, and prescribed/over-the-counter medications. The course also addresses the following topics related to drugs and Canadian society: addiction identification approaches, pharmacological and emotional effects of drugs, models and approaches to addiction treatment, drug withdrawal, the impact of addiction on family and society, and diversity, drug use, and dependence.
RSCH4875 3 hours	**Research Methods** This research methods course will examine the various components of the research process including the formulation of research questions or a research hypothesis; the review of the literature; qualitative, quantitative and mixed method research designs; research ethics; data collection; analysis of data; and ethical protocol. Students will develop the elements of a research proposal based on a problem relevant to the students' professional practice.
BPSY4830 3 hours	**Assessing Complementary Therapies** In this course, students will examine complementary therapies from an evidence-based approach. The growing popularity of complementary therapies requires the behaviour analyst to develop skills to evaluate and educate clients about evidence-based practice and the role of complementary therapies in the behavioural sciences. Students will have an opportunity to evaluate and research a variety of complementary therapies to support practice grounded in scientific rigor of Behavioral Psychology.

Semester 8	
HLTH4810 3 hours	**Mediation and Negotiation Strategies** The study and use of alternative dispute resolution processes has rapidly increased in both public and private sectors as a less formal, cost-effective strategy to resolve problems, improve working relationships, and enhance productivity. This course will introduce participants to the theory and practice of mediation with strong emphasis on the practical application of problem solving and negotiation skills.
BPSY4821 3 hours	**Legislation, Policy and Systems** This course will examine the historical context of the community and social services sector in Ontario. Students will learn about key policy and legislation as it relates to treatment, consent, assessment, and privacy, and its impact on vulnerable and marginalized populations across the lifespan. Students will learn how the ethical and professional conduct guidelines in the practice of behaviour analysis can work in conjunction with provincial laws in Ontario.
RSCH4885 3 hours	**Research Project** Building on the proposal developed in the Research Methods course, students will conduct and report on a capstone project while adhering to ethical guidelines. This course provides the students with an opportunity to become familiar with the independent research experience; to collect and evaluate data and make recommendations and conclusions on the basis of the analysis of the research findings.
BPSY4831 3 hours	**Advanced Topics in Applied Behavioural Analysis** This course will provide students with an opportunity to examine advanced topics areas such as, the use of big data, the assessment of animal behaviour and sport, the reflective practice of self-management, and the use of personalized systems of instruction in behavioural sciences. The topics covered in this course reflects a broad scope of practice in the field of Applied Behaviour Analysis which suggests it can be used to address a wide variety of socially relevant behaviour. In this course, students will have an opportunity to examine a current social behaviour trend of their choosing from a behaviour analytic perspective.

4.5 (ii) Non-Core Courses

Semester	Course Code and Hours	Course Title & Course Description
1	ENGW1801 3 hours	**Writing Strategies** This course focuses on critical thinking and the rhetorical elements of both persuasive and evaluative forms of writing. Students will learn to differentiate between shades of fact and opinion, objectivity and bias, and apply the techniques of sound argument for a variety of purposes. The main elements of effective communication, listening and research techniques are also examined. Techniques explored and skills developed in this course are applied throughout the four years of the program.
2	COMM3801 3 hours	**Interpersonal Communications** This subject is an introduction to the skills required to consciously and effectively relate to others. Students will be expected to demonstrate an appropriate level of competence in interpersonal communication skills and self- awareness. This course enables students to explore the impact that one's interpersonal skills and attitude has on their careers. Through self-assessments, skill building exercises and practice, participants will develop a variety of interpersonal skills such as active listening, assertive communications, stress management, negotiating skills, and conflict management.
3	SOCL1801 3 hours	**Introduction to Sociology** Sociology is the scientific study of society. This course is a general introduction to the concepts, theories, and major perspectives of sociology. An examination of research studies drawn from Canada and beyond our borders will highlight the significance of using a sociological imagination. Students in this subject will also be involved in the science of sociology by developing their own sociological research proposal.

4.5 (iii) Co-op Courses

6	COOP1801 2 hours for 7 weeks	**Co-op Professional Practice** Co-op education is meant to provide learners with the opportunity to integrate academic learning with relevant work experience. It also provides the opportunity to learn more about themselves and their chosen field of study. The purpose of this course is to enable the student to make a smooth transition from the academic setting to a work environment. In this course, students will develop strategies to assist them in the job search process.
7	COPT1801 1 hour for 7 weeks	**Co-op Integration and Career Planning** The integration of classroom activities with work term experience is vital for the complete and successful learning and understanding of co-operative education work placement experiences. Structured integration and reflective learning with peers provides the opportunity to evaluate work experience into a broader context. Guest speakers from the industry will give students further employment exposure and an opportunity to network.

4.6 (ii) Course Schedule 2

Course Schedule 2 - Bachelor of Behavioural Psychology

Year and Semester	Course title	Total core course semester hours	Total non-core course semester hours	Course prerequisites and co-requisites	Highest qualification earned and discipline of study
Year 1 Semester 1	PSYS1503 Introduction to Psychology I	42			PhD, Psychology
	BPSY1810 Behaviour Theory and Practice I	42			MA, Clinical-Developmental Psychology
	BPSY1820 Applied Behavior Analysis I	42			PhD, Psychology BCBA
	BPSY1830 Human Development I	42			PhD, Psychology
	ENGW1801 Writing Strategies		42		PhD, English Literature
Year 1 Semester 2	PSYS1504 Introduction to Psychology II	42		PSYS1503	PhD, Psychology
	BPSY1811 Behaviour Theory and Practice II	42		BPSYI810	PhD, Psychology BCBA
	BPSY1821 Applied Behaviour Analysis II	42		BPSY1820	PhD, Psychology BCBA
	BPSY1831 Human Development II	42		BPSY1830	PhD, Psychology
	COMM3801 Interpersonal Communications		42		PhD, Social Work
Year 2 Semester 3	PSYS3802 Abnormal Psychology	42		PSYS1503	PhD, Psychology
	BPSY2810 Standards of Practice	42		BPSY1820	MA, Clinical-Developmental Psychology

	BPSY2820 Interventions I	42		BPSY1821	MSc, Behavior Analysis and Therapy BCBA
	BPSY2830 ASD and Developmental Disabilities	42		BPSY1821	MEd, Teaching and Learning Development BCaBA
	SOCL1801 Introduction to Sociology		42		PhD, Social Work
Year 2 semester 4	BPSY2831 Acquired Brain Injury and Rehabilitation	42		BPSY1830	MA, Educational Psychology
	BPSY2811 Ethics in Behavioural Intervention	42		BPSY2810	M.ADS, Disability Studies BCBA
	BPSY2821 Interventions II	42		BPSY2820	MSc, Behavior Analysis and Therapy BCBA
	BPSY2841 Forensic Behaviour Sciences	42		BPSY1830	Masters in related discipline
	LSOXXX Liberal Studies Option		42	ENGW1801	
Year 3 Semester 5	BPSY3810 Behavioural Psychology in Context	42		BPSY2830	MEd, Teaching and Learning Development BCaBA
	COUN2801 Theories of Counselling	42		BPSY1810	EdD, Applied Psychology and Human Development
	BPSY3830 Adulthood and Aging	42		BPSY2821	PhD, History
	CMHD1812 Introduction to Community Mental Health			BPSY2811	Masters, Social Work
	LSOXXX Liberal Studies Option		42		
Year 3 Semester 6	BPSY3820 Behavioural Counselling	42		BPSY2820	M.ADS, Applied Behaviour Analysis

	BPSY3812 Behavioural Approaches to Education	42		BPSY2821 BPSY2811	MEd, Teaching and Learning Development BCaBA
	STAT3863 Applied Statistics in Social Sciences	42			PhD, Psychology
	BPSY3811 Practical Applications of ABA	42		BPSY2821 BPSY2801	MEd, Teaching and Learning Development BCaBA
	LSOXXX Liberal Studies Option		42		
	COOP1801 Co-op Professional Practice				
Spring/ Summer	Coop Work Term				
Year 4 Semester 7	BPSY4820 Industrial and Organizational Behaviour	42		BPSY3812	PhD, Psychology
	SOCW3803 Understanding Addiction	42		CMHD1812	PhD, Psychology
	RSCH4875 Research Methods	42		STAT3863	PhD, Physiology and Biophysics
	BPSY4830 Assessing Complementary Therapies	42		BPSY3811	MSc, Behavior Analysis and Therapy BCBA
	LSOXXX Liberal Studies Option		42		
	COPT1801 Co-op Integration and Career Planning				
Year 4 Semester 8	HLTH4810 Mediation & Negotiation Strategies	42		COMM3801	MSc, Nursing
	BPSY4821 Legislation Policy and Systems	42		BPSY3811 BPSY3812	M.ADS, Applied Behaviour Analysis

	RSCH4885 Research Project	42		RSCH4875	PhD, Physiology and Biophysics
	BPSY4831 Advanced Topics in Applied Behavioural Analysis	42		RSCH4875	MSc, Behavior Analysis and Therapy BCBA
	LSOXXX Liberal Studies option		42		
Subtotal course hours		1260	378		
Total Program Hours		1638			
Percentage of Core to Non-core		77%	23%		

4.7 Work-integrated Learning Experience

Program Structure Requirements

Year	September	January	May
	Semester 1	**Semester 2**	**Semester 3**
Year One	On-Campus Studies	On-Campus Studies	Vacation
Year Two	On-Campus Studies	On-Campus Studies	Vacation
Year Three	On-Campus Studies	On-Campus Studies	Work term*
Year Four	On-Campus Studies	On-Campus Studies	**GRADUATION**
* Full-time work term = 14 weeks of full-time equivalent work (minimum 420 hours)			

Co-operative Education Requirements

Seneca's full-time, semester-long work-integrated learning experiences are supported through the Department of Co-operative (Co-op) Education. This experience combines preparatory classroom-based education with a full-time 14-week work experience (or equivalent), which gives the student credit for this structured job experience. The work term provides an opportunity to apply theoretical knowledge and consolidate learning in an applied setting. In today's marketplace, work-integrated learning is important in helping students successfully make the school-to-work transition.

A Seneca Co-op Coordinator works closely with each student to ensure a high degree of support throughout the co-op process. The Co-operative Education program at Seneca has three major components which take place before, during, and after a work term experience.

Students are required to complete three components to complete the co-op experience for graduation from the proposed degree program:

1) COOP1801 – Co-op Professional Theories.

   This course focuses on preparing students for their work-integrated learning experience.

   Key topics addressed in this course include:

   - Career goals and employment-related skills
   - Self-assessment / Gap analysis
   - Labour market research

- Developing a career portfolio
- Developing personal and professional networks
- Job search techniques
- Interview skills and strategies

Additional topics include workplace safety, professionalism, transitioning from school to work, and social media.

2) Work Term

A work-integrated learning experience is provided through a 14-week full-time (or equivalent) work term which is in a field related to the student's specific academic program. Students receive feedback on their work term experience from multiple sources, throughout the work term.

3) COPT1801 – Co-op Integration and Career Planning.

After completing the work term, students are provided with an opportunity to reflect on their work experience in this course. Students will prepare a presentation about their work experience which they will share with their Co-op Coordinator and peers.

Students may apply for Prior Learning Assessment (PLA) of COOP1801 and the Co-operative Education Work Experience (see "Policies" section of the submission for the College's policies and procedures).

Outcomes and Evaluation of Work-integrated Learning

Upon successful completion of the work-integrated learning experience (pre-work term course, the work term, and post-work term course), the student will be able to:

1. Integrate behavioural psychology theory and Applied Behaviour Analysis, with workplace practice.
2. Apply time management skills to meet assigned deadlines.
3. Maintain a log journal to record progress on work term learning contract.
4. Demonstrate effective interpersonal and team building skills.
5. Conduct demonstrations and presentations as required by management.
6. Conduct an informational interview with a professional in the field.
7. Appraise the structure of the organization and its established practices.
8. Demonstrate fulfillment of additional requirements identified in collaboration with the employer.

How work experience puts into practice the program outcomes

The purpose of work-integrated learning experience will be to enable the student to integrate the academic curriculum of the proposed Bachelor of Behavioural Psychology courses with actual experience in the field. The student's placement will be a partnership between the student, the agency and Seneca College. The work-integrated learning experience provides the opportunity for the student to integrate and practice the necessary knowledge and skills required, as well as gain an understanding of the role, demands and rewards of the profession.

The work-integrated learning experience will be a valuable and central component of the proposed Bachelor of Behavioural Psychology program. The experience facilitates students'

ability to develop their clinical skills and gain essential work experience. It enables students to translate their theoretical learning from the classroom into the actual field setting. It also gives students the chance to develop an understanding of real-world expectations of employment positions, thereby honing their professionalism and interpersonal skills.

Method of evaluating student during placement

The three aspects of the work-integrated learning experience are evaluated as Satisfactory or Unsatisfactory. The evaluation is, therefore, not included in the calculation of the student's Grade Point Average (GPA). The three components of the work-integrated learning experience are considered requirements for graduation, although they are not categorized as either core or non-core courses. In all cases, the evaluation of the work-integrated learning experience is discussed with, and ultimately decided on by, the academic faculty (including Program Coordinator and Chair).

- For the pre- and post-courses (COOP1801 and COPT1801, respectively) delivered by the Department of Co-op Education, evaluation of the learning outcomes and satisfactory course completion is completed by the program Co-op Coordinator, whose role includes facilitating these courses.
- The full-time work term experience (or equivalent) assessment is completed with information from three sources: Co-op Coordinator, supervising (workplace) Manager and student. Co-op Coordinators perform a midterm site-visit to assess the relationships between the employee/employer, workload, working conditions, and to provide/receive feedback and support. Upon completion of the placement, the supervising Manager is asked to complete an evaluation form. Also, students complete an end-of-term self-assessment. Based on these three evaluations, the Co-op Coordinator provides a recommendation to be discussed with academic faculty, at the end-of-semester promotion committee meetings regarding whether the student has successfully met the learning outcomes.

Summary of Anticipated Work Placements

The College currently has existing relationships with the following employers:

Employer	Industry	Potential Positions
CAMH	Mental Health Services	Variety of positions in the field including:
Delisle Youth	Mental Health Services	
Hinks Dellcrest	Mental Health Services	
Hong Fook	Workplace Health	- Addiction Counsellor
Kinark	ASD and Developmental Disabilities	- Behaviour Therapist
LAMP	Family Services	- Child & Adult Mental
Ontario Shores	Mental Health Services	Health Counsellor
York Support Services	Community Crisis Services	
Kerry's Place	ASD and Developmental Disabilities	- Life Skills Instructor
Participation House	ASD and Developmental Disabilities	
Reena	Developmental Disabilities	- Residential Worker
York Region School Board	Education	- Acquired Brain Injury
York Catholic District School Board	Education	Support Worker

360 Kids	ASD and Developmental Disabilities	- Rehabilitation Counsellor
Canadian Mental Health Association York Region	Mental Health	

The Co-op Education Department's business development team will work closely with the School of Community Services to identify opportunities where the college can expand into new areas of employment in areas related to Behavioural Psychology.

Support for Co-op Students

The Co-operative Education Department at Seneca College consists of 22 staff members across all campuses and provides comprehensive support to all co-op students. The Department strives to develop long-term relationships with employers to provide a steady stream of relevant work term opportunities for our students. Students are provided a wide range of supports to help them achieve success. All co-op students receive personal service from a Co-op Coordinator that includes teaching the COOP1801 and COPT1801 classes. The Coordinators are career professionals with industry connections who are available for personal mentoring with students. The Coordinator also conducts a site visit to each student on a work term. The visit allows the Coordinator to provide a high level of support to the student and employer. The Coordinator often acts as a skilled and knowledgeable mediator in workplace misunderstandings and can advocate on behalf of the student, if needed.

In addition, the Seneca Co-op Department has a business development team that plays a key role supporting the development of new work-integrated learning opportunities. The Business Developers actively generate new work term opportunities through various activities such as, creating and delivering outreach initiatives, maximizing social media, connecting with association/organizations, attending industry specific trade shows/events and calling employers directly.

4.8 Course Outlines

4.8 (i) Identification of Previously Assessed Courses

Previously Assessed Core Courses

Course Title	Consent Program	Consent granted (year)
PSYS1503 Introduction to Psychology I	BScN	
PSYS1504 Introduction to Psychology II	BScN	
COUN2801 Theories of Counselling	Bachelor of Therapeutic Recreation	2009
SOCW3803 Understanding Addiction	Bachelor of Therapeutic Recreation	2009
CMHD1812 Introduction to Community Mental Health	Bachelor of Community Mental Health	Pending

Previously Assessed Non-Core Courses

Course Title	Consent Program	Consent granted (year)
ENGW1801 Writing Strategies	Renewal of Bachelor of Commerce - Financial Services Management	2014
COMM3801 Interpersonal Communications	Bachelor of Child Development	2008
SOCL1801 Introduction to Sociology	Bachelor of Therapeutic Recreation	2009

Previously Assessed Liberal Studies Options

Course Title	Consent Program	Consent granted (year)
Approaches to Canadian Literature	B.A.T. – Software Development	2003
Conversational Spanish	B.A.T. – Control Systems Technology	2006
Canadian Political Economy	B.A.B. – Municipal and Corporate Administration	2006
Canadian Politics and Government	B.A.T. – Control Systems Technology	2006

Canadian Short Story	B.A.T. – Informatics & Security	2005
Canadians and Americans	B.A.T. – Informatics & Security	2005
Cities and Civilizations	B.A.B. – Human Resources Strategy and Technology	2005
Creative Writing	B.A.T. – Informatics & Security	2005
Critical Thinking I	B.A.T. – Software Development	2003
Critical Thinking II	B.A.T. – Software Development	2003
Current Issues in Canada	B.A.B. – Municipal and Corporate Administration	2006
Digital Dilemmas	B.A.T. – Informatics & Security	2005
Food For Thought	B.A.T. – Software Development	2003
Introduction to Political Science	B.A.B. – Municipal and Corporate Administration	2006
Introduction to Psychology	B.A.T. – Informatics & Security	2005
Introduction to Sociology	B.A.T. – Software Development	2003
Introduction to World Literature	B.A.T. - Flight	2003
Introduction to World Literature II	B.A.T. - Flight	2003
Introduction to French I	B.A.T. – Informatics & Security	2005
Introduction to French II	B.A.T. – Informatics & Security	2005
Introductory Spanish I	B.A.T. – Software Development	2003
Introductory Spanish II	B.A.T. – Software Development	2003
Media and the Information Age	B.A.T. – Control Systems Technology	2006
Media as Art Form	B.A.T. – Software Development	2003
Middle Eastern Societies	B.A.T. - Environmental Site Remediation	2003
Municipal Issues	B.A.B. – Municipal and Corporate Administration	2006
Physical Geography	B.A.T. – Software Development	2003
Popular Literature	B.A.T. – Software Development	2003
Principles of Psychology	B.A.T. – Control Systems Technology	2006
Science Fiction	B.A.T. – Control Systems Technology	2006

The Biology of Aging	B.A.T. – Software Development	2003
Themes in Canadian History	B.A.B. – Human Resources Strategy and Technology	2005
Urban Studies	B.A.B. – Municipal and Corporate Administration	2006
Work in Canada	B.A.T. – Software Development	2003
Economics – An Overview	B.A.B. – Municipal and Corporate Administration	2006
Modern Social and Political Thought	B.A.B. – Human Resources Strategy and Technology	2005
The Short Story	B.A.T. – Software Development	2003
Asian/North American Literature	B.A.T. – Software Development	2003
Understanding Science and Technology	B.A.T. – Software Development	2003
Canada: The Rise of the Modern Nation	B.A.B. – Municipal and Corporate Administration	2006
Canadian Autobiography	B.A.T. – Control Systems Technology	2006
Canadian Popular Music	B.A.T. – Informatics & Security	2005
Cultural Trash: Waste, Excess and Repression	B.A.T. – Control Systems Technology	2006
Globalization in the 20th Century and Beyond	B.A.T. – Control Systems Technology	2006
Movies and Meaning	B.A.T. – Control Systems Technology	2006
The Culture of Image	B.A.T. – Informatics & Security	2005
Global Politics	Bachelor of Interdisciplinary Studies	2012
The History of the United States	Bachelor of Interdisciplinary Studies	2012
How Things Work	Bachelor of Interdisciplinary Studies	2012
Introduction to Astronomy	Bachelor of Interdisciplinary Studies	2012
Introduction to Geometry	Bachelor of Interdisciplinary Studies	2012
Art, Science, and Technology: Intersections	Bachelor of Interdisciplinary Studies	2012
Contemporary Issues in Abnormal Psychology	Bachelor of Interdisciplinary Studies	2012
Narrative, Drama and the Visual Arts	Bachelor of Interdisciplinary Studies	2012

Economics of Immigration	Bachelor of Interdisciplinary Studies	2012
Women and Gender in European History	Bachelor of Interdisciplinary Studies	2012
Film and Philosophy	Bachelor of Interdisciplinary Studies	2012
Heroes and Heroines in Western Literature	Bachelor of Interdisciplinary Studies	2012
Nutrition Through the Life Span	Bachelor of Interdisciplinary Studies	2012
Scientific Revolutions	Bachelor of Interdisciplinary Studies	2012
The Global Financial Crisis: 2008-2009	Bachelor of Interdisciplinary Studies	2012
The Television Age	Bachelor of Interdisciplinary Studies	2012
Poetry	Consent Renewal for Bachelor of Software Development	2014
Social Consciousness; Equity and Social Justice	Consent Renewal for Bachelor of Software Development	2014
Social History of Modern Asia	Consent Renewal for Bachelor of Software Development	2014
Murder and Memories: Researching History	Consent Renewal for Bachelor of Software Development	2014
Utopia Fictions (Online)	Consent Renewal for Bachelor of Software Development	2014
Film, Form and Culture	Consent Renewal for Bachelor of Software Development	2014
Introduction to World Drama	Consent Renewal for Bachelor of Software Development	2014
Film and Politics	Consent Renewal for Bachelor of Software Development	2014
The Graphic Novel	Consent Renewal for Bachelor of Software Development	2014
Sociology of the Family	Consent Renewal for Bachelor of Software Development	2014
Film Wars: Warner Brothers vs MGM	Consent Renewal for Bachelor of Software Development	2014
Buy, Use, Toss: The Future of Consumption	Consent Renewal for Bachelor of Software Development	2014
Scholarly Research and Writing I	Consent Renewal for Bachelor of Child Development	Pending
Social Media and Professional Identity: The Web of Influence	Consent Renewal for Bachelor of Child Development	Pending
Cheering for the Home Team: The Contradictions of Modern Sport	Consent Renewal for Bachelor of Child Development	Pending

Gender and Sexuality in World History	Consent Renewal for Bachelor of Child Development	Pending
Introduction to Political Ideology: Theory and Practice	Consent Renewal for Bachelor of Child Development	Pending
Love: Historical and Philosophical	Consent Renewal for Bachelor of Child Development	Pending
Smart Phones, Talking Apes, and Baby Geniuses: An Introduction to Cognitive Sciences	Consent Renewal for Bachelor of Child Development	Pending
Introductory to Astronomy	Consent Renewal for Bachelor of Child Development	Pending

4.9 Bridging Course Description

Bridging Course Code and Title	Calendar Course Description
BPSY3899: **Building Analytical Skills** **for ABA** **Bridging Semester for BHS** **and BST graduates** **transferring to BBP**	This course will support students in the development of critical and analytical skills for degree-level study in the field of behavioural psychology and specifically in Applied Behaviour Analysis. The students will exam the application and intervention of tools and techniques to support working relationships with a variety of populations and in different environments. Research, and advanced writing and analytical skills will be emphasized in this course.

