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Submission:

**Bachelor of Behavioural
Psychology**

Applying for Ministerial Consent under
the Post-secondary Education Choice and Excellence Act, 2000

The Minister of Training, Colleges and Universities
c/o The Universities Unit
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Section 1: Introduction

1.1 College and Program Information

Name of the College: George Brown College of Applied Arts and Technology
URL for the College: georgebrown.ca
Proposed Degree Nomenclature: Bachelor of Behavioural Psychology
Location (specific address) where program is to be delivered: St. James Campus 200 King Street East Toronto, Ontario M5A 3W8
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1.3 Executive Summary

George Brown College

Located in Toronto's vibrant downtown core, George Brown College is one of Canada's largest and most diverse colleges. The College has three main campuses, St. James, Casa Loma, and the Waterfront campus that opened in September 2012. George Brown offers 135 full-time programs and 189 continuing education certificates/designations across a wide variety of professions to a student body of over 24,500 (full-time equivalent) students, including over 3,200 international students, and over 61,000 continuing education registrants. Students can earn certificates, diplomas, graduate certificates, apprenticeships and degrees.

George Brown strategically pursues degree opportunities in sectors where it already has significant partnerships and working relationships that inform and strengthen program development and ongoing delivery. The College currently delivers five baccalaureate programs: Bachelor of Applied Business (Financial Services), Bachelor of Applied Business (Hospitality Operations Management), Bachelor of Technology (Construction Management), Bachelor of Applied Arts (Early Childhood Leadership), and Bachelor of Science in Nursing – a collaborative program with Ryerson University.

School of Social and Community Services

The Bachelor of Behaviour Psychology program will be delivered through George Brown's School of Social and Community Services. The School already offers three behavioural science programs that are in high demand and regularly waitlisted. The three-year advanced diploma in Behavioural Science Technology was launched in 2002 and focuses on Applied Behaviour Analysis (ABA) and Intensive Behavioural Intervention (IBI). This advanced diploma is also delivered as a ten-month intensive program for students who already possess a bachelor's degree in psychology or a related area, but lack specialized courses in behaviour analysis. The eight-month graduate certificate program is designed for students who possess either a relevant bachelor's degree or a two-year diploma and have a special interest in autism. In addition to these three programs, the proposed degree also has a high affinity to several other programs offered by George Brown, including Activation Co-ordinator/Gerontology, Early Childhood Educator, Child and Youth Worker, Community Worker, and Social Service Worker.

Through these existing programs, George Brown has built an established network of community, industry, and employer partnerships. The Behavioural Science programs include field experience with numerous employers throughout the Greater Toronto Area (GTA) and beyond. The School of Early Childhood operates eight child care lab schools across Toronto in partnership with a range of organizations. These lab schools provide George Brown students with opportunities to observe, research, and work with children, including those with varying special needs and disabilities. Such strong community roots will enable the College to provide degree students with a broad range of field placement/internship opportunities, including group homes, geriatric settings, acquired brain injury clinics, mental health agencies, and behavioural consultation services.

Behavioural Psychology Field

Psychology is the study of human and animal behaviour, including mental processes and emotions. Behavioural Psychology, also referred to as Behavioural Science, is a broad field that is based on theories of learning. George Brown's Behavioural Psychology degree is designed with an emphasis on ABA.

ABA rests on the systematic application of procedures derived from theories of learning and focuses on sustained behaviour change. Professionals who practice ABA use procedures that have been proven effective through well-designed studies, many of which have been published in peer-reviewed journals.

While duties of ABA practitioners are specific to employment responsibilities, examples include: assessment of a client's skills, the development and implementation of skill acquisition programs, functional assessment of challenging behaviours, behaviour management plans, data collection and analysis, and case management. Their knowledge and skills are applicable to numerous opportunities which include a broad range of job titles including: Addiction Counsellor, Autism Spectrum Disorders Consultant, Instructor Therapist, Behaviour Therapist, Behavioural Consultant, Behavioural Specialist, Recreational Therapist, Residential Support Worker, Sex Offender Program Counsellor, Social Worker, and Transition Coordinator.

Behaviour Psychology professionals using ABA are often referred to as Behaviour Analysts. Behaviour Analysts are becoming integral members of inter-professional health teams and often specialize in treatments related to Autism Spectrum Disorders (ASD), acquired brain injury, geriatric issues such as dementia, behaviour disorders, developmental disabilities, addictions, mental health, and other health and well-being issues.

In Ontario, professionals with a specialization in ABA do not currently need to be certified, licensed or granted official recognition by a provincial regulatory body. To promote and ensure professionalism, the behavioural science field is aligning its hiring and standards of practice with the Behavior Analyst Certification Board (BACB). The BACB is recognized globally for its rigorous and quality certification processes and standards of practice. It requires a minimum of a bachelor's degree to write the qualifying exam to become a Board Certified Assistant Behavior Analyst (BCaBA).

The largest professional organization for behaviour analysis practitioners is the Association for Behavior Analysis International (ABAI). The Ontario Association for Behaviour Analysis (ONTABA) is an affiliate chapter of ABAI. Members in ONTABA have an expressed interest in behaviour analysis and come from a variety of fields including (but not limited to), psychology, education, nursing, health care, developmental services, research, and administration. The degree program is designed to closely adhere to the ONTABA Standards of Practice.¹

The Association of Professional Behavior Analysts (APBA), founded in 2007, is another international professional organization and has a mission is to promote and advance the science and practice of ABA.

Program Overview

The program is designed with the core courses of the program focused on five areas of learning:

1. Behavioural Science Theories, Principles, and Methods
2. Special Populations
3. Psychology
4. Research Methods/Statistics
5. Ethics and Professionalism

¹ Standards of Practice for Practitioners of Behaviour Analysis in Ontario (2010 Revision). Web reference: <http://www.ontaba.org/pdf/Standards.pdf>

Introductory courses provide students with a broad understanding of development across the lifespan, etiology and symptomatology of various diagnoses, and foundational concepts and theories in ABA and cognitive behavioural approaches. Research methods and statistical courses introduce students to the methodological rigor and analysis required for sound experimental designs. The connection between moral philosophy and the development of personal morals, as well as professional standards within clinical practice, are explored in ethics courses.

In later semesters, students broaden their perspectives and scope of understanding by taking courses that examine clinical case studies. Students learn to conduct functional behavioural assessments, functional analyses, and implement ABA-based procedures and teaching/training packages with individuals with neuro-developmental disabilities and other behavioural challenges. Students are also encouraged to extend the reach of ABA to support specific populations including those with ASD, acquired brain injury, geriatric issues such as dementia, and mental health issues.

Through guided classroom discussions and group presentations, students learn the risks of available treatments options that are quickly adopted by professionals, sensationalized by the media, and naively embraced by optimistic consumers well before supporting evidence for their effectiveness or safety is published or disseminated. Program curriculum places an emphasis on the evaluation of common behavioural approaches and encourages the implementation of interventions that are empirically supported.

Students develop critical thinking skills and the ability to apply learning from areas outside the behavioural science field with breadth courses that include eight liberal studies electives. The breadth component of this program equates to 22.5% of the overall curriculum hours.

Four semesters in the program include one day (eight hours) of field placement per week. In the summer after Year 3, students complete one, 14-week internship, in which a research thesis will be conducted. Prior to commencing the field placement/internship, students have the assistance of a Field Coordinator to explore their interests, prepare for interviews, facilitate interview meetings, and receive feedback. The Field Coordinator provides students with the tools, support, and resources needed to obtain a placement. Once students are in their placement settings, they obtain support from the employer supervisor as well as support from a College Faculty Field Liaison. This high level of interaction provides students with further theoretical training and assistance when integrating theory into practice.

Dr. Andrew McNamara, in the role of an independent external consultant, agreed to review the program's course outlines. Dr. McNamara has an in-depth knowledge of academic programs in Behavioural Psychology; he teaches in the Bachelor of Applied Arts Behavioural Psychology program at St. Lawrence College and is an Adjunct Professor with the Applied Disability Studies (Master of Applied Disability Studies) program at Brock University. From 2002 to 2006, he was the Coordinator of the Behavioural Science Technology program at George Brown College. In 2008, he received the ONTABA Award for Academic Achievement in Behaviour Analysis. Dr. McNamara stated that George Brown's proposed degree program is "built on the strong tradition of training in ABA that George Brown College pioneered in the GTA and will provide students with current and comprehensive training in ABA and behavioural counseling as it is practiced in a variety of settings and with diverse populations."

The proposed program structure and course outlines were also reviewed by Dr. Georgia Quartaro, Dean of the Centre for Preparatory and Liberal Studies at George Brown College, who was the founding Chair for the three behavioural science programs currently at the college. Dr. Quartaro has specialized training and expertise in the application of behaviour theory in working with specialized populations. She led the five-college curriculum development consortium for the Autism and Behavioural Science Graduate Certificate, which was a bi-ministerial initiative. Dr. Quartaro stated that the degree program will provide

graduates with stronger analytical skills and wider opportunities for employment and progress in their careers.

Capacity to Deliver

The degree will be delivered at George Brown's St. James campus. There is existing classroom space, lab access, computer resources, and infrastructure to support the launch and growth of the program. The Library Learning Commons (LLC) at St. James is a 25,000 square foot, two-floor facility that includes the Library's print collections, computing commons, adaptive technology lab, and spaces for collaborative, individual and quiet study. Students will also have access to all of George Brown's other LLCs including the nearby Waterfront Campus LLC which houses resources for the College's Health Science programs.

George Brown's Centre for Community Services and Education currently has six full-time staff qualified to teach in the degree program. Two hold a PhD and four have terminal credentials at a Master's level. The College has also identified nine qualified instructors with doctoral credentials who have indicated interest in teaching in the degree program. Several are already teaching, or have taught courses at George Brown. In addition, four instructors with related Masters and BACB designations have indicated their interest in teaching in the program. All curriculum vitae are provided as part of this application. Within three years of program launch, two additional full-time faculty with doctoral credentials will be added to the faculty team.

Economic Need

Several factors and trends indicate the value of George Brown delivering a Bachelor of Behavioural Psychology. Ontario's changing demographics is playing a key role in the increasing demand for inter-professional health teams that include Behaviour Analysts. Our aging population needs more ABA practitioners to work with seniors who may have cognitive impairments due to mental health needs, including dementia and other neurological conditions. The significant increase of children being diagnosed with ASD requires increased resources, not only at the time of diagnosis, but often throughout the lifespan of the diagnosed individual. Another changing demographic includes individuals with acquired brain injury. Brain injury has become a significant medical and societal concern over the last 30 years with thousands of Canadians incurring a traumatic brain injury annually – the majority of whom are young adults injured in motor vehicle or sports accidents. As the Behavioural Science field becomes more recognized in Ontario, Behaviour Analysts are expected to extend the reach of ABA into more diverse settings and with more varied populations.

To respond to the province's changing demographics and health care needs, the Ontario government is making significant commitments to strategies that will benefit from ABA professionals. These strategies are being implemented through initiatives of the Ministry of Children and Youth Services, Ministry of Education, and Ministry of Health and Long-Term Care. Employers and service suppliers are already anticipating a growing demand to hire qualified Assistant Behaviour Analysts and Behaviour Analysts to meet Ontario's expectations for quality support and care. However, these initiatives and employer hires rely on Ontario having access to qualified practitioners. The need for such practitioners is becoming urgent – BACB's website indicates that Ontario currently has only 203 Board Certified Behavior Analysts (BCBA) and only 47 Board Certified Assistant Behavior Analysts (BCaBA).

Students recognize the professional opportunities available in this field and there is strong demand for programs in Behavioural Psychology. Recent survey results from George Brown's Behavioural Science student and alumni indicate that 100% of three-year Behavioural Science Technology students would

have considered taking the degree if it had been offered at time of application and 97% of the alumni believe that an undergraduate degree will likely become the mandatory credential for behavioural science practitioners within the next three to five years.

Credential Recognition

George Brown provided program and curriculum information to the BACB, ABAI, ONTABA and APBA. Letters of support from these associations are included with this application and confirm that the program is well designed to meet their requirements. Since BACB requires a minimum degree education to be considered as a BCaBA, the program is also designed to have the course sequence necessary to meet the course work requirements for eligibility to take the BCaBA Examination. The support letter from BACB includes the following statement:

I am delighted to learn that George Brown College might develop a bachelors degree program in behavior analysis. Such a program, especially coming from one of the leading behavior analysis training institutions in Ontario, would be a valuable contribution to the region and discipline. If approved, I am confident that the new degree program would produce many Board Certified Assistant Behavior Analysts needed within the province and elsewhere and serve as an important feeder program for graduate programs in behavior analysis. As you know, there are not many Board Certified Assistant Behavior Analysts in the province (currently 47). This number would be greatly strengthened by a bachelors degree program at George Brown College. Such an outcome would be of tremendous importance to Ontario's severely understaffed service-delivery system.

Dr. James E. Carr, Chief Executive Officer, BACB

The program is also designed to provide students with a pathway to pursue graduate studies. Provided in this application are support letters received to date from Brock University, St. Cloud State University, University of British Columbia, University of California, University of Kansas, and the University of North Texas. Excerpts from these letters illustrate the interest level in potential graduates of the degree:

The program with which I am associated at the University of British Columbia is one of only a few in Canada that offers graduate-level coursework in applied behaviour analysis (ABA). We would definitely be interested in a graduate from the program proposed by George Brown College. The course plan is thorough in its coverage of ABA, and a student from this program should be well prepared for further graduate studies at an institution like UBC. An important part of that preparation will be the required thesis project and its dissemination.

Dr. Pat Mirenda, University of British Columbia

After reviewing the documents sent to me about the degree program . . . I can say, without reservation, that our graduate program in Applied Behavioral Science would be interested in a graduate from the program described in them. The course plan is impressively thorough in its coverage of applied behavior analysis.

Dr. Edward K. Morris, University of Kansas

I have reviewed the materials documenting the degree program and they reflect a thoughtful sequence of requirements. As well, the program will educate students in many important areas of application, something that is currently very much needed in our society. . . . On a personal note, I am pleased that George Brown College is considering a degree dedicated to the study of behavior. Such degrees are much needed all over the world. Recent advances in physiology, neuroscience, and genetics have brought to focus the need for knowledge about behavior for the advancement of integrative science in all those disciplines.

Dr. Jesús Rosales-Ruiz, University of North Texas

In addition to receiving unanimous support for the program from the Program Advisory Committee, the College conducted an online employer survey in early 2013. The survey was sent to employers who have provided field placements to George Brown students and/or have hired George Brown graduates. Employers fully support the proposed four-year degree program with most indicating that the industry is already moving towards a mandatory degree requirement, as well as increased requirements for credentials and regulation. Since the field is rapidly moving toward requiring a degree for entry level Behaviour Analysts and a Master's for higher positions, there is strong support from employers for the proposed program. They are facing a growing challenge when practitioners without a degree want to advance to other positions above the Instructor Therapist level within the organization. Employers also indicated that promotion of staff to supervisory positions will likely require a Master's degree. Once again, the proposed degree will provide employers with professionals who are prepared to grow their career within the field.

Bridge Pathways

George Brown has designed the degree to accommodate three bridge pathways into the program:

- Graduates of the Behavioural Science Technology Advanced Diploma will have access to a bridge that includes four reach back core courses, three liberal studies electives, and an internship. After completing the bridge, qualified applicants will enter Semester 7 of the degree program.
- Students of the Behavioural Science Technology Advanced Diploma will have access to a bridge that includes four reach back core courses and two liberal studies electives. Qualified students would enter the bridge after the second year of the diploma. Upon completion of the bridge, students will enter Semester 5 of the degree program.
- Graduates of related diploma programs in Community Services and Health Sciences may be eligible to be credited between five and ten courses toward entry into the degree, depending on their previous course of study. The required bridge courses will be determined on a case-by-case basis.

Nomenclature and Non-Duplication

The only comparable Ontario degree program is offered by St. Lawrence College. Similarities with this program, including nomenclature and alignment of program learning outcomes, are intentional to promote provincial consistency and public understanding of the credential. A significant difference between the degrees is that the St. Lawrence serves another Ontario region (Kingston area) while George Brown's program will serve students in the GTA.

Conclusion

In summary, George Brown College is well positioned to meet Ontario's growing demand for professionals with a specialization in ABA. Several factors support the delivery of the proposed Bachelor of Behavioural Psychology:

- Ontario is experiencing an increasing demand for graduates from Behavioural Psychology programs. This program will produce qualified practitioners who can support growing numbers of Ontarians

with ASD and other neuro-developmental disorders, acquired brain injury, dementia, addictions, mental health issues, as well as other behavioural challenges.

- Behavioural Psychology as a field, and ABA as a specialization, are rapidly moving toward increased credential requirements. Employers are challenged to find practitioners with a bachelor's degree who are well positioned to continue academic studies and advance to higher levels within the organization.
- George Brown has been a key source of Ontario's ABA practitioners for over a decade. The College has the capacity to deliver the program including infrastructure, highly qualified full-time faculty, access to additional faculty for part-time and full-time teaching positions, and established employer relationships for field placements and internship opportunities.
- Reviews of the curriculum were conducted by Dr. Andrew McNamara and Dr. Georgia Quartaro. Both confirmed that the curriculum is at a degree level and will provide students with the knowledge and skills needed by ABA practitioners.
- The program is designed to provide pathway to graduate studies. Five universities that offer Master's programs related to ABA have confirmed that they would be interested in graduates of the degree program.
- Four industry associations support George Brown's development of the degree program: BACB, ABAI, ONTABA and APBA. The program is designed to have the course sequence necessary to meet the course work requirements for eligibility to take the BCaBA Examination.
- Surveys conducted with current students and alumni of Behavioural Science programs indicate strong interest in the program.

George Brown is enthusiastic about the opportunity to offer this degree. It will assist Ontario in meeting the growing demand for professionals with an ABA specialization. Graduates will become an integral part of health care teams as they practice a well-recognized and accepted evidence-based approach to working with a wide range of neuro-developmental disorders and behavioural challenges.

1.4 Program Abstract

The Bachelor of Behavioural Psychology is a four-year degree that combines methods of philosophy, methodology, and theory to create a comprehensive understanding of behavioural psychology and more specifically, Applied Behaviour Analysis (ABA). Psychology courses integrate the introduction of clinical cases with theoretical knowledge of how individuals function cognitively and behaviourally through their lifespan. Behavioural course work requires students to study assessment and intervention procedures while actually designing, implementing, and evaluating programs of their own. Special population courses will invite students to expand their understanding of ABA and cognitive behavioural approaches to explore clinical and social issues with respect to treatment related to Autism Spectrum Disorders (ASD), acquired brain injury, geriatric issues such as dementia, behaviour disorders, developmental disabilities, addictions, mental health, and other health and well-being issues. Courses in Group Behavior Therapy, Clinical Behaviour Analysis, Mediator Training, and Organizational Behavior Management provide both theoretical and methodological bases for working with groups, teams, mediators, and organizations.

The program places emphasis on the evaluation of common behavioural approaches, and encourages the implementation of interventions that are empirically supported. To facilitate the applied component of the program, student-directed learning experiences are incorporated into the curriculum to allow students to formulate a meaningful way to bridge theory into evidence-based practice, and to prepare themselves for practical work in the field of behaviour analysis. The program closely adheres to the Ontario Association for Behaviour Analysis (ONTABA) Standards of Practice. It is also designed to offer comprehensive academic training that helps prepare students for the exam to become Board Certified Assistant Behaviour Analysts (BCaBA).

The program positions graduates to be a valued member of an inter-professional health care team. Graduates will be able to undertake a range of responsibilities such as assessment of a client's skills, the development and implementation of skill acquisition programs, functional assessment of challenging behaviours, behaviour management plans, data collection and analysis, and case management. There is a wide range of job titles for graduates including Addiction Counsellor, Autism Spectrum Disorders Consultant, Instructor Therapist, Behaviour Therapist, Behavioural Consultant, Behavioural Specialist, Recreational Therapist, Residential Support Worker, Sex Offender Program Counsellor, Social Worker, and Transition Coordinator.

Section 2: Degree Level

This section contains a description of how the proposed Bachelor of Behavioural Psychology program meets the Ontario Qualification Framework and Postsecondary Education Quality Assessment Board (PEQAB) Standards. Although adherence to each standard is described separately, the program approaches the standards using an integrative approach so that students can more readily identify connections and associations as the curriculum is presented. This also creates opportunities for students to demonstrate competencies for more than one standard as part of performance assessments.

2.1 Depth and Breadth of Knowledge

Competencies that the holder of the qualification is expected to be able to demonstrate:

- 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.

Behavioural Psychology is the primary tenet of behaviourism. Both behaviour analysis and cognitive behavioural approaches align themselves as a branch of Behavioural Psychology. George Brown's Behavioural Psychology degree combines methods of philosophy, methodology, and theory to create a comprehensive understanding of psychology and more specifically, behaviour analysis. This approach facilitates demonstration of the utility of different schools of thought in application.

Psychology courses integrate the introduction of clinical cases with theoretical knowledge of how individuals function cognitively and behaviourally through their lifespan. Behavioural course work requires students to study assessment and intervention procedures while actually designing, implementing, and evaluating programs of their own. Special population courses invite students to expand their understanding of applied behaviour analysis (ABA) and cognitive behavioural approaches to explore clinical and social issues with respect to the treatment of autism, developmental disabilities, acquired brain injury, behaviour disorders, dementia, and other neurological conditions. Courses in Group Behaviour Therapy, Clinical Behaviour Analysis, Mediator Training, and Organizational Behaviour Management provide both theoretical and methodological bases for working with groups, inter-professional teams, mediators, and organizations.

Through course work and guided discussions, students are introduced to the ethical and legal issues and to the special responsibilities inherent in the delivery of behavioural services. Students acquire knowledge of the legislative bodies that govern disability services and gain ecological perspectives in the context of systems of support; including individual, family, health and education systems. The curriculum also introduces students to the relevant Government of Ontario ministries and further equips them with the professional skills needed navigate services in the public, private, and not-for-profit sectors. Ethics and professionalism courses, and ethics learning outcomes in other courses, provide repeat exposure to ethical issues and considerations in the field of behaviour analysis. The analysis of broad ethical issues promotes ongoing professional development and an acute level of commitment to ethical standards of practice.

The Advanced Topics in Behaviour Analysis and Consolidation of Behavioural Principles and Practice courses invite students to explore current trends and developments in the field of behaviour analysis, allowing case conceptualization, problem solving, clinical judgment, and ethical conduct to become integrated and polished.

To ensure appropriate breadth of knowledge outside of the core curriculum, the program includes eight liberal studies electives, in addition to the Communication and Critical Thinking course. Students will take four of these electives in the first year of the program so that they are introduced to key concepts in liberal studies subjects such as sociology, philosophy, art history, and environmental science. These lower level electives assist in forming foundational survey knowledge.

Upper level courses explore specific topics in greater depth than the lower level courses, and often from an interdisciplinary perspective. Students must apply their foundational knowledge to critically evaluate the complexities of specific topic areas. Examination of significant themes and theoretical frameworks requires greater depth of evaluative analyses as demonstrated by the demands of the reading assignments and written assessments, relative to lower level courses.

Liberal studies electives at both the lower and upper levels are rigorous, consisting of comprehension and critical analyses of the prevailing theoretical frameworks within a discipline area, with strong emphasis on assessments that demonstrate clear, coherent arguments.

2.2 Conceptual and Methodical Awareness/Research and Scholarship

Competencies that the holder of the qualification is expected to be able to demonstrate:

An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

- 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.

The application of behaviour analysis is growing rapidly in several areas such as education, gerontology, disabilities, and mental health. To meet the needs of a wide range of diverse client groups, it is essential that program graduates have a solid comprehension of current research and literature, treatment procedures, and clinical practice standards. Program courses provide students with theoretical knowledge

in behaviour analysis as well as the ability to apply that knowledge in different settings. The program is designed to develop analytical and critical thinking skills of students through educating them in behavioural science. Through intensive instruction in the theory of behavioural science, including critical analyses of the literature and implementation of procedures, students develop expertise in the methods used by a Behaviour Analyst. Throughout the program, students are exposed to a variety of teaching methodologies such as presentations, case studies, readings of the literature, and written assignments.

Current behavioural theory is imbedded in courses throughout the program, including Behavioural Theory, Introduction to Behaviour Analysis, Skill Acquisition, and Behavioural Assessment. These courses provide an in-depth account of the theory of behavioural science through frequent exposure to relevant research and literature. In addition, students learn to identify the corresponding theoretical approach while applying it into practice and assisting with every day concerns for populations with a range of conditions including disabilities, dementia, acquired brain injury, addictions, and mental illness. The course sequence culminates in Semester 8 with Consolidation of Behavioural Principles and Practice.

Students develop a theoretical framework which serves as the foundation for all their future learning around treatment modalities, functional assessment, and professionalism within the field. Foundational knowledge is acquired in earlier courses: Introduction to Behaviour Analysis, Behavioural Assessment, Research Methods, Communication and Critical Thinking, Introduction to Psychology, and Disability Services in Ontario. In year two, students observe the application of the theoretical underpinnings in practice while they do a one-day-per-week placement with a community agency in the field of ABA. These one-day-per-week placements are closely linked to courses such as Behavioural Assessment in order to ensure that students have a solid foundation of theory as they begin to identify how that theory then translates into practice. These placements occur at community agencies that provide a broad range of ABA services and population of individuals such as schools, Intensive Behavioural Intervention (IBI) programs for children who have Autism Spectrum Disorders, group homes, centres for mental illness, geriatric/activation programs, and hospitals.

In the final two years of the program, students are immersed in the field with courses such as Advanced Issues in Behaviour Analysis, Behavioural Approaches to Education, Ethics and Professionalism, Organizational Behaviour Management, and Service Delivery Systems and Interprofessional Practice. These courses are designed to address the breadth of application areas in behaviour analysis and prepare the student to navigate available career paths. All students will have an Applied Thesis course where they work in collaboration with a community agency to identify an area of research, design, and implement procedures. Through their course work, students develop a broad knowledge of relevant settings and client populations. Thus there is a wide range of possible research project topics for the Applied Thesis, including individual client behaviour change, staff and parent training, systems analysis, and organizational change. The Applied Thesis and Independent Study courses provide students with deeper experiential knowledge within the field including research, consultation, case analysis, treatment professionalism, and ethical standards.

Immersing students in research and evidence-based practice, as well as supporting them in hands-on work, ensures that students are provided with a balanced model of theory to practice relationships. Graduates will be well-positioned to be effective in a range of community settings without needing further training. In addition, the research focus in the degree program will ensure that graduates have the academic and practical requirements to pursue graduate studies in the field of behaviour analysis if they wish to do so.

2.3 Communication Skills

Competencies that the holder of the qualification is expected to be able to demonstrate:

The ability to communicate information, arguments and analyze 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.

ABA practitioners need to have exceptional communication skills to adjust their vocabulary when working with a variety of clients and to promote behaviour analysis as an integral skill within an inter-professional team. To meet this need, the program integrates communication skills throughout the curriculum. The initial focus is on elementary methods of argument and reasoned decision making, progressing to refinement of skills for effective communication with professionals and clients who have a wide range of understanding of the field. Courses that have a strong focus on communication skills are: Communication and Critical Thinking, Professional Communications, Service Delivery Systems and Interprofessional Practice, and Leadership in Behavioural Analysis.

Students learn how to write formal/experimental treatment reports and make presentations to peers and behavioural service providers in the public, private, and not-for-profit sectors. Examples of documents prepared by students are Behaviour Management Plans, Individual Skill Acquisition Programs, and Individual Education Plans. Oral communication skills are honed during case conferences, Identification, Placement & Review Committee (IPRC) meetings with schools, and in supervised field placement interactions with clients and their families.

The program is also structured to engage students to build skills such as interpreting arguments, analyzing assumptions and unstated premises in writing, assessing and using deductive arguments, and appraising written communications through various methods of instruction such as presentations, group work, discussion, readings, and case analysis. The Professional Standards and Practices in Dissemination builds on the Applied Thesis Proposal and Independent Study: Thesis Preparation courses provide fourth-year students the opportunity to disseminate the results of their thesis project to their classmates and community service providers.

2.4 Application of Knowledge

Competencies that the holder of the qualification is expected to be able to demonstrate:

- a. The ability to review, present and critically evaluate quantitative and qualitative information to:
 - i) develop lines of argument;
 - ii) make sound judgments 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.

Students intending to work in the ABA field must develop knowledge and skills related to the science of human behaviour. Courses such as Behaviour Theory, Introduction to Applied Behaviour Analysis, Behavioural Assessment, and Developmental Psychology provide students with a strong theoretical foundation. While acquiring this theoretical knowledge, students are also learning skills that allow them to interpret, analyze, evaluate, criticize, and assess information. This is accomplished through various teaching modalities within the classroom such as presentations, group work, case studies, inter-teaching, mastery learning, discussions, and readings.

The program provides students with sound theoretical background which is then used as the foundation for application of knowledge. Placement opportunities begin in Semester 3 and are strategically aligned with theoretical courses so that students are able to observe theoretical content translated into practice with a variety of populations. Courses that have a one-day-per-week placement are Behavioural Assessment, Skill Acquisition, and Treating Challenging Behaviours. Having the opportunity at an early stage to observe the implementation of theory into practice gives students a more comprehensive understanding of behavioural psychology and how it is applied within the field.

Once students have a solid grasp on the science of behaviour, they will be immersed in the application of the theory in courses such as Introduction to Skill Acquisition: Assessment and Intervention Strategies, Skill Acquisition: Advanced Theories and Application, Treating Challenging Behaviours, and Research Methods. Within these courses, students learn to construct hypotheses, develop treatment plans, critique research and literature, evaluate and analyze potential treatments, and assess and identify treatments for challenging behaviours. This content is taught in a variety of ways including modeling and role playing. The experiential knowledge that students gain will further enhance and solidify their skills.

Four semesters in the program include one day (eight hours) of field placement per week. In the summer after Year 3, students will complete one 14-week Internship in that includes a Thesis. Prior to commencing the field placement/Internship, students have the assistance of a Field Coordinator to explore their interests, prepare for interviews, facilitate interview meetings, and receive feedback. The Field Coordinator will provide students with the tools, support and resources for obtaining a placement. Once students are in the placements, they will obtain the support of the employer supervisor and the direct support of a College Faculty Field Liaison. These supports provide students with further theoretical training and assistance with the integration of theory and practice.

2.5 Professional Capacity/Autonomy

Competencies that the holder of the qualification is expected to be able to demonstrate:

- 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.

Every course provides students with an appreciation of the importance of professional integrity and inter-professional responsibilities. While foundational concepts are introduced in the first two years, later courses are specifically designed to further enhance the skill set of students in relation to professionalism and working both independently and as part of a team.

Students are taught to conform to the legal and ethical codes of society and the professional community. In Semester 4, the Ethics: Moral Philosophy course introduces students to the development of moral philosophy, beginning with the works of Plato and Aristotle. Students learn to recognize if their personal philosophy or beliefs may conflict or interfere with their ability to provide effective services. A course in Ethics: Standards of Practice in Semester 5 includes assignment of case studies and students are expected to participate in classroom discussions/debates to justify ethical and professional commitments required as a practitioner, and to ensure personal bias does not compromise moral decision-making in professional practice. Students learn to operate in the best interest of the client, and bring attention to and resolve ethical issues.

Courses such as Advanced Topics in Behaviour Analysis, and Consolidation of Behavioural Principles and Practice, require students to conduct a comparative analysis on a range of topics, analyze case studies using various approaches, and evaluate empirically validated and invalidated interventions. These courses highlight current issues in the field and how the field is adapting to meet these challenges.

Courses such as Leadership in Behaviour Analysis, as well as Professional Standards and Practice, provide students with information related to working independently as well as being a leader within their place of employment. These courses, along with Ethics: Standards of Practice in ABA, provide students with a solid understanding of the importance and necessity for continued professional development while their careers progress.

Throughout the program, emphasis is placed on Behavior Analyst Certification Board's (BACB) Guidelines for Responsible Conduct of a Behavior Analyst. Since many students are expected to seek certification at the Board Certified Assistant Behavior Analyst (BCaBA) level through the BACB, the degree will provide students with the professional basis to work in the field and also build on their professionalism through the continuing education requirements of maintaining BACB certification.

2.6 Awareness of Limits of Knowledge

Competencies that the holder of the qualification is expected to be able to demonstrate:

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.

Behavioural Psychology offers a set of theories and principles that explain a wide range of behaviour. Practitioners use and interpret these theories and principles to successfully designed behaviour analytic treatments for a spectrum of clients ranging from infants to elderly people, from individuals with severe behavioural problems to elite athletes and prosperous business professionals. With a solid foundation in science, the application of behaviour analysis continues to make meaningful contributions to individuals, families and communities across Ontario. However, it is critical that behaviour analysts are competent in an area for which they have been requested to provide treatment and have the ability to make informed judgments about their areas of competence.

According to BACB's Guidelines for Responsible Conduct of a Behavior Analyst, a Behaviour Analyst must rely on scientifically and professionally derived knowledge when making treatment-based decisions, and should only execute and practice these decisions within the boundaries of their competence. Students will be prepared and monitored to only provide services and conduct research that is supported by coursework, supervised fieldwork, and/or supervised concurrent professional experience by persons who are competent in those areas or techniques.

The Applied Thesis Proposal and Independent Study: Thesis Preparation courses introduce students to research, development, and design of treatment programs only after students first undertake appropriate study in assessment and treatment procedures across a variety of special populations. The Professional Standards and Practices in Dissemination builds on the Applied Thesis Proposal and Independent Study: Thesis Preparation courses by providing fourth-year students the opportunity to support the values of the field, and to disseminate knowledge of their treatment methodology and design to the public.

The Consolidation of Behavioural Principles and Practice course teaches students to amalgamate knowledge and performance-based skills acquired in coursework throughout the program into a coherent, cohesive whole. Problem solving, case conceptualization, and in-depth clinical judgment are honed and polished in this course. As well, students learn the limits to their own knowledge and how this might influence their analyses and interpretations.

To maintain a good professional standing, students are encouraged to undertake ongoing efforts to maintain competence in the skills they practice. Methods introduced to the students include reading the appropriate literature, attending local and international conferences and conventions, participating in workshops, pursuing BACB certification, and being informed about regulatory requirements that may arise in their practicing communities. The Advanced Topics in Behaviour Analysis course provides further momentum by presenting a review of current trends and developments in the field of behaviour analysis, as identified in the Special Interest Groups of the International Association for Behaviour Analysis (ABAI), and in the local Ontario chapter, Ontario Association for Behaviour Analysis (ONTABA). Students are introduced to key issues and controversies in behaviour analysis, and encouraged to give the greatest weight to treatments grounded in the best available scientific evidence.

Section 3: Admission, Promotion and Graduation

3.1 Admission Requirements for Direct Entry

Admission to all George Brown programs require that applicants have the minimum admission requirements set by the Ministry of Training Colleges and Universities under system eligibility requirements within the Minister’s Binding Policy Directive for Admissions Criteria. This Policy Directive applies to college baccalaureate degree programs.

With reference to PEQAB guidelines, “Direct Entry” is defined as admission into the first year of the program. George Brown’s policies specify that its degree programs have the following basic admission requirements:

- An Ontario Secondary School Diploma
- Minimum average of 65% in:
 - six university or university/college (M) courses at Grade 12 level; and
 - any additional requirements as programs require per the college calendar
- Students from outside the province of Ontario must have the equivalent as outlined in the Office of the Registrar policies (reference 9.1).

The direct entry admission requirements specific to the proposed degree program:

Direct Entry Program Admission Requirements	
Academic Requirements	<p>Admission requirement is an Ontario Secondary School Diploma (OSSD) or equivalent, with:</p> <ul style="list-style-type: none"> • Six (6) Grade 12 U or M courses or equivalent with a combined average of 65% or higher • English, Grade 12 (U) with a grade of 65% or higher • Grade 11 Math (M or U) or Grade 12 Math (U) • Biology, Grade 12 (U) or Grade 11 (U) OR Chemistry, Grade 12 (U) or Grade 11 (U) OR Physics, Grade 12 (U) or Grade 11 (U) OR Science, Grade 12 (U) or Grade 11 (U). <p>OR</p> <ul style="list-style-type: none"> • Mature student status (19 years of age or older and does not have OSSD); Grade 12 University (U) English and Grade 11 (M or U) or Grade 12 (U) Mathematics credits are still required.

3.1.1 Direct Entry – Other Admission Requirements

English language proficiency is essential. For domestic applicants, the College will evaluate whether or not the applicants meets the English requirement for the program (Grade 12 U – 65%) based on an evaluated transcript (e.g. from USA or UK, where there is an equivalency), or based on one of the Requirements listed in the chart below.

If applicants have international transcripts, they must provide proof as outlined in the chart below. If applicants with international transcripts cannot supply results of English proficiency tests, they must test at the College’s English Proficiency Requirements level to be accepted. The English Proficiency Requirements for George Brown degree programs:

English Proficiency Requirements	
Proficiency Assessment	Requirement
GBC IEP:	Level 9
TOEFL:	Paper: 580 Online: 92 (Overall) / 22 (each skill band) Computer: 237
IELTS – Academic:	6.5 (Overall) / 6.0 (each skill band)
MELAB:	85
CAEL:	70 Overall (writing 60)

3.2 Admission Policies and Procedures for Mature Students

George Brown College follows the definition of mature students outlined by PEQAB: “Mature students are applicants who have not achieved the Ontario Secondary School Diploma (OSSD) or its equivalent and who are at least 19 years of age on or before the commencement of the program in which they intend to enrol.”² Mature students who do not have an OSSD or equivalent and may be considered for degree programs if they:

- Can present tangible evidence of ability to cope with the program at George Brown College.
- Possess the program prerequisite subject requirements – English and Mathematics at Grade 12 U level.

George Brown reserves the right to ask that mature student applicants possess the minimum prerequisite subject requirements at the level indicated for the program at George Brown. Subject to competition, candidates may be required to present averages above the minimum.

To support their application, applicants should submit a letter outlining:

- why they have chosen this program
- career ambitions/career goals
- past work experience

The admission requirements for mature students specific to the proposed degree program are:

- English – Grade 12 University (U)
- Mathematics – Senior level credits

Please refer to Section 16 – Policies file for George Brown’s policies and procedures pertaining to the admission of mature students.

² PEQAB Handbook, p. 18, footnote 6.

3.3 Promotion and Graduation Requirements

3.3.1 Grading System

The grade points assigned to a course are the product of the value of the letter grade ("A" through "F" only) and the course credit. A grade point average (GPA) is the sum of the course grade points for all courses divided by the sum of the course credits. Courses completed with special symbol grades or exemptions are not included in the grade point averaging process, which is an arithmetic calculation. The record of all courses taken and their status, including exemptions, is called the Cumulative Academic Record.

Grades, grade point values, letter grades, and percentage scores in courses will be related to one another as shown below. The College employs criterion referenced grading: the grades are based on the student's ability to meet the outcomes of the course.

College Grading System			
Percentage	Grade	GPA Value	Comments
99 – 100	A+	4.0	"A" Range = GPA 4.0 Consistently exceeds (course) requirements; shows evidence of being well-organized; shows original and creative thinking and a superior grasp of subject matter.
86 – 89	A	4.0	
80 – 85	A-	3.7	
77 – 79	B+	3.3	"B" Range = GPA 3.0 Shows consistent performance and evidence of being well-organized, shows elements of original and creative thinking; has a strong grasp of subject matter.
73 – 76	B	3.0	
70 – 72	B-	2.7	
67 – 69	C+	2.3	"C" Range = GPA 2.0 Applies the subject matter appropriately; comprehends the subject matter.
63 – 66	C	2.0	
60 – 62	C-	1.7	
57 – 59	D+	1.3	"D" Range = GPA 1.0 The student inconsistently applies and communicates knowledge of the subject matter.
50 – 56	D	1.0	
00 – 49	F	0.0	"F" Range = GPA 0.0 The student fails to apply and communicate an understanding of the subject matter.

Please refer to Section 16 – Policies file for George Brown's policies and procedures related to grading and the GPA calculation.

3.3.2 Promotion and Graduation

Students are required to pass all courses prescribed for their program of study (diploma or degree), except where an Advanced Standing credit has been awarded. Included in Pass are the letter grades "A" to "D" and all special grading symbols indicating successful completion of the stated objectives of any course, such as Attended – Non-granted (ATT), Passed (P), Pass by Aegrotat (AEG), and Complete (CM).

Please refer to Section 16 – Policies file for George Brown’s policies and procedures pertaining to the level of achievement required of students in the program for promotion within the program and for graduation.

3.3.3 Remediation, Sanctions and Suspensions

Students will be considered to be In Good Standing when they pass all courses, and have a term grade point average (TGPA) equal to or above 2.30. George Brown College provides supports and fair opportunities for students to achieve minimum requirements to progress through the program while maintaining standards of the credential level.

All failing grades are reviewed by the program Chair and the Promotion Committee Chair before submission to the Registrar. Students who fail one or more courses in any term will have their records assessed by a program Promotion Committee, which will determine their status and the conditions under which they may continue. Students who fail a course in their declared program of study will have to repeat the course. With approval from the Program Chair, students may repeat courses a maximum of two times.

Students who fail one or more courses or obtain a TGPA below 1.70/2.30 will be placed on probation and may register again only under the conditions set by the Promotion Committee. Students will be given every reasonable opportunity to continue and complete their studies.

Please refer to Section 16 – Policies for more detailed information of the College’s policies and procedures related to academic remediation, sanctions and suspension.

3.4 Advanced Standing Policies and Requirements

3.4.1 Credit Transfer/Recognition

Policies and practices pertaining to credit transfer/recognition (including any bridging requirements for certificate/diploma to degree laddering) ensure that the degree level standard and program learning outcomes are met. Refer to Section 4 – Program Content as well as Section 3.5 below for details on the proposed bridge pathways.

Please refer to Section 16 – Policies for the College’s current policies and procedures related to exemptions and advanced standing in degree programs.

3.4.2 Prior Learning Assessment and Recognition

In 2011, George Brown College identified the need for a program-by-program audit to better understand the current Prior Learning Assessment and Recognition (PLAR) process, including the barriers and challenges of supporting students through PLAR. The audit, which is nearing completion, included reviews of the administrative processes, procedures and forms as well as interviews with program staff as to logistical challenges facing both faculty and students. Through research of promising practices in other jurisdictions, the College is identifying tools and assessments that may support more seamless PLAR, and may also address the creation of program-specific tools in key programs where PLAR is in high demand.

Please refer to Section 16 – Policies for the College’s current policies and procedures related to prior learning assessment and recognition.

3.5 Advanced Standing – Degree Completion Arrangements

George Brown proposes three bridge pathways into the degree program:

1. Bridge Pathway for Graduates of the Behavioural Science Technology Advanced Diploma

- In accordance with the Ontario College University Degree-Completion Accord, graduates will be eligible to transfer 65% of their diploma courses to the degree program (this equates to 78 credits or 26 courses).
- Bridge includes four reach back core courses, three liberal studies electives and an internship.
- Entry into Semester 7 (Year 4 of the Program)

2. Bridge Pathway for Students of the Behavioural Science Technology Advanced Diploma

- Students who have successfully completed the second year of the Behavioural Science Technology Advanced Diploma program with a GPA of 75% or higher will be eligible to transfer into the degree program. In accordance with the Ontario College University Degree-Completion Accord, these students will be eligible to transfer 40% of their diploma courses to the degree program (this equates to 48 credits or 16 courses).
- Bridge includes four reach back core courses and two liberal studies electives
- Entry into Semester 5 (Year 3 of the Program)

3. Bridge Pathway for other Community Services and Health Sciences Programs

Additional related knowledge would be assessed on a program-by-program basis for advanced standing to the degree program (core and non-core courses). Students who have successfully completed diplomas from related community services and health sciences programs will be credited between five and ten courses depending on their previous course of study. These courses will count towards both core (where appropriate) and non-core (liberal studies) courses. Students will be required to complete requisite behavioural courses to be considered for the degree program; specifically Behaviour Theory and Introduction to Applied Behaviour Analysis. Assessment of additional required bridge courses will be completed as determined on a case-by-case basis.

For additional details on the bridge pathways, including bridge course descriptions, bridge course outlines and gap analyses, please see Section 4 – Program Content.

Section 4: Program Content

4.1 Overview of Program Content

George Brown College followed a thorough process to design and structure the program to meet the Postsecondary Education Quality Assessment Board (PEQAB) standards as well as create viable pathways for graduates toward employment, engaging in further academic studies and attaining industry certification.

