MEMORIAL UNIVERSITY

Faculty of Science

Office of the Dean
St. John's, NL Canada A1B 3X7
Tel: 709 864 8154 Fax: 709 864 3316
deansci@mun.ca www.mun.ca/science

Meeting of the Faculty Council of the Faculty of Science

A regular meeting of the Faculty Council of the Faculty of Science will be held on Wednesday November 19, 2025 at 1:00pm by WebEx and in-person (Room: CSF-1302).

AGENDA

1. Adoption of the Minutes of October 15, 2025, (pages 3-6)
2. Business Arising from the Minutes
3. Reports of Standing Committees:
   A. Undergraduate Studies Committee
      a) Department of Biology, proposal to amend BIOL 2250, Principles of Genetics, Paper 3 A. a. (pages 8-13)
      b) Department of Biology, proposal to regularize special topics course BIOL 4920 to BIOL 3532 Cell and Molecular Biology of Cancer, Paper 3 A. b. (pages 14-18)
      c) Departments of Earth Sciences and Geography, proposal to Cross-list GEOG 4190 Coastal Geomorphology and EASC 4710 Coastal Geomorphology, Paper 3 A. c. (pages 19-25)
      d) Department of Physics and Physical Oceanography, proposal to amend PHYS 3550 Electric Circuits, Paper 3 A. d. (pages 26-40)
      e) Department of Psychology, proposal to amend program regulations, new course proposals, amend PSYC course having PRs revised and deleted course proposals, Paper 3 A. e. (pages 41-234)

B. Graduate Studies Committee:

a) Department of Earth Sciences, Request for Approval of a Graduate Course; EASC 6179 Advanced Digital Signal Processing, Paper 3 B. a. (page 202-205)

b) Department of Earth, Request for Approval of a Graduate Course; EASC 6907 An introduction to Computer Earth Modelling, Paper 3 B. b. (pages 206-209)

c) Masters of Data Science, Proposed Calendar Changes, Paper 3 B. c. (pages 210-211)

d) Department of Ocean Sciences, Calendar Changes, Deletion of the Interdisciplinary program in Aquaculture; New degree programs (PhD and MSc); Supervisory committee composition, Paper 3 B. e. (pages 212-235)

C. Library Committee: no business

4. Report of the Dean
5. Question Period
6. Adjournment

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Faculty of Science

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Tel: 709 864 8154 Fax: 709 864 3316
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FACULTY OF SCIENCE
FACULTY COUNCIL OF SCIENCE
Minutes of Meeting of October 15, 2025

A meeting of the Faculty Council of the Faculty of Science was held on Wednesday, October 15, 2025, at 1:00 p.m. using a hybrid model of WebEx and in-person (C-2045).

FSC 3127 **Present**

Biology
H. Marshall, M. Rise

Biochemistry
M. Berry, V. Booth

Chemistry
C. Bottaro, L. Cahill, H. Grover, F. Kerton, C. Kozak, E. Merschrod, S. Smith, J. Stockmann,

Computer Science
S. Bungay, A. Fiech, M. Hatcher, C. Hyde, H. Wareham

Mathematics & Statistics
I. Booth, C. Cigsar, D. Dyer, R. Haynes, Marco Merkli, E. Martinez-Pedrosa, D. Pike, T. Stuckless, S. Sullivan

Ocean Sciences
P. Gagnon, K. Gamperl, J. Greening, M. Roche, J. Wroblewski

Physics & Physical Oceanography
E. Hayden, M. Evstigneev, H. Neilson, K. Poduska, I. Saika-Voivod, L. Zedel

Psychology
S. Blandford, K. Hourihan, A. Swift-Gallant, C. Thorpe, D. Wilson

Dean of Science Office
D. Bennett, J. Blundell, J. Bowering, J. Ceha, M. Fitzpatrick, T. Fridgen, L. Frizzell, S. Garasym, J. Gauld, C. Hussey, J. Kavanagh, P. MacCallum, T. Mackenzie, R. Newhook

Representatives from other Faculties
B. Misiuk (GEOG)

Student Representatives
E. Chirinos, E. Gramm, M. Kocela, K. Lamarre, M. LaSaga,

FSC 3128 Adoption of Minutes

Moved: Minutes of the meeting of September 17, 2025, be adopted. (*Sullivan, Berry*) **Carried**
Abstained: J. Stockmann

Note: A correction was made to the September 17th Faculty Council minutes, Ivan Booth was present, however, he was marked in as absent.

FSC 3129 Business Arising: No Business

FSC 3130 Correspondence: No Report

FSC 3131 Reports of Standing Committees:

A. Undergraduate Studies Committee:

Presented by Shannon Sullivan, Chair of the Undergraduate Studies Committee:

a) Department of Physics and Physical Oceanography, new course proposal, Physics 3020 Physics of Energy

(*Sullivan, Saika-Voivod*) Carried.

b) Department of Computer Science, calendar change proposal to Computer Science and Economics Joint Major

(*Sullivan, Bungay*) Carried.

S. Sullivan noted that the next meetings of Faculty of Science Undergraduate Studies Committee are November 4 and November 18. The final date to have all calendar changes in to Faculty of Science Undergraduate Studies Committee is November 10.

B. Graduate Studies Committee: No business

C. Library Committee:

Dr. Mykhaylo Evstigneev, Faculty of Science Representative - Libraries:

The Library is facing a 5.4% cut in their budget, however, journal subscriptions will not be affected by the cuts.

Unfortunately, the system for the Journal Web System crashed last month, however, is now fixed for resubmission. The Dean's office will resend the email.

FSC 3132 Dean's Report

President Janet Morrison will be attending a special Faculty council meeting on November 5th at 1:00pm, location will be determined at a later date. Please make every attempt to attend.

From a recent update on the university enrollment situation, the university has a major decrease, this decrease in tuition will possibly affect us for 7 years. Newfoundland and Labrador student enrollment is up slightly, some good news amongst it all. These numbers can be found in the Gazette article.

Several strategies the university indicated are, innovating programs and pathways, expanding recruitment efforts, modernizing admissions, strengthening student preparation and support in delivering exceptional service. It is an ongoing and challenging situation. For questions, please email deansciassistant@mun.ca.

As you are likely aware this fiscal year, 2025-2026, the university has a 21-million-dollar reduction in its operating budget. The Faculty of Science were given a 5.4% reduction to our base operating budget, in addition they also reduced their allocation of one-time reoccurring funds, which created a large funding deficit.

Faculty of Science has made some progress towards addressing this deficit for this fiscal year 2025-2026. The core issue remains an urgent need to reduce our expenditures. You are welcome to email your ideas to myself or deansci@mun.ca, as the Faculty of Science is open to any ideas as we explore all aspects.

The Dean's office and Heads are examining data, programming and possibly revenue generation. Our aim is to develop a series of budget scenarios that will enable our faculty to find these required savings by our given deadline of March 2027. I wish I had better news for you; however, this is our reality. There will be further updates as we move forward.

Highlights

I enjoyed lunch with the Chemistry undergraduate student group last week. It was a great opportunity to sit and talk with students about their programs and what they are doing. If your students have an event, please send them along to us to distribute to our departments.

A new faculty member will be starting with the Department of Biochemistry on December 1, Dr. Rashmi Panigrahi. Biochemistry was invited to present at the VP (EDI) lunch and learn sessions about their proactive approach to addressing gender inequity in ASM levels. They were also interviewed by the journal that they published this work in for their social media promotions.

Karl Jobst has been featured on the CBC regarding the PFAS contamination at Torbay and numerous sites outside.