4.10 Bridging Course Outline

BPSY3899: Building Analytical Skills for ABA **Bridging Semester**
Course Description This course will support students in the development of critical and analytical skills for degree-level study in the field of behavioural psychology and specifically in Applied Behaviour Analysis (ABA). The students will exam the application and intervention of tools and techniques to support working relationships with a variety of populations and in different environments. Research, and advanced writing and analytical skills will be emphasized in this course.
Method of Instruction Group Discussion, guest lecturers, video tapes, individual research, lecture and webinars.

Content Outline by Topic
• Review ABA Treatment Model: Assessment, Intervention, Follow-up
• Research and scholarship
• Life span and developmental theories
• Socio-cultural, psychological, and physiological considerations:
  • Criminal behaviour
  • Developmental dis/abilities
  • Mental health/psychological disorders
  • Neurological injury
• Regulatory guidelines for responsible conduct
• Ethics

Actual Contact Hours per Week 3 hours of interactive instruction per week for 14 weeks
Method(s) and Frequency of Evaluation of Student Performance Case Study Presentation   30% Exam   30% Research paper   40%
Resources to be Purchased/Provided by Students None.
Textbook Requirement Course package.
Learning Outcomes *Upon successful completion of this course, the student will be able to:* 1. Explain the stages of the ABA treatment model. 2. Discuss the regulatory guidelines for responsible conduct and the standards of practice for practitioners to support ethical practice. 3. Analyze the socio-cultural, psychological, and physiological aspects of behaviour across the life-span. 4. Evaluate behavioural assessment tools, intervention and reduction strategies, and change techniques to support development across the life-span and includes socio-cultural, psychological, and physiological aspects of behaviour.

5. Design treatment and support plans drawing on assessment tools, intervention and reduction strategies, and change techniques to address socio-cultural, psychological, and physiological aspects of behaviour across the life-span.
6. Develop ABA teaching approaches drawing on assessment tools, intervention and reduction strategies, and change techniques to account for the socio-cultural, psychological, and physiological aspects of behaviour across the life-span.
Percent of Course Content Offered Online 50%
Faculty Qualified to Teach this Course Kelly Alves, MEd, BCaBA
Faculty Qualifications Required to Teach/Supervise this Course Relevant degree at the Masters level or a related discipline and a minimum of 5 years relevant work experience or demonstrated expertise in the field. Must have Board Certified Behavior Analyst (BCBA) credential.
Classroom requirements ☐ Regular classroom ☒ Electronic classroom
Equipment requirements None.

4.11 Gap Analysis

It is anticipated that graduates from the Behavioural Sciences (BHS) Diploma and the Behavioural Science Technology (BST) Advanced Diploma programs may be interested in a degree completion pathway.

Tables A and B below summarize the analyses that were completed to assess the gaps and identify the remediation required to address those gaps, for both the BHS and BST pathways to the Bachelor of Behavioural Psychology degree.

From our analysis, it was determined that to address the gaps in knowledge and skills, graduates from both programs will be required to take a bridging course entitled: **BPSY3899: Building Analytical Skills for ABA** which will focus on advanced application and skills in the field and will provide a strong research component. In addition, graduates from the BHS Diploma and BST Advanced Diploma will each take one reach-back course. The specific reach-back courses are identified in the colour-coded program maps after each gap analysis chart.

Upon successful completion of the bridging semester, students will be admitted into **Semester 5** of the Bachelor of Behavioural Psychology program

A) Gap Analysis from Behavioural Sciences Diploma to Bachelor of Behavioural Psychology

It is anticipated that graduates of the Behavioural Sciences (BHS) diploma program may be interested in a degree completion pathway. The BHS graduates will have significant background in Applied Behaviour Analysis. The content of the first two years of the Bachelor of Behavioral Psychology covers similar topics to that offered in the BHS program. The difference is the content of the degree courses meets the standards of the Ontario Qualification Framework for an honours baccalaureate program. This being the case, the BHS students may lack the depth and breadth of knowledge, skill and application required of a degree program.

Table A below summarize the gap analysis that was completed to assess the gaps, and identify the remediation required to fill the gaps, for the BHS pathways to the degree.

Table A. BHS Gap Analysis

Degree Program Outcome	Program outcome Behavioural Sciences Diploma	Gap in knowledge or skill	Remediation of gap
1. Design interventions and strategies to address a variety of adaptive and maladaptive behaviours within diverse populations.	1. Implement effective intervention strategies based on the science of Applied Behaviour Analysis to increase desired behaviours and teach new skills. 2. Implement effective behavior analytic interventions to decrease maladaptive behaviours.	Lack breadth and depth of methodologies, application and interventions. Context is sufficient but the analysis, evaluation and application skills are not at the degree level.	Building Analytical Skills for ABA Introduction to Sociology

	9. Apply input gained from collaboration with stakeholders (including individuals, family members) and community members and professionals in the field of service into effective client service intervention. 11. Develop client-centered behavioural intervention plans that account for individual's rights, needs, goals, and their social and community context.		
2. Evaluate client case information to make sound treatment recommendations for short and long term planning and care.	3. Integrate background information and knowledge of special populations into therapeutic practice, using a behavior analytic approach. 6. Record measurements of behavior intended for analysis in accordance with the behavior analyst certification Board's (BACB) Guidelines for Responsible Conduct. 7. Apply systems thinking to behavioural processes related to socially significant behavior change, client quality of life and long term planning.	Lacks the analysis and evaluation skills of case information to support making recommendations.	Building Analytical Skills for ABA
3. Analyze social structures and processes related to socially significant behavior change	2. Implement effective behavior analytic interventions to decrease maladaptive behaviours. 3. Integrate background information and knowledge of special populations into therapeutic practice,	Lack of depth of knowledge and application.	Building Analytical Skills for ABA Introduction to Sociology

	using a behavior analytic approach. 7. Apply systems thinking to behavioural processes related to socially significant behavior change, client quality of life and long term planning.		
4. Apply legislation, policies and procedures in the local, provincial and national context to inform practice	8. Discuss federal, provincial, and professional policies and regulations associated with the ethical practice of applied behaviour analysis among various populations or service sectors.	Lack of depth and breadth of knowledge, evaluation skills, application of skills at a degree level with respect to professionalism in the field of ABA.	Building Analytical Skills for ABA
5. Utilize evidence-based practice to inform decision making.	Addressed in year 4 of the program.		
6. Critiques roles, approaches and diverse perspectives required to participate on a multidisciplinary team.	9. Apply input gained from collaboration with stakeholders (including individuals, family members) and community members and professionals in the field of service into effective client service intervention.	Lack of degree level depth of knowledge and application with respect to professional capacity.	Building Analytical Skills for ABA
7. Interpret information to communicate to a variety of audiences for collaborative intervention, promotional and educational purposes.	4. Communicate with various stakeholders the behaviour analytic principles, processes, and concepts central to the interventions being provided in order to enhance quality of service. 7. Apply systems thinking to behavioural processes related to socially significant behavior change, client quality of life and long term planning.	Lack of communication skills that reflects ability to analyze and support arguments.	Building Analytical Skills for ABA

8. Adhere to relevant code of conduct and professional standards in the practice of Behavioural Psychology	8. Discuss federal, provincial, and professional policies and regulations associated with the ethical practice of ABA among various populations or service sectors. 10. Develop a reflective practice, using professional development and self-care strategies to enhance professional competence. 11. Develop client-centered behavioural intervention plans that account for individual's rights, needs, goals, and their social and community context.	Lack of depth and breadth of knowledge with respect to professionalism in the field of ABA.	Building Analytical Skills for ABA
9. Utilize a variety of objective observations techniques, assessment tools and research strategies for the purpose of intervention, evaluation and research.	1. Implement effective intervention strategies based on the science of Applied Behaviour Analysis to increase desired behaviours and teach new skills. 5. Compile observations in the field that are behavioural, objective, accurate, parsimonious, and organized for further analysis.	Lack of in-depth knowledge of application of skills required at a degree level.	Building Analytical Skills for ABA
10. Apply principles of Applied Behaviour Analysis in context of the Biopsycho-social model to support optimal outcomes.	Addressed in year 3 and 4 of the program		
11. Conduct applied research to inform delivery of services to a variety of clients.	Addressed in year 3 and 4 of the program		

The remediation for the gaps identified for graduates from the Behavioural Sciences diploma will be bridged during the term prior to a student's entry into the BBP program. **BPSY3899: Building Analytical Skills for ABA** will be offered in the summer term, to allow students to stream into Semester 5 in a fall term. This summer offering of the reach-back course also introduces some flexibility for students who need to complete the course, which is normally offered in Semester 3.

Bachelor of Behavioural Psychology Program Map – BHS Bridging

Entry Point for BHS Graduates

Semester 1 Fall/Winter	Semester 2 Winter/Summer	Semester 3 Fall	Semester 4 Winter	Semester 5 Fall
PSYS1503 Introduction to Psychology I (3 Hours)	PSYS1504 Introduction to Psychology II (3 Hours)	PSYS3802 Abnormal Psychology (3 hours)	BPSY2831 Acquired Brain Injury and Rehabilitation (3 Hours)	BPSY3810 Behavioural Psychology in Context (3 Hours)
BPSY1810 Behaviour Theory and Practice I (3 Hours)	BPSY1811 Behaviour Theory and Practice II (3 Hours)	BPSY2810 Standards of Practice (3 Hours)	BPSY2811 Ethics in Behavioural Intervention (3 Hours)	COUN2801 Theories of Counselling (3 Hours)
BPSY1820 Applied Behaviour Analysis I (3 Hours)	BPSY1821 Applied Behaviour Analysis II (3 Hours)	BPSY2820 Interventions I (3 Hours)	BPSY2821 Interventions II (3 Hours)	BPSY3830 Adulthood and Aging (3 Hours)
BPSY1830 Human Development I (3 Hours)	BPSY1831 Human Development II (3 hours)	BPSY2830 ASD & Developmental Disabilities (3 Hours)	BPSY2841 Forensic Behaviour Sciences (3 Hours)	CMHD1812 Introduction to Community Mental Health (3 Hours)
ENGW1801 Writing Strategies (3 Hours)	COMM3801 Interpersonal Communications (3 Hours)	SOCL1801 Introduction to Sociology (3 Hours)	LSO XXX Liberal Studies Option (3 Hours)	LSO XXX Liberal Studies Option (3 Hours)

block transfer credit   Reach-back course

B) Gap Analysis from Behavioural Science Technology Advanced Diploma to Bachelor of Behavioural Psychology

Graduates of the Behavioural Science Technology Advanced Diploma (BST) currently offered by George Brown and St. Lawrence Colleges, may be interested in a degree completion pathway.

The following chart makes note of the gaps in learning for the Behavioural Science Technology Advanced Diploma graduates wishing to enter the proposed Bachelor of Behavioural Psychology. The Vocational Program Outcomes used in the analysis were obtained from George Brown College.

Table B. BST Gap Analysis

Degree Program Outcome	Program Outcomes Advanced Diploma Behavioural Science Technology GBC	Gap in knowledge or skill	Remediation of gap
1. Design interventions and strategies to address a variety of adaptive and maladaptive behaviours within diverse populations.	4. Conduct, with appropriate behavioural supervision, individual behavioural interventions in one or more of educational, applied and clinical settings. 5. Co-facilitate group behavioural interventions sessions in one or more of educational, applied and clinical settings.	Lack knowledge of designing interventions, strategies, and knowledge of populations in the criminal justice system.	Forensic Behaviour Sciences Building Analytical Skills for ABA
2. Evaluate client case information to make sound treatment recommendations for short and long term planning and care.	2. Design, write, implement and evaluate programs in applied behavior analysis. 3. Design, write, implement and evaluate multidimensional behavioural assessments.	Lack the analysis and evaluation skills of case information to inform designing care.	Building Analytical Skills for ABA
3. Analyze social structures and processes related to socially significant behavior change	3. Design, write, implement and evaluate multidimensional behavioural assessments. 6. Apply his/her social, professional and clinical	Lack the analytical skills and the evaluation of the impact of the criminal justice system on behaviour.	Forensic Behaviour Sciences Building Analytical Skills for ABA

	skills in the context of an interdisciplinary setting with a variety of clients, their support networks, professionals and the community.		
4. Apply legislation, policies and procedures in the local, provincial and national context to inform practice	9. Display with individuals and in teams, the clinical, professional and interpersonal skills needed for effective behavioural practice and professional development.	Lacks the application of legislation and policy in the practice of ABA.	Building Analytical Skills for ABA Forensic Behaviour Sciences
5. Utilize evidence-based practice to inform decision making.	Addressed in year 4 of the program		
6. Critiques roles, approaches and diverse perspectives required to participate on a multidisciplinary team.	6. Apply his/her social, professional and clinical skills in the context of an interdisciplinary setting with a variety of clients, their support networks, professionals and the community. 9. Display with individuals and in teams, the clinical, professional and interpersonal skills needed for effective behavioural practice and professional development.	Lacks the critical constructive analysis of the challenges of delivering interprofessional care.	Building Analytical Skills for ABA
7. Interpret information to communicate to a variety of audiences for collaborative intervention, promotional and educational purposes.	5. Co-facilitate group behavioural interventions sessions in one or more of educational, applied and clinical settings. 7. Effectively communicate a behavioural perspective, both orally and in writing as an informed stakeholder in educational, applied and clinical setting.	Lacks communication skills at a degree level that reflects ability to analyze and support arguments.	Building Analytical Skills for ABA

8. Adhere to relevant code of conduct and professional standards in the practice of Behavioural Psychology	8. Conduct themselves in a professional and ethical manner in educational, applied and clinical settings.	Adequately covered in the advanced diploma.	Building Analytical Skills for ABA
9. Utilize a variety of objective observations techniques, assessment tools and research strategies for the purpose of intervention, evaluation and research.	2. Design, write, implement and evaluate programs in applied behavior analysis. 3. Design, write, implement and evaluate multidimensional behavioural assessments.	Lack of in-depth knowledge of observational techniques and application of skills required at a degree level.	Building Analytical Skills for ABA
10. Apply principles of Applied Behaviour Analysis in context of the Biopsychosocial model to support optimal outcomes.	Addressed in year 3 & 4 of the program.		
11. Conduct applied research to inform delivery of services to a variety of clients.	Addressed in year 3 & 4 of the program.		

The remediation for the gaps identified for graduates from the Behavioural Science Technology Advanced Diploma will be bridged during the term prior to a student's entry into the BBP program. **BPSY3899: Building Analytical Skills for ABA** and one reach-back course will be offered in the summer term, to allow students to stream into Semester 5 in a fall term. This summer offering of the reach-back course also introduces some flexibility for students who need to complete the course, which is normally offered in Semester 4.

Bachelor of Behavioural Psychology Program Map – BST Bridging

Entry Point for BST Graduates

Semester 1 Fall/Winter	Semester 2 Winter/Summer	Semester 3 Fall	Semester 4 Winter	Semester 5 Fall
PSYS1503 Introduction to Psychology I (3 Hours)	PSYS1504 Introduction to Psychology II (3 Hours)	PSYS3802 Abnormal Psychology (3 hours)	BPSY2831 Acquired Brain Injury and Rehabilitation (3 Hours)	BPSY3810 Behavioural Psychology in Context (3 Hours)
BPSY1810 Behaviour Theory and Practice I (3 Hours)	BPSY1811 Behaviour Theory and Practice II (3 Hours)	BPSY2810 Standards of Practice (3 Hours)	BPSY2811 Ethics in Behavioural Intervention (3 Hours)	COUN2801 Theories of Counselling (3 Hours)
BPSY1820 Applied Behaviour Analysis I (3 Hours)	BPSY1821 Applied Behaviour Analysis II (3 Hours)	BPSY2820 Interventions I (3 Hours)	BPSY2821 Interventions II (3 Hours)	BPSY3830 Adulthood and Aging (3 Hours)
BPSY1830 Human Development I (3 Hours)	BPSY1831 Human Development II (3 hours)	BPSY2830 ASD & Developmental Disabilities (3 Hours)	BPSY2841 Forensic Behaviour Sciences (3 Hours)	CMHD1812 Introduction to Community Mental Health (3 Hours)
ENGW1801 Writing Strategies (3 Hours)	COMM3801 Interpersonal Communications (3 Hours)	SOCL1801 Introduction to Sociology (3 Hours)	LSO XXX Liberal Studies Option (3 Hours)	LSO XXX Liberal Studies Option (3 Hours)

block transfer credit		Reach-back course	

Seneca
Section 5: Program Delivery

Section 5: Program Delivery

The following section includes:

5.1 Introduction

The Bachelor of Behavioral Psychology is designed to be delivered with a variety of teaching methods that will engage the student in applied learning. This will include lecture, interactive learning, group projects, guest speakers, role play, student presentations, online learning, research activities and more.

As a bachelor's degree program in an applied area of study, each course is delivered in a manner to enable the student to achieve the learning outcomes. At a minimum, the delivery includes professor-led discussion, student-driven study, and activity-based learning, which together enable the student to apply the concepts, knowledge, and techniques learned through discussion and study. As a result, there is an abundance of learning that is guided, hands-on, and then evaluated by the faculty.

All courses are one semester in length, fourteen (14) weeks, usually meeting three (3) hours per week. The discipline's material adapts well to this timeframe, because it provides a suitable amount of time to learn and apply the material, and demonstrate competence with a completion milestone (typically an exam or major assignment).

5.2 Quality assurance of delivery

Seneca conducts sustained, evidence-based and participatory inquiry to ensure that courses and programs, whether delivered using traditional, web facilitated, blended, hybrid, or online methods, are achieving the intended learning outcomes.