4.1.1 Curriculum Development

The College formed a program team with members involved at various stages of the one-year planning, development, and internal approval processes. Key team members include:

Team Member	Credential or Position
Jennifer Porter	Master of Applied Disability Studies, BCBA
Robert Stromer	Ph.D. Experimental Child Psychology (Behaviour Analysis), BCBA-D
Jennifer Donnelly	Master of Applied Disability Studies, BCBA
Leanne Tull	Master of Applied Disability Studies, BCBA
Ken Hamilton	M.Ed. (Program in Human Development and Applied Psychology with a sub-specialization in Special Education and Developmental Psychology)
Benjamin Wu	M.A. Clinical Psychology with specialization in Applied Behaviour Analysis
Georgia Quartaro	Ph.D. Psychology (Clinical/Counselling)
Jean Choi	Ph.D. Experimental Psychology, Chair, School of Liberal Arts and Sciences
Gary Kapelus	Chair, Academic Services & Student Affairs
Anne Van De Velde	Curriculum Specialist, Office of Academic Excellence, George Brown College

The curriculum design process included reviewing comparable degree programs and benchmarks in the field, with specific emphasis on the related degree approved by PEQAB – the Bachelor of Applied Behavioural Psychology degree offered by St. Lawrence College. To promote consistency across Ontario’s academic programs, the College adopted the learning outcomes of St. Lawrence’s degree program with only minor changes to reflect current terminology in the field.

4.1.2 Program Structure and Map

A program map was developed with the core courses of the program focused on five areas of learning:

1. Behavioural Science Theories, Principles, and Methods
2. Special Populations
3. Psychology
4. Research Methods/Statistics
5. Ethics and Professionalism

The program includes eight liberal studies electives with the breadth component equating to 22.5% of the overall curriculum hours. It also includes one 14-week internship and several field placement opportunities that provide students with approximately 1,008 hours of work experience.

Program Map – George Brown College’s Bachelor of Behavioural Psychology

Sem	Behavioural Science Theories, Principles, and Methods	Special Populations	Psychology	Research Methods/Statistics	Ethics and Professionalism	Breadth Electives	Field Placement
1	Behaviour Theory: A Historical and Philosophical Look at Behaviour (42)		Intro to Psych (42)		Communications and Critical Thinking (42)	Liberal Studies Elective 1	
						Liberal Studies Elective 2	
2	Introduction to Applied Behaviour Analysis (42)	Developmental Disabilities in Ontario: Policy and Process (42)	Developmental Psychology (42)			Liberal Studies Elective 3	
						Liberal Studies Elective 4	
3	Behavioural Assessment (42)		Abnormal Psych (42)	Statistics (42)	Professional Communications (42)		1-day a week – lab hours (attached to Behavioural Assessment and Intro to Skill Acquisition)
	Introduction to Skill Acquisition: Assessment and Intervention Strategies (42)						
4	Skill Acquisition: Advanced Theories and Application (42)	Behavioural Approaches to Autism, Developmental Disorders and Other Behavioural Issues (42)		Research Methods (42)	Ethics: Moral Philosophy (42)		1-day a week – lab hours (attached to Skill Acquisition and Treating Challenging Behaviours)
	Treating Challenging Behaviour (42)						
5	Group Behaviour Therapy (42)	Behavioural Approaches to Acquired Brain Injury and Gerontology (42)		Applied Thesis Proposal (42)	Ethics: Standards of Practice in ABA (42)		1-day a week – lab hours (attached to Applied Thesis Proposal)
				Psychometrics (42)			
6	Clinical Behaviour Analysis (42)	Behavioural Approaches to Education (42)		Independent Study: Thesis Prep (42)		Liberal Studies Elective 5	1-day a week – lab hours (attached to Independent Study)
	Mediator Training: Applications to Parents and Staff (42)						
Work Placement (spring and summer semester – June/August – Mandatory 14-week Internship (no credit) – Independent Study Course Continues							
7	Organizational Behaviour Management (42)	Behavioural Approaches to Health and Well-being (42)			Service Delivery Systems and Interprofessional Practice (42)	Liberal Studies Elective 6	
						Liberal Studies Elective 7	
8	Consolidation of Behavioural Principles and Practice (42)	Advanced Topics in Behaviour Analysis (42)			Leadership in Behaviour Analysis (42)	Liberal Studies Elective 8	
					Professional Standards and Practices in Dissemination (42)		

4.1.3 Bridge Pathways from Diploma to Degree

As part of developing curriculum components, the program team also conducted detailed gap analyses with the George Brown's Behavioural Science Technology applied diploma curriculum. The analysis confirmed the distinct differences between the diploma and proposed degree, and led to the design of viable bridges for diploma students and graduates. These bridges, described later in Section 4, include courses that address gaps related to theoretical foundations, critical, analytical and conceptual thought, and breadth of knowledge and skills.

4.1.4 Course Outline Reviews

Dr. Andrew McNamara, in the role of an independent external consultant, agreed to review the program's course outlines. Dr. McNamara has an in-depth knowledge of academic programs in Behavioural Psychology; he teaches in the Bachelor of Applied Arts Behavioural Psychology program at St. Lawrence College and is an Adjunct Professor with the Applied Disability Studies (Master of Applied Disability Studies) program at Brock University. From 2002 to 2006, he was the Coordinator of the Behavioural Science Technology program at George Brown College. In 2008, he received the ONTABA Award for Academic Achievement in Behaviour Analysis. Dr. McNamara stated that George Brown's proposed degree program is "built on the strong tradition of training in ABA that George Brown College pioneered in the GTA and will provide students with current and comprehensive training in ABA and behavioural counseling as it is practiced in a variety of settings and with diverse populations."

The proposed program structure and course outlines were also reviewed by Dr. Georgia Quartaro, Dean of the Centre for Preparatory and Liberal Studies at George Brown College, who was the founding Chair for the three behavioural science programs currently at the college. Dr. Quartaro has specialized training and expertise in the application of behaviour theory in working with specialized populations. She led the five-college curriculum development consortium for the Autism and Behavioural Science Graduate Certificate, which was a bi-ministerial initiative. Dr. Quartaro stated that the degree program will provide graduates with stronger analytical skills and wider opportunities for employment and progress in their careers.

4.1.5 Feedback from University Programs

The program map was sent with descriptive information about the proposed curriculum to several universities across North America which offer Master's degrees related to Applied Behaviour Analysis (ABA). Representatives from the following universities provided written support for the program and indicated that graduates would be welcomed applicants to their Master's program:

University	Programs
Brock University	Master in Applied Disability (MADS) with specialization in Applied Behaviour Analysis (ABA)
St. Cloud State University	Master of Science, Applied Behavior Analysis
University of British Columbia	Special Education MEd or MA degrees with concentrations in Autism & Developmental Disabilities, Behaviour Disorders, Deaf and Hard of Hearing, High Ability, Learning Disabilities, and Visual Impairments

University	Programs
University of California	Master of Arts, Special Education, Disabilities, and Risk Studies
University of Kansas	Master of Arts, Applied Behavioral Science
University of North Texas	Master of Science, Behavior Analysis

Please refer to Section 7 – Credential Recognition for the Letters of Support.

4.1.6 Feedback from Industry and Employers

Industry representatives provided feedback on the program map and draft curriculum through the College’s Behavioural Science Program Advisory Committee and an industry workshop. The program map and curriculum information was sent to the Behavior Analyst Certification Board (BACB), the Association for Behavior Analysis International (ABAI), the Association of Professional Behaviour Analysts (APBA) and the Ontario Association for Behaviour Analysis (ONTABA). Letters of Support from employers and industry associations are included in Section 7 – Credential Recognition.

4.1.7 Liberal Studies Electives and Breadth Requirement

George Brown College last submitted a new degree application in 2008. Since then, the College has significantly restructured and updated the liberal studies offerings available to all degree programs offered at the College. Given these changes, all liberal studies courses are being submitted for review as part of this application.

In 2012-13, the College’s Chair, School of Liberal Arts and Sciences conducted an assessment of the overall structure and distribution of breadth courses offered by the College. Actions taken from this review include:

- All liberal studies electives are now distinguished as either lower level or upper level courses, as denoted by their numerical coding; i.e., Lower level: 12xx, versus Upper level: 13xx.
- Lower level courses comprise surveys of the prevailing theoretical perspectives, and the topics, themes and concepts within a discipline. The lower level electives form the foundational survey knowledge and introduce students to the key concepts in subjects such as psychology, sociology, philosophy, art history, and environmental science.
- Upper level courses explore specific topics in greater depth than the lower level courses, and often from an interdisciplinary perspective. Students must apply their foundational knowledge to critically evaluate the complexities of specific topic areas, issues and theoretical frameworks to a greater degree. Examination of significant themes and theoretical frameworks requires greater depth of evaluative analyses as demonstrated by the demands of the reading assignments and written assessments, relative to lower level courses.
- Both levels are rigorous, consisting of comprehension and critical analyses of the prevailing theoretical frameworks within the discipline area, with strong emphasis on written assessments that demonstrate clear, coherent arguments.

Courses offerings are rotated, with different combinations of breadth offerings in the Fall, Winter and Spring/Summer semesters to offer students maximum choice. Current development of liberal studies courses is focused on increasing the number of upper level liberal studies electives.

George Brown College has also implemented a strategy for ensuring collaboration and promoting awareness among degree programs and faculty teaching liberal studies electives:

- An internal Degree Operating Group provides a forum for communication among all administrators associated with degrees at the College. Here, issues and topics associated with degrees are discussed at a college level. These meetings assist in greater cohesion and coordination of degree-related meetings at the division, school and program levels.
- Bi-annual meetings among all faculty teaching program and elective degree courses incorporate the following:
 - Pre-planning of each meeting consist of sharing information electronically beforehand to develop agenda items and exchange of relevant documents.
 - Meetings consist of faculty working together in mixed (program and elective) small groups, as well as within a larger group.
 - Each meeting focuses on particular issues associated with degree teaching, such as student workload, assessments, challenges, best practices, etc.
 - Discussions include promoting awareness of the purpose and value of the breadth benchmark and liberal studies courses.

4.2 Program Advisory Committee

George Brown's School of Social and Community Services has an established Behavioural Science Program Advisory Committee (PAC) that advises on its existing programs in the field of Behavioural Psychology:

1. **C116 – Behavioural Science Technology:** Three-year advanced diploma launched in 2002.
2. **C136 – Behavioural Science Technology (Intensive):** Ten-month intensive program which is also an advanced diploma credential, designed for students who already possess a bachelor's degree in psychology or a related area, but lack specialized courses in behaviour analysis.
3. **C405 – Autism and Behavioural Science:** Eight-month graduate certificate program designed for students who possess either a relevant bachelor's degree or a two-year diploma and have a special interest in autism.

This PAC was involved in discussions related to the degree for over a year and has provided guidance throughout the concept, design and curriculum development stages of the program.

4.2.1 Program Advisory Committee – Industry Membership

Name (Position/title)	Organization	Related Credentials (Academic & Industry)	Professional Affiliations (Memberships)
Albert Malkin Clinical Services Supervisor	Erinoak Kids	Postsecondary credentials: MA Industry credentials: BCBA	ONTABA APBA ABAI
Amoy Hugh-Pennie ASD Training and Quality Assurance Manager Instructor, Brock University CADS-MADS program	Surrey Place Centre	Postsecondary credentials: MPhil, PhD, MA, MEd (Instruction and Curricula Design), Industry credentials: BCBA-D	ABAI VB-SIG Council for Exceptional Children ONTABA
Carobeth Zorzos Clinical Supervisor and Director, IBI/ABA Quality Assurance	Dalton Associates	Postsecondary credentials: Master of Arts degree in Psychology (Behaviour Analysis) Industry credentials: BCBA, Registered Psychological Associate	ONTABA APBA ABAI Ontario Association of Psychological Associates, Canadian Psychological Association, American Psychological Association
Leanne Tull Editing Coordinator & Biomedical Advances Coordinator	Association for Science in Autism Treatment (ASAT)	Postsecondary credentials: M.ADS Industry credentials: BCBA	ABAI (including several SIGs), OBTABA chapter affiliate
Louis Busch Behaviour Therapist	Centre for Addiction & Mental Health (CAMH)	Postsecondary credentials: BST Industry credentials: BCaBA	ONTABA ABAI APBA
Nancy Marchese Executive Director and Founder	Breakthrough Autism	Postsecondary credentials: M.A. in Psychology with an emphasis in Behaviour Analysis Industry credentials: BCBA	ONTABA ABAI APBA

Name (Position/title)	Organization	Related Credentials (Academic & Industry)	Professional Affiliations (Memberships)
Nicole Luke Manager of Psychological Services (also referenced as Clinical Supervisor)	Surrey Place Centre	Postsecondary credentials: Ph.D., M.A., M.Ed., Industry credentials: BCBA-D	ONTABA ABAI
Ross Violo Behaviour Therapist DDS, Professional Practice Leader for Rehabilitation/Behaviour Therapy	Ontario Shores Centre for Mental Health Sciences	Postsecondary credentials: BST-3year Diploma Industry credentials: BCaBA	ONTABA ABAI BACB APBA OADD
Rudy Vogt Clinical Supervisor/Trainer	Surrey Place Centre (TPAS)	Postsecondary credentials: MA Philosophy, University British Columbia Industry credentials: BCBA	ONTABA ABAI
Shiri Bartman Clinical Director	Shining Through Centre	Postsecondary credentials: MA Industry credentials: BCBA	ONTABA APBA ABAI

4.2.2 Program Advisory Committee – Meeting Minutes

Minutes July 3, 2012

Program Advisory Committee (PAC) School of Social and Community Services (Behavioural Science)

Attendees:

Ross Violo (Chair)	Ontario Shores
Shiri Bartman	Shining Through Centre
Louis Busch	CAMH, Dual Diagnosis
Albert Malkin	Erin Oak Kids
Nancy Marchese	Private Practice
Nicole Luke	Surrey Place Centre
Lisa Orsi	CAMH, Law + Mental Health
Vironika Tugaleva	George Brown Graduate
Rudy Vogt	Surrey Place Centre
Carobeth Zorzos	Private Practice

Jen Porter
Ben Wu

George Brown College – Coordinator and Professor
George Brown College – Professor

Regrets:

Amoy Hugh-Pennie

Surrey Place Centre

Guests:

Patricia Chorney-Rubin

George Brown College – Director, Community Services and Health
Sciences

Elizabeth Reid

Reid Roberts & Associates

1. WELCOME AND INTRODUCTIONS

Ross Violo, PAC Chair, welcomed everyone.

2. OVERVIEW OF PROGRAM ADVISORY COMMITTEE ROLE

This was the first Program Advisory Committee meeting for some of the members. Jen Porter provided an overview and purpose of the Program Advisory Committee, as well as the role and time commitment of PAC members.

3. OVERVIEW OF PROGRAMS

Jen Porter provided a brief overview of the three programs, outlining the differences in outcomes and type of student related to each program:

C116 – Behavioural Science Technology Program

C136 – Behavioural Science Technology (Intensive) Diploma Program

C405 – Autism and Behavioural Science Program

4. REVIEW OF FEEDBACK ON PLACEMENT STRUCTURE

Prior to the meeting, the programs' management team asked PAC members to respond to several questions related to the programs. The committee discussed the summary feedback:

- It appears that the placement structure which uses the “theory to practice model” is working well.
- The one-day a week placements in C405 are not as useful as hoped. Last year’s placement ‘lab’ seemed to work well – if a block solution couldn’t be found. It was suggested that George Brown should investigate solutions to change the C405 first placement into a block placement.
- **Action Item #1:** Ben Wu will develop a solution for C405 and present it to the next PAC meeting in time to make changes to the February Database for the 2013/3014 academic year.

5. REVIEW OF FEEDBACK ON SKILLS ON PLACEMENT

- PAC feedback on student skills on placement included:
 - C136 students seem to need significant guidance in the first placement. For example, they need more technical skills to collect and analyze data (most C116 students have good skills here).
 - C116 students have low graphing skills until 3rd year and C136 students have low graphing skills throughout the program. It was suggested that George Brown consider introducing graphing skills more significantly into both C136 and C405. This could be done in a placement seminar which would be less of a check-in and more of a formal class, including evaluation.
 - Soft skills have gaps; e.g., how to deal with difficult staff and parents, when to ask for help, etc.
 - Make it clear in program material that students are in placements not only to learn about clinical skills but also to learn professional behaviours, which are equally important.
 - Include an additional project on professional skills; e.g., have the student identify what else they accomplished in the placement.
 - During placements, students may be participating in an ongoing project or activity rather than working on a completely new project.
 - There needs to be more structured curriculum for supervisors on how to help the students achieve the necessary skills.
 - Identify supervisors as people who see the students regularly.
 - Provide faculty guidance for students to participate in activities that meet their needs.
 - Identify jobs that would be available to students at each placement site.
 - Identify the types of projects students can complete on placement (i.e., client-centered, mediator training, OBM, etc.)
 - Document job descriptions from placements.
- **Action Item #2:** Jen Porter will bring the suggestions to the faculty in the first meeting of the September 2012 term.
- **Action Item #3:** Jen Porter and Ben Wu will investigate re-designing and clarifying the placement experience before January 2013.

6. PROGRAM CONTENT

- The PAC members discussed content that should be added to all programs. Suggestions included:
 - Professional practice in behavioural analysis
 - Inter-professional collaboration – how to collaborate and work with other disciplines. This may be in the form of a course on how each field looks at evidence-based practice.
 - Introduce collaborative practice courses in the curriculum
 - Provide an extra credit for participating in inter-professional education (IPE)
 - Parent Training and parent involvement – mediator model
 - Group based learning – ABA (Behavioural Strategies in Education)
 - Sign Language as an elective for the programs
 - Careers Centre – Provide support on conducting and participating in interviews
- **Action Item #4:** Jen Porter and Ben Wu will take the PAC comments to the faculty in September 2012 and begin to look at ways to introduce content into the courses.

7. REVIEW OF C116 CURRICULUM

Jen Porter presented an alternative re-sequencing of curriculum for C116 Behavioural Science Technology Program. Feedback from PAC was very positive and they see a great deal of potential for students in the new curriculum. The committee discussed viewpoints regarding the behaviour theory course and the need for presenting a fair perspective while indoctrinating the student in a positive way. The PAC liked the idea of having set placement experiences (IBI, schools, Adults, your choice).

- **Action Item #5:** Move forward with the re-sequenced structure.

8. POTENTIAL NEW DEGREE PROGRAM

The PAC members discussed the trend in the behavioural science field toward increased credentialization. For example, the Behavior Analyst Certification Board (BACB) requires Board Certified Assistant Behavior Analysts™ (BCaBAs®) to have a degree. This requirement reflects a global trend, with Canada now lagging behind in requiring degree-level credentials for Assistant Behaviour Analyst and Behaviour Analyst positions. The PAC agreed that this global trend is very positive for the field and will strengthen recognition of behavioural science and evidence-based practice.

Since George Brown College has an established reputation in offering quality programming in this area, it's important that the programming be updated to reflect the increased requirements of the field. Discussions with Humber College and Seneca College indicate that they are also considering offering degree-level programs to address the trend toward credentialization.

In addition to endorsing the move toward offering a degree, the PAC identified its willingness to write a letter, signed by PAC Chair, to reinforce support for the degree which will provide increased opportunities for graduates and help formalize the skills, standards and requirements for the industry.

Motion:	George Brown College should investigate offering a Bachelor of Behavioural Psychology degree.
Moved by:	Nicole Luke
Seconded by:	Ruby Vogt
Vote:	Passed Unanimously

- **Action Item #6:** George Brown College will begin pursuing the development of a degree option.

9. DATE OF NEXT MEETING

To be determined

**Program Advisory Committee (PAC)
School of Social and Community Services (Behavioural Science)**

Attendees:

Albert Malkin (Chair)	Erin Oak Kids
Shiri Bartman	Shining Through Centre
Nicole Luke	Surrey Place Centre
Leanne Tull	Association for Science in Autism Treatment (ASAT)
Rudy Vogt	Surrey Place
Nicole Alphonse	George Brown College – Student
Jen Porter	George Brown College – Coordinator and Professor
Jen Donnelly	George Brown College – Professor
Ken Hamilton	George Brown College – Professor
Robert Stromer	George Brown College – Professor

Regrets:

Louis Busch	CAMH, Dual Diagnosis
Amoy Hugh-Pennie	Surrey Place Centre
Nancy Marchese	Private Practice
Ross Violo	Ontario Shores
Carobeth Zorzos	Private Practice

Guests:

Patricia Chorney-Rubin	George Brown College – Director, Community Services and Health Sciences
Elizabeth Reid	Reid Roberts & Associates

1. WELCOME AND OVERVIEW

Albert Malkin, PAC Chair, welcomed everyone. Jen Porter provided a brief overview of the agenda. The primary purpose of the meeting was to receive the PAC members' input and feedback on the proposed new degree in Behavioural Psychology.

2. EMPLOYER DEMAND FOR PROPOSED DEGREE

The members discussed how George Brown College could best demonstrate employer demand for the proposed degree program. Since there is currently a lack of degree-qualified applicants, many job postings include broader academic requirements, such as “college diploma or university degree in a field related to behavioural science technology, psychology, or social services.”

Summary of the discussion comments:

- While a job posting may mention a diploma credential, employers are much more interested and often give preference to applicants with a degree credential.
 - Internal job postings often give preference to employees who have degrees.
 - It is understood within the field that there is a strong trend to promote practitioners who have a degree-level credential (Bachelors or Masters) and who are board certified.
- **Action Item #1:** George Brown College will work to include employers' letters of support that reflect the growing demand for internal and external applicants who have a degree-level credential.

3. DISCUSSION OF PROGRAM NOMENCLATURE

As outlined in the PEQAB Handbook for Ontario Colleges (2010), it is important that the program name reflects the postsecondary education achieved, facilitates public understanding of the qualification and assists students, employers and other postsecondary institutions to recognize the level, nature and discipline of study.

An environmental scan of Canadian university programs indicated that there are no comparable baccalaureate programs. Some offer a major related to behavioural psychology such as Simon Fraser University that offers a B.A. Psychology Major with Concentration in Applied Behaviour Analysis.

The PAC members agreed that the proposed program name should be consistent with the only comparable Ontario college degree which is offered by St. Lawrence College. The name of the St. Lawrence degree is "Bachelor of Applied Behavioural Psychology". The committee further agreed that the word "applied" should not be included in the program name since it may cause confusion with respect to its applicability toward pathways that include higher level academic credentials (e.g. Masters or Ph.D).

- **Action Item #2:** George Brown College will submit an application with the proposed nomenclature of Bachelor of Behavioural Psychology.

4. DISCUSSION OF PROGRAM OUTCOMES

Similar to the nomenclature discussion, the PAC members agreed that the proposed program outcomes should be consistent with the St. Lawrence College's established baccalaureate program.

The committee reviewed St. Lawrence's program outcomes and offered suggestions on word changes to reflect current practice and provide greater clarity with respect to the intention of the outcome.

- **Action Item #3:** George Brown College will integrate the PAC members' suggestions into the program outcomes to be used in the degree application.

5. DISCUSSION OF PROGRAM CURRICULUM

Most of the meeting focused on a detailed review and discussion of the proposed degree curriculum. Jen Porter provided an overview of the curriculum structure by semester, as well as draft course outlines that

included course descriptions and outcomes. The members formed small groups to discuss and provide feedback on the curriculum.

The larger group reconvened to share suggestions for changes to the curriculum. The committee also discussed possible structures and elements of the field placements and the internship term.

- **Action Item #4:** George Brown College will integrate the PAC members’ feedback into the curriculum to be used in the degree application.

6. DATE OF NEXT MEETING

To be determined

----- End of Meeting Minutes ----

4.3 Professional Accreditation

Practitioners of behaviour analysis do not need to be certified, licensed or granted official recognition by an Ontario regulatory body in order to work in the field. In this current environment, the behavioural science field is aligning its hiring and standards of practice with the Behavior Analyst Certification Board (BACB). BACB is recognized globally for its rigorous and quality credentialing requirements.

Please refer to Section 8 – Regulation and Accreditation for details on Ontario’s movement toward regulatory requirements and the support letters received for George Brown’s Bachelor of Behavioural Psychology program from:

1. Behavior Analyst Certification Board (BACB)
2. Association for Behavior Analysis International (ABAI)
3. Ontario Association for Behaviour Analysis, Inc. (ONTABA)
4. Association of Professional Behavior Analysts (APBA)

4.4 Learning Outcomes

4.4.1 Degree Outcomes and Corresponding Courses or Course Segments

Descriptors	Bachelor’s Degree Qualification Standards	Behavioural Psychology Courses or Course Segments Contributing to Degree Outcome Achievement
Depth and Breadth of Knowledge	a) A developed knowledge and critical concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline	<ul style="list-style-type: none"> • Behaviour Theory: A Historical and Philosophical Look at Behaviour • Introduction to Psychology • Communication & Critical Thinking • Introduction to Applied Behaviour Analysis • Developmental Psychology • Introduction to Skill Acquisition: Assessment and Intervention Strategies • Abnormal Psychology

Descriptors	Bachelor's Degree Qualification Standards	Behavioural Psychology Courses or Course Segments Contributing to Degree Outcome Achievement
		<ul style="list-style-type: none"> • Ethics: Moral Philosophy • Psychometrics • Organizational Behaviour Management
	<p>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</p>	<ul style="list-style-type: none"> • Developmental Disabilities in Ontario: Policy and Process • Introduction to Skill Acquisition: Assessment and Intervention Strategies • Abnormal Psychology • Professional Communications • Skill Acquisition: Advanced Theory and Application • Research Methods • Behavioural Approaches to Acquired Brain Injury and Gerontology • Behavioural Approaches to Health and Well-Being • Ethics: Standards of Practice in Applied Behaviour Analysis • Group Behaviour Therapy • Behavioural Approaches to Education • Organizational Behaviour Management • Mediator Training: Application to Parents and Staff • Service Delivery Systems and Interprofessional Practice • Leadership in Behaviour Analysis
	<p>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</p>	<ul style="list-style-type: none"> • Behavioural Assessment • Statistics • Professional Communications • Introduction to Skill Acquisition: Assessment and Intervention Strategies • Skill Acquisition: Advanced Theory and Application • Behavioural Approaches to Autism, Developmental Disorders, and Other Behavioural Issues • Research Methods • Treating Challenging Behaviours • Behavioural Approaches to Acquired Brain Injury and Gerontology • Ethics: Standards of Practice in Applied Behaviour Analysis • Clinical Behaviour Analysis • Group Behaviour Therapy • Behavioural Approaches to Education • Organizational Behaviour Management

Descriptors	Bachelor's Degree Qualification Standards	Behavioural Psychology Courses or Course Segments Contributing to Degree Outcome Achievement
		<ul style="list-style-type: none"> • Mediator Training: Applications to Parents and Staff • Consolidation of Behavioural Principles and Practice • Advanced Topics in Behaviour Analysis • Leadership in Behaviour Analysis
	d) A developed, detailed knowledge of and experience in research in an area of the discipline	<ul style="list-style-type: none"> • Developmental Disabilities in Ontario: Policy and Process • Behavioural Assessment • Introduction to Skill Acquisition: Assessment and Intervention Strategies • Skill Acquisition: Advanced Theory and Application • Treating Challenging Behaviour • Behavioural Approaches to Autism, Developmental Disorders, and Other Behavioural Issues • Behavioural Approaches to Acquired Brain Injury and Gerontology • Behavioural Approaches to Health and Well-Being Group Behaviour Therapy • Ethics: Standards of Practice in Applied Behaviour Analysis • Clinical Behaviour Analysis • Behavioural Approaches to Education • Organizational Behaviour Management • Mediator Training: Applications to Parents and Staff • Advanced Topics in Behaviour Analysis • Leadership in Behaviour Analysis • Applied Thesis Proposal • Independent Study: Thesis Prep
	e) Developed critical thinking and analytical skills inside and outside the discipline	<ul style="list-style-type: none"> • Behavioural Assessment • Introduction to Skill Acquisition: Assessment and Intervention Strategies • Skill Acquisition: Advanced Theory and Application • Treating Challenging Behaviour • Behavioural Approaches to Autism, Developmental Disorders, and Other Behavioural Issues • Behavioural Approaches to Acquired Brain Injury and Gerontology • Behavioural Approaches to Health and Well-Being • Ethics: Standards of Practice in Applied

Descriptors	Bachelor's Degree Qualification Standards	Behavioural Psychology Courses or Course Segments Contributing to Degree Outcome Achievement
	<p>f) The ability to apply learning from one or more areas outside the discipline.</p>	<p>Behaviour Analysis</p> <ul style="list-style-type: none"> • Clinical Behaviour Analysis • Group Behaviour Therapy • Behavioural Approaches to Education • Organizational Behaviour Management • Mediator Training: Applications to Parents and Staff • Advanced Topics in Behaviour Analysis • Leadership in Behaviour Analysis • Liberal Studies electives <p>• Behavioural Approaches to Autism, Developmental Disorders, and Other Behavioural Issues</p> <ul style="list-style-type: none"> • Behavioural Approaches to Acquired Brain Injury and Gerontology • Behavioural Approaches to Health and Well-Being • Applied Thesis Proposal • Ethics: Standards of Practice in Applied Behaviour Analysis • Clinical Behaviour Analysis • Group Behaviour Therapy • Behavioural Approaches to Education • Independent Study: Thesis Prep • Organizational Behaviour Management • Mediator Training: Applications to Parents and Staff • Consolidation of Behavioural Principles and Practice • Advanced Topics in Behaviour Analysis • Leadership in Behaviour Analysis • Introduction to Psychology • Developmental Psychology • Abnormal Psychology • Liberal Studies electives
<p>Conceptual & Methodological Awareness, Research, and Scholarship</p>	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <p>a) Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</p>	<ul style="list-style-type: none"> • Behavioural Assessment • Skill Acquisition: Advanced Theory and Application • Treating Challenging Behaviour • Behavioural Approaches to Autism, Developmental Disorders, and Other Behavioural Issues • Behavioural Approaches to Acquired Brain Injury and Gerontology • Behavioural Approaches to Health and Well-Being

Descriptors	Bachelor's Degree Qualification Standards	Behavioural Psychology Courses or Course Segments Contributing to Degree Outcome Achievement
		<ul style="list-style-type: none"> • Research Methods • Applied Thesis Proposal • Ethics: Standards of Practice in Applied Behaviour Analysis • Clinical Behaviour Analysis • Group Behaviour Therapy • Behavioural Approaches to Education • Independent Study: Thesis Prep • Organizational Behaviour Management • Mediator Training: Applications to Parents and Staff • Consolidation of Behavioural Principles and Practice Advanced Topics in Behaviour Analysis • Leadership in Behaviour Analysis
	b) Devise and sustain arguments or solve problems using these methods.	<ul style="list-style-type: none"> • Behavioural Assessment • Introduction to Skill Acquisition: Assessment and Intervention Strategies • Skill Acquisition: Advanced Theory and Application • Treating Challenging Behaviour • Applied Thesis Proposal • Ethics: Standards of Applied Behaviour Analysis • Group Behaviour Therapy • Independent Study: Thesis Prep • Mediator Training: Applications to Parents and Staff • Consolidation of Behavioural Principles and Practice • Advanced Topics in Behaviour Analysis • Leadership in Behaviour Analysis • Professional Standards and Practice
	c) Describe and comment upon particular aspects of current research or equivalent advanced scholarship	<ul style="list-style-type: none"> • Behavioural Assessment • Skill Acquisition: Advanced Theory and Application • Treating Challenging Behaviour • Behavioural Approaches to Autism, Developmental Disorders, and Other Behavioural Issues • Behavioural Approaches to Acquired Brain Injury and Gerontology • Behavioural Approaches to Health and Well-Being • Research Methods • Applied Thesis Proposal

Descriptors	Bachelor's Degree Qualification Standards	Behavioural Psychology Courses or Course Segments Contributing to Degree Outcome Achievement
		<ul style="list-style-type: none"> • Ethics: Standards of Practice in Applied Behaviour Analysis • Clinical Behaviour Analysis • Group Behaviour Therapy • Behavioural Approaches to Education • Independent Study: Thesis Prep • Organizational Behaviour Management • Mediator Training: Applications to Parents and Staff • Consolidation of Behavioural Principles and Practice Advanced Topics in Behaviour Analysis • Leadership in Behaviour Analysis • Advanced Topics in Behaviour Analysis
Communication Skills	The ability to communicate information, arguments and analyze 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.	<ul style="list-style-type: none"> • Communication & Critical Thinking • Professional Communications • Behavioural Assessment • Introduction to Skill Acquisition: Assessment and Intervention Strategies • Skill Acquisition: Advanced Theory and Application • Treating Challenging Behaviour • Research Methods • Ethics: Moral Philosophy • Applied Thesis Proposal • Ethics: Standards of Practice in Applied Behaviour Analysis • Clinical Behaviour Analysis • Group Behaviour Therapy • Independent Study: Thesis Prep • Behavioural Approaches to Education • Mediator Training: Applications to Parents and Staff • Service Delivery Systems and Interprofessional Practice • Leadership in Behaviour Analysis • Professional Standards and Practice • Liberal Studies electives
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 judgments in accordance with the major theories, concepts and methods of the subject(s) of study;	<ul style="list-style-type: none"> • Professional Communications • Behavioural Assessment • Introduction to Skill Acquisition: Assessment and Intervention Strategies • Skill Acquisition: Advanced Theory and Application • Treating Challenging Behaviour

Descriptors	Bachelor's Degree Qualification Standards	Behavioural Psychology Courses or Course Segments Contributing to Degree Outcome Achievement
	(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	<ul style="list-style-type: none"> • Research Methods • Ethics: Moral Philosophy • Ethics: Standards of Practice in Applied Behaviour Analysis • Clinical Behaviour Analysis • Group Behaviour Therapy • Behavioural Approaches to Education • Mediator Training: Applications to Parents and Staff • Service Delivery Systems and Interprofessional Practice • Consolidation of Behavioural Principles and Practice • Advanced Topics in Behaviour Analysis • Leadership in Behaviour Analysis • Professional Standards and Practice
	b) The ability to use a 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	<ul style="list-style-type: none"> • Behavioural Assessment • Skill Acquisition: Advanced Theory and Application • Treating Challenging Behaviour • Behavioural Approaches to Autism, Developmental Disorders, and Other Behavioural Issues • Research Methods • Ethics: Moral Philosophy • Behavioural Approaches to Acquired Brain Injury and Gerontology • Behavioural Approaches to Health and Well-Being • Applied Thesis Proposal • Ethics: Standards of Practice in Applied Behaviour Analysis • Clinical Behaviour Analysis • Group Behaviour Therapy • Behavioural Approaches to Education • Independent Study: Thesis Prep • Organizational Behaviour Management • Mediator Training: Applications to Parents and Staff • Leadership in Behaviour Analysis • Consolidation of Behavioural Principles and Practice
	c) The ability to make use of scholarly reviews and primary sources.	<ul style="list-style-type: none"> • Behavioural Assessment • Skill Acquisition: Advanced Theory and Application • Treating Challenging Behaviour

Descriptors	Bachelor's Degree Qualification Standards	Behavioural Psychology Courses or Course Segments Contributing to Degree Outcome Achievement
		<ul style="list-style-type: none"> • Behavioural Approaches to Autism, Developmental Disorders, and Other Behavioural Issues • Behavioural Approaches to Acquired Brain Injury and Gerontology • Behavioural Approaches to Health and Well-Being • Research Methods • Applied Thesis Proposal • Ethics: Standards of Practice in Applied Behaviour Analysis • Clinical Behaviour Analysis • Group Behaviour Therapy • Behavioural Approaches to Education • Independent Study: Thesis Prep • Organizational Behaviour Management • Mediator Training: Applications to Parents and Staff • Consolidation of Behavioural Principles and Practice • Advanced Topics in Behaviour Analysis • Leadership in Behaviour Analysis
<p>Professional Capacity/ Autonomy</p>	<p>a) The qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>i) the exercise of initiative, personal responsibility and accountability in both personal and group contexts</p> <p>ii) working reflectively with others;</p> <p>iii) decision-making in complex contexts</p>	<ul style="list-style-type: none"> • Behavioural Assessment • Skill Acquisition: Advanced Theory and Application • Treating Challenging Behaviour • Behavioural Approaches to Autism, Developmental Disorders, and Other Behavioural Issues • Ethics: Moral Philosophy • Behavioural Approaches to Acquired Brain Injury and Gerontology • Behavioural Approaches to Health and Well-Being • Research Methods • Applied Thesis Proposal • Ethics: Standards of Practice in Applied Behaviour Analysis • Clinical Behaviour Analysis • Behavioural Approaches to Education • Independent Study: Thesis Prep • Organizational Behaviour Management • Consolidation of Behavioural Principles and Practice • Advanced Topics in Behaviour Analysis • Leadership in Behaviour Analysis

Descriptors	Bachelor's Degree Qualification Standards	Behavioural Psychology Courses or Course Segments Contributing to Degree Outcome Achievement
	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	<ul style="list-style-type: none"> • Ethics: Moral Philosophy • Applied Thesis Proposal • Ethics: Standards of Practice in Applied Behaviour Analysis • Independent Study: Thesis Prep • Consolidation of Behavioural Principles and Practice Advanced Topics in Behaviour Analysis • Leadership in Behaviour Analysis
	c) Behaviour consistent with academic integrity and social responsibility.	<ul style="list-style-type: none"> • Ethics: Moral Philosophy • Applied Thesis Proposal • Ethics: Standards of Practice in Applied Behaviour Analysis • Independent Study: Thesis Prep • Consolidation of Behavioural Principles and Practice • Advanced Topics in Behaviour Analysis • Professional Standards and Practice
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 their analyses and interpretations.	<ul style="list-style-type: none"> • Applied Thesis Proposal • Ethics: Standards of Practice in Applied Behaviour Analysis • Independent Study: Thesis Prep • Consolidation of Behavioural Principles and Practice • Advanced Topics in Behaviour Analysis • Professional Standards and Practice

4.4.2 Program Outcomes and Corresponding Courses or Course Segments

George Brown conducted a review of comparable degree programs and benchmarks in the field, with specific emphasis on the only related degree approved by PEQAB – the Bachelor of Applied Behavioural Psychology degree offered by St. Lawrence College. The learning outcomes of St. Lawrence’s degree program were adopted with minor changes made to reflect current terminology in the field. The proposed program level learning outcomes are:

Program Level Learning Outcomes	
The graduate has reliably demonstrated the ability to:	
1. Learn about psychological theory, research and practices.	
2. Design and conduct various assessments across a variety of settings and populations.	
3. Design and implement research-based programs in applied behaviour analysis and evaluate their effectiveness.	
4. Practice behavioural consulting skills, with different populations.	
5. Demonstrate appropriate social, professional, and clinical skills in the context of an interdisciplinary setting with a variety of clients, their support networks, professionals, and the community.	
6. Maintain a high degree of professionalism and ethical standards.	
7. Communicate, orally and in written form, results of behavioural assessments and treatment programs.	
8. Understand, critically evaluate, and synthesize issues in society.	

George Brown conducted a detailed mapping of course-level learning outcomes to the program level outcomes:

Program Outcome 1: Learn about psychological theory, research and practices.		
Sem	Course Name	Course Outcome Alignment
1	Behaviour Theory	Outcome 1: Compare and contrast respondent and operant models of learning. Outcome 2: Compare and contrast the areas of behaviourism, (i.e., ABA, EAB), and how they inform a science of behaviour. Outcome 3: Summarize the dimensions of science and identify how they relate to a science of behaviour. Outcome 4: Critically analyze the philosophical underpinnings of the science of human behaviour. Outcome 5: Analyze what is meant by ‘behaviour’ from a behaviourist perspective.

Program Outcome 1: Learn about psychological theory, research and practices.		
Sem	Course Name	Course Outcome Alignment
		Outcome 6: Reconstruct the history of ABA and appraise important contributors
1	Introduction to Psychology	<p>Outcome 1: Breakdown the origins, methods, ethics, and application of psychology.</p> <p>Outcome 2: Interpret and explain the use of psychological terms and concepts.</p> <p>Outcome 3: Examine the components of the central nervous system and their functions.</p> <p>Outcome 4: Explain the core assumptions and constructs of several important theories in psychology.</p> <p>Outcome 5: Compare and contrast the relationship between learning theory and other theories that explain behaviour.</p> <p>Outcome 6: Describe some important social influences on behaviour.</p> <p>Outcome 7: Evaluate some common beliefs about human behaviour in light of the research evidence that supports or contradicts those beliefs.</p>
2	Developmental Psychology	<p>Outcome 1: Distinguish among and evaluate various theories of life span development</p> <p>Outcome 3: Describe the main themes of each stage of development using a multimodal (biomedical, psychological, and social) framework.</p> <p>Outcome 4: Demonstrate integration of typical behaviours, thought processes, physical and maturational issues for each stage of development.</p> <p>Outcome 5: Evaluate individual differences in personality expressions, emotional development, psychological growth, and moral / value development.</p> <p>Outcome 6: Evaluate the impact of mental capacity in the legal setting and the role of psychologists in that setting.</p> <p>Outcome 7: Examine ethical implications for psychological, educational, and therapeutic Interventions across the life span.</p>
2	Introduction to Applied Behaviour Analysis	<p>Outcome 1: Compare and contrast the behavioural perspective on human behaviour and environmental stimuli.</p> <p>Outcome 2: Summarize the underlying principles and assumptions of applied behaviour analysis.</p> <p>Outcome 3: Outline dimensions of applied behaviour analysis.</p> <p>Outcome 5: Discriminate between the principles of the science of behaviour and predict the effect on behaviour</p> <p>Outcome 6: Synthesize principles of behaviour and behavioural tactics into a coherent technology of behaviour.</p>
2	Developmental Disabilities in Ontario	Outcome 5: Analyze how the different historical eras influence theories and systems for people with disabilities.
3	Introduction to Skill Acquisition - Assessment and Intervention Strategies	Outcome 1: Examine underlying principles used for developing new behaviours.

Program Outcome 1: Learn about psychological theory, research and practices.		
Sem	Course Name	Course Outcome Alignment
3	Abnormal Psychology	Outcome 1: Appraise a psychological disorder and the classification of that disorder. Outcome 2: Discuss the changing nature and evolution of the Diagnostic and Statistical Manual of Mental Disorders. Outcome 4: Categorize the symptoms of different anxiety, mood, dissociative, somatic, psychotic, personality, childhood, and late-life disorders. Outcome 6: Compare and contrast theoretical models for treatment.
4	Skill Acquisition – Advanced Theories and Application	Outcome 3: Differentiate between verbal operants (i.e., echoic, mand, tact, interverbal).
4	Research Methods	Outcome 2: Examine the threats to internal, external, construct, and statistical conclusion validity Outcome 3: Differentiate pre-scientific from group and single subject designs. Outcome 7: Evaluate advantages and disadvantages of observational research strategies. Outcome 10: Select the appropriate data analysis approaches for a variety of research designs.
4	Ethics – Moral Philosophy	Outcome 1: Compare and contrast historical moral arguments. Outcome 3: Classify arguments according to their underlying moral philosophy Outcome 4: Construct a moral argument congruent with a particular moral philosophy
5	Psychometrics	Outcome 1: Assess and evaluate psychometric concepts and principles
5	Behavioural Approaches to Acquired Brain Injury and Gerontology	Outcome 1: Compare and contrast common biomedical and psychosocial frameworks and the continuum of client experiences.
6	Clinical Behaviour Analysis	Outcome 1: Compare and contrast the philosophical underlying assumptions of the behavioural and cognitive-behavioural therapies with those of the traditional therapeutic process. Outcome 5: Evaluate the private events model as an explanation for public behaviour and mental health issues. Compare with traditional models.
7	Organizational Behaviour Management	Outcome 2: Relate the key elements, characteristics and typical systems within an organization, and performance appraisals systems to the basic principles and tactics of applied behaviour analysis. Outcome 4: Demonstrate understanding of the principles of applied behaviour analysis when applied to organizational issues (single employee or group) through measurable problems.
7	Behavioural Approaches to Health and Well-Being	Outcome 1: Compare and contrast common health and well-being frameworks and the continuum of client experiences.
8	Advanced Topics in Behaviour Analysis	Outcome 5: Evaluate the theoretical approach and fundamental concepts of identified topics.