FSC 3133 Questions

During the question period there was a discussion around the budget presentation the Dean presented. The Faculty of Science is actively working on budget scenarios to meet our goal and timelines. We have been given an extension of 12 months to address the 2025-2026 deficit. The dean will follow-up with the Presidents office regarding a university budget update.

The dean will follow-up with the VPA's office to arrange a meeting with Trudy Pound-Curtis regarding the budget model.

There was an inquiry regarding an update on the cost and benefits and service provided by having the FOS IT group rather that using the universities IT services. The Dean said there was no further update on this, however when more information arises, they be updated.

There was a large discussion regarding the transition of Banner and challenges of the initial rollout, and faculty expressed concerns for winter registration. The Dean will ask the Banner system staff for a confirmation regarding registration.

FSC 3134 Adjournment:

Meeting adjourned at 2:02 p.m.

MEMORIAL UNIVERSITY

Faculty of Science

Faculty of Science Undergraduate Committee (FoScUgs)
Memorial University, St. John's NL A1B 3X7
Tel: 709.864.8253
www.mun.ca

November 13, 2025

To: Faculty Council
From: FoScUgs
Subject: Transmission of Documents for inclusion on 19 November Agenda.

Hello,

Please see attached documents for inclusion in the meeting of Faculty Council on 19 November.

BIOL 2250 – Principles of Genetics
BIOL 4920 to BIOL 3532 (regularization)
GEOG Cross-List GEOG 4190 and EASC 4710
UCCPF-PHYS3550_ECE3300
PSYC Calendar Change Proposals

Melanie Fitzpatrick
Secretary
Faculty of Science Undergraduate Committee (FoScUgs)

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- X Amended or deleted course(s): *BIOL 2250 – Principles of Genetics*
- ☐ New program(s):
- ☐ Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Courses

COURSE NUMBER AND TITLE
BIOL 2250 – Principles of Genetics

RATIONALE
Biology 2250 (Principles of Genetics) is one of four core courses biology (and joint) majors take in their second year. Currently students taking this course complete distinct tutorials and laboratories (alternating biweekly). This proposal aims to reformat the laboratory component of this course, merging tutorials with labs such that students attend 'laboratory' each week instead of alternating between multiple session types. This change will ensure labs are better able to track lecture content.

CALENDAR CHANGES

BIOL 2250 Principles of Genetics

is an introduction to Mendelian and molecular genetics. Phenotype and genotype, behaviour of alleles in genetic crosses, chromosome theory of inheritance, genetic linkage, molecular biology of DNA, RNA and protein, molecular basis of mutation, DNA/genome analysis~~recombinant DNA~~, applications of genetic biotechnology.
CR: the former Biochemistry 2100 or 2200
LH: 3 ~~hour labs alternating weekly with tutorials~~
PR: Science 1807 and Science 1808; BIOL 1001 and 1002; Chemistry 1050 (or Chemistry 1200)

CALENDAR ENTRY AFTER CHANGES

BIOL 2250 Principles of Genetics

is an introduction to Mendelian and molecular genetics. Phenotype and genotype, behaviour of alleles in genetic crosses, chromosome theory of inheritance, genetic linkage, molecular biology of DNA, RNA and protein, molecular basis of mutation, DNA/genome analysis, applications of genetic biotechnology.
CR: the former Biochemistry 2100 or 2200
LH: 3
PR: Science 1807 and Science 1808; BIOL 1001 and 1002; Chemistry 1050 (or Chemistry 1200)

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Appendix Page

CONSULTATIONS SOUGHT

Academic Unit	Email Address	Response Received?
St. John's Campus		
Humanities and Social Sciences	hss@mun.ca	
Business Administration	eoldford@mun.ca	
Education	efurey@mun.ca	
Engineering and Applied Science	engrconsult@mun.ca	
Human Kinetics and Recreation	hkrdean@mun.ca	
Medicine	deanofmedicine@med.mun.ca	
Music	musicdean@mun.ca	
Nursing	deanNurse@mun.ca	
Pharmacy	pharminfo@mun.ca	
Science	deansci@mun.ca	
Social Work	adeanugradswk@mun.ca	
Library	univlib@mun.ca	
Grenfell Campus		
Arts and Social Science	kjacobse@grenfell.mun.ca	
Science and the Environment	ssedean@grenfell.mun.ca	
Fine Arts	pride@grenfell.mun.ca	
Marine Institute		
	miugconsultations@mi.mun.ca	
Labrador Institute		
Arctic and Subarctic Studies	ashlee.cunsolo@mun.ca	

LIBRARY REPORT

Requested _____:

RESOURCE IMPLICATIONS

No resource implications associated with this proposal.

Responses to Questions from Dr. Fridgen

1. With respect to a merged lab tutorial format:
    a. What exactly will a merged "tutorial and lab" session look like in practice? For example, will each week's three-hour block include both experimental work and guided problem-solving, or is it a repackaging of existing labs/tutorials? Can an example or two be provided?

Each lab would be a merging of an activity, either computer based, experimental, or other type of activity, as well as guided problem-solving of problems related to that topic as covered in lecture and lab.

For example, students may do a computer simulation of linkage, then be presented with an additional mapping problem related to the concept of linkage.

In some cases this may be a repackaging of existing labs and problems, in other cases there may be modifications or adaptations going forward.

    b. What is the pedagogical rationale for merging them? How does this improve student learning relative to having separate labs and tutorials?

One way this will be valuable to the students is that the labs and problem-solving sessions will be better integrated, and the concepts practiced in problems should be more tangible and streamlined. As well, all students will do the same thing each week, and the alignment to lecture topics will be better. It will also reduce the confusion of having a two week cycle in the fall semester, when there are several days which follow the schedule of different days due to holidays.

    c. How will this format ensure that students still receive sufficient time to engage in conceptual problem-solving (previously tutorials) and hands-on experimental skills (previously labs)?

This should not be a problem, as both the activities and problem-solving can be streamlined to work together.

    d. Does this increase the workload on the students, and if so, what is the rationale for increasing student workload?
    e.

No, it should not increase the workload.

2. With respect to transparency in the calendar change:
    a. The revised calendar entry no longer mentions tutorials, and it also does not explicitly say that there are not 12 three-hour lab sections, although the effect of the calendar change is that there are weekly three-hour labs. Why is that detail omitted? It seems the current calendar language, based on the preamble, is more accurate.

The current calendar language suggests alternating weekly between labs and tutorials. Given that each session will now be a mixture of an activity and related problem solving, it was felt that the term alternating would not be accurate. The word tutorial was omitted because it didn't seem appropriate to the proposed new structure.

b. How will students (and faculty advisors) understand from the calendar what the actual structure of the course is—weekly three-hour merged sessions vs. alternating labs and tutorials vs. simply weekly labs?

They should know they are doing weekly sessions versus alternating sessions, as ‘alternating’ is not in the current description.

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- **X** Amended or deleted course(s): **BIOL 4920 to BIOL 3532 (regularization)**
- ☐ New program(s):
- ☐ Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Courses

COURSE NUMBER AND TITLE
Biology 3532 – Cell and Molecular Biology of Cancer

RATIONALE

The present proposal aims to regularize a special topics course being delivered currently. The course was developed by Brian Staveley with the intention of adding this to our regularly offered courses. Of the concentrations available to Biology majors, our 'Biology for Health Professions' option is most heavily subscribed. In recent years we have seen limited options for these students, and all courses offered in this concentration currently have an associated lab. The current proposal will be added as an option for students in this and other concentrations for the 2025-26 academic year, and will provide some additional scheduling flexibility for those who choose to take the course.