Curriculum design and delivery are assessed throughout the program life cycle, with more in-depth analysis taking place during:

a) the program proposal process (prior to approval);
b) formative reviews (every second year); and
c) summative reviews (every five to seven years).

A number of college committees and councils are involved in program approvals and quality assurance measures. The table below outlines the various committees and their role in ensuring that quality measures and outcomes are met.

Seneca Quality Assurance Measures and Outcomes

Quality Measure	Participants/Purpose/Outcomes	Frequency
Institutional/Program Committees		
Program Advisory Committee (PAC)	Industry and external professionals in the specific field, selected to advise the college regarding industry trends, desired program changes to maintain currency, graduate skills and knowledge required in the industry, and employment opportunities.	Typically twice per year
Academic Planning and Student Affairs (APSA) sub-committee of the	Sub-committee of the Board of Governors, responsible for discussion and recommendations to ensure the academic health of the College and the quality of the programs and services it offers.	5-7 meetings per year

Board of Governors	Degree activity and highlights are reported to APSA and the Board.	
Academic Council	Council of representative faculty, chairs and deans to review and recommend changes to academic policy. Revisions to academic degree policies are endorsed by Academic Council for approval by the Vice President Academic. Advisory to the Office of the Vice President, Academic.	8-9 meetings per year
Degree Council (Council mandate is currently under review)	Standing committee of Academic Council responsible for creation, review and recommendations for degree related academic policies, share best practices, and marketing of degrees.	4-5 meetings per year
Promotion Committee	Program faculty and chair meetings held to review individual student achievement and mastery of learning outcomes.	At end of every semester
Program-specific Reviews		
Formative program review	Chair provides a high-level review of program data including: applications, enrolment, retention, co-op placement rates, KPI surveys and course assessment surveys.	Biennial
Summative program review	Program review team conducts an in-depth analysis of cumulative quantitative and qualitative data aligned with the formative review process, including Program Context, Infrastructure, Curriculum and Effectiveness to inform recommendations for program changes. Recommended action plan is presented by Chair and Dean to Vice President, Academic.	Every 5-7 years
External program evaluation committee (EPEC) site visit	External team of academic peers reviews Self-Study/Summative Review and conducts a site visit during which members of the external committee meet with faculty members, students, employers and administrators to gather information with the purpose of assessing the program.	Every 5-7 years – aligned with summative program review and consent renewal cycle.
PEQAB site visit	Quality Assessment Panel, selected by PEQAB, review Degree Consent Renewal materials and meet with faculty members, students, employers and administrators to assess program alignment with Board standards.	Every 5-7 years as required for consent renewal.

Contained in the "Policies" section of this submission is the College's policy on Quality Assurance, which describes the College's commitment to regular academic program review and the College's capacity to provide college-wide infrastructure and student support services such as libraries, learning centres, computer labs, appropriately equipped classrooms, student services and student work space.

5.3 Support for Teaching and Learning/Faculty Development

The Centre for Academic Quality (CAQ, formerly known as CAE) was envisioned in June 2010 and announced to the Seneca community in December 2010. The mandate of the Centre is to provide vision, leadership and support to further the College's quality and innovation mission relative to teaching and learning. The focus is on program development, program review, degree development and renewal, instructional design, innovative curriculum, e-learning and faculty support in educational technologies and pedagogy.

The Centre's goals are to provide faculty and academic leaders with access to expertise in exemplary teaching practice, program development and review and e-learning to enrich student experience at Seneca. The Centre provides opportunities for exploration, collaboration and innovation in teaching strategies and to support and celebrate excellence in teaching. In collaboration with the Office of Leadership and Employee Development, the Office of Institutional Research, Information Technology Services and the Academic Faculties and Schools, the CAQ assists faculty to engage their students through active learning.

CAQ draws on the expertise of the Office of Leadership and Employee Development for registration and tracking of faculty development and joint programming ventures to support faculty and academic leaders.

Under the leadership of the Vice President, Academic, the CAQ is comprised of the following units:

- Program Quality Unit – Program Planning and Development, Program Review, Degree Planning and Development, and Quality Assurance Initiatives;
- Teaching and Learning Unit – Faculty Development, eLearning, New Technologies in Teaching and Learning, curriculum development, course design and strategic academic projects.

CAQ staff include full-time and seconded faculty, full-time administrators, and temporary staff (including co-op students). Visiting faculty lend their expertise to project teams as required.

In addition to driving quality assurance relative to academic programs, Centre staff engage in applied research to inform decisions related to curriculum and pedagogy.

5.4 Student Feedback

Student feedback is collected through an online survey that is distributed during the Fall and Winter semesters for all classes. Students in classes taught by part-time instructors during the Spring semester also receive an opportunity to provide feedback.

See "Policies" section of the submission for the College's policies on student feedback.

5.5 Online Delivery

All Seneca faculty are encouraged to have an on-line presence for their courses, through the Blackboard Course Management System. The creation of an academic community among students and between students and faculty is achieved through synchronous and asynchronous discussion tools which promote enhanced discussion. BlackBoard provides tools that allow for the sub-groupings of learners, who have their own online space for small group learning activities and group project collaboration. The collaboration tools used for live "chat" help to build community and extend learning. Synchronous conferencing provides access for a wide range of learners to interact and build community. E-mail provides a means for enhanced and timely feedback. Course Management Systems localize and organize course material creating a virtual learning environment. Learners are able to share ideas through list serves, newsgroups, e-mail and document exchange.

See "Policies" section of the submission for the College's policies on online delivery.

Seneca

Section 6: Capacity to Deliver

Section 6: Capacity to Deliver

The following section includes:

6.1 Introduction

The College's Quality Assurance Policy ensures the "…College's capacity to deliver college-wide services, such as: infrastructure and supporting services such as libraries, learning centers, computer labs, appropriately equipped classrooms, cafeterias, student services and student work areas, human resources policies and practices, donor accountabilities and stewardship, financial practices, marketing, and institutional communications."

The proposed Bachelor of Behavioural Psychology will be delivered at Seneca's King Campus. This campus houses the Faculty of Applied Arts and Health Science. On the 282 hectares, there is a 233-bed residence, bookstore, library, learning centre, cafeteria, 24-hour security and an athletic and recreation center. The Campus Bus Service provides transportation for students and employees between King, Markham, Newnham and Seneca@York campuses weekdays during the fall and winter semesters.

By 2018, a much-anticipated expansion and modernization project is expected to be complete at Seneca's King campus, creating new and expanded opportunities for exceptional programming to more students.

The Seneca College King Campus is home to approximately 3,500 full-time students. Phase One of the expansion will create space for an additional 1,450 students, while enhancing the quality of student learning and campus life. When this project is complete, the King Campus location will provide teaching and learning opportunities for approximately 5,000 full-time students.

The King Campus Phase One expansion project includes a new academic facility, a new student centre, and renovations to existing facilities. The expansion will allow the College to run more programs at King with cross-disciplinary components, marrying health and community studies with business, for example.

The proposed degree will add to the suite of programs at King Campus which include three degrees, Bachelor of Child Development, Bachelor of Therapeutic Recreation, and the Collaborative Bachelor of Science in Nursing with York University/Seneca College as well as 21 certificate and diploma programs.

Seneca has been building its capacity to deliver degrees over the last decade. Systems, policies and procedures are in place for the ongoing development, delivery and review of the following 12 degrees:

- Bachelor of Aviation Technology
- Bachelor of Child Development (King campus)
- Bachelor of Commerce - Business Management
- Bachelor of Commerce - Financial Services Management
- Bachelor of Commerce - Human Resources Strategy and Technology
- Bachelor of Commerce - International Accounting and Finance
- Bachelor of Commerce - International Business Management
- Bachelor of Interdisciplinary Studies
- Bachelor of Technology (Informatics and Security)
- Bachelor of Technology (Software Development)
- Bachelor of Therapeutic Recreation (King campus)
- Collaborative Bachelor of Science of Nursing (BScN) Degree with York University / Seneca College King campus

The following sections (6.2, 6.3, 6.4 and 6.5) provide further evidence of the college's capacity to deliver the proposed program.

6.2 Learning and Physical Resources

Bachelor of Behavioural Psychology			
	Number of print holdings	**Number of electronic holdings**	**Number of media holdings**
Seneca Libraries resources <u>relevant</u> to the field of study	**Books:** • All Campuses: 9034[1] • King Campus: 2969 **Periodicals:** • All Campuses: 4 • King Campus: 4	**Research Databases[3]:** • Primary: 22 • Secondary: 2 **E-Books:** • All Campuses: 16 752[2]	**Audio-Visual DVDs:** • All Campuses: 714[4] • King Campus: 260 **Audio-Visual streamed films:** All campuses: figure not available.
Other Library Resources and Services	• CAAT Interlibrary Loan Agreement with 24 Ontario Community Colleges • Universities Interlibrary Loan Agreements **Reference Service** • **In-Person & Telephone** • **Research Consultations:** one-on-one research appointments with subject librarians.	**Reference Service** • **Electronic:** Seneca Libraries offer both email and live chat reference services during peak hours, as well as 24/7 access to 'Ask Us' – a searchable online FAQ knowledge base for students. • **Online Tutorials:** 25	• Video streamed films : 32 785

[1] The above figures <u>do not include</u> resources available to support the Liberal Studies options. Liberal Studies would have access to the entire collection of over 84 050 print volumes, of which 18 104 are at King.
[2] The above figures <u>do not include</u> resources available to support the Liberal Studies options. Liberal Studies would have access to the entire collection of over 208 462 eBook titles.
[3] Seneca Libraries' eJournal collection includes approximately 78 329 titles.
[4] Seneca Libraries' DVD collection includes approximately 4928 titles.

Program Specific Databases: Primary		
Academic OneFile	Academic Search Premier	Canadian NewsStand
Canadian Periodical Index (C.P.I.Q.)	CBCA Current Events	CBCA Education
CINAHL with Fulltext	Diversity Studies Collection	Education Research Complete
CBCA Education	Health Source Consumer Education Edition	Health & Wellness Resource
JSTOR	Lexis-Nexis Academic Universe	Medline
ProQuest Nursing & Allied Health	Psychology eCollection	Sage Journals
ScienceDirect	Sociology with Fulltext	Wiley Online Library
Uptodate		
Program Specific Databases: Secondary		
Vocation and Careers eCollection	Vocational Studies Complete	
Online Tutorials	**Online Training Videos**	
- Research Success Tutorials - Academic Honesty Plagiarism Tutorial - APA & MLA Citation Style Tutorials	**Creating Videos:** - Scripting - Creating Animated PowerPoint Videos - Filming Live Action - Screencasting - Editing **Presentations, Pitches and Storytelling:** Storytelling **Copyright:** - Copyright in "Mashups"	**Research, Citation and Searching:** - Why Research? - Choosing Your Keywords - Searching for Articles Using Library Search - Introduction to the Library Catalogue - Introduction to Searching Individual Databases - Finding Literary Criticism - Finding Articles on Current Issues - Popular vs Scholarly Sources - Evaluating Websites - Integrating Research Into Your Paper - Why Cite? - Identifying Citation Information for an APA Reference

		• [Identifying Citation Information for an MLA Citation](#) [Building a Works Cited List Using MLA](#)

Additional Information for Library Support

Information Literacy

The Library is committed to providing users with the skills necessary to access, evaluate and use ethically the information they need to complete their studies and be successful in their chosen career. To provide users with these skills, Seneca Libraries initiated an Information Literacy Mapping Plan to coordinate library instruction throughout all Seneca degree programs across all campuses. This means that library staff, in collaboration with degree program coordinators, plan a scaffolded sequence of instructional classes, workshops, and online tutorials that occur throughout the degree program. As part of this initiative, students in the Bachelor of Behavioural Psychology degree can expect to receive multiple topical and assignment directed in-class research sessions including support for their final applied research project. In addition, they will have access to a range of online tools, tutorials and research resources.

Library Facilities

Seneca Libraries have four campus locations (King, Markham, Newnham and Seneca@York). Each library facility has a variety of student spaces, including individual study carrels, group study areas, bookable study rooms, group media pods, desktop computers and leisure reading areas. All library locations are open Monday to Friday with two of the main campus locations remaining open 9-5 on Saturday and Sunday. During the exam period, Seneca Libraries offer an extended hours 24/7 Study Hall which is available to all students. Our Library Service desks offer research and borrowing assistance to students in-person, while our AskUS and AskON services reach students virtually.

Subject Guides

The Library is committed to supporting degree programs by ensuring that registered students have adequate, relevant and current resources easily available to them. We direct them to available resources by providing a comprehensive starting point, a "Subject Guide" page on the Seneca Libraries website. These resources may include databases, magazines, journals, newspapers, print sources, audio-visual materials, RRS feeds and other valued and reviewed sites on the Internet related to Behavioural Psychology.

Currently, there are two Subject Guide pages to support students enrolled in this Degree program.

http://seneca.libguides.com/behaviouralsciences

http://seneca.libguides.com/psychology

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b. On- and Off-Site Computer Resources and Web Access

Year	Highest Number of Students (in an academic year)	Number of Computers Available to Students in Proposed Program	Number of Computers with Internet Access Available to Students in Proposed Program	Location of Computers	
				On Site	Other (specify)
2016/2017	38	232	232	King	
2017/2018	89	232	232	King	
2018/2019	134	312	312	King	
2019/2020	183	312	312	King	

The computers at all campuses are on a four year renewal cycle.

Student Help Desk services are available in Computer Labs, Computing Commons, Library, and Student Services.

By phone: (416) 491-5050

By e-mail: servicedesk@senecac.on.ca

In Person: The Service Desks are located at 4 main Seneca campuses. The Service Desk hours of operation at King campus are:

Monday to Friday 7:30 a.m. - 7:30 p.m.

Saturday Closed

Saturday Closed

c. Classroom Space and Seating Capacity

Year	Highest Number of Students (in an academic year)	Average (~40 seats)	Large (40-60)	Extra Large (>70)	Location	
					On Site	**Other (specify)**
2016/2017	38	26	13	4	King	
2017/2018	89	26	13	4	King	
2018/2019	134	29	19	10	King	
2019/2020	183	29	19	10	King	

d. Specialized Equipment, Workstations, and Laboratory Space

In the planned King Campus Build five "Active" classrooms will be added to the campus. The Academic IT policy (included in the Policies document in Section 16) outlines the specifications for active classrooms.

6.3 Resource Renewal and Upgrading

6.3 i) Library

Collections Funding

Seneca Libraries' utilizes an on-going and comprehensive plan for curriculum driven library collection development. Long term "collection profiles" are used to develop up-to-date, relevant and faculty supported collections. The number of items collected or made available is proportionate to the number of students in the program as well as the average cost of materials and is based on known usage of the collection. The College has committed to funding of approximately $1,220,000 annually in support of the development and renewal of print and electronic learning resources in all subject areas.

6.3 ii) Seneca's Academic IT Plan (2012-2015)

The goal of Seneca's 2012-2105 Academic IT Plan was to move Seneca to a fully student-centred learning community by 2015/2016 where technology (including mobile technology) is a major feature of the learning environment. In order to accomplish this goal, an awareness of technology trends related to education was necessary.

The guiding principles of the plan include:

1. To develop an overarching strategy to support the eLearning plan which will focus on Academic IT in the future: mobile computing, social networking and blended learning as well as providing students with activity based, problem based and experiential based approaches.

2. To allocate resources to support needs based on new program development and applied research needs.

3. To provide accountability & flexibility for greater transparency to stakeholders and will enable more strategic spending through regular reporting to allow adjustments to be made as needs identify.

4. To provide support for innovation in new learning environments and the professional development to support its rollout.

5. Ensure that the Academic IT Plan exists to support the academic process and is an investment to support teaching and learning.

See "Policies" section of the submission for the College's policies and procedures for the complete Academic IT Plan (2012-2015).

6.3 iii) Campus Expansion

Infrastructure Ontario (IO) and Seneca College have shortlisted three teams to design, build and finance the Seneca College King Campus phase one expansion project in King City. The shortlisted teams, each of which includes a developer/builder, designer and a financial advisor, were invited to respond to a request for proposals in late 2014.

In less than three years, a much-anticipated expansion and modernization project is expected to be complete at Seneca's King campus, creating new and expanded opportunities for exceptional programming to more students.

The Seneca College King Campus is home to approximately 3,500 full-time students. Phase One of the expansion will create space for an additional 1,450 students, while enhancing the quality of student learning and campus life. When this project is complete, the King Campus location will provide teaching and learning opportunities for approximately 5,000 full-time students.

The King Campus phase one expansion project includes:

• A new academic facility to accommodate approximately 25 new classrooms, computer labs, specialty labs for training health-care practitioners, a library, learning commons, and student study space.

• A new student centre, which will include a multi-purpose athletic and recreation space featuring a gymnasium, fitness centre, informal study areas and event spaces, partially funded by the Seneca Student Federation and the Student Athletic Association.

• Minor renovation to Garriock Hall — the main academic facility — and to existing site services.

Seneca's expansion plans for King campus

The expansion will allow the College to run more programs at King with cross-disciplinary components, marrying health and community studies with business, for example.

All construction will take place within a strictly-defined footprint to safeguard the College's privileged setting on the Oak Ridges Moraine. Seneca has been careful to ensure sustainability on campus. The new build provides an opportunity to modernize and do more. It is expected to include a very green building, including efficient use of water and other resources. King Campus is located in one of the fastest growing regions in the country, more than one million people already live within a half hour drive of the college. The community need for postsecondary education in the area is increasing as is the need for the skills of graduates of the King programs. With the support of the Ontario government, the community and the students, Seneca will be ready to respond.

Honourable Reza Moridi, Minister of Training, Colleges and Universities
"The demand for innovative programs and additional student services at Seneca College's King Campus is growing. This expansion will help meet our government's commitment to ensuring access to a quality postsecondary education here in Ontario."

Honourable Brad Duguid, Minister of Economic Development, Employment and Infrastructure
"The Seneca College King Campus expansion demonstrates our government's commitment to long-term investment in infrastructure, which is part of Ontario's economic plan to strengthen our education system. The state-of-the-art facilities at Seneca will ensure that students continue to have access to high-quality postsecondary education."

6.4 Support Services

Seneca's size and diversity means that students have an unparalleled selection of services and resources to support them in their chosen field of study.

Support Service	Brief Description of Service
Academic Advising	Academic advisement is routinely provided by co-ordinators and advising staff in each school. In addition, the Library/Learning Commons provides both academic and technical services and resources at each of the campuses. The academic support includes one-on-one tutoring, skills development workshops, computer help desks, and special needs services. The information and technical resources include microcomputer stations, e-mail access, books, magazines and periodicals, audio-visual materials and equipment, online reference service, and online access to research databases.
Career Counselling	Career Services are responsive to student needs by providing co-operative education opportunities, career and vocational counselling, and job placement advice and resources.
Personal Counselling	Personal, Academic and Vocational counselling is provided by Counselling and Accessibility Services. Personal concerns, relationship and gender issues as well as support in clarifying interests, aptitudes, needs and values as one makes vocational and academic decisions are addressed by professional counsellors. Psycho educational and vocational assessments are also provided. Counselling and special needs services are available and how to access these are articulated on the unit's website (http://www.senecacollege.ca/students/counselling/)
Placement/Career Services	Assistance is provided to students through classes, workshops, special events, resources and individual consultation. Student advisement includes clarification of interests and skills, job search strategies, resume and interview preparation. Students can access resources in the Career Centre at each campus or online through the Career Services website - http://careerservices.senecac.on.ca/ Career Link (https://www.senecacareerlink.com/) is Seneca's exclusive job posting website, providing students and recent grads access to on-campus, part-time, summer and full-time job openings.

Services for Students with Disabilities	Students with disabilities are accommodated through a variety of services and resources provided by the Counselling and Accessibility Services Department at Seneca.
Tutoring	The Learning Centres provide tutoring to all Seneca students. Faculty provide the academic leadership and direction that have made the Learning Centres key resources that enhance student success and retention. The Centres offer both one-on-one and small group tutoring in Math, English and specific subject areas. The Centres also offer workshops and individual sessions in Time Management, Study Skills, and Oral Fluency. Although most tutors are from Seneca, students from other post-secondary institutions complement the academic support the Centres deliver. The Seneca Learning Centres provide on-on-one and small group tutoring for Degree, Diploma and Certificate programs. We assist students with their English, Math, General Education and program specific subjects. Students can analyze their learning styles, get specific help in their specific field of study or other related subjects, and learn how to get the most out of their Seneca degree.
Other(s):	
Financial Aid Services	Financial Aid services assist students to manage the financial aspects of their education through government loans, scholarships, bursaries and a work-study program.
Residence	In addition to the residences at the Newnham and King Campuses that accommodate over 1,300 Seneca students, there is an internet-based off-campus housing registry to assist students who are commuting to Seneca.
Student Government Services	Students have the opportunity to develop leadership and teambuilding skills by participating in the Seneca Student Federation Inc. and the Seneca Student Athletics Association. The athletic, social and cultural programming organized by the student organizations provide students with a holistic educational experience. The cultural diversity at Seneca provides rich experiences for students to learn about many different cultures and to develop awareness and tolerance of differences.
Student Life Services	The Student Life Centre at each campus provides a full range of services and resources, including advocacy and advisement, student insurance, legal aid clinic, student success initiatives, etc.
Health and Safety	Seneca has a comprehensive set of policies and procedures to ensure the safety and security of its students and staff. Given the size and complexity of the organization, the potential for serious incidents is significant, but in reality there are few incidents because of the proactive and highly effective manner in which issues are addressed.