Program Outcome 2: Design and conduct various assessments across a variety of settings and populations		
Sem	Course Name	Course Outcome Alignment
2	Developmental Disabilities in Ontario	Outcome 2: Explain and appraise the current psychometric and medical diagnostic process.
3	Abnormal Psychology	Outcome 3: Examine the ways psychological disorders are assessed and the validity/ reliability of assessments tools. Outcome 6: Compare and contrast theoretical models for treatment.
3	Behavioural Assessment	Outcome 1: Breakdown the process of selection of target behaviours for change, identifying intermediate and ultimate outcomes, and describe behaviour in observable, measurable terms (operational definitions). Outcome 2: Appraise and select the appropriate use of a range of data gathering techniques, including direct and indirect methods for measuring and recording behaviour, interviews, narratives, environmental assessments, and recording forms. Outcome 3: Compare and contrast the processes of functional assessment and functional analysis. Outcome 5: Combine information from various data collection sources and analyze to determine optimal treatment strategies
3	Statistics	Outcome 1: Calculate and apply descriptive statistics to psychological data sets. Outcome 2: Calculate and apply inferential statistics to psychological data sets. Outcome 5: Analyze data from Psychological Research
3	Introduction to Skill Acquisition - Assessment and Intervention Strategies	Outcome 3: Combine reinforcement with punishment and/ or extinction procedures.
4	Skill Acquisition – Advanced Theories and Application	Outcome 1: Assess developmental milestones using behavioural language assessments and functional skill assessments. Outcome 5: Revise and/or modify intervention strategies and adapt the environment as needed to increase learning success. Outcome 6: Examine tactics to contrive natural environment and incidental teaching opportunities.
4	Behavioural Approaches to Autism, Developmental Disorders, and Other Behavioural Issues	Outcome 1: Examine literature and summarize organization evidenced based practice in Autism and Developmental Disability.

Program Outcome 2: Design and conduct various assessments across a variety of settings and populations

Sem	Course Name	Course Outcome Alignment
4	Behavioural Approaches to Autism, Developmental Disorders, and Other Behavioural Issues	Outcome 2: Design written procedures to increase the use of functional communication Outcome 3: Compare the use of computer technology and non technical forms of augmentative/alternative communication Outcome 4: Incorporate knowledge of verbal behaviour into functional communication programming/instruction Outcome 5: Create independent activity schedules. Outcome 6: Model the use of antecedent strategies specific to Autism and Developmental Disability and categorize evidence to justify their use Outcome 7: Model the use of consequence based procedures specific to Autism and Developmental Disability and categorize evidence to justify their use.
4	Research Methods	Outcome 2: Examine the threats to internal, external, construct, and statistical conclusion validity Outcome 7: Evaluate advantages and disadvantages of observational research strategies.
4	Ethics – Moral Philosophy	Outcome 3: Classify arguments according to their underlying moral philosophy
4	Treating Challenging Behaviours	Outcome 1: Construct hypotheses pertaining to the function of various challenging behaviours. Outcome 3: Discuss the concept of “behavioural risk assessment and management”. Use of behaviour analytic data collection and analysis methods for determining behavioural risk and use of data in the development of risk management / intervention programs. Outcome 6: Assess the role of behaviour analysts in decision-making, development, and implementation of physical restraints for treatment of severe physical aggression. Outcome 7: Implement a component analysis of various crisis prevention staff training systems in the prevention and management of mild to severe physical aggression.
5	Psychometrics	Outcome 2: Critically assess measurement issues in research and applied settings Outcome 3: Create acceptable testing items and examine for validity Outcome 4: Conduct basic item and scale analyses Outcome 5: Critically apply psychometric literature carefully and critically, and apply your knowledge of psychometrics to the development and selection of psychological instruments.
5	Behavioural Approaches to Acquired Brain Injury and Gerontology	Outcome 5: Assess the application of behavioural assessment strategies for these populations. Outcome 7: Assess critical ethical factors particular to the application of behavioural assessment and intervention in settings for these populations.
5	Group Behaviour Therapy	Outcome 6: Design a behavioural or cognitive behavioural group protocol for a particular client group.
5	Applied Thesis Proposal	Outcome 6: Construct a grant proposal for your research project, by employing the standards and procedures of a research grant submitted to a Canadian research institution.
6	Clinical	Outcome 2: Assess and conceptualize clients based on a behavioural framework

Program Outcome 2: Design and conduct various assessments across a variety of settings and populations

Sem	Course Name	Course Outcome Alignment
	Behaviour Analysis	and the CBT model.
6	Behavioural Approaches to Education	Outcome 3: Distinguish among appropriate assessment strategies and choose appropriate intervention strategies. Outcome 4: Critique lesson plans and classroom wide behaviour management strategies.
7	Independent Study Thesis	Outcome 1: Integrate knowledge and experience from previous courses and current work site into the development of a comprehensive thesis statement and data based research project (thesis) outline, including the analysis of data and dissemination of the findings.
		Outcome 2: Justify the practical application of the research project (thesis) to the client/work site and identify possible areas of impact
8	Consolidation of Behavioural Principles and Practice	Outcome 3: Analyze case studies using a bio-psycho-social assessment and treatment model.

Program Outcome 3: Design and implement research-based programs in applied behaviour analysis and evaluate their effectiveness

Sem	Course Name	Course Outcome Alignment
3	Behavioural Assessment	Outcome 2: Appraise and select the appropriate use of a range of data gathering techniques, including direct and indirect methods for measuring and recording behaviour, interviews, narratives, environmental assessments, and recording forms.
3	Statistics	Outcome 4: Critically evaluate research reports.
3	Professional Communications	Outcome 4: Critically evaluate a variety of search strategies to access and critically evaluate material in the library, in electronic databases, and on the web.
3	Introduction to Skill Acquisition - Assessment and Intervention Strategies	Outcome 2: Differentiate between discriminative stimulus, motivating operations, and reinforcement effects when teaching new behaviours. Outcome 3: Combine reinforcement with punishment and/ or extinction procedures to design complex behavioural programming. Outcome 4: Design skill acquisition procedures that are functional and developmentally appropriate. Outcome 6: Describe underlying principles and demonstrate the teaching techniques of traditional discrete trial training and free-operant arrangements. Outcome 7: Examine tactics to promote the generalization and maintenance of new behaviours.

Program Outcome 3: Design and implement research-based programs in applied behaviour analysis and evaluate their effectiveness

Sem	Course Name	Course Outcome Alignment
4	Skill Acquisition – Advanced Theories and Application	<p>Outcome 2: Develop skill acquisition programs based on behaviour analytic procedures that are functional and developmentally appropriate.</p> <p>Outcome 4: Analyze and evaluate effectiveness of behavioural approaches to language, verbal behaviour, and functional skills.</p> <p>Outcome 5: Revise and/or modify intervention strategies and adapt the environment as needed to increase learning success.</p> <p>Outcome 6: Examine tactics to contrive natural environment and incidental teaching opportunities.</p>
4	Behavioural Approaches to Autism, Developmental Disorders, and Other Behavioural Issues	<p>Outcome 2: Design written procedures to increase the use of functional communication</p> <p>Outcome 3: Compare the use of computer technology and non- technical forms of augmentative/alternative communication</p> <p>Outcome 4: Incorporate knowledge of verbal behaviour into functional communication programming/instruction</p> <p>Outcome 5: Create independent activity schedules.</p> <p>Outcome 6: Model the use of various antecedent strategies specific to Autism and Developmental Disability and categorize evidence to justify their use</p> <p>Outcome 7: Model the use of various consequence based procedures specific to Autism and Developmental Disability and categorize evidence to justify their use.</p>
4	Research Methods	<p>Outcome 1: Distinguish between psychological and behavioural knowledge from non-, pre-, and pseudo-scientific approaches.</p> <p>Outcome 5: Analyze the advantages and disadvantages of group and single subject designs.</p> <p>Outcome 6: Apply methods for controlling assessment and intervention integrity in both group and single subject designs.</p> <p>Outcome 9: Distinguish ethical from unethical practice in research design.</p>
4	Treating Challenging Behaviours	<p>Outcome 3: Discuss the concept of “behavioural risk assessment and management”. Use of behaviour analytic data collection and analysis methods for determining behavioural risk and use of data in the development of risk management / intervention programs.</p> <p>Outcome 4: Evaluate basic behavioural interventions for challenging behaviour such as antecedent control strategies, extinction, differential reinforcement strategies, social stories, desensitization procedures, and decelerative procedures.</p> <p>Outcome 5: Evaluate least restrictive means and determining intervention effectiveness through data collection, graphing and simple data analysis.</p>
5	Behavioural Approaches to Acquired Brain Injury and Gerontology	<p>Outcome 3: Analyze and explain key behavioural concepts in the areas of skill acquisition in the acquired brain injury and geriatric populations.</p> <p>Outcome 6: Assess the application of behavioural intervention tactics for these populations.</p>
5	Group Behaviour Therapy	<p>Outcome 7: Examine best practice and evidence based approaches used with behavioural and cognitive behavioural groups for clients with specific disorders or diagnoses.</p>
5	Applied Thesis	<p>Outcome 1: Develop a proposal for a major thesis that should later reflect a</p>

Program Outcome 3: Design and implement research-based programs in applied behaviour analysis and evaluate their effectiveness

Sem	Course Name	Course Outcome Alignment
	Proposal	critical analysis of an area in behavioural science, a synthesis of best practices' that is comprehensive in scope, and offer a self-contained product that has a practical application to the field.
5	Applied Thesis Proposal	Outcome 2: Analyze relevant and necessary information for the thesis proposal. Outcome 3: Select a variety of search strategies and sources to access and then critically evaluate material in reference to inclusion and exclusion criteria.
6	Clinical Behaviour Analysis	Outcome 4: Evaluate clinical behaviour analysis including dialectical behavioural therapy and contextual and mindfulness-based therapy as treatment options for specific populations.
6	Mediator Training: Applications to Parents and Staff	Outcome 2: Evaluate behavioural methods group based training commonly used in mediator training
6	Behavioural Approaches to Education	Outcome 5: Evaluate the evidence of various intervention strategies on prospective clients.
7	Organizational Behaviour Management	Outcome 3: Evaluate current applications in organizational behaviour management in terms of behavioural principles to enhance the effectiveness of performance management systems. Outcome 6: Combine organizational mechanisms into a comprehensive Behavioural System and identify appropriate intervention strategies.
7	Behavioural Approaches to Health and Well-Being	Outcome 2: Evaluate current treatment services, trends, practices and research specific to health and well-being.
7	Independent Study Thesis	Outcome 1: Integrate knowledge and experience from previous courses and current work site into the development of a comprehensive thesis statement and data based research project (thesis) outline, including the analysis of data and dissemination of the findings. Outcome 2: Justify the practical application of the research project (thesis) to the client/work site and identify possible areas of impact
8	Consolidation of Behavioural Principles and Practice	Outcome 3: Analyze case studies using a bio-psycho-social assessment and treatment model. Outcome 5: Compare and contrast non-aversive and aversive treatments for severe problem behaviour. Outcome 6: Evaluate empirically validated and invalidated interventions.
8	Advanced Topics in Behaviour Analysis	Outcome 4: Research and critique specific topics in applied behaviour analysis. Outcome 6: Critique empirical research in assessing identified topics.

Program Outcome 4: Practice behavioural counselling consulting skills, with different populations.		
Sem	Course Name	Course Outcome Alignment
2	Developmental Disabilities in Ontario	Outcome 3: Compare and contrast common syndromes (etiology, symptomatology and presentation). Outcome 8: Assess and appraise the current ecology in developmental disabilities and use this assessment and appraisal to identify strengths and weaknesses of this ecology.
3	Professional Communications	Outcome 2: Design a variety of other types of reports including incident reports, formal and informal proposals, and executive summaries. Outcome 3: Appraise written communications for correct form, design, internal consistency, and brevity. Outcome 4: Critically evaluate a variety of search strategies to access and critically evaluate material in the library, in electronic databases, and on the web.
3	Introduction to Skill Acquisition - Assessment and Intervention Strategies	Outcome 2: Differentiate between discriminative stimulus, motivating operations, and reinforcement effects when teaching new behaviours.
4	Research Methods	Outcome 6: Apply methods for controlling assessment and intervention integrity in both group and single subject designs.
5	Ethics – Standards of Practice	Outcome 1 Interpret and explain federal and provincial legislation. Outcome 2: Relate key ethical considerations while working in the field of ABA. Outcome 6: Integrate the BACB Guidelines into practice.
5	Group Behaviour Therapy	Outcome 6: Design a behavioural or cognitive behavioural group protocol for a particular client group.
6	Mediator Training: Applications to Parents and Staff	Outcome 1: Evaluate behavioural methods for individual training commonly used in mediator training. Outcome 2: Evaluate behavioural methods group based training commonly used in mediator training Outcome 3: Compare and contrast issues related to the methods for training families and professionals (engagement, motivation, managing small groups). Outcome 4: Compare and contrast training methods used for individual and group based training considering clinical need Outcome 5: Appraise procedures to ensure consistent implementation of behavioural change plans by mediators (technology transfer). Outcome 6: Discriminate and appraise the elements of effective performance feedback. Outcome 7 Demonstrate different aspects of an individual training and/or group training procedures
7	Organizational Behaviour Management	Outcome 3: Evaluate current applications in organizational behaviour management in terms of behavioural principles to enhance the effectiveness of performance management systems. Outcome 6: Combine organizational mechanisms into a comprehensive Behavioural System and identify appropriate intervention strategies.

Program Outcome 4: Practice behavioural counselling consulting skills, with different populations.		
Sem	Course Name	Course Outcome Alignment
7	Independent Study Thesis	<p>Outcome 3: Model professional behaviour as part of a work team and exhibit improvement after receiving constructive feedback and take responsibility for own actions and decisions.</p> <p>Outcome 4: Exhibit adaptive and innovative responses to a variety of professional needs and situations.</p> <p>Outcome 5: Communicate clearly, concisely and correctly as appropriate to the requirements of the position as well as the process and results of the research (thesis) project</p> <p>Outcome 6: Manage the use of time and other resources to attain work goals within established timelines</p> <p>Outcome 7: Examine a combination of personal skills, work ethics, positive attitude and behaviours required to secure, maintain and advance on the job</p>
8	Consolidation of Behavioural Principles and Practice	Outcome 4: Evaluate the application of various models of clinical judgment with specific emphasis on the basis of judgment errors in a variety of applied settings
8	Leadership in Behaviour Analysis	Outcome 2: Conduct learning needs analysis with relevant stakeholders to clearly identify learners needs

Program Outcome 5: Demonstrate appropriate social, professional, and clinical skills in the context of an interdisciplinary setting with a variety of clients, their support networks, professionals, and the community.		
Sem	Course Name	Course Outcome Alignment
2	Developmental Disabilities in Ontario	<p>Outcome 1: Debate the meaning of developmental disability from a variety of perspectives.</p> <p>Outcome 2: Explain and appraise the current psychometric and medical diagnostic process.</p> <p>Outcome 6: Explain how legislation may impact on individuals with disabilities.</p> <p>Outcome 7: Categorize legislation and its relevant service systems.</p>
2	Developmental Psychology	Outcome 6: Evaluate the impact of mental capacity in the legal setting and the role of psychologists in that setting.
3	Professional Communications	Outcome 5: Deliver effective oral presentations and use related software (e.g., PowerPoint®).
3	Introduction to Skill Acquisition - Assessment and Intervention Strategies	<p>Outcome 4: Design skill acquisition procedures that are functional and developmentally appropriate.</p> <p>Outcome 7: Examine tactics to promote the generalization and maintenance of new behaviours.</p>
3	Abnormal Psychology	Outcome 5: Describe the impact of psychological disorders in the legal setting and the role of psychologists in that setting.
4	Skill Acquisition – Advanced	Outcome 7: Assess issues concerning culturally and linguistically appropriate services.

Program Outcome 5: Demonstrate appropriate social, professional, and clinical skills in the context of an interdisciplinary setting with a variety of clients, their support networks, professionals, and the community.		
Sem	Course Name	Course Outcome Alignment
	Theories and Application	
4	Research Methods	Outcome 1: Distinguish between psychological and behavioural knowledge from non-, pre-, and pseudo-scientific approaches. Outcome 4: Verify primary sources from secondary sources of information.
5	Behavioural Approaches to Acquired Brain Injury and Gerontology	Outcome 4: Analyze key behavioural concepts in the area of challenging behaviours in the acquired brain injury and geriatric populations. Outcome 7: Assess critical ethical factors particular to the application of behavioural assessment and intervention in settings for these populations.
5	Group Behaviour Therapy	Outcome 1: Explain theoretical components of behavioural and cognitive behavioural groups, including the constructs of process as developed in the traditional groups' literature. Outcome 2: Appraise cognitive strategies and techniques and behavioural strategies and techniques used in behavioural and cognitive behavioural groups. Outcome 3: Analyze the role of the facilitator/behaviourist in recognizing and managing group contingencies to promote successful group behaviour change. Outcome 4: Assess group strategies including Behavioural Skills Training. Outcome 5: Evaluate the use of the Teaching Family Model as it relates to group intervention and evidenced based practice.
5	Ethics – Standards of Practice	Outcome 1: Interpret and explain federal and provincial legislation. Outcome 3: Defend clinical based decisions as a result of empirically based literature and experimental evidence from continual evaluation Outcome 5: Justify ethical and professional commitments required as a practitioner with regards to standards of practice.
6	Mediator Training: Applications to Parents and Staff	Outcome 1: Evaluate behavioural methods for individual training commonly used in mediator training Outcome 3: Compare and contrast issues related to the methods for training families and professionals (engagement, motivation, managing small groups). Outcome 5: Appraise procedures to ensure consistent implementation of behavioural change plans by mediators (technology transfer).
6	Behavioural Approaches to Education	Outcome 1: Breakdown behavioural education strategies into their component principles to evaluate their effectiveness. Outcome 2: Compare and contrast various education strategies to determine best fit for content, environment and client. Outcome 6: Incorporate behavioural principles into effective intervention strategies for K-12 and post-secondary intervention settings.

Program Outcome 5: Demonstrate appropriate social, professional, and clinical skills in the context of an interdisciplinary setting with a variety of clients, their support networks, professionals, and the community.		
Sem	Course Name	Course Outcome Alignment
7	Organizational Behaviour Management	Outcome 2: Relate the key elements, characteristics and typical systems within an organization, and performance appraisals systems to the basic principles and tactics of applied behaviour analysis.
7	Behavioural Approaches to Health and Well-Being	Outcome 4: Critically defend key issues in the mental health field and the relation to behaviour analysis.
8	Consolidation of Behavioural Principles and Practice	Outcome 4: Evaluate the application of various models of clinical judgment with specific emphasis on the basis of judgment errors in a variety of applied settings Outcome 5: Compare and contrast non-aversive and aversive treatments for severe problem behaviour.

Program Outcome 6: Maintain a high degree of professionalism and ethical standards.		
Sem	Course Name	Course Outcome Alignment
2	Developmental Disabilities in Ontario	Outcome 9: Explain the importance of integrating rights and freedoms into decision making with individuals with disabilities
2	Introduction to Applied Behaviour Analysis	Outcome 4: Model the appropriate use of the terms and concepts used in applied behaviour analysis and generate novel examples.
2	Developmental Psychology	Outcome 7: Examine ethical implications for psychological, educational, and therapeutic interventions across the life span.
3	Professional Communications	Outcome 3: Appraise written communications for correct form, design, internal consistency, and brevity.
3	Abnormal Psychology	Outcome 7: Examine ethical implications for treatment.
4	Research Methods	Outcome 4: Verify primary sources from secondary sources of information. Outcome 5: Analyze the advantages and disadvantages of group and single subject designs. Outcome 9: Distinguish ethical from unethical practice in research design Outcome 10: Select the appropriate data analysis approaches for a variety of research designs.
4	Ethics – Moral Philosophy	Outcome 2: Compare and contrast contemporary moral arguments and the role they play in personal and professional decision making. Outcome 6: Differentiate personal ethics from professional ethics and create a framework for ethical decision making.
4	Treating Challenging Behaviours	Outcome 6: Assess the role of behaviour analysts in decision making, development and implementation of physical restraints for treatment of severe physical aggression.

Program Outcome 6: Maintain a high degree of professionalism and ethical standards.		
Sem	Course Name	Course Outcome Alignment
5	Ethics – Standards of Practice	Outcome 2: Relate key ethical considerations while working in the field of ABA Outcome 3: Defend clinical decisions as a result of empirically based literature and experimental evidence from continual evaluation Outcome 4: Analyze broad ethical issues associated with various disabilities, clinical practice and inter-professional situations Outcome 5: Justify ethical and professional commitments required as a practitioner with regards to standards of practice. Outcome 6: Integrate the BACB Guidelines into practice
5	Group Behaviour Therapy	Outcome 3: Analyze the role of the facilitator/behaviourist in recognizing and managing group contingencies to promote successful group behaviour change.
5	Applied Thesis Proposal	Outcome 5: Integrate principles, standards and procedures of the Research Ethics Board into a governing framework for a research project involving human subjects.
7	Behavioural Approaches to Health and Well-Being	Outcome 7: Analyze critical ethical factors particular to the application of behavioural assessment and intervention specific to health and well-being.
8	Consolidation of Behavioural Principles and Practice	Outcome 7: Examine ethical dilemmas and ways to support the implementation of the most effective therapies
8	Advanced Topics in Behaviour Analysis	Outcome 7: Critically examine ethical, legal, and political concerns.
8	Professional Standards and Practices in Dissemination	Outcome 4: Assess your (and others) presentation skills including: verbal behaviour, nonverbal behaviour, flow and construction against the industry standard. Outcome 5: Summarize personal and professional feedback received in the work placement (internship) and prepare and action plan for continued development

Program Outcome 7: Communicate, orally and in written form, the methods and results of behavioural assessments and treatment programs.

Sem	Course Name	Course Outcome Alignment
1	Communication and Critical Thinking	<p>Outcome 1: Interpret arguments in academic, literary, and popular prose.</p> <p>Outcome 2: Examine the main conclusions of arguments.</p> <p>Outcome 3: Portray the logical structures of arguments.</p> <p>Outcome 4: Analyze assumptions and unstated premises in argumentative writing</p> <p>Outcome 5: Evaluate the cogency and persuasiveness of arguments</p> <p>Outcome 6: Criticize common fallacies in reasoning and Distinguish necessary from sufficient conditions</p> <p>Outcome 7: Assess the formal validity of deductive arguments.</p> <p>Outcome 8: Assess the inductive strength of probabilistic arguments.</p>
2	Introduction to Applied Behaviour Analysis	<p>Outcome 4: Model the appropriate use of the terms and concepts used in applied behaviour analysis and generate novel examples.</p> <p>Outcome 6: Synthesize principles of behaviour and behavioural tactics into a coherent technology of behaviour.</p>
2	Developmental Disabilities in Ontario	Outcome 2: Explain and appraise the current psychometric and medical diagnostic process.
3	Behavioural Assessment	<p>Outcome 1: Break-down the process of selection of target behaviours for change, identifying intermediate and ultimate outcomes, and describe behaviour in observable, measurable terms (operational definitions).</p> <p>Outcome 3: Compare and contrast the processes of functional assessment and functional analysis.</p> <p>Outcome 4: Support hypothesis development, the choice of client-focused goals, and write behavioural objectives.</p>
3	Statistics	<p>Outcome 1: Calculate and apply descriptive statistics to psychological data sets.</p> <p>Outcome 3: Use SPSS to perform procedures to answer empirical questions.</p> <p>Outcome 4: Critically evaluate research reports</p>
3	Professional Communications	<p>Outcome 1: Create formal / experimental treatment reports, including sections on literature review, methodology, presentation of numerical and graphical data, interpretation of findings, and APA referencing.</p> <p>Outcome 2: Design a variety of other types of reports including incident reports, formal and informal proposals, and executive summaries.</p> <p>Outcome 3: Appraise written communications for correct form, design, internal consistency, and brevity.</p>
3	Abnormal Psychology	Outcome 3: Examine the ways psychological disorders are assessed and the validity/ reliability of assessments tools.
4	Skill Acquisition – Advanced Theories and Application	Outcome 2: Develop skill acquisition programs based on behaviour analytic procedures that are functional and developmentally appropriate.
4	Research Methods	<p>Outcome 3: Differentiate pre-scientific from group and single subject designs.</p> <p>Outcome 8: Analyze the advantages and disadvantages of assessment strategies in group and single subject research design.</p>
4	Ethics – Moral Philosophy	<p>Outcome 5: Defend a moral position using integrated information from a variety of sources</p> <p>Outcome 7: Appraise responses to controversial arguments for personal bias.</p>

Program Outcome 7: Communicate, orally and in written form, the methods and results of behavioural assessments and treatment programs.		
Sem	Course Name	Course Outcome Alignment
5	Applied Thesis Proposal	Outcome 6: Defend a research application to a mock Research Ethics Board.
6	Clinical Behaviour Analysis	Outcome 3: Defend evidence-based behavioural and cognitive-behavioural treatments.
7	Organizational Behaviour Management	Outcome 1: Explain the concept of organizational behaviour management and the goals of the field. Outcome 5: Analyze methods of Behavioural Safety with traditional health and safety approaches.
7	Behavioural Approaches to Health and Well-Being	Outcome 3: Critically defend key issues specific to health and the relation to behaviour analysis. Outcome 5: Analyze individual client behaviour with respect to health issues and evaluate treatment options.
7	Independent Study Thesis	Outcome 1: Integrate knowledge and experience from previous courses and current work site into the development of a comprehensive thesis statement and data based research project (thesis) outline, including the analysis of data and dissemination of the findings.
7	Service Delivery Systems and Interprofessional Practice	Outcome 7: Design a plan to disseminate behaviour analytic findings to an inter-professional team that demonstrates adherence to best-practices in behaviour-analysis and respect for the skill sets of an inter-professional team.
8	Consolidation of Behavioural Principles and Practice	Outcome 1: Explain a comparative analysis of complex psychological and social phenomena integrating the various behavioural approaches. Outcome 2: Analyze case studies using a comparative behavioural approach.
8	Professional Standards and Practices in Dissemination	Outcome 1: Construct a data based presentation that follows APA and ABAI standards and guidelines. Outcome 2: Create a poster that adheres to standard APA and ABAI guidelines. Outcome 3: Conduct a Symposium using a variety of thesis projects from the course that adhere to a similar theme. Outcome 4: Assess your (and others) presentation skills including: verbal behaviour, nonverbal behaviour, flow and construction against the industry standard.
8	Leadership in Behaviour Analysis	Outcome 1: Breakdown components of behavioural consulting, such as translating a business' strategic goals into behavioural requirements.
--	--	Liberal studies electives (Semesters 1, 2, 6, 7 and 8)

Program Outcome 8: Understand, critically evaluate, and synthesize issues in contemporary society.

Sem	Course Name	Course Outcome Alignment
1	Behaviour Theory	Outcome 2: Compare and contrast the areas of behaviourism, (i.e., ABA and EAB), and how they inform a science of behaviour. Outcome 4: Critically analyze the philosophical underpinnings of the science of human behaviour.
1	Introduction to Psychology	Outcome 6: Describe some important social influences on behaviour.
2	Developmental Psychology	Outcome 2: Explain the interaction among genetic, physical environments, social and cultural influences throughout the lifespan.
2	Introduction to Applied Behaviour Analysis	Outcome 1: Compare and contrast the behavioural perspective on human behaviour and environmental stimuli. Outcome 5: Discriminate between the principles of the science of behaviour and predict the effect on behaviour.
2	Developmental Disabilities in Ontario	Outcome 1: Debate the meaning of developmental disability from a variety of perspectives. Outcome 4: Assess and synthesize the pre institutionalization era, the era of institutionalization, the deinstitutionalization era and the post deinstitutionalization era. Outcome 6: Explain how legislation may impact individuals with disabilities. Outcome 7: Categorize legislation and its relevant service systems.
3	Behavioural Assessment	Outcome 2: Appraise and select the appropriate use of a range of data gathering techniques, including direct and indirect methods for measuring and recording behaviour, interviews, narratives, environmental assessments, and recording forms.
4	Skill Acquisition – Advanced Theories and Application	Outcome 7: Assess issues concerning culturally and linguistically appropriate services.
4	Research Methods	Outcome 8: Analyze the advantages and disadvantages of assessment strategies in group and single subject research design.
4	Ethics – Moral Philosophy	Outcome 2: Compare and contrast contemporary moral arguments in the context of personal and professional ethical decision making. Outcome 5: Defend a moral position using integrated information from a variety of sources.
5	Behavioural Approaches to Acquired Brain Injury and Gerontology	Outcome 2: Evaluate current treatment services, trends, practices and research within brain injury and gerontology.
7	Organizational Behaviour Management	Outcome 5: Analyze methods of Behavioural Safety with traditional health and safety approaches.
7	Behavioural Approaches to Health and Well-Being	Outcome 2: Evaluate current treatment services, trends, practices and research specific to health and well-being. Outcome 3: Critically defend key issues specific to health and the relation to behaviour analysis.

Program Outcome 8: Understand, critically evaluate, and synthesize issues in contemporary society.

Sem	Course Name	Course Outcome Alignment
7	Service Delivery Systems and Interprofessional Practice	<p>Outcome 1: Separate the roles and perspectives of other clinicians and the commonalities between fields of practice.</p> <p>Outcome 2: Debate the behaviour analysts role in service delivery and evidence based practice.</p> <p>Outcome 3: Justify the role of the behaviour analysts in the bio-psycho-social or multi-model model of case formulation.</p> <p>Outcome 4: Analyze the process and challenges of service delivery across a variety of populations.</p> <p>Outcome 5: Evaluate variations in evidence-based practice and discuss ways to navigate amongst competing philosophies.</p> <p>Outcome 6: Assess various treatment recommendations from a balanced perspective while remaining focused on client outcomes.</p>
8	Advanced Topics in Behaviour Analysis	<p>Outcome 1: Examine historical, cultural, and psychological issues</p> <p>Outcome 2: Critically examine key controversies in applied behaviour analysis, such as disorder/symptom specific issues and intervention specific issues</p> <p>Outcome 3: Describe current trends in the field of behaviour analysis through experiential and evidence based methods.</p>
8	Leadership in Behaviour Analysis	<p>Outcome 3: Analyze trends in government and policy that affect the field of Behaviour Analysis including the impact on the field.</p> <p>Outcome 4: Construct marketing/dissemination solutions to issues facing behaviour analysts in the field of practice, research and education.</p> <p>Outcome 5: Assess the operant model of leadership and debate its usefulness when compared to more traditional models.</p> <p>Outcome 6: Design appropriate evaluation systems to ensure transfer of learning and return on investment.</p> <p>Outcome 7: Examine “best practices” and “evidence based” approaches that use behavioural solutions to complement organizational efficiency and inform policy makers.</p>
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4.5 Course Descriptions

4.5.1 Core Course Descriptions

Year and Semester	Course Name	Course Description
Year 1		
Semester 1	Behaviour Theory: A Historical and Philosophical Look at Behaviour	This course introduces students to the philosophical underpinnings of the science of human behaviour. Students learn about the history of behaviour analysis as it emerges from a philosophy to a science. Important contributors to the history of behaviour analysis will be highlighted. Students will also explore the evolution of scientific inquiry.
Semester 1	Introduction to Psychology	This course will focus on introducing the general subject material relevant to major areas within the field of psychology, with an emphasis on developing an understanding of psychology as the science of human thought and behaviour. Students will learn to critically evaluate the scientific study of cognitive processes and behaviour. The exposure to general areas in psychology should give enough foundational knowledge to advance an understanding of the diverse areas of study within the field of psychology and prepare students for more advanced study in the field of psychology.
Semester 1	Communication and Critical Thinking	In this course students will focus on developing a functional ability to reason well; to improve analytical skills and instincts. In addition students will familiarize themselves with elementary methods of argument composition and analysis, the course is further designed to aid you in understanding the essential principles involved in the theory and practice of reasoned decision making.
Semester 2	Introduction to Applied Behaviour Analysis	This course is a foundational course that introduces the student to the basic principles of the science of behaviour and vocabulary of applied behaviour analysis. Students will become familiar with the vocabulary and be able to identify examples of the principles present in every day behaviours.
Semester 2	Developmental Disabilities in Ontario: Policy and Process	This course is designed to instruct student on disabilities in Ontario from a historical, social and present day community perspective. Students will learn the etiology and symptomatology of various disabilities across the lifespan. Students will learn about the legislative bodies which govern disability services. Students will learn about ecological perspectives in the context of systems of support; including individual, family, transfer payment nonprofit agencies, health and education systems and the relevant Government of Ontario ministries. Student will also learn about health issues in the disabilities population as well as supports and interventions.

Year and Semester	Course Name	Course Description
Semester 2	Developmental Psychology	This course looks at human life-span development from a biopsychosocial perspective. Students are introduced to various theories of human development and basic developmental research methods while considering the interaction of physical environment, biological, social and cultural factors impacting on development. Discussion of typical behaviours, thought processes, physical and maturational issues will occur for each stage of development. Individual differences in personality expressions, emotional development, psychological growth, and moral / value development are explored.
Year 2		
Semester 3	Behavioural Assessment	This course will provide the student with intensive instruction in functional assessment procedures and direct observation methods to be used by the applied behaviour analyst in service delivery mechanisms. Instruction will include critical analyses of the literature and implementation of procedures covered in classroom discussions and critiques. The course will focus on functional assessment, functional analysis, functional behaviour assessment, descriptive assessment, and descriptive analysis. Cultural sensitivity in the assessment process will be described and discussed. Direct observation methods, observer reactivity, and appropriate selection and implementation of time sampling techniques will be described. Examples of their appropriate and inappropriate use will be discussed.
Semester 3	Introduction to Skill Acquisition: Assessment and Intervention Strategies	This course introduces students to the fundamental principles involved in developing new behaviours. Students will gain a basic understanding of the conceptual elements that compose behaviour change procedures, or more specifically, teaching techniques that aim to facilitate the acquisition and maintenance of new skills. Emphasis will be placed on evaluating common evidence-based behavioural approaches that involve the use of reinforcement, prompting, and stimulus control procedures. The course will overview approaches to extending behavioural skill repertoires, and promoting generalized behaviour change.
Semester 3	Abnormal Psychology	This course will provide a broad survey of psychological disorders, including symptomology, systems of classification, and perspectives pertaining to theory and treatment. Students will learn to use a scientific clinical approach to critically evaluate new research developments. The exposure to psychological assessment methods and treatments, with an emphasis on tying intervention procedures to emerging research findings, should prepare students for more advanced study in the field of psychological disorders.

Year and Semester	Course Name	Course Description
Semester 3	Statistics	This course provides an introduction to statistical analysis including descriptive and inferential statistics. This course introduces students to the statistical techniques used to analyze data in psychological research. Emphasis will be placed on applying statistical procedures to various types of data in order to determine clinical and statistical significance. General statistical strategies as well as specific strategies used to inspect data in ABA type programs will be reviewed. Single subject designs as well as group research designs and the type of statistical programs for each will be introduced. Correlational data will also be discussed as this is relevant to interrater reliability and the reliability of assessment instructions used in behavioural programming. The relationship between these statistical techniques and empirical research will be highlighted.
Semester 3	Professional Communications	This course provides students with the knowledge and skills to be proficient in technical communications, including all the elements involved in writing formal experimental / treatment reports, proposals and executive summaries, as well as techniques of oral presentation including computer-assisted presentations. This course provides the student with the skills necessary for effective professional communication. A critical skill for the effective and consistent implementation of applied behavioural techniques is the ability to communicate complex ideas in writing and through oral presentation. The students will develop the skills necessary to effectively communicate with both professional and lay audiences.
Semester 4	Skill Acquisition: Advanced Theory and Application	This course furthers students' knowledge of common evidence-based behavioural approaches for teaching new behaviours. Students will learn to assess developmental milestones and design comprehensive curriculum plans for individuals with developmental disabilities using behavioural language and functional skill assessments. Emphasis will be placed on curriculum development and modifications using language and communication procedures based on discrete trial methods, analysis of verbal behaviour, and naturalistic teaching. The course overview other approaches such as incidental teaching and Augmentative Communication Systems.
Semester 4	Treating Challenging Behaviours	Presents an overview of the evolution of Applied Behaviour Analysis in the treatment of challenging behaviour. The course introduces students to a variety of behavioural procedures used to treat mild to severe challenging behaviours across various populations. The topics covered will include strategies for developing assessment informed treatments and the utilization of scientifically validated techniques for the treatment of

Year and Semester	Course Name	Course Description
		<p>challenging behaviour such as stereotypy, severe / mild physical aggression, self-injury, pica, anxiety based behaviours and sensory-related maladaptive behaviours. Emphasis will be placed on ethical considerations such as the utilization of the least intrusive, least restrictive model and “effective treatment”. The following methodologies in developing behaviour analytic strategies for managing challenging behaviours will be discussed: Functional behaviour analysis informed treatment, specialized behavioural assessment informed treatment, risk management assessment and intervention, antecedent control strategies, schedules of reinforcement, extinction, differential reinforcement strategies, desensitization procedures, and decelerative procedures.</p>
Semester 4	Behavioural Approaches to Autism, Developmental Disabilities, and Other Behavioural Issues	<p>This course explores clinical and social issues specific to Autism, Developmental Disabilities (DD), and other behavioural issues. The course focuses on a frame of reference for evidenced based practice and then delineates a set of “best practices” based on this frame of reference. The course will provide a thorough review of tactics and procedures and provide students with instruction in the implementation of these tactics. Special attention will be paid to treatment integrity and the utilization of peer reviewed literature when designing and implementing interventions.</p>
Semester 4	Research Methods	<p>This course introduces students to the fundamentals of group and single subject research design. The course concentrates on the issues of: distinguishing scientific from prescientific and pseudo-scientific explanations, validity questions, and experimental designs. The course examines the use of this research methodology in the design, implementation and evaluating of applied behaviour analysis interventions. Topics include measurement techniques, single-subject research designs, selection of dependent and independent variables, graphical data analysis and presentation and communicating research results.</p>
Semester 4	Ethics: Moral Philosophy	<p>This course will trace the development of moral philosophy through time beginning with the works of Plato and Aristotle. The connection between moral philosophy and the development of personal morals and ethics will be explored. Students will learn to navigate personal bias in the realm of professional practice. In addition, This course will explore some core issues in contemporary philosophy of science. Topics covered will include: contemporary theories of confirmation; the realism-anti-realism controversy; models, theories and representation in science; naturalised philosophy of science; reductionism, physicalism and the unity of the</p>

Year and Semester	Course Name	Course Description
		sciences; and issues in the philosophy of physics including the interpretation of quantum theory.
Year 3		
Semester 5	Group Behaviour Therapy	This course is designed to introduce students to the theory and practice of facilitating behaviour change in groups. It focuses on the process of designing a group including: assessing clients at intake, readiness skills, identifying goals, monitoring progress of group members, assigning homework, and establishing transfer and maintenance of learned skills. In addition, the impact of group process and the analysis and resolution of issues surrounding process will be explored. The impact of the group as compared to individual behaviour analysis approaches in supporting behaviour change will be discussed. In the latter half of the class, behavioural and cognitive behavioural groups which focus on particular client disorders will be reviewed and students will write a group plan for a particular disorder and/or client population.
Semester 5	Behavioural Approaches to Acquired Brain Injury and Gerontology	This course focuses on concepts and current issues in acquired brain injury and geriatric populations. Students will be presented with a bio-psycho-social framework of understanding acquired brain injury and gerontology. The student will demonstrate the ability to select and design assessments and interventions appropriate to the needs of these populations. Students will also examine intervention strategies for these populations from an evidence-based perspective.
Semester 5	Applied Thesis Proposal	Students will explore the development of a data based research project and corresponding activities typically associated with undertaking research. Students will practice developing a thesis statement and work through a hypothetical research case. Students will be exposed to the process of grant application and research ethics approvals. This course is designed to prepare students to complete the independent study project.
Semester 5	Psychometrics	This course examines principles of psychological assessment in an applied context. Topics will include reliability and validity, legal and ethical issues in test construction, and selected controversial questions relating to assessment in areas such as personnel selection, standardized testing in schools and group differences in test performance. Students will explore concepts and issues, develop questionnaires, and summarize and evaluate psychological tests and questionnaires.
Semester 5	Ethics and Professional Behaviour	This course builds on moral philosophy and ethics by introducing students to these concepts in the field of ABA. Students will develop depth knowledge of ethical and

Year and Semester	Course Name	Course Description
		<p>professional standards as well as how those are manifested within clinical practice. Students will gain an understanding of the ethical and professional issues that often arise while working in the field of ABA as well as strategies to overcome such obstacles. Emphasis will be placed on the Behaviour Analyst Certification Board (BACB) Guidelines for Responsible Conduct and how to implement those guidelines in practice.</p>
Semester 6	Clinical Behaviour Analysis	<p>This course will extend the students knowledge of functional assessment to the behavioural therapy context and include application to a variety of clinical populations. Students will learn to conceptualize behavioural clinical cases and to formulate appropriate interventions and will be introduced to a variety of evidence-based behavioural and cognitive-behavioural interventions.</p>
Semester 6	Mediator Training: Applications to Parents and Staff	<p>This course extends student behavioural assessment skills and knowledge to the field of Mediator and Tertiary training. Students will explore the growing field of individual / group based methods used in training family members / professionals in behaviour analytic programming. Students will review common behavioural approaches used in training others to implement behaviour change programs. Students will focus on mediator training related issues such as procedural integrity, program evaluation, performance feedback, monitoring of training, management of small work groups and the issues that may impact the success of interventions.</p>
Semester 6	Behavioural Approaches to Education	<p>This course is an extension of basic behaviour analytic assessment and intervention strategies. This course focuses on concepts and current issues in behavioural education including k-12 and higher education. Students will be presented with variety of classroom and educational frameworks. The student will demonstrate the ability to select and design assessments and interventions appropriate to the needs of the typical student populations. Students will also examine intervention strategies for these populations from an evidence-based perspective.</p>
Semester 6	Independent Study Thesis	<p>This course provides students with an opportunity to conduct an independent research project under the supervision of a faculty member, culminating in a written thesis. Students enrolled in the thesis course will attend weekly meetings to discuss their individual projects as well as in small groups to discuss integration of material from the Applied Thesis Proposal course. Students will also receive direction and feedback from a designated onsite supervisor at their work placement (internship) location.</p>

Year and Semester	Course Name	Course Description
Semester 7	Organizational Behaviour Management	This course builds on behavioural assessment and intervention skills and introduces the student to application in the field of Organizational Behaviour Management (OBM). This course will focus on how applied behaviour analysis is utilized within an organization to bring about performance change for individuals or groups. Students will gain an understanding of common organizational practices, performance management systems, and designing evaluation processes within organizations. Students will apply their previous and parallel course work in discussions and in-class projects.
Semester 7	Behavioural Approaches to Health and Well-Being	This course explores clinical issues specific an individual's health and well-being. Students will be presented with a bio-psycho-social framework of understanding health and well-being. Emphasis will be placed on the student's capacity to observe patterns in behaviour and to understand it within the context of that individual's family, cultural norms, developmental expectations, and social contexts. Accepted treatment strategies for health and well-being will be discussed with particular focus on research findings and best practice.
Semester 7	Service Delivery Systems and Interprofessional Practice	This course is designed to introduce students to disciplines most commonly found on IPE teams (occupational therapy, speech language pathology, psychology, psychiatry, nursing, social work, etc). An emphasis will be placed on understanding the roles and perspectives of other clinicians as well as common threads between the disciplines. Students will practice navigating complex cases from an Interprofessional practice perspective and work through the dangers of isolationist practice. In addition, students will explore the process and challenges of service delivery involving a variety of populations.
Year 4		
Semester 8	Consolidation of Behavioural Principles and Practice	This course completes the students' integration of the broad behavioural model including applied behaviour analysis, neobehaviouristic theory, social learning theory, and cognitive therapy into a coherent cohesive whole. The focus will be on the integration and comparative analysis of complex psychological and behavioural phenomena using various behavioural models. The process of problem solving, case conceptualization and developing clinical judgment will be consolidated over this course.
Semester 8	Advanced Topics in Behavioural Science	This course presents a review of current trends and developments in the field of applied behaviour analysis. Emphasis will be placed on topics covered in recent literature and on issues relevant to modern society as identified in the

Year and Semester	Course Name	Course Description
		Special Interest Groups of the Association for Behaviour Analysis International, and in local behavioural trends. Students will investigate both legitimate advances, as well as sensationalized "advances" that may distract families and consumers. This course will further students' ability to give the greatest weight to treatments grounded in the best available scientific evidence.
Semester 8	Leadership in Behaviour Analysis	Leadership plays a major role in the advancement of the field of Behaviour Analysis. It is a key element advocacy and influences events and policies that affect the everyday lives of clients and organizations. It is a crucial part of the effectiveness of organizations to which Behaviour Analysts belong and it plays a major role in our effectiveness as part of an interdisciplinary team. Understanding leadership helps us to interpret events and trends around us. Developing leadership skills and qualities allows us to affect our environment and gives us a sense of empowerment. This course will address the concept of leadership by presenting curriculum that challenges students to understand and apply various leadership skills that will serve them well as Behaviour Analysts and leaders in the field.
Semester 8	Professional Standards and Practices in Dissemination	This course builds on the Applied Thesis Proposal and Independent Study Thesis courses and provides an opportunity for fourth-year students to disseminate the results of their thesis project in the multiple formats typically expected of Behaviour Analyst. It also focuses on activities designed to promote judgment and realistic self-appraisal in order to enhance personal and professional growth. In addition, the course enables students to make fulfilling career choices by learning to identify and express their accomplishments, skills, values, and interests.