CALENDAR CHANGES

13.2 Biology (new entry)

BIOL 3532
(same as HUBI 3532)

is a modern and foundational view of the cellular and molecular biology of cancer with a focus on underlying principles and molecular mechanisms. In this, the identification of malfunctions in specific signal transduction pathways involved in carcinogenesis can help to provide sub-cellular and molecular targets with which to generate novel cancer treatments. The links between new fundamental and pre-existing concepts, the identification cancer-related components and the development of therapeutic strategies will be emphasized.

PR: BIOL 2060 or HUBI 3004

CALENDAR ENTRY AFTER CHANGES

BIOL 3532
(same as HUBI 3532)

is a modern and foundational view of the cellular and molecular biology of cancer with a focus on underlying principles and molecular mechanisms. In this, the identification of malfunctions in specific signal transduction pathways involved in carcinogenesis can

help to provide sub-cellular and molecular targets with which to generate novel cancer treatments. The links between new fundamental and pre-existing concepts, the identification cancer-related components and the development of therapeutic strategies will be emphasized.

PR: BIOL 2060 or HUBI 3004

SECONDARY CALENDAR CHANGES

11.2.5.4 Biology for Health Professions

Students selecting a Biology for Health Professions concentration are required to complete 18 credit hours from the following courses:

1. Biology 3050, 3052, 3500, 3530, 3532, 4010, 4050, 4200, 4241, 4245, 4404, 4550, 4605

2. Medicine 310A/B

11.2.5.7 Molecular, Microbial, and Cell Biology

Students selecting a Molecular, Microbial and Cell Biology concentration are required to complete 18 credit hours from the following courses:

1. Biology 3050, 3052, 3401, 3402, 3530, 3532, 3950, 3951, 4050, 4052, 4241, 4250, 4251, 4404, 4606

2. Human Biosciences 3207 or the former Biochemistry 3207

CALENDAR ENTRY AFTER SECONDARY CHANGES

11.2.5.4 Biology for Health Professions

Students selecting a Biology for Health Professions concentration are required to complete 18 credit hours from the following courses:

1. Biology 3050, 3052, 3500, 3530, 3532, 4010, 4050, 4200, 4241, 4245, 4404, 4550, 4605

2. Medicine 310A/B

11.2.5.7 Molecular, Microbial, and Cell Biology

Students selecting a Molecular, Microbial and Cell Biology concentration are required to complete 18 credit hours from the following courses:

3. Biology 3050, 3052, 3401, 3402, 3530, 3532, 3950, 3951, 4050, 4052, 4241, 4250, 4251, 4404, 4606

4. Human Biosciences 3207 or the former Biochemistry 3207

Memorial University of Newfoundland Undergraduate Calendar Change Proposal Form Appendix Page

CONSULTATIONS SOUGHT

Text of request:

From	**Response Received**
Grenfell campus	
Faculty of Business Administration	
Faculty of Education	
Faculty of Engineering & Applied Science	
Faculty of Humanities & Social Sciences	
Faculty of Science	
Department of Biochemistry	
Department of Chemistry	
Department of Computer Sciences	
Department of Earth Sciences	
Department of Economics	

Department of Geography
Department of Mathematics and Statistics
Department of Physics and Physical Oceanography
Department of Psychology Yes - approve
Marine Institute
School of Human Kinetics and Recreation
School of Medicine
School of Nursing
School of Pharmacy
School of Social Work

LIBRARY REPORT
No library report required for this proposal.

RESOURCE IMPLICATIONS
As with all courses, this course may be assigned TA assistance for grading should registration justify.

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- **X** Amended or deleted course(s): *Geography 4190 – cross-listing*
- ☐ New program(s):
- ☐ Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Courses

COURSE NUMBER AND TITLE
Geography 4190: Coastal Geomorphology

REVISED COURSE NUMBER AND TITLE
Geography 4190: Coastal Geomorphology / Earth Sciences 4710: Coastal Geomorphology

ABBREVIATED COURSE TITLE
Coastal Geomorphology

RATIONALE
The 4th year course in Coastal Geomorphology should be available to students in both Geography and Earth Sciences, similar to the 3rd year Geomorphology (GEOG 3150/EASC 3700). The course meets requirements for professional registration of professional geoscientists through PEG-NL. The course can be used towards Geoscience Knowledge Requirements (GKR) for GIT/PGeo and is specifically considered a “Geoscience elective.”

ANTICIPATED EFFECTIVE DATE
Fall 2026

CALENDAR CHANGES

Geography 4190 Coastal Geomorphology teaches ~~is an~~ advanced ~~course in~~ geomorphology of coastal regions in all climate zones. This course covers reflective and dissipative beaches, barrier systems, coastal sand dunes, deltas, tidal flats, estuaries, reefs, bedrock and karst shorelines, ice-dominated shorelines, submarine geomorphology, and influence of climate change and sea level change on coastal environments. The course can be used as a Geoscience elective towards requirements for professional geoscientist (PGeo) registration.

CR: the former GEOG 4180

EQ: Earth Sciences 4710

LH: 3

PR: GEOG 3150 or Earth Sciences 3700 or Earth Sciences 2702 or permission of instructor. It is strongly recommended that GEOG 3222 and GEOG 3228 (or the former 3226**)** be completed before registration in 4000-level courses.

CALENDAR ENTRY AFTER CHANGES

Geography 4190 Coastal Geomorphology teaches advanced geomorphology of coastal regions in all climate zones. This course covers reflective and dissipative beaches, barrier systems, coastal sand dunes, deltas, tidal flats, estuaries, reefs, bedrock and karst shorelines, ice-dominated shorelines, submarine geomorphology, and influence of climate change and sea level change on coastal environments. The course can be used as a Geoscience elective towards requirements for professional geoscientist (PGeo) registration.

CR: the former GEOG 4180

EQ: Earth Sciences 4710

LH: 3

PR: GEOG 3150 or Earth Sciences 3700 or Earth Sciences 2702 or permission of instructor. It is strongly recommended that GEOG 3222 and GEOG 3228 (or the former 3226**)** be completed before registration in 4000-level courses.

SECONDARY CALENDAR CHANGES

The following new course entry to be added to the Earth Sciences course descriptions list under Fourth Year courses (i.e., section 13.5.4)

Earth Sciences 4710 Coastal Geomorphology teaches advanced geomorphology of coastal regions in all climate zones. This course covers reflective and dissipative beaches, barrier systems, coastal sand dunes, deltas, tidal flats, estuaries, reefs, bedrock and karst shorelines, ice-dominated shorelines, submarine geomorphology, and influence of climate change and sea level change on coastal environments. The course can be used as a Geoscience elective towards requirements for professional geoscientist (PGeo) registration.

CR: the former Geography 4180

EQ: Geography 4190

LH: 3

PR: Geography 3150 or EASC 3700 or EASC 2702 or permission of instructor

SECONDARY CALENDAR ENTRY AFTER CHANGES

Earth Sciences 4710 Coastal Geomorphology teaches advanced geomorphology of coastal regions in all climate zones. This course covers reflective and dissipative beaches, barrier systems, coastal sand dunes, deltas, tidal flats, estuaries, reefs, bedrock and karst shorelines, ice-dominated shorelines, submarine geomorphology, and influence of climate change and sea level change on coastal environments. The course can be used as a Geoscience elective towards requirements for professional geoscientist (PGeo) registration.

CR: the former Geography 4180

EQ: Geography 4190

LH: 3

PR: Geography 3150 or EASC 3700 or EASC 2702 or permission of instructor

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Appendix Page

CONSULTATIONS SOUGHT **RESPONSE** **DATE**

The Dean's office sends CCP out for formal consultation.