Child Care	Professional and dedicated staff provide high quality child care to infants, toddlers, preschool and kindergarten aged children of students and graduates. Child care centres are located on the Newnham and King Campuses.
Degree and Credit Transfer Office	Numerous opportunities exist for Seneca grads to pursue further education through Seneca's varying agreements and partnerships with Colleges and Universities both locally and abroad. Seneca's Degree and Credit Transfer Office (DCTO) (www.senecacollege.ca/degreetransfer) provides internal and external students with advisement throughout their transition from diploma to degree or degree to graduate studies and connects students with the resources and information to support their academic goals. The Degree and Credit Transfer office not only hosts a series of annual events which connect students with post-secondary education institutions but also facilitates guided workshops such as "How to Apply to Graduate Studies and Professional Degree programs", in addition to coordinating and producing Seneca's Degree Transfer Guide publication which outlines all pathway opportunities for Seneca programs: www.senecacollege.ca/degreetransfer/guide. Likewise, the DCTO works closely with the Ontario Council on Articulation and Transfer to promote and showcase both incoming and outgoing provincial pathways and equivalencies using the www.ONTransfer.ca site.

6.5 Faculty

See "Policies" file for the College's policies, guidelines and practices pertaining to Faculty and Staff.

Four-Year Enrolment Projection Plan and Staffing Implications

Year	Semester	Cumulative Enrolment Full-time	Cumulative Full-time Faculty Equivalents (F.T.E.)	Ratio of FT Students to FT Faculty
1 **(2016/17)**	Fall	20	1.1	18:1
	Winter	38	2.5	15:1
	Summer	18	1.4	13:1
2 **(2017/18)**	Fall	75	3.4	23:1
	Winter	89	4.0	23:1
	Summer	18	1.8	11:1
3 **(2018/19)**	Fall	125	4.4	29:1
	Winter	134	6.2	22:1
	Summer	56	3.6	16:1
4 **(2019/20)**	Fall	165	5.5	31:1
	Winter	183	7.4	25:1
	Summer	73	3.6	21:1

Note: Calculations are based on faculty teaching 15 hours in Fall & Winter semesters and 12 hours in the Summer semester.

Bachelor of Behavioural Psychology															
Enrolment Plan															
	Year 1 (2016)				Year 2 (2017)				Year 3 (2018)				Year 4 (2019)			
Sem	F	W	S	Total	F	W	S	Total	F	W	S	Total	F	W	S	Total
1	20	20	0	40	25	20	0	45	30	20	0	50	35	25	0	60
2	0	18	18	36	0	23	18	41	0	25	18	43	0	33	20	53
3	0	0	0	0	30	0	0	30	38	0	0	38	40	0	0	40
4	0	0	0	0	0	28	0	28	0	36	0	36	0	38	0	38
5	0	0	0	0	20	0	0	20	40	0	0	40	55	0	0	55
6	0	0	0	0	0	18	0	18	0	38	0	38	0	53	0	53
Coop	0	0	0	0	0	0	0	0	0	0	38	38	0	0	53	53
7	0	0	0	0	0	0	0	0	17	0	0	17	35	0	0	35
8	0	0	0	0	0	0	0	0	0	15	0	15	0	34	0	34
Totals	20	38	18	**76**	75	89	18	**182**	125	134	56	**315**	165	183	73	**421**

6.6 Curriculum Vitae Release

The college has on file and available for inspection, from all faculty and staff whose
CVs are included in this submission, signatures that attest to the truthfulness and completeness
of the information contained in their CV and agreeing to the inclusion of their CV in any
documents/websites associated with the submission, review, and final status of the program
application.

Seneca

Section 7: Credential Recognition

Section 7: Credential Recognition

The following section includes:

7.1 Credential Recognition

7.1 (i) Employers

Seneca - King Campus is positioned as an integral part of York Region. The discussions about the proposed Bachelor of Behavioural Psychology began several years ago when the Behavioural Sciences diploma was proposed to a Program Advisory Committee. At that time, the committee supported the eventual development of a Bachelor of Behavioural Psychology which would provide qualified diploma students an opportunity to complete a degree after graduation. Further consultation took place, both formally and informally, with community health care providers at professional meetings, individual conversations and through the Ad Hoc Advisory Committee. Because of the growing demand for skilled practitioners in the field of Applied Behaviour Analysis, the support has been very strong for the development and delivery of a Bachelor of Behavioural Psychology at Seneca, King Campus.

7.1 (ii) Postsecondary Institutions

The Bachelor of Behavioural Psychology program maximizes the graduates' potential for employment and promotion in their field and further study. It meets the Board's standard and benchmarks for Credential Recognition.

The program is also designed with content and academic rigor that is expected to facilitate credit transfer to and credential recognition by other post-secondary institutions in Canada, the United States, and abroad. Issues of transferability and credit transfer have been a focus of Seneca's attention in order to facilitate the mobility needs of its graduates in a global economy. Efforts have been made to ensure that courses are commensurate with undergraduate instruction (both at the lower and upper levels) at other post-secondary institutions.

Students from Seneca's Baccalaureate Degree programs have been considered and admitted to countless Master's programs both locally and abroad. Our rigorous curriculum has prepared a number of our students for further education at the Graduate studies level and we are seeing an increasing number of students successfully pursuing Graduate Studies degrees as a result. As it currently stands, Seneca alumni have been admitted to local programs at the University of Toronto, Ryerson University and York University and have pursued graduate level studies at programs outside of the province such as Royal Roads University and as far as Griffith University in Australia. The following universities have given written confirmation that graduates of Seneca Baccalaureate Degree programs are eligible to apply to their Master's programs, and will be considered, provided they meet outlined admission criteria:

University Canada West	Memorial University of Newfoundland
University of Cape Breton	University of New Brunswick – Fredericton
Centenary College	University of New Brunswick – St. John Northwood University
Davenport University	
Embry-Riddle Aeronautical University – Prescott Arizona Campus	Royal Melbourne Institute of Technology
	Royal Roads University
Griffith University	St. Mary's University

Schiller International University   Birmingham City University

Thompson Rivers University   McMaster University

Hawaii Pacific University

In addition to the list outlined above, students from a number of Ontario College's offering baccalaureate degrees have successfully been admitted to graduate studies programs at Brock, Carleton, Waterloo, Western, Windsor, and OCAD in addition to a variety of professional degree programs such as teacher's college and law school. Some students have also gone on to pursue PhD's after completion of their Master's Degree. These examples further demonstrate that the standards which Ontario Colleges have met when developing their baccalaureate degrees are not only preparing our students for a higher level of education, should they wish to pursue it, but are also preparing them to excel within these Graduate studies programs once they have been admitted. As the Council of Ontario Universities (COU) Statement on Advanced Study at Provincially Assisted Universities[7] states, "Each applicant is considered on his or her own merits, according to standards set by each institution, program by program." Graduates of Seneca degree programs have demonstrated, through their graduate work, the quality of the preparation they received from Seneca.

Specific to the Bachelor of Behavioural Psychology, the programs at thirteen postsecondary institutions (listed below) have been identified as desirable credentials for graduates to pursue. Communication with these programs has been initiated and endorsements will be collected to be shared during the consent approval process. As of the submission date, we have attached letters in Section 7.3 from the following four universities: Brock University, St Cloud State University (Minnesota), Long Island University (New York), and University of Manitoba.

1. York University - MA Psychology
2. University of Manitoba - MA Psychology
3. McMaster University - MA Psychology
4. Ryerson University - MA Psychology
5. Long Island University - M.A. in Behavior Analysis
6. Penn State - MA in Applied Behavior Analysis
7. Wilfrid Laurier - Behavioral Neuroscience M.Sc.
8. Brock University - Masters in Applied Disability (MADS) with specialization in Applied Behaviour Analysis (ABA)
9. St. Cloud State University, MN - MS in Applied Behaviour Analysis Program
10. The University of British Columbia - Further graduate studies
11. University of California, Santa Barbara - Further graduate studies
12. University of Kansas - Graduate Program in Applied Behavioral Science
13. University of North Texas - Further graduate studies

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[7] http://cou.on.ca/about/pdfs/cou-statement-on-advanced-study

7.1 (iii) Professional Associations

The proposed Bachelor of Behavioural Psychology was designed using the guidelines of the Behaviour Analyst Certification Board (BACB), Association of Behavior Analysts International (ABAI), and Ontario Association for Behaviour Analysis (ONTABA) in the field of Applied Behaviour Analysis. The Fourth Edition Task Lists[8] and course work requirements were reviewed and considered in the development of the program outcomes, curriculum design, learning outcomes, evaluations methods, and course progression over the four years. Seneca has been in correspondence with BCBA and ONTABA. In section 8 includes an analysis of the BCBA guidelines and how the proposed curriculum fits the requirements of these organizations.

7.2 Career Progression and Life-Long Learning.

The curriculum will prepare graduates to work in a variety of settings with clients across the lifespan. Graduates with a degree in behavioral psychology could potentially work in the following positions:

- Acquired Brain Injury Support Workers
- Addictions Counsellors
- Autism Instructor Therapists
- Behaviour Therapists
- Behavioural Consultants for Individuals with Developmental Disabilities or Geriatric Clients
- Child & Adult Mental Health Counsellors
- Industry and Organizational behavior
- Job Coaches
- Life Skills Instructors
- Rehabilitation Counsellors
- Residential Workers
- Vocational Counsellors
- Young Offender Counsellors
- Youth & Adolescent Workers

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[8] www.bacb.com/Downloadfiles/TaskList/BACB_Fouth_Edition_Task_List

7.3 Letters of Support

Letters and records of support have been received by the following agencies and organizations:

- Community Living York South
- Kerry's Place Autism Services
- The York ASD Partnership
- AlphaBee Centre

And from the following post-secondary institutions:

- Brock University, St Catherine's, Ontario
- Long Island University, Brookville, NY
- St. Cloud University, MN
- University of Manitoba, Manitoba

COMMUNITY LIVING
York South

Inspiring Possibilities

FOCUS
accreditation

FOCUS-Accredited Organization
2013 - 2017

April 15, 2014

Mrs. Biljana Bruce
Chair, School of Community Studies
Seneca College of
Applied Arts & Technology
13990 Dufferin St., King City
ON, L7B 1B3

Dear Mrs. Bruce;

Please accept this as a Letter of Partnership and Support for the proposed <u>Bachelor of Behaviour Psychology Degree Program</u> at Seneca College, through the Faculty of Applied Arts and Health Sciences.

Community Living York South strongly supports this initiative, as it has tremendous potential for strengthening and enhancing the future delivery of services for persons who have intellectual disabilities and/or dual diagnosis in the community. Community Living York South supports over 300 individuals in its direct service delivery program who have an intellectual disability. The program objectives detailed in your proposal will assist in addressing the knowledge and training gaps for graduates who are intending to pursue a career in the social services sector.

Community Living York South is committed to assisting with the development of the degree program's objectives and content. We look forward to providing opportunities for students to participate in field placements.

Thank you for diligently working toward developing an opportunity that will prove to strengthen the supports and services available to individuals who have intellectual disabilities and/or those who are dually diagnosed.

Sincerely,

Ursula Rehdner
Deputy Executive Director
Community Living York South

CC: D. Wilkinson, Executive Director, Community Living York South

Supporting people who have an intellectual disability
www.communitylivingyorksouth.ca

101 Edward Avenue
Richmond Hill, ON L4C 5E5
t. 905-884-9110 or 905-889-5239 f. 905-737-3284

Charitable #: 10822 6556 RR0001 | A member agency of United Way of York Region

Seneca

College of Applied Arts
and Technology
13990 Dufferin St. King City, ON L7B 1B3
www.senecacollege.ca

Record of Support

I understand that Seneca College is preparing an application for the Ontario Ministry of Training, Colleges and Universities to offer a Bachelor of Behavioural Psychology, with an anticipated start date of September 2016.

This letter is to acknowledge that based on the information provided, my organization supports the development of the Bachelor of Behavioural Psychology at Seneca.

Additionally, once the program is approved, my organization would consider supporting the program in the following ways (please click directly on the boxes to select all that apply):

X☐ Hire a graduate	☐ Provide scholarships
X☐ Serve as a guest lecturer	X☐ Act as a student mentor
X☐ Provide a 14-week work placement opportunity	
☐ Other: Click here to enter text.	

Contact Information

Name: Ursula Rehdner

Title: Deputy Executive Director

Organization: Community Living York South

Phone: 905-884-9110 ext. 225

Email: urehdner@communitylivingyorksouth.ca

Signature: *UtRehdner*

Date: February 27, 2015

Additional Comments:

Additional comments from Ursula Rehdner, Community Living York South:

Seneca College of Applied Arts and Technology is a well established educational institution that is known for its commitment to partnership and community leadership. The proposal's collaborative approach with community partners in order to develop a comprehensive program that may appeal to employers in various sectors attests to this reputation.

As an organization that has supported people who have intellectual disabilities for over 60 years, Community Living York South has had the opportunity to work with Seneca in different capacities. We have worked diligently with other community based service providers to successfully collaborate for the development of Seneca's comprehensive diploma program in Behavioural Sciences. We recognize the importance and value of developing an effective degree program in behavioural psychology in order to prepare students for a variety of career paths related to this field of study. As such, Community Living York South strongly supports Seneca's proposal and looks forward to the opportunity to work and learn together in the development of a Bachelor of Behavioural Psychology program.

Kerry's Place
Autism Services
Services en autisme

34 Berczy Street, Suite 190
34, rue Berczy, bureau 190
Aurora, ON L4G 1W9
t: 905.841.6611

April 1, 2014

Seneca College

1750 Finch Ave E, Toronto, ON M2J 2X5

Re: Letter of Support for the Seneca College Behaviour Psychology Degree Program

Kerry's Place Autism Services is Canada's largest specialized ASD service provider. We provide residential services for 160 adults and in-home supports to over 7500 families of children and adults with ASD on an annual basis. Kerry's Place employs over 1000 staff. A behaviour psychology background would be value for many of these roles.

As a result, Kerry's Place Autism Services is in full support of the development of a Behaviour Psychology Degree Program at Seneca College. All of our supports and services utilize the principles of Applied Behaviour Analysis as a foundation for skill development and behavior change.

Kerry's Place Autism Services is happy to provide input and consultation on the development process as required.

Sincerely,

Neil Walker

Chief of Education & Capacity Enhancement

Kerry's Place Autism Services

34 Berczy Street, Aurora ON

L4G1W9

kerrysplace.org
Charitable Registration Number / Organisme de bienfaisance no 107565665 RR0001

40 years
ans

#WhatsYour40
#kerrysplace
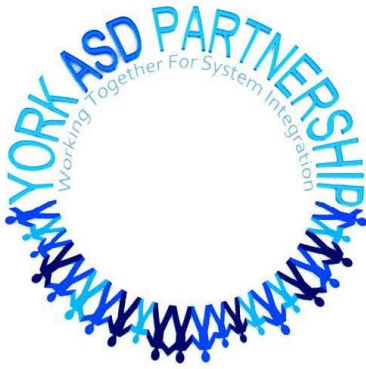
Autism Ontario York Region Chapter

Blue Hills Child and Family Centre

Catulpa Community Support Services

Children's Case Coordination

Children's Treatment Network of
Simcoe/York

Community Living York South

Early Intervention Services of York Region

Kerry's Place Autism Services

Kinark Child and Family Services &
Central East Autism Program

Muki Baum Treatment Centre

Reena

TRE-ADD (Treatment, Research and
Education for Autism and Developmental
Disorders) and Panorama Program

York Catholic District School Board

York Central Hospital Behaviour
Management Services of York and Simcoe

York Region District School Board

York Region Preschool Speech
and Language Program, Markham
Stouffville Hospital

York Support Services Network

York University Faculty of Health

MCYS/MCSS (Central East Regional
Office/Exofficio)

Ministry of Education Exofficio

April 1, 2014

Seneca College
1750 Finch Ave E, Toronto, ON M2J 2X5

Re: Letter of Support for the Seneca College
Behaviour Psychology Degree Program

The York ASD Partnership is a collaboration of 21
organizations including Seneca College, who have
joined together to improve the system of supports for
people with Autism Spectrum Disorder and their
families. Details, about the York ASD Partnership
can be found on our website at
www.yorkasdpartnership.org

The York ASD Partnership fully supports the
development of a Behavioural Psychology Degree
Program at Seneca College. A degree in this area of
study is a valuable background for many roles within
our partner organizations. Graduates with an
understanding of behaviour, autism, mental health
and other disabilities will enhance the professional
skills in our field.

The York ASD Partnership is happy to offer input
and support in the planning process as required.

Sincerely

Sylvia Pivko
Sylvia Pivko, MSW,RSW
Chair, York ASD Partnership/
Executive Director
Blue Hills Child and Family Centre

Seneca

College of Applied Arts
and Technology
13990 Dufferin St. King City, ON L7B 1B3
www.senecacollege.ca

Record of Support

I understand that Seneca College is preparing an application for the Ontario Ministry of Training, Colleges and Universities to offer a Bachelor of Behavioural Psychology, with an anticipated start date of September 2016.

This letter is to acknowledge that based on the information provided, my organization supports the development of the Bachelor of Behavioural Psychology at Seneca.

Additionally, once the program is approved, my organization would consider supporting the program in the following ways (please click directly on the boxes to select all that apply):

☑ Hire a graduate	☐ Provide scholarships
☑ Serve as a guest lecturer	☐ Act as a student mentor
☐ Provide a 14-week work placement opportunity	
☐ Other: Click here to enter text.	

Contact Information

Name: Lisa Kota

Title: Senior Therapist

Organization: AlphaBee Centre

Phone: 416-367-5968   work cell 647-629-1339

Email: lisa@alphabee.com

Signature: Lisa Kota

Date: March 2, 2015

Additional Comments:

Brock

Faculty of Social Science
Centre for Applied Disability Studies

Brock University
Centre for Applied Disability Studies
Niagara Region
500 Glenridge Ave.
St. Catharines, ON
L2S 3A1   Canada
T 905 688 5550 x5395
F   905 378 5719
disabilitystudies@brocku.ca
www.brocku.ca/disabilitystudies

February 5, 2015

Tina DiSimone,
Dean, Faculty of Applied Arts & Health Sciences
Principal, King Campus
Seneca College of Applied Arts & Technology
13990 Dufferin Street N.
King City, ON L7B 1B3

RE: Seneca's Bachelor of Behavioural Psychology

Dear Dean DiSimone:

Thank you for reaching out to the Centre for Applied Disability Studies at Brock University to share your proposed Bachelor of Behavioural Psychology program with me. I have reviewed the Executive Summary as well as the proposed curriculum and I am pleased to offer my endorsement of your program. In my opinion, the program should prepare your graduates with a degree and strong knowledge base appropriate for applying to our Master programs in Applied Disability Studies with specialization in Applied Behaviour Analysis. We look forward to reviewing applicants from your program for consideration for admission to our grad programs.

If I can be of any further assistance, or provide additional information, please do not hesitate to contact me.

Sincerely yours,

Maurice Feldman, Ph.D., C.Psych., BCBA-D
Full Professor and Director
T 905 688 5550 x4894
mfeldman@brocku.ca

From: Gerald Lachter [mailto:Gerald.Lachter@liu.edu]

Sent: Monday, December 15, 2014 2:35 PM

To: Tina Di Simone

Subject: RE: Seneca's Bachelor of Behavioural Psychology

Tina,

In response to your recent email, I would agree that your Behavioral Psychology program would offer your students an excellent background in the field. We would certainly encourage them to apply to our graduate program if they are seeking additional training and board certification. I agree with you that this a growing and important field and offers students excellent opportunities for continuing their education or for finding positions at many of the agencies that are actively recruiting BCBA's. If you need any further information please do not hesitate to contact me.

