



1-Year Follow Up Report

Periodic Program Review (PPR)

Bachelor of Arts in Psychology

Faculty of Arts

Submitted June 17, 2024

1-Year Implementation and Follow Up Report

This report identifies the progress the Toronto Metropolitan University (TMU) undergraduate Psychology program has made in the last year with respect to implementing its Periodic Program Review (PPR) recommendations. A brief overview of the undergraduate Psychology program is provided below, followed by the four items requested by the Academic Standards Committee (ASC): an update of the submitted Implementation Plan, a plan to engage in deep curriculum renewal and details of work completed, a plan documenting how the program will ensure compliance with the next program review cycle, and a report of completed Learning Outcomes. TMU's Senate approved the Psychology PPR at its 30 May 2023 meeting.

Overview

The Bachelor of Arts (BA) full-time program in Psychology explores human thought, behaviour, and emotion. The department offers a wide selection of core, core elective, open elective, and liberal studies courses available to most programs at TMU, including through the Chang School of Continuing Education. These courses cover both established areas of the discipline, such as social psychology and cognitive psychology, and specialized and emerging areas of the discipline, such as positive psychology and cross-cultural psychology. Courses encompass traditional and contemporary psychological theory, research methodology, recent innovations, and critical thinking.

The BA in Psychology launched in 2006 and immediately attracted high quality students to the program. The entering average for students has consistently been over 80 percent. The Peer Review Team (PRT) Report (p. 5) described the Psychology BA program as being in a "strong position," noting both the high admission standards of the program and its continued ability to attract large numbers of applicants of the highest academic caliber. In April 2024, the Psychology BA was granted the Honours (Hons.) Designation by the TMU Senate.

Over the past 10 years, the Department of Psychology has undergone unprecedented growth. Today, it is home to over 40 full-time faculty members, over 1100 undergraduate students, and more than 100 masters and doctoral students. As the largest department in the Faculty of Arts, we have built on our history by pursuing new initiatives for the 21st century. Students are our top priority. We provide a strong academic foundation alongside a variety of opportunities in and out of the classroom to allow students to pursue their passions and grow into engaged citizens. Our intention is simple: to ensure that every Psychology student has a meaningful and memorable learning experience during their time at TMU.

The Psychology BA (Hons.) program serves as excellent preparation for students planning to obtain further education, both in and outside of Psychology. A psychology degree also leads to numerous career paths by equipping students with in-demand transferable skills that prepare them for success across many fields. Additionally, Psychology will have an optional Co-op program starting in 2026-2027 that will help students garner practical career-related skills.

Implementation Plan Psychology
(Updated June 17, 2024)

Recommendation 1: Identify the strategic goals and priorities of the Psychology program
<p>Objectives:</p> <ol style="list-style-type: none"> 1. optimize the clear strengths, extensive range of expertise and interests of faculty members who are active in the program; 2. guide the process of curriculum renewal, by identifying areas for emphasis and enhancement; 3. guide the plan for further development in terms of new course offerings; 4. inform the hiring of faculty members and permanent administrative staff in a strategic way.
<p>Implementation:</p> <ul style="list-style-type: none"> ● As per the Dean’s response, the department will ensure alignment with the TMU 2020-2025 Academic Plan, the Faculty of Arts Priorities, the University’s International Strategy, and the Strategic Research Plan (Strategic Vision 2020-2030 (torontomu.ca)).
<p>Timeline: Beginning Fall, 2023, ongoing</p>
<p>Responsibility for Leading Initiative and providing resources and approvals as needed: Program Director, Department, Chair</p>
<p>1-Year Implementation Update: In keeping with this recommendation, we are actively invested in clarifying the strategic goals and priorities of the undergraduate program. We continue to emphasize our major undergraduate program objective (PPR Self-Study, p. 13) that focuses on “<i>Enhancing Experiences and Outcomes for Undergraduate Students.</i>” Going forward, we will make sure that our priorities align with the TMU 2020-2025 Academic Plan, the TMU Strategic Vision 2020-2030, the TMU International Strategy 2019-2024, and the Faculty of Arts Priorities.</p> <p>At our department retreat (May 23, 2024), the department had the opportunity to delve into four items identified as priorities for the program: the possibility of developing the option for distance delivery of core Introductory Psychology courses (please see Curriculum Renewal Item #8 on pp. 14-15), enhancing the thesis experience as an important part of experiential learning (please see Curriculum Renewal Item #6 on p. 13), adding a research methods course (as separate from introductory statistics) to our program (please see PPR Self-Study p. 32 and Curriculum Renewal Item #9 on pp. 15-16), and advancing our instruction on writing (please see PPR Self-Study p. 36; LO-9 on p. 26).</p> <p>Four breakout groups discussed these issues, and productive next steps to advance these priorities were identified. We anticipate by the start of the next PPR (in September 2025), we will have made substantial progress on each of these priorities. The department will also consider adding additional priorities to its undergraduate program, in line with the upcoming TMU 2025-2030 Academic Plan.</p>

Recommendation 2: Engage in curriculum renewal
<p>Objectives and Implementation:</p> <ol style="list-style-type: none"> a) review learning outcomes to identify areas for enhancement and focus, and simplify/collapse outcomes; b) find ways to integrate more structure and specialization without detracting from the current flexibility that students appreciate; c) examine prerequisite structures and scaffolding of courses across years of the program (in particular in years 2 and 3), to create more logical pathways to ensure students have prerequisite knowledge for more advanced courses;

- d) continue to engage in work to infuse EDIJ systematically throughout all years of the program (having the opportunity and resources provided to engage with an external consultant to work with faculty members on integrating EDIJ meaningfully in the curriculum would be a worthwhile investment);
- e) identify opportunities to continue to integrate more experiential learning opportunities, in particular for students who do not complete independent research projects or the thesis, and engagement in research across the curriculum;
- f) explore more strategic use of TAGAs as a means to potentially integrated more experiential learning opportunities;
- g) provide additional training on the identification and transfer of program related skills to domains outside academia;
- h) explore the possibility of more blended or fully online options to allow the program to continue to grow, while maintaining the diversity of the course offerings;
- i) remove courses from the calendar that are outdated or not regularly offered;
- j) renumber courses to reflect logical pathways through the program;
- k) create a longer-term plan for the development of new courses over time.

Timeline: This is a lengthy process, with multiple stages, beginning in Fall, 2023 aiming for completion in 2025 or 2026 . Note that reviewers suggested that the person leading this initiative be given course release to facilitate this process.

Responsibility for Leading Initiative, and providing resources and approvals as needed: Program Director with support from UPA, Department and Chair, Psychology's Equity, Diversity, Inclusion and Justice (EDIJ) Committee, Dean's office, Curriculum Advising, and PAC (once formed)

1-Year Implementation Update: In line with this recommendation, we are making very good progress in our curriculum renewal efforts. Please see our "Plan to Engage with a Deep and Systematic Process of Curriculum Renewal and Details of Work Completed" on pp. 10-16. Some highlights:

Item a) above - "*review learning outcomes to identify areas for enhancement and focus, and simplify/collapse outcomes*" - is completed (please Curriculum Renewal Item #1 on p. 10).