Business	Yes/No
Education	Yes/No
Engineering	Yes/No
Grenfell Campus	Yes/No
Human Kinetics and Recreation	Yes/No
Humanities and Social Sciences	Yes/No
Labrador Institute	Yes/No
Marine Institute	Yes/No
Medicine	Yes/No
Music	Yes/No
Nursing	Yes/No
Pharmacy	Yes/No
Registrar's Office	Yes/No
Science	Yes/No
Social Work	Yes/No

Earth Sciences has been consulted about this proposal and is supportive (please see attached email).

RESOURCE IMPLICATIONS

None

Check box as applicable (☑)

Courses that are part of load	*YES*	*NO*	*N/A*
Q1. Will the course be taught by a tenured or tenure track Academic Staff Member as part of load? *(if yes, complete 1a to 1c; if no, proceed to Q2)*	x		
a) Required course: will it be taught every year?			
b) Elective course: will it be taught on a regular rotation depending on the academic unit's teaching plan?		x	
c) Elective course: will it hinder the academic unit's ability to offer its core program?		x	
Proceed to Q3.			

Q2. If the course will be taught as overload by an Academic Staff Member, or by a per-course instructor (PCI) or by any other contractual instructor, please answer each of the following.

a) Approximately how often will the course be taught?

b) Why can’t the course be offered by a tenured or tenure track Academic Staff Member as part of normal load?

Q3. If the course is planned as a distance course, does DELTS support it and has DELTS confirmed that it will offer financial and administrative support?

Q4. Will the course require any further resources (e.g. extra administrative supports)? Please explain and justify.
NO.

Title of Proposal: GEOG Cross-List GEOG 4190 and EASC 4710

Checklist for Faculty of Humanities and Social Sciences Course/Program Proposals

This checklist helps faculty to avoid errors and omissions in calendar change proposals. The completed checklist will be reviewed by a secretary in the Office of the Dean of HSS before the Associate Dean (Curriculum and Programs) assesses the draft proposal in preparation for submission to the Curriculum and Programs Committee. Proposals reviewed after October 31 may not be eligible for the next academic year's University Calendar.

Faculty member: check boxes as applicable

	YES	N/A
1. Has the completed proposal been approved by your academic unit's undergraduate committee and/or by the unit as a whole, including the Head?	x	
2. Will the change impact the calendar entry of another unit/department, **including Grenfell Campus and interdisciplinary HSS programs**? If so, this is identified in the "secondary change" section, and written consent should be appended.		x
3. Has a Word version of the proposal been submitted, not a pdf? (so that the Dean's Office can make edits as appropriate, if applicable. Authors will be consulted about any edits)	x	
4. Does the proposal use all required headings, 12 point font, and include page numbers?	x	
5. Is an executive summary, rationale or similar topline information included? (during formal consultations coordinated by the Office of the Dean of HSS this summary will be circulated electronically so that recipients can quickly grasp key aspects before reviewing the proposal itself).	x	
6. Does the "Resource Implications" section include the Dean's Office checklist template for this section? (not applicable to a course that will use an existing special topic number)		x
7. Has a library report been requested or appended? (not required for special topics courses)		x
8. Are proposed deletions to existing Calendar language identified using strikethroughs, ~~like this~~, and proposed Calendar additions identified by underlining, like this?	x	

updated: Sept-2023

The person that the Office of the Dean should contact with any questions about the attached proposal:

Yolande Pottie-Sherman — ypottiesherm@mun.ca

Name (print legibly) — Phone / email

Departmental Head Signature:

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- **x** **Amended** or deleted course(s): Physics 3550 Electric Circuits
- ☐ New program(s):
- ☐ Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Courses

COURSE NUMBER AND TITLE
PHYS 3550 Electric Circuits

REVISED COURSE NUMBER AND TITLE
PHYS 3550 Circuit Analysis

ABBREVIATED COURSE TITLE
Circuit Analysis

RATIONALE

For approximately two decades, Physics 3550 was taught as equivalent to Electrical and Computer Engineering 3300, with students enrolled in Physics 3550 sitting in the ECE 3300 classroom taught by an instructor from ECE. For whatever reason, the calendar change needed to formalize the equivalency of these two courses was never made. After consultation with the Department of Electrical and Computer Engineering on their willingness to continue teaching Physics students, the Department of Physics and Physical Oceanography is proposing to rectify the calendar entries and make the two courses equivalent. The course description for Physics 3550 will be made identical to ECE 3300.

ANTICIPATED EFFECTIVE DATE
September 2026

CALENDAR CHANGES
13.11 Physics and Physical Oceanography

~~**PHYS 3550 Electric Circuits**~~
~~covers circuit elements. Simple resistive circuits. Techniques of circuit analysis. Topology in circuit analysis. Operational amplifiers. Reactive circuit elements. Natural response and step response of RL, RC and RLC circuits. Circuits driven by sinusoidal sources. Mutual inductance. Series and parallel resonance. Laplace transforms in the analysis of frequency response.~~

~~CO: Mathematics 2260~~
~~CR: Electrical and Computer Engineering 3300, the former Engineering 3821~~
~~LC: 6~~
~~LH: 6~~
~~PR: Mathematics 2050, Mathematics 2260 or (the former Mathematics 3260), PHYS 2055~~

PHYS 3550 Circuit Analysis
begins with a review of basic circuit analysis including dependent sources, then considers wye-delta transformation, bridge circuits, transient analysis of first- and second-order circuits, sinusoidal steady state analysis, phasor diagrams, sinusoidal steady-state power, complex power and maximum power transfer.

CO: Engineering 3424 or Mathematics 2260
EQ: Electrical and Computer Engineering 3300, the former Engineering 3821
LH: eight 3-hour sessions per semester
OR: tutorial 1 hour per week
PR: PHYS 2055 (or Engineering 1050 or the former Engineering 1040), Mathematics 1001, Mathematics 2050.

CALENDAR ENTRY AFTER CHANGES
13.11 Physics and Physical Oceanography

PHYS 3550 Circuit Analysis
begins with a review of basic circuit analysis including dependent sources, then considers wye-delta transformation, bridge circuits, transient analysis of first- and second-order circuits, sinusoidal steady state analysis, phasor diagrams, sinusoidal steady-state power, complex power and maximum power transfer.

CO: Engineering 3424 or Mathematics 2260
EQ: Electrical and Computer Engineering 3300, the former Engineering 3821
LH: eight 3-hour sessions per semester
OR: tutorial 1 hour per week
PR: PHYS 2055 (or Engineering 1050 or the former Engineering 1040), Mathematics 1001, Mathematics 2050.

SECONDARY CALENDAR CHANGES
In the Faculty of Engineering and Applied Science
11.3 Electrical and Computer Engineering

ECE 3300 Circuit Analysis
begins with a review of basic circuit analysis including dependent sources, then considers wye-delta transformation, bridge circuits, transient analysis of first- and second-order circuits, sinusoidal steady state analysis, phasor diagrams, sinusoidal steady-state power, complex power and maximum power transfer.

CO: ENGI 3424. Students completing a Minor in Applied Science - Electrical Engineering may successfully complete Mathematics 2260 as the co-requisite instead of ENGI 3424.
~~CR: Physics 3550~~
EQ: the former ENGI 3821, Physics 3550
LH: eight 3-hour sessions per semester
OR: tutorial 1 hour per week
PR: ENGI 1050 (or the former ENGI 1040), Mathematics 1001, Mathematics 2050. Students completing a Minor in Applied Science - Electrical Engineering may complete Physics 2055 as the prerequisite instead of ENGI 1050 (or the former ENGI 1040).