Sincerely yours,

Gerald D. Lachter, Ph.D., BCBA-D, LBA

Professor & Chairperson

LIU Post

Department of Psychology

720 Northern Blvd.

Brookville, NY 11548

(516)299-2184

ST. CLOUD STATE
UNIVERSITY

Applied Behavior Analysis Program
Department of Community Psychology, Counseling, and Family Therapy

720 Fourth Avenue South   Phone   (320) 308-2160
St. Cloud, MN 56301-4498   Email: Eric Rudrud ehrudrud@stcloudstate.edu

2/12/2015

Tina DiSimone MCEd, BA (Psych)
Dean, Faculty of Applied Arts & Health Sciences
Principal, King Campus
Seneca College of Applied Arts & Technology
13990 Dufferin Street N. | King City, ON | L7B 1B3
416.491.5050 ext. 55000

Dear Dean DiSimone
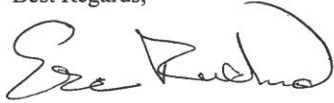
I would like to offer my support for your proposed Bachelor of Behavioural Psychology program at Seneca College of Applied Arts and Technology. There is an extreme shortage of persons with a background in applied behavior analysis to provide necessary services to individuals with autism and their families, as well as other individual with disabilities. The incidence of autism is estimated to affect 1 in 88 children. Intensive Applied Behavior Analysis programming is the only scientifically proven treatment for persons with autism. Unfortunately, these services are effective with only 40-50 percent of children with autism and the remaining children require additional behavior analytic services throughout their lives. The children and their families affected by autism are at a loss to find qualified individuals.

Your program will provide students with a strong background in applied behavior analysis and we would welcome them as potential students in our M.S. in Applied Behavior Analysis program. 100% of our M.S. graduates have found employment in private in-home and center based programs providing services to children with autism, school districts providing services to children with all disabilities, adult residential and vocational programs, state agencies that provide services to individuals with developmental disabilities and mental illness, and public and private mental health clinics and programs. Additionally, several of our graduates have found employment in the private sector working in the area of organizational behavior management. Lastly, approximately 10-20% of our students pursue their doctorates in applied behavior analysis at other universities.

Finding highly qualified students with an adequate academic background in applied behavior analysis is a challenging for our graduate program. While we receive many applications, we find their academic background in applied behavior analysis is often lacking. The comprehensive program outlined would do a service to St. Cloud State University and other graduate programs in applied behavior analysis.

If I may provide additional information or evidence of further support, please contact me.

Best Regards,

Eric Rudrud, Ph.D., L.P.
Applied Behavior Analysis Program
Dept of Community Psychology, Counseling and Family Therapy
St. Cloud State University
720 Fourth Ave South
St. Cloud, MN 56301-4498

From: Dan Bailis <Dan.Bailis@umanitoba.ca>
Sent: Friday, January 2, 2015 12:48 PM
To: Tina Di Simone
Cc: C.T. Yu
Subject: RE: Seneca's Bachelor of Behavioural Psychology

Dear Dean Di Simone,

Thank you for your interest in our graduate programs as a post-graduate opportunity for students in the proposed Bachelor of Behavioural Psychology program at Seneca College, and for the related materials you provided for our review. I have read these materials carefully myself and also shared them with the current coordinator of our graduate programs in Applied Behaviour Analysis, Dr. C. T. Dickie Yu.

We are impressed by this proposed program that will give students the necessary background and training in ABA to work with families and clients with autism spectrum disorders and acquired brain injury and possibly in areas such as forensics, organizational behavior management and aging. There is certainly a high demand for this skill set in autism and acquired brain injury in recent years. There are also many behavioral practitioners in the other areas, especially in organizational behavior management and aging.

Graduates of the Seneca program would meet the basic requirements to be considered for admission to our pre-Master's or Master's programs in Psychology, within the Faculty of Graduate Studies at the University of Manitoba. Admission to all of our graduate programs is competitive, based on applicants' grade point averages, GRE scores, and faculty interest. The pre-Master's or Master's level of admission is then determined on a case-by-case basis, with the pre-Master's level being designed to allow students one year, as a graduate student, to develop the research experience, seminar experience, additional training in statistics/methodology, and/or breadth of training in different areas of psychology that they may need in order to be successful with the remaining requirements at the graduate level.

On our review of the prospectus, graduates of the proposed program at Seneca College who needed any such additional training would undoubtedly be able to complete it within the first year, and they would exceed our basic admission requirements in several areas (e.g., their co-op experience and other training in behavioral applications and professional practice) that bode well for continued success in our graduate program, and hence would be likely to increase faculty interest in their applications.

Thanks again for the opportunity to review these materials. I am very glad to know of this proposed program at Seneca College, and I wish you all the best with its continued development.

Sincerely,
Dan Bailis
Professor and Head
Department of Psychology
University of Manitoba

Section 8: Regulation and Accreditation

Section 8: Regulation and Accreditation

> Where licensing or certification is *required by legislation* for entry to practice in the profession or trade, the Ministry of Training, Colleges and Universities requires that colleges ensure that their programs will meet the requirements of the regulatory body in order to be approved for funding.
>
> Alternatively, colleges may choose to have a program accredited or recognized by a voluntary membership organization or association. Graduate eligibility for association recognition or adherence to standards imposed by the body is *not a requirement* for program funding approval by the Ministry of Training, Colleges and Universities.

☐   There is legislative requirement that the program graduates must be certified or licensed by a regulatory authority to practice or work in the occupation.

■   Recognition of the program by a voluntary professional body is being sought.

☐   Recognition is not being sought.

There are currently no requirements in Ontario for accrediting practitioners of Applied Behaviour Analysis. The practice is that graduates of an undergraduate or graduate degree from a recognized higher learning institution in the U.S.A. or Canada can apply to the Behaviour Analyst Certification Board (BACB) in the U.S.A. In the case of a graduate with a Bachelor's degree, they are eligible to apply for accreditation as a Board Certified Behaviour Analyst (BCaBA); graduates of a Master's degree are eligible to apply for accreditation as a Board Certified Behaviour Analyst (BCBA).

Graduates who wish to apply to take the accrediting exam with BACB are required to have a degree conferred from a Canadian institution of higher education that is a member of the Association of Canadian Community Colleges (ACCC) and a program that fulfills the course content requirements. Graduates are required to have 180 hours of instruction in the following content areas:

A. **Ethical and Professional Conduct – 15 hours**

The content should be based on the BACB Professional Disciplinary and Ethical Standards and the BACB Guidelines for Responsible Conduct for Behavior Analysts.

B. **Concepts and Principles of Behavior Analysis – 45 hours**

The content should be based on the BACB Foundational Knowledge List.

C. **Research Methods in Behavior Analysis**

The content should be based on the BACB Fourth Edition Task List.

- Measurement (including Data Analysis) – 10 hrs

- Experimental Design – 5 hrs

D. Applied Behavior Analysis

The content should be based on the BACB Fourth Edition Task List.

- Fundamental Elements of Behavior Change & Specific Behavior Change Procedures – 45 hrs
- Identification of the Problem & Assessment – 30 hrs
- Intervention & Behavior Change Considerations – 5 hrs
- Behavior Change Systems – 5 hrs
- Implementation, Management and Supervision – 5 hrs

E. Discretionary – 15 hours[9]

If the applicant is successful they will receive the designation of Board Certified Assistant Behaviour Analyst (BCaBA).

The role of a BCaBA is as follows:

> "The BCaBA conducts descriptive behavioral assessments and is able to interpret the results and design ethical and effective behavior analytic interventions for clients. The BCaBA designs and oversees interventions in familiar cases (e.g., similar to those encountered during their training) that are consistent with the dimensions of applied behavior analysis. The BCaBA obtains technical direction from a BCBA for unfamiliar situations. The BCaBA is able to teach others to carry out interventions and supervise behavioral technicians once the BCaBA has demonstrated competency with the procedures involved under the direct supervision of a BCBA. The BCaBA may assist a BCBA with the design and delivery of introductory level instruction in behavior analysis. It is mandatory that each BCaBA practice under the supervision of a BCBA. Governmental entities, third-party insurance plans and others utilizing BCaBAs must require this supervision."[10]

The course content requirements were used to support the development of the curriculum of the Bachelor of Behaviour Psychology and are mapped in the table below. The table demonstrates that the proposed BBP curriculum meets or exceeds the prescribed education requirements for an application for BCaBA accreditation.

Seneca is presently in conversation with BACB with the goal, once the degree is approved, of submitting the curriculum for review by the board to gain recognition as an approved course sequence.

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[9] Behavior Analyst Certification Board. "Standards for Board Certified Assistant Behaviour Analysts (BCaBA)" [Online]. Available: http://www.bacb.com/index.php?page=52 [March 2015].
[10] http://www.bacb.com/index.php?page=4

The following chart was developed in order to align our curriculum with the BCaBA course work requirements.

Requirements	BBP Courses that Contribute to the Requirements
Ethical and Professional Conduct (15 hrs)	- Ethics in Behavioural Interventions - Standards of Practice - Legislation, Policy and Systems - Mediation and Negotiation Strategies - Theories of Counselling - Interventions II
Concepts and Principles of Behavior Analysis (45 hrs)	- Applied Behaviour Analysis I - Interventions I & II - Behavioural Psychology in Context - Behavioural Counselling
Measurement (including Data Analysis) (10 hrs)	- Behaviour Theory & Practice I & II - Applied Behaviour Analysis II - Applied Statistics in Social Science - Practical Applications of ABA
Experimental Design (5 hrs)	- Interventions II - Applied Statistics in Social Science - Research Methods - Research Project
Identification of the Problem & Assessment (30 hrs)	- Standards of Practice - ASD & Developmental Disabilities - Forensic Behaviour Sciences - Adulthood and Aging - Theories of Counselling - Human Development I & II
Fundamental Elements of Behavior Change & Specific Behavior Change Procedures (45 hrs)	- Behaviour Theory and Practice I & II - Human Development I & II - Interventions I - Applied Behaviour Analysis II - ASD & Developmental Disabilities - Forensic Behaviour Sciences - Adulthood and Aging
Behavior Change Systems (5 hrs)	- Interventions I - Advanced Topics in Applied Behaviour Analysis - Standards of Practice - Mediation and Negotiation Strategies - Behavioural Approaches to Education - Practical Applications of Applied Behavioural Analysis

Intervention & Behavior Change Considerations (5 hrs)	- Interventions I & II - Behavioural Approaches in Education - Practical Applications of ABA - Advanced Topics in Applied Behaviour Analysis - ASD & Developmental Disabilities - Forensic Behaviour Sciences - Adulthood and Aging - Introduction to Community Mental Health
Implementation, Management and Supervision (5 hrs)	- Behavioural Counselling - Behavioural Approaches to Education - Industrial and Organizational Behaviour - Mediation and Negotiation Strategies - Legislation, Policy and Systems
Discretionary (15 hrs)	- Assessing Complementary Therapies - Introduction to Sociology - Interpersonal Communications - Liberal Studies Options
TOTAL 180 hrs	

In Ontario, the Ontario Association for Behaviour Analysis (ONTABA) is a chapter affiliated with the Association for Behaviour Analysts International (ABAI). Currently, ONTABA does not provide accreditation of programs but does provide approval of course sequences for accreditation for programs. ONTABA does however recognize the accredited programs through the Association for Behavior Analysis International (ABAI). The chart below outlines the Guidelines for the Accreditation of Undergraduate Programs in Behaviour Analysis as put forth by the ABAI. These guidelines were also considered when the Bachelor of Behavioural Psychology was developed. ONTABA has reviewed the proposed curriculum and encourages Seneca to submit the curriculum to BACB for approval (see Section 4.3ii).

Guidelines for the Accreditation of Undergraduate Programs in Behaviour Analysis
ABAI Accreditation Requirements for Bachelor's – Level courses and Examples of Content [11]

Categories of Required Content	Hours of Instruction	Bachelor's–Level Examples of Content	Course or Segments of Courses in Seneca's Proposed Bachelor of Behavioural Psychology that Cover the Topics as Required by the ABAI Accrediting Body.
Principles	45	The aim of this course is to develop students' competence in the use of technical terminology pertaining to the concepts and principles of Behaviour analysis. The contents of such courses might include such items as: Contingencies of reinforcement, positive reinforcement, negative reinforcement (escape, avoidance), conditioned reinforcement, generalized conditioned reinforcement, intermittent reinforcement, extinction, punishment, conditioned aversive stimuli, stimulus control stimulus, discrimination, conditional stimulus discrimination, stimulus generalization, establishing/motivational operations, response form, response function, and response generalization.	- Applied Behaviour Analysis I & II - Introduction to Psychology I - Human Development I & II - Behaviour Theory and Practice I & II - Interventions I & II - Behavioural Psychology in Context - Behavioural Counselling
Research Methods	45	The aim of this course is to develop students' competence in the application of single –case research methods in behavioural investigation and practice as	- Behaviour Theory & Practice I & II - Applied Behaviour Analysis II - Research Methods

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[11] http://www.abainternational.org/accreditation/current-abai-guidelines/current-abai-guidelines-bachelors.aspx

		well as data collection procedures, analytical procedures, and graphic representation of data.	- Research Project - Applied Statistics in Social Science - Practical Applications of ABA -
Conceptual 1	45 (or EAB)	Examples of course content might include Skinner's writings as primary sources. This course could also be more topical, organized around various themes (for instance, private events, phylogeny and ontogeny, and cultural design). Specific content decisions will be made at the discretion of the program.	- Behaviour Theory and Practice I & II - Human Development I & II - Behavioural Psychology in Context - Advanced Topics in Applied Behaviour Analysis
Applied 1	45	The aim of this course is to demonstrate the operations of principles of behavior in applied research in multiple areas of investigation and practice such as behavior assessment, interventions for problem behaviours, procedures to enlarge behavioural repertoires or bring behavior under appropriate stimulus control, among other topics.	- Behaviour Theory and Practice I & II - Interventions I & II - Human Development I & II - Behavioural Approaches to Education - Industrial and Organizational Behaviour - Mediation and Negotiation Strategies - Abnormal Psychology
Applied 2	45	The aim of this course is to further demonstrate the operations of principles of behaviour in multiple areas of investigation and practice, possible as pertains to multiple populations (e.g., persons with special needs, teachers, medical patients, staff members, college students 0, in multiple settings (e.g., homes, schools, hospitals, workplaces), and for multiple response sets (e.g., parenting, academic, social and interpersonal skills).	- ASD & Developmental Disabilities - Acquired Brain Injury and Rehabilitation - Forensic Behaviour Sciences - Understanding Addictions - Adulthood and Aging - Industrial and Organizational Behaviour - Abnormal Psychology
Ethics	15	The aim of this course is to develop students' competence with legal constraints and ethical guidelines as pertinent to behavioural interventions of various sorts as well as intellectual circumstances.	- Ethics in Behavioural Interventions - Standards of Practice - Behavioural Counselling - Legislation, Policy and Systems
EAB 1	45	As an example, EAB 1 might focus on demonstrating the operations of principles of behavior in the context of basic research in multiple areas of investigation such as	- Applied Behaviour Analysis II - Behavioural Theory and Practice II

		schedules of reinforcement, stimulus control, conditioned reinforcement choice, and establishing/motivational operations.	- Behavioural Counselling - Practical Applications of ABA - Advanced Topics in Applied Behaviour Analysis
Supervised Practical/ Research Training OR Experience (e.g., Lab, Practicum, Directed Study, Independent Study, Independent Research)	45+45 (2 courses for minimum of 360 hours of Supervised field experience)	The aim of supervised practical experience or research is to prepare students for professional practice or continued research activity. There are many options for meeting this requirement, for example, additional supervised practice, independent study, or lab experience.	- Research Methods - Research Project - Practical Applications of ABA - Co-op Work Term
Totals	240 hours of instruction (16 credit hours) + 6 credits of research or practical	The Accreditation Board is committed to working with educational institutions, allowing considerable flexibility as to how these requirements may be met, through a combination of formal courses, practical training, and laboratory experience.	

Seneca

Section 9: Nomenclature

Section 9: Nomenclature

In accordance with the nomenclature definitions provided in the Board's Standard 8 for the proposed program we have followed the approach of option c) which is to use the convention of: *Bachelor of Subject*, for example, Bachelor of Interior Design.

The nomenclature chosen for this proposed Seneca degree is:

Bachelor of Behavioural Psychology

This title identifies the level of the credential as being a baccalaureate degree. The nature of the degree is in the field of Behavioural Psychology, which is a recognized field both globally and locally.

The proposed title for this degree is Bachelor of Behavioural Psychology. This title reflects both the nature of the postsecondary education achieved and is consistent with nomenclature of similar degrees thus facilitating public understanding of the credential. A search reveals at least two comparable titles in North America: St. Lawrence College, Bachelor of Applied Arts, (Behavioural Psychology), and Capilano University, Bachelor of Arts Applied Behaviour Analysis (Autism).

This proposed nomenclature facilitates public understanding of the credential being a degree level and the subject area being behavioural psychology. As a well-defined field of study, Behavioural Psychology, at the degree level, will be recognized by students, employers and other postsecondary institutions. This then satisfies the PEQAB benchmark that the degree title accurately conveys the degree level, the nature of the degree and the subject of study. In this alignment with PEQAB standards the nomenclature is also consistent with the St. Lawrence College Bachelor of Applied Arts in Behavioural Psychology.

Seneca

Section 10: Program Evaluation

Section 10: Program Evaluation

See "Policies" section of submission for College's policy regarding program evaluation.

Seneca

Section 11: Academic Freedom and Integrity

Section 11: Academic Freedom and Integrity

See "Policies" section of submission for College's policy regarding academic freedom and integrity.

Seneca

Section 12: Student Protection

Section 12: Student Protection

See "Policies" section of submission for College's policy regarding student protection.

Seneca

Section 13: Economic Need

Section 13: Social and Economic Need

Introduction

The proposed Behavioural Psychology degree program will provide graduates with the theoretical and applied knowledge required to effectively practice behavioural science in social, health, educational and community contexts. Graduates of the program will be eligible for employment in a broad range of roles including, but not limited to: Autism Instructor Therapists, Behaviour Therapists, Behavioural Consultants for Individuals with Intellectual / Developmental Disabilities, Child and Adult Mental Health Counsellors, Educational Assistants and more.

The program would emphasize Applied Behavioural Analysis (ABA), a behavioural science approach that teaches social, motor, and verbal behaviours as well as reasoning skills; it is considered to be the most effective evidence-based therapeutic approach demonstrated thus far for children with autism.[12]

Autism Syndrome Disorder (ASD), learning disabilities and intellectual disabilities can significantly impact the social, economic and mental well-being of affected individuals and their families, particularly in the absence of needed psychological supports. It is worth noting here that the World Health Organization (WHO) defines health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." Similarly, the WHO's definition of mental health emphasizes the positive dimensions of psychological well-being: "Mental health is defined as a state of being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."[13]

Autism Syndrome Disorder

Autism Syndrome Disorder (ASD) is a continuum of complex conditions that includes: Autism Disorder, Asperger Syndrome, Pervasive Developmental Disorders (PDD), Rett's Disorder, and Childhood Disintegrative Disorder (CDD). ASD usually appears during the first three years of life.[14] The impacts can be far-reaching, causing significant impairments in social interaction, communication, and the use of language. People identified with ASD process and respond to information in ways that are not aligned with standard social conventions. For example, many children identified with ASD may have difficulty relating to others, problems with speech and non-verbal communication, and exhibit limited and repetitive interests and behaviour (e.g. hand flapping and rocking).[15]

- Approximately one in every 150-160 children in Canada has Autism Syndrome Disorder (ASD).[16]

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[12] Autism Canada Foundation, "Applied Behaviour Analysis (ABA),"
http://www.autismcanada.org/treatments/behav/analysisibi.html
[13] World Health Organization, "Mental health: a state of well-being,"
http://www.who.int/features/factfiles/mental_health/en/
[14] Ontario Ministry of Children and Youth Services, "About Autism,"
http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/autism/about.aspx

[15] Ibid.
[16] Government of Canada, "Autism Spectrum Disorders," http://healthycanadians.gc.ca/diseases-conditions-maladies-affections/disease-maladie/autism-eng.php

- Statistics released by the US-based Centre for Disease Control (CDC) and the U.S. Data Resource Center for Child and Adolescent Health indicate that autism is being diagnosed in children more often than juvenile diabetes, cancer and AIDS combined.[17]
- In March 2014, the U.S. government increased its autism estimate to 1 in 68 children,[18] a 30% increase from the previous estimate of 1 in 88 children.[19]
- Canada's National Epidemiologic Database for the Study of Autism (2012) found increases between 39% and 204% in autism diagnoses in several provinces, depending on the region and age group.[20]

Several landmark studies have shown that about 50% of children with autism who were treated with the ABA approach before the age of four had significant increases in IQ, verbal ability, and/or social functioning. Even those who did not show these dramatic improvements had significantly better improvement than matched children in the control groups.[21]

Learning disabilities

Learning disabilities are neurologically-based processing problems that can interfere with learning basic skills such as reading, writing and/or math, and with higher-level skills such as organization, time planning, abstract reasoning, long or short term memory and attention.[22]

- In 2006, a disability related to learning affected 121,080 children aged 5 to 14 (3.2% of all children aged 5 to 14 in Canada). Learning disabilities (69.3%) and chronic health conditions (66.6%) were reported most often among those with one or more disabilities.[23]
- About 1 in 10 Canadians has a learning disability.[24]
- A three-year study by the Learning Disabilities Association of Canada[25] found that Canadians with learning disabilities are: 1) twice as likely (in some ages) to report that they did not successfully complete high school; 2) are more likely to drop out of high school before graduation; and 3) are less likely to report being employed.[26]

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[17] Office of the Auditor General of Ontario, *2013 Annual Report,* Chapter 3: Autism Services and Supports for Children," http://www.auditor.on.ca/en/reports_en/en13/301en13.pdf

[18] The numbers include children with autism or a related disorder.