4.5.2 Non-Core Course Descriptions

Level	Course Code and Course Name	Course Description
Lower	LHUM 1201 The Evolution of Filmmaking	This film studies course deals with the evolution of film in terms of its historical and cultural development, critical filmic analysis, and technical aspects of filmmaking. The course is divided into ten parts, each of which examines a major time period in the development of film in a historical, social, cultural, critical, and technical context.

Level	Course Code and Course Name	Course Description
Lower	LHUM 1202 Monotheistic Religions: Judaism, Christianity and Islam	Religious beliefs, expressions, and practices have shaped and reflected how people have interpreted the key questions of existence and how people have marked key events in their lives. This course introduces the religious beliefs, expressions of religious experience, religious practices, and world views of the three major monotheistic religions: Judaism, Christianity and Islam. Background to the origin and development of each religion as well as an examination of contemporary issues linked to the religions are included. In contemporary society, the question of negotiating traditional interpretations with current situations has become one of the driving forces behind the study of religion. This course will offer students the opportunity to explore and analyze how key religious beliefs, expressions and practices from the major western monotheistic traditions have influenced and continue to influence current public thought and decisions.
Lower	LHUM 1203 The Pleasure of Inquiry: Philosophy	This course aims to develop your skills of inquiry by introducing you to the practice of philosophy and basic approaches to key philosophic questions in a lively, accessible manner. The course uses current, everyday examples such as the Karate Kid, detergents, the Toronto Blessing, Matrix, and Woody Allen to raise and discuss philosophic problems regarding knowledge, reality, God, morality, and the human condition.
Lower	LHUM 1204 Spanish I for Non-Native Speakers	This course focuses on the development of everyday communication skills in Spanish. Students develop listening, speaking and reading skills through asking and answering questions, providing information, and expressing thoughts and instructions through paired and small-group interactions and role-playing. Through research, videos and discussions, students develop an understanding of key aspects of Hispanic cultures. Students are not expected to have any previous knowledge of Spanish but at the end of the course will be able to use basic vocabulary and sentences in the present tense to deal with simple social situations.
Lower	LHUM 1205 The Representation of Power in Western Art History	In this thematic approach to art history, students will explore Western Art through a contextual examination of the political, social, economic, religious, and spiritual representation of power in the arts. The works of each culture will be examined in the context of dominant philosophies, ideas, and customs of the era in order to investigate the theme of power, either of the divine, of rulers, of societies, of empires, or finally of individuals. Through museum assignments, in-class assignments, and a research paper, students will have the opportunity to explore and evaluate a variety of aesthetic

Level	Course Code and Course Name	Course Description
		symbols and allusions that give rise to expressions of power. Emphasis will be placed on iconographical, social/political, post-structuralist, post-colonialist approaches to understanding artistic expressions.
Lower	LHUM 1207 Imagining Canada: An Introduction to Early Canadian Fiction	This course uses four classics of early Canadian fiction to investigate the past and draw parallels with the present. We'll enrich our reading by discussing contemporary politics, economics, society, art and architecture of the 19 th and early 20 th centuries. In addition, we'll investigate the usefulness of dualities like immigrant/indigenous, Tory/reform, nation/colony, and country/city as we make links between the past and similar dualities that exist today. In summary, in this course we use the tools and methods of literary analysis and evaluation in an attempt to answer questions like "Why do literature and the past matter?"
Lower	LHUM 1209 The History of Eugenics	This course examines the development of the Eugenics movement from its conception in the late 19 th century through its current manifestation. Various examples of the application of eugenic principles and their results are analyzed to develop an understanding of the apparent universal elements to eugenic endeavours and the unique aspects found in each situation. This course seeks to enhance student's critical analytical skills through the exploration of the inappropriate use of science and theory, which ultimately led to the harming of others. This course challenges students to examine their personal values towards others in light of the information discussed in class and gained through the readings.
Lower	LHUM 1211 Storytelling, Meaning and Influence	Story-telling has become a significant research topic in fields as diverse as psychology, neurophysiology, law, business and organizational behaviour, as researchers and practitioners try to understand how people construct and convey meaning. With print and multimedia examples drawn from a range of disciplines, this online course examines the stories of individuals, organizations and communities. Through primary and secondary research, students will investigate how story-telling creates identity, communicates beliefs and value systems and influences behaviour. Students will document stories in their community and create their own multimedia story.
Lower	LHUM 1214 Spanish II for Non-Native Speakers	This course is designed to present essential vocabulary and points of Spanish grammar that are indispensable to communicate. The use of past tense and the vocabulary related to consumer relations is emphasized through oral and written interactions in pair and group work with other students in the class, and with various types of multimedia resources. This is

Level	Course Code and Course Name	Course Description
		an interactive course that provides ample opportunity to explore and deepen previous knowledge of Spanish language and Spanish and Hispanic cultures.
Lower	LHUM 1216 The Art of the Short Story	Students will be introduced to the rich world of story and its artistic expression in literature. Brief yet profound and supple, the short-story genre offers a unique perspective on human experience. Students will read a variety of works--from writers established and new, Canadian and international, ethnic majority and minority, contemporary and historical, female and male--in order to explore cultural differences as well as shared human experiences. They will examine the stories' form and style (e.g., setting, plot, action, characterization, symbolism, and narration) to gain insight into content. The study of selected literary terms and critical theories, including theories specifically on the short story, will allow students a deeper understanding of the genre and the individual stories.
Lower	LHUM 1218 International Cinema	<p>This film studies course deals with international cinema, excluding the U.S., in terms of its historical and cultural development, critical filmic analysis, and technical aspects of filmmaking.</p> <p>The course considers the major international cinemas that have existed and developed over the years in their own right, creating films which espouse unique geo-political and aesthetic models.</p> <p>It focuses on the premise that, as a result of evolving globalization, international filmmaking has generated a range of critical discussion and debate centered on the exploration of not only the historical and geographical variety of these films and their film cultures but also of the range of theoretical, critical and cultural perspectives which their study has involved.</p> <p>It concludes that, individually and collectively, international cinemas present an alternative to the North American/Hollywood film context as well as an influence on that very context.</p>
Lower	LHUM 1220 Race and Racism in the Americas and the Caribbean	Racism, and the categories of race, are pervasive phenomena that occur across the world. Many scholars have argued that the very idea of "race" – the notion that human beings can be divided into groups such as "whites", "blacks", "indians", etc – was first invented in the Americas. But what are races? Does it mean the same thing to be "white", "black" or "Asian" in Canada as it does in Brazil or Jamaica? If colour is rooted in

Level	Course Code and Course Name	Course Description
		<p>assumptions about biology in parts of North America, does the same hold for Latin America and the Caribbean? Is race simply a delusion, a cover for political and economic domination? Can we aspire to eliminate the idea of race altogether or is its hold too pervasive, its appeal to the mind too great? This course looks at various stages in the development of racial categories in the Americas and the Caribbean. Our readings will include theoretical, ethnographic and literary works, but also our own experiences, the popular media and the language we speak and hear around us.</p> <p>An equally important goal is to develop your ability to write clear, engaging and coherent essays and to express your ideas in the classroom. With this in mind the course is structured to give you the opportunity to work in a sustained way to improve your written and verbal communication.</p>
Lower	LHUM 1222 Comic Books are all Grown Up: Welcome to the Graphic Novel	<p>Are graphic novels nothing more than indulgent popular culture stories of teenage fantasy? How can a “comic book” be the subject of legitimate study? What can we learn from the medium of the graphic novel? Can we learn something about ourselves, our cultures, our history, even about how we reshape mythology to address current cultural paradigms? The emergence of the graphic novel has presented a fertile opportunity to analyse the relationship between the graphically driven medium and its relevance to contemporary mythology and contemporary cultures.</p> <p>The term graphic novel is now generally used to describe any book using sequential art in either an experimental design or in a traditional comic format that resembles a novel in length and narrative development. This course explains the history and development of the graphic novel and its relevance to current trends and issues in contemporary cultures. Students will recognize how the development of the graphic novel relates to and has been influenced by censorship, traditional literary structures, psychological and sociological understandings of person, as well as contemporary questions of existence, aesthetic evaluation, and modes of interdisciplinary inquiry.</p>
Lower	LHUM 1224 Mandarin I for Non-Native Speakers	Mandarin 1 is for non-native speakers who have little or no previous exposure to Mandarin (Conversational). The principal aim of this course is to learn Pinyin (the Chinese phonetic system) and develop conversational skills. Students are introduced to basic Chinese grammar as well as cultural and social conventions. Although students are not required to write Chinese characters, they are encouraged to recognize some of them.

Level	Course Code and Course Name	Course Description
Lower	LHUM 1225 Mandarin II for Non-Native Speakers	This course follows Mandarin 1 and is for students who have some previous exposure to Mandarin (conversational) and Pinyin and can recognize some Chinese characters. In Mandarin 2, students focus on improving their ability to communicate in Mandarin as well as consolidating Pinyin skills after a systematic study of the basic pronunciation and tones. They enhance their conversational skills through extended vocabulary, pronunciation, and sentence structure. Students also expand their knowledge of language and culture through oral comprehension as well as reading, writing, and grammar.
Lower	LSCI 1204 Preserving the Planet	A personal computer running 24 hours per day adds about two tonnes of carbon dioxide to the atmosphere each year. When you consider the explosion of computer ownership alone, you can appreciate the growing impact people have on our planet. <i>Preserving the Planet</i> is a natural science course emphasizing awareness, conservation, and sustainability of ecological systems. This course will provide students with an understanding of the major principles in the biological and physical sciences. Students will also learn how technology and schools of thought can have both negative and positive impacts on biodiversity. With this information, students will gain an understanding of problems and solutions to maintaining natural systems. Students will learn the role of scientific inquiry in ecological studies and apply analysis and critical thinking to issues learned in class and their own research.
Lower	LSSC 1202 Working in the 21 st Century	What is happening at work and why? How has work changed over time and what will it look like in the future? How do I secure my future in the midst of economic and job market changes? What roles do government, unions and corporations play in work and production, service economies? Given what we usually hear from media sources, the answers to these questions may surprise you. This interdisciplinary social science course examines the history and future of work, the changing economy, and the role of both unions and management involved in constructing and analyzing current changes.
Lower	LSSC 1203 Introduction to Canadian Politics	How does politics affect your life and future? What happens to Canada if Quebec separates? Can aboriginal self-government work? Is there a Canadian national identity? Is Canada even governable any longer? This course introduces students to major debates and questions in Canadian politics and society and the more enduring problems underlying these issues. The aim is to foster the student's capacity to develop their own interpretation of Canadian politics and society.

Level	Course Code and Course Name	Course Description
Lower	LSSC 1204 Sociological Inquiry	This course introduces you to the language and practice of sociological inquiry, the workings of modern society, and the rise of globalization. Some of the topics we will address as we explore the puzzles and contradictions of our social world include everyday rituals, family life, gender and sexuality, poverty and inequality, the workplace, the mass media, and the particularity of Canadian culture.
Lower	LSSC 1206 Aboriginal Education in the Canadian Context	<p>This course offers an overview of Aboriginal Peoples and education in Canada. The course looks at education in a historical and present-day context, including ways in which Indigenous communities educated their children prior to European contact. It examines the Canadian state's policies on education of Aboriginal peoples and explores education in Indigenous communities today. Specifically, the course provides an understanding of residential schools and their impact on the lives of Aboriginal peoples, families and diverse communities. Additionally, students will look at the various ways in which Aboriginal people continue to challenge and resist colonial education and reclaim education for themselves and their communities.</p> <p>The main aim of <i>Aboriginal Education in the Canadian Context</i> is to provide students with a framework for understanding the historical and contemporary issues surrounding Aboriginal education in Canada. It is hoped that through this course students will gain critical insights into the lives and educational attainment of Aboriginal peoples.</p>
Lower	LSSC 1212 Introduction to Psychology	This course introduces the student to psychology, the scientific study of behaviour and mind, by examining the basic principles of psychology and their application to everyday experience. The course surveys various fields in psychology including, the brain and genetics, learning, consciousness, memory, stress and health, psychopathology and psychological therapies.
Lower	LSSC 1213 Introduction to Geography	This course will introduce students to the major themes in physical and human geography. It represents a broad spectrum of courses available in geography. With a focus on Canada, students will survey and investigate the role of maps and location, urban, regional, physical, cultural and environmental topics. The course will provide a framework to explain and familiarize students with geographical concepts, including the breadth of geographic enquiry. Students will learn about the relationship between the various branches of geography and place and space. Fundamental Themes in Geography is an integrated course that studies many aspects of the physical and cultural environment. This course provides a basis for an

Level	Course Code and Course Name	Course Description
		understanding the spatial organization of the world in which we live.
Lower	LSSC 1214 Development across the Lifespan	This course will provide an introduction to the major themes and theories underlying developmental psychology across the lifespan. The processes of development, from conception to death, will be covered, including the intersections among physical growth, perception, cognition, personality and social development. The application of developmental psychology to educational and social issues will also be discussed.
Lower	LSSC 1215 Understanding America	<p>Alongside the many popular images of “America” presented to both Americans and the world there is an “other America” – a complex society of competing convictions, ideas, and institutions that Americans live within and experience every day. This course explores this phenomenon by providing a general introduction to American society and culture through seminars and field visits to sites in central Pennsylvania, Philadelphia, and Washington, D.C.</p> <p>The course examines the “idea of America” in an historical context, and investigates the cultural practices and ideas, social values and institutions, as well as the political and economic systems central to how the United States is organized. Topics include social class, race and ethnic relations, crime and punishment, the military, religion, and popular culture in the United States.</p> <p><i>NOTE: The course is an academic field trip, not a tour. It involves bus and train travel, substantial walking, and using city transit as well as staying in hotels and residences. Students should bring along a small pack for day use and only what you will be able to carry yourself as luggage.</i></p>
Upper	LHUM 1302 Sacred Nature: Examination of Cultural Ecology	This course offers an introduction to the principles and fieldwork behind cultural ecology. Cultural Ecology uses research approaches from cultural anthropology, archaeology, and historical ecology to understand humans’ culturally-shaped behaviours, and their interactions with the environment. By studying various strategies of cultural adaptation as patterns of subsistence and flexible techniques for exploiting resources, students develop an understanding of and an analytical approach to modern environmental issues.
Upper	LHUM 1310 The Search for Meaning: Existentialism	This course focuses on the inter-connecting themes of the individual self, the modern world, and the problem of existence. It explores the human experience of love, death, self, meaning, freedom, truth and value through the use of art,

Level	Course Code and Course Name	Course Description
		music, film and the philosophic texts of classic existential thinkers such as Kierkegaard, Nietzsche, Heidegger, Sartre and Camus.
Upper	LHUM 1319 Global Justice	The onset of globalization has coincided with the emergence of a variety of calls for “global justice”, reform and alternative forms of globalization. The desire for global justice and alternative globalizations emerges from economic, cultural, ecological and political trends. This course is interdisciplinary in nature, combining perspectives from history, sociology, anthropology, political science, economics, philosophy and civil society to explore the meanings of global justice and alternative globalization, their central policy proposals, institutional structures and the new forms of social experience that are producing the desire for greater transnational and international equality. The course focuses on the intersection between appeals for economic redistribution, cultural recognition, environmental sustainability, and political representation. It pays close attention to the relationship between various forms of social inequality such as racism, sexism, classism and sexuality. Further issues to be explored will include the role that corporations, cultural producers, civil society, states and Canadian writers and organizations are having in shaping calls for global justice.
Upper	LSCI 1301 Troubled Waters: Our Future and the Global Ocean	<p>The global ocean is our life-support system. Covering nearly three-quarters of Earth’s surface, the oceans produce half of the oxygen in our atmosphere, regulate temperature and climate, and govern nutrient and chemical cycles that sustain all living things, including you. The oceans, however, are in distress. Pollution and unsustainable seafood harvesting are causing fundamental changes throughout the ocean system that will result in dire consequences unless our habits change substantially.</p> <p>Students investigate what is happening to our oceans and the ecological consequences of human-influenced changes in ocean temperature, oxygen, acidity, and biodiversity. Through readings, videos, and class discussion, students learn about human impacts on the ocean and how ocean change will affect not only us but life in general. Students learn the importance of scientific study of the world’s oceans and apply analysis and critical thinking to issues learned in class and through independent research.</p>
Upper	LSSC 1301 Deviance and Society	Youth gangs, crime news, homicide, the sex trade, psychiatry, domestic violence, and commercial crime. These are some of the examples this course explores in order to better understand

Level	Course Code and Course Name	Course Description
		deviance, social control, our selves and our society from a sociological perspective. Analytically, we will examine the social construction of deviance; informal and formal means of social control; the role of the media in constructing deviance and legitimizing social control; and the issue of deviance in relation to the human condition.
Upper	LSCI 1303 Cognitive Science	Why do you turn off the radio when you're driving to a new destination? Why is learning to speak easier than learning to read? Is eyewitness testimony reliable? This course examines the cognitive structures and processes involved in perception, attention, memory, language, reasoning and problem solving. This interdisciplinary course incorporates psychology, neuroscience and linguistics to explore the theoretical, empirical and practical applications of human thought and behaviour.
Upper	LSSC 1304 Dying, Death and Bereavement	This is an advanced elective examining one of the most provocative taboo topics for humans; dying, death and bereavement. The anxiety which this 'forbidden subject' promotes in many people drives the topic into the realm of the never seriously discussed, except when confronted by the dying or death of a relative, friend or one's self. This course provides the student with opportunities for developing understanding of dying, death and bereavement practices, insight into current issues in the broader field of thanatology and potentially an enhanced ease with the topic. Employing psychology, sociology, cultural studies and anthropology the student explores a range of topics including: the roots of current orientations to dying, the rise of the modern dying and death industries, changing trends in memorialization, the potential symbolic meaning of recent past and present funeral practices, and our developing understanding of bereavement.
Upper	LSSC 1308 Genocide: The Holocaust, Cambodia and Rwanda	This course focuses on three genocides which occurred in the 20 th century: the Nazi holocaust, 1933-1945, which inspired the creation of the term genocide; the Khmer Rouge and Cambodian genocide, 1975-1979; and the Rwandan genocide, 1994. As an introduction, the course explores the various elements creating the conditions leading up to and the carrying out of the genocide. The contemporary response by people within and outside the various countries where the genocide occurred will be reviewed. The course provides an opportunity to examine the similarities and differences between the three genocides, as well as some of the key issues within the field of genocide studies.

4.6 Course Schedule 1

(Removed for Web Version)

4.7 Course Schedule 2

Year and Semester	Course Title	Total Core Course Hours	Total Non-Core Course Hours	Course Prerequisites and Co-requisites	Highest Qualification Earned
Year 1					
Semester 1	Behaviour Theory: A Historical and Philosophical Look at Behaviour	42			PhD / BCBA-D MADS / BCBA MADS/BCBA
	Introduction to Psychology	42			PhD MA
	Communication and Critical Thinking		42		PhD MEd (DPE) PhD
	Liberal Studies Elective		42		MA, PhD preferred
	Liberal Studies Elective		42		MA, PhD preferred
Semester 2	Introduction to Applied Behaviour Analysis	42		Behaviour Theory: A Historical and Philosophical Look at Behaviour	PhD / BCBA-D MADS/BCBA MA
	Developmental Disabilities in Ontario: Policy and Process	42			PhD PhD MEd (DPE)
	Developmental Psychology	42		Introduction to Psychology	PhD MADS/BCBA
	Liberal Studies Elective		42		MA, PhD preferred
	Liberal Studies Elective		42		MA, PhD preferred
Year 2					
Semester 3	Behavioural Assessment	42		Introduction to Applied Behaviour Analysis	PhD / BCBA-D MEd (DPE) MA/BCBA
	Introduction to Skill Acquisition: Assessment and	42		Introduction to Applied Behaviour	PhD / BCBA-D

Year and Semester	Course Title	Total Core Course Hours	Total Non-Core Course Hours	Course Prerequisites and Co-requisites	Highest Qualification Earned
	Intervention Strategies			Analysis	PhD MADS / BCBA MA/BCBA
	Abnormal Psychology	42		Developmental Psychology	PhD MADS/BCBA
	Statistics	42			PhD, BCBA-D preferred MA
	Professional Communications	42		Communication and Critical Thinking	PhD/BCBA-D MADS/BCBA PhD
Semester 4	Skill Acquisition: Advanced Theories and Application	42		Introduction to Skill Acquisition: Assessment and Intervention Strategies	PhD / BCBA-D PhD MA/BCBA
	Treating Challenging Behaviour	42		Behavioural Assessment	PhD / BCBA-D MA/BCBA MA/BCBA
	Behavioural Approaches to Autism, Developmental Disorders and Other Behavioural Issues	42		Treating Challenging Behaviour Skill Acquisition: Advanced Theories and Application	PhD / BCBA-D MEd (DPE) MADS/BCBA
	Research Methods	42		Statistics	PhD, BCBA-D preferred PhD / BCBA-D MA MA/BCBA
	Ethics: Moral Philosophy	42			PhD MADS/BCBA
Year 3					
Semester 5	Group Behaviour Therapy	42		Treating Challenging Behaviour	PhD / BCBA-D MADS/BCBA MEd (DPE)
	Behavioural Approaches to Acquired Brain Injury and Gerontology	42		Treating Challenging Behaviour Skill Acquisition: Advanced Theories and Application	PhD / BCBA-D MADS/BCBA MADS/BCBA
	Applied Thesis Proposal	42		Treating Challenging Behaviour Skill Acquisition: Advanced Theories and Application Research Methods	PhD / BCBA-D MADS/BCBA MA MADS/BCBA

Year and Semester	Course Title	Total Core Course Hours	Total Non-Core Course Hours	Course Prerequisites and Co-requisites	Highest Qualification Earned
	Psychometrics	42		Research Methods	PhD, BCBA-D preferred PhD MEd (DPE)
	Ethics: Standards of Practice	42		Ethics: Moral Philosophy	PhD / BCBA-D MADS/BCBA
Semester 6	Clinical Behaviour Analysis	42		Treating Challenging Behaviour Skill Acquisition: Advanced Theories and Application	PhD, BCBA-D preferred PhD MADS/BCBA MA/BCBA
	Mediator Training: Applications to Parents and Staff	42		Treating Challenging Behaviour Skill Acquisition: Advanced Theories and Application	PhD / BCBA-D MA MADS/BCBA
	Behavioural Approaches to Education	42		Treating Challenging Behaviour Skill Acquisition: Advanced Theories and Application	PhD / BCBA-D MEd (DPE) MADS/BCBA
	Independent Study: Thesis Preparation	42		Applied Thesis Proposal	PhD / BCBA-D PhD / BCBA-D PhD / BCBA-D MADS/BCBA MADS/BCBA MADS/BCBA MA/BCBA
	Liberal Studies Elective		42		MA, PhD preferred
Work Placement – Mandatory 14-week Internship					
Year 4					
Semester 7	Organizational Behaviour Management	42		Mediator Training: Applications to Parents and Staff	PhD/BCBA-D MADS/BCBA MA MA/BCBA
	Behavioural Approaches to Health and Well-Being	42		Treating Challenging Behaviour Skill Acquisition: Advanced Theories and Application	PhD, BCBA-D preferred MADS/BCBA MA/BCBA
	Service Delivery and Interprofessional Practice	42		Developmental Disabilities in Ontario: Policy and Process	PhD, BCBA-D preferred PhD

Year and Semester	Course Title	Total Core Course Hours	Total Non-Core Course Hours	Course Prerequisites and Co-requisites	Highest Qualification Earned
					MADS/BCBA MEd (DPE)
	Liberal Studies Elective (Select One)		42		MA, PhD preferred
	Liberal Studies Elective (Select One)		42		MA, PhD preferred
Semester 8	Consolidation of Behavioural Principles and Practice	42		Independent Study: Thesis Preparation	PhD, BCBA-D preferred PhD / BCBA-D MA MADS/BCBA
	Advanced Topics in Behaviour Analysis	42		Treating Challenging Behaviour Skill Acquisition: Advanced Theories and Application	PhD / BCBA-D MADS/BCBA MADS/BCBA MA/BCBA
	Leadership in Behavioural Systems and Services	42		Independent Study: Thesis Preparation	PhD, BCBA-D preferred PhD MADS/BCBA MA/BCBA
	Professional Standards and Practice	42		Independent Study: Thesis Preparation	MEd (DPE) MA
	Liberal Studies Elective (Select One)		42		MA, PhD preferred
	Subtotal Course Hours	1,302	378		
	Total Program Hours = 1,680	77.5%	22.5%		

4.8 Work Experience

4.8.1 Work Experience Requirements

Students participate in mandatory professional work experience in the form of field placements and an internship. Four semesters will include one day (eight hours) of field placement per week. Students will also complete a 14-week Internship during which they also work on their Thesis. This Internship is completed in the summer between Year 3 and Year 4 of the program:

Year	Semester	Description	Work Experience	Link to Academic Courses
1	1	Academics – on Campus	--	
	2	Academics – on Campus	--	
2	3	Academics – on Campus & Field Placement in community agency 1 day per week for 14 weeks	112 hours	Behavioural Assessment/Introduction to Skill Acquisition
	4	Academics – on Campus & Field Placement in community agency 1 day per week for 14 weeks	112 hours	Skill Acquisition: Advanced Theories and Application/Treating Challenging Behaviours
3	5	Academics – on Campus & Field Placement in community agency 1 day per week for 14 weeks	112 hours	Ethics: Standards of Practice
	6	Academics – on Campus & Field Placement in community agency 1 day per week for 14 weeks	112 hours*	Independent Study: Thesis Prep
		Internship in community agency 5 days per week for 14 weeks during summer between Year 3 and Year 4	560 hours*	Independent Study: Thesis Prep
4	7	Academics – on Campus	--	
	8	Academics – on Campus	--	
TOTAL Work Experience Hours:			1,008 hours	

* The field placement in Semester 6 and the 14-week Internship is completed with the same organization. This arrangement provides additional continuity related to the Thesis Preparation course taken in Semester 6. Combined with the previous field placements, students have multiple opportunities to observe and practice the assessment and intervention skills they need in order to complete a successful research project.

Through their work experience, students are exposed to a range of settings and learning experiences in a professional environment with the support of a Field Liaison. This structure allows for field placements to occur concurrently with in-class study such as Behavioural Assessment, Skill Acquisition, and Treating Challenging Behaviours. Course objectives will be closely linked to the work experiences.

4.8.2 Work Experience Opportunities

Through George Brown's three existing behavioural science programs, the School of Social and Community Services has already established processes and dedicated staff in place to facilitate field placements/internships. In addition, faculty members are actively involved in facilitating partnerships with industry practitioners to optimize work experience opportunities for the students. Field placements for current students are primarily available at agencies within the Greater Toronto Area (GTA). In

addition, the School has recently been identifying field placement opportunities internationally, specifically through its partnerships in Jamaica.

The work experience structure developed for this degree is based on the principle that an academic program combined with relevant work experience is an effective model toward employment preparation. While academic terms are devoted primarily to fundamental and theoretical studies, work integrated learning allows students to observe how theory is implemented in practice, as well acquire experience in their areas of career interest. In this way, academic rigor and exposure to practical experiences complement one another.

Students receive exposure to diverse populations with challenges within individual, family and community contexts. In addition, they are exposed to a wide range of community services through the different populations that are served within the ABA field. Students engage in various activities throughout their placements such as observation, program development, curriculum assessment, behavioural assessment, skill acquisition, behaviour management strategies, teaching strategies, and data collection. To enhance the work experience component, George Brown is innovative in its use of various forms of technology, such as iPads, in order to support students who are working in remote placement settings as well as for treatment-related activities such data collection.

The motivation, responsibility, and opportunity for insight gained through the work experience components will be of significant value to the student's future. It will enable those with a career orientation to become full-time learners of their subject, both within a structure of the academic studies and during the related work experience components.

Given that students will be working with vulnerable populations such as the elderly, disabled and children, the employer organizations will legally require students to have a clear vulnerable sector police check.

4.8.3 Work Experience Learning Outcomes and Evaluation

Learning Outcome	Work Experience Link with Learning Outcome	Evaluation of Student
<i>By the end of the internship, students will have demonstrated the ability to:</i>	<i>During the work experience, students may perform some or all of the following types of tasks with support achievement of program learning outcomes:</i>	<i>Question(s) on the Employer Evaluation):</i>
1. Function effectively and professionally as part of a work team and exhibit improvement after receiving constructive feedback and take responsibility for own actions and decisions.	<ul style="list-style-type: none"> • Meet with other members of the organization (artists, designers, clients) to plan the production. • Collaborate with fellow employees and supervisor on the execution of the project. 	Interpersonal skills Communication Initiative Dependability
2. Exhibit adaptive and innovative responses to a variety of professional needs and situations.	<ul style="list-style-type: none"> • Collaborate with the creative team to find appropriate and innovative solutions to challenges. • Anticipate actions required to support the designers, supervisor and their assistants. Identify workflow processes and areas that could be improved. 	Initiative Creativity Judgment

Learning Outcome	Work Experience Link with Learning Outcome	Evaluation of Student
3. Communicate clearly, concisely and correctly as appropriate to the requirements of the position as well as the process and results of the research (thesis) project.	<ul style="list-style-type: none"> • Communicate effectively with members of the creative team. • Participate in meetings. • Use listening skills in order to correctly follow instructions from supervisor. 	Communication, verbal Communication, written
4. Identify combination of personal skills, work ethics, positive attitude and behaviours required to secure, maintain and advance on the job	<ul style="list-style-type: none"> • Exhibit appropriate behaviours in the studio. • Discuss requirements of job and performance with supervisor. • Identify and integrate behaviours that contribute to success in the profession. 	Interest in Work Initiative Organization & planning Ability to Learn Quality of Work Quantity of Work Dependability Leadership qualities Adaptation to formal organizations, rules & policies Attendance Punctuality
5. Manage the use of time and other resources to attain work goals within established timelines.	<ul style="list-style-type: none"> • Communicate effectively with members of the creative team. • Participate in meetings. • Use listening skills in order to correctly follow instructions from supervisor 	Organization and planning

4.8.4 Support for Work Experience

The students' work experience will be supported through a three-way collaborative partnership that includes the student, a College Field Liaison, and the Field Employer/Supervisor.

Field Liaison:

- A Field Coordinator will be assigned to the program to secure appropriate placements. Prior to commencing a field placement/internship component, students will have the assistance of a George Brown Field Coordinator to explore their interests, prepare for interviews, facilitate interview meetings, and receive feedback. The Field Coordinator will provide students with the tools, support and resources for obtaining a placement.
- Every year as applicable, the program will update its database and tools (résumé template, placement contract, etc.). Students will be responsible for creating an appropriate résumé, attending scheduled agency interviews, discussing and agreeing to placement functions, and working with the Field Liaison to confirm all details of the placement. This process will also assist students to develop skills to secure employment in the future.

Field Employer/Supervisor:

- Once students are in a placement, they will obtain the support of the employer/supervisor as well as the continued direct support of the College Field Liaison. These supports will provide students with further theoretical training and assistance with the integration of theory and practice.

All parties will receive a field manual, which will clearly define roles, responsibilities and expectations for all participants. The field manual will outline Standards and Criteria for all parties and will serve to encourage everyone to actively be responsible for student success.

Excerpts from the College's current Standards and Criteria sections of a field manual:

Field Placement Standards and Criteria:

This document is designed to outline the field placement standards and criteria that will provide clarification of the performance standards in order to encourage, support self-confidence, professional development, and minimize ambiguity and confusion for the student. The "performance standards" explain when and how to carry out the tasks, degree of difficulty, how will it be measured.

The success of students learning and developing of their skills relies on how clearly defined the tasks are conveyed during the instruction phase. Clearly outlined tasks will guarantee that the student knows what the Field Supervisor/team member(s) mean and precludes any misunderstanding that will interfere with learning.

Responsibilities of the Student:

1. Students are expected to attend 100% of their field placement. However, repeated absences or lateness will not be tolerated; all attendance expectations must be met, or receive a failing grade;
2. Demonstrate readiness and accept responsibility for field placement learning by satisfying all prerequisites, this includes learning agency policies and procedures, attendance and satisfactory grades in all prerequisite courses, and satisfactory field evaluations. In addition, students must adhere to all placement policies;
3. Must have in-depth knowledge of the policies, procedures and expectations outlined in the Field Placement Manual, and adhere to the policies and procedures of the agency this includes completing a criminal background checks if requested;
4. Develop and maintain positive working relationships with the Field Supervisor, Faculty Field Liaison, staff, clients, and community members;
5. The student and Field Supervisor must complete and sign the Ministry of Education's Work Education Agreement Form. The student must retain a copy, one copy to the Field Supervisor, and a copy returned to the practice course professor or program coordinator;
6. Students must conduct themselves in a professional manner with agency staff, Field Supervisor, clients, and community partners;
7. Responsible for financing transportation to and from the field placement agency, and must be available to work the specified contract hours; students cannot set their own work hours;
8. Inform the Field Supervisor and Faculty Field Liaison of any connections with agency staff, or clients prior to the placement, or disclose this information right away on discovery;
9. Accountable and responsible for weekly time logs and monthly reflective journal; the weekly log must be signed by the student, Field Supervisor and presented to Faculty Field Liaison when s/he visits;
10. Organize and prepare for weekly scheduled field instruction meeting
11. Collaborate with the Field Supervisor and Faculty Field Liaison on a safety plan if the student is working evening hours and/or the agency is located in an isolated or troubles area. This plan should be developed and put in place at the start of placement;
12. Seek out; ask questions and use field instruction and feedback when applicable. Failure to act will impact grade, or result in failure of the Field Placement;

13. The Learning Agreement must be completed with the Field Supervisor within the first three weeks; a signed copy must be handed to the Faculty Field Liaison and one submitted to faculty of the Field Seminar class by the end of the fifth week. The Learning Agreement is graded by the faculty of the Field Seminar class and is used by the Faculty Field Liaison in determining a placement grade;
14. Discuss with the Field Supervisor any discontent, confusion, crisis, difficulties, or questions with regard to the fieldwork. If a conflict arises and a resolution cannot be achieved between the Field Supervisor and the student, the student must promptly notify her/his Faculty Field Liaison.
15. Students should attend and maintain regular attendance to their assigned practice course. If the student is unable to attend, she/he is responsible for telephoning and notifying the faculty concerned.
16. Students cannot do extra hours to complete placement before the designated time, nor can students do weekend hours without the approval of the Faculty Field Liaison.
17. Students must inform their Faculty Field Liaison if they are unable attend the placement setting. If the student is absent more than 1 day due to illness during Field placement he/she must make up days missed and inform their Faculty Field Liaison immediately to negotiate a plan to make up the missed hours.
18. Students are allowed one sick day in each semester and should have a working knowledge of the agency policies and procedures regarding absenteeism and tardiness.
19. Dress suitably for agency environment and use language that is appropriate at all times.
20. Inappropriate termination of a field placement by a student without the applicable process and approval of Faculty Field Liaison, or Field Coordinator will result in a failing grade
21. To provide a written evaluation of the field placement upon completion of each one

Responsibilities of the College and Field Liaison:

1. The Faculty Field Liaison is the contact person during the Field Placement. They are responsible for providing guidance to the Field Supervisor, monitor progress, and evaluate the appropriate learning that is taking place for students.
2. Have a working knowledge and familiarity with and follow the field placement policies and procedures.
3. Contact the agency by telephone or in person to verify the person responsible directly for the student's field supervision and evaluation.
4. Ensure that the Field Supervisor has all pertinent forms; verify dates, hours of placement and field supervision time for student, and the responsibility of having a weekly signed time log.
5. To set up appropriate meeting with the agency personnel involved with the student's placement; and ensure agency has the proper names and telephone numbers in case of a crisis, concerns, or other information.
6. Faculty Field Liaison establishes and maintains professional relationship with the placement agency.
7. Faculty Field Liaison must be available by phone or email to respond to questions or concerns from the Field Supervisor or students within a timely fashion.
8. Faculty Field Liaison is responsible for visiting the placement upon request and approval by the Field Supervisors.
9. Assume responsibility for developing and supporting students who attend placements with potential for harm (example; aggressive clients)
10. Consultation with Field Supervisors if a student requires more supervision or has difficulty with carrying out the tasks delineated in the learning agreement, attendance, mid-course or final evaluation.

11. To remove student(s) from the placement site if it is not suitable, or inconsistent with the school policies and procedures.
12. To encourage and facilitate discussions with the Field Supervisor, and the student in order to obtain feedback about the student's placement experience.
13. To supervise the successful completion of field placement that include:
 - a. Learning Agreement and its performance indicators
 - b. Precise performance evaluation
 - c. Follow policies and procedures outlined in this Field Placement Manual.
14. To evaluate all aspects of the student's field placement learning before assigning a Pass/Fail grade.
15. Maintain appropriate records of student and the agency contact; this includes collecting the evaluation forms and providing appropriate feedback to agency, student and program.
16. If for any reason, a student is terminated or fails the field placement, the Field Supervisor is responsible for writing a detailed letter outlining the reasons and concerns, and must provide examples, and dates.
17. The school in accordance to the policies reserves the right to determine and agree on the suitability of an agency setting for placements, this take into consideration the length of time that the agency has been in operation, high staff turnover, and organizational framework.

Responsibilities of the Field Supervisor/Employer:

1. To debrief and prepare agency staff for the incoming placement student(s), which include an orientation plan, adequate workspace, introduction to staff members, appropriate tasks that are in line with social work/child welfare, which will enable students to contribute in the working of the agency, and weekly supervision time.
2. To demonstrate a commitment to the student(s) field education and to provide an environment that is safe and free from discrimination and harassment.
3. To educate the student(s) on the agency services, populations, policies, regulations, etc.
4. To make clear the appropriate status for the student: The student is to be considered a "professional in training"; and to differentiate the role of the student, and explain said the role in relation to that of a volunteer and an employee.
5. Appraise the student's learning, and performance through direct supervision, assigned tasks, and observation of the student carrying out the assigned tasks.
6. To prepare and educate students on the universal precautions (such as AIDS, SARS, pandemic, hepatitis, tuberculosis, and any other communicable disease). The student(s) should be informed and made clear if the student(s) requires the necessary inoculations to carry out their placement at the agency. The agency must provide and made clear any pertinent public health and legal considerations and expectations for student(s) behaviour to ensure safety.
7. A qualified Field Supervisor is available in agreement with the school's requirements and has sufficient time during the workday to provide 1 hour per week supervision or as negotiated with the student and Faculty Field Liaison.
8. To plan and make available appropriate learning experiences for the student; the learning experience could include participation in staff meetings, shadowing staff, writing assessments, implementing treatment plans, conferences, seminars, community participation, direct contact with clients and out of agency visits.
9. Collaborate with the student on a safety plan to deal with issues related to possible harm should the student be in a high-risk environment such as clients who demonstrate aggressive behaviour.
10. Field Supervisor prepares evaluations and provides feedback, which will be submitted to the Faculty Field Liaison; the evaluations should take place at both the mid-term and at the end of the

placement. However, the Faculty Field Liaison decides the final grade of taking into consideration all tasks performed.

11. In accordance with school policies, the Field Supervisor must attend field placement meetings when requested.
12. To notify the Faculty Field Liaison of any major changes to the agency, which may impact the placement experience for the student; for example, change in personnel, nature of student work, funding cut, etc.

4.9 Course Outlines

(Removed for Web Version)

4.10 Bridging Pathway – Graduates of Behavioural Science Technology

4.10.1 Description of Bridge Pathway

Graduates of a three-year Behavioural Science Technology advanced diploma program may be interested in a degree completion pathway. These graduates will have significant background in the principles of behaviour analysis and their general application. They will have a solid foundation in behavioural assessment and rudimentary intervention techniques with some identified populations as well as foundations in psychological theory. In addition, these graduates have had opportunities to practice their foundational clinical skills through field placement experience in the advanced diploma program.

Knowledge and skill gaps will exist in the basic philosophical and theoretical underpinnings of the development of the science of behaviour as well as advanced statistical methodologies and research designs. These students will lack some knowledge in more sophisticated intervention strategies, breadth knowledge in the application of behaviour analysis to specific populations and consultation (including inter-professional practice strategies), and leadership skills. Finally, the students would also lack the general breadth knowledge expected for a degree level student.

In accordance with the Ontario College University Degree-Completion Accord, graduates will be eligible to transfer 65% of their diploma courses to the degree program (this equates to 78 credits or 26 courses). The bridge will be offered during May to August and will include delivery of bridge courses (May/June) as well as an internship Thesis (July/August). Summary of the bridge components:

Bridge Component	Description
1. Three Core Courses These courses are reach back courses; i.e., they are courses offered as part of the degree program	Courses will be offered May to June during the bridge semester: <ul style="list-style-type: none">• Statistics• Psychometrics• Behavioural Approaches to Education
2. Three Liberal Studies Electives	The liberal studies electives can be taken during the bridge semester or completed any time prior to degree completion.
3. One 14-week Internship (Thesis)	The internship can be taken in July-August of the bridge semester. An applicant's previous work experience related to behaviour analysis will be considered on a case-by-case basis to determine if a full 14-week internship is required.

Once the bridge semester is successfully completed, the students will be eligible to enter Semester 7 (Year 4) of the degree program.

4.10.2 Bridging Course Descriptions

All three core courses in the bridge pathway are already part of the degree program:

Course Name	Course Description
Statistics	This course provides an introduction to statistical analysis including descriptive and inferential statistics. This course introduces students to the statistical techniques used to analyze data in psychological research. Emphasis will be placed on applying statistical procedures to various types of data in order to determine clinical and statistical significance. General statistical strategies as well as specific strategies used to inspect data in ABA type programs will be reviewed. Single subject designs as well as group research designs and the type of statistical programs for each will be introduced. Correlational data will also be discussed as this is relevant to interrater reliability and the reliability of assessment instructions used in behavioural programming. The relationship between these statistical techniques and empirical research will be highlighted.
Psychometrics	This course examines principles of psychological assessment in an applied context. Topics will include reliability and validity, legal and ethical issues in test construction, and selected controversial questions relating to assessment in areas such as personnel selection, standardized testing in schools and group differences in test performance. Students will explore concepts and issues, develop questionnaires, and summarize and evaluate psychological tests and questionnaires.
Behavioural Approaches to Education	This course is an extension of basic behaviour analytic assessment and intervention strategies. This course focuses on concepts and current issues in behavioural education including k-12 and higher education. Students will be presented with variety of classroom and educational frameworks. The student will demonstrate the ability to select and design assessments and interventions appropriate to the needs of the typical student populations. Students will also examine intervention strategies for these populations from an evidence-based perspective.

For course descriptions for the three Liberal Studies electives, please see complete list provided in Section 4.5.2.

4.10.3 Bridging Course Outlines

(Removed for Web Version)

4.10.4 Gap Analysis

The following gap analysis is based on an analysis of George Brown College’s Behavioural Science Technology advanced diploma program. Graduates from the St. Lawrence College Behavioural Science Technology advanced diploma will be considered for admission and will be assessed on a case-by-case basis for advanced standing credit recognition.