SECONDARY CALENDAR ENTRIES AFTER CHANGES
In the Faculty of Engineering and Applied Science
11.3 Electrical and Computer Engineering

ECE 3300 Circuit Analysis

begins with a review of basic circuit analysis including dependent sources, then considers wye-delta transformation, bridge circuits, transient analysis of first- and second-order circuits, sinusoidal steady state analysis, phasor diagrams, sinusoidal steady-state power, complex power and maximum power transfer.

CO: ENGI 3424. Students completing a Minor in Applied Science - Electrical Engineering may successfully complete Mathematics 2260 as the co-requisite instead of ENGI 3424.
EQ: the former ENGI 3821, Physics 3550
LH: eight 3-hour sessions per semester
OR: tutorial 1 hour per week
PR: ENGI 1050 (or the former ENGI 1040), Mathematics 1001, Mathematics 2050. Students completing a Minor in Applied Science - Electrical Engineering may complete Physics 2055 as the prerequisite instead of ENGI 1050 (or the former ENGI 1040).

CONSULTATIONS SOUGHT

Consultation email

Note: This is the email sent out for broad consultation. Special consultation with ECE and FEAS follows.

From: Saika-Voivod, Ivan <saika@mun.ca>
Sent: Tuesday, October 7, 2025 11:32 AM
To: assocdeancphss <assocdeancphss@mun.ca>; Business Undergrad Help <busihelp@mun.ca>; Dean of Education <educdean@mun.ca>; Engineering and Applied Science <engrconsult@mun.ca>; HKR Dean <hkrdean@mun.ca>; Dean of Medicine : McKeen, Dr. Dolores <deanofmedicine@mun.ca>; Karen Bulmer <kbulmer@mun.ca>; DeanNurse <DeanNurse@mun.ca>; Pharmacy <pharminfo@mun.ca>; Dean of Science <deansci@mun.ca>; adeanugradswk <adeanugradswk@mun.ca>; Dean of Arts and Social Science (Grenfell Campus) <gcsass-dean@mun.ca>; GC School of Science and the Environment <gcsse@mun.ca>; GC School of Fine Arts <gcsofa@mun.ca>; Marine Institute <miugconsultations@mi.mun.ca>; deanofsass <deanofsass@mun.ca>
Cc: Physics Head <physicshead@mun.ca>
Subject: Consultation Request -- PHYS 3500 and ECE 3300 EQ

The Department of Physics and Physical Oceanography is soliciting feedback on a proposal to formalize the equivalence of Physics 3550 and Electrical and Computer Engineering 3300 Circuit Analysis.

For approximately two decades, Physics 3550 was taught as equivalent to Electrical and Computer Engineering 3300, with students enrolled in Physics 3550 sitting in the ECE 3300 classroom taught by an instructor from ECE. For whatever reason, the calendar change needed to formalize the equivalency of these two courses was never made. After consultation with the Department of Electrical and Computer Engineering on their willingness to continue teaching Physics students, the Department of Physics and Physical Oceanography is proposing to rectify the calendar entries and make the two courses equivalent. The course description for Physics 3550 will be made identical to ECE 3300.

Please send comments to Ivan Saika-Voivod at saika@mun.ca.

Thank you,

Ivan Saika-Voivod, Professor
Deputy Head (Undergraduate Studies)
Department of Physics and Physical Oceanography, Memorial University of Newfoundland
Tel: 709-864-8886, Fax: 709-864-8739, Rm C3026, http://www.physics.mun.ca/~saika/

Academic Unit	Response Received
Humanities and Social Sciences	Oct. 24, 2025
Business Administration	
Education	
Engineering and Applied Science	Oct. 8, 2025
Human Kinetics and Recreation	Oct. 27, 2025
Marine Institute	
Medicine	
Music	
Nursing	Oct. 8, 2025
Pharmacy	Oct. 7, 2025
Science	
Biochemistry	
Biology	
Chemistry	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	
Physics and Physical Oceanography	
Psychology	
Social Work	
Library	
Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	

Academic Unit	Response Received
Grenfell - Fine Arts	
Labrador Institute	

School of Pharmacy

From: McGrath, Gerona <geronam@mun.ca>
Date: Tuesday, October 7, 2025 at 3:54 PM
To: Saika-Voivod, Ivan <saika@mun.ca>
Subject: RE: Consultation Request -- PHYS 3500 and ECE 3300 EQ

Thank you for the opportunity to review the proposed change. There is no impact on the School of Pharmacy.

Gerona

_____

Gerona McGrath MBA, M.Ed.
Manager of Academic Programs
School of Pharmacy

Memorial University of Newfoundland
3435 Health Sciences Centre
St. John's, NL A1B 3V6 Canada

Nursing

From: DeanNurse <DeanNurse@mun.ca>
Date: Wednesday, October 8, 2025 at 2:42 PM
To: Saika-Voivod, Ivan <saika@mun.ca>
Subject: RE: Consultation Request -- PHYS 3500 and ECE 3300 EQ
Good afternoon, Dr. Saika-Voivod.

Dr. April Pike, Dean of the Faculty of Nursing, has reviewed your request. She tells me that she does not see any implications for the Faculty of Nursing.

Thank you for your time, wishing you a great day!
Jane

HSS

From: assocdeancphss <assocdeancphss@mun.ca>
Date: Thursday, October 23, 2025 at 5:49 PM
To: Saika-Voivod, Ivan <saika@mun.ca>
Subject: Re: Consultation Request -- PHYS 3500 and ECE 3300 EQ

No concerns from HSS

P Dold

Patricia Dold (she/her)
Associate Professor, Religion and Culture
Associate Dean, Curriculum and Programs
Faculty of Humanities and Social Sciences
St. John's Campus, Memorial University

HKR

From: HKR Dean <hkrdean@mun.ca>
Date: Monday, October 27, 2025 at 11:13 AM
To: Saika-Voivod, Ivan <saika@mun.ca>
Subject: Re: Consultation Request -- PHYS 3500 and ECE 3300 EQ

Hello Ivan,

Thank you for the opportunity to review. There are no concerns or questions from the SHKR.

Anne-Marie

Anne-Marie Sullivan, PhD, CTRS

Professor and Dean
School of Human Kinetics and Recreation.
Home of the Memorial University Sea-Hawks
(p) 709-864-8129 (e) asulliva@mun.ca
https://mun.webex.com/meet/asulliva

Special consultation with ECE and FEAS

From: Saika-Voivod, Ivan <saika@mun.ca>
Date: Wednesday, October 8, 2025 at 11:25 AM
To: Power, Sarah Dianne <b09sdp@mun.ca>

Cc: Physics Head <physicshead@mun.ca>, FEAS ECE Department Head <engrecehead@mun.ca>, George,Glyn <glyn@mun.ca>
Subject: Re: ECE 3300 / PHYS 3550

Thank you, Sarah!
Best regards,
Ivan

Ivan Saika-Voivod, Professor
Deputy Head (Undergraduate Studies)
Department of Physics and Physical Oceanography, Memorial University of Newfoundland
Tel: 709-864-8886, Fax: 709-864-8739, Rm C3026, http://www.physics.mun.ca/~saika/

From: Power, Sarah Dianne <b09sdp@mun.ca>
Date: Wednesday, October 8, 2025 at 6:32 AM
To: Saika-Voivod, Ivan <saika@mun.ca>, FEAS ECE Department Head <engrecehead@mun.ca>, George,Glyn <glyn@mun.ca>
Cc: Physics Head <physicshead@mun.ca>
Subject: Re: ECE 3300 / PHYS 3550

Hi all,

Since the curriculum committee already approved this, and our suggestion of adopting the ECE 3300 calendar entry was implemented, I have no concerns.