[19] *H. Ouellette-Kuntz et al., "Status Report – National Epidemiologic Database for the Study of Autism in Canada (NEDSAC), Chronic Diseases and Injuries in Canada, Volume 32, no. 2, March 2012,* Public Health Agency of Canada, http://www.phac-aspc.gc.ca/publicat/cdic-mcbc/32-2/ar-04-eng.php

[20] Ibid.

[21] Autism Canada Foundation, "Applied Behaviour Analysis (ABA)," http://www.autismcanada.org/treatments/behav/analysisibi.html

[22] Learning Disabilities Association of America, "Types of Learning Disabilities," http://ldaamerica.org/types-of-learning-disabilities/

[23] Statistics Canada, 2006 Participation and Activity Limitation Survey (PALS), http://www.statcan.gc.ca/pub/89-628-x/2007002/4125020-eng.htm

[24] Kathryn Burke, *LD by the Numbers: Estimates of Prevalence of Learning Disabilities in Canada* (2010), http://www.ldexperience.ca/wp-content/uploads/LD-by-the-Numbers-Mar-19-10.pdf

[25] The Learning Disabilities Association of Canada, *Putting a Canadian Face on Learning Disabilities (PACFOLD)* (2012), http://www.pacfold.ca/what_is/index.shtml

[26] The survey showed an employment rate of 51% for adults with a learning disability (age 30 to 44) compared to 89.1% of the general population of the same age, prior to the 2001 Census period.

Intellectual disabilities

The WHO defines intellectual disability as "a significantly reduced ability to understand new or complex information and to learn and apply new skills (impaired intelligence). This results in a reduced ability to cope independently (impaired social functioning), and begins before adulthood, with a lasting effect on development." The WHO notes that intellectual disability depends not only on the individual's health conditions, but also on the extent to which environmental factors support their full participation and inclusion in society.[27]

- Estimates of the prevalence of intellectual disability in Canada vary from about 0.7% to about 3% of the general population.[28]
  - Data from Statistics Canada's 2006 Participation and Activity Limitation Survey (PALS) showed an intellectual disability prevalence of about 0.7%. This represents 207,400 people; 70,830 were between the ages of 0 and 14, and 136,570 were age 15 years or over.
  - Community Living Ontario reports there are about 899,000 people in Canada who have an intellectual disability.[29]
- In the United States, it is estimated that between 7 and 8 million Americans of all ages, or 3% of the general population, experience intellectual disabilities; nearly 30 million families in the U.S. (about 1 in 10) are directly affected by a person with an intellectual disability at some point in their lifetime.[30]

Disorders / disabilities and mental health

Conditions such as ASD, learning disabilities and intellectual disabilities are not mental illnesses; however, the severity of their symptoms can give rise to mental health challenges, particularly in the absence of social and psychological supports.

- Research shows that children with ASD can develop mental disorders such as anxiety disorders, attention deficit hyperactivity disorder (ADHD), or depression.[31]
- A Canadian study showed that people with learning disabilities were more than twice as likely to report high levels of distress, depression, anxiety disorders, suicidal thoughts, visits to mental health professionals, and poorer overall mental health than were persons without disabilities.[32]

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[27] World Health Organization, "Definition: intellectual disability," http://www.euro.who.int/en/health-topics/noncommunicable-diseases/mental-health/news/news/2010/15/childrens-right-to-family-life/definition-intellectual-disability

[28] Cameron Crawford (Canadian Association of Canadian Living), *No Place Like Home; Report on the Housing Needs for People with Intellectual Disabilities* (March 2008), http://www.communitylivingbc.ca/wp-content/uploads/NoPlaceLikeHome.pdf

[29] Community Living Ontario, "Definitions and Terminology," http://www.cacl.ca/about-us/definitions-terminology

[30] U.S. Department of Health and Human Services / Administration for Community Living, "Administration on Intellectual and Developmental Disabilities (AIDD)," http://www.acl.gov/programs/aidd/Programs/PCPID/

[31] http://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml

[32] Alexander M. Wilson, Catherine Deri Armstrong, Adele Furrie and Elizabeth Walcot, "The Mental Health of Canadians With Self-Reported Learning Disabilities," *Journal of Learning Disabilities* (2009), Vol. 42, No. 1, pp. 24-40, http://www.ldac-acta.ca/downloads/pdf/research/2-LDAC-Mental-Health-and-LD-JLD-09.pdf

- Adults with intellectual disabilities can experience mental illness at a prevalence rate of 40.9%, 3 to 4 times greater than the general population; estimates suggest that 380,000 Canadians live with a dual diagnosis of intellectual disability and mental illness.[33]

One-fifth of Canadians will personally experience a mental health challenge in their lifetime and approximately 8% of adults will experience major depression at some time in their lives.[34]

In Ontario, 1 in 5 children and youth (under the age of 17) has a mental health challenge – about 70% of mental health challenges have their onset in childhood or youth.[35] The impacts are far-reaching, causing significant distress and impairments in their functioning at home, at school, with peers or in the community.[36] Mental health problems among children and youth are predicted to increase by over 50% internationally by the year 2020, to become one of the five most common causes of morbidity, mortality, and disability among children.[37]

The statistics on mental health issues among Canadian youth are alarming:[38]

- About 10-20% of youth are affected by a mental illness.
- The total number of 12-19 year olds in Canada at risk for developing depression is 3.2 million.
- Suicide is among the leading causes of death in Canadians ages 15 to 24 years, second only to accidents; 4,000 young people die prematurely each year by suicide.
- Canada's youth suicide rate is the third highest in the industrialized world.
- Surpassed only by injuries, mental disorders in youth are ranked as the second highest hospital care expenditure in Canada.

These mental health issues tend to follow youth as they transition to adulthood, and if not treated effectively may worsen over the years. The Conference Board of Canada has estimated that in 2012, the economic impact of mental health issues among working-age Canadians (by reducing their numbers in the labour force) was about $20.7 billion. The economic cost is growing at an annual rate of almost 2% and is expected to rise to $29.1 billion by 2030. These estimates do not include the costs of patient care, insurance for employers, services in communities, and the many intangible costs for the individuals affected and their families.[39]

Research suggests that many mental health problems in children might be prevented or ameliorated with early detection and intervention. Early intervention efforts targeted to children,

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[33] Sherri Melrose (Alberta Health Services), "Knowledge Notes: Developmental Disabilities Co-occurring with Mental Illness," January 2013, http://www.mentalhealthresearch.ca/Publications/Documents/KN-11_Developmental_Disabilities_Co-occurring_with_Mental_Illness_Jan2013.pdf

[34] Canadian Mental Health Association, "Fast Facts about Mental Health," http://www.cmha.ca/media/fast-facts-about-mental-illness/

[35] Ontario Ministry of Children and Youth Services, "Mental Health Services," http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/mentalhealth/index.aspx

[36] D.R. Offord, et al. (1987), "Ontario Child Health Study: Six-Month Prevalence of Disorder and Rates of Service Utilization," *Archives of General Psychiatry* 44, 832-836, cited in Canadian Mental Health Association, "Fast Facts about Mental Health," http://www.cmha.ca/media/fast-facts-about-mental-illness/

[37] U.S. Department of Health and Human Services (2000), *Report of the Surgeon General's conference on children's mental health: A national action agenda*. Washington, DC: U.S. Government Printing Office. Cited in Canadian Mental Health Association, "Fast Facts about Mental Health," http://www.cmha.ca/media/fast-facts-about-mental-illness/

[38] Canadian Mental Health Association, "Fast Facts About Mental Health," http://www.cmha.ca/media/fast-facts-about-mental-illness/

[39] The Conference Board of Canada, *Mental Health Issues in the Labour Force: Reducing the Economic Impact on Canada*, http://www.conferenceboard.ca/e-library/abstract.aspx?did=4957

youth and their families have been shown to be beneficial and cost-effective, reducing the need for more costly interventions. Among the benefits of early intervention are: improved school readiness, academic achievement and health; reduced welfare dependency; lower rates of juvenile detention; and reduced need for special education services.[40]

The mental well-being of Canada's large, aging population is also a major concern. The proportion of Canadians over the age of 65 will double by 2036, outnumbering children for the first time in our history. Canadians are living longer, healthier lives, but as the older population ages, the greater their risk of experiencing mental health issues. One in four seniors lives with a mental health problem (e.g., depression, anxiety or dementia) or illness, and as this population grows there will be a rise in the need for mental health services.[41]

Labour Market

The mental health labour force is a diversified mix of regulated and unregulated direct care providers, as well as administrators and educators. It represents roughly 80% of direct care spending on mental health problems and illnesses in Canada.[42] As an Ontario government strategy document notes, "one of our biggest challenges is that mental health and addictions services are fragmented, spread across several ministries and offered in a variety of care settings."[43]

Under the North American Industry Classification System (NAICS), workers in the social services and mental health field fall under the industry rubric Health Care and Social Assistance (NAICS 62).[44] The foregoing analysis examines available data on industry demand, labour market conditions and employment outlook for three occupational areas that graduates of the proposed program would likely enter, depending on their particular area of focus and interest, as defined under the National Occupational Classification (NOC) system. They are:

- Family, Marriage, and Other Related Counsellors (NOC 4153);
- Health Policy Researchers, Consultants and Program Officers (NOC 4165); and
- Community and Social Service Workers (NOC 4212).

1. Family, Marriage, and Other Related Counsellors (NOC 4153)[45]

Under NOC 4153, Family, Marriage, and Other Related Counsellors assist individuals and groups of clients to identify, understand and overcome personal problems and achieve personal objectives. They often specialize in dealing with a specific client group such as injured workers,

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[40] The National Institute for Healthcare Management Research and Education Foundation (NIHCM), *Children's Mental Health: An Overview and Key Considerations for Health System Stakeholders* (Washington, DC: NIHCM, 2005), cited in Children's Mental Health Ontario, "Just the Facts," http://www.kidsmentalhealth.ca/join_the_cause/just_the_facts.php

[41] Mental Health Commission of Canada, "Seniors," http://www.mentalhealthcommission.ca/English/issues/seniors

[42] Mental Health Commission of Canada, *Changing Directions, Changing Lives: The Mental Health Strategy for Canada*, http://strategy.mentalhealthcommission.ca/pdf/strategy-images-en.pdf

[43] Government of Ontario, *Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy*, 2011, http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011.pdf

[44] Industry Canada, "Canadian Industry Statistics: About NAICS," https://www.ic.gc.ca/eic/site/cis-sic.nsf/eng/h_00004.html

[45] Government of Canada, "Job Bank: Family, Marriage, and Other Related Counsellors (NOC 4153)," http://www.jobbank.gc.ca/report-eng.do?area=25167&lang=eng&noc=4153&ln=n&s=3#report_tabs_container2

or with specific problems, such as drug and alcohol addiction, marital difficulties or **behavioural disorders**.

They are employed by counselling centres, social service agencies, group homes, government agencies, family therapy centres, and health care and rehabilitation facilities, or they may work in private practice. Typical job titles include: Mental Health Counsellor, Addictions Counsellor, Bereavement Counsellor, Child and Youth Counsellor, Family Counsellor, Marriage Counsellor, Registered Clinical Counsellor, Behavioural Consultant, Marriage and Family Therapist, Rehabilitation Counsellor, Sex Therapist, Vocational Rehabilitation Counsellor.

Workers in this occupation perform may some or all of the following duties:

- Interview clients, prepare case histories and assess problems;
- Conduct vocational testing and psychometric assessment;
- Develop and implement counselling and intervention programs to assist clients in determining goals and means of attaining them;
- Counsel clients, provide therapy and mediation services, and facilitate group sessions;
- Liaise with community agencies or partners, and identify additional or alternative services and provide referrals;
- Evaluate the effectiveness of counselling programs and interventions, and clients' progress in resolving identified problems and movement toward defined objectives;
- Follow up on results of counselling programs and clients' adjustments;
- Prepare assessment, progress, follow-up and court reports;
- Supervise other counsellors, social service staff and assistants;
- Provide public education and consultation to other professionals or groups regarding counselling services, issues and methods;
- Provide witness testimony in court proceedings;
- Conduct research, publish research papers, educational texts and articles and deliver presentations at conferences;
- Participate in fundraising activities.

An undergraduate degree or college diploma in a social science is required for certain areas of counselling.

This occupation belongs to a larger occupational group called **Psychologists, Social Workers, Counsellors, Clergy and Probation Officers (NOC 415).**[46] In 2011, there were 150,358 workers employed in this larger occupational group. According to the Labour Force Survey (2011), 77% of workers in this occupation worked full-time, compared to the average of 81% for all occupations. The industries in which the majority of these workers were employed were: Health Care and Social Assistance (78.4%) and Public Administration (9.5%). In Ontario, average hourly earnings for Family, Marriage, and Other Related Counsellors is between $16.50 and $35.59.[47]

Over the 2011-2020 period, job openings for the larger occupational group (NOC 415) are expected to total 77,529, with only 68,988 job seekers, primarily from the school system,

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[46] Employment and Social Development Canada, "Canadian Occupational Projection System," http://www23.hrsdc.gc.ca/.4cc.5p.1t.3onsummaryd.2tail@-eng.jsp?tid=59
[47] Government of Canada, "Job Bank: Family, Marriage, and Other Related Counsellors (NOC 4153)," http://www.jobbank.gc.ca/report-eng.do?area=25167&lang=eng&noc=4153&ln=n&s=3#report_tabs_container2.

available to fill the positions. Most job openings will arise because of retirements. Employment growth will continue because of an increase in demand for social workers (the main occupation of NOC 415) in response to demographic shifts, notably a large aging population which is expected to create pressures on the delivery of health and community services.[48]

2. *Health Policy Researchers, Consultants and Program Officers (NOC 4165)*[49]

Health policy researchers, consultants and program officers are employed by government departments and agencies, consulting establishments, universities, research institutes, hospitals, community agencies, educational institutions, professional associations, non-governmental organizations and international organizations.

Workers in these occupations may perform any or all of the following duties:

- Assist in developing government health policy;
- Design and implement health projects or programs;
- Maintain, update and manage health information databases;
- Compile and analyse statistical information provided by private and public health care institutions and organizations and produce reports;
- Monitor and evaluate health care programs operated by government departments and agencies or private organizations;
- Assess compliance with health standards and identify remedial action;
- Conduct evaluations and assessments of health projects and programs;
- Provide consulting services to clients in private establishments or government departments or agencies;
- Respond to internal and external program and policy information requests;
- Produce newsletters, magazines and other documents to provide information to association or organization members or the general public;
- Present the views of an association or organization to politicians, government officials, the media or the general public.

Typical job titles for workers in this occupational group are: Consultant, Drug and Alcohol Abuse Consultant, Health Care Consultant, Mental Health Programs Planner, Health Promotion Program Officer, Health Services Researcher, Planning Officer, Child Health Care Programs, Policy Development Officer, Research Analyst, and Health Policy Analyst.

The minimum entry requirement for this occupation usually is completion of a college or university program in health science, public administration, recreation administration or hospital administration, or a bachelor's degree in social science. A graduate degree in health, social science or an administrative discipline may be required. Several years of experience in the health field as a health care professional or as a community or social service worker are usually required.

In Canada, no regulatory body currently exists, nationally or provincially, for Health Policy Researchers, Consultants and Program officers. However, some organizations, such as the

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[48] Ibid.

[49] Government of Canada, "Health Policy Researchers, Consultants and Program Officers (NOC 4165)," http://www.jobbank.gc.ca/report-eng.do;jsessionid=ACB359F2DB0613A0AB5C6ADC20E59D93.imnav1?area=25635&lang=eng&noc=4165&action=final&s=2&source=8

Behavior Analyst Certification Board (United States), internationally offer accreditation and regulatory oversight.[50]

Health Policy Researchers, Consultants and Program Officers are part of a larger occupational group called Policy and Program Officers, Researchers and Consultants (NOC 416). In 2010, 198,634 workers were employed in this occupational group. Results from the 2013 Labour Force Survey show that 84% of these workers were employed full-time compared to the average of 81% for all occupations. The industries in which most Policy and Program Officers, Researchers and Consultants were employed were: health care and social assistance (42%); public administration (25%); and professional, scientific and technical services (15%).[51]

Employment projections for the period 2011-2020 indicate there will be a total of 85,229 and 100,407 job seekers; the latter will be mostly comprised of school leavers (77%). Government budget cuts and freezes will largely account for the imbalance in labour supply and demand for this occupational group.[52]

3. *Community and Social Service Workers (NOC 4212)[53]*

Community Service Workers (NOC 4212) implement and administer a variety of social assistance programs and community services, and assist clients in dealing with personal and social problems. They work for social service and government agencies, mental health agencies, group homes, school boards, correctional facilities and other establishments.

Workers in these professions may perform any or all of the following duties:

- Assess clients' relevant skill strengths, needs, and their eligibility for social benefits;
- Refer clients to other social services or assist clients in utilizing community services;
- Counsel and supervise clients living in group homes and half-way houses, and assist in pre-release and release planning;
- Implement life skills workshops and programs (e.g. substance abuse treatment, behaviour management) under the supervision of social services or health care professionals;
- Assist in evaluating treatment programs;
- Advise recipients of social assistance and pensions;
- Provide crisis intervention and emergency shelter services; implement the delivery of specific services within the community;
- Liaise with other social service agencies and health care providers.

Typical job titles are: Aboriginal Outreach Worker; Addictions Worker; Child and Youth Worker; Community Development Worker; Community Service Worker; Crisis Intervention Worker; Developmental Service Worker; Drop-in centre Worker; Family Service Worker; Group Home Worker; Income Maintenance Officer – Social Services; Life Skills Instructor; Mental Health

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[50] The Behavior Analyst Certification Board, "About the BACB," http://www.bacb.com/index.php?page=1

[51] Government of Canada, "Health Policy Researchers, Consultants and Program Officers (NOC 4165)," http://www.jobbank.gc.ca/report-eng.do;jsessionid=ACB359F2DB0613A0AB5C6ADC20E59D93.imnav1?area=25635&lang=eng&noc=4165&action=final&s=2&source=8

[52] Ibid.

[53] Government of Canada, "Job Bank: Community and Social Service Workers," http://www.jobbank.gc.ca/report-eng.do?area=9219&lang=eng&noc=4212&action=final&ln=l&s=2&source=2&titleKeyword=mental+health+worker#report_tabs_container2

Worker; Rehabilitation Worker – Social Services; Social Services Worker; Veteran Services Officer; Welfare and Compensation Officer; Women's Shelter Supervisor; Youth Worker.

The minimum entry requirement for this occupation usually is completion of a college or university program in a social science or health-related discipline such as social work, child and youth care, or psychology. Previous work experience in a social service environment – as a volunteer or in a support capacity – may replace formal education requirements for some occupations in this unit group. Some provinces require community social service workers to be a member of a provincial regulatory body.