Gap Analysis – Graduates of Behavioural Science Technology			
Behavioural Psychology Degree Outcome	Behavioural Science Technology Diploma Program Outcomes	Gap in knowledge or skills	Remediation of Gap
(1) Learn about psychological theory, research and practices.	(1) Access, read and interpret publications in the areas of behavioural psychology and related disciplines. (7) Effectively communicate a behavioural perspective, both orally and in writing, as an informed stakeholder in educational, applied and clinical settings.	<ul style="list-style-type: none"> No gap exists 	N/A
(2) Design and conduct various assessments across a variety of settings and populations.	(1) Access, read and interpret publications in the areas of behavioural psychology and related disciplines. (2) Design, write, implement and evaluate programs in applied behaviour analysis. (3) Design, write, implement and evaluate multi-dimensional behavioural assessments. (4) Conduct, with appropriate behavioural supervision, individual behavioural interventions in one or more of educational, applied and clinical settings.	<ul style="list-style-type: none"> lack some knowledge in more sophisticated intervention strategies lack breadth knowledge in the application of behaviour analysis to specific populations and consultation (including inter-professional practice strategies) and leadership skills. Lack the general breadth knowledge expected for a degree level student. 	These gaps are addressed in the required reach-back courses (Statistics Psychometrics Behavioural Approaches to Education) as well as the 4 th year degree content.

Gap Analysis – Graduates of Behavioural Science Technology			
Behavioural Psychology Degree Outcome	Behavioural Science Technology Diploma Program Outcomes	Gap in knowledge or skills	Remediation of Gap
(3) Design and implement research-based programs in applied behaviour analysis and evaluate their effectiveness	(2) Design, write, implement and evaluate programs in applied behaviour analysis. (3) Design, write, implement and evaluate multi-dimensional behavioural assessments. (4) Conduct, with appropriate behavioural supervision, individual behavioural interventions in one or more of educational, applied and clinical settings. (5) Co-facilitate group behavioural intervention sessions in one or more of educational, applied and clinical settings.	<ul style="list-style-type: none"> • Lack basic knowledge in statistical methodology and research designs • Lacks advanced understanding of protocols involved in research involving human subjects • Lack a fundamental understanding of program evaluation • Lacks breadth knowledge on assessment and intervention tactics 	These gaps are addressed in the bridging/reach-back courses (Statistics Psychometrics Behavioural Approaches to Education) and the Independent Study Thesis (Internship). In addition, breadth knowledge and program evaluation will be addressed in the 4 th year of the Behavioural Psychology program.
(4) Practice behavioural consulting skills, with different populations.	(4) Conduct, with appropriate behavioural supervision, individual behavioural interventions in one or more of educational, applied and clinical settings. (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.	<ul style="list-style-type: none"> • Lacks breadth knowledge regarding behavioural consulting skills • Lacks basic knowledge of consultation skills with a variety of populations 	These gaps will be addressed in the 4 th year in Behavioural Consultation course
(5) Demonstrate appropriate social, professional, and clinical skills in the context of an interdisciplinary setting with a variety of clients, their support networks, professionals, and the community.	(7) Effectively communicate a behavioural perspective, both orally and in writing, as an informed stakeholder in educational, applied and clinical settings.	<ul style="list-style-type: none"> • Students will have successfully communicated the results of behavioural assessments and interventions to community partners, however, these communication lack the 	This gap will be addressed in the 4 th year of the degree. Students will have the opportunity to learn more sophisticated tools for communicating research findings.

Gap Analysis – Graduates of Behavioural Science Technology			
Behavioural Psychology Degree Outcome	Behavioural Science Technology Diploma Program Outcomes	Gap in knowledge or skills	Remediation of Gap
	<p>(8) Conduct themselves in a professional and ethical manner in educational, applied and clinical settings.</p> <p>(9) Display with individuals and in teams, the clinical, professional and interpersonal skills needed for effective behavioural practice and professional development.</p>	<p>sophistication expected from a degree program</p> <ul style="list-style-type: none"> • No further gap exists 	
(6) Maintain a high degree of professionalism and ethical standards	<p>(4) Conduct, with appropriate behavioural supervision, individual behavioural interventions in one or more of educational, applied and clinical settings.</p> <p>(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.</p> <p>(8) Conduct themselves in a professional and ethical manner in educational, applied and clinical settings.</p>	<ul style="list-style-type: none"> • No gap exists in the degree of professionalism and ethical standards – however, students would have additional opportunities to practice these skills • Students lack knowledge on Interprofessional practice and leadership skills • Students lack a sophisticated understanding of consultation skills 	<p>Additional experience and practice will occur in the Independent Study Thesis.</p> <p>The remaining gaps will be addressed in the course content of the 4th year of the Behavioural Psychology program.</p>
(7) Communicate, orally and in written form, the methods and results of behavioural assessments and treatment programs.	<p>(2) Design, write, implement and evaluate programs in applied behaviour analysis.</p> <p>(3) Design, write, implement and evaluate multi-dimensional behavioural assessments.</p> <p>(7) Effectively communicate a behavioural perspective,</p>	<ul style="list-style-type: none"> • Students lack knowledge of sophisticated communication strategies for research projects 	<p>This gap is addressed in the Independent Study Thesis and the 4th year of the Behavioural Psychology degree</p>

Gap Analysis – Graduates of Behavioural Science Technology			
Behavioural Psychology Degree Outcome	Behavioural Science Technology Diploma Program Outcomes	Gap in knowledge or skills	Remediation of Gap
	both orally and in writing, as an informed stakeholder in educational, applied and clinical settings.		
(8) Understand, critically evaluate, and synthesize issues in contemporary society.	(1) Access, read and interpret publications in the areas of behavioural psychology and related disciplines. (9) Display with individuals and in teams, the clinical, professional and interpersonal skills needed for effective behavioural practice and professional development	<ul style="list-style-type: none"> • Lack breadth knowledge of the application of behavioural principles and strategies. • Lack knowledge of advanced issues facing the field of behaviour analysis 	This gap is addressed in the course content of the 4 th year of the Behavioural Psychology degree.

4.11 Bridging Pathway – Students of Behavioural Science Technology

4.11.1 Description of Bridge Pathway

Students who have completed the second year of the Behavioural Science Technology advanced diploma program will have a fundamental knowledge of the principles of behaviour analysis and a rudimentary understanding of their application. They will have been introduced to the fundamental concepts of behavioural assessment and psychological theory.

Knowledge and skill gaps will exist in the basic philosophical and theoretical underpinnings of the development of the science of behaviour as well as advanced statistical methodologies and research designs. In addition, these students will lack knowledge in intervention strategies and the application of behaviour analysis to specific populations. They will also lack a foundational knowledge of consultation (including inter-professional practice strategies) and leadership skills. Finally, the students will lack the general breadth knowledge expected for a degree level student.

Students who have successfully completed the second year of the Behavioural Science Technology Advanced Diploma program with a GPA of 75% or higher will be eligible to transfer into the degree program. In accordance with the Ontario College University Degree-Completion Accord, these students will be eligible to transfer 40% of their diploma courses to the degree program (this equates to 48 credits or 16 courses). The bridge will be offered a spring/summer semester will include:

Bridge Component	Description
1. Four Core Courses These courses are reach back courses; i.e., they are courses offered as part of the degree program	Courses will be offered during the bridge semester: <ul style="list-style-type: none"> • Statistics • Research Methods • Skill Acquisition: Advanced Theories and Application • Treating Challenging Behaviour
2. Two Liberal Studies Electives	The liberal studies electives can be taken during the bridge semester or completed any time prior to degree completion.

Once the bridge semester is successfully completed, the students will be eligible to enter Semester 5 (Year 3) of the degree program.

4.11.2 Bridge Course Descriptions

All four core courses in the bridge pathway are already part of the degree program:

Course Name	Course Description
Statistics	This course provides an introduction to statistical analysis including descriptive and inferential statistics. This course introduces students to the statistical techniques used to analyze data in psychological research. Emphasis will be placed on applying statistical procedures to various types of data in order to determine clinical and statistical significance. General statistical strategies as well as specific strategies used to inspect data in ABA type programs will be reviewed. Single subject designs as well as group research designs and the type of statistical programs for each will be introduced. Correlational data will also be discussed as this is relevant to interrater reliability and the reliability of assessment instructions used in behavioural programming. The relationship between these statistical techniques and empirical research will be highlighted.
Research Methods	This course introduces students to the fundamentals of group and single subject research design. The course concentrates on the issues of: distinguishing scientific from prescientific and pseudo-scientific explanations, validity questions, and experimental designs. The course examines the use of this research methodology in the design, implementation and evaluating of applied behaviour analysis interventions. Topics include measurement techniques, single-subject research designs, selection of dependent and independent variables, graphical data analysis and presentation and communicating research results.
Skill Acquisition: Advanced Theories and Application	This course furthers students' knowledge of common evidence-based behavioural approaches for teaching new behaviours. Students will learn to assess developmental milestones and design comprehensive curriculum plans for individuals with developmental disabilities using behavioural language and functional skill assessments. Emphasis will be placed on curriculum development and modifications using language and communication procedures based on discrete trial methods, analysis of verbal behaviour, and naturalistic teaching. The course overview other approaches such as incidental teaching and Augmentative Communication Systems.
Treating Challenging Behaviour	Presents an overview of the evolution of Applied Behaviour Analysis in the treatment of challenging behaviour. The course introduces students to a variety of behavioural procedures used to treat mild to severe challenging behaviours across various populations.

Course Name	Course Description
	The topics covered will include strategies for developing assessment informed treatments and the utilization of scientifically validated techniques for the treatment of challenging behaviour such as stereotypy, severe / mild physical aggression, self-injury, pica, anxiety based behaviours and sensory-related maladaptive behaviours. Emphasis will be placed on ethical considerations such as the utilization of the least intrusive, least restrictive model and “effective treatment”. The following methodologies in developing behaviour analytic strategies for managing challenging behaviours will be discussed: Functional behaviour analysis informed treatment, specialized behavioural assessment informed treatment, risk management assessment and intervention, antecedent control strategies, schedules of reinforcement, extinction, differential reinforcement strategies, desensitization procedures, and decelerative procedures.

For course descriptions for the three Liberal Studies electives, please see complete list provided in Section 4.5.2.

4.11.3 Bridge Course Outlines

(Removed for Web Version)

4.11.4 Gap Analysis

The following gap analysis is based on an analysis of George Brown College’s Behavioural Science Technology advanced diploma program. Students from the St. Lawrence College Behavioural Science Technology advanced diploma will be considered for admission and be assessed on a case-by-case basis for advanced standing credit recognition.

Gap Analysis – Students of Behavioural Science Technology			
Behavioural Psychology Degree Outcome	Behavioural Science Technology Diploma Program Outcomes	Gap in knowledge or skills	Remediation of Gap
(1) Learn about psychological theory, research and practices.	(1) Access, read and interpret publications in the areas of behavioural psychology and related disciplines. (7) Effectively communicate a behavioural perspective, both orally and in writing, as an informed stakeholder in educational, applied and clinical settings.	<ul style="list-style-type: none"> Lack sufficient breadth knowledge in publications across populations Lacks sophistication communicating orally and in writing 	These gaps are addressed in the bridging/reach-back courses (Skill Acquisition: Advanced Theories and Application Treating Challenging Behaviour) and in the 3 rd and 4 th year of the Behavioural Psychology degree program

Gap Analysis – Students of Behavioural Science Technology			
Behavioural Psychology Degree Outcome	Behavioural Science Technology Diploma Program Outcomes	Gap in knowledge or skills	Remediation of Gap
(2) Design and conduct various assessments across a variety of settings and populations.	<p>(1) Access, read and interpret publications in the areas of behavioural psychology and related disciplines.</p> <p>(2) Design, write, implement and evaluate programs in applied behaviour analysis.</p> <p>(3) Design, write, implement and evaluate multi-dimensional behavioural assessments.</p> <p>(4) Conduct, with appropriate behavioural supervision, individual behavioural interventions in one or more of educational, applied and clinical settings.</p>	<ul style="list-style-type: none"> • lack some knowledge in more sophisticated intervention strategies • lack breadth knowledge in the application of behaviour analysis to specific populations and consultation (including inter-professional practice strategies) and leadership skills. • Lack the general breadth knowledge expected for a degree level student. 	These gaps are addressed in the required reach-back courses (Statistics Research Methods Skill Acquisition: Advanced Theories and Application Treating Challenging Behaviour) as well as the 3 rd and 4 th year degree content.
(3) Design and implement research-based programs in applied behaviour analysis and evaluate their effectiveness	<p>(2) Design, write, implement and evaluate programs in applied behaviour analysis.</p> <p>(3) Design, write, implement and evaluate multi-dimensional behavioural assessments.</p> <p>(4) Conduct, with appropriate behavioural supervision, individual behavioural interventions in one or more of educational, applied and clinical settings.</p> <p>(5) Co-facilitate group behavioural intervention sessions in one or more of educational, applied and clinical settings.</p>	<ul style="list-style-type: none"> • Lack basic knowledge in statistical methodology and research designs • Lacks advanced understanding of protocols involved in research involving human subjects • Lack a fundamental understanding of program evaluation • Lacks breadth knowledge on assessment and intervention tactics 	These gaps are addressed in the bridging/reach-back courses (Statistics Research Methods Skill Acquisition: Advanced Theories and Application Treating Challenging Behaviour) and in the 3 rd and 4 th year of the Behavioural Psychology program.

Gap Analysis – Students of Behavioural Science Technology			
Behavioural Psychology Degree Outcome	Behavioural Science Technology Diploma Program Outcomes	Gap in knowledge or skills	Remediation of Gap
(4) Practice behavioural consulting skills, with different populations.	(4) Conduct, with appropriate behavioural supervision, individual behavioural interventions in one or more of educational, applied and clinical settings. (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.	<ul style="list-style-type: none"> • Lack application knowledge to populations outside Autism and Developmental Disabilities • Lack sufficient knowledge of required clinical skills as well as sufficient practice of these skills. 	These gaps are addressed in the 3 rd and 4 th year of the Behavioural Psychology program.
(5) Demonstrate appropriate social, professional, and clinical skills in the context of an interdisciplinary setting with a variety of clients, their support networks, professionals, and the community.	(7) Effectively communicate a behavioural perspective, both orally and in writing, as an informed stakeholder in educational, applied and clinical settings. (8) Conduct themselves in a professional and ethical manner in educational, applied and clinical settings. (9) Display with individuals and in teams, the clinical, professional and interpersonal skills needed for effective behavioural practice and professional development.	<ul style="list-style-type: none"> • Students will have successfully communicated the results of behavioural assessments and interventions to community partners, however, these communication lack the sophistication expected from a degree program • No further gap exists 	This gap will be addressed in the 3 rd and 4 th year of the degree. Students will have the opportunity to learn more sophisticated tools for communicating research findings.
(6) Maintain a high degree of professionalism and ethical standards	(4) Conduct, with appropriate behavioural supervision, individual behavioural interventions in one or more of educational, applied and clinical settings. (6) Apply his/her social, professional and clinical	<ul style="list-style-type: none"> • No gap exists in the degree of professionalism and ethical standards in terms of course work – however, students would have additional opportunities to practice these skills • Students lack knowledge on Interprofessional 	These gaps will be addressed in the course content of the 3 rd and 4 th year of the Behavioural Psychology program.

Gap Analysis – Students of Behavioural Science Technology			
Behavioural Psychology Degree Outcome	Behavioural Science Technology Diploma Program Outcomes	Gap in knowledge or skills	Remediation of Gap
	<p>skills in the context of an interdisciplinary setting with a variety of clients, their support networks, professionals and the community.</p> <p>(8) Conduct themselves in a professional and ethical manner in educational, applied and clinical settings.</p>	<p>practice and leadership skills</p> <ul style="list-style-type: none"> • Students lack a sophisticated understanding of consultation skills 	
(7) Communicate, orally and in written form, the methods and results of behavioural assessments and treatment programs.	<p>(2) Design, write, implement and evaluate programs in applied behaviour analysis.</p> <p>(3) Design, write, implement and evaluate multi-dimensional behavioural assessments.</p> <p>(7) Effectively communicate a behavioural perspective, both orally and in writing, as an informed stakeholder in educational, applied and clinical settings.</p>	<ul style="list-style-type: none"> • Students lack knowledge of sophisticated communication strategies for research projects • Students lack the appropriate knowledge to design, write and evaluate program across populations • Students lack sophistication in multi-dimensional behavioural assessments 	This gap is addressed in the 3 rd and 4 th year of the Behavioural Psychology degree
(8) Understand, critically evaluate, and synthesize issues in contemporary society.	<p>(1) Access, read and interpret publications in the areas of behavioural psychology and related disciplines.</p> <p>(9) Display with individuals and in teams, the clinical, professional and interpersonal skills needed for effective behavioural practice and professional development</p>	<ul style="list-style-type: none"> • Lack breadth knowledge of the application of behavioural principles and strategies. • Lack knowledge of advanced issues facing the field of behaviour analysis 	This gap is addressed in the course content of the 3 rd and 4 th year of the Behavioural Psychology degree.

4.12 Bridging Pathway – Other Community Services and Health Sciences Programs

The third pathway examined was with diploma programs that have a high affinity to the degree program. These include community services and health sciences programs such as Social Service Worker, Child and Youth Worker, Activation and Gerontology, and Personal Support Worker.

Graduates from diplomas in related fields will have advanced knowledge of many of the populations in which a graduate from the degree program will work. It is anticipated that gaps will exist in specific knowledge in most areas of behaviour analysis. Specifically, these students will lack the philosophical background, knowledge in basic principles, assessment strategies and intervention practices. They will also lack a conceptual knowledge of application to specific populations and a foundational knowledge of consultation (including inter-professional practice strategies) and leadership skills.

Additional related knowledge would be assessed on a program-by-program basis for advanced standing to the degree program (core and non-core courses). Students who have successfully completed diplomas from related community services and health sciences programs will be credited between five and ten courses depending on their previous course of study. These courses will count towards both core (where appropriate) and non-core (liberal studies) courses. Students will be required to complete requisite behavioural courses to be considered for the degree program; specifically Behaviour Theory and Introduction to Applied Behaviour Analysis. Assessment of additional required bridge courses will be determined on a case-by-case basis.

Section 5: Program Delivery

5.1 Quality Assurance of Delivery

George Brown College has a comprehensive process for the development and approval of new programs. This process is documented in the *Handbook for the Approval of New Programs and Program Modifications*, published by the Office of Academic Excellence in 2011. The internal approval process for new programs, as described within the Handbook, has three phases:

(1) Concept development, due diligence, then review and approval by the Program Planning and Review Committee (PPRC):

Academic Divisions are supported throughout the new program development process by the Office of Academic Excellence. During the concept development stage, proponents of new programs will meet with a representative of the Office of Academic Excellence to discuss the proposed program and credential, develop a strategy and work plan for internal and external program approvals, and engage other experts and departments in the program development process.

Once the new program concept is more fully developed, the proponents begin to work with George Brown's PPRC. The PPRC is a permanent committee with broad senior academic representation from all Academic Divisions, the Division of Academic Services and Student Affairs, the Registrar's Office, Marketing, Finance and e-Learning departments. The mandate of the PPRC is to review and assess proposed new programs and program modifications, ensure due diligence has been completed, provide objective critical feedback and advice about all proposals and, ultimately, to recommend approved programs for consideration by the Academic and Student Affairs Committee of the Board of Governors.

Approval by the PPRC requires considerable planning, at least two formal presentations, and sign-off by key departments of the College to confirm that the proposal is sound and that required resources exist or will be provided to support the proposed program. Documentation is prepared for the PPRC in close consultation with the following stakeholder departments within the College:

- **Marketing:** A detailed needs assessment is collaboratively undertaken by the proponents and the Marketing department. The purpose of the needs assessment is to determine both the potential job opportunities for the graduates of the proposed program and the potential sources of student applicants. It includes a competitive analysis, occupational analysis, industry environment and performance analysis, labour supply and demand analysis, confirmation of industry support, student analysis, and budget estimates for new program launch.
- **Registrar's Office:** The Registrar works with the proponents to confirm program details such as admission requirements, enrolment targets, classroom and lab space requirements, database requirements, and special reporting needs.
- **Educational Resources:** A George Brown Librarian provides research assistance in the needs assessment and conducts an internal analysis to confirm if current holdings are sufficient to support the new program. If not, recommendations are made as to the type and cost of purchases required to ensure program students have appropriate access to resources.
- **Facilities Management:** Once proponents have confirmed with the Registrar's Office that the College has sufficient space to offer the program, Facilities Management will work with the

proponents to determine the College's capacity to accommodate any renovations to existing space that are needed to meet program requirements.

- **Information Technology Services (ITS):** The proponents and ITS will work together to determine if the program will be purchasing software or hardware for the program. ITS will also review the requirements for specialized labs and estimate the costs involved in accommodating the program.
- **Finance:** The proponents will work with the Finance department to develop a business case that includes financial projections and resources needed to launch and deliver the proposed program.
- **Office of Academic Excellence:** The proponent meets with a Curriculum Specialist from the Office of Academic Excellence to review and discuss the proposed learning outcomes and curriculum, ensure alignment with existing provincial program standards, where these exist, and to help shape the development of a pedagogically-sound curriculum delivery and assessment strategy.

(2) Review and approval by the Academic and Student Affairs Committee (a committee of the College's Board of Governors):

Once the PPRC determines that there is compelling rationale to move the new program forward, the proponents then prepare to have the program internally approved. From the governance perspective, the Academic and Student Affairs (ASA) Committee has the responsibility to ensure that programs recommended to the Board for approval meet the benchmarks established by the Board of Governors. The benchmarks to be met are:

- Program credential has been correctly established.
- Content is current, academically sound and consistent with the credential requirements.
- Within the College's capacity to deliver.
- The need for the program graduates has been clearly identified.
- Student demand has been assessed.
- Financially viability – there is potential at maturity for the program to contribute to the financial success of the college.
- The program is consistent with the strategic direction of the College and of the centre.

(3) Final approval by the Board of Governors:

The College's Board of Governors reviews proposed program materials and the recommendations of the ASA to determine whether the program will receive the Board of Governors' internal approval.

Once the new program is approved by the Board of Governors, the Office of Academic Excellence continues to provide ongoing liaison, as required, with external approval bodies such as Credential Validation Service (CVS), the Ministry of Training, Colleges and Universities (MTCU), and the Postsecondary Education Quality Assessment Board (PEQAB).

The proposed Bachelor of Behavioural Psychology program has received approval from the Program Planning and Review Committee, Academic and Student Affairs Committee, and the College's Board of Governors.

5.2 Quality Assurance – Program Delivery

5.2.1 Academic Program Review Processes

To assist all our degree programs in meeting the 2010 revised PEQAB guidelines, the College updated its own internal evaluation processes and completed its *Guidelines for Academic Program Review – Degree Programs* documentation in February 2011. Please refer to Section 16 – Policies for the full document which includes details on the following quality assurance processes:

- **Every 5-7 years:** The College has committed to a quality assurance process that includes mandatory comprehensive program reviews every 5-7 years by the Office of Academic Excellence.
- **Annually:** Each year an internal Annual Program Review is conducted by program administrators and faculty for quality assurance. The following excerpt from the College's Guidelines describes the internal process:

Annual Program Reviews

Academic managers (Chairs, Associate Deans, Directors) are responsible for conducting an annual review of the programs in their portfolios in order that stakeholders are engaged in continuous quality assurance. This review is designed to ensure the program is responding to the needs of industry and students in order that it remains relevant and up-to-date. The following are sources of information that will assist with this process:

- Program Advisory Committee meetings
- Student Feedback Questionnaires (SFQs)
- Key Performance Indicators (KPI) student satisfaction surveys
- KPI graduate and employer surveys
- KPI graduation rates
- Course outlines
- MTCU and PEQAB Program Standards/Program Outcomes³

Implementation timelines for improvements based on the annual reviews and other feedback formats depend on the nature of the identified gaps and currency updates needed. Some identified issues can be addressed quickly while the larger portions of work are integrated into annual business plans.

5.2.2 Program Advisory Committees

The Program Advisory Committee is also a significant resource for identifying opportunities to enhance the currency of the program. The Board of Governors ensures that each program of instruction or cluster of programs of instruction offered at the College have a Program Advisory Committee. Normally, committees have 12 to 16 members of which two thirds are external representatives, with the membership including:

³ George Brown College – Program Review Guidelines – Degree Programs, p. 5.

- Appropriate representation from related sector leaders, industry or professional associations, regulatory bodies, labour and relevant government departments.
- Diversity of membership reflecting the diversity of the sector and client population.
- A healthy mix of new and longer-serving members.

The mandate of a Program Advisory Committee includes providing advice on:

- Curriculum
- Academic program review
- Technological implications
- Employment prospects
- Cooperative training and field placement
- Public relations with professional and local communities
- Student awards
- Other special tasks

5.2.3 Key Performance Indicators (KPI)

As part of their commitment to accountability and excellence, Ontario colleges have been collecting and reporting key performance data since 1998 in five areas: graduate satisfaction, student satisfaction, employer satisfaction, employment rate, and graduation rate. Colleges were the first in the province to take part in this kind of public sector performance survey.

Results from three KPIs (graduate satisfaction, employer satisfaction, employment rate) are used as the basis for performance funding from the province. The data are collected and tabulated independently by third-party research firms (Forum Canada Research and CCI Research). KPIs reflect feedback received in the following areas:

- **Student Satisfaction KPIs:** Student Satisfaction KPIs are defined as the average percentage of students who responded that they were satisfied or very satisfied with the quality of their learning experience, support services, and educational resources.

The Student Satisfaction KPI calculation is the average of responses to four capstone questions. The KPI calculation is based on students who: indicated that they are in semester 2 or above; and answered all four capstone questions.

- **Graduate Employment Rate KPIs:** The Graduate Employment Rate KPI is the percentage of graduates who were employed, divided by the total graduates who were employed or actively seeking a job.
- **Graduate Satisfaction KPIs:** The Graduate Satisfaction KPI is the percentage of graduates who were either satisfied or very satisfied with the usefulness of their program in achieving their goals after graduation.
- **Employer Satisfaction KPIs:** The Employer Satisfaction KPI is the percentage of employers who were either satisfied or very satisfied with their employee's overall college preparation for the type of work being performed.

5.3 Student Feedback

The College encourages faculty to solicit direct feedback from students throughout the course. The Office of Academic Excellence ensures that all faculty are provided with the handbook, *Gathering Student Feedback: a Teacher's Guide*,⁴ and this is supplemented through ongoing faculty connections with Curriculum Specialists. The College also has objective third-party processes for gathering student feedback at the end of courses.

The George Brown Student Feedback Questionnaire (SFQ) is an important mechanism for students to evaluate their courses. As of 2011, the SFQ is administered online. There are two main administration periods per semester; one near the halfway point for shorter courses, and the other near the end of the semester. In both cases, the survey remains open for three weeks.

Students receive one email containing a series of links, one for each of their courses (the email is sent to their George Brown email address but a copy is also sent to their personal email address, if available). The email also provides some information about the importance of the SFQ, and includes the fact that the evaluations are confidential, students are not identified in any reports, and results are only available after the semester is over. In an effort to improve response rates, two reminder emails are sent to students during the administration period (if they have not yet completed the surveys). Approximately one week after the end of the semester, the reports of the questionnaire results are available on the College's Intranet.

Three different Student Feedback Questionnaires are used: in-class courses, online courses and field/clinical/work experience questionnaires. Samples of the two SFQs relevant to this application (in-class and field/clinical/work experience) are provided in Section 16 – Policies.

In addition to the KPI surveys and SFQs, George Brown College employs other methods of soliciting student feedback:

- **Program Advisory Committee Feedback:** As noted earlier in this section, each program has a Program Advisory Committee which participates in a number of program-related discussions. These discussions include providing input during program reviews. Since every Program Advisory Committee includes a student and graduate representative, these committees are another source of student feedback.
- **Work-Term Evaluations:** George Brown College is in the process of finalizing a standard student handbook that will be used for degree work-term placements. Student surveys administered for work-term evaluation will gather information on several aspects of the experience, including:
 - Assessments on how well the work experience met the anticipated outcomes, as described in Section 6 – Capacity to Deliver of this application
 - The skills that were used (e.g. self-management, technical, interpersonal)
 - How the work experience relates to the courses taken during academic semesters
 - Opportunities to develop skills and which skills the student would like to continue to develop
 - Feedback received from supervisors, co-workers and clients
 - Ratings of the relevance and value of the learning experience
 - Ratings on the support provided by George Brown College during the work term

⁴ “Gathering Student Feedback – A Teachers Guide” is available online from the George Brown website: http://www.georgebrown.ca/staffdevelopment/Student_Feedback/default.aspx

- **Withdrawal Surveys:** George Brown requests that students who leave the program prior to graduation complete a withdrawal survey. It is conducted in a face-to-face environment so that the College, whenever possible, can assist the student in staying in the program.

5.4 Blended, Hybrid and Online Learning

This section is not applicable for the Bachelor of Behavioural Psychology degree submission.

Section 6: Capacity to Deliver

6.1 Demonstrated Strength – Overview of George Brown College

Located in Toronto's vibrant downtown core, George Brown College is one of Canada's largest and most diverse colleges. The College has three main campuses, St. James, Casa Loma, and the Waterfront campus that opened in September 2012. George Brown offers 135 full-time programs and 189 continuing education certificates/designations across a wide variety of professions to a student body of over 24,500 (full-time equivalent) students, including over 3,200 international students and over 61,000 continuing education registrants. Students can earn certificates, diplomas, postgraduate certificates, apprenticeships and degrees. The College has 1,265 full-time employees including 562 faculty, 544 support staff and 188 administrative staff.

Despite being located in Toronto's core where space is at a premium, the College successfully continues to meet student demand since being established in 1967. This is achieved by ongoing expansion of its campuses, infrastructure, and operations. For example, the School of Design is a redesigned factory loft and serves as a hub of creative expression and innovative student-industry projects. The Centre for Hospitality and Culinary Arts is a modern building that features state-of-the-art kitchens and labs. In recent years the Centre for Community Services and Early Childhood has expanded its programs significantly, including a partnership with Ryerson University to offer collaborative programs in areas such as Nursing and Early Childhood Education. It has also introduced eight child care centres to serve Greater Toronto Areas (GTA) communities and act as learning labs for the college's early childhood education and community services students.

Inspired by a commitment for achievement through excellence in teaching, applied learning and innovation, George Brown's vision is that:

- We will set the benchmark to which all colleges will aspire, and be recognized as a key resource in shaping the future of Toronto as a leading global city.
- We will build a seamless bridge between learners and employment as we develop dynamic programs, and workplace-ready graduates who will be the candidates of choice for employers.
- We will create a community of life-long learners, grounded in the principles of access, diversity, mutual respect and accountability.

The College continually strives to achieve academic quality and a superior learning environment. In 2012 the College was seen by GTA employers to be the best GTA college producing graduates with the skills they value most, including productivity, customer service and teamwork.⁵ George Brown was also recognized as one of the Top 100 Employers in Canada and one of the top employers in the GTA for 2012.⁶

George Brown strategically pursues degree opportunities in sectors where it already has significant partnerships and working relationships that inform and strengthen program development and ongoing delivery. The College currently delivers five baccalaureate programs:

⁵ Source: Northstar Research, GBC Employer Tracking Research, February 2011

⁶ Source: Canada's Top 100 Employers, canadastop100.com

George Brown College – Bachelor Degrees	Originally Approved by PEQAB
Bachelor of Applied Business (Financial Services)	2002
Bachelor of Applied Business (Hospitality Operations Management)	2002
Bachelor of Technology (Construction Management)	2005
Bachelor of Applied Arts (Early Childhood Leadership)	2010
Bachelor of Science in Nursing (Collaborative program with Ryerson University)	N/A

While these programs are well supported by George Brown’s infrastructure and processes, there are two key areas that significantly contribute to the quality of the College’s academic programs:

- **The Office of Research and Innovation (ORI):** The ORI’s mission is to support and advance industry- and community-problem solving through excellence in applied research, commercialization and scholarship. It focuses on speed to market and enabling partners to access the talent and funding to meet the needs of the innovation economy. The ORI engages industry, faculty, students, and the community at large through participation in educationally- and economically-meaningful research projects and partnerships.

The College in general, and the program administration teams in particular, encourage faculty to participate in research activities either through the ORI or on their own. Programs are eligible to apply for funding from a number of organizations, including: Canada Foundation for Innovation (CFI), Ministry of Research and Innovation, Natural Sciences and Engineering Research Council of Canada (NSERC), College and Community Innovation (CCI) funding program, and Social Sciences and Humanities Research Council of Canada (SSHRC). Also, the College’s Office of Applied and Institutional Research provides seed funding to support applied research in teaching and learning innovations. To apply for this funding, faculty submit proposals that are reviewed by a College committee.

- **The Community Partnerships Office (CPO):** The CPO creates innovative partnerships that build city, community and college capacity through education. Its mandate is to facilitate the social and economic development of GTA communities through strategic collaborative initiatives and partnerships. Linked with multiple partners from every sector– corporate, service, civil society, education, labour, and government – the CPO has served almost 4,000 non-traditional students, helping them to achieve educational success and has delivered 72 projects that led to improved community health and sustainable employment.

By securing partners, projects and funding, the CPO helps build stronger partnership roles for the College and pioneer experiential learning and innovation in delivery. The increased collaboration with industry and community partners promotes economic development and provides myriad employment experiences and opportunities.

6.2 Demonstrated Strength – Behavioural Psychology

The proposed degree will be offered through the School of Social and Community Services which has an established reputation in the behavioural psychology field. George Brown has been building Ontario’s capacity of applied behaviour analysis practitioners for over a decade. It has achieved this by launching three complementary programs, each varying according to the academic experiences of the students, but

all focused on working with people who have neuro-development disabilities and special learning needs. All three of the existing programs have a high affinity to the proposed degree program:

1. **C116 – Behavioural Science Technology:** The three-year advanced diploma was launched in 2002 and the majority of students direct entry from high school. It provides students with an opportunity to study applied behaviour analysis and behavioural intervention. The themes in the program include behavioural theory and application, program development, scientific method, ethics and professionalism, professionally related courses, diversity, and general education with a major emphasis on practical application in the field.

A percentage of students currently applying to this program would likely be interested and eligible for the degree program. An analysis of the 62 applications accepted for C116 in Fall 2012 indicated that 33 of the applicants (53%) had secondary school courses/grades that also met the admission requirements for the degree program.

2. **C136 – Behavioural Science Technology (Intensive):** The 10-month intensive program is also an advanced diploma credential but is designed for students who already possess a bachelor's degree in psychology or a related area and who lack specialized courses in behaviour analysis. This program began in 2004.
3. **C405 – Autism and Behavioural Science:** The eight-month graduate certificate program is designed for students who possess either a relevant bachelor's degree or a two-year diploma and have a special interest in autism. This program was developed in response to the growing public concern about services for children with Autism Spectrum Disorder (ASD). The program enables graduates with degrees and graduates of diplomas in Early Childhood Education, Social Service Worker, Child and Youth Worker, Developmental Service Worker, and similar programs to acquire the specialized skills and expertise they need to work as Instructor Therapists. This program began in 2005.

In every program, students participate in specialized classroom instruction in behaviour analysis principles and procedures and several hundred hours in field placement. Despite general economic challenges over the last few years, these three programs are routinely waitlisted and the School matriculates about 150 students annually. Graduate employment rates are high with 2012 survey results indicating 100% employment for graduates of the diploma program and 94% employment for students from the graduate certificate.⁷ These graduates go on to do the challenging and specialized work with individuals with ASD in homes and centres, those with developmental disabilities, persons with dual diagnoses (in-patient and community-based programs), and in the area of behavioural forensics (treatment of individuals incarcerated and who also possess a mental disorder).

It is important to note a few years ago, during a transitional stage in the field, the Behavior Analyst Certification Board (BACB) granted George Brown's three-year diploma and ten-month intensive diploma programs special approval to be considered to provide foundational instruction at the Board Certified Assistant Behavior Analyst (BCaBA) level. The BACB recently ended this alternative pathway toward the BCaBA and now requires a relevant bachelor's degree plus BACB approved behavioural instruction.

Since the first Behavioural Science program was launched in 2002, the School has built a strong reputation as a quality educator in the field. The School continues to work with industry associations such as the Behavior Analyst Certification Board (BACB), the Association for Behavior Analysis International

⁷ Source: George Brown College Institutional Research Reports dated May 2012.

(ABAI), the Ontario Association for Behaviour Analysis (ONTABA), and the Association of Professional Behavior Analysts (APBA). Through the various student field placements managed each year, the School has also developed collaborative relationships with a number of employers, including the Ministry of Child and Youth Services (MCYS). The School also has established several connections with post-secondary institutions offering programs within the field.

6.3 Learning and Physical Resources – Overview

6.3.1 Overview of Services

George Brown's Educational Resources department provides several important services within the college. Students and faculty use the resources for learning and teaching, and applied research initiatives. The core services are offered through the Library Learning Commons (LLCs) and include:

- Providing access to library collections (library catalogues, online videos and DVDs, e-books, etc.)
- Facilitating access to interlibrary loan services
- Providing course reserve readings
- Orientating new students and faculty to library resources and facilities

In addition to these core services, provision of library instruction classes is a major priority of the LLCs. In 2012, librarians taught over 691 classes to improve the information literacy of over 20,000 students.

George Brown and its LLCs are committed to accessibility. For example, through the LLCs, college staff and faculty receive support with the captioning of media used for teaching and learning purposes.

For more details on services provided, refer to [Library Learning Commons Services](#).

6.3.2 Overview of Collections

Our Educational Resources operates four main LLCs that offer access to both print and electronic resources, and two smaller e-libraries that focus on access to electronic resources. The collections include:

- 60,000 print books
- 261 print journals
- 130,000 e-books
- 29,000 e-journals
- 3,293 media resources (DVDs, VHS, Online Videos)
- 110 electronic databases

6.3.3 Overview of Space and Facilities

Across all campus locations, the LLCs occupy 68,000 square feet providing:

- 810 study spaces inclusive of individual and quiet study spaces, small group rooms, media tables, and soft seating
- 36 bookable, technology-equipped group project rooms
- 7 open access media tables/collaborative booths

- 46 self-serve kiosks
- 812 dedicated student open access computer workstations
- 97 laptops and Netbooks available for loan to students
- 21 scanners
- 35 printers
- 9 copiers

The proposed degree will be offered primarily on the St. James campus. The LLC at St. James is a 25,000 square foot, two-floor facility that includes print collections, computing commons, an adaptive technology lab, and spaces for collaborative, individual, and quiet study. Adjunct services provided by Educational Resources include a Tutoring and Learning Centre located elsewhere on the campus. All students have access to all LLCs, including the nearby Waterfront Campus LLC which houses the college's Health Science program resources.

6.4 Agreements for Shared Services/Resources with Other Institutions

George Brown students, faculty and staff can request items from other Ontario College Libraries through the Inter-Library Loan (ILL) service. This service allows students and faculty to request books, DVDs, videos and articles that are not available at George Brown, but may be obtained through Inter-Library Loan arrangements with other libraries in the Ontario Community College system. For more details, refer to [Request Items from other Ontario College Libraries](#).

6.5 Computer Resources

The LLCs maintain a website that provides access to a wide range of electronic resources and online services including chat-based research assistance provided by and through the LLCs. The website is accessible to students off-campus through the College's main website, and through the college's web portal.

6.5.1 Open Access Computers

Students of the Bachelor of Behavioural Psychology on the St. James campus will have computer resources readily available:

- St. James Library Learning Commons Upper Level:
 - 59 Library Research stations
 - 189 Open Access Computers (183 PCs and 6 Macs)
 - 10 Computer Kiosks
 - 5 Laptops
- St. James Library Learning Commons Lower Level (Room B137):
 - 134 Open Access Computers (77 PCs and 57 Macs)

For more details on open access computers available at other George Brown campuses, refer to [Open Access Computers](#).

6.5.2 Access to Wireless Internet (WIFI)

George Brown College continues to expand wireless Internet access throughout academic and student spaces on all campuses. Assistance with wireless access is available from LLC Help Desk staff. For more details on access to WIFI, refer to [Wireless @ GBC](#).

6.5.3 Access to Hardware and Software

Each library has a network of computers available to students for academic research, including the use of program specific software, online and CD-ROM databases, web-based resources, and the Internet.

6.5.4 Access to Adaptive Technology Labs

The Adaptive Technology Labs at George Brown provide resources to improve access for students with disabilities. The computers, software, and special equipment in these Labs provide:

- Magnification of the screen for people with low vision
- Use of speech recognition software as a writing tool
- Tools to make the reading and writing process easier
- The capability to create and produce documents in alternative formats such as e-text, Braille, PDF, Kurzweil, etc.

In addition to the technology described above, Lab staff can provide:

- An introduction to access technology
- Basic training on the hardware and software available in the lab

There is an Adaptive Technology Lab located at St. James which will be readily accessible to program participants.

6.5.5 Access to Laptop Computer and A/V Equipment Loan Program

George Brown College students can borrow a number of different A/V items at LLC locations. The following items are available for a six-hour loan: Projectors, Digital Cameras, Voice Recorders, Presentation Pointers, Mice, Portable DVD players, and Laptops.

6.5.6 Access to Printers

The LLCs provide printers for use with computers. Access is provided to laser black/white print and colour laser printers. Specialized printing such as plotters is available at Casa Loma LLC. [Wireless printing](#) from students' laptops is also available.

6.6 Learning and Physical Resources – Field of Study

George Brown currently has the following holdings related to Behavioural Psychology field:

Current Holdings under the Library of Congress:

Subject Headings	e-books	Holdings
Behaviour assessment	5	36
Behaviour Control	11	1
Behaviour Disorders	25	3
Behaviour modification	87	27
Behaviour – physiology	0	6
Behaviour – psychology	N/A	45
Behaviour – research	N/A	24
Behaviour therapists	0	0
Behaviour therapy	N/A	30
Behavioural analysis	N/A	24
Behavioural analysts	0	0
Behavioural assessment	N/A	32
Brain injury	0	0
Lifespan development	29	10
Cognitive Therapy	103	28
Behavioural Research	337*	14
Behavioural sciences	144	5
Autism spectrum disorder	65	6

* E-book count may not be accurate for this subject as the listing included hundreds of Government of Canada documents that would not be relevant for the program.

Current Library Journal Holdings (Physical):

- Analysis of verbal behavior
- Behavior analyst (because of: 2 year embargo on full access to articles via Pubmed Central)
- Journal of applied behavior analysis (2 year embargo on full access to articles via Pubmed Central). Would be replaced with online subscription.

Current Library Journal Holdings (Electronic):

- American behavioral scientist (Embargo: 14 days)
- Autism : the international journal of research and practice
- Autism Research (1 year embargo)
- Behavior analysis digest
- Behavior analysis in practice
- Behavior analyst today
- Behavior and Social Issues
- Behavior therapy
- Behavioral interventions (1 Year embargo)
- Behaviour research and therapy
- Child development
- Focus on autism and other developmental disabilities
- Infant behavior & development
- International Journal of Behavioral Consultation and Therapy
- Journal of applied developmental psychology
- Journal of autism and developmental disorders
- Journal of Behavior Assessment and Intervention in Children
- Journal of behavior therapy and experimental psychiatry
- Journal of positive behavior interventions
- Journal of speech and language pathology, applied behavior analysis
- Journal of the experimental analysis of behavior
- Research in autism spectrum disorders

Current Library Journal Holdings (Physical):

- Analysis of verbal behavior
- Behavior analyst (because of: 2 year embargo on full access to articles via Pubmed Central)
- Journal of applied behavior analysis (2 year embargo on full access to articles via Pubmed Central) Would be replaced with online subscription.

Current Library Journal Holdings (Electronic):

- American behavioral scientist (Embargo: 14 days)
- Autism : the international journal of research and practice
- Autism Research (1 year embargo)
- Behavior analysis digest
- Behavior analysis in practice
- Behavior analyst today
- Behavior and Social Issues
- Behavior therapy
- Behavioral interventions (1 Year embargo)
- Behaviour research and therapy
- Child development
- Focus on autism and other developmental disabilities
- Infant behavior & development
- International Journal of Behavioral Consultation and Therapy
- Journal of applied developmental psychology
- Journal of autism and developmental disorders

- Journal of Behavior Assessment and Intervention in Children
- Journal of behavior therapy and experimental psychiatry
- Journal of positive behavior interventions
- Journal of speech and language pathology, applied behavior analysis
- Journal of the experimental analysis of behavior
- Research in autism spectrum disorders

6.7 Classroom Space and Seating Capacity

Once the Bachelor of Behavioural Psychology program is running at full capacity, it is anticipated that the cumulative number of students will be 176 students. As part of the internal College approval process for this program, Facilities Management confirmed that there will be sufficient classroom space for the proposed program.