Many thanks,
Sarah

From: Saika-Voivod, Ivan <saika@mun.ca>
Sent: October 7, 2025 11:16 AM
To: FEAS ECE Department Head <engrecehead@mun.ca>; George,Glyn <glyn@mun.ca>
Cc: Physics Head <physicshead@mun.ca>; Power, Sarah Dianne <b09sdp@mun.ca>
Subject: Re: ECE 3300 / PHYS 3550

Hi Lihong and Glyn,

Thank you for your quick responses. I will go ahead and send the proposal out for consultation to help ensure that we make calendar change timelines. We can make changes to the proposal (or pause it entirely) in response to any concerns Sarah may have.

Kind regards,
Ivan

Ivan Saika-Voivod, Professor
Deputy Head (Undergraduate Studies)
Department of Physics and Physical Oceanography, Memorial University of Newfoundland
Tel: 709-864-8886, Fax: 709-864-8739, Rm C3026, http://www.physics.mun.ca/~saika/

From: FEAS ECE Department Head <engrecehead@mun.ca>
Date: Tuesday, October 7, 2025 at 11:04 AM
To: George,Glyn <glyn@mun.ca>, Saika-Voivod, Ivan <saika@mun.ca>
Cc: Physics Head <physicshead@mun.ca>, Power, Sarah Dianne <b09sdp@mun.ca>
Subject: RE: ECE 3300 / PHYS 3550

Hi Ivan and Glyn,
Thanks for your follow-up. I concur with Glyn. I understand Sarah (Chair of the ECE Curriculum Committee and Acting Deputy Head) is attending a conference now and will be back after Oct. 10. I am sure she will reply if she has any concerns or needs any other information.
Cheers,
Lihong

From: George,Glyn <glyn@mun.ca>
Sent: Tuesday, October 7, 2025 10:42 AM
To: Saika-Voivod, Ivan <saika@mun.ca>; FEAS ECE Department Head <engrecehead@mun.ca>
Cc: Physics Head <physicshead@mun.ca>; Power, Sarah Dianne <b09sdp@mun.ca>
Subject: RE: ECE 3300 / PHYS 3550

Ivan and Lihong,

I agree that the draft Calendar change for PHYS 3550, including the secondary change to ECE 3300 and the evidence of support from ECE, needs only approval from Science before going on to SCUGS and Senate.

Glyn.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science
Memorial University of Newfoundland
St. John’s NL A1B 3X5

From: Saika-Voivod, Ivan <saika@mun.ca>
Sent: October 7, 2025 10:32
To: FEAS ECE Department Head <engrecehead@mun.ca>
Cc: Physics Head <physicshead@mun.ca>; Power, Sarah Dianne <b09sdp@mun.ca>;

George,Glyn <glyn@mun.ca>
Subject: Re: ECE 3300 / PHYS 3550

Dear Lihong,

Thank you and your department again for kindly supporting the idea of continuing to teach PHYS 3550 as equivalent to ECE 3300.

I am attaching a calendar change proposal to formally make the two courses equivalent. As suggested, we have adopted the calendar entry from ECE 3300. This proposal has been approved by our department. It includes secondary calendar changes to ECE 3300, namely adding something to the effect of “EQ: Physics 3550."

Normally, our next step is to send this out for consultation prior to discussion at the Faculty of Science Committee on Undergraduate Studies and then approval at Faculty Council of the Faculty of Science before it moves on to Senate.

I am unsure of how approval of your department and faculty are incorporated into the process. Is this approval noted in the consultation feedback, or is there another process?

Thank you,
Ivan

Ivan Saika-Voivod, Professor
Deputy Head (Undergraduate Studies)
Department of Physics and Physical Oceanography, Memorial University of Newfoundland
Tel: 709-864-8886, Fax: 709-864-8739, Rm C3026, http://www.physics.mun.ca/~saika/

LIBRARY REPORT

n.a.

RESOURCE IMPLICATIONS

None. The teaching of PHYS 3550 by ECE instructors will continue a long-running practice.

ADDITIONAL INFORMATION

Preliminary discussion with FEAS ECE

From: FEAS ECE Department Head <engrecehead@mun.ca>
Date: Tuesday, January 28, 2025 at 3:43 PM
To: Saika-Voivod, Ivan <saika@mun.ca>
Cc: Physics Head <physicshead@mun.ca>, Power, Sarah Dianne <b09sdp@mun.ca>, George,Glyn <glyn@mun.ca>
Subject: RE: ECE 3300 / PHYS 3550

Hi Ivan,
This morning the ECE Curriculum Committee held a meeting, where the course equivalence of ECE 3300 and PHYS 3550 was discussed. As a conclusion of the meeting, ECE supports, in principle, a calendar change making ECE 3300 and PHYS 3550 equivalent rather than just credit-restricted. Along with the calendar changes as proposed, please note that the course descriptions would also need to be identical (as Glyn, Chair of the Engineering's Committee of Undergraduate Studies, had previously noted in his reply). We would prefer to use the ECE 3300 course description, but will consider modifications if you want to request any. Thanks a lot.
Cheers,
Lihong

PS: I am copying this email to Glyn and Sarah, Chair of the ECE Curriculum Committee.

Dr. Lihong Zhang, Professor, P.Eng.
Department Head, Electrical and Computer Engineering
Faculty of Engineering and Applied Science
Memorial University of Newfoundland
St. John's, NL, A1C 5S7 CANADA
Email: lzhang@mun.ca Tel: 1-(709)-864-4638
Website: http://www.engr.mun.ca/~lihong/

From: Saika-Voivod, Ivan <saika@mun.ca>
Sent: Friday, November 15, 2024 5:27 PM
To: Zhang, Lihong <lzhang@mun.ca>
Cc: Physics Head <physicshead@mun.ca>
Subject: Re: ECE 3300 / PHYS 3550

Thank you very much, Lihong. Have a good weekend.
Best,
Ivan

Ivan Saika-Voivod, Professor
Deputy Head (Undergraduate Studies)
Department of Physics and Physical Oceanography, Memorial University of Newfoundland
Tel: 709-864-8886, Fax: 709-864-8739, Rm C3026, http://www.physics.mun.ca/~saika/

From: Zhang, Lihong <lzhang@mun.ca>
Date: Friday, November 15, 2024 at 4:08 PM
To: Saika-Voivod, Ivan <saika@mun.ca>
Cc: Physics Head <physicshead@mun.ca>
Subject: RE: ECE 3300 / PHYS 3550
Hi Ivan,
Thank you very much for your message. I will move this to the ECE Curriculum Committee for discussion/approval. I will keep you posted.
Cheers,
Lihong

PS: thanks a lot for your great effort to help put the PHYS 3000 supplementary exam into the calendar change.

Dr. Lihong Zhang, Professor, P.Eng.
Acting Head, Department of Electrical and Computer Engineering
Faculty of Engineering and Applied Science
Memorial University of Newfoundland
St. John's, NL, A1C 5S7 CANADA
Email: lzhang@mun.ca Tel: 1-(709)-864-4638
Website: http://www.engr.mun.ca/~lihong/

From: Saika-Voivod, Ivan <saika@mun.ca>
Sent: Friday, November 15, 2024 1:38 PM
To: Zhang, Lihong <lzhang@mun.ca>
Cc: Physics Head <physicshead@mun.ca>
Subject: ECE 3300 / PHYS 3550

Dear Lihong,

For the last several years, Physics 3550 has been taught by ECE. Students enrolled in PHYS 3550 would be in the same class as ECE 3300. This has worked well.