Item d) above - "*continue to engage in work to infuse EDIJ systematically throughout all years of the program*" - has been, and will continue to be, a priority. Please see Curriculum Renewal Item #5 on pp. 12-13. As mentioned there, we are pleased to report that a 1-year project supported by grants from the [Indigenous Education Council \(IEC\)](#) and the [Centre for Excellence in Learning and Teaching](#) has culminated in the development of a new elective undergraduate course (PSY674) entitled "Indigenous Peoples and Psychology." This course was approved by the Department on May 23, 2024 and will be part of the 2025-2026 Psychology curriculum. Please see this [link](#) for the project report, infographic, and list of 13 department members who contributed. Special thanks to Dr. Becky Choma (project lead), and graduate research assistants Jaiden Herkimer and Anik Obomsawin for their exceptional efforts.

Item e) above - "*identify opportunities to continue to integrate more experiential learning opportunities*" - will be emphasized in our ongoing curriculum renewal (please see Curriculum Renewal Item #6 on p. 13). As mentioned there, we are pleased to report that an optional Co-op program for Psychology students was approved by the TMU Senate on January 23, 2024 and will begin in the academic year 2026-2027 for Fall 2025 admits.

Recommendation 3: Plan a strategic approach to the hiring of new faculty members, LTF, and administrative staff (including a review of administrative staff roles, in collaboration with HR),

Objectives:

1. ensure areas of specialization and strength continue to be developed, over time;
2. ensure that administrative staff are able to focus on the core responsibilities in their roles, that workload is manageable and that their roles are clearly defined and differentiated

Implementation:

- The Dean has noted that LTF hiring is dictated by the Faculty Collective agreement, meaning their allocation cannot be guaranteed on a consistent basis.
- While she (*Dr. Pamela Sugiman*) has further noted that plans to hire new faculty members and new administrative staff are currently on hold, this will still be a priority for the department as it plans its future, particularly given the doubling in size of our undergraduate enrollment.

Timeline: ongoing

Responsibility for Leading Initiative, and providing resources and approvals as needed: Department, Chair, Dean's office, UPO

1-Year Implementation Update: In line with this recommendation, we are taking a strategic approach to hiring, as described below:

1. We continue to ensure that areas of specialization and strength will be developed over time. We were approved for a Canada Research Chair (CRC), Tier 2, Addictions and Mental Health. The CRC appointment is tenable for 5 years and renewable once. The Department Hiring Committee carefully reviewed applications, and two outstanding candidates were interviewed. The interview questions covered a variety of topics, including those related to teaching (e.g., undergraduate and graduate courses the candidate would like to teach, and the candidate's teaching style).

Dr. Andrew Kim was selected to be nominated for the CRC later this year. Dr. Kim has been an assistant professor in Psychology at TMU since 2020. Dr. Kim has a proven track record of excellence across the board, including in his undergraduate teaching. Dr. Kim has taught two undergraduate courses (PSY102, PSY905) at TMU, and seven others at Carleton University and the University of Calgary, with positive student reviews. Dr. Kim is perhaps Canada's leading early career scholar in the psychology of addictions. In fact, a recent article in *Canadian Psychology* identified Dr. Kim as among the 15% most impactful Canadian early career faculty members in all of clinical psychology. We are delighted that Dr. Kim will be nominated for the CRC and feel strongly that his nomination will further advance our strength in the area of addictions and mental health.

We were also approved to hire three Limited Term Faculty (LTF) for 2024-2025 to assist in covering our growing teaching needs. Over 30 applications were carefully vetted, and seven candidates were interviewed. Interview questions focused on teaching and included the candidate's experiences and strengths related to teaching large undergraduate classes and how the candidate has ensured that learning is accessible and inclusive for a diverse student population in their courses. Dr. Avideh Gharehgzlou, Dr. Patric Plesa, and Dr. Margot Sullivan were hired. All 3 LTF members have demonstrated consistent excellence in their teaching, including at TMU, and we are delighted to have these LTF members teaching sections of six undergraduate courses (PSY102, PSY105, PSY214, PSY215, PSY505, and PSY706) in 2024-2025.

2. We continue to ensure that undergraduate (UG) administrative staff are able to focus on the core responsibilities in their roles and that their roles are clearly defined and differentiated. Their workload will benefit from the UG program receiving additional administrative support. As noted by the Chair (Dr. Martin Antony) in a June 6 email to the Dean's Office: "For some time, our UG program staff have been unable to meet the demand (in the past few years, our intake has gone from 140 to 379, increasing by a factor of 2.7; although our staff support has increased, it hasn't been nearly enough, increasing by a factor of just 2)."

The Chair (Dr. Martin Antony) has requested additional staff support for the UG program, especially for the busiest months (August, September, and January).

In the meantime, the current UG staff, Paul Thorne (who is the Undergraduate Program Administrator [UPA]) and Diana Katgara (who is the Undergraduate Administrative Assistant [UAA]) have done exceptional work in clarifying and differentiating their roles, in consultation with Dr. Vickers. A matrix differentiating their roles and responsibilities is available [here](#). The excellence of our UG staff is a notable strength of our program, and it will be essential to provide working conditions that will allow us to retain top talent in these positions.

Recommendation 4: Move the program from a B.A. to a B.A. Honours designation, particularly, as noted by the Response of the Dean of Arts, "the degree already functions as a *de facto* honours degree."

Implementation:

- Approval of draft Honours designation proposal at a Department Council meeting in Winter 2023.
- Proposal sent to Academic Standards committee (ASC), Senate (Winter, 2023).
- Submit calendar changes by Fall, 2023 for 2024-2025 implementation.

Timeline: Winter 2023 and Fall, 2023, designation beginning Fall, 2024.

Responsibility for Leading Initiative, and providing resources and approvals as needed: Program Director, Department, Dean, ASC, Senate.

1-Year Implementation Update: Completed. Please see Curriculum Renewal Item #2 on p. 10.

Recommendation 5: Explore an intentional academic advising model

Objective: formalize the academic advising roles that faculty members are already doing, through establishing, for example, formal roles of Faculty Advisors assigned to each year of the program.

Implementation:

- Review the virtual resources that TMU already has for undergraduate students (e.g., Beginner's Guide to Ryerson (sic) Enrollment) as templates we can draw on
- Explore the creation of virtual information sessions to build a set of resources for students seeking information and advice.

Timeline: May 2023 – September 2024

Responsibility for Leading Initiative, and providing resources and approvals as needed: Program Director with support from UPA, Chair, TMU recruitment.

1-Year Implementation Update: The PRT Report (p. 24, recommendation 5) encouraged Psychology to explore an intentional advising model and proposed several ways this could be accomplished. As it is not possible at this time to offer faculty members release time or other compensation to advise students, the Dean's Office supported the idea of recorded virtual information sessions (Dean's

Response to the PRT Report, p. 11). In keeping with this recommendation, we are making progress on a set of videos overviewing common advising questions. Content for two videos, one covering the Psychology Degree Checklist, and one covering the Psychology Advisement Report, has been drafted. The draft slides are available [here](#). Our further implementation actions and timeline include:

- a) Prepare two high-quality recorded information sessions with support from the Undergraduate Program Administrator (by mid-July 2024).
- b) Ask the Undergraduate Program Committee and the Chair to offer feedback (during late July 2024).
- c) Pilot the recorded information sessions on student volunteers (between August 1 and August 15).
- d) Revise the recorded information sessions in line with feedback received (by August 31, 2024).
- e) Make the finalized recorded information sessions available to students for September 2024.
- f) Assess the extent to which the videos are used and obtain student feedback (during academic year 2024-2025). If the approach is well-received, repeat steps a) to d) over Winter 2025, to have further finalized virtual information sessions available for Summer 2025.