The classrooms that will be available to the degree program are equipped as “SMART classrooms” containing the following standard equipment:

- **Faculty PC:** Dell 990 SFF with 22inch AIO Screen (based on college standard quotes)
- **Projector:** NEC PA600X or NEC P350W (model is based on room brightness and size)
- **Wall mounting kit with Project security cable Projector Screen:** Draper Targa 109" Diagonal 16:10 Electric Screen With LVC is the standard.
Larger screen (123" or 137") depending on the size of the classroom to be decided by ITS
- **Microphone:** Crestron FreeSpeechT Single-Channel Wireless Mic System Package; MP-FS100_PAK
- **Loud Speakers:** Excite, 6.5" 2-Way In-Ceiling Speakers, White Textured, Pair, EXCITE_IC6-W-T OR JBL Ceiling or Wall Mounted Loudspeaker.
- **Crestron Wall mount touch panel.**

6.8 Equipment, Workstations and Laboratory Space

Access to exceptional lab facilities will be available through the School of Early Childhood’s eight child care lab schools operating across Toronto. These child care centres are reflective of the children, families and neighbourhoods in which they are located and provide exemplary care based on current research and best practice.

All children are welcomed into these eight centres including those with a range of diverse special needs. Individualized program planning means that daily activities and events are geared to each child’s individual developmental needs. As a result, children are supported to develop to their fullest potential. Bachelor of Behavioural Psychology students will have opportunities to observe, research, and work with children, including those with varying special needs and disabilities. In addition, the degree students will be able to simulate inter-professional interactions since other programs such as Nursing, Child and Youth Worker, and Dentistry all contribute to the wellbeing of the children, their families and the broader community.

6.9 Resource Renewal and Upgrading

6.9.1 Library Plan for Renewal and Upgrading – Field of Study

The College's Educational Resources area conducted an analysis of current holdings related to Behavioural Psychology. Based on this analysis, the following upgrades are planned to provide the necessary resources for the degree program:

Area	Initial Incremental Cost	Ongoing Annual Cost
<p>Book /ebook Purchases</p> <p>Recommend purchasing the online versions [of e-books] along with print so students and faculty have access to the latest research.</p>	<p>TOTAL: \$8,600</p> <p>Since ebooks in this subject area average \$120 for an unlimited usage book, estimated costs include 30 ebooks for \$3,600.</p> <p>Since print books in this subject area cost an average of \$80, estimated costs include 50 print books at \$4,000. Also required is updated DSM; 5 at \$199.</p> <p>The George Brown Library does purchase some textbooks for their reserve collection (not custom textbooks or coursepacks) and estimates textbook purchases at \$1,000.</p>	<p>\$1,300</p>
<p>Online Subscriptions (electronic journal access)</p> <p>Several journals through the current databases have an embargo of 1 year or 18 months. Additions recommended because of embargos</p>	<p>TOTAL: \$2,700</p> <p>Online access to Wiley-Blackwell:</p> <ol style="list-style-type: none"> 1. Behavioral Interventions: \$1,090 CAD 2. Journal of Applied Behavioral Analysis: \$106 CAD 3. Journal of Applied Biobehavioral research: \$178 CAD 4. Autism Research: \$1,282 CAD 	<p>\$2,700</p>
<p>Media</p>	<p>TOTAL: \$4,000</p> <p>Over 150 VHS tapes need to be replaced with DVDs to improve quality, captioning, and update content. Streaming captioned media can replace VHS as well. DVDs in this area average \$200 with some series over \$1,000.</p>	<p>\$1,000</p>
<p>TOTAL COST</p>	<p>\$15,300</p>	<p>\$5,000</p>

6.9.2 General Upgrading of Library Resources

The LLCs budget \$446,000 annually for library acquisitions, inclusive of \$289,000 for annual electronic database subscriptions.

6.9.3 Upgrading of Laboratories and Equipment

All lab computers for students are typically renewed every four years or as required. Teaching technologies and open-access student labs are funded with the College's STEC (Student Technology Enhancement Fund) of approximately \$1.1 million yearly. Servers, network infrastructure, and teaching lab computer equipment are renewed using CERF (Capital Equipment Renewal Fund) and other new initiative capital funding as required. The College has a five-to six-year plan for all of the labs. The server infrastructure is kept until it is unusable or the vendor will not allow maintenance contracts. This process usually results in upgrades every six to seven years. All equipment is inventoried in a database and reports are produced to determine renewal items based on available renewal funds per year.

6.9.4 Upgrading of Classrooms

The College upgrades and enhances facilities on an ongoing basis taking into consideration enrolment plans, faculty support needs, and the growing use of web-based technologies for learning and teaching.

6.9.5 Upgrading of Computers

George Brown renews its LLC computers every year using a three-year renewal process. For example, in 2012-13, the following renewal and upgrading occurred at the main campuses:

- **St. James Campus LLC:**
 - 50 Computers
 - 15 Laptop loan program
 - 3 Colour/B&W Printers
 - 3 B&W Copy machines

- **Casa Loma Campus LLC:**
 - 20 Monitors
 - 50 Computers
 - 15 Laptop loan program
 - 3 Colour/B&W Printers
 - 3 B&W Copy machines

- **Waterfront Campus LLC**
 - 54 Computers
 - 48 Laptop for mobile lab
 - 12 Laptop loan program
 - 24 Netbooks with Management Cart
 - 9 iMac\$
 - 3 Colour/B&W Printers
 - 3 B&W Copy machines

6.9.6 College Renewal and Expansion

George Brown continues to expand to accommodate growing student demand. Recent changes have added more than 500,000 square feet to campuses in 2012-13 and approximately 5,000 spaces will be created for students over the next two years.

The St. James Campus has grown, adding 100,000 square feet of space at 341 King Street East for the expansion of the English as a Second Language program. Student intakes for this program have increased by 250 for a total of more than 1,000 students. Also located at 341 King Street East, is the School of Design's Game Design, Game Development and Advanced Digital Design programs. These programs have recently increased from 250 to 400 students. The new space allows for the creation of a specialized digital sandbox with motion capture and 3D scanners as well as an incubator for emerging game industry companies. The School of Makeup and Esthetics has a permanent new home at 193 King Street East. The new facility will allow for increased enrolment as well as the opportunity to create new courses in special effects makeup and spa management.

Renewal of the Casa Loma Campus is allowing the Centre for Construction and Engineering Technologies (CCET) to expand curriculum, strengthening the College's ability to educate and conduct research on green building practices. Renovations will accommodate 1,400 more CCET students, increasing available enrolment from 2,500 to 3,900 by 2013-14. The Casa Loma Campus will soon be home to a green homes incubator where students, faculty and industry leaders can focus on sustainable and environmental construction. New facilities such as a green learning roof, materials testing labs and wind turbines will allow students the hands-on learning experience they come to expect from George Brown College.

The Waterfront Campus is the new home of the College's Centre for Health Sciences, bringing together dental health, nursing, health and wellness, and health services management together in one facility for the first time.

The College's first student residence is scheduled to open in 2016. A new 175,000 square foot, co-ed student residence will be built at the northeast corner of Front Street East and Cherry Street, close to Toronto's downtown core. After its initial use as an athletes' residence during the 2015 Pan Am and Para Pan Am Games, one of the residences will be converted to a 500-bed student facility, linked with a new YMCA location complete with a gym, fitness facilities and swimming pool.

6.10 Support Services

George Brown College offers resources to help students with every aspect of college life. Learning, studying and gaining work-ready skills in a supported environment are critical student success and enjoyment of the college.

6.10.1 Academic Supports

Support Area	Academic Supports
Library	<p>LLCs not only provide access to educational resources, they also provide services to help students with studies and research. Support areas include off-campus access to resources, wireless printing, short-term loans of AV equipment, captioned media and e-text, etc.</p> <p>Full details can be accessed at: Library Services</p>
Bookstores	<p>The Campus Stores provide in-person purchases and online ordering.</p> <p>Full details can be accessed at: Campus Bookstores</p>
Computer Store	<p>The George Brown Computer Store offers a number of products and services for students, faculty and staff.</p> <p>Full details can be accessed at: Computer Store</p>
Assessment Centre	<p>Working closely with departments within the College and outside stakeholders, the Assessment Centre provides accurate, fair and standardized evaluations of the academic skill level of applicants and students, recognizing the individual needs of students with disabilities and providing them with accommodations during tests and examinations.</p> <p>Full details can be accessed at: Assessment Centre</p>
Tutoring and Learning Centre (TLC)	<p>The TLC offers free tutoring services in English, ESL, and math to George Brown College students. The TLC helps students who have some difficulty in their courses (communications, math and other program courses) because of a lower level of English and/or math skills, or students who just need assistance with some English and/or math class assignments.</p> <p>TLC Tutors help students:</p> <ul style="list-style-type: none"> • work on their writing, reading and math assignments • review class work and homework • prepare for tests • practice speaking and listening skills <p>TLC tutors work with students one-to-one and in small groups. In addition, students may practice their skills using educational software available at the TLC.</p> <p>Full details can be accessed at: Tutoring and Learning Centres (TLC)</p>
Peer Tutoring	<p>George Brown's Peer Tutoring Program offers free and accessible tutoring for all students to assist with skill development in English, math, and accounting.</p> <p>Full details can be accessed at: Peer Tutoring</p>

Support Area	Academic Supports
Peer Assisted Learning (PAL)	<p>PAL Centres are located on the St. James and Casa Loma campuses. They are friendly places for students to meet with peers to share strategies, campus resources ideas.</p> <p>Full details can be accessed at: Peer Assisted Learning (PAL) Centres</p>

6.10.2 Personal Supports

Support Area	Personal Supports
Counselling	<p>Full-time students have access to free and confidential counselling. Students can book an appointment to see a counsellor to discuss a number of personal topics which have included stress management, communication skills, adjustment to college life, academic concerns, health and wellness, sexuality, domestic violence, as well as many other issues.</p> <p>George Brown also offers a regular series of counselling workshops to assist students with learning strategies, time management, stress management and organization. The workshops are open to all George Brown students.</p> <p>Full details can be accessed at: Counselling</p>
Diversity, Equality, Human Rights	<p>Staff of the Diversity, Equity & Human Rights Services encourage all George Brown community members (including Alumni) to visit its offices on Casa Loma and St. James campuses.</p> <p>Staff are available to answer questions related to diversity, equity and human rights at the College and to assist in matters related to ensuring a welcoming and respectful learning and work environment for all George Brown College students and staff.</p> <p>Full details can be accessed at: Diversity, Equality, Human Rights</p>
Aboriginal Services	<p>George Brown is committed to its Aboriginal students and expresses this commitment in a variety of ways. There are over 300 Aboriginal students in the college during each academic year. Services offered include a Native Student Counsellor who works and counsels aboriginal students, a bursary program, an Aboriginal Book Collection and Aboriginal Studies courses. The College has also established The Sahkitcheway Student Centre which is a dedicated place for Aboriginal students to meet, study, access job postings, etc.</p> <p>Full details can be accessed at: Aboriginal Services</p>
Safewalk	<p>The Safe Walk Program is a joint initiative between the Student Association and George Brown College. Safe Walkers work in co-ed pairs to escort George Brown</p>

Support Area	Personal Supports
	<p>College students, staff and guests to local parking lots or TTC stops. All Safe Walkers are students who have been trained in emergency first aid and American Sign Language.</p> <p>Full details can be accessed at: Safewalk</p>
Housing Services	<p>The Housing office is a free service for all George Brown College students. It offers support in helping students to find off-campus housing with knowledgeable staff assisting in housing searches. It currently has a partnership with Ontario Student Housing so that students have access to increased listings.</p> <p>Full details can be accessed at: Housing Services</p>
Childcare Services	<p>As part of George Brown’s early education career training, George Brown operates eight innovative child care centres in a variety of facilities across Toronto. Staffed by fully trained early childhood educators, the child care centres play an important role as lab schools, helping students develop their skills, and as crucial sources of high quality daycare.</p> <p>Full details can be accessed at: Childcare Services</p>
Locker Rentals	<p>Students are able to rent a locker for \$20 for two consecutive semesters. The proceeds from locker rentals are used to administer the program. The program provides student employment on both campuses, and covers locker renewals, upgrades and maintenance.</p> <p>Full details can be accessed at: Locker Rentals</p>
TTC Discounts	<p>To be eligible for a post-secondary school pass, the student must be a full-time degree/diploma student. All others fall under VIP pass arrangement.</p>

Students also have access to a number of fee-based services through George Brown’s Wellness, Applied Research and Visionary Education (WAVE) initiative. WAVE is a group of faculty-supervised health and wellness clinics where students provide services to the public such as dental care, hearing tests, fitness assessments and health promotion programs.

One of the many goals of WAVE is to support inter-professional learning among students in health sciences programs. This is a unique feature of health sciences education at the college, where students are given the opportunity to work with their peers and the public to enhance their skills. Inter-professional learning helps students work in teams, expand their knowledge base and challenge them to problem solve in a way that replicates real working conditions, preparing them for successful careers in health care.

Through WAVE, students have access to services such as:

WAVE Fee-Based Services	Description
Active Living	Students conduct health assessments for blood pressure, nutrition and fitness to support healthier and more active lifestyles.
Dental Clinic	Students perform public services such as dental cleanings, restorations and dentures.
Fitness Studios	Students work with clients in well-equipped multi-purpose spaces to provide personal training and group exercise to encourage an active lifestyle in the community.
Hearing Clinics	Students assess hearing needs, make recommendations and fit hearing instruments. Hearing classrooms are adjacent to the clinical space allowing for effective staff supervision.
Health Promotion	Student groups develop community health promotion programs and presentations on topics such as smoking cessation and diabetes management.

6.10.3 Technical Supports

Technology is an integral part of learning, studying, socializing and participating in campus life. George Brown College technical support services keep students connected and help students access needed resources.

Support Area	Technical Supports
Student ID Card	<p>Student photo ID cards facilitate access to many of the college's services and facilities.</p> <p>Full details can be accessed at: Student Photo ID Card</p>
Student Email	<p>Every full-time George Brown student receives a college e-mail account, available anywhere using a web browser. Its is considered the optimal way to:</p> <ul style="list-style-type: none"> • Ask questions of faculty • Exchange study notes with classmates • Submit assignments • Access important college information • Be informed about class cancellations or schedule changes • Keep track of important deadlines and key dates, like exams and intersession week • Receive information from the college on tuition, program status and transcripts <p>Each full-time student account offers 100MB storage capacity and provides access to Microsoft Exchange calendar functions. The calendar allows coordination with instructors and key college contacts regarding office hours, advising sessions, consultations and other important dates. It also allows the student to easily send group emails to other students by program or course.</p>

Support Area	Technical Supports
	Full details can be accessed at: Student Email
Wireless Access	Students may use their laptops to Wirelessly connect to the Internet from many locations within the College. Wireless access is currently available in all public areas of the College. Full details can be accessed at: Wireless Access

6.10.4 Career Services

George Brown College is committed to getting students the jobs they want and the College provides several services for both its students and faculty to assist in this process.

Support Area	Career Services Supports
Career Advisement	Students can book an individual consultation with a George Brown College Career Advisor. Career Advisors provide assistance in a number of areas including interview skill practice and résumés writing. Full details can be accessed at: Career Advisor
Meet Employers	The Career Services Centre offers numerous opportunities to meet and connect with employers, such as career fairs, networking events and information sessions. This helps students build their network and learn more about industry and workplace trends.
Career Resources	The Career Centre provides current and relevant resources on building a career. Students can go into an on-campus Centre to access online information, books, magazines and other useful print material. Free career workshops are facilitated by Career Advisors during the fall and winter semesters.
Online Job Site	The College hosts an online GBCareers job site provided exclusively for George Brown College students and alumni.
Career Start Course	If students don't have time to visit the Career Centre, they can access a free online course to help develop knowledge and skills for successful career planning.

6.11 Faculty

6.11.1 Four-Year Projection of Cumulative Enrolment

The estimated four-year cumulative enrolment for the program:

Intake	A Enrolment from students entering into Semester 1	B Bridge Pathway Enrolment into Semester 5	C Bridge Pathway Enrolment into Semester 7	Total Cumulative Enrolment
Year 1	40	--	--	40
Year 2	75	--	--	75
Year 3	106	20	--	126
Year 4	133	38	5	176

Column A – Cumulative Enrolment of Students entering into Semester 1

Year 1:	Cohort 1:	= 40 students
Year 2:	Cohort 2: 40 + Cohort 1: 35	= 75 students
Year 3:	Cohort 3: 40 + Cohort 2: 35 + Cohort 1: 31	= 106 students
Year 4:	Cohort 4: 40 + Cohort 3: 35 + Cohort 2: 31 + Cohort 1: 27	= 133 students

Column B – Cumulative Enrolment of Students entering into Bridge / Semester 5:

Year 3:	Cohort 1:	= 20 students
Year 4:	Cohort 2: 20 + Cohort 1: 18	= 38 students

Column C – Enrolment of students with a Behavioural Science Technology credential entering into Semester 7 is estimated at approximately five students each year.

6.11.2 Faculty Plan

George Brown currently has six full-time staff qualified to teach in the degree program. One possesses BACB credential at the PhD level (BCBA-D) and two at the master's level (BCBA). In addition to classroom responsibilities, faculty members regularly contribute to the profession via consultations (provincial, national, and international), presentations at professional meetings, and peer-reviewed publications. This current staffing expertise in the field provides George Brown with a core strength in providing the degree program.

The College has also identified nine qualified instructors with doctoral credentials who have indicated interest in teaching in the degree program. Several are already teaching, or have taught courses at George Brown. In addition, four instructors with related Master's degrees and BACB credentials have indicated their interest in teaching in the program. All curriculum vitae are provided below. Within three years of program launch, two additional full-time faculty with doctoral credentials will be added to the faculty team. The hiring plan for the program is as follows:

Year	Hiring Plan	PhD Ratio
First year of Program Delivery	Faculty complement (full- and part-time)	58%
Second year of Program Delivery	One faculty will be hired full-time with teaching responsibilities: <ul style="list-style-type: none"> • Semester 3 – Statistics • Semester 4 – Research Methods • Semester 5 – Psychometrics Qualifications for Faculty Hire #1 will be a PhD (Behavioural Science, Psychology speciality with BACB-D preferred)	60%
Third year of Program Delivery	One faculty will be hired full-time with teaching responsibilities: <ul style="list-style-type: none"> • Semester 6 – Clinical Behaviour Analysis • Semester 7 – Behavioural Approaches to Health and Well-Being • Semester 7 – Service Delivery and Interprofessional Practice • Semester 8 – Consolidation of Behavioural Principles and Practice • Semester 8 – Leadership in Behavioural Systems and Services Qualifications for Faculty Hire #2 will be a PhD (Behavioural Science, Psychology speciality with BACB-D preferred)	62%

6.12 Policies Related to Faculty

Please refer to Section 16 – Policies for copies of George Brown’s policies related to faculty.

6.13 Curriculum Vitae Release

The College has on file and available for inspection, from all faculty and staff whose curriculum vitae (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.

6.14 Curriculum Vitae of Faculty Delivering Core Courses

(Removed for Web Version)

6.15 Curriculum Vitae of Faculty for Liberal Studies Electives

(Removed for Web Version)

Section 7: Credential Recognition

7.1 Program Design and Credential Recognition

George Brown College currently delivers five baccalaureate programs. Each is designed to provide students with defined pathways into employment, toward industry credentials where applicable, and opportunities for graduate studies. These pathways are created through ongoing consultations with stakeholders at every stage of program design and development. We strategically pursue new degree opportunities in sectors where the College already has significant partnerships and working relationships that will inform and strengthen program development and ongoing delivery.

7.2 Credential Recognition – Employers

The School of Social and Community Services already offers three behavioural science programs that are in high demand and regularly waitlisted. As outlined in Section 4 – Program Content, the School has an established Behavioural Science Program Advisory Committee (PAC) that regularly provides industry perspectives on the behavioural science field. In July 2012, the PAC unanimously supported the development of a degree program.

In March 2013, an industry workshop was held to consider the program map and provide George Brown with feedback from a range of organizations. Once again, there was unanimous support for the program. During the workshop, participants supported the proposed program structure and identified the following elements as crucial for employers in considering graduates:

- **Aligning with Behaviour Analyst Certification Board (BACB) requirements:** Many employers now consider BACB certification a basic requirement for many entry level positions. Workshop participants confirmed the importance of the program fully meeting BACB course work requirements for a BCaBA.
- **Exposing students to a wide spectrum of disabilities:** Exposure to many neuro-development disabilities and other behavioural challenges will provide students with a better understanding of how behaviour analysis can be applied in a range of circumstances. Participants provided several case study ideas in areas such as autism, dementia, acquired brain injury, child welfare, teaching/training, first nations' services, schizophrenia, and substance abuse.
- **Structuring the program in a way that “mainstreams” Applied Behaviour Analysis (ABA):** There is a real opportunity for the degree program to provide the depth and breadth of curriculum needed by students to understand that ABA is not just concerned with certain identified disabilities, but rather it is part of the larger field of understanding human behaviour. Participants provided ideas on how the curriculum could instil students with a broad, conceptual understanding of the field and thereby create more effective analysts and problem solvers.
- **Developing excellent communication skills:** Practitioners need to have exceptional communication skills to not only adjust their vocabulary for a variety of clients, but also to promote behaviour analysis as an integral skill within an inter-professional team.

- **Developing critical thinking skills within the context of evidence-based practice:** Most areas have their own evidence-based practice. Where appropriate, the curriculum will integrate learning about evidence-based practice with on-the-job critical thinking and clinical decision-making skills required by practitioners. This will lay the foundation for effective application of knowledge.

Feedback received from the PAC, workshop participants, and ongoing employer discussions was integrated throughout the program structure and course content presented in this application. The employer letters received and included below indicate a commitment to providing work placements and to hiring graduates. Excerpts from these letters that illustrate credential recognition:

While Surrey Place Centre provides placements and internships to students from a variety of universities and colleges, in the Toronto Partnership for Autism Services (TPAS) and the Toronto Autism ABA Services, our preference and indeed our priority commitments are to receiving and supporting George Brown students. As you may be aware, a number of our staff have been involved in the development and delivery of course curricula through cross appointments. We are confident in the quality of the curricula and teaching methodologies.

Surrey Place Centre

We have been fortunate to have over 35 George Brown students complete their placements with us during the past 4 years in the IBI program. Of those students, we have hired 10. We have attempted to hire more than 10 but some had found employment with other agencies . . . The challenge of hiring college graduate students (without a degree) comes when the student would like to advance to other positions above the Instructor Therapist (IT) level within our organization. We require a degree or masters level of education for all other positions. It would be ideal if the students coming from George Brown could be offered a Degree option to help them keep up with the current demand for Degree and Masters level education.

Lake Ridge Community Support Services

We continue to prioritize student placements to George Brown students. In order to advance to more senior positions within our agency we require a degree or Masters level of education. It would be desirable and advantageous if George Brown students could be offered a Degree option to help them keep up with the current demand of the field.

Shining Through Centre

A four year degree program at George Brown would have a very positive impact on students interested in this field. Many of our current staff continue their education while working in our program because, if they are interested in new opportunities, a degree may be required. A four year degree program would provide more opportunities for its graduates in their careers and would provide students with a strong foundation in a field that is always evolving, and always setting the bar higher with respect to education, knowledge, and keeping up with current practice.

ErinoakKids

7.3 Credential Recognition – Industry

The BACB is recognized globally for its rigorous and quality credentialing requirements. The Ontario government also supports the BACB as a credentialing body; the MCYS identified BACB certified Behaviour Analysts as professionals who have the qualifications required to be involved in identifying a child's service needs and developing a child's ABA Plan.⁸

The BACB requires a minimum bachelor's degree to be considered as a Board Certified Assistant Behavior Analyst (BCaBA). The proposed program is designed to have the necessary course sequence needed to meet the course work requirements for eligibility to take the BCaBA Examination. Please refer to Section 8 – Regulation and Accreditation for more information on the academic requirements for BACB certification levels and a mapping of how the proposed curriculum meets the BACB approved sequencing.

BACB supports the development of the proposed program as indicated in its letter provided below that includes the following comment:

I am delighted to learn that George Brown College might develop a bachelors degree program in behavior analysis. Such a program, especially coming from one of the leading behavior analysis training institutions in Ontario, would be a valuable contribution to the region and discipline. If approved, I am confident that the new degree program would produce many Board Certified Assistant Behavior Analysts needed within the province and elsewhere and serve as an important feeder program for graduate programs in behavior analysis. As you know, there are not many Board Certified Assistant Behavior Analysts in the province (currently 47). This number would be greatly strengthened by a bachelors degree program at George Brown College. Such an outcome would be of tremendous importance to Ontario's severely understaffed service-delivery system.

Dr. James E. Carr, Chief Executive Officer, BACB

The largest professional organization for behaviour analysis practitioners is the Association for Behavior Analysis International (ABAI). The Ontario Association for Behaviour Analysis (ONTABA), is an affiliate chapter of ABAI. Members in ONTABA have an expressed interest in behaviour analysis and come from a variety of fields including (but not limited to), psychology, education, nursing, health care, developmental services, research, and administration. The degree program is designed to closely adhere to the ONTABA Standards of Practice.⁹ When BACB formally approves the proposed program as meeting its academic standards, the program will also automatically meet all ABAI standards.

Both the ABAI and ONTABA support the development of the proposed degree program as indicated in the letters provided below. In the support letter from ABAI, the Chief Executive Officer states:

Bachelor's programs in behavior analysis are particularly in demand because the Behavior Analyst Certification Board (BACB)—the international organization that certifies behavior analysts—has a certification at the bachelor's level. What's more, demand for bachelor's-level behavior analysts is growing in clinics, schools, and in-patient facilities. ABAI considers bachelor's level behavior analysis programs so critical that we have established accreditation criteria for undergraduate programs.

⁸ <http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/autism/guidelines/guidelines-2011.aspx>

⁹ Standards of Practice for Practitioners of Behaviour Analysis in Ontario (2010 Revision). Web reference: <http://www.ontaba.org/pdf/Standards.pdf>

George Brown College is exceptionally well situated to support a bachelor’s degree in behavior analysis, as it already has diploma and certificate programs in place. In addition, the college has applied for BACB approval for existing coursework.

I strongly urge the Ontario Ministry of Training, Colleges, and Universities to approve the bachelor’s degree program in behavior analysis at George Brown College, as its importance to the behavior analysis community, prospective students, and consumers is enormous.

***Dr. Maria E. Malott, Chief Executive Officer/Secretary-Treasurer,
Association for Behavior Analysis International (ABAI)***

The Association of Professional Behavior Analysts (APBA), founded in 2007, is another international professional organization and has a mission to promote and advance the science and practice of applied behavior analysis. The APBA supports the development of the degree program and its letter of support is included below. In the letter, the APBA states:

We expect the demand for BCaBAs to continue to increase; therefore, there is a need for programs at the bachelor’s level that prepare individuals for BCaBA certification. With its large cadre of full- and part-time faculty who hold the BCBA credential – which is required to teach courses and supervise practical experiences that meet eligibility requirements for BCaBA certification – George Brown College is well-positioned to help fill that need and to help Ontario and other Canadian provinces continue to build their capacity to deliver ABA services to a range of consumers.

Dr. Gina Green, PhD, BCBA-D, Executive Director, APBA

7.4 Credential Recognition – Opportunities for Graduate Studies

St. Lawrence College currently offers the only Bachelor of Behavioural Psychology degree in Ontario. As identified in St. Lawrence’s renewal application to PEQAB in 2007, the degree had informal recognition by over 30 affinity (behavioural) graduate Psychology programs in the United States. At that time, St. Lawrence cited the major reason why more American than Canadian university departments recognized the degree is that graduate training in Behavioural Psychology is much more developed in the U.S, compared with Canada.¹⁰ Since the program’s initial launch, St. Lawrence has continued to confirm transfer opportunities with other post-secondary institutions including: Trent University, Carleton University, University of Western Ontario, Brock University, University of Manitoba and SUNY Potsdam.

George Brown’s program map for the degree was sent with descriptive information about the curriculum to several universities across North America which offer Master’s programs related to ABA. Representatives from the following universities provided written support for the program and indicated that graduates would be welcomed applicants to their Masters program:

University	Program
Brock University	Master in Applied Disability (MADS) with specialization in Applied Behaviour Analysis (ABA)
St. Cloud State University	Master of Science, Applied Behavior Analysis

¹⁰ <http://www.peqab.ca/Publications/Consents/StLawrenceCollege%20BAA%20PSYC%20Web.pdf>, pp. 17-18.

University	Program
University of British Columbia	Special Education MEd or MA degrees with concentrations in Autism & Developmental Disabilities, Behaviour Disorders, Deaf and Hard of Hearing, High Ability, Learning Disabilities, and Visual Impairments
University of California	Master of Arts, Special Education, Disabilities, and Risk Studies
University of Kansas	Master of Arts, Applied Behavioral Science
University of North Texas	Master of Science, Behavior Analysis

The letters of support from these universities are included below. Excerpts from the letters that provide evidence of credential recognition:

George Brown has well qualified staff to deliver such a [degree] program. They appear to be professionally active and most are Board Certified Behaviour Analysts. . . . To me, the proposed ABA course sequence appears to be consistent with the BACB criteria for approval of ABA course sequence at the BCaBA (undergraduate) level. ***Dr. Maurice Feldman, Brock University***

I have reviewed the proposed curriculum program map, learning outcomes and faculty credentials. I believe the program is well founded in the principles of behavior analysis and would provide students with the necessary coursework and experiential learning opportunities to meet the growing need for highly trained behavior therapists. Students graduating from the program would be well prepared for further graduate studies such as our M.S. in Applied Behavior Analysis program. Further, the curriculum is in line with the requirements for the Board Certified associate Behavior Analyst certificate through the Behavior Analyst Certification Board (international accreditation standard).

Dr. Eric H. Rudrud, St. Cloud State University (Minnesota)

The program with which I am associated at the University of British Columbia is one of only a few in Canada that offers graduate-level coursework in applied behaviour analysis (ABA). We would definitely be interested in a graduate from the program proposed by George Brown College. The course plan is thorough in its coverage of ABA, and a student from this program should be well prepared for further graduate studies at an institution like UBC. An important part of that preparation will be the required thesis project and its dissemination.

Dr. Pat Mirenda, University of British Columbia

After reviewing the documents sent to me about the degree program . . . I can say, without reservation, that our graduate program in Applied Behavioral Science would be interested in a graduate from the program described in them. The course plan is impressively thorough in its coverage of applied behavior analysis.

Dr. Edward K. Morris, University of Kansas

I have reviewed the materials documenting the degree program and they reflect a thoughtful sequence of requirements. As well, the program will educate students in many important areas of application, something that is currently very much needed in our society. . . . On a personal note, I am pleased that George Brown College is considering a degree dedicated to the study of behavior. Such degrees are much needed all over the world. Recent advances in physiology, neuroscience, and genetics have brought to focus the need for knowledge about behavior for the advancement of integrative science in all those disciplines.

Dr. Jesús Rosales-Ruiz, University of North Texas

7.5 Credential Recognition – Letters of Support

7.5.1 Letters of Support – Employers

Letters of endorsement from the following organizations are included in this section:

1. Centre for Addiction and Mental Health (CAMH)
2. Community Head Injury Resource Services of Toronto
3. ErinoakKids – Centre for Treatment and Development
4. JVS Toronto
5. Kerry’s Place Autism Services
6. Lake Ridge Community Support Services
7. Mackenzie Health
8. Shining Through Centre
9. Surrey Place Centre

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June 3, 2013

Patricia Chorney Rubin
Director of Community Services & Early Childhood
George Brown College

RE: Behaviour Science Technology 4 year degree

I am writing on behalf of the Dual Diagnosis Service to provide support for George Brown College's application for a 4 year degree in Behavioural Psychology. During the past 8 years, the Centre for Addiction and Mental Health has supported over 60 students through placements in the Complex Mental Illness Program (Forensic Service) and the Underserved Populations Program (Dual Diagnosis and Geriatric Mental Health Services).

Over the last few years the number of Behaviour Therapists employed by the Centre has increased, and the majority of those hired were graduates of George Brown's Behavioural Science and Technology (BST) Program. Within the Dual Diagnosis Service we have also expanded the role of 2 positions to respond to new demands related to the return of Alternate Level of Care clients to the community and community based program level capacity building.

The BST program at George Brown is unique in Ontario. It provides students with the knowledge and skills required to be successful in a challenging career within the developmental sector. The students present with a knowledge of applied behaviour analysis as it pertains to individuals with developmental disabilities and mental health issues. The Dual Diagnosis Service at CAMH is committed to continuing to provide field placement opportunities to George Brown College students.

The development of a 4 year degree in Behavioural Psychology will strengthen the field and increase opportunities for employment across the health and social service systems. We fully support of the application for a 4 year degree in Behavioural Psychology.

Yours truly,

Susan Morris BSW, MSW, RSW
Clinical Director, Dual Diagnosis Service
416-535-8501 Ext. 1136
Susan.Morris@camh.ca
www.camh.ca
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COMMUNITY HEAD INJURY RESOURCE SERVICES
OF TORONTO

March 18, 2013

Patricia Chorney Rubin
Director of Community Services & Early Childhood
George Brown College
200 King Street East
Toronto, Ontario M5T2T9

Dear Ms. Chorney Rubin:

We want to express our support for a 4 year degree Behavioural Psychology Program at George Brown College. It is clear that George Brown students receive high-quality training in the field of Behavioural Science. For this reason, CHIRS is always eager to take placement students from George Brown College and will often hire students who have been successful completing their placements. Giving students the opportunity to earn a degree will offer them the theoretical knowledge along with the practical experience they need to excel and obtain employment in their future. Having degree credentials can be what sets someone apart from others in this competitive field.

CHIRS has been connected to the Behavioural Science Technology Program at George Brown since its inception by taking placement students at all three of our residential programs and, more recently, in community support program. As an agency, we are committed to providing a high standard of support that is evidence-based and respectful of the individual's rights and have found that students demonstrate that they are able to align with our mission values and philosophies soon after their placement commences.

We have found that BST students and graduates are knowledgeable in behavioural principles and also come with the interpersonal skills required to be client-centered. The students have been known to display a high level of professionalism while on placement and demonstrate that they are collaborative within interdisciplinary team settings. The degree program with placement experience is a unique opportunity for the students to learn how to apply the theories they are studying which sets them ahead of many other degree program graduates.

In the past 10 years, we have hired a number of graduates from the George Brown and St. Lawrence College 3-year diploma programs and the St. Lawrence College degree program. In reviewing these hires, many of the students from the diploma programs held a previous degree. Consistent with our hiring practices, the majority of candidates we hire do have degrees so a move toward a four year degree program would certainly provide

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COMMUNITY HEAD INJURY RESOURCE SERVICES
OF TORONTO

great employment possibilities for graduates. As part of the degree program, we would like to see placement duration extended as the current 7 week placements provide limited opportunities for us to get to know the students and for them to really get to know the organization. Currently, we have students from other University programs on placement for 12 weeks (some of which are full time), which provide a more reasonable time frame to make hiring decisions.

We currently accept up to 4 placement students per term across our agency from the various Ontario colleges diploma and degree programs and will be willing to accept students from the proposed George Brown degree program. In fact, the expected outcome from a degree placement is theoretically more valuable because the student is expected to have a greater understanding of theory and application skills prior to commencing placement.

Sincerely,

Roby Miller, BA BST
Behaviour Therapist

Sarah Downing, B.A.A., B.Psych.
Behaviour Therapist

Amanda Muise, BST
Behaviour Therapist



11 June, 2013

Attention: Patricia Chorney Rubin
Director of Community Services & Early Childhood
George Brown College

The intention of this letter is to express support for George Brown College's application for a 4 year degree program in Behavioural Science Technology. ErinOakKids Centre for Treatment and Development has developed a strong working relationship with George Brown College, and its Behavioural Science Technology program's faculty and students, specifically within our Autism Services program. The Autism Services program at ErinOakKids provides provincially funded services to children with autism, including Intensive Behavioural Intervention (IBI), ABA-Based Services, and the Connections program.

The Autism Services program at ErinOakKids has worked closely with George Brown College's faculty in providing student placements that give students the chance to put their studies into practice and experience specific applications of behavioural science. We have hosted student placements for George Brown students on an ongoing basis for a few years now. Since January 2013, we have hosted 8 student placements from the George Brown program and we are committed to continuing this partnership. We have already started forecasting some student placements for the upcoming school year.

We hire George Brown students into our program. Many graduates of the program are working with us in both instructor/therapist and program assistant roles. We just recently hired two of the eight students who completed placements with us this calendar year. George Brown students, especially those that have the opportunity to complete student placements with us, tend to come into the role very well versed in ABA strategies and principles and with a good understanding of basic teaching strategies.

A four year degree program at George Brown would have a very positive impact on students interested in this field. Many of our current staff continue their education while working in our program because if they are interested in new opportunities, a degree may be required. Many of our current staff feel the need to pursue both a diploma in the field, and acquire a degree. A four year degree program would provide more opportunities for its graduates in their careers and would provide students with a strong foundation in a field that is always evolving, and always setting the bar higher with respect to education, knowledge, and keeping up with current practice.

Thank you for your consideration.

Tracy Styles
Program Coordinator, Autism Services
905.855.2590, ext. 4330
tstyles@erinoakkids.ca



May 17, 2013

RE: Application for a Degree Program at George Brown College

To Whom It May Concern,

JVS Toronto is a non-profit, non-sectarian community organization that partners with the government and business sectors to help people succeed at school, work and life. Our organization assists people from all backgrounds and walks of life to achieve their educational and/or vocational goals. Since our inception in 1947, we have helped over 550,000 people fulfill their potential.

Our Disability Services works with people with developmental disabilities, aspergers, learning disabilities and mental health issues. Our Volunteer and Student Services collaborate with local colleges and universities in the GTA to assist students in completing their placement requirements. Students in a Behavioural Science Technology program would be placed in one of our disability programs in order to fulfill their learning requirements. It is also relevant to note that many of our staff were once students here at the agency then went on to become employees, a true testament to the value of accepting student placements.

JVS Toronto would like to express our support for George Brown's applications for a 4 year Behavioural Science Technology program. We had been fortunate over the years to host many students from the various George Brown programs and look forward to continuing this practice.

If you have any questions, please do not hesitate to contact me.

Yours truly,

A handwritten signature in black ink, appearing to read 'Kim Coulter', is written over a light blue horizontal line.

Kim Coulter
Interim President & CEO, COO

JVS Toronto Head Office

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Minister of Government of Ontario

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March 15, 2013

Patricia Chorney Rubin
Director of Community Services & Early Childhood
George Brown College
Toronto ON

Re: Behavioural Science Technology Program at George Brown College - Application for a 4 year degree program

To Whom It May Concern:

Kerry's Place Autism Services is pleased to provide a letter of support to George Brown College for the application for a 4 year Behavioural Science Technology degree program.

I am writing this letter in support of George Brown College's request to enable this degree program to further develop the knowledge and skill building in this industry. We are familiar with the high quality of George Brown's training in Behavioural Science and have supervised the field placements of many students in this discipline. These placements have been highly successful as it has enabled us to pool our resources and share our expertise. We would be interested in continuing this relationship and involve more students from George Brown in field placements at Kerry's Place.

We are supportive of the application for a 4 year degree and encourage the funders of this initiative to consider the proposal submitted by George Brown College

Thank you for the opportunity to provide this letter of support.

Yours truly,

A handwritten signature in black ink, appearing to read "Kelly West", is written over a faint circular stamp or watermark.

Kelly West
Director of Services and Supports
Kerry's Place Autism Services (Toronto)

Head Office: Kerry's Place Autism Services, 34 Perczy Street, Suite 190, Aurora, Ontario M7A 1W9 • www.kerrysplaceautism.org
Phone: (905) 841-5611 • Fax: (905) 841-1461 • Charitable Registration No. 107555665 36090

LAKE RIDGE COMMUNITY SUPPORT SERVICES

900 Hopkins Street, Unit 8
Whitby, Ontario
L1N 6A9
Telephone: (905) 666-9688
Facsimile: (905) 666-5541

March 14, 2013

RE: Application for a Degree Program at George Brown College

To whom it may concern,

Lake Ridge Community Support Services (LRCSS) is a not-for-profit agency providing high quality treatment, education and evaluation research services which will facilitate the participation and growth of individuals with a diagnosis of developmental disability or Autism Spectrum Disorder (ASD) within their community. LRCSS assists individuals to improve their social awareness and develop alternatives for challenging behaviour using the principles of Applied Behaviour Analysis (ABA). LRCSS also provides the provincially funded Intensive Behavioural Intervention (IBI) program to children and youth diagnosed with ASD.

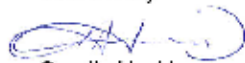
LRCSS would like to express support for the application of a 4 year degree program with the Behavioural Science Technology (BST) Program at George Brown College. LRCSS, in particular the IBI program, is very familiar with the current BST programs that are available through George Brown. We have been fortunate to have over 35 George Brown students complete their placements with us during the past 4 years in the IBI program. Of those students, we have hired 10. We have attempted to hire more than 10 but some had found employment with other agencies.

To date we have been very happy with the students we have hired. They have demonstrated appropriate skill and knowledge in the area of ABA and have been able to implement this knowledge in their position with the IBI program. They bring creative and new ideas to our teams and are very eager and motivated to continue to grow in the field. Going forward we will continue to reserve, at minimum, 5 student spaces each term for the George Brown students.

Each year we look forward to the new students coming; it allows us the opportunity to get to know them before considering them for employment. The challenge of hiring college graduate students (without a degree) comes when the student would like to advance to other positions above the Instructor Therapist (IT) level within our organization. We require a degree or masters level of education for all other positions. It would be ideal if the students coming from George Brown could be offered a Degree option to help them keep up with the current demand for Degree and Masters level education.

If you have any questions, please do not hesitate to contact me.

Yours Truly



Sandie Hoskin
Program Director, CEAP
905-666-9688 extension 232



Behaviour Management Services of York & Simcoe
13311 Yonge Street, Suite 115
Richmond Hill, ON L4E 3L6
Phone: 905-773-2362 Fax: 905-773-8499

March 26, 2013

Patricia Chorney Rubin
Director of Community Services & Early Childhood
George Brown College
200 King St East
Toronto, Ontario
M5T 2T9

To Whom It May Concern:

As a long time partner of the George Brown College BST program, Mackenzie Health (formerly York central Hospital) has become very acquainted with the high caliber of students and professionals being developed and the positive impact on our community with their unique skill set. The current trends evolving in our field toward higher credentialed and regulated ABA professionals will place a high pressure on industry standards if academic institutions cannot likewise evolve. Our experience in taking students on placements has been unequivocally positive and in many instances has led to employment opportunities to our reciprocal benefit.

Please accept this letter as an enthusiastic and unqualified endorsement of the intention of George Brown College to pursue a 4 year Degree status for its BST Program.

Regards,

A handwritten signature in black ink, appearing to read "Jim Hughes", written over a light blue horizontal line.

Jim Hughes
Program Manager



www.shiningthrough.ca

To: Patricia Chorney Rubin
Director of Community Services & Early Childhood
George Brown College



99 Gerrard St E
Room 597, Ryerson Campus
P.O. Box 1015, Station B.
Toronto, Ontario M5T 2T9
(416) 415-5000 ext 2762
Fax (416)415-2565

Dear Patricia,

Shining Through Centre is a private, not-for-profit centre based program providing behavioural intervention services to children and youth with Autism Spectrum Disorders (ASD). The centres provide high quality, evidence based intervention and educational programs to maximize the potential of each of our learners and their families. Shining Through provides excellent and frequent staff training and supervision as well as parent and community education opportunities.

Shining Through Centre would like to express support for the application of a 4 year degree program with the Behavioural Science Technology (BST) program at George Brown College. We are extremely familiar and work very closely with the BST programs. Each year we host field placements for more than 10 students each semester and have hired many of these graduates. These graduate hires have always been extremely successful in our program.

We have been extremely satisfied with the students that come out of the BST programs. These students demonstrate appropriate knowledge and skills in the area of ABA and are able to apply this knowledge within the IBI setting. They have been able to work very well with our staff and families and are eager and motivated to continue to learn. We continue to prioritize student placements to George Brown students.

In order to advance to more senior positions within our agency we require a degree or Masters level of education. It would be desirable and advantageous if George Brown Students could be offered a Degree option to help them keep up with the current demand of the field.

Please do not hesitate to contact me further should you have questions,

Sincerely,

Shiri Bartman, M.A., BCBA
Clinical Director



7365 Martin Grove Road, Woodbridge, Ontario • L4L 9E4 • Telephone 905-851-7955 • Fax 905-851-1132
250 Beecroft Road, Toronto, Ontario • M2N 6W3 • Telephone 416-782-4816 • Fax 416-782-9983

Email: info@shiningthrough.ca

CCDR#86402 2769 R30001



March 20, 2013

Patricia Chorney Rubin
Director of Community Services &
Early Childhood George Brown College

Dear Ms. Chorney Rubin,
It is my pleasure to be writing to you in support of the George Brown College application for a 4 year degree in Behavioural Science Technology.