The Ontario College of Social Workers and Social Service Workers (OCSWSSW) regulates the practice of social work and social service work in Ontario. College membership is required for any person in Ontario who wishes to use the title "social worker" or "social service worker" and/or "registered social worker" or "registered social service worker".[54]

Although certification is not mandatory at this time in Ontario, many practitioners of Applied Behaviour Analysis have acquired certification from the Behaviour Analyst Certification Board, which recognizes Seneca College as a degree granting institution in Ontario. The three levels of certification are: 1) Board Certified Behaviour Analyst – Doctoral level (BCBA-D); 2) Board Certified Behaviour Analyst (BCBA); 3) Board Certified assistant Behaviour Analyst (BCaBA); these three categories correspond to the prerequisites of Doctorate, Master's and Baccalaureate degrees respectively. The course work requirements for the BCaBA, as stated on the BACB official website, are exceeded through completion of the curricula in the proposed Bachelor of Behavioural Psychology. Graduates may choose to make an application for this certification.[55]

Employment growth for this occupation has been fairly strong over the last several years, as health and social services budgets have increased to meet the changing needs of a growing, aging population. Growth areas have included mental health services, early childhood services, services to the elderly, and community-based outreach services. Some opportunities have occurred with a shift in the delivery of services to a more community-based model. Employment prospects could moderate with tighter government spending expected over the next few years.[56]

For the 2013-2015 period, employment opportunities for community and social service workers are expected to be fair in the Toronto economic region. This occupation had a regional labour force of about 18,100 at the time of the 2011 National Household Survey, the most in the province.[57]

Employment prospects will be better for individuals with post-secondary education, and previous work experience in social service work or as a volunteer.The hourly rate (2011-2012) for

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[54] Ontario College of Social Workers and Social Service Workers, About the College, http://www.ocswssw.org/en/about.htm

[55] Behaviour Analyst Certification Board, "Eligibility Standards," http://www.bacb.com/index.php?page=53

[56] Government of Canada, "Job Bank: Community and Social Workers (NOC 4212)," http://www.jobbank.gc.ca/report-eng.do?area=9219&lang=eng&noc=4212&action=final&ln=l&s=2&source=2&titleKeyword=mental+health+worker#report_tabs_container2

[57] Ibid.

community and social service workers in Canada is $12.63 to $20. Rates are somewhat higher for Ontario ($13.64 to $33.94) and Toronto ($13.99 to $33.00).[58]

Economic Demand
Of particular concern are current and looming shortages of mental health professionals, especially in areas such as child, youth, and seniors' mental health.[59] Health and social services budgets have increased to meet the changing needs of a growing, aging population, and a shift to a more community-based model of service delivery, opening up new opportunities.

Growth areas have included mental health services, early childhood services, services to the elderly, and community-based outreach services. The field working with clients diagnosed with Autism Spectrum Disorders is increasingly considered as a stable, secure area of employment, in large part because of the Ontario government's sustained commitment to funding and increasing the capacity of services for this population. As entry into the field becomes more competitive, employers are increasingly seeking employees with specialized training.[60]

The 2011 Ontario's budget committed an additional investment of $257 million over three years for child and youth mental health.[61] In August 2014, the province announced that it is enhancing rehabilitation services for children and youth with special needs, and their families; it investing an additional $5 million annually in children's treatment centres to expand access for up to an additional 2,000 children annually across the province; and an additional $1.25 million in one-time funding to help children's treatment centres[62] further reduce waitlists for assessments.[63] However, the federal government has not renewed the *Health Accord* (2004-2014); critics suggest that its expiry (March 31, 2014) heralds a downward turn in federal spending on health services (transfer payments) and increased reliance upon the growth of for-profit health.[64]

York Region

Demand for mental health services is likely to be high in York Region, in which Seneca College is located. York Region has more than 1.1 million citizens, making it the sixth-largest municipality in Canada and the fastest-growing region in Ontario (and the third-fastest in Canada).[65] It accounts for more than 17% of the Greater Toronto Area's total population, and is expected to grow by an additional 41% to 1.6 million residents by 2031. In 2013, Markham and

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[58] Ibid.
[59] Mental Health Commission of Canada, *Changing Directions, Changing Lives: The Mental Health Strategy for Canada*, http://strategy.mentalhealthcommission.ca/pdf/strategy-images-en.pdf
[60] Government of Ontario, http://news.ontario.ca See also: "Ontario Helping More Kids With Autism And Their Families," http://news.ontario.ca/mcys/en/2010/12/ontario-helping-more-kids-with-autism-and-their-families.html
[61] Central LHIN, *Creating Caring Communities: Advancing Excellence in Local Health Care Together: An Integrated Health Service Plan for the Central Local Health Integration Network, 2013-2016*, http://www.centrallhin.on.ca/goalsandachievements/~/media/sites/central/uploadedfiles/Home_Page/Integrated_Health_Service_Plan/ENG-Central_LHIN-IHSP-13-16_web.pdf
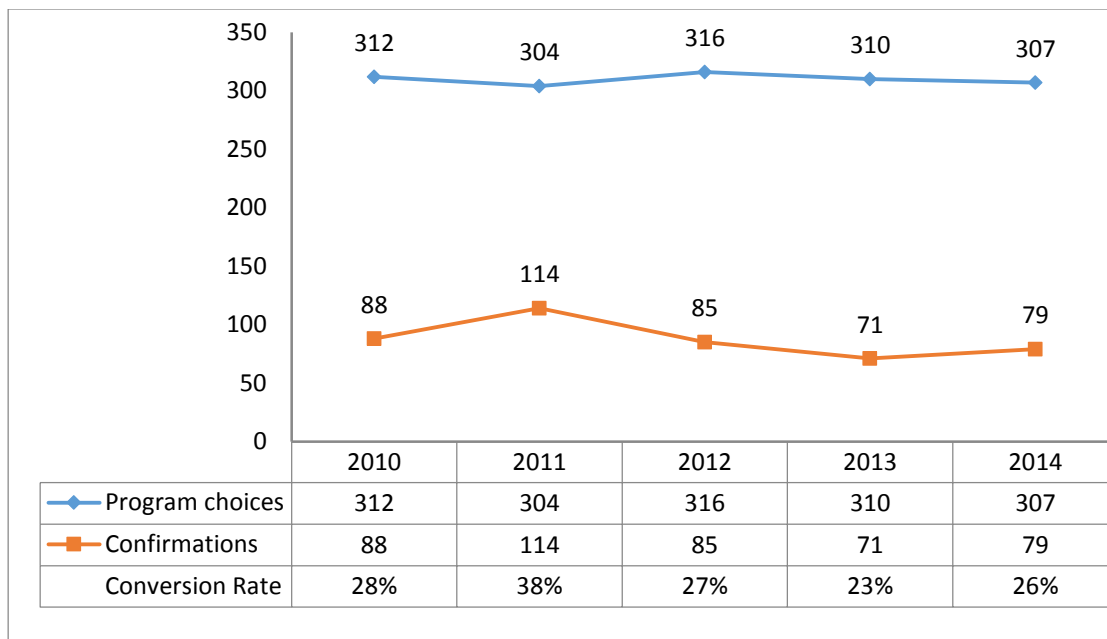[62] Children's treatment centres provide rehabilitation services to children and youth up to 19 years of age with physical disabilities, developmental disabilities, chronic illness and/or communication disorders.
[63] Government of Ontario, "Helping Children and Youth with Special Needs Achieve their Goals," Press Release, August 27, 2014, http://news.ontario.ca/mcys/en/2014/08/helping-children-and-youth-with-special-needs-achieve-their-goals.html
[64] CUPE, "CUPE backgrounder on the Health Accord," https://cupe.ca/cupe-backgrounder-health-accord
[65] York Regional Police, *Business Plan 2014-2016* (2014), http://www.yrp.ca/docs/business_plan/bpweb2014.pdf

Vaughan experienced the greatest population increases of 9,100 and 3,800 people respectively.[66]

York Region has experienced an increase in vulnerable populations in recent years, including low-income households, seniors, single parent families and persons with disabilities.[67] Growth trends indicate there will be an increased demand for all types of health and social services to meet the needs of an increasingly diverse population: by 2031, an estimated 55% of York Region residents will be immigrants and 62% will be visible minorities.[68]

York Region is home to Ontario's largest Local Health Integration Network (LHIN),[69] Central LHIN, which serves 1.8 million people.[70] In its 2010-2013 *Integrated Health Service Plan*, Central LHIN[71] identified mental health and addictions as one of four priorities. Central LHIN has about 110 service accountability agreements in place with health service providers throughout its catchment area, for the delivery of programs and services across the continuum of care. These service providers include:[72]

- 6 public and 3 private hospitals;
- 46 long-term care homes;
- 33 community support service providers;
- 20 mental health and addictions service providers;
- 1 community care access centre (CCAC); and
- 2 community health centres.

Institutional Demand

This section of the analysis examines student demand for college programs in the Toronto region that are most directly related to Seneca's proposed program, including degree and non-degree programs. The analysis draws upon enrollment and confirmation data for programs offered at the following institutions: St. Lawrence College, George Brown College, Mohawk College and Fanshawe College.

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[66] York Region, *Growth and Development Review, 2013*, http://www.investinyork.ca/wp-content/uploads/2010/09/Growth-and-Development-Review-2013.pdf

[67] "Working with York Region's Diverse Communities," http://www.yrvawcc.ca/PDFs/6aYorkRegionsDiversity.pdf

[68] The Regional Municipality of York, Office of the Chief Administrative Officer, Long Range Planning Branch Population Estimates and Projections as cited in The Regional Municipality of York (2012), *Community Portraits: Immigrants Living in York Region – Women, Youth, Seniors, and Francophones,* Newmarket, Ontario, http://www.yorkwelcome.ca/wps/wcm/connect/immigration/9811f390-f6e8-43de-8c4e-b8550083820c/5081%2BPortraits_web.pdf?MOD=AJPERES&useDefaultText=0&useDefaultDesc=0

[69] LHINs work with local health service providers and communities to improve access to care, better coordinate services and improve people's experience with the health care system. See: Central LHIN, "About Our LHIN," http://www.centrallhin.on.ca/aboutus.aspx

[70] Invest in York, "Life Sciences and Healthcare Technologies," http://www.investinyork.ca/key-sectors/life-sciences

[71] The Central LHIN is one of 14 LHINs established in 2006 by the Ontario government to plan, coordinate, integrate and fund health services at the local level.

[72] Central LHIN, *Creating Caring Communities: Advancing Excellence in Local Health Care Together: An Integrated Health Service Plan for the Central Local Health Integration Network, 2013-2016*, http://www.centrallhin.on.ca/goalsandachievements/~/media/sites/central/uploadedfiles/Home_Page/Integrated_Health_Service_Plan/ENG-Central_LHIN-IHSP-13-16_web.pdf

As well, this analysis looks at related Seneca programs that represent a potential base for internal transfer and that demonstrate the College's solid foundation in the behavioural sciences.

1. *St. Lawrence College: Bachelor of Applied Arts in Behavioural Psychology*

St. Lawrence's four-year Bachelor of Applied Arts in Behavioural Psychology[73] is the most directly related program to Seneca's proposed program. It is the first undergraduate degree in Canada to provide a comprehensive program of study in the field of Behavioural Psychology, and includes 1,100 hours of supervised placements in three different community settings. The program provides training in ABA.

Ontario College Application Service (OCAS) data for the period 2010-2014 (see Chart 1) show a high demand for this program. The number of annual applications was between 304 and 316. Annual confirmations ranged between 71 and 114 over the same period. Annual conversion rates for the five cycles were very high, ranging from 23% to 38%.

Chart 1: Application and confirmation trending, St. Lawrence College, Bachelor of Applied Arts in Behavioral Psychology, 2010-2014[74]

	2010	2011	2012	2013	2014
Program choices	312	304	316	310	307
Confirmations	88	114	85	71	79
Conversion Rate	28%	38%	27%	23%	26%

The 29 graduates of this program who participated in the 2012-2013 Key Performance Indicator (KPI) Graduate Outcomes/ Graduate Satisfaction Survey[75] had the same rate of labour force

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[73] St. Lawrence College, "Bachelor of Applied Arts Degree in Behavioural Psychology," http://www.stlawrencecollege.ca/programs-and-courses/full-time/programs/a_m/bachelor-of-applied-arts-degree-in-behavioural-psychology/kingston/

[74] Ontario College Application Service (OCAS), Application and Confirmation Report, www.ocas.ca

[75] Derived from 2012-13 KPI Graduate Outcomes / Graduate Satisfaction Survey conducted across all Ontario colleges by the Ministry of Training Colleges and Universities.
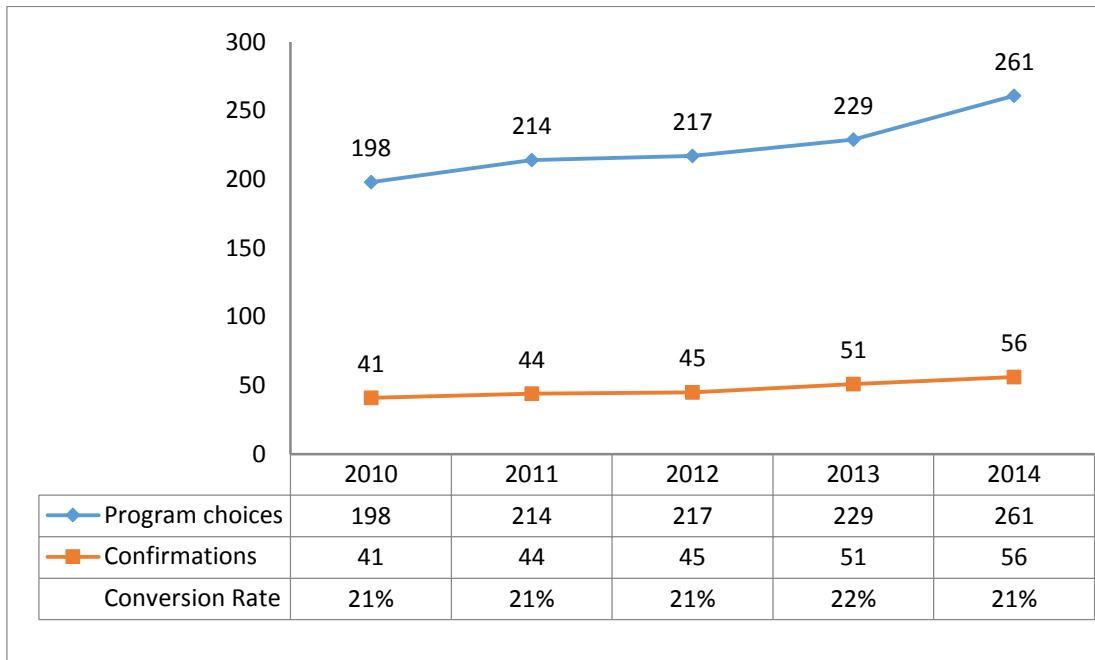
participation (76%), a higher rate of employment (95% vs. 83%) and a lower rate of full-time employment (61% vs. 74%), compared to graduates of all Ontario college programs.

Of these 29 graduates, 7 worked as social and community service workers (35%); 2 as program leaders and instructors in recreation, sport and fitness (10%); 1 (5%) was employed in each of the following occupations: accommodation service managers; accounting and related clerks; bartenders; cashiers; elementary and secondary school teacher assistants; food and beverage servers; general office support workers; inspectors in public and environmental health and occupational health and safety; nurse aides, orderlies and patient service associates; painters, sculptors and other visual artists; and property administrators.

The KPI data indicate these graduates were less satisfied with the usefulness of their college education in achieving their goals after graduation, than graduates of college programs overall (69% vs. 80%). Nine of these graduates (31%) had full-time employment in a job related to their study program; 4 were employed in a part-time job related to their study program (14%); 4 were employed full time in a job unrelated to their program (14%); 4 were employed part-time in a job unrelated to their program (14); 1 was unemployed (3%); and 7 (24%) were not in the labour force.

Employers of these graduates were more satisfied than employers of graduates across all Ontario college programs (100% vs. 92%). This may mean that the college training of their employees had sufficiently prepared them for the type of work he/she was doing.

The average annual salary for these graduates was $27,788 compared to $30,243 for graduates of all Ontario colleges.

   2. *George Brown College: Advanced Diploma program in Behavioural Science Technology*

George Brown College offers a three-year advanced diploma program in Behavioural Science Technology which provides students with an opportunity to study Applied Behaviour Analysis and Intensive Behaviour Intervention (IBI). Students with a bachelor's degree in psychology or a related field can complete the intensive Behavioural Science Technology program in one year.[76]

OCAS data for the period 2010-2014 (see Chart 2) show a high demand for this program, between 253 and 317 applications each year. Annual confirmations were high, between 50 and 69. Annual conversion rates over the five cycles were high, averaging 20%.

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[76] George Brown College, "Behavioural Science Technology," http://www.georgebrown.ca/C136-2013-2014/

Chart 2: Application and confirmation trending, George Brown College, Behavioural Science Technology three-year diploma, 2010-2014[77]

	2010	2011	2012	2013	2014
Program choices	315	266	253	294	317
Confirmations	58	50	53	65	69
Conversion Rate	18%	19%	21%	22%	22%
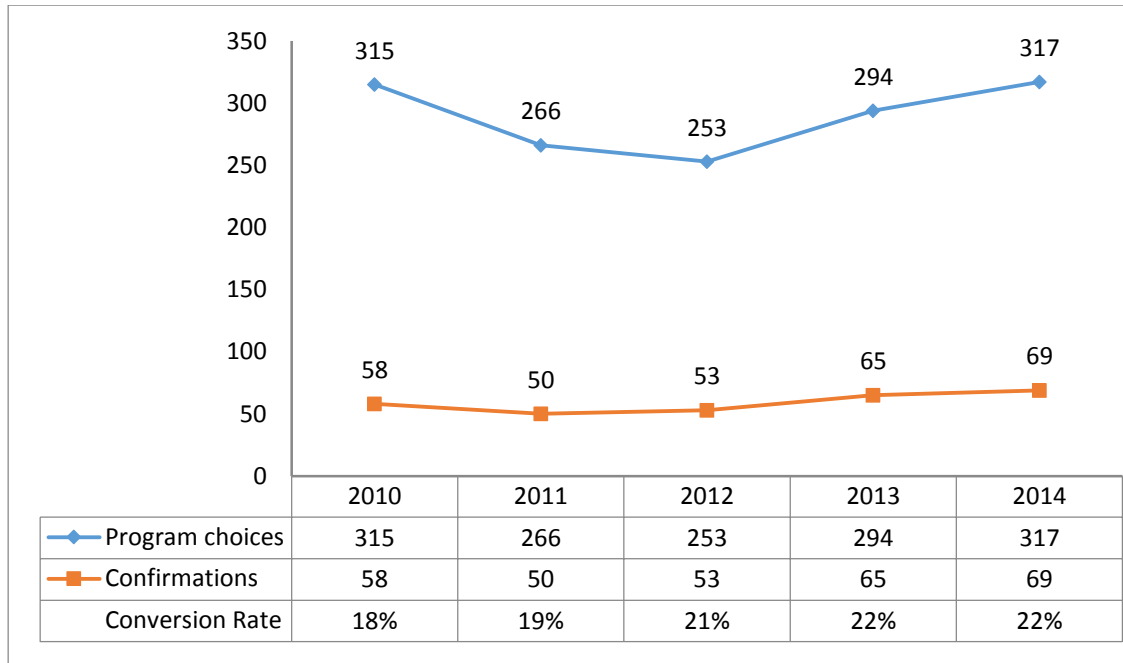
The 39 graduates who participated in the 2012-2013 KPI Graduate Outcomes/ Graduate Satisfaction Survey[78] had a higher rate of labour force participation (92% vs. 76%), higher employment rate (97% vs. 83%) and slightly lower full-time employment rate (73% vs. 74%), compared to graduates from all Ontario colleges.

Of these 39 graduates, the majority found work in health and social services related jobs: 21 found work as instructors of persons with disabilities (58%); 5 as psychologists (14%); 3 as social and community service workers (8%); and 1 (3%) was employed in each of the following occupations: cashiers; correspondence, publication and regulatory clerks; early childhood educators and assistants; family, marriage and other related counsellors; nurse aides, orderlies and patient service associates; and security guards and related security service occupations.

These graduates were more satisfied with the usefulness of their college education in achieving their goals after graduation, compared to graduates of college programs overall (88% vs. 80%). Twenty-four of these graduates (62%) had full-time employment in a job related to their study program; 7 were employed in a part-time job related to their study program (18%); 2 were employed full time in a job unrelated to their program (5%); 2 were employed part-time in a job unrelated to their program (5%); 1 was unemployed (3%); and 3 were not in the labour force (8%).

Employers of these graduates were more satisfied, compared to employers of graduates across all Ontario college programs (100% vs. 92%). This may mean that the college training of their employees had sufficiently prepared them for the type of work he/she was doing.

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[77] Ontario College Application Service (OCAS), Application and Confirmation Report, www.ocas.ca
[78] Derived from 2012-13 KPI Graduate Outcomes / Graduate Satisfaction Survey conducted across all Ontario colleges by the Ministry of Training Colleges and Universities.

The average annual salary for these graduates was $35,025 compared to $30,515 for graduates of all Ontario colleges.