However, during the time that Michelle Miskell was our Academic Program Officer, she informed us that this type of arrangement should only occur if the two courses are designated as equivalent, “EQ”, to each other in their calendar entries. Currently, the two course are only credit restricted, “CR”. As a result, we did not offer PHYS 3550 this year. The number of students who take PHYS 3550 is small, with only 8 students having taken it since 2006.

Would the Department of Electrical and Computer Engineering be supportive, in principle, of a calendar change in which “CR: Physics 3550” is replaced with “EQ: Physics 3550” in the calendar entry for ECE 3300 (and the reciprocal changes are made in the description of Physics 3550) as below? This would regularize the practice of ECE teaching PHYS 3550, as has been done for many years now.

If yes, we can draft a calendar change proposal, which I think would entail secondary calendar changes in the description of the Minor in in Applied Science – Electrical Engineering. If no, then the content of ECE 3300 will only be available to Physics students who are enrolled in the Minor (or who have taken ENGI 1050).

ECE 3300 Circuit Analysis
begins with a review of basic circuit analysis including dependent sources, then considers wye-delta transformation, bridge circuits, transient analysis of first- and second -order circuits, sinusoidal steady state analysis, phasor diagrams, sinusoidal steady-state power, complex power and maximum power transfer.
CO: ENGI 3424. Students completing a Minor in Applied Science - Electrical Engineering may successfully complete Mathematics 2260 as the co-requisite instead of ENGI 3424.
EQ~~CR~~: Physics 3550
EQ: the former ENGI 3821
LH: eight 3-hour sessions per semester
OR: tutorial 1 hour per week
PR: ENGI 1050 (or the former ENGI 1040), Mathematics 1001, Mathematics 2050. Students completing a Minor in Applied Science - Electrical Engineering may complete Physics 2055 as the prerequisite instead of ENGI 1050 (or the former ENGI 1040).

PHYS 3550 Electric Circuits
covers circuit elements. Simple resistive circuits. Techniques of circuit analysis. Topology in circuit analysis. Operational amplifiers. Reactive circuit elements. Natural response and step response of RL, RC and RLC circuits. Circuits driven by sinusoidal sources. Mutual inductance. Series and parallel resonance. Laplace transforms in the analysis of frequency response.
CO: Mathematics 2260
EQCR: Electrical and Computer Engineering 3300, the former Engineering 3821
LC: 6
LH: 6
PR: Mathematics 2050, Mathematics 2260 or (the former Mathematics 3260), PHYS 2055

Respectfully,
Ivan

P.S. The calendar change proposal that would allow for supplemental exams in PHYS 3000 is now working its way through the system.

Ivan Saika-Voivod, Professor
Deputy Head (Undergraduate Studies)
Department of Physics and Physical Oceanography, Memorial University of

Newfoundland
Tel: 709-864-8886, Fax: 709-864-8739, Rm C3026, http://www.physics.mun.ca/~saika/

Department of Psychology

Proposed Calendar Changes

2026-2027 Academic Year

Contents

Part I: Program Regulations 3
1.Program Regulations 4
2. Appendix: Consultations, & Responses 22
Part II: New Courses 23
1.New Major-Restricted Laboratory Versions of Existing 2X21 Courses 25
2. New Restricted PSYC Courses at Advanced Levels 77
2. Appendix: Consultations & Responses 93
Part III. Amendments to PSYC Courses Having PRs Revised 94
1. Proposed Amendments 95
Part IV: Deleted Courses 150
1. Proposed Deletions 151
Part V: Consultations and Correspondence 154
1.Consultations Sought 155
2. Request for Feedback 156

Memorial University of Newfoundland

Undergraduate Calendar Change Proposal Form

Part I: Program Regulations

1. Changes to Program Regulations to Reflect the Addition of 2X22 courses

2. Appendix Page

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Programs

1.Program Regulations

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- ☐ Deleted course(s):
- ☐ New program(s):
- ✓ **Amended or deleted program(s): 11.12.5,6,7,8,9**
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

PROGRAM TITLE
11.12 Psychology

RATIONALE
This change in program requirements is a follow-up to last year's major revision to the undergraduate psychology program. This revision proposes removing PSYC 2930 Research and Writing in Psychology, and replacing it with laboratory options for majors enrolled in 2X21 courses (new proposed 2X22 courses included in this package) that will deliver the learning outcomes previously associated with PSYC 2930.

This change will provide more effective teaching of content usually covered in 2930, improve the student experience by exposing them to smaller peer groups earlier in their training, and allow for the development of critical program learning outcomes such as writing, oral communication, critical thinking, and group discussion. Further, this will make better use of teaching resources already in the department.

Furthermore, the requirements for admission to Honours programs have been delineated separately for Psychology and Behavioural Neuroscience Majors, as the two Majors have sufficiently different program requirements that it is not reasonable to use the same requirements for both Majors.

In terms of the specific program requirements, we addressed the reduction of 3 CH associated with removing 2930 in different ways, depending on the program. For the Psychology Major, we added the requirement for 3 additional CH at any level 2000+ to maintain flexibility and choice. For the Psychology Honours, we did not require any additional courses. The program had already required 66 CH, which is higher than typical (and 6 CH higher than our former program requirements), and it was judged that 63 CH was a suitable breadth and depth for Honours. For the Behavioural Neuroscience Major and Honours, we added the requirement for one additional PSYC 2X21 course. This ensures that students in these programs will have taken a pre-requisite for one of the required 4000 level Research Experience courses (4X7X); currently, with only one 2X21 course requirement, students may choose PSYC 2621, which does not have an associated Research Experience course offering, potentially causing issues for students in the final year of their program.

Finally, some of the Joint Honours program calendar entries were inconsistent in terms of the associated notes providing information on the necessity to apply for admission to the Psychology or Behavioural Neuroscience Major. We have added text where relevant for consistency.

ANTICIPATED EFFECTIVE DATE
2026-2027 Academic Calendar

LIBRARY REPORT FOR SECTION
Requested September 29, 2025

RESOURCE IMPLICATIONS FOR SECTION

These proposed new courses will not result in any additional teaching resources as they will be in the same lecture section as their 2X21 counterparts (e.g., The lectures for 2021 and 2022 will be at the same time, in the same room), and the laboratory instruction will be covered by existing laboratory instruction staff. This program will necessitate having two full-time laboratory instructors in the department (the current staffing complement). In addition, the removal of 2930 will result in a reduction of two faculty teaching equivalencies and multiple TAs assignments. These TAs will be re-assigned to assist with laboratory sections in their areas of expertise.

CALENDAR CHANGES

11.12.5 Admission to Honours Programs

The Honours programs in the Department of Psychology are designed for students who would like to concentrate their studies or pursue graduate work. Students who wish to be admitted to these programs must submit an application to the Department of Psychology by March 15th for Fall semester registration. This form is available on the Department of Psychology website in the Winter semester.

To be eligible for admission, Psychology Major students must have successfully completed Psychology 2910, 2911, ~~2930,~~ and 3910; a minimum of 3 credit hours in Psychology 2X22 courses (excluding Psychology 2822); ~~12~~ 9 credit hours in Psychology 2X21 courses; and a minimum of 9 credit hours in Psychology courses at or above the 3000 level, including at least 3 credit hours in 3X5X courses by the end of the semester in which the student is applying; and have obtained in these courses a grade of “B” or better, or an average of 75% or higher.