For many years, we have had the pleasure of supporting George Brown College Student Placements from both the Behaviour Science Technology Program and the Behaviour Science Technology Intensive Program. While Surrey Place Centre provides placements and internships to students from a variety of universities and colleges, in the Toronto Partnership for Autism Services (TPAS) and the Toronto Autism ABA Services our preference and in deed our priority commitments are to receiving and supporting George Brown students. As you may be aware a number of our staff have been involved in the development and delivery of course curricula through cross appointments. We are confident in the quality of the curricula and teaching methodologies.

Over the past two years, we have received more than 50 placement students. Students come to us with a good understanding of behavioural theory and its application as well as knowledge of Autism and Developmental Disabilities. This is enhanced by the practicums and in many cases leads to later employment within the agency.

The field of applied behaviour analysis is rapidly changing with career paths increasingly associated with higher levels of education. This degree program would assist individuals to gain greater and more focussed knowledge of behavioural science and ease access to a broader range of employment opportunities as well as continuing education opportunities.

We look forward hearing of the success of this application. Please feel free to contact me if you would like any additional information.

Sincerely,

Margaret Howard
Director, Toronto Partnership for Autism Services
Surrey Place Centre

2 Surrey Place Centre, Toronto, Ontario M5S 2C2 Telephone 416-925-5141 Fax 416-925-5101

7.5.2 Letters of Support – Universities

Letters of endorsement from the following universities are included in this section:

1. Brock University
2. St. Cloud State University
3. University of British Columbia
4. University of California
5. University of Kansas
6. University of North Texas



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

June 26, 2013

Robert Stromer, PhD, BCBA-D
School of Social and Community Services
George Brown College
200 King Street East, Suite 402B
Toronto, ON M5A 3W8

Dear Dr. Stromer

I am writing this letter to support George Brown College's application for a 4-year Bachelor of Behavioural Psychology program.

I have reviewed the documents sent to me about the degree program (program map, introduction, and faculty bio-sketches). As Director of the Centre for Applied Disability Studies at Brock University, I can say that we would certainly consider graduates of this program for our graduate program leading to a Masters in Applied Disability (M.ADS) with specialization in Applied Behaviour Analysis (ABA). The course plan includes a thorough focus on ABA and research experience at an undergraduate level. A student who succeeds in this program should be well prepared for graduate studies in our M.ADS/ABA program, which leads to a Masters degree and completion of courses approved by the Behaviour Analysis Certification Board (BACB) at the BCBA (graduate) level.

George Brown has well qualified staff to deliver such a program. They appear to be professionally active and most are Board Certified Behaviour Analysts. Importantly, their academic programs already have a track record of approval from BACB. To me, the proposed ABA course sequence appears to be consistent with the BACB criteria for approval of ABA course sequences at the BCaBA (undergraduate) level.

Thank you for the opportunity to examine your degree plans. Please contact me if you would like further information. I wish you the best in your pursuit of a needed undergraduate ABA program in Ontario.

Sincerely yours,

Maurice Feldman, Ph.D., C.Psych., BCBA-D
Professor and Director
Email: mfeldman@brocku.ca



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

720 Fourth Avenue South
St. Cloud, MN 56301-4498

Phone (320) 308-2160
Email: Eric Rudrud ehrudrud@stcloudstate.edu

7/02/2013

To whom it may concern

I can endorse George Brown College's application for a four-year course of study for the Bachelor of Behavioral Psychology degree. As the incidence of autism is estimated to affect 1 in 88 children there is a need for trained professionals to provide intensive behavior intervention programs in the home, school, and community.

I have reviewed the proposed curriculum, program map, learning outcomes and faculty credentials. I believe the program is well founded in the principles of behavior analysis and would provide students with the necessary coursework and experiential learning opportunities to meet the growing need for highly trained behavior therapists. Students graduating from the program would be well prepared for further graduate studies such as our M.S. in Applied Behavior Analysis program. Further, the curriculum is in line with the requirements for the Board Certified associate Behavior Analyst certificate through the Behavior Analyst Certification Board (international accreditation standard).

The faculty at George Brown are highly qualified, professionally active in regional and international professional associations, have an active research background, and most are certified by the Behavior Analyst Certification Board.

Thank you for the opportunity to examine your proposed degree materials. Please contact me if you have any further questions or concerns.

Sincerely,

Eric H. Rudrud, Ph.D., L.P.
Coordinator of M.S. in Applied Behavior Analysis Program
Department of Community Psychology, Counseling, and Family Therapy
St. Cloud State University
720 Fourth Ave S
St. Cloud, MN 56301 - 4498



Department of Educational and Counselling
Psychology, and Special Education
The University of British Columbia
Faculty of Education
2125 Main Mall
Vancouver BC Canada V6T 1Z4
Tel 604-822-0242 Fax 604-822-3302
www.ecps.educ.ubc.ca

July 2, 2013

Robert Stromer, PhD, BCBA-D
School of Social and Community Services
George Brown College
200 King Street East, Suite 402B
Toronto, ON M5A 3W8

Dear Dr. Stromer,

I am writing this letter in support of George Brown College's application for a four-year course of study culminating in a "Bachelor of Behavioural Psychology" degree. I have reviewed the documents you sent to me about the degree program (e.g., program map, introduction, and faculty bio-sketches).

The program with which I am associated at the University of British Columbia is one of only a few in Canada that offers graduate-level coursework in applied behaviour analysis (ABA). We would definitely be interested in a graduate from the program proposed by George Brown College. The course plan is thorough in its coverage of ABA, and a student from this program should be well prepared for further graduate studies at an institution like UBC. An important part of that preparation will be the required thesis project and its dissemination.

Furthermore, George Brown College has a highly qualified staff to deliver such a program. They are professionally active in ABA and most are Board Certified Behavior Analysts (BCBAs). In addition, I note that other George Brown academic programs have a track record of approval by the Behavior Analyst Certification Board, which should expedite approval of certification status for the proposed degree program.

Thank you for the opportunity to examine your degree plans. Please contact me if you would like further information, and I wish you the best of luck as you move forward.

Very truly yours,

A handwritten signature in black ink that reads "Pat Miranda".

Pat Miranda, Ph.D., BCBA-D
Professor



Robert L. Koegel, Ph.D.
Counseling, Clinical, and School Psychology Department

Director, UCSB Koegel Autism Center

August 8, 2013

To Whom It May Concern:

I am writing this letter to endorse George Brown College's application for a four-year course of study culminating in a "Bachelor of Behavioural Psychology" degree.

I have reviewed the documents sent to me about the degree program (e.g., program map, introduction, and faculty bio-sketches). I can say, without reservation, that our university would definitely be interested in a graduate from the kind of program described. The course plan is impressively thorough in its coverage of applied behaviour analysis. A student from this program should be well prepared for further graduate studies at an institution like Faber University. An important part of that preparation will be the required thesis project and its dissemination.

George Brown has a highly qualified staff to deliver such a program. They are professionally active and most are board certified. In addition, importantly, their academic programs have a track record of BACB® approval. That history should expedite



achieving BCaBA® status for the proposed degree program.

Thank you for the opportunity to examine your degree plans.
Please contact me if you would like further information.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert L. Koegel", written over a horizontal line.

Robert L. Koegel, Ph.D.

Professor

Department of Counseling, Clinical, and School Psychology and

Director

Koegel Autism Center

University of California, Santa Barbara



Applied Behavioral Science

July 10, 2013

To Whom It May Concern:

I am writing to endorse George Brown College's application for a four-year course of study that culminates in a "Bachelor of Behavioural Psychology" degree.

After reviewing the documents sent to me about the degree program (e.g., program map, introduction, faculty bio-sketches), I can say, without reservation, that our graduate program in Applied Behavioral Science would be interested in a graduate from the program described in them. The course plan is impressively thorough in its coverage of applied behavior analysis. A student from this program should be well prepared for graduate studies at the University of Kansas. An important part of that preparation will be the required thesis project and its dissemination.

George Brown has a highly qualified staff to offer such a program. The staff members are professionally active and most are certified by the Behavior Analysis Certification Board (BACB®). In addition, their academic programs have a track record of BACB® approval. That should expedite achieving BCaBA® status for the proposed degree program.

Thank you for the opportunity to examine your degree plans. Please contact me if you would like further information.

Edward K. Morris, Ph.D.
Professor and Chairperson

Applied Human Development Center | 1000 Sunquest Ave. Room 4021 | Lawrence, KS 66044-2555
(705) 664-4940 | Fax (705) 664-5202 | www.aops.ku.edu/



July 31, 2013

To whom it may concern:

I am writing to express my full support for George Brown College's application for a Bachelor of Behavioural Psychology degree. I have reviewed the materials documenting the degree program and they reflect a thoughtful sequence of requirements. As well, the program will educate students in many important areas of application, something that is currently very much needed in our society.

I am sure that the graduates of the proposed program would be highly desirable in the current market for positions as therapists for people with autism and other developmental disabilities. I feel that the program would also prepare students for further graduate training. The personal listed are highly qualified to deliver such a program and are involved in the relevant professional activities that would enrich the proposed degree.

On a personal note, I am pleased that George Brown College is considering a degree dedicated to the study of behavior. Such degrees are much needed all over the world. Recent advances in physiology, neuroscience, and genetics have brought to focus the need for knowledge about behavior for the advancement of integrative science in all those disciplines.

It was a pleasure to review your degree plan. Please contact me if you have any questions.

Sincerely,

Jesús Rosales-Ruiz
Department of Behavior Analysis
University of North Texas

1155 Union Circle #310919
Denton, Texas 76203-5017

940.565.2274
940.565.2467 fax

www.unt.edu/behav

7.5.3 Letters of Support – Industry Associations

Letters of endorsement from the following industry associations are included in this section:

1. Association for Behavior Analysis International
2. Association of Professional Behavior Analysts
3. Behavior Analyst Certification Board
4. Ontario Association for Behaviour Analysis, Inc.



July 2, 2013

Ontario Ministry of Training, Colleges, and Universities
14th Floor, Mowat Block
900 Bay Street
Toronto ON M7A 1L2
information.met@ontario.ca

To the Ontario Ministry of Training, Colleges, and Universities:

On behalf of the Executive Council of the Association for Behavior Analysis International (ABAII), the oldest and largest organization in the world dedicated to promoting research, practice, and education in behavior analysis, I write in support of the proposed bachelor's degree program in behavior analysis at George Brown College.

ABAII aims to encourage and support exemplary training of behavior scientists and scientist-practitioners skilled in the experimental and theoretical foundations of behavior analysis as well as in ethical and evidence-based practices. Although the number of graduate degrees in behavior analysis is increasing at a healthy pace, there are many fewer bachelor's programs, especially in Canada.

Bachelor's programs in behavior analysis are particularly in demand because the Behavior Analyst Certification Board (BACB)—the international organization that certifies behavior analysts—has a certification at the bachelor's level. What's more, demand for bachelor's-level behavior analysts is growing in clinics, schools, and in-patient facilities. ABAII considers bachelor's level behavior analysis programs so critical that we have established accreditation criteria for undergraduate programs.

George Brown College is exceptionally well situated to support a bachelor's degree in behavior analysis, as it already has diploma and certificate programs in place. In addition, the college has applied for BACB approval for existing coursework.

I strongly urge the Ontario Ministry of Training, Colleges, and Universities to approve the bachelor's degree program in behavior analysis at George Brown College, as its importance to the behavior analysis community, prospective students, and consumers is enormous.

Best regards,

Maria E. Malott, Ph.D.
Chief Executive Officer/Secretary-Treasurer

cc: Jennifer Donnelly, MADS, BCBA, Professor and Coordinator, George Brown College jdonnell@georgebrown.ca

550 West Centre Avenue, Suite 11
Portage, MI 49124
P: 269-452-8310
F: 269-452-8316
mar@abaiainternational.org
www.abaiinternational.org

Association of



*Professional
Behavior Analysts*

6977 Navajo Rd. #176

San Diego, CA 92119

info@apbahome.net

www.apbahome.net

August 9, 2013

Ms. Patricia Chomey Rubin
Director, Community Services and Early Childhood
George Brown College
P.O. Box 1015, Station B
Toronto, Ontario
Canada
M5T 2T9

Dear Ms. Rubin:

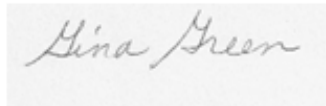
The Association of Professional Behavior Analysts is pleased to write in support of the application by George Brown College to establish a bachelor's degree program in applied behavior analysis (ABA). The past decade or so has witnessed a substantial and growing demand for applied behavior analysis (ABA) services worldwide. That demand began to increase markedly in the mid-1990s with growing public awareness of the effectiveness of ABA interventions for people with autism and related disorders. Establishment of the Behavior Analyst Certification Board (BACB) programs for credentialing professional practitioners of ABA in 1998 supported and contributed to growth in the practice of ABA. The BACB programs provide governments, funders, and consumers with an objective and reliable means of identifying individuals who meet standards for formal and experiential training in ABA as determined by the profession, and who demonstrate competence by passing a professional examination. Currently the BACB issues credentials at two levels: Board Certified Behavior Analyst (BCBA), which requires at least a master's degree in behavior analysis or a related area; and Board Certified Assistant Behavior Analyst (BCaBA), requiring at least a bachelor's degree. The BACB certifications are recognized in numerous laws and regulations, and many employers seek to hire BACB-certified ABA practitioners at both levels.

Board Certified Assistant Behavior Analysts play important roles in helping BCBA's implement treatment plans and manage caseloads. In addition to autism treatment, BCaBA's are in demand in other areas. A survey of the work circumstances of ABA practitioners that APBA conducted in 2009 revealed that BCaBA's are also employed by a

range of governmental and non-governmental agencies serving children and adults with developmental disabilities and other special needs, elderly adults, people with brain injuries, and typically developing children and adults. The increasing demand for qualified ABA practitioners has spurred growth in college and university programs in ABA, but much more at the graduate than the undergraduate level. We expect the demand for BCaBAs to continue to increase; therefore, there is a need for programs at the bachelor's level that prepare individuals for BCaBA certification. With its large cadre of full- and part-time faculty who hold the BCBA credential – which is required to teach courses and supervise practical experiences that meet eligibility requirements for BCaBA certification – George Brown College is well-positioned to help fill that need and to help Ontario and other Canadian provinces continue to build their capacity to deliver ABA services to a range of consumers.

Please don't hesitate to call on APBA if we can provide any other information to help with this important initiative.

Sincerely yours,

A rectangular box containing a handwritten signature in cursive script that reads "Gina Green".

Gina Green, PhD, BCBA-D
Executive Director



BEHAVIOR ANALYST CERTIFICATION BOARD™

925 Belford Boulevard, Tallahassee, FL 32306 USA
Tel. 850 785 0903 | www.BACB.com

June 19, 2013

Jennifer Donnelly, MADS, BCBA
George Brown College
P.O. Box 1015, Station B
Toronto, Ontario
Canada
M5T 2T9

Dear Ms. Donnelly,

I am delighted to learn that George Brown College might develop a bachelors degree program in behavior analysis. Such a program, especially coming from one of the leading behavior analysis training institutions in Ontario, would be a valuable contribution to the region and discipline. If approved, I am confident that the new degree program would produce many Board Certified Assistant Behavior Analysts needed within the province and elsewhere and serve as an important feeder program for graduate programs in behavior analysis. As you know there are not many Board Certified Assistant Behavior Analysts in the province (currently 47). This number would likely be greatly strengthened by a bachelors degree program at George Brown College. Such an outcome would be of tremendous importance to Ontario's severely understaffed service-delivery system.

I wish you the best of luck in the pursuit of the new degree program. Please let me know if there is any way the BACB can be of assistance during the process.

Sincerely,

James E. Carr, PhD, BCBA-D
Chief Executive Officer



To whom it may concern,

The Ontario Association for Applied Behaviour Analysis (ONTABA) board of directors has reviewed and supports the proposed curriculum, content, practicum experience, and outcomes for George Brown's 4 year degree in Behavioural Psychology. The breadth and hours of content offered by this program meet and exceed the standards to be accredited by both the Behavior Analyst Certification Board (BACB) and the Association for Behavior Analysis International; both of which are markers of high quality education in the field of behaviour analysis.

Part of the vision of ONTABA is to foster a culture of expertise for the advancement and promotion of the science of behaviour analysis. The board of directors firmly believes that increased higher level education is in line with this vision.

It is the board of director's 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 this need can be seen in the need for professionals working with individuals diagnosed with Autism Spectrum Disorder (there has been an increase in incidence to 1 in 88 individuals diagnosed with ASD). This has created a shortfall of qualified practitioners to plan and deliver effective evidence based education and treatment services. We believe that the graduates of this 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 course work. Additional certified professionals in the field are always welcome because they lend more credibility and legitimacy to our science.

Regards,

Albert Malkin, M.A, BCBA
President-Elect, ONTABA
contact@ontaba.org
(647)239-8012

Section 8: Regulation and Accreditation

8.1 Current Regulatory Environment and Ontario Government Initiatives

There is no national or provincial regulatory body that certifies behaviour analysis practitioners. In this current environment, the behavioural science field is aligning its hiring and standards of practice with the Behavior Analyst Certification Board (BACB). The BACB was formed in 1998 and has defined what it means to be a professional practitioner of applied behaviour analysis (ABA) through developing education standards, training standards, and an international credentialing process. The BACB plays a significant role in establishing and maintaining the field's professionalism worldwide.

The Ontario government is working toward identifying, implementing and enforcing appropriate standards of practice specific to Ontario. Government activities which indicate movement toward regulatory requirements in the near future:

1. **New legislative framework:** In 2008, the Ontario government established the *Services for Persons with Development Disabilities Act* to provide services to persons with developmental disabilities.¹¹ This Act provides a framework for the Ministry of Children and Youth Services (MCYS) programs that involve practitioners of ABA and Intensive Behavioural Intervention (IBI).
2. **New guidelines for MCYS services:** In July 2011, MCYS established its guidelines for ABA-based Services and Supports for Children with Autism Spectrum Disorders (ASD).¹² These guidelines outline qualifications for practitioners involved in identifying a child's service needs and developing a child's ABA service plan as one of the following:
 - Board Certified Behaviour Analysts (BCBA)
 - Clinical Psychologists registered with the College of Psychologists of Ontario with expertise in ABA
 - Psychological Associates registered with the College of Psychologists of Ontario with expertise in ABA
3. **Ministry of Education (ME) new requirements for transition plans:** In February 2013, ME issued Policy/Program Memorandum No. 156 (Amendment) that will take effect September 2014. It requires that a transition plan must be developed for all students who have an Individual Education Plan (IEP). Students make transitions in a variety of contexts: upon entry to school, between grades, from one program area or subject to another, when moving from school to school or from an outside agency/facility to a school, from elementary to secondary school, and from secondary school to the next appropriate pathway.¹³

The physical, emotional, and learning needs of the student are considered when developing a transition plan, which helps to determine if the student requires support when making transitions. While the qualifications for practitioners developing these transition plans are not outlined within the policy, it is anticipated that it will increase schools' demand for practitioners with specialized expertise in ABA and IBI.

¹¹ www.ontla.on.ca/web/bills/bills_detail.do?locale=en&BillID=2018&isCurrent=false&detailPage=bills_detail_the_bill

¹² <http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/autism/guidelines/guidelines-2011.aspx>

¹³ www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf.

4. **Study of children’s autism services:** Ontario’s Auditor General is conducting a study to develop recommendations on credentialing requirements for Ontario practitioners providing autism services for children.¹⁴ The study includes a review of children’s autism services with focused attention on services for a growing number of children with ASD. This study will include recommendations on credentialing requirements for Ontario practitioners who provide services for children with neuro-development disorders. Dr. Stephen Scherer, Director of Toronto’s Sick Kids Centre for Applied Genomics stated: “the panel should strive for no less than establishing Ontario as the leading jurisdiction in the world to raise a child, or be an adult, with autism.”¹⁵

The number of activities initiated by the Ontario government indicates movement toward establishing regulatory requirements for practitioners. It is anticipated that it will take Ontario three or four years to confirm and implement credentialing requirements. In the meantime, the sector is operating under the assumption that Ontario’s future regulatory requirements will be aligned with the BACB and practitioners will need a minimum of a bachelor’s degree to be considered for Assistant Behaviour Analyst positions.

8.2 Behavior Analyst Certification Board (BACB)

As noted above, the most widely recognized certifications for practitioners specializing in ABA are received from the BACB. The BACB has the full support of the field’s two primary professional associations: the Association for Behaviour Analysis International (ABAI) and the Association of Professional Behavior Analysts (APBA).

Practitioners with a bachelor’s degree are eligible to apply for the BACB’s Board Certified Assistant Behaviour Analyst (BCaBA) designation. A practitioner with a 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 may assist in the design and delivery of introductory level instruction in behavior analysis.”¹⁶

8.2.1 Program Alignment with BACB Course Work Requirements

George Brown College is collaboratively working with the BACB to ensure the proposed program will meet their requirements. The degree program is designed to offer comprehensive academic training to prepare graduates to sit for the BCaBA exam. Upon PEQAB/MTCU approval of the degree, George Brown College will submit a completed “course content verification form” to the BACB which will map to BACB Fourth Edition Task List.¹⁷

The BACB requires that BCaBA applicants complete 135 classroom hours of instruction in the following content areas and for the number of hours specified:

¹⁴http://www.auditor.on.ca/en/plannedaudits_en.htm

¹⁵http://www.thestar.com/news/canada/2012/12/12/star_gets_action_autism_project_ontario_moves_to_strengthen_autism_services.html

¹⁶Information excerpted from the BACB website: <http://www.bacb.com>

¹⁷http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf

Summary of BCaBA Course Work Requirements	
Content Area	Required Classroom Hours
a. Ethical considerations	10
b. Definition & characteristics and principles, processes & concepts	40
c. Behavioral assessment and Selecting intervention outcomes & strategies	25
d. Experimental evaluation of interventions, & Measurement of behavior and Displaying & interpreting behavioral data	20
e. Behavioral change procedures and Systems support	40
Total Required Course Work Hours	135 hours

The detailed mapping below indicates that George Brown's degree program will significantly exceed the minimum requirements of the BACB with our students receiving 832 hours of course work toward the BCaBA content areas:

Detailed Mapping of BCaBA Course Work Requirements					
Degree Program Courses	Board Certified Behavior Assistant Behaviour Analyst Course Work Requirements				
Proposed Degree Courses (All courses have 42 contact hours)	a. Ethical considerations in behavior analysis	b. Definitions & characteristics & principles, processes & concepts	c. Behavioral assessment & selecting intervention outcomes strategies	d. Experimental evaluation of interventions & measurement of behavior & displaying and interpreting data	e. Behavior change procedures and systems support
Course 1 Behaviour theory: A Historical and Philosophical Look at Behaviour	7	35			
Course 2 Introduction to Applied Behaviour Analysis		42			
Course 3 Behavioural Assessment			42		
Course 4 Introduction to skill acquisition: Assessment and intervention strategies		14	14		14
Course 5 Skill acquisition: Advanced theories and applications		14	14		14
Course 6 Treating Challenging Behaviour		7	14	7	14
Course 7 Behavioural approaches to autism and developmental disabilities			14	14	14

Detailed Mapping of BCaBA Course Work Requirements					
Degree Program Courses	Board Certified Behavior Assistant Behaviour Analyst Course Work Requirements				
Proposed Degree Courses (All courses have 42 contact hours)	a. Ethical considerations in behavior analysis	b. Definitions & characteristics & principles, processes & concepts	c. Behavioral assessment & selecting intervention outcomes strategies	d. Experimental evaluation of interventions & measurement of behavior & displaying and interpreting data	e. Behavior change procedures and systems support
Course 8 Research Methods				42	
Course 9 Group Behaviour Therapy		7	14	7	14
Course 10 Behavioural approaches to acquired brain injury and gerontology			14	14	14
Course 11 Ethics: Standards of practice in applied behaviour analysis	42				
Course 12 Clinical Behaviour Analysis		7	7	14	14
Course 13 Mediator Training: Applications to Parents and Staff		7	7	14	14
Course 14 Behavioural Approaches to Education		7	7	14	14
Course 15 Organizational Behaviour Management		7	7	14	14
Course 16 Behavioural Approaches to Health and Well-being		7	7	14	14
Course 17 Service Delivery Systems and Inter-professional Practice					42
Course 18 Consolidation of behavioural principles and practice			14		28
Course 19 Advanced topics in behaviour analysis		7	7	14	14
Course 20 Behavioural Consulting			14	14	14
Total Applicable Degree Program Hours	49	161	196	182	252
Required for BCaBA	10	40	25	20	40

Section 9: Nomenclature

9.1 Proposed Nomenclature

George Brown College proposes Bachelor of Behavioural Psychology for the degree nomenclature. This program name specifies both the subject of study and that the credential is at a baccalaureate level.

While there are post-secondary programs related to the field of behaviour analysis that have nomenclature that includes the term “Behavioural Science”, George Brown proposes nomenclature that supports and strengthens the existing approved Ontario program offered by St. Lawrence College. By doing so, the common nomenclature will facilitate public understanding of the qualification and assist students, employers and other post-secondary institutions in recognizing the level, nature and discipline of study. The proposed nomenclature also aligns with PEQAB’s standard and benchmarks for Nomenclature.

Section 10: Program Evaluation

10.1 Program Review Schedule

The Ministry of Training, Colleges and Universities (MTCU) has a Program Quality Assurance Process that requires all programs be reviewed every 5-7 years. To meet or exceed this requirement, George Brown's Office of Academic Excellence (OAE) maintains a comprehensive rolling three-year schedule for reviewing all college programs.

The rolling schedule is updated each year by the OAE to reflect emerging needs, stakeholder input, and external accreditation circumstances. The updated schedule is then approved by the Academic Management Committee and distributed to all divisions in February. For example, the schedule starting in the 2013-14 academic year was sent to division heads in February 2013 indicating which programs will be reviewed over the next three academic years. Regular reviews and updates to the schedule ensure the College is on track, with care taken to address special scheduling circumstances that arise. The schedule is also posted on the College's Intranet for access by college staff.

The OAE has overall responsibility for conducting the program reviews as scheduled. Current resources to facilitate and complete the program reviews include three full-time curriculum specialists, three full-time program reviewers and a part-time researcher.

In 2011 the OAE developed guidelines specifically for the academic program review of degree programs. The two types of program reviews conducted for degree programs are:

1. **Internal Annual Program Reviews:** Academic managers (Chairs, Associate Deans, Directors) are responsible for conducting an internal, self-reflection annual review of the programs in their portfolios so that stakeholders are engaged in continuous quality assurance. This review is designed to ensure the program is responding to the needs of industry and students in order that it remains relevant and up-to-date. The following information sources assist with this process:

- Student Feedback Questionnaires (SFQs)
- Portfolio analyses (Institutional Research department)
- KPI student satisfaction surveys
- KPI graduate and employer surveys
- KPI graduation rates
- Course outlines
- MTCU and PEQAB Program Standards/Program Outcomes
- Financial data
- Program Advisory Committee meetings¹⁸

Implementation timelines for improvements based on the annual reviews and other feedback formats depend on the nature of the identified gaps and currency updates needed. Some identified issues can be addressed quickly while the larger portions of work are integrated into annual business plans.

¹⁸ George Brown College – Program Review Guidelines – Degree Programs, p. 5.

- 2. Comprehensive Program Reviews:** These program reviews are structured to meet or exceed the Program Evaluation Standard and benchmarks as outlined in PEQAB's Handbook for Ontario Colleges 2010.

For more details on the College's program review process, please refer to Section 16 – Policies for George Brown College's *Guidelines for Academic Program Review – Degree Programs*.

10.2 Follow-up Procedures

During the development of program review recommendations, the OAE explicitly involves any college department referred to in a recommendation being considered. This helps assess if the department has or could obtain the resources needed to support the proposed recommendation. For example, recommendations being considered may suggest that the academic program under review receive more digital resources from the library, or a training workshop from the Staff Development department, or a broader range of general education courses from the Liberal Studies department. The program reviewer ensures that those departments are involved in a dialogue prior to finalizing the recommendation. The early timing of this preliminary discussion and advising departments of the final program review recommendations that affect them, provide time for each department to consider resource demands in its business planning for the coming year.

Once the Academic Chair/Director and Dean receive a draft of the final program review report, they begin developing an action plan arising from the Strengths, Challenges, Opportunities and Recommendations (SCOR) found in the report.

In April of the following year, the Academic Chair/Director completes an *Accountability Spreadsheet* and sends it to the Dean for review and approval. An *Accountability Spreadsheet*, which is prepared for every program that has undergone a program review in the past three years, lists outstanding recommendations from the previous program review. The timing of this activity provides a reminder to academic leaders about addressing outstanding recommendations and enables them to include these considerations in the subsequent annual business planning cycle, which begins in the Fall.

The Dean sends a copy of the *Accountability Spreadsheet* to the OAE for tracking purposes. Outstanding recommendations from program reviews are discussed during annual business planning meetings between the Dean and the Senior Vice-President Academic.

On an annual basis, the Chair of Academic Excellence prepares a report for the Senior VP Academic which identifies key themes from previous program review recommendations which will impact college-wide business planning. For example, if a number of recommendations identified the demand for more resources from the College's libraries, or Staff Development department, this may be highlighted for further discussion in advance of annual business planning.

It is ultimately the responsibility of the Program Academic Chair/Director to follow-up with areas impacted by program review recommendations with respect to the status of implementation. Recommendations requiring additional resources (financial, human, etc.) are included in Centre business plans until the recommendation is fully addressed.

Section 11: Academic Freedom and Integrity

11.1 Academic Freedom

George Brown College's Academic Policies, Guidelines & Codes of Contact¹⁹ provides the following description of the academic freedom for staff:

Staff are entitled to the exercise of academic freedom. Academic freedom includes the right, without constriction to:

- freedom of expression in the learning environment,
- freedom in carrying out research and disseminating and publishing the results thereof,
- freedom in producing and performing creative works,
- freedom to engage in service to the college and the community,
- freedom to express their opinion about the college, its administration, or the system in which they work,
- freedom from institutional censorship and
- freedom to participate in professional or representative academic bodies.

In exercising such freedom, there is a responsibility to adhere to the law as it pertains to Human Rights and Hate Propaganda as defined under the Criminal Code of Canada, any other relevant legislation, the code of conduct for academic faculty and to respect the academic freedom of all others.

11.2 Academic Honesty

George Brown assumes that all students in all programs – full time and part time – are adult learners who accept the principle that they share the responsibility, with the College, for creating and maintaining a respectful and productive learning environment.

Students are members of a complex community and as such are required to obey the laws of the Dominion, the Province, and the City. They are required to observe the rules of George Brown College and to conduct themselves within the commonly accepted standards of behaviour including those related to the consumption of alcohol or illegal substances.

Appropriate student conduct can be defined by describing behaviours that demonstrate its presence and then, conversely, by defining activities that clearly demonstrate its absence. Student conduct is demonstrated in four distinct areas of activity:

- classroom conduct
- conduct relating to academic performance
- relationships with students outside of the classroom
- relationships with faculty and staff outside of the classroom

¹⁹ George Brown College's Academic Policies, Guidelines & Codes of Contact (2003-04), p. 97

George Brown College is mandated by law and by the community it serves to provide an educational environment that demonstrates professionalism and academic currency, that values diversity, and that respects the processes and traditions of learning. The terms of this mandate are prescribed by the:

- Founding documents of the College
- Laws to which the College is subject
- Collective agreements that govern academic employees and support staff
- Operational policies and procedures that the College has adopted

The College's Student Code of Conduct and Discipline is designed to provide an *explicit* definition of the minimal standards of personal conduct that the College expects of all its students including those who are distance students. It represents, for the College, a benchmark of expectations regarding students and defines the boundaries within which a rewarding and mutually supportive learning environment can be created. It is based on the assumption that most students in the College already uphold these statements of conduct and can, without reservation, endorse them.

Please refer to Section 16 – Policies for more information on the College's Student Code of Conduct and Discipline and the College's processes for informing faculty and students about, and ensuring their compliance with, policies pertaining to academic honesty.

11.3 Intellectual Products of Employees and Students

George Brown College seeks to encourage creativity, innovation and invention among its faculty, students, and staff. The College invests in this endeavour by making available its own facilities, equipment, personnel, and information resources. The College also actively seeks specific support for creative activity from external sources, both public and private. Frequently, inventions, discoveries, and creative works that are developed by individuals at the college will have commercial and/or scientific and scholarly value.

The intent of the Intellectual Property Policy is to provide incentives that foster creative activity and to help assure that any intellectual property produced will be exploited for the benefit of the creators, the College applied research enterprise, and the public. To help meet these policy objectives, the College makes available, through the Office of Applied Research and Innovation, technical and legal assistance in procedures necessary to protect ownership of intellectual property and to aid in its commercial development.

The creator of copyrightable intellectual property will retain his or her rights, and the College shall not assert ownership rights. However, creators will be expected to grant non-exclusive, royalty-free, perpetual licenses to the College for copyrightable material that is developed for college courses or curriculum, so that the College's continued use of such material for educational purposes would not be jeopardized. The College will assert ownership rights to copyrightable intellectual property developed under any of the following circumstances:

- Development was funded as part of an externally sponsored research program under an agreement which allocates rights to the college;
- A staff member was assigned, directed, or specifically funded by the college to develop the material, and the college has negotiated an understanding or formal contract with the creator;
- Material was developed by administrators or other non-faculty employees in the course of employment duties and constitutes work as a condition of employment under Canadian law;

- The material was developed with extraordinary or substantially more use of college resources than would normally be provided for the creator's employment duties. This might occur as disproportionate use of staff time, networks, equipment, or direct funding.

Please refer to Section 16 – Policies for the complete Intellectual Property policy.

11.4 George Brown College Copyright Guidelines

George Brown College has established Copyright Guidelines in place to provide for copyright compliance. They have been developed through referencing the Copyright Modernization Act, Supreme Court's Copyright (SCC) judgment and the Fair Dealing Policy. Please refer to Section 16 – Policies that provides details on the College's Copyright Guidelines.

11.5 Research at George Brown – Human Subjects Policy

George Brown College's Research Ethics Policy was last updated and approved by the Board of Governors on December 12, 2012. It outlines the policy of George Brown College for ethical research involving human participants conducted under the auspices of the College. It applies to all researchers who may wish to use George Brown College employees, students and/or College equipment and facilities for study and research purposes. In addition to adherence to College policies, all research projects must follow ethical guidelines on research involving human participants as contained in the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*. Please refer to Section 16 – Policies for the Research Ethics Policy.

11.6 Management of Research Funds

Financial Administration of Research Awards at George Brown College: The Office of Research and Innovation (ORI) at George Brown College administers research projects and the disbursement of research awards at the college. Financial administration of research awards adheres to the 2013 Tri-Council financial administration guide (http://www.nserc-crsng.gc.ca/professors-professeurs/financialadminguide-guideadminfinancier/index_eng.asp) and George Brown College policy.

New Awards, Monitoring and Reporting: When notification of a new award is received, an original signed copy of the research contract is stored in the ORI and copies are sent to the appropriate stakeholders within the college, including the President's office, the Controller, the researcher, and his or her manager. The ORI liaises with George Brown's Finance department to set up a new project-specific organization code (account) for each research project. All project accounts are tracked through the College's electronic accounting system (FAST) which segregates project and operational costs and records the costs by object code within individual projects. The ORI monitors all research-related expenses ensuring that expenses are eligible and are compliant with the funder's and college policies, and completes financial and project reporting for funders. Financial reporting is also reviewed by the College's Finance department.

Section 12: Student Protection

12.1 Academic Calendar and Promotional Material

George Brown College provides applicants and students access to a broad range of materials through the following website link: <http://www.georgebrown.ca/registernow>

At this website, the current college calendar is available, as well as frequently asked questions about registering, important dates, orientation activities and student services.

For applicants interested in degree programs, George Brown College also has a Degree with Direction brochure that can be downloaded from the website:

http://www.georgebrown.ca/degrees/GBC_Degree_Brochure/

12.2 Student Awareness of Policies and Procedures

The Registration Letter sent to students regarding registration provides students with information and access to all relevant policies and procedures. Students acknowledge confirmation through their registration process. The following is a sample registration letter provided to the student:

Spring 2013	March 06, 2013
John Sample 123 ABC Street Toronto, ON Canada, M1M 1Z1	
Program: Sport and Event Marketing Program Start Date: May 6, 2013 Campus: St. James	Program Code: B400 Semester: 1 - Spring 2013 ID: XXXXXXXXXX Password: XXXXXX
Dear John,	
It will soon be time to register! Please read this letter carefully as it contains all of the information that you require to register successfully. Make sure that you register as soon as your registration window is open. This will ensure that you have the most choice of courses and sections.	
IMPORTANT: If you do not intend to register for the Spring 2013 term please let us know by sending an e-mail to: registration@georgebrown.ca . Please include your name, student I.D. and program.	
Please note that tuition payment is due prior to registering. Please see your invoice for the due date. Registration for the Spring 2013 term will start on March 25, 2013. Start times for registration are staggered on a program by program basis. Registration dates will be posted by March 11, 2013. Just go to: www.stuview.georgebrown.ca to check when you can start to register. Or log on via MyGBC - https://my.georgebrown.ca/ . You will need your student I.D. and password.	

To be able to proceed with the online registration process, your tuition fee payment, or if you have applied to OSAP, the \$145.00 OSAP deferral payment MUST be received in our Finance department by the deadline date indicated on your invoice. A convenient online payment option means that you can avoid line-ups at the Student Service Centre.

Steps for Registration

Read the Frequently asked questions about registration 2012-2013 section on the Register Now! website. It will make registration a quick and easy process. This information booklet is posted online at: <http://www.georgebrown.ca/registernow>.

Tuition fees must be paid by the due date indicated on your Invoice. You will not be able to register online or may lose your seat in the program if your fees are not paid by the due date. In addition, a late penalty of \$125.00 will be applied.

Check STU-VIEW to see when you can start to register. Registration dates will be posted by March 11, 2013. Remember – start dates for registration are staggered on a program by program basis.

If I don't register online will I be automatically registered by the College?

Students in Course Based Programs - Required to select courses.

You must register online for all of your courses. You will not be automatically registered in any of your courses. This includes English and math courses. You are required to return to the web to register for each term within the academic year. (i.e. register in July for the Fall term, if required).

If you need assistance with registration, call (416) 415-2000 or 1-800-265-2002. Please have your Student I.D. ready.

Check your timetable occasionally, and particularly before the start of classes. Circumstances may require George Brown College to alter your course selections and schedule.

Student e-mail

All full time students will receive a George Brown College e-mail address when they first register. Please see <http://www.georgebrown.ca/studentemail/index.aspx> for more information. Once you have this e-mail address it should be used for all e-mail communications with the College. Any correspondence from the Registrar's office will be sent to this e-mail address. It is important that you check it regularly – particularly at the start of the term and at the end of the term. You can access your account by going to <https://mail.georgebrown.ca> or <https://my.georgebrown.ca> (don't forget the 's' after http – it ensures you are entering a secure site). To log in, enter your Student ID number as your User Name, and the password.

Students with documented disabilities that interfere with their ability to participate in and benefit from the College's educational services and cultural life may obtain assistance from the Office of Disability Services and Deaf and Hard of Hearing Services in acquiring appropriate and reasonable accommodations. Please call 416-415-5000 ext. 2622 (voice), 1-877-515-5559 (TTY) or the Contact Centre at 1-800-265-2002, (toll free). Intake packages may be obtained from our Disability Services, Deaf and Hard of Hearing Services or Counselling offices on each campus. You may also visit our website at: <http://www.georgebrown.ca/saffairs/disabilities/disabilities.aspx>.

Welcome to George Brown College! We look forward to seeing you on Campus.

Sincerely,



Diane Tessier, Registrar

Please note: College policies affecting students can be found at <http://www.georgebrown.ca/policies/index.aspx> and hard copies are available at the college libraries.

12.3 Resolution of Students' Academic Appeals, Complaints, Grievances, Disputes

George Brown College strives to promote students' academic success and to ensure academic records reflect students' academic abilities and accomplishments. It is expected that faculty will make academic judgments that are objective, consistent and fair. In situations where students experience personal difficulties or unforeseen events that disrupt or impact their academic performance, it is expected that faculty will assist in identifying alternate arrangements to enable the students to meet the course/program requirements.

The George Brown College Appeals Policy provides students who believe that they have received an unfair academic or disciplinary decision by the College with access to a thorough, respectful, and impartial review of their concerns. It is the College's intention that all resolutions occur within an environment of integrity, partnership, fairness, respect, and commitment.

Please refer to Section 16 – Policies for the policy details related to students' academic appeals, complaints, grievances, and/or other disputes.

12.4 Student Dismissal

Students and their rights are protected by the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, the *Freedom of Information and Protection of Privacy Act*, and the College's policies and procedures.

George Brown is serious in its intent to maintain a climate in which learning can flourish and in which all members of the academic community are treated with equality and respect. The College will take disciplinary action in response to student behaviour that is inconsistent with the maintenance of an appropriate learning environment. Nonconforming behaviour that constitutes a minor or major infraction as defined in the College Policy on Student Discipline may be dealt with according to the procedures outlined in this policy.

The College's policy addressing student dismissals is the Policy Governing Nonconforming Student Behaviours. This policy statement demonstrates the College's determination that behaviour that is

disruptive to the maintenance of an appropriate academic environment, that is harmful to others, that is threatening to others, that vandalizes College property, that constitutes an act of academic dishonesty, or that is illegal will not be tolerated. The policy defines a range of disciplinary responses depending upon the seriousness of the offence.

As this policy outlines increasingly severe disciplinary action, it is very specific in content. It begins with a statement of student conduct that outlines the context in which the College has developed this policy, and it contains a glossary of terms to help ensure that there is clarity in its application. This policy applies to all students whether they are traditional onsite students or distance students.

In a community dedicated to the development of mature and responsible individuals, who value diversity and respect, the College will not tolerate the following behaviours/offences:

- dishonesty
- misconduct
- disruption of the academic environment
- destruction of property
- fraud
- misdemeanours or other offences against persons or things
- failure to abide by the college's regulations and policies
- failure to respect the rights of others

Students are at all times responsible for their own actions. Ignorance of the rules or of the law is not a defence against disciplinary action. Lack of intention to violate College policy will not generally excuse an infraction. The College reserves the right at all times and at any time to discipline, suspend, expel, place terms or conditions upon, or refuse admission or registration to any individual whose action or influence is considered contrary to this disciplinary policy.

Please see Section 16 – Policies for more information on the referenced policies.

Section 13: Economic Need

The economic need for George Brown's Bachelor of Behavioural Psychology program was established over a one-year period using a number of sources:

1. Meetings with the College's Behavioural Science Program Advisory Committee (PAC).
2. Meetings, discussions, and research conducted as part of the College's internal process for new program approval.
3. Discussions with industry associations including:
 - Behavior Analyst Certification Board (BACB)
 - Association for Behavior Analysis International (ABAI)
 - Association of Professional Behavior Analysts (APBA)
 - Ontario Association for Behaviour Analysis (ONTABA)
4. Discussions with employers, including an industry workshop to review the proposed program structure and curriculum.
5. Industry websites and reports, news articles, and academic research related to the field.
6. Results of George Brown surveys with:
 - Industry employers conducted in January/February 2013.
 - Students of the College's Behavioural Science programs conducted in April 2013.
 - Alumni of the College's Behavioural Science programs conducted in December 2012.
7. Reports from the Ontario College Application Service (OCAS) and George Brown's Office of the Registrar.
8. The Program Review Report of Behavioural Science programs conducted in 2007-2008 by George Brown's Office of Academic Excellence.

13.1 Nature of the Behavioural Psychology Degree

Psychology is the study of human and animal behaviour, including mental processes and emotions. Behavioural Psychology, also referred to as Behavioural Science, is a broad field that is based on theories of learning. George Brown's Behavioural Psychology degree is designed with an emphasis on Applied Behaviour Analysis (ABA).

ABA is a well-developed, specialized discipline with a mature body of scientific knowledge. It rests on the systematic application of procedures derived from theories of learning and focuses on sustained behaviour change. Professionals who practice ABA use procedures that have been proven effective through well-designed studies, many of which have been published in peer-reviewed journals.