A new item we are exploring to ensure our students feel connected and supported in our program is reinvigorating our relationship with [TMU Peer Mentoring](#). Although we recognize that peer mentors cannot and should not offer advising per se, some of the questions that come to the Psychology Undergraduate Team from our 1150 Psychology undergraduate students, especially our first-year students, are about nonacademic matters (e.g., which extracurricular activities to pursue). We are hopeful that here, Peer Mentors will be able to support our students. To this end, the Chair (Dr. Martin Antony), the Associate Dean of Undergraduate Studies (Dr. Anne-Marie Lee-Loy), and the Undergraduate Program Director (Dr. Kristin Vickers) met with Shailee Koranne (who is a Mentoring Facilitator at TMU) on April 30. The conversation was productive, and Shailee will be visiting the October 8, 2024 Psychology department meeting to further discuss the TMU Peer Mentoring program.

Recommendation #6: Form the Psychology Program Advisory Committee

Objective:

- Have in place an active and engaged Psychology Program Advisory Committee (PAC), to provide expert advice to the program on matters including curriculum, program review, and trends in the discipline, as per TMU policy #158

Timeline: May 2023-May 2024.

Responsibility for Leading Initiative, and providing resources and approvals as needed: Program Chair, Program Director, Dean's Office.

1-Year Implementation Update: Setting up a PAC is a priority for Dr. Vickers in Summer 2024, in consultation with the Undergraduate Program Committee and the Chair (Dr. Martin Antony). We look forward to making progress on this item and regret that the above timeline was not met.

Implementation Actions and Timeline:

- a) Review TMU [Policy 158](#) and consult with the Associate Dean of Undergraduate Studies and also an Undergraduate Program Director (UPD) who just completed forming a PAC about the process of forming a PAC (this item was completed in May 2024).
- b) Consult with the Chair and the Undergraduate Program Committee about possible members to consider asking (with the Dean's approval) to join the PAC (in July 2024).

- c) Although departmental feedback is not required, invite department members to offer suggestions as well for possible PAC members (in July 2024).
- d) Finalize list of possible PAC members to consider asking, in line with feedback above (in early August 2024).
- e) Send the Dean's Office the list of possible PAC members (and their qualifications) by August 15, 2024.
- f) The Dean's Office will review the proposed PAC members, select those to invite, and then invite each chosen PAC member.
- g) Once PAC members have accepted the Dean's invitation, request a meeting of the PAC (to occur by the end of November 2024).

Recommendation #7: Establish the first psychology double-major option

Objective and Implementation:

- Add a double major with Criminology.

Timeline: Have designation in place by Fall, 2025.

Responsibility for Leading Initiative, and providing resources and approvals as needed: Program Directors (Psychology and Criminology), Chair, Dean's Office.

1-Year Implementation Update: This item will be considered by the department during the academic year 2024-2025. Consultation with the Criminology department will also occur. There are good reasons to pursue the double-major option. The Psychology Self-Study (p. 31 and p. 50) presented a strong rationale for adding a double major with Criminology. The PRT Report (p. 21) and the Dean's Response to the PRT Report (p. 5) also supported this recommendation. That noted, we will need support for the Psychology undergraduate program if we pursue a double-major option; programs in the Faculty of Arts that have double majors do not receive more support for their undergraduate program staff, but rather the existing undergraduate staff covers both the single-program major and the double major (as it relates to that program). As mentioned, the Chair has requested additional support for the Psychology undergraduate program.

Implementation Actions and Timeline:

- a) Connect with the Criminology department (Chair and UPD) to determine if they are in favor of Psychology pursuing a double major with Criminology (in Fall 2024).
- b) Present the idea of a double major with Criminology to Psychology faculty members at the November 5, 2024 department meeting. Criminology will be asked to bring the idea of a double major with Psychology to their department as well. If both Psychology and Criminology support the idea (in principle):
- c) Engage in the recommended consultation process (as described [here](#) on p. 12) for this Category 3 Major Modification (in November 2024 – February 2025).
- d) In January 2025, the Psychology UPD will draft a proposal to add a double major between Psychology and Criminology following the guidelines [here](#) (p. 14).
- e) In February 2025, the draft proposal will be shared with the Undergraduate Program Committee, the Psychology Chair, and then the department for their feedback. The draft proposal will also be shared with the Criminology Chair and UPD for their department's feedback.

- f) At the March 18, 2025 Psychology department meeting, the finalized proposal will be presented for a vote asking for department approval for a double major with Criminology. Criminology will be invited to hold a vote as well at their department council meeting.
- g) In April 2025, the finalized proposal will be shared for approval with the Dean's Office.
- h) By May 31, 2025, the finalized proposal and all required forms will be submitted to the Academic Standards Committee (ASC) for their consideration.
- i) Other steps will be completed as necessary (e.g., a visit to ASC, if requested).
- j) If ASC approves the proposal, the TMU Senate will review the proposal for a double major between Psychology and Criminology in September 2025.

If approved by the Senate, the new double major will start in Fall 2026.

Recommendation #8: Establish next PPR plan

Objective and Implementation:

1. Develop an up-to-date set of learning outcomes (last mapped in 2013);
2. Consult with TMU Curriculum Quality Assurance as needed to ensure timeliness with the process for the next PPR.

Timeline: The Vice-Provost Academic revised the start date of the next Psychology PPR to 2025.

Responsibility for leading initiative:

Program Director, Undergraduate Curriculum Committee, Department, UPA.

1-Year Implementation Update: In line with this recommendation:

1. We will start the next PPR in September 2025 and will ensure that we are ready to start on time. Please see our "Plan Documenting How Psychology Will Ensure Compliance With the Next Program Review Cycle" on pp. 17-18 of this document.
2. The Psychology Learning Outcomes (LOs) have been revised and approved; please see pp. 19-34 of this document for our "Report: Development of 2024 Undergraduate Program Learning Outcomes (LOs) For BA (Hons.) Degree in Psychology" and Curriculum Renewal Item #1 on p. 10.

Plan to Engage with a Deep and Systematic Process of Curriculum Renewal and Details of Work Completed

<p>Curriculum Renewal Item #1: Revise learning outcomes</p>
<p>Rationale: An up-to-date set of learning outcomes, last mapped in 2013, is necessary prior to planning a comprehensive curriculum renewal. The recommendation to revise learning outcomes received emphasis in the Peer Review Team (PRT) Report (p. 9 and p. 23, recommendation 2), the Department Response to the PRT (pp. 1-3), and the Dean’s Response to the PRT Report (p. 3). The Psychology department was required by ASC to revise its learning outcomes prior to pursuing other aspects of curriculum renewal.</p>
<p>Implementation Actions and Timeline:</p> <ol style="list-style-type: none"> a) In Fall 2023, consult with TMU <u>Curriculum Quality Assurance</u> to discuss a simplified set of learning outcomes that are consistent with the <u>TMU 2020-2025 Academic Plan</u>, the <u>TMU Strategic Vision 2020-2030</u>, the <u>TMU International Strategy 2019-2024</u>, and the <u>Faculty of Arts Priorities</u> (PRT recommendation 1), including emphasis on Equity, Diversity, Inclusion, and Justice (EDIJ; PRT recommendation 2). b) Draft revised learning outcomes in line with the above, in consultation with the Undergraduate Program Committee and the Chair (completed in December 2023). c) Present revised learning outcomes to the department faculty members for their feedback (completed in Winter 2024). d) Obtain departmental approval for the new learning outcomes (completed on April 16, 2024).
<p>Status: Completed. Please see our “Report: Development of 2024 Undergraduate Program Learning Outcomes (LOs) For BA (Hons.) Degree in Psychology” on pp. 19-34.</p>
<p>Curriculum Renewal Item #2: Move the Program from a B.A. to an B.A. Honours Designation.</p>
<p>Rationale: The Peer Review Team (PRT) Report (p. 24, recommendation 4) and the Dean’s Response to the PRT Report (p. 11) emphasized that the program should move to a B.A. Honours designation.</p>
<p>Implementation Actions and Timeline:</p> <ol style="list-style-type: none"> a) Draft a proposal explaining how the Psychology program meets the established requirements at the standard of performance consistent with the University's Degree Level Expectations for Undergraduate Programs (UDLEs). Follow template (p. 17 of the <u>Guide to Curriculum Modifications</u>) for proposal (completed in February 2024). b) Share proposal with Undergraduate Program Committee and Chair for their feedback (completed in February 2024). c) Present finalized proposal to department for approval (completed on March 12, 2024). d) Send finalized proposal to Dr. Amy Peng for the approval of the Dean’s Office (completed on March 12, 2024). e) Submit finalized proposal (approved by the Department and the Dean’s Office) to the Academic Standards Committee (completed on March 12, 2024). f) Proposal approved at April 2, 2024 Senate meeting.
<p>Status: Completed. Please see the 2024-2025 Calendar page for Psychology indicating the Honours designation, <u>here</u>.</p>

Curriculum Renewal Item #3: Perform a thorough audit of all Psychology undergraduate courses to improve outdated Calendar course descriptions and titles and identify courses that might be candidates for removal.

Rationale: Many of the Psychology Calendar course descriptions are outdated and do “not reflect the current content and innovative practices,” as noted in the PRT Report (p. 12). The PRT Report recommended “that the current TMU Academic Calendar descriptions of all courses be reviewed and revised as necessary” (p. 12). The PRT Report also recommended that “courses that are not being offered should be removed from the program”(p. 6). The Chair and Undergraduate Program Director’s initial discussion about Calendar course descriptions and other course-related issues (on January 26, 2024) also identified outdated course titles and several courses that had not been offered in many years, or ever.

Implementation Actions and Timeline:

- a) For each Psychology course, review its current Calendar title and description, the last time it was offered, and enrollment at that time, in consultation with the Undergraduate Program Committee, the Chair, and Dr. Michelle Dionne, the Chang School Psychology Continuing Education Academic Coordinator (in July 2024).
- b) Invite faculty member feedback on course titles and descriptions and possible elective courses to remove (in July 2024).
- c) Edit course titles and descriptions and identify possible elective courses to remove in line with feedback (in August 2024).
- d) Finalize a new set of Calendar course descriptions and titles and elective courses to remove (in August 2024), then obtain departmental approval at the September 10, 2024 department meeting.
- e) Submit Category 1 Calendar change forms to reflect new course descriptions and titles and Category 2 Calendar change forms to remove elective courses not being taught (by October 4, 2024).

Status: To be completed by October 4, 2024

Curriculum Renewal Item #4: Improve the scaffolding of courses and clarify areas of specialization and predictability of courses.

Rationale: The PRT Report (p. 22) outlined a number of specific ways that the Department could improve its curriculum (recommendation 2, pp. 23-24), including the need to address the scaffolding of courses across program years (p. 11). The PRT Report also suggested that from students’ perspectives, it would be beneficial “to integrate more structure and specialization without detracting from the current flexibility” (p. 11) and that “courses that are offered should be delivered more consistently and predictably to facilitate student planning” (p. 6).

Implementation Actions and Timeline:

- a) During the audit of courses (Curriculum Renewal Item #3 above), also review the prerequisite structure of our core and core elective course (during Summer 2024).
- b) Carefully consider courses that would benefit from changes in their prerequisites for pedagogical reasons (keeping in mind that adding prerequisites might reduce the number of students eligible to take the course and there is a need to maintain the enrollment in psychology courses). The Undergraduate Program Committee, the Chair, and Curriculum Advising will be consulted (in Summer 2024). The plan is to make several changes to prerequisite structure this round in line with the Dean’s suggestion: “The Dean’s Office

appreciates the thoughtful and cautious approach to revisiting the prerequisite structure detailed in the program's response to the PRT Report" (p. 8 of the Dean's Response to the PRT Report).

- c) During this phase (Summer 2024), make sure to also consider the effect that changes could have on course selection for students who are minoring in Psychology (Dean's Response to the PRT Report, p. 5) and students enrolled at the Chang School.
- d) Have a proposed plan for prerequisite structure revision to bring to the September 10, 2024 department meeting for approval.
- e) Submit Category 1 Calendar change forms to reflect new prerequisite structure by October 4, 2024.
- f) Carefully observe what happens to the Psychology course enrollments after this round of curriculum changes (i.e., in Fall 2025-Winter 2026). If enrollments are not affected, consider adjusting the prerequisites of additional courses, if pedagogically meaningful.
- g) During Winter 2025, work on the Psychology Core Elective Table II to clarify areas of specialization, in consultation with the Undergraduate Program Committee and the Chair. For example, clinical and health-related electives are currently grouped together and could be differentiated. An updated Psychology Core Elective Table II will be brought to the department for its approval at a Winter 2025 department meeting and will be sent through the Calendar change process by May 31, 2025.
- h) During the next round of teaching assignments (January – March 2025), consult with the Undergraduate Program Committee and the Chair on ways the department can increase the predictability of course offerings to facilitate student planning. Ideally, we will be able to create a chart showing when core and core elective courses are expected to be offered (year and term). This may be difficult (e.g., faculty sabbatical applications are submitted in October the year before the sabbatical year or term), but we will endeavor to include at least core courses. The finalized version of this chart will be posted for students on our webpage in Summer 2025.

Status: Calendar forms for changes in prerequisite structure (in the courses included in this initial round) will be submitted by October 4, 2024. The Psychology Core Elective Table II will be revised by May 31, 2025. The chart overviewing the year and term that upcoming Psychology courses are expected to be offered will be posted for students in Summer 2025.

Curriculum Renewal Item #5: Infuse substantive material on Equity, Diversity, Inclusion and Justice (EDIJ) into the curriculum, including in the earlier years of the program

Rationale: The PRT Report (recommendation 2, pp. 23-24) and the Dean's Response to the PRT Report (pp. 7-8) emphasized the importance of infusing EDIJ material throughout the curriculum. The Department is in full support of this important suggestion and looks forward to implementing it.

Implementation Actions and Timeline:

- a) Notably, as mentioned on p. 4, the Department (Dr. Becky Choma is project lead) received two TMU grants (from the Indigenous Education Council [IEC] and the Centre for Excellence in Learning and Teaching) that supported EDIJ curriculum renewal in Indigenous Education, consistent with the Dean's suggestion to apply to curriculum development grants in the area of Indigenous Studies.
- b) As mentioned previously (on p. 4), we are pleased to report that the 1-year project supported by these grants has culminated in the development of a new elective undergraduate course entitled "Indigenous Peoples and Psychology" that will be part of the 2025-2026 Psychology

curriculum. Please see this [link](#) for the project infographic and report. We recognize that there is further work to do to infuse substantive EDIJ material into our curriculum.