To be eligible for admission, Behavioural Neuroscience Major students must have successfully completed Psychology 2822, 2910, 2911, 3800, 3802, and 3910; and 3 credit hours in any other Psychology 2X22 course by the end of the semester in which the student is applying; and have obtained in these courses a grade of “B” or better, or an average of 75% or higher.

Students who fulfill the eligibility requirements compete for a limited number of available spaces. Selection is based on securing a thesis supervisor and academic performance in the above major courses. Selected students can enroll in Psychology 499A only after their thesis supervisor is confirmed by the Academic Program Officer or Deputy Head, Undergraduate.

Note:
Students are advised to consult the Bachelor of Arts (Honours) Degree Regulations or Degree Regulations for the Honours Degree of Bachelor of Science, as appropriate.

11.12.6 Requirements for a Major in Psychology

Students completing this program cannot receive credit for Psychology 2920. Students who intend to pursue graduate studies should take courses leading to the Honours degree. Regular meetings with the Academic Program Officer are also strongly recommended.

1. Students may Major in Psychology as part of either a B.A. or a B.Sc. program, and should consult the Degree Regulations for the General Degree of Bachelor of Science or the Degree Regulations for the General Degree of Bachelor of Arts, as appropriate. All Majors are required to complete a minimum of 42 credit hours of Psychology as listed below:
    a. Psychology 1000, 1001, 2910, 2911, ~~2930.~~
    b. Three credit hours in any Psychology 2X22 excluding Psychology 2822.
    c. ~~Twelve~~ Nine credits hours in any Psychology 2X21.
    d. Nine credit hours of Psychology courses at the 3000-level, including at least three credit hours in any Psychology 3X5X, and an additional six credit hours in any 3000-level course in Psychology other than 3550, with no more than three credit hours in any 385X courses.
    e. Six credit hours of 4000-level courses in Psychology, of which three credit hours must be in a research experience course (4X7X) and three credit hours must be in a selected topics or a seminar course (4X5X).
    f. Three additional credit hours in any other course in Psychology at the 2000-level or above.
2. Psychology Majors following the B.Sc. program are also required to successfully complete the following:
    a. Mathematics 1000 or 1006 (or equivalent) or Statistics 1500, or 6 credit hours in Mathematics 1090, 1050, 1051 (or equivalent).
    b. Biology 1001 and 1002.
    c. Either Chemistry 1050 and 1051 (or 1200 and 1001 or 1010 and the former 1011); or Physics 1020 (or 1050) and 1021 (or 1051).

       Note:

       First year students should think carefully about whether Chemistry or Physics best suits their future program needs. Students should examine the prerequisites for upper-level science courses and attempt to take them in their first year.
    d. Six credit hours of laboratory courses at the 2000 level or above in one of Biology, Chemistry, Computer Science, Human Biosciences, Ocean Sciences or Physics. Students are advised to consult the Course

Descriptions section of the Calendar for their chosen lab courses to ensure pre-requisites are met.

Note:

Biology 2721, 4701, and 3053 cannot be used to satisfy the requirement of 6 laboratory credit hours at the 2000 level or above.

3. Psychology Majors following the B.A. program are also required to successfully complete Mathematics 1000 (or equivalent), Mathematics 1006, or Statistics 1500, or two of Mathematics 1090, 1050, 1051 (or equivalent), and are encouraged to complete at least 6 credit hours in Biology.

11.12.7 Requirements for Honours in Psychology

Students completing this program cannot receive credit for Psychology 2920.

1. Honours students in Psychology should consult Degree Regulations for the Honours Degree of Bachelor of Science or Bachelor of Arts (Honours) Degree Regulations as appropriate. All Honours students are required to successfully complete the 63~~6~~ credit hours of Psychology as listed below:
    a. Psychology 1000, 1001, 2910, 2911, ~~2930,~~ 3550, 3910, 499A/B.
    b. Three credit hours in any Psychology 2X22 excluding Psychology 2822.
    c. ~~Fifteen~~Twelve credit hours in any Psychology 2X21.
    d. A minimum of six credit hours in any Psychology 3X5X, and an additional nine credit hours in any 3000-level course in Psychology other than 3550 or 3910, with no more than three credit hours in any 385X courses.
    e. Nine credit hours of 4000-level courses in Psychology, not including 499A/B, of which three credit hours must be in a research experience course (4X7X) and six credit hours must be in selected topics or seminar courses.
2. Honours students must also successfully complete the requirements listed in either Clause 2. or Clause 3., as applicable, of the requirements for a Major in Psychology.
3. Honours students will be required to submit in their graduating year, an undergraduate thesis (Psychology 499A/B) which demonstrates their competence in Experimental Psychology.

4. The overall evaluation of the Honours dissertation (i.e. the Psychology 499A/B grading evaluation) will result in one of the following grades being awarded:
   Pass: Indicates performance meets expectations in the formal written report and in classwork.
   Fail: Indicates failing performance in the formal written report and/or the classwork.

11.12.8 Requirements for a Major in Behavioural Neuroscience (B.Sc. Only)

Students completing this program cannot receive credit for Psychology 2920.
A program is offered in the Psychology Department to provide an education in Behavioural Neuroscience. Students planning to enroll in the program are advised to consult with the Academic Program Officer at the earliest opportunity because certain course choices may restrict later options. Students who intend to pursue graduate studies should take courses leading to the Honours degree.
As a component of the Degree Regulations for the General Degree of Bachelor of Science, the program for a Major in Behavioural Neuroscience shall include:

1.
   a. Psychology 1000, 1001, 2822, 2910, 2911, ~~2930,~~ 3800, 3802, and one of 3850, 3851, 3852, or 3853.
   b. Three credit hours in any Psychology 2X2~~1~~2 except 282~~1~~2.
   c. Three credit hours in any Psychology 2X21 except 2821.
   d. Any research experience course (4X7X) and one of Psychology 4250, 4251, 4850, 4851, 4852, 4853, or 4854.
2.
   a. Mathematics 1000 or 1006 (or equivalent), or Statistics 1500, or 6 credit hours in Mathematics 1090, 1050, 1051 (or equivalent).
   b. Chemistry 1050 and 1051 (or 1200 and 1001).
   c. Physics 1020 (or 1050) and 1021 (or 1051).
   d. Biology 1001 and 1002.
   e. Six credit hours in Critical Reading and Writing (CRW) courses, including at least 3 credit hours in English courses.
3. Eighteen credit hours from the following courses chosen from at least two different sciences:

a. Biology: Any 2000-, 3000-, or 4000-level course except 2040, 2041, 2120, 3053, or 3820.
b. Chemistry: 2100, 2210, 2301 (or the former Chemistry 2300), 2302, 2400, 2401, 2610, or any 3000 or 4000 level mathematics course.
c. Computer Science: Any 2000, 3000, or 4000 level course except the former 2650 and the former 2801.
d. Human Biosciences: Any 2000-, 3000-, or 4000-level course except the former Biochemistry 2000, 2005, 2010, 2011, 3202, 3402, or 4502.
e. Ocean Sciences: any 2000-, 3000-, or 4000-level course.
f. Mathematics and Statistics: 2000, 2050, 2051, 2260, 2320, or any 3000 or 4000 level mathematics or statistics course.
g. Medicine 310A/B.
h. Physics: Any 2000, 3000, or 4000 level course except 2150, 2151, 3150, 3151.

Notes:

1. Credit may not be obtained for both Biology 2721 and Psychology 2721.
2. The courses listed under Clause 3 may have prerequisites. It is the student's responsibility to ensure that all prerequisites have been met, or that waivers have been obtained, before registering for these courses.
3. When selecting a