13.2 Behavioural Psychology Professionals

Behaviour Psychology professionals using ABA are most commonly referred to as Behaviour Analysts. Behaviour Analysts are becoming integral members of inter-professional health teams and often specialize in treatments related to Autism Spectrum Disorders (ASD), acquired brain injury, geriatric issues such as dementia, behaviour disorders, developmental disabilities, addictions, mental health, and other health and well-being issues.

In Ontario, professionals with a specialization in ABA do not need to be certified, licensed or granted official recognition by a provincial regulatory body. To promote and ensure professionalism, the behavioural science field is aligning its hiring and standards of practice with the Behavior Analyst Certification Board (BACB). The BACB is recognized globally for its rigorous and quality certification processes and standards of practice.

While duties of a Behaviour Analyst are specific to employment responsibilities, examples include: assessment of a client's skills, the development and implementation of skill acquisition programs, functional assessment of challenging behaviours, behaviour management plans, data collection and analysis, and case management. Their knowledge and skills are applicable to numerous opportunities which include a broad range of job titles:

Addiction Counsellor	Child and Adult Mental Health Counsellors
Autism Spectrum Disorders Consultant	Child and Youth Worker
Instructor Therapist	Day Program Facilitator
Behaviour Therapist	Recreational Therapist
Behavioural Consultant	Residential Support Worker
Behavioural Specialist	Sex Offender Program Counsellor
Behavioural Support Worker	Social Worker
Behavioural Technician	Transition Coordinator (autism and other special needs)

Within each job area, different expertise levels are often needed. As such, it is expected that there will continue to be strong employer demand for graduates from the Behavioural Science Technology advanced diploma. However, a Bachelor of Behavioural Psychology also builds a pathway for individuals interested in becoming certified through the BACB. The BACB requires a minimum of a bachelor's degree to write the qualifying exam to become a Board Certified Assistant Behavior Analyst (BCaBA).

13.3 Growing Need for the Behavioural Psychology Degree

Behavioural science practitioners with a specialization in ABA are applying their knowledge and skills to an increasing number of diverse settings and with more varied populations. Special populations that are benefiting from the expertise of these practitioners include:

Acquired Brain Injuries: Acquired brain injury is caused by events after birth which can create cognitive, emotional, physical or behavioural impairment. Although each individual is unique, results of a brain injury often have similarities including difficulty with memory loss, impaired reasoning skills, and tendency toward "one track thinking". Brain injury has become a significant medical and societal concern

over the last 30 years with thousands of Canadians incurring a traumatic brain injury annually; the majority being young adults injured in motor vehicle or sports accidents.²⁰

For decades, ABA has been a steady contributor to the treatment issues of individuals with acquired brain injury. In recent years, there has been an increased interest in serving those with acquired brain injuries, in part because of the range of treatment challenges involved and because of newly-developed behavioural procedures that are proving to be effective.²¹ The proposed degree will provide a solid foundation of the theory, principles, procedures, and application unique to this growing area of therapeutic need.

Autism Spectrum Disorders (ASD): An increasing number of Ontarians are being diagnosed with neuro-developmental disorders, especially ASD. ASD are complex neurological disorders with no known cause. Two years ago, one in 150 children was diagnosed with autism.²² The current estimate is that one in 88 children is autistic.²³

Characteristics typically appear within the first three years of life with four times as many boys diagnosed as girls. ASD are characterized by impairments in communication and social interaction as well as repetitive patterns of behaviours, interests, and activities. Children and youth with ASD have complex and varying needs that may change in intensity over time and require a range of flexible supports, particularly those that support the development of skills.²⁴ Canada's National Autism Centre recently concluded that several treatment strategies based on ABA were effective for children and youth with ASD.²⁵

The Ministry of Children and Youth Services (MCYS) has a stated vision to ensure “children and youth have the best opportunity to succeed and reach their full potential”. This vision has resulted in the allocation of government funding for a range of services and supports that include:

- Creating more supports for children and youth with autism, including ABA and Intensive Behavioural Intervention (IBI) which focuses on teaching methods derived from the principles of ABA.²⁶ MCYS has tripled spending on autism in the last ten years to \$186 million. This includes \$116 million for IBI.²⁷
- Establishing a new grant assistance program for autism professionals so that Ontario can achieve long-term capacity improvements in publicly-funded service agencies delivering autism supports. The grant provides tuition reimbursement for qualifying academic programs and is available to currently employed staff of an Autism Intervention Program or ABA-based Services and Supports.²⁸

²⁰ Brain Injury Association of Canada website.

²¹ Baker, J. C., LeBlanc, L. A., & Raetz, P. B. (2008). A behavioral conceptualization of aphasia. *The Analysis Verbal Behavior*, 24, 147-158.

²² Web Reference:

http://www.thestar.com/news/canada/2012/12/12/star_gets_action_autism_project_ontario_moves_to_strengthen_autism_service_s.html

²³ Web Reference: http://www.thestar.com/news/canada/2013/02/08/ontarios_auditor_general_to_review_autism_services.html

²⁴ Guidelines: Applied Behaviour Analysis-based Services and Supports for Children and Youth with ASD”, Ministry of Children and Youth Services, July 2011, p. 24.

²⁵ Web Reference: <http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/autism/guidelines/guidelines-2011.aspx>

²⁶ Ontario Ministry of Children and Youth Services. (July 2011). Purpose of the initiative, Applied Behaviour Analysis-based Services and Supports for Children and Youth with ASD. Web reference:

<http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/autism/guidelines/guidelines-2011.aspx#1.1>

²⁷ Web Reference http://www.thestar.com/news/canada/2013/02/08/ontarios_auditor_general_to_review_autism_services.html

²⁸ Web Reference: <http://www.autismgrantprogram.on.ca/>

Since there are no cures for ASD, there is an increasing need to ensure support services are in place as children with ASD grow into adults. The proposed degree will not only improve parents' access to professionals who can provide timely diagnosis and supports for their children, but also for individuals with ASD who require comprehensive supports throughout their lifespan.

Geriatric Behaviours: Older adults comprise 14% of Ontario's population and account for nearly half of current health care spending in the province. Over the next decade, it is estimated that the number of seniors in Ontario will increase by 43%. One of the Ministry of Health and Long-Term Care key initiatives is its Ontario's Seniors Care Strategy. This strategy includes helping 90,000 more seniors to receive care at home and increasing funding for community and home care services.²⁹ This strategy is expected to significantly increase Ontario's demand for well-trained health professionals.

Related to Ontario's Senior Care Strategy is the Ontario Behavioural Support Systems (BSS) Project which was initiated in January 2010. This project seeks to find solutions for improving support for older Ontarians with challenging behaviours. These older people may have cognitive impairments due to mental health problems, addictions, dementia, or other neurological conditions.³⁰

There has been long standing interest in the use of ABA to serve the geriatric demographic³¹ with a growing, distinct trend toward more research in this area.³² Through its existing Behavioural Science programs, George Brown faculty keep current with ABA trends to support this population. In addition, the College has an established diploma program designed to train Activation Co-ordinators with specialized knowledge in geriatrics and aging supports. The College will leverage its expertise to prepare the degree students for the conceptual, procedural, and systemic matters involved in geriatric behaviour practices.

Child, Youth and School Board Supports: In February 2013, the Ministry of Education issued Policy/Program Memorandum No. 156 (Amendment) that will take effect September 2014. It requires that a transition plan be developed for all students who have an Individual Education Plan (IEP). The physical, emotional, and learning needs of the student are considered when developing a transition plan, to determine if the student requires support when making transitions. Students make transitions in a variety of contexts: upon entry to school, between grades, from one program area or subject to another, when moving from school to school or from an outside agency/facility to a school, from elementary to secondary school, and from secondary school to the next appropriate pathway.³³ While the qualifications for practitioners developing these transition plans are not outlined within the policy, it is anticipated that it will increase schools' demand for professionals specializing in ABA.

Another Ontario initiative is the Comprehensive Mental Health and Addictions Strategy to address the issue that approximately 70% of mental health challenges have their onset in childhood and adolescence. It is estimated that one in five children and youth in Ontario has a mental health challenge with mental health issues. Early identification and intervention leads to improved school achievement and better health outcomes. The most common mental health issues for children and youth are anxiety, Attention-Deficit/Hyperactivity Disorder (AD/HD), depression, mood disorders, schizophrenia and eating disorders.

²⁹ Web reference: http://www.health.gov.on.ca/en/news/release/2012/may/nr_20120524_1.aspx

³⁰ Web reference:

http://www.southwestlin.on.ca/uploadedFiles/Public_Community/Current_Initiativess/BSO/BSSReport_January%202011.pdf

³¹ Burgio, L. D., & Burgio, K. L. (1986). Behavioral gerontology: Application of behavioral methods to the problems of older adults. *Journal of Applied Behavior Analysis*, 19, 321-328.

³² Dixon, M., Baker, J. C., & Sadowski, K. A. (2011). Applying Skinner's analysis of verbal behavior to persons with dementia. *Behavior Therapy*, 42, 120-126.

³³ See: www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf.

As many as 50,000 children and their families will benefit from the significant government investments that started last year and will grow to \$257 million over the next few years. New services and supports will focus on fast access to high-quality services, early identification and support, and helping vulnerable children with unique needs.³⁴

As part of the Comprehensive Mental Health and Addictions strategy, Ontario has added more than 80 new mental health and addictions workers to help almost 4,000 Aboriginal children and young people receive better access to culturally appropriate mental health and addictions services. New health professionals will be required to provide counseling, individual and group therapy, crisis intervention and a range of health services.³⁵

Despite evidence of Ontario’s growing demand for Behavioural Analysts, there is a relatively low number of certified practitioners. As of March 2013, the number of Ontario practitioners with BACB certifications was as follows:³⁶

Behaviour Analyst Certification Board Ontario Certificants	Number of Certificants
Board Certified Assistant Behavior Analyst (BCaBA) (Requires at least a Bachelors Degree)	47
Board Certified Behavior Analyst (BCBA) (Requires at least a Masters Degree)	203
Doctoral-level Board Certified Behavior Analysts (BCBA-D) (Requires at least a Doctorate)	15
Total BACB Certificants in Ontario	265

13.4 Employer Support

As indicated in the support letters provided in Section 7 – Credential Recognition, George Brown has confirmed strong support from employers currently providing field placements for Behavioural Science programs. In addition, the College’s Behavioural Science Program Advisory Committee (PAC) unanimously supports the program, as indicated in the PAC minutes provided in Section 4 – Program Content.

The College conducted an online employer survey in early 2013. The survey was sent to employers who have provided field placements to George Brown students and/or have hired George Brown graduates. The survey results include 38 respondents with most respondents employing between one and ten full-time individuals involved in the implementation, supervision and design of behavioural programming. All respondents either currently or previously participated in the hiring of behavioural science practitioners. Respondents worked for a range of organizations including:

- 45% work with an autism intervention programs
- 21% work with a developmental service agency

³⁴ Web reference: <http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/mentalhealth/strategy.aspx>

³⁵ Ibid.

³⁶ Derived in June 2013 from information provided on the BACB website: <http://www.bacb.com>.

- 21% work with other types of organizations, most including ABA programs
- 11% work with a hospital
- 3% work with a long-term care facility

Survey results indicated that there has been a growth in the employment of behavioural science practitioners and that this growth is projected to continue. Generally, the number of practitioners employed by their organizations has grown since 2010, although some respondents could not confirm previous years' employment figures.

While the majority of employers did not have difficulties hiring behavioural personnel over the last few years, 34% of respondents experienced challenges. They cited lack of work-related experience (85%) and lack of formal education in behaviour analysis (69%) as issues.

Excerpts of survey results that indicate employer demand for the degree program:

Based on your company's plans for future growth and anticipated human resources needs, do you plan to hire behavioural science practitioners within the next 3 to 5 years?	
Answer Options	Response Percent
Yes	73.7%
Don't know	18.4%
No	7.9%

If you were to hire a behavioural science practitioner today, what type of educational qualifications/training would you require him/her to have? (Please check all that apply)	
Answer Options	Response Percent
Undergraduate degree	73.7%
College education (certificate/diploma)	71.1%
Certification (e.g., BCaBA or BCBA)	44.7%
Graduate degree	26.3%

Employers support the proposed four-year degree program with most indicating that the industry is already moving towards a mandatory degree requirement, as well as increased requirements for credentials and regulation. Excerpts from the employer survey related to this finding:

Do you think an undergraduate degree will become the entry to practice credential for behavioural science practitioners in the next 3-5 years?	
Answer Options	Response Percent
Yes, probably	52.6%
Yes, definitely	34.2%
No	13.2%

What do you see as the upcoming trends in the field of behaviour analysis over the next 5 years?			
Answer Options	Likely to become the standard in the field	Likely to affect some of the field but not become the standard	Unlikely to affect the field
Credentialization	71.1%	26.3%	2.6%
Regulation	65.8%	31.6%	2.6%
Specialization	36.8%	50.0%	13.2%

What sort of impact do you think the move towards an undergraduate degree requirement would have on the behavioural science field within Ontario?	
Answer Options	Response Percent
Very positive	42.1%
Positive	47.4%
Neutral	10.5%
Negative	0.0%
Very negative	0.0%

Since the survey respondents had experience with George Brown Behavioural Science students and graduates, they were also asked for feedback on the quality of the College's programs. George Brown College is a preferred credential for many employers, and alumni are seen as well-prepared employees:

How would you rate the preparedness of George Brown College graduates in relation to employees with other credentials?	
Answer Options	Response Percent
More prepared	34.2%
Equally as prepared	65.8%
Less prepared	0.0%

Do you consider the credential from George Brown College to be a preferred credential for your employees?	
Answer Options	Response Percent
Yes	71.1%
No	28.9%

Examples of employer comments from the survey related to the economic demand and need for a George Brown degree program:

- *“The behaviour analysis [degree] level training provides greater depth and rigor so that graduates should be better prepared for employment. This level of training will also aid to move the field forward conceptually and professionally.”*
- *“We need an undergraduate program that is focused solely on ABA, unlike some of the other undergraduate behaviour analysis programs that are currently being proposed which are geared more towards cognitive behaviour therapy.”*
- *“We currently accept students on placement at our programs, and the last student I supervised was hired under the Behaviour Management umbrella. I would like the 4 year degree program to have protocols in place for offering transfer credits for those who have both BST and Psychology already to partake. . . . so it would be great for George Brown to offer a degree upgrade for people. I would take this from George Brown in a heartbeat!”*
- *“For those wishing to pursue a masters in ABA (which should be all practitioners wanting to supervise) they must have an undergraduate degree. Most related undergraduate degrees are in programs that are in contrast to behaviour analytic principles (e.g., cognitive psych, and non-scientific approaches such as education or linguistics). Therapists with Behavioural Science Technology, ABS and/or on-site behaviour analysis experience are frustrated with these programs, but must take them in order to progress to Masters level ABA programs.”*

13.5 Sample Job Advertisements

The following table provides sample job advertisements that are representative of the types of positions available. The postings were selected based on relevance to the proposed degree; some are specific to ABA, while others reflect career mobility that a degree will offer. The job positions were submitted to George Brown College by community contacts or were found on job search websites such as:

www.ontaba.org/
www.charityvillage.com
www.workopolis.com

www.canadajobs.com
www.jobbank.gc.ca

Area	Organization, Position and Posting Period	Location	Job Description (Summary)	Education Requirements
Autism	Shining Through Centre for Children with Autism Instructor Permanent Full-Time Intensive Behavioural Intervention (IBI) (March 2013)	GTA	Instructors will provide one-to-one instruction based on the principles of Applied Behaviour Analysis (ABA) including Verbal Behaviour (VB) to children with autism in a centre-based day program. Supervision provided by Board Certified Behaviour Analyst.	Applicants should have an undergraduate degree or equivalent in psychology or a related field. Experience preferred. Initial and ongoing on-site training will be provided.
Autism	Breakthrough Autism Instructor	Richmond Hill	Part-time Instructors to deliver front-line Intensive Behavioural Intervention (IBI) and other Applied Behaviour Analysis (ABA) services to children with autism	A degree or diploma in Psychology or a related field (e.g., Behaviour Science)

Area	Organization, Position and Posting Period	Location	Job Description (Summary)	Education Requirements
	(March 2013)		and their families. You bring with you a passion for your work, a commitment to helping families who have children with autism and a strong desire to learn more about IBI and ABA.	Technology, Autism Behavioural Sciences Certificate)
Autism	Hands TheFamilyHelpNetwork.ca Instructor Therapist (February 2013)	North Cobalt	Provide direct programming and service in Intensive Behavioural Intervention in the North Cobalt area for children referred to the Autism Intervention Program.	Bachelor's level degree in Psychology preferred and post graduate autism certificate an asset or successful completion of a diploma program related to the position
General / Geriatric	Trillium Health Partners Peel Behaviour Services Behaviour Therapist (May 2013)	GTA	As a member of our team you will be responsible for conducting comprehensive functional behavioural assessments, developing and monitoring individual behavioural programs and/or consultations for identified clients in their homes, work places and various community settings. You will also be required to provide educational sessions relevant to this area of expertise.	Degree in Psychology. Experience in Applied Behavioural Analysis
General / Geriatric	Trillium Health Partners Peel Behaviour Services Behaviour Associate (March 2013)	GTA	Under the supervision of a Behaviour Therapist, you will be: Working directly with individuals with a developmental disability in a treatment home setting to implement individual behavioural programs. Provider of educational sessions/ presentations. Responsible for detailed data collection/behavioural observations and associated record keeping. Generalizing client skills across settings etc.	University degree in social services, psychology or a related field Experience in applied behavioural analysis
Acquired Brain Injury Psychiatric Disorders Autism/DD	Quality Behavioral Solutions Inc. (QBS) Behavioral Consultant & Trainer (July 2013)	TBD in Ontario	QBS, Inc. is an American firm that provides reliable and experienced applied behavioral analysis services, ranging from Consulting and Management, to Behavioral Training, to Software and Education Resources. They are expanding from the US into Ontario and are seeking Board Certified Behavior Analysts to provide services to a multitude of clientele in educational, residential and treatment settings serving individuals with diagnoses varying from autism/DD to traumatic brain-injury to psychiatric disorders.	Master's Degree in Applied Behavior Analysis or similar, already possess their BCBA certification, prefer at least 3-5 years of experience working with neurologic, psychiatric, and/or developmentally disabled populations and individuals with behavioral problems.
Children	BlueBalloon Health Services Instructor Therapist (January 2013)	Burlington	The Instructor Therapist provides assessment and direct treatment to the paediatric client population and their families in the delivery of evidence-based therapies and multi-disciplinary	Relevant Bachelor's of Arts (BA) degree in Psychology, Child & Youth Studies or a related field;

Area	Organization, Position and Posting Period	Location	Job Description (Summary)	Education Requirements
			approaches to health services and education.	Introduction to Verbal Behaviour Training; BCaBA Accreditation or accreditation in process is an asset.
Children	Thames Valley Children's Centre Behaviour Specialist in Family and Community Services (October 2012)	South western Ontario	<ul style="list-style-type: none"> • Provide behavior assessment and consultation of child and family within a holistic and comprehensive framework • Create and provide behavioural resources • Maintain statistical data • Participate in program evaluation of new initiatives 	Master's degree in a health or social sciences field. Preference will be given to candidates with the Board Certified Behaviour Analyst (BCBA) designation. Advanced knowledge of behaviour theories, especially Applied Behaviour Analysis
Developmental Disabilities	Trillium Health Partners – Peel Behaviour Services Therapeutic Respite (February 2013)	Mississauga	Under the supervision of a Behaviour Therapist, you will be: Working directly with individuals with a developmental disability in community home setting to implement individual behavioural programs; Responsible for detailed data collection/ behavioural observations and associated record keeping; Generalizing client skills across settings etc.	University degree in social services, psychology or a related field Experience in applied behavioural analysis; Experience working with persons with developmental disabilities; Experience in IBI an asset
Developmental Disabilities	Regional Support Associates (RSA) Behavioural Consultant (March 2013)	South western Ontario	Working as part of a supportive interdisciplinary team, this individual will be responsible for the review, assessment, consultation and intervention of clients who have developmental disabilities and are experiencing emotional, behavioural or medical difficulties which are beyond the scope of their caregivers to address.	Undergraduate or preferably Master's degree in psychology or a related discipline from a formal university and additional training and experience in applied behavioural therapy.

13.6 Student Interest in the Field

George Brown continues to see strong demand for its established programs in the field with its programs being regularly oversubscribed³⁷:

Code	Program Title		2011	2012
C116	Behavioural Science Technology (Advanced Diploma - 3 years)	Applicants	267	261
		Registrants	51	56
C136	Behavioural Science Technology Fast Track Option (Advanced Diploma - 3 semesters)	Applicants	157	145
		Registrants	46	53
C405	Autism and Behavioural Science Graduate Certificate (1 Year)	Applicants	327	371
		Registrants	51	63

Graduates from the College's programs are successful in attaining employment as indicated from recent KPI reports; George Brown graduates experience high employment rates, with a significant percentage enrolled in further education:³⁸

Program	GBC Graduate Employment Rate	MTCU Provincial Average	Enrolled in Further Education
C116 Advanced Diploma	100%	94.3%	15%
C136 Advanced Diploma (Fast Track)	100%	94.3%	N/A
C405 Graduate Certificate	94.1%	93.0%	12%

The College's 2010-2011 program survey results indicated that C116 graduate average salary was \$37,535 (based on 9 salaries reported). C405 reported an average salary of \$39,052 (based on 26 salaries reported).

The existing advanced diploma meets the needs of students who want to work in behaviour analysis without having supervisory responsibilities. The results of an April 2013 survey conducted with George Brown's Behavioural Science Technology advanced diploma students indicate that these students are interested in a wide range of opportunities that can be accessed through the advanced diploma program. The top areas of behaviour analysis in which current student respondents were interested:

Area	Percentage of Respondents*
Dual Diagnosis	72%
Acquired Brain Injury	64%
Intensive Behavioural Intervention	60%
School Boards	48%
Policy Development	32%
Community Agency	28%

* Respondents could select more than one area

³⁷ Source: Ontario College Application Service (OCAS) data

³⁸ George Brown College Institutional Research Reports dated May 2012.

13.7 Student Demand for the Degree

There is only one Behavioural Psychology degree offered in Ontario. It is offered in Kingston by St. Lawrence College. This program consistently receives over 300 applications for its annual intake of 80 students.³⁹

College Name	Program Title		2011	2012
St. Lawrence	Bachelor of Applied Arts - Behavioural Psychology	Applicants	304	321
		Registrants	108	81

A survey of George Brown students in the Behavioural Science Technology advanced diploma program was conducted in April 2013. Responses indicated a strong level of positive support for George Brown introducing a Bachelor of Behavioural Psychology program. All 25 respondents would have considered enrolling in the proposed four-year Bachelor of Behavioural Psychology degree program, had it been available when they applied to George Brown:

Response	Number of Respondents	Percentage of Respondents
Definitely Yes	21	84%
Yes	4	16%
Total	25	100%

George Brown anticipates that the proposed degree will draw applicants from the existing applied diploma program. Of the 62 applicants accepted in Fall 2012 for the three-year advanced diploma, 33 applicants (53%) had secondary school courses/grades that met the admission requirements for the degree program. This analysis confirms that there are qualified applicants interested in the field and proposed program.

The College also proposes a bridge pathway for students who initially enrol in the advanced diploma but subsequently decide after second year that they would like to transfer into the degree. Please refer to Section 4 – Program Content for details on this bridge pathway.

An online survey was conducted with graduates of George Brown’s Behavioural Science programs. A total of 59 respondents completed all questions. Key results from the survey:

- Alumni rated the idea of a four-year degree program highly overall, with an average score of 8.6 out of 10 (where 10 is excellent and 1 is very poor). Almost half (44%) gave the idea a 10 out of 10 score.
- The vast majority (87%) felt the four-year degree program would have a positive impact on the behavioural science field in Ontario as a whole.
- Most (97%) definitely or probably thought an undergraduate degree will become the mandatory credential for behavioural science practitioners in the next three to five years.

³⁹ Source: OCAS data.

Comments from alumni on the proposed degree:

- *“Students will have a higher level skill set when exiting the program that would more closely mirror other professional fields and the Behaviour Analysis field in the USA.”*
- *“It will further solidify and enrich learning opportunities for students so they will become skilled clinicians in the field.”*
- *“[I dislike] the fact that I couldn't do it as a student.”*

Alumni respondents had a fairly high interest level in a bridging pathway for degree completion, although interest was largely dictated by whether the respondent already had other education in the behavioural science field. Those who showed interest in a bridging pathway generally mentioned that a degree would open more career opportunities for them or would allow them to pursue a Master’s program. Those who were not interested indicated that they had already obtained a degree or higher education, or they were already in the process of obtaining further education. Key figures related to alumni considering a bridge pathway into the degree program:

- Almost half (47%) indicated they were very or somewhat interested in obtaining a new degree through a bridging pathway.
- There was more interest in taking the bridging program from advanced diploma graduates (80%) and graduate certificate graduates (66%) than among Intensive advanced diploma program stream graduates, 90% of whom most already have a Degree or Masters/ Doctorate.*
*Note small base sizes within graduate groups means results are not statistically significant.

Alumni comments that related to potential degree completion opportunities:

- *“It would be a good way to advance my skills in a familiar setting and I consider my first experience to be a positive one. I wish this opportunity was offered to me.”*
- *“I am looking at furthering myself as a behaviour analyst in the field and to do that I need a degree to take a master's program. The bridging program is a good idea, but for people like myself who are now working, we cannot just stop working to take full time classes. A flexible program would be extremely beneficial to adults working in the field so they can continue working and studying.”*
- *“Already have my BA and Masters degree. Would have been interested out of high school for sure.”*

13.8 Conclusion

Several factors and trends signify the strong need for George Brown to deliver a Bachelor of Behavioural Psychology. An evidence-based approach when working with neuro-development disabilities and other behavioural challenges is becoming critically important to a growing number of Ontarians. Changing Ontario population demographics plays a key role in the increasing demand for inter-professional health teams that include practitioners with a specialization in ABA. For example, our aging population includes seniors who have cognitive impairments due to mental health, dementia or other neurological conditions.

The increase of children being diagnosed with ASD will require significant resources, not only at the time of diagnosis, but often throughout the lifespan of the diagnosed individual.

To respond to the province's changing demographics and health care needs, several areas of the Ontario government are implementing strategies and initiatives that will increase demand for ABA professionals, including the Ministry of Children and Youth Services, Ministry of Education, and Ministry of Health and Long-Term Care. Employers and service suppliers are already anticipating a growing demand to hire qualified Assistant Behaviour Analysts and Behaviour Analysts to meet Ontario's expectations for quality support and care.

Clients and their families depend extensively on well-trained staff and supervisors. Currently there is no regulatory requirements in Ontario for ABA practitioners; this makes it challenging for families to choose practitioners. It is often difficult to ensure that individuals who receive a diagnosis have access to credible information as they navigate the gamut of available therapies and interventions. To effectively address this gap, educational programs such as the proposed degree will help move Ontario toward meeting the professional credentialing needs identified by consumers of behavior analysis services. Well-treated clients tend to spend less time in health care facilities, which reduces overall per-client costs. The degree is designed to create a direct pathway toward credentialing through the BACB.

Since the field is rapidly moving toward requiring a degree for entry level Behaviour Analysts and a Master's degree for higher positions, there is strong support from employers for the proposed program. Employers are facing a growing challenge when practitioners without a degree want to advance to other positions above the Instructor Therapist level within their organization. Employers also have indicated that promotion of staff to supervisory positions will likely require a Masters credential. Once again, the proposed degree will provide employers with professionals who are prepared to grow their career within the field.

George Brown has an established reputation in providing quality Behavioural Science graduates from its advanced diploma and graduate certificate programs. This not only speaks to the quality of the proposed faculty and curriculum, but also the viability and suitability of industry field/internship placements. Based on an analysis of the applications received for the three-year advanced diploma, the College expects that there will be sufficient qualified applicants for the proposed degree; 33 of the applicants (53%) accepted into George Brown's Behavioural Science Technology advanced diploma program in Fall 2012 had secondary school courses/grades that met the admission requirements for the degree program. The majority of alumni surveyed who have not already attained a degree are very interested in degree completion arrangements.

Given George Brown's established reputation and expertise in the Behavioural Psychology field, the College is well positioned to offer the degree as early as September 2014. The first intake is projected at 40 students.

Section 14: Non-Duplication of Programs

George Brown conducted a comparative analysis of Canadian post-secondary programs that are most closely aligned with the proposed Bachelor of Behavioural Psychology. The analysis was conducted using information from Internet-based sources. The College has on file, and available on request, the research undertaken to complete this section on similar or related programs.

14.1 Comparison with College Degree Programs

Institution: St. Lawrence College (Ontario)
Program Name: Bachelor of Applied Behavioural Psychology
Program Description: This program is a four-year degree that provides classroom instruction, as well as 1,100 hours of supervised placements in three different community settings. Students learn about psychological theory and research and practice clinical skills (under supervision) with clients in a variety of field settings. Graduates have the knowledge and skills to develop and carry out treatment programs with a variety of populations.
Analysis of Similarities and Differences: <ul style="list-style-type: none">• St. Lawrence College currently offers the only Bachelor of Applied Behavioural Psychology in Canada. George Brown has an established relationship with St. Lawrence through collaborations related to the Behavioural Science Technology advanced diploma program offered by both colleges.• Similarities:<ul style="list-style-type: none">– George Brown’s proposed degree closely aligns with St. Lawrence’s degree program outcomes. This alignment is intentional to promote consistency of degree offerings in Ontario.– Similar job opportunities will exist for graduates of both programs.– St. Lawrence has 1,100 hours of supervised placements in three different community settings; George Brown’s proposed degree will have 1,008 hours in three different settings.• Differences:<ul style="list-style-type: none">– A significant difference is that the St. Lawrence degree serves another Ontario region (Kingston area) while George Brown will serve the Greater Toronto Area (GTA).

14.2 Comparison with College Advanced Diploma Programs

George Brown College and St. Lawrence College currently offer Ontario's only three-year Behavioural Science Technology advanced diplomas. The following table addresses the PEQAB standard to provide evidence that the proposed program surpasses the standards of related diploma programs:

Areas	Behavioural Science Technology Applied Diploma – George Brown	Behavioural Psychology Proposed Degree – George Brown
Direct Admission Requirements	<p>Ontario Secondary School Diploma (OSSD) or equivalent with</p> <p>English, Grade 12 (C or U)</p> <p>Math, Grade 11 (M or U) or Grade 12 (C or U)</p> <p>Biology, Grade 12 (U) or Grade 11 (C or U) OR Chemistry, Grade 12 (C or U) or Grade 11 (U) OR Physics, Grade 12 (C or U) or Grade 11 (U) OR Science, Grade 12 (C or U) or Grade 11 (U)</p>	<p>Ontario Secondary School Diploma (OSSD) or equivalent with</p> <p>Six (6) Grade 12 U or M courses or equivalent with a combined average of 65% or higher</p> <p>English, Grade 12 (U) with a grade of 65% or higher</p> <p>Math, Grade 11 Math (M or U) or Grade 12 Math (U)</p> <p>Biology, Grade 12 (U) or Grade 11 (U) OR Chemistry, Grade 12 (U) or Grade 11 (U) OR Physics, Grade 12 (U) or Grade 11 (U) OR Science, Grade 12 (U) or Grade 11 (U).</p>
Alignment with requirements for application for certification	<p>While the curriculum aligns with the task list areas identified by the Behavior Analyst Certification Board (BACB), the diploma curriculum and practicum hours are not recognized toward meeting certification requirements.</p>	<p>Degree curriculum will be submitted to the BACB to receive approval for the coursework to apply toward certification requirements for a Board Certified Assistant Behavior Analyst (BCaBA) certification.</p>
Breadth of non-core curriculum	2 General Education electives	8 Liberal Studies Electives
Breadth of introduction to potential applications of behavioural psychology	<p>Course work provides an overview of potential applications; much of the program often relates to Autism Spectrum Disorders (ASD) and developmental disabilities.</p>	<p>Course work introduces students to a broader range of areas including:</p> <ul style="list-style-type: none"> • ASD and developmental issues • Acquired brain injury • Dementia • Native Child Family Services • Addictions and Mental Health issues
Working in inter-professional teams	<p>Working in teams is addressed generally in Group Process but no direct emphasis on working as part of an inter-professional clinical team.</p>	<p>The program places a strong emphasis on working in inter-professional teams.</p>
Leadership Skills Development	<p>Curriculum introduces these skills.</p>	<p>Curriculum includes a course, Leadership in Behaviour Analysis, that focuses on the knowledge and skills needed to effectively position and promote the field to</p>

Areas	Behavioural Science Technology Applied Diploma – George Brown	Behavioural Psychology Proposed Degree – George Brown
		community-based organizations and programs.
Case study Approach	Case studies are used in teaching and in the practical application projects assigned in the field placement courses.	A case-study approach is used to help students analyze the pressures and variables within specific situations. Case conceptualization models are used to help students practice making clinical decisions given complex sets of idiosyncratic variables.
Thesis Preparation and Development	Not included.	Semester 6 includes a course in Applied Thesis proposal. Students select a research area from a broad range of areas, such as: <ul style="list-style-type: none"> • Specific area focus (e.g. Autism and developmental issues, Acquired brain injury, Dementia/Alzheimer, Native Child Family Services, Drug abuse programs) • Policy Development • Treatment Fidelity
Structure of Field Experience	The program provides block practicum opportunities starting in Semester 2. Estimated 882 hours of field experience.	<ul style="list-style-type: none"> • Practicum opportunities are integrated into Semesters 3,4,5,6 and in between semester 6 and 7. • In Semester 6, students participate in a one-day per week placement to prepare for the 14-week internship. • After Semester 6, student participates in a 14-week internship that is linked to their Thesis.

14.3 Comparison with Two-Year College Diploma Programs

Institutions: Algonquin, Centennial, Confederation, Fanshawe, Fleming, Georgian, Humber, La Cité, Lambton, Loyalist, Northern and St. Clair Colleges
Program Name: Developmental Services Worker
Program Description: These programs provide students with the knowledge and skills required to support people with developmental disabilities to participate in all aspects of life in their communities. Practical skills taught include administering medications, assisting individuals with physical disabilities, and helping those with special needs to integrate into the community.
Analysis of Similarities and Differences: <ul style="list-style-type: none">• Program Content:⁴⁰<ul style="list-style-type: none">– Similarities: Program content provides introductory concepts related to Applied Behaviour Analysis (ABA).– Differences: Diploma programs do not provide the theoretical and experiential knowledge with increasing complexity (breadth and depth) of content and skills taught in a degree level program.• Graduate Jobs:<ul style="list-style-type: none">– Similarities: Graduates can work in a wide range of areas including education, accommodation, employment support, advocacy, and recreation.– Differences: Graduates of the diploma programs provide person-directed supports and services for people with developmental disabilities by providing health care, performing health care procedures, and administering medications within their scope of practice. Job titles may include educational assistants, residential counsellors, employment counsellors, job coaches or vocational trainers. George Brown's degree will produce graduates with job titles that include Instructor Therapist, Behaviour Therapist, Behavioural Consultant, Behavioural Specialist, Behavioural Support Worker and Behavioural Technician.

⁴⁰ The MTCU program standards for Development Services Worker Program were last updated in 2012 and are available at: <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/humserv/edevserw.pdf>

14.4 Comparison with College Graduate Certificate Programs

Institutions: Algonquin, Fanshawe, George Brown, Lambton, Mohawk, Niagara, St. Clair Colleges
Program Name: Autism and Behavioural Science
<p>Program Description: These programs are designed to deepen expertise in the field of autism and behavioural sciences for application within the children’s sector, and simultaneously create a pool of qualified individuals to meet the needs of autism service providers and other service agencies that provide autism or children’s services. Students learn about ASD and Intensive Behavioural Intervention (IBI). Students learn about theory, intervention methods, working with families and treatment teams, and relevant legislation.</p> <p>As a graduate certificate program, applicants are required to have a bachelor’s degree, or a 2-year or 3-year diploma in human services.</p>
<p>Analysis of Similarities and Differences:</p> <ul style="list-style-type: none">• Program Content:<ul style="list-style-type: none">– Similarities: Programs provide courses that include the principles and practices of Applied Behaviour Analysis (ABA).– Differences: George Brown’s degree offers a much broader application of ABA. Courses expose students to increasingly complex theory related to ABA, IBI, Abnormal Psychology, Ethics (Standards of Practice in ABA), Psychometrics, Service Delivery Systems, Treating Challenging Behaviour, Research Methods, etc.• Graduate Jobs:<ul style="list-style-type: none">– Similarities: Graduates have skills related to the principles and practices of ABA.– Differences: Graduates of the Graduate Certificate work predominantly with children with career opportunities usually in ASD treatment teams, school boards, community agencies and family settings. George Brown degree graduates will have the knowledge, skills and experience to be employed in a wider range of areas including education, accommodation, employment support, advocacy and recreation.

Institution: Humber College

Program Name: Behavioural Science

Program Description: This program prepares students to work with people who have developmental disabilities, dual diagnosis, autism, and other complex needs. The curriculum teaches skills with respect to behaviour program development and evaluation, such as observing behaviours, recording data, reporting, implementing behavioural techniques and strategies, and participating as a team member. The program consists of six compulsory courses.

Analysis of Similarities and Differences:

- **Program Content:**
 - Similarities: Programs cover the history of behaviour programming and the development of current behavioural methodologies, research reviews, reinforcement strategies, and the functional behavioural approach.
 - Differences: Humber places a strong focus on behaviour therapy such as Cognitive Behavioural Therapy (CBT) based interventions. The George Brown program places a greater emphasis on ABA and the use of tactics in various combinations to change behaviour. The George Brown degree will provide students with a deeper understanding of behaviourism (philosophy of the science) and expose students to increasingly complex theory related to ABA, IBI, Abnormal Psychology, Ethics (Standards of Practice in ABA), Psychometrics, Service Delivery Systems, Treating Challenging Behaviour, Research Methods, etc.
- **Graduate Jobs:**
 - Similarities: Graduates have skills related to the principles and practices of ABA.
 - Differences: George Brown degree graduates will have the knowledge, skills and experience to be employed in a wider range of areas including education, accommodation, employment support, advocacy and recreation.

14.5 Comparison with University Degree Programs

Several Ontario universities do offer Psychology degrees. Most of these degrees tend to focus on cognitive psychology rather than behavioural psychology. As a result, university graduates with Psychology degrees who are interested in a career in Behavioural Analysis often consider obtaining a college credential to develop the skills needed to specialize in behavioural psychology.

The Canadian university programs that most closely align with George Brown’s proposed degree are:

University	Program
1. Brock University / St. Lawrence College	Honours Bachelor of Arts Psychology degree or Major Bachelor of Arts Psychology degree
2. Canadian University College	Bachelor of Arts in Behavioural Science
3. Capilano University	Bachelor of Arts in Applied Behaviour Analysis (Autism)
4. Simon Fraser University / Douglas College	Bachelor of Arts, Psychology Major with Concentration in Applied Behaviour Analysis
5. University of Windsor	Bachelor of Science in Behaviour, Cognition & Neuroscience

1.	Institution: Brock University / St. Lawrence College (Ontario)
	Program: Honours Bachelor of Arts Psychology degree or Major Bachelor of Arts Psychology degree
	Program Description: Graduates obtain a 4-year Honours Bachelor of Arts Psychology degree or a 4-year with Major Bachelor of Arts Psychology degree from Brock University upon completion of a St. Lawrence College Behavioural Science Technology Advanced Diploma.
	<p>Analysis of Similarities and Differences:</p> <ul style="list-style-type: none"> • Similarities: Students take courses related to ABA. • Differences: Students in the George Brown degree program will receive an education specifically in ABA, rather than general psychological theory. The George Brown degree will focus on behavioural research and single subject research design with course content that is behavioural in nature and which places emphasis on cognitive psychology or cognitive theories of behaviour.

2.	Institution: Canadian University College (Alberta)
Program: Bachelor of Arts in Behavioural Science	
Program Description: The program is designed to prepare students to work within the mental health care field or the areas of government and business which require behavioural science skills, such as a personnel department. Course areas include psychology, sociology, anthropology, social work and ethics.	
Analysis of Similarities and Differences: <ul style="list-style-type: none"> • Similarities: Students take courses related to behavioural science, psychology and ethics. • Differences: Canadian University College has an emphasis on behaviour therapy such as Cognitive Behavioural Therapy (CBT) based interventions for mental health populations. The George Brown program places a greater emphasis on ABA and the use of tactics in various combinations to change behaviour. 	

3.	Institution: Capilano University (British Columbia)
Program: Bachelor of Arts in Applied Behaviour Analysis (Autism)	
Program Description:	
<p>The Bachelor of Arts Degree in Applied Behaviour Analysis - Autism is a unique degree program in British Columbia. Course work includes principles of ABA, single-subject research design, ethics, group dynamics and autism spectrum disorders. Students work as Behaviour Interventionists (BI's) throughout the third year of the program providing context for and a personal connection with the course work. There are 100 hours of the BI work is part of a practicum. The program includes a 500-hour intensive practicum completed in the fourth year.</p>	
Analysis of Similarities and Differences: <ul style="list-style-type: none"> • Similarities: Students take courses related to ABA, IBI and research design. • Differences: This program lacks the breadth and depth of the Behavioural Psychology degree. The George Brown program will focus on a wider range of populations and students will be taught a wider range of assessment and intervention techniques. 	

4.	Institution: Simon Fraser University (SFU) / Douglas College (British Columbia)
Program: Bachelor of Arts, Psychology Major with Concentration in Applied Behaviour Analysis	
Program Description: This program is a collaborative initiative by SFU, Faculty of Arts and Social Sciences, Department of Psychology and Douglas College, Faculty of Child, Family and Community Studies. The program prepares students for employment in careers in ABA and ASD support and treatment.	
Analysis of Similarities and Differences:	
<ul style="list-style-type: none"> • Similarities: Students take courses related to ABA and psychology. • Differences: The George Brown degree will have a greater breadth and depth of knowledge in assessment and intervention techniques with application to a wider range of populations. 	

5.	Institution: University of Windsor (Ontario)
Program: Bachelor of Science in Behaviour, Cognition & Neuroscience	
Program Description: The Behaviour, Cognition and Neuroscience program is an interdisciplinary program that includes research in the life/behavioural sciences as part of its undergraduate academic training. It combines the biological aspects of psychology and biology relating to the brain and behaviour.	
Analysis of Similarities and Differences:	
<ul style="list-style-type: none"> • Similarities: Students are required to complete a thesis in their fourth year in the program. • Differences: The University of Windsor degree focuses on the biological basis of behaviour and does not include the depth of behaviour analytic content proposed for the George Brown degree. George Brown's program will prepare students to work in behaviour analysis and/or continue toward obtaining a Board Certified Assistant Behavior Analyst (BCaBA) certification. 	

14.6 Conclusion

Based on the comparative analysis conducted, the proposed Bachelor of Behavioural Psychology satisfies the Board's requirement for non-duplication of programs.

The only comparable Ontario degree is offered by St. Lawrence College. Similarities with this program, including nomenclature and alignment of program learning outcomes, are intentional to promote provincial consistency and public understanding of the credential. A key differentiating factor is that the St. Lawrence degree serves a different Ontario region (Kingston area) while George Brown serves the GTA.

The George Brown degree will provide Ontario with students who have:

- An in-depth understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions related to behaviour analysis and intensive behaviour intervention.
- Upon approval of BACB, course work that can be applied toward BACB requirements for application to become a Board Certified Assistant Behavior Analyst (BCaBA).
- Completed courses and field experience structured to align with ONTABA Standards of Practice.
- Received the breadth of core curriculum needed to evaluate the appropriateness of different approaches to solving problems across a wide spectrum of situations, disabilities, and learning needs.
- Developed leadership skills that will assist in promoting the field of behaviour analysis within community-based organizations and programs, and at a level that includes policy change and regulation considerations.
- Developed skills and knowledge related to working in an inter-professional health care team.
- Completed hands-on, 1,008 hours of applied field experience.

In summary, the proposed Bachelor of Behavioural Psychology program satisfies PEQAB's requirement by:

1. Surpassing the standards of related diploma programs.
2. Being related to, but sufficiently different from, existing degree programs offered in Ontario.
3. Meeting a need, by virtue of the preceding two facts, that is not adequately addressed by other post-secondary programs in Ontario.

Section 15: Optional Materials

This section is not applicable for the Bachelor of Behavioural Psychology degree submission.