- c) Consult with the [Department's EDIJ committee](#) and TMU experts in EDIJ (e.g., the [Dean's Advisor on Indigenous Education](#), the [Dean's Advisor on Blackness and Black Diasporic Education](#), and the [Office of the Vice-President, Equity and Community Inclusion](#)) during Winter 2025.
- d) Consider applying for funding to pay for a consultant to support the integration of EDIJ into the curriculum (as suggested in the Dean's Response to the PRT Report, p. 8).
- e) Add further action items (to be completed in Summer 2025) after consultation with EDIJ experts, thereby enabling EDIJ material to be added in a meaningful way.

Status: The PSY674 "Indigenous Peoples and Psychology" course will be an elective in our 2025-2026 curriculum. Efforts to infuse EDIJ material into our curriculum will occur in Winter-Summer 2025.

Curriculum Renewal Item #6: Expand opportunities for experiential learning

Rationale: The Dean's Response to the PRT Report (p. 2 and p. 5), the PRT Report (p. 6, pp. 12-13, and recommendation 2, p. 23) and the Psychology Self-Study (pp. 35-36 and pp. 50-51) all stress the importance of the Department expanding opportunities for experiential learning throughout the curriculum.

Implementation Actions and Timeline:

- a) As mentioned previously (on p. 4), an optional Psychology Co-op will start in 2026-2027.
- b) Following the breakout group discussion at the department retreat about the thesis experience (an important part of the experiential learning we offer students), form a Summer 2024 working group to explore how to advance students' learning in the thesis course.
- c) Bring proposed changes to the department for approval at a Fall 2024 department meeting.
- d) During Fall 2024-Winter 2025, consider ways to add further experiential learning opportunities to our program by consulting with the Undergraduate Program Committee, the Chair, the department faculty, and TMU experts in experiential learning (e.g., [Dr. Reena Tandon](#), Community-Engaged Learning & Teaching Coordinator; TMU [Zone Learning](#); the [Associate Dean, Innovation in Learning and Teaching](#) in the Faculty of Arts; and the [Experiential Learning Hub](#) in the Centre for Excellence in Learning and Teaching).
- e) During Winter 2025, prepare a report of suggested ways that our courses (many of which are large lecture courses) can incorporate experiential learning opportunities. Share with instructors in Summer 2025.

Status: An optional Psychology Co-op was approved by Senate on January 23, 2024. A Summer 2024 working group will look into improving the thesis experience. Our work considering ways to add other experiential learning opportunities will occur in Fall 2024-Winter 2025 and culminate in a report to be shared with instructors in Summer 2025. We recognize that adding an experiential learning opportunity to an existing course in a meaningful way might require months of planning. For that reason, we expect that more experiential learning opportunities will occur in courses for the academic year 2026-2027.

Curriculum Renewal Item #7: Provide additional training on the identification and transfer of program-related skills to domains outside academia

Rationale: The PRT Report (p. 23, recommendation 2) and the Dean’s Response to the PRT Report (p. 7) emphasized the importance of helping students connect their studies to their future career plans. The PRT Report (p. 14) suggested that one way to do so would be “adding a separate, required, ‘capstone-like’ course at the fourth-year level that would intentionally focus on some of these skills and content.” The Dean’s Response to the PRT Report supported this suggestion (p. 9). The Dean developed the recommendation further (p. 7) by noting TMU resources that could be helpful.

Implementation Actions and Timeline:

- a) Connect with TMU career-related experts (e.g., Megan MacLennan, Faculty of Arts Career Education Specialist; Dr. Valerie Deacon, Manager of Academic Support and Curriculum Innovation; and Dr. Sonny Wong, Faculty of Arts Career Counsellor) for their expert feedback (in Fall 2024).
- b) In consultation with the Undergraduate Program Committee, the Chair and the department faculty, engage in discussions about adding a “capstone course” during Winter 2025. We envision this course as an elective to start.
- c) If feedback is positive for the addition of this course, form a Summer 2025 working group that will devise a draft course outline for this new course; share it with the Undergraduate Program Committee, the Chair, and Department; and incorporate feedback received.
- d) Ask the department for approval to add this new course in September 2025.
- e) If departmental approval is received, prepare a Category 1 Calendar Modification and a Category 2 Minor Modification (required to add the course to the Psychology Core Elective Table II) and submit by October 1, 2025.

Status: Work on this item will commence in Fall 2024 and will be completed by October 1, 2025. If the department supports the idea of a new capstone course, the capstone course will be added to the 2026-2027 curriculum.

Curriculum Renewal Item #8: Consider ways to include online or blended courses within our curriculum

Rationale: The PRT Report (p. 23, recommendation 2) suggested that Psychology “explore the possibility of more blended or fully online options.” Subsequently, Dr. Sean Kheraj, Vice-Provost Academic (VPA), released TMU’s Building Towards a Reimagined Teaching Plan, which clarifies that pedagogical reasons must drive any request for a course to change its delivery mode. The Dean’s Response to the PRT Report (p. 6) further emphasizes this point: “Any move toward offering online learning must be grounded on pedagogical rationales and requires a comprehensive understanding of best practices in the field.” For these reasons, the Psychology department proposes that we will proceed cautiously here and start with a pilot offering of an alternate delivery mode for a core Introductory Psychology course, likely PSY102. PSY102 was identified in the PPR Self-Study (p. 51) as a strong candidate to change to an alternate delivery mode.

Implementation Actions and Timeline:

- a) Following the breakout group discussion at the department retreat about a distance Introductory Psychology course, form a Summer 2024 working group to write a proposal to change the delivery mode of a section of PSY102 as a pilot. If most (e.g., 68% or more) or all of the PSY102 section will move to an alternate (i.e., not in-person) delivery mode, that will be a Category 3 Minor Modification; the content for a Category 3 Minor Modification proposal is given on p. 11 of the Guide to Curriculum Modifications.

- b) Share the proposal with the Undergraduate Program Committee and Chair for feedback during Fall 2024.
- c) Obtain department approval for the proposal at a late Fall 2024 department meeting, then submit it to the Academic Standards Committee (ASC), who will bring the proposal to Senate (in Winter 2025) if ASC approval is obtained.
- d) If approved by the Senate, the change to an alternate delivery mode would come into effect for the 2026-2027 academic year.

Status: There was general agreement during the retreat breakout group that the department should look into developing a distance course for PSY102. This idea will be explored further via a Summer 2024 working group that will write a Category 3 Minor Modification proposal for the department's consideration. If approvals are obtained, the pilot distance section of PSY102 would start in 2026-2027.

Curriculum Renewal Item #9: Consider content areas that are possible candidates for new core and core elective courses.

Rationale: The PRT Report (p. 20) noted that "there continues to be significant interest from faculty to develop new and innovative courses." The Chair (Dr. Martin Antony) has also set forth several ideas for important new courses covering content that is currently lacking in our curriculum.

Implementation Actions and Timeline: Dr. Sean Kheraj has indicated that no new Liberal Studies courses can be proposed during the 2024-2025 academic year. For this reason, the department will focus on possible new core and core elective courses for addition.

We are pleased that we have already been able to develop and add a new elective course (PSY674) on "Indigenous Peoples and Psychology" as described above in Curriculum Renewal Item #5 (pp. 12-13). The PRT recommended adding a capstone course, which we will consider (please see Curriculum Renewal Item #7 above on pp. 13-14). The department is also interested in developing its own core research methods course to replace SSH301, should the proposal to make SSH301 optional in the Common Platform be approved in Fall 2024.

The action items and expected timeline for the addition of any new core elective course would follow the steps b) to e) outlined in Curriculum Renewal Item #7 above (p. 14). The action items and expected timeline for removing a core required course (SSH301) and replacing it with a new core course on research methods would be more complex. This change will be a Category 3 Minor Modification, as Psychology will be altering the graduation requirements (email from Dr. Stéphanie Walsh Matthews, Director, Curriculum Quality Assurance, on March 12, 2024). The expected action items and timeline to remove SSH301 and replace with a required psychology research methods course include:

- a) Following the breakout group discussion at the department retreat about a research methods course, form a Summer 2024 working group to explore the possibility of developing a psychological research methods course to be housed in the Department of Psychology, draft a course outline, and then write a Category 3 Minor Modification proposal (in Fall 2024) explaining the rationale for removing SSH301 and adding a new required research methods course. The proposal will also cover other required content (as explained on p. 11 of the *Guide to Curriculum Modifications* [here](#)).

- b) Obtain approval for the proposal at a department meeting in Winter 2025, then submit to ASC by May 31, 2025 in order for it to be considered by the Senate in September 2025 (and if approved, affect the 2026-2027 academic year).
- c) Complete Calendar change forms for a Category 3 Minor Modification (in which the currently required course SSH301 is deleted, and a new required research methods course is added) by May 31, 2025.

Status: Feedback about removing SSH301 and adding a psychological research methods course was positive during the May 23, 2024 department retreat. A working group will devise a draft course outline (in Summer 2024) and write a Category 3 Minor Modification proposal (in Fall 2024). The approval of the department, then ASC, will be sought in Winter 2025 and the proposal presented to Senate (by May 31, 2025). If approved, the change - removing SSH301 as a required course and replacing it with a new required psychological research methods course - will come into effect for the 2026-2027 academic year.

Plan Documenting How Psychology Will Ensure Compliance With The Next Program Review Cycle

We in Psychology are fully committed to timely program review going forward. We present our timeline for the next Periodic Program Review (PPR) below and would also like to note the following positive developments:

A major strength of our Psychology (BA, Hons.) program is its exceptional Undergraduate Program Committee. The Undergraduate Program Committee, in consultation with the Chair (Dr. Martin Antony), successfully brought about two major modifications last year (the Honours Designation and Co-op) and also revised the Learning Outcomes (LOs). We look forward to accomplishing our curriculum renewal goals in the next year.

Additionally, Dr. Kristin Vickers will stay on as Undergraduate Program Director for another 3-year term (until June 30, 2028). This will enable continuity and a seamless transition between the current PPR work and the next cycle, commencing in September 2025. Kristin is also now a member of the Academic Standards Committee. Through this work, she is garnering a fulsome understanding of the curriculum renewal process and the importance of timely program review.

Psychology continues to grow, and we have requested additional support for the undergraduate program. We are optimistic that given our growth, additional support staff will be provided to us.

Our next PPR cycle is set to start in 2025-26. On the next page, the schedule we will follow to ensure timely program review is shown. Our upcoming PPR will be reviewed by ASC and approved by the Senate in the 2026-2027 academic year. We appreciate the support that Dr. Stéphanie Walsh Matthews (Director, Curriculum Quality Assurance) offered in preparing our next PPR schedule.

Psychology Periodic Program Review (PPR) Schedule 2025-2027

Date	PPR Task to Accomplish
September 2025	Kick Off (PPR team established in May 2025; Dr. Vickers will lead as UPD)
October 2025	Program Objectives and Program Learning Outcomes; Library Report; Survey distribution
November 2025	University Planning Office (UPO) data review; Office of the Vice-President, Equity & Community Inclusion (OVPECI) report
December 2025	Aspirations, Strengths, Challenges, Opportunities, and Results (ASCOR) report
January 2026	Student Feedback and Experience Session (SFX); curriculum mapping
February – April 2026	Review and drafting
May 2026	Drafting completion; internal reviews and endorsements (Program Advisory Council, Department Council, Dean)
Summer 2026	Curriculum Quality Assurance (CQA) Approval; planning and outreach to Peer Review Team (PRT)
September 2026	PRT site visit
October - November 2026	Review PRT Report; write Program Response; request Dean's Response
December 2026	Finalize the Implementation Plan
January 2027	Presentation to the Academic Standards Committee (ASC)
February 2027	Senate review
June 2027	Final presentation to Quality Council



Report: Development of 2024 Undergraduate
Program Learning Outcomes (LOs)
For BA (Hons.) Degree in Psychology

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Introduction

Executive Summary

On May 30, 2023, the Toronto Metropolitan University (TMU) Senate approved the Psychology Undergraduate Program Periodic Program Review (PPR). At that meeting, the Academic Standards Committee (ASC) indicated that for the 1-year PPR Report, the Psychology Department must develop and approve a new set of Learning Outcomes (LOs). This report describes the steps taken in developing the new LOs, presents the approved LOs, and maps the LOs to the Undergraduate Degree Level Expectations.

Purpose of Developing New Learning Outcomes

The LOs in the approved 2023 PPR were developed in 2013. Quality Assurance requires a new set of LOs to be developed every 8 years for several reasons. Most importantly, from a curriculum quality perspective, LOs are foundational to the quality of an undergraduate program's curriculum. TMU Quality Assurance describes the importance of LOs to curriculum quality in this [video](#). Thus, the Department of Psychology prioritized developing these new LOs in its 2023-2024 curriculum renewal work.

Overview of Content in this Report

Consistent with ASC's requirement that Psychology prepare a report detailing the development of the new LOs, on the pages to follow, we first describe the steps taken to develop a new set of LOs. The final set of LOs is presented next, followed by their mapping to the Undergraduate Degree Learning Expectations. Three appendices that ASC has already reviewed conclude the report, for the sake of completeness. These appendices list the draft LOs (submitted in December 2023), the edits made in April 2024 to the draft LOs, and the 2013 LOs.

Overview of Process to Develop the 2024 Psychology Undergraduate Learning Outcomes

The 2024 Psychology Undergraduate Learning Outcomes (LOs) were developed through an iterative and extensive process that involved Quality Assurance experts (Dr. Stéphanie Walsh-Matthews, Director, TMU Quality Assurance; and Dr. Michelle Brownstein Horowitz, Curriculum Specialist, TMU Quality Assurance), the Undergraduate Program Committee (Dr. Becky Choma, Dr. Alyssa Counsell, Dr. Michelle Dionne, Dr. Margaret Moulson, Dr. Maureen Reed, Dr. Margot Sullivan, and Dr. Kristin Vickers), the Chair (Dr. Martin Antony), and all other faculty members in the Department of Psychology.

The Undergraduate Program Committee spent nearly 30 hours on the LOs, carefully took into account the learning outcomes in the current [APA Guidelines for the Psychology Major](#), and made sure to emphasize Equity, Diversity, and Inclusion (EDI) in the new set of LOs.

The specific steps taken were as follows:

September 15, 2023: Kristin Vickers (Undergraduate Program Director) met with Stéphanie Walsh-Matthews (Director, TMU Quality Assurance) to go over the steps involved to develop a new set of LOs for the Department of Psychology's Undergraduate Program.

October 2 – 10, 2023: The Undergraduate Program Committee had two meetings to start our discussion about developing a new set of LOs.

October 11, 2023: The Undergraduate Program Committee met with Michelle Brownstein Horowitz (Curriculum Specialist, TMU Quality Assurance) to formally begin the process of developing new LOs.

October 11 – November 27, 2023: The Undergraduate Program Committee developed their initial draft thoughts for new LOs.

November 28, 2023: Kristin corresponded with Michelle Brownstein Horowitz to address the Undergraduate Program Committee's questions.

December 4, 2023: The Undergraduate Program Committee prepared a set of draft LOs.

December 5, 2023: Draft LOs were reviewed by Stéphanie Walsh Matthews and Michelle Brownstein Horowitz.

December 5, 2023: Kristin met with Michelle Brownstein Horowitz to go over the feedback received from Curriculum Quality Assurance about the draft LOs.

December 6 – December 14, 2023: The Undergraduate Program Committee refined their draft LOs in line with feedback from Curriculum Quality Assurance.

December 15 – December 19, 2023: Dr. Martin Antony (Chair, Department of Psychology) reviewed the draft LOs.

December 20, 2023: Draft LOs were sent to the Academic Standards Committee (ASC) for initial review.

January 8 – 11, 2024: Faculty members on the Department Executive, as well as the former UPD (Dr. Tara Burke) and those with expertise in methods and methodologies, were invited to comment on draft LOs in advance of the department meeting; very favourable feedback was received.

January 12, 2024: Draft LOs were sent to all departmental faculty for review.

January 16, 2024: Draft LOs were approved by the Department of Psychology (as the version to allow the Co-op Proposal to be considered during a University Senate meeting) and were submitted to ASC. The draft LOs are included in Appendix A.

(The Undergraduate Program Committee worked on the Honours Designation Proposal in February-March 2024, which was approved by the Department on March 12, 2024 and by Senate on April 2, 2024).

April 2 – April 9, 2024: Faculty members in the Department of Psychology were invited to provide their feedback on the draft LOs via a shared google document on which all faculty members were editors.

April 10 – 11, 2024: The Undergraduate Program Committee synthesized feedback to create our final set of LOs (shown on pp. 7-8). The three edits made after the Departmental feedback period (i.e., during April 2 – April 9) are shown in Appendix B. The 2013 LOs are shown in Appendix C.

April 12, 2024: Dr. Martin Antony (Chair, Department of Psychology) reviewed the final set of LOs (shown on pp. 7-8).

April 16, 2024: The 2024 Learning Outcomes (shown on pp. 7-8) were unanimously approved by the Department of Psychology.

April 21 – 28, 2024: The Undergraduate Program Committee wrote their draft Report on the Development of the 2024 LOs.

April 29, 2024: Dr. Martin Antony (Chair, Department of Psychology) reviewed the draft Report on the Development of the 2024 LOs.

May 7 – 13, 2024: Taking into account the Chair's suggestions and edits, Kristin prepared the final version of the Report on the Development of the 2024 LOs, in consultation with the Undergraduate Program Committee.

June 17, 2024: This report (on the development of the 2024 LOs) was submitted to ASC as part of the Psychology 1-Year Follow Up Report.

2024 Psychology Undergraduate Learning Outcomes

(Approved by Department on April 16, 2024)

Upon graduating with a Toronto Metropolitan University (TMU) Psychology Bachelor's degree, students should be able to:

1. Synthesize the main concepts, theoretical perspectives, historical trends, and empirical findings across major foundational areas of psychology. (LO-1 Synthesize Psychological Knowledge)
2. Apply psychological principles and theories to behaviour, mental processes, practical problems, and professional domains at an academically appropriate level. (LO-2 Apply Psychological Knowledge)
3. Acknowledge and explain
 - a) the contributions made by psychologists from diverse backgrounds (including historically excluded groups); (LO-3a Acknowledge Diverse Contributions)
 - b) the implications of social, cultural, and political forces on psychological theory, research, and practice; (LO-3b Explain Implications of Societal Forces on Psychology)
 - c) the ways psychologists have upheld and challenged systemic oppression. (LO-3c Explain Psychology's Role in Oppression)
4. Analyze and interpret data from different psychological research designs by
 - a) calculating both descriptive and inferential statistics, using statistical software as appropriate; (LO-4a Analyze Psychological Data)
 - b) interpreting the meaning of these statistics in research or from statistical software. (LO-4b Interpret Psychological Data)
5. Critically evaluate psychological research and theory by using
 - a) a conceptual lens; (LO-5a Apply a Conceptual Lens to Psychological Research and Theory)
 - b) a contextual (i.e., historical, cultural, political, and/or social) lens; (LO-5b Apply a Contextual Lens to Psychological Research and Theory)
 - c) a methodological lens that applies scientific thinking to questions related to psychology. (LO-5c Apply a Methodological Lens to Psychological Research and Theory)
6. Apply ethical standards and institutional and professional guidelines and policies to psychological research, academic contexts, and everyday life. (LO-6 Adhere to Ethical Standards)
7. Investigate biases and the limits of psychological knowledge when interpreting psychological research, theory, and practice. (LO-7 Investigate Biases and Limits of Psychological Knowledge)

8. Demonstrate competent oral skills in presentations and discussions about psychological theory, research, and concepts, expressing one's own ideas with clarity and respect for the ideas of others. (LO-8 Communicate Orally)
9. Construct cogent written arguments that use appropriately gathered and filtered sources, evidence-based psychological concepts and theories, and the standards specified in the current *Publication Manual of the American Psychological Association* (APA). (LO-9 Communicate in Writing)
10. Demonstrate technological, organizational, and collaborative psychology-based skills that are valued by graduate programs and employment sectors. (LO-10 Demonstrate Skills)
11. Examine academic and career options based on personal interests and values; employment-related knowledge gleaned from psychology classes, career workshops, and Co-op (where applicable); accurate self-assessment of abilities; and feedback from others. (LO-11 Examine Post-University Options)
12. Complete an individual thesis project by formulating a research question, using appropriate research methods, and writing an APA-style empirical paper ("thesis") based on the research findings. (LO-12 Complete a Thesis; **for Thesis-stream students only**)

Ontario Council of Academic Vice-Presidents' Undergraduate Degree Level Expectations Mapped to 2024 Learning Outcomes

	Baccalaureate/bachelor's degree: Honours This degree is awarded to students who have demonstrated the following:	Psychology Program 2024 LOs addressing this expectation
1.Depth and Breadth of Knowledge	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;	1, 2, 5a, 5b, 5c, 12
	b) 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	1, 3a, 3b, 3c, 5b, 12
	c) developed ability to: gather, review, evaluate and interpret information; and compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline	1, 4b, 5a, 5b, 5c, 8, 9, 12
	d) developed, detailed knowledge of and experience in research in an area of the discipline	4a, 4b, 5c, 9, 12
	e) developed critical thinking and analytical skills inside and outside the discipline; and	3a, 3b, 3c, 4a, 4b, 7, 12
	f) Ability to apply learning from one or more areas outside the discipline	2, 3b, 7, 12

2. Knowledge of Methodologies	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;	2, 5c, 12
	b) devise and sustain arguments or solve problems using these methods; and	2, 8, 9, 12
	c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.	3a, 3b, 3c, 5a, 5b, 5c, 12
3. Application of Knowledge	The ability to review, present and critically evaluate qualitative and quantitative information to:	
	a) develop lines of argument;	4a, 4b, 5c, 12
	b) make sound judgments in accordance with the major theories, concepts, and methods of the subject(s) of study;	1, 2, 6, 7, 12
	c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and	2, 4a, 4b, 12
	d) where appropriate, use this knowledge in the creative process;	8, 9, 12
	The ability to use a range of established techniques to: a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;	4a, 4b, 5a, 5b, 5c, 9, 12
	b) propose solutions;	2, 5c, 12
	c) frame appropriate questions for the purpose of solving a problem;	2, 5a, 5c, 9, 12
	d) solve a problem or create a new piece of work; and	2, 4a, 4b, 12
	e) make critical use of scholarly reviews and primary sources	5a, 9, 10, 12

4. Communication Skills	The ability to communicate information, arguments, and analyses accurately and reliably, orally, and in writing to a range of audiences.	8, 9, 12
5. 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 analyses and interpretations.	4b, 7, 8, 12
6. Autonomy and Professional Capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:	
	a) the exercise of initiative, personal responsibility, and accountability in both personal and group contexts;	10, 11, 12
	b) working effectively with others;	8, 10, 12
	c) decision-making in complex contexts	6, 10, 11, 12
	d) ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program of further study;	10, 11, 12
	e) behaviour consistent with academic integrity and social responsibility	6, 8, 12

Appendix A: Draft Psychology Undergraduate Learning Outcomes

(January 16, 2024 version)

Upon graduating with a Toronto Metropolitan University (TMU) Psychology Bachelor's degree, students should be able to:

1. Synthesize the main concepts, theoretical perspectives, historical trends, and empirical findings across major foundational areas of psychology. (LO-1 Synthesize Psychological Knowledge)
2. Apply psychological principles and theories to behaviour, mental processes, practical problems, and professional domains at an academically appropriate level. (LO-2 Apply Psychological Knowledge)
3. Acknowledge and explain
 - a) the contributions made by psychologists from diverse backgrounds (including historically excluded groups); (LO-3a Acknowledge Diverse Contributions)
 - b) the implications of social, cultural, and political forces on psychological theory, research, and practice; (LO-3b Explain Implications of Societal Forces on Psychology)
 - c) the ways psychologists have upheld and challenged systemic oppression. (LO-3c Explain Psychology's Role in Oppression)
4. Analyze and interpret data from different psychological research designs by
 - a) calculating both descriptive and inferential statistics, using statistical software as appropriate; (LO-4a Analyze Psychological Data)
 - b) interpreting the meaning of these statistics in research or from statistical software. (LO-4b Interpret Psychological Data)
5. Critically evaluate psychological research and theory by using
 - a) a conceptual lens; (LO-5a Apply a Conceptual Lens to Psychological Research and Theory)
 - b) a contextual (i.e., historical, cultural, political, and/or social) lens; (LO-5b Apply a Contextual Lens to Psychological Research and Theory)
 - c) a methodological lens that applies scientific thinking to questions related to psychology. (LO-5c Apply a Methodological Lens to Psychological Research and Theory)
6. Apply ethical standards and institutional and professional guidelines and policies to psychological research, academic contexts, and everyday life. (LO-6 Adhere to Ethical Standards)

7. Investigate biases and the limits of psychological knowledge when interpreting psychological research, theory, and practice. (LO-7 Investigate Biases and Limits of Psychological Knowledge)
8. Demonstrate competent oral skills in presentations and discussions about psychological theory, research, and concepts, expressing one's own ideas with clarity and respect for the ideas of others. (LO-8 Communicate Orally)
9. Construct cogent written arguments that use appropriately gathered and filtered sources, evidence-based psychological concepts and theories, and the standards specified in the current *Publication Manual of the American Psychological Association*. (LO-9 Communicate in Writing)
10. Develop technological, organizational, and collaborative psychology-based skills that are valued by graduate programs and employment sectors. (LO-10 Develop Skills)
11. Examine academic and career options based on personal interests and values; employment-related knowledge gleaned from psychology classes, career workshops, and Co-op (where applicable); accurate self-assessment of abilities; and feedback from others. (LO-11 Examine Post-University Options)
12. Complete an individual thesis project by formulating a research question and using appropriate research methods. (LO-12 Complete a Thesis; **for Thesis-stream students only**)

Appendix B: Edits Made to Learning Outcomes (from the January 16 2024 Draft Version)

LO-9: Acronym APA included. (This is needed for LO-12).

LO-10: Verb “develop” changed to “demonstrate.” (It was suggested to make sure our verbs in the LOs make sense with the opening statement that says: “Upon graduating with a Toronto Metropolitan University (TMU) Psychology Bachelor’s degree, students should be able to.” This was found to be the case, except for LO-10, where a verb change was made).

LO-12 (the thesis LO) was expanded to explain what students are expected to do in the thesis course. (The wording “APA-style empirical paper” implies that there is a literature review, method section, results section, and discussion without being prescriptive regarding the specific methods that students use).

Appendix C: 2013 Psychology PPR Program Learning Outcomes

Upon graduating with a Ryerson Psychology Bachelor's degree, students should be able to:

1. Summarize and synthesize the historical and/or contemporary perspectives across major foundational areas of psychology (LO-1 Summarize & Synthesize)
2. Analyze and interpret data using a range of psychological methodologies and analytic techniques (LO-2 Analyze & Interpret)
3. Identify different methods of examining psychological phenomena (i.e., case, cross-sectional, longitudinal studies) and describe the strengths and weaknesses of each. (LO-3 Identify Methods)
4. Correctly structure a paper in accordance with the standards specified in the current Publication Manual of the American Psychological Association (APA). (LO-4 Structure Paper)
5. Use library databases (e.g. PsychInfo) to identify and filter relevant sources of information. (LO-5 Library Database)
6. Identify and/or apply the necessary steps to run a statistical test, using software (e.g. SPSS, Excel) when appropriate, to analyze data. (LO-6 Statistical Test)
7. Apply psychological concepts and theories to contemporary/real world issues at an academically appropriate level. (LO-7 Apply Concepts)
8. Apply conceptual, methodological, and statistical knowledge learned in psychology classes to propose sound research plans. (LO-8 Research Plans)
9. Review and critically evaluate psychological research and theories to make evidence-based judgments and decisions. (LO-9 Critically Evaluate)
10. Introduce a cogent argument supported by evidence, and sensitive to the needs and expectations of the audience in written form. (LO-10 Cogent Argument)
11. Participate in discussions of psychological concepts, respecting the ideas of others, and express one's own ideas with clarity. (LO-11 Participate)
12. Exhibit effective oral presentation skills incorporating a variety of methods where appropriate (e.g., terminology, graphs, charts, diagrams). (LO-12 Oral Presentation)

13. Recognize when one's knowledge might bias the analysis or interpretation of a research finding.

(LO-13 Recognize Bias)

14. Recognize the limits of psychological knowledge, research, and practice and exhibit sound judgment in interpreting this knowledge, research, and practice. (LO-14 Limits of

Knowledge)

15. Identify and adhere to standards of academic integrity as set by institutional and professional guidelines, standards, and policies. (LO-15 Academic Integrity)

16. Recognize the skills learned in class that can be applied across a variety of employment sectors (LO-16 Employment Skills)

17. Identify the practical applications of psychological theory and research to a number of different professional domains, both within and outside of psychology. (LO-17 Professional Domains)