3. *Mohawk College: Graduate certificate in Autism and Behavioural Science*

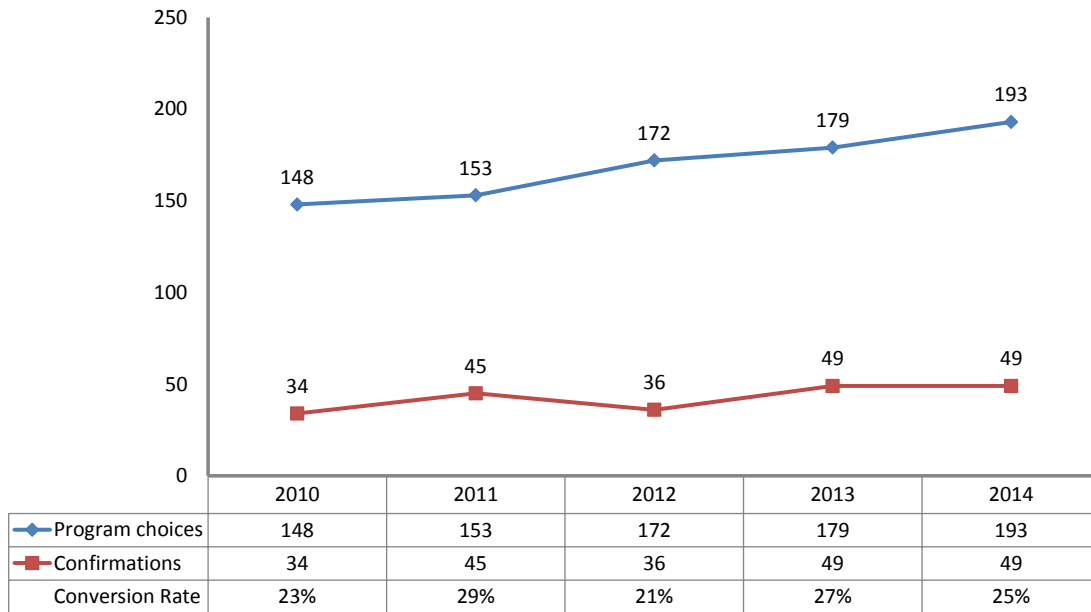Mohawk College offers a one-year graduate certificate program in Autism and Behavioural Science. Minimum admission requirements include a two-year diploma or a degree, with preference given to applicants with human services and health sciences diplomas and degrees.[79]

OCAS data for the period 2010-2014 show a high demand for the program, and a steady rise in the number of applications and confirmations (see Chart 3): from 198 applications and 41 confirmations in 2010 to 261 applications and 56 confirmations in 2014. Annual conversion rates over the five cycles were high, averaging 21%.

Chart 3: Application and confirmation trending, Mohawk College, Autism and Behavioral Science graduate certificate program, 2010-2014[80]

	2010	2011	2012	2013	2014
Program choices	198	214	217	229	261
Confirmations	41	44	45	51	56
Conversion Rate	21%	21%	21%	22%	21%

The 23 graduates who participated in the 2012-2013 KPI Graduate Outcomes/ Graduate Satisfaction Survey[81] had a higher rate of labour force participation (78% vs. 76%), a higher employment rate (93% vs. 83%), but a much lower full-time employment rate (46% vs. 74%), compared to graduates from all Ontario colleges.

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[79] Mohawk College, "Autism and Behavioural Science Graduate Certificate," http://www.mohawkcollege.ca/community-urban-studies-programs/autism-behavioural-science-graduate-certificate.html

[80] Ontario College Application Service (OCAS), Application and Confirmation Report, www.ocas.ca

[81] Derived from 2012-13 KPI Graduate Outcomes/ Graduate Satisfaction Survey conducted across all Ontario colleges by the Ministry of Training Colleges and Universities.

Of these 23 graduates, 9 found work as instructors of persons with disabilities (53%); 3 as elementary and secondary school teacher assistants (18%); 2 as early childhood educators and assistants (12%); and 1 (6%) was employed in each of the following occupations: accounting and related clerks; cashiers; and producers, directors, choreographers and related occupations.

The KPI data indicate that these graduates were more satisfied with the usefulness of their college education in achieving their goals after graduation, compared to graduates of college programs overall (84% vs. 80%). Eight of these graduates (35%) had full-time employment in a job related to their study program; 5 were employed in a part-time job related to their study program (22%); none were employed full time in a job unrelated to their program; 3 were employed part-time in a job unrelated to their program (13%); 2 were unemployed (9%); and 5 were not in the labour force (22%).

Employers of these graduates were more satisfied, compared to employers of graduates across all Ontario college programs (100% vs. 92%). This may mean that the college training of their employees had sufficiently prepared them for the type of work he/she was doing.

The average annual salary for these graduates was $28,670 compared to $30,243 for graduates of all Ontario colleges.

4. Fanshawe College: Graduate Certificate in Autism and Behavioural Science

Fanshawe College's graduate certificate program in Autism and Behavioural Science develops advanced knowledge of Autism Spectrum Disorder (ASD) and awareness of effective intervention techniques via two field placements and academic study. Graduates have highly specialized areas of knowledge in ASD and Applied Behaviour Analysis. Admission requirements to the program include one of the following: Child and Youth Worker College Advanced Diploma; Early Childhood Education College Diploma; Social Service Worker College Diploma; Developmental Services Worker College Diploma; Degree in Social Sciences.[82]

OCAS data for the period 2010-2014 show an increasingly high demand for this new program (see Chart 4). The number of applications and confirmations grew from 148 and 34 respectively for the 2010 cycle, to 193 applications and 49 confirmations in 2014. Conversation rates over this period were very high, averaging 25% annually.

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[82] Fanshawe, "Autism and Behavioural Science," http://www.fanshawec.ca/programs-courses/full-time-programs/aut1-intro

Chart 4: Application and confirmation trending, Fanshawe College, Autism and Behavioural Science graduate certificate program, 2010-2014[83]

	2010	2011	2012	2013	2014
Program choices	148	153	172	179	193
Confirmations	34	45	36	49	49
Conversion Rate	23%	29%	21%	27%	25%

The 24 graduates who participated in the 2012-2013 KPI Graduate Student Survey[84] had a higher rate of labour force participation (83% vs. 76%), a higher employment rate (100% vs. 83%), and a higher full-time employment rate (82% vs. 74%), compared to graduates from all Ontario colleges.

Of these 24 graduates, 11 found work as instructors of persons with disabilities (58%); 3 as early childhood educators and assistants (16%); and 1 (5%) was employed in each of the following occupations: education policy researchers, consultants and program officers; elementary and secondary school teacher assistants; home support workers, housekeepers and related occupations; nurse aides, orderlies and patient service associates; and social and community service workers.

The KPI data indicate that these graduates were more satisfied with the usefulness of their college education in achieving their goals after graduation, compared to graduates of college programs overall (94% vs. 80%). Twelve of these graduates (50%) had full-time employment in a job related to their study program; 4 were employed in a part-time job related to their study program (17%); 2 were employed full time in a job unrelated to their program (8%); 1 was employed part-time in a job unrelated to their program (4%); none were unemployed; and 5 were not in the labour force (21%).

Employers of these graduates were more satisfied, compared to employers of graduates across all Ontario college programs (100% vs. 92%). This may mean that the college training of their employees had sufficiently prepared them for the type of work he/she was doing.

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[83] Ontario College Application Service (OCAS), Application and Confirmation Report, www.ocas.ca
[84] Derived from 2012-13 KPI Graduate Student Survey conducted across all Ontario colleges by the Ministry of Training Colleges and Universities.

The average annual salary for these graduates was $34,031 compared to $30,243 for graduates of all Ontario colleges.

Potential Feeder Programs: Seneca

Demand is also high for Seneca's related programs including: 1) Child and Youth Care; 2) Behavioural Sciences; 3) Early Childhood Education; 4) Social Service Worker; and 5) Bachelor of Child Development (see Table 1). The Early Childhood Education diploma program and the Social Service Worker diploma program experienced the highest demand, with average annual confirmations at 357 and 525 respectively. Annual conversion rates for all four programs were very high, averaging between 19% and 43.5%.

Table 1: Application and confirmation trending, selected Seneca programs, Faculty of Applied Arts and Sciences, 2010-2014[85]

Program	Annual Applications (average)	Annual Confirmations (average)	Conversion Rate (average)
Child & Youth Care	761	146	19%
Behavioural Sciences*	298	102	43.5%
Early Childhood Education	1,595	357	22.2%
Social Service Worker	2,352	525	22.4%
Bachelor of Child Development	339	75	22.6%

*The Behavioural Sciences diploma program began in Fall 2013.

Strategic Analysis

Industry trends indicate a growing need for professionals with specialized training in therapeutic approaches such as Applied Behavioural Analysis (ABA). Studies demonstrate the importance of early diagnosis and intervention to help individuals with ASD, learning disabilities, intellectual disabilities and those with a dual diagnosis (e.g. ASD and depression) to achieve their full potential. As the WHO affirms, mental health is a part of a continuum of well-being – physical, mental and social. Graduates of the proposed program would be prepared to work in an increasingly integrated system of health care and social services delivery.

The proposed Bachelor of Behavioural Psychology degree program will prepare graduates to work in high-demand roles such as Autism Instructor Therapists, Behaviour Therapists, Behavioural Consultants for Individuals with Intellectual / Developmental Disabilities, Child and Adult Mental Health Counsellors, and Educational Assistants. With specializing training in ABA, graduates would be equipped with an industry-recognized therapy that is used across a range of social, health, educational and community contexts, from residential treatment centres to special education classrooms.

The college program that relates most directly to Seneca's proposed program is St. Lawrence College's four-year Bachelor of Applied Arts in Behavioural Psychology. OCAS data indicate a high demand for this program: over the 2010-2014 period, the number of applications and confirmations was 310 and 87 respectively. There is considerable room for Seneca's proposed degree program because of the College's location in York Region. The proposed program would

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[85] Based on data from Ontario College Application Service (OCAS), Application and Confirmation Report, www.ocas.ca

be strategically positioned as the Region's primary source of behavioural psychology degree graduates with expertise in ABA. With a population of more than 1.1 million, York Region is expected to grow to 1.6 million by 2031,[86] which will mean an increased demand for all types of health and social services.

OCAS data show high demand for George Brown College's three-year advanced diploma program in Behavioural Science Technology, which focuses on ABA and Intensive Behaviour Intervention (IBI); students with a bachelor's degree in psychology or a related field can complete the program in one year. Demand is also high for the one-year graduate certificate program in Autism and Behavioural Sciences offered at Mohawk College and Fanshawe College. However, the minimum admission requirement of a diploma or a degree credential effectively narrows the market reach of this program. Seneca's proposed program would appeal to a broader share of prospective students, including those with only high school education.

Table 2 below shows that of the four comparable programs presented in this analysis, St. Lawrence's program experienced the highest demand over the 2010-2014 period, with an annual average of 310 applications and 87 confirmations, and an annual conversion rate (average) of 28.4%. Demand for Seneca's Behavioural Sciences diploma program (which began in 2011) is comparable to that of St. Lawrence's program, with an annual average of 298 applications and 102 confirmations over the 2010-2014 period.

Table 2: Application and confirmation trending, related programs; St. Lawrence, George Brown, Mowhawk, Fanshawe, Seneca; 2010-2014[87]

College	Program	Annual Applications (average)	Annual Confirmations (average)	Annual Conversion Rate (average)
St. Lawrence	Bachelor of Applied Arts Behavioural Psychology	310	87	28.4%
George Brown	Behavioural Science Technology diploma	289	59	20.4
Mohawk	Autism & Behavioural Science grad certificate	224	47	21
Fanshawe	Autism & Behavioural Science grad certificate	169	43	25
Seneca	Behavioural Sciences diploma	298	102	43.5%

Seneca currently provides training in ABA through its Behavioural Sciences diploma program and the graduate certificate program in Autism and Behavioural Science. The proposed degree program would build upon Seneca's existing expertise in this area, providing graduates with an in-depth understanding of behavioural intervention, behavioural techniques, and the application of ABA across a variety of clinical settings. Graduates with a diploma in Behavioural Science

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[86] York Region, *Growth and Development Review, 2013*, http://www.investinyork.ca/wp-content/uploads/2010/09/Growth-and-Development-Review-2013.pdf
[87] Calculated from data obtained from OCAS.

would be admitted into Semester Five of the proposed Bachelor of Behavioural Psychology degree program upon completion of a qualifying bridging course.

The Faculty of Applied Arts and Health Sciences is one of Seneca's most successful schools in terms of applications. The proposed program would strengthen the Faculty's related programs including: Behavioural Science; Autism and Behavioural Science; Early Childhood Education; Bachelor of Child Development; and Child and Youth Care.

As well, there is considerable potential to attract transfer students from external programs including: Behavioural Science Technology (George Brown College); Social Service Worker (Humber, George Brown, Centennial); and Behavioural Science Technology (St. Lawrence); and Early Childhood Education (George Brown, Humber, Centennial).

Seneca

Section 14: Duplication

Section 14: Duplication

Introduction

Seneca has reviewed the offering of programs similar to the proposed Bachelor of Behavioural Psychology from two-year diplomas to the degree level. The table below summarizes the programs that are similar to the proposed degree program.

Many of the college programs are similar in content. The focus of most is Applied Behaviour Analysis and Behavioural Sciences. The proposed degree curriculum has been mapped to the Board's Baccalaureate/Bachelor Honours Degree Standard as set out by the Ontario Qualification Framework. The mapping demonstrates that the proposed Seneca degree meets or exceeds the knowledge and skills expected of Baccalaureate/Honours Bachelor degree program.

There is a gap in the province as well as across Canada in the field of Behavioural Psychology and Applied Behaviour Analysis. This is a growing field which is applicable in many areas such as organizational development and behavior, corrections and education. The populations of people served range from infants to seniors, supporting them with social and behavioural issues including challenges associated with acquired brain injury. The accrediting body, Behaviour Analyst Certification Board (BACB), is now recognizing Behaviour Analysts with a baccalaureate degree as well as the masters and doctorate levels of practitioners.

The closest college comparator is St. Lawrence College's Bachelor of Applied Arts in Behavioural Psychology, which is located in a different catchment area from Seneca. The proposed Seneca degree will serve the York Region and its northern neighbours to address the gap of available Bachelor of Behavioural Psychology in these Ontario regions. The closest degree program is the joint BA in Psychology degree offered collaboratively by Brock University and St. Lawrence College.

Summary and Analysis of College Programs to the proposed Bachelor of Behavioural Psychology

Institution(s)	Comparison to Proposed Seneca Degree Program
Bachelor of Applied Arts (Behavioural Psychology) **Degree** **St. Lawrence College**	Similarities: Both St. Lawrence's degree and Seneca's proposed degree focus on Applied Behaviour Analysis and its application across many different populations. The foundational course offered in both programs are quite similar. Both Colleges are filling the absence of an undergraduate degree in Ontario in Behavioural Psychology. Both programs offer a coop work term. Differences: The St. Lawrence program offers unique courses in Psychometrics and Pharmacology. The Seneca program is unique in offering courses in Complementary Therapies, Behavioural Approaches in Education, Industrial and Organizational Behaviour, and Legislation. The proposed degree program will fill the gap of the absence of a Bachelor of Behavioural Psychology in the York Region and further north in Ontario.
Behavioural Science Technology **Advanced Diploma** **George Brown and St. Lawrence College**	Similarities: Both credentials are providing skills training for people interested in working in Behavioural Psychology. Both offer courses in Applied Behavior Analysis, Behaviour Theory and Practice, Interventions, Ethics and Lifespan Development. The St. Lawrence offering also includes similar courses in Behavioural Counselling, Forensic Sciences, and a survey of research. Differences: The advanced diploma is three years in length and does not provide for the same depth and breadth of study. The proposed degree program has an integrated applied research component. Course work and the practicum in the advanced diploma is often related to autism and developmental disabilities. The degree deepens knowledge in Complementary Therapies, Legislation, and Industrial Organizational Behaviour which are not found in the advanced diploma. With advanced liberal studies options, students in the degree are exposed to more breadth outside the discipline of study than in the advanced diploma.
Behavioural Sciences **Diploma** **Seneca College**	Similarities: The foundation of ABA is similar in both programs. The first two years of the programs cover very similar topics. Differences: The depth and breadth of the knowledge, skill and interventions in the proposed degree meet the Ontario Qualifications Framework benchmarks for a degree whereas the Behavioural Science diploma meets the credentials framework for a two-year diploma. Graduates of the proposed degree will be eligible to apply for accreditation for the designation of Board Certified Assistant Behaviour Analyst (BCaBA). The degree program has a research component and a capstone project. With advanced liberal studies options, students in the degree are exposed to more breadth outside the discipline of study than in the advanced diploma.

Autism and Behavioural Science **Graduate Certificate** Offered by 14 colleges **George Brown College** has the highest enrolment and was used for the analysis	Similarities: The Autism and Behavioural Science Graduate Certificate offered at George Brown College and the proposed degree both address behavioral approaches to treating clients identified with ASD. Differences: The Graduate Certificate is aimed at people who already have a degree or a diploma. Students enter the Autism program from a variety of undergraduate programs (e.g. Early Childhood Education, Social Service Work, Child and Youth) and therefore will not necessarily come with a strong foundation in ABA and behaviour theories and practice. The Autism program does not offer courses in Human Development, Complementary Therapies, Industrial and Organizational Behaviour, Mediation and Negotiation, or Legislation. The proposed degree offers more in-depth knowledge of ABA and broader application beyond Autism, as well as applications to education and applied research.
Addictions and Mental Health **Graduate Certificate** **Durham and Georgian College**	Similarities: Both credentials are focused on evidence-based practice and working with diverse populations. Both have courses in counselling, addiction, mental health, and treatment modalities. Differences: The Addictions credential is a more specialized program than the proposed degree and offers less breadth and depth in the field of ABA and the ABA applications beyond addiction. The Addictions program does not have a research component or liberal studies options to provide students with exposure to knowledge outside the main field of study.

Summary and Analysis of University Programs compared to the proposed Bachelor of Behavioural Psychology

Note: The College found that there are not more than 3 similar or related existing programs offered at Ontario universities.

Behaviour, Cognition, and Neuroscience **BSc (Honours)** **University of Windsor**	<u>Similarities:</u> Behavioural Psychology is part of the curriculum of both degrees. <u>Differences:</u> The University of Windsor program is focused on neuroscience with a strong biological science focus. The program combines the biological aspects of psychology and biology relating to the brain and behavior. The foundation of the proposed Seneca degree is based in Psychology and Sociology with a strong focus on ABA. Seneca graduates will be equipped with skills and knowledge to work in the field of Applied Behavior Analysis, which is not the focus of the Windsor Degree. Graduates from Windsor will seek careers in neurobiology, psychology and medicine.
Psychology **BSc or BA** **York University**	<u>Similarities:</u> Both York and Seneca programs are Psychology degrees with a research focus. Both offer courses in Psychology as well as liberal studies. <u>Differences:</u> The proposed degree will have as its main focus ABA from an applied arts perspective rather than a science or arts perspective. The BSc at York offers courses in chemistry, physics, and biology. The BA at York exposes students to psychological concepts and applications. The Seneca program prepares students to work in the field of Behavioural Psychology with a focus on ABA. The York programs prepare students to work as psychologists, professional counsellors, or researchers.
Psychology and Behavioural Science Technology **BA and Advanced Diploma** **Brock University and St. Lawrence College**	<u>Similarities:</u> For the Behavioural Science Technology (BST) portion of the joint program, delivered at St. Lawrence College, students take a variety of courses in similar topic areas to the proposed degrees including prevention and management of disturbed behaviour, addictions, and communications. Students will take ABA courses in both programs. <u>Differences:</u> Throughout the four years of Seneca's proposed degree students will focus on ABA, its applications and interventions with a variety of populations. The Brock/St. Lawrence credential focuses on general psychological theory with ABA only in the 3rd year of the program when they complete the accelerated BST credential. The other 3 years of the joint program are focused on courses related to a BA in Psychology.

Section 15: Optional Material

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The following section includes:

- 2012-2017 Strategic Plan
  http://www.senecacollege.ca/about/reports/strategic-plan/strategic-plan-2012-17.pdf

- 2012-2017 Academic Plan
  http://www.senecacollege.ca/about/reports/academic-plan/academic-plan-2012-17.pdf

- 2014-2015 Seneca Calendar
  http://www.senecacollege.ca/fulltime/FullTimeCalendar.html

- 2015-2016 Seneca Viewbook
  http://bit.ly/Seneca15-16Viewbook

- 2014-2015 Academic Policy
  http://www.senecacollege.ca/academic-policy/

Seneca

Section 16: Policies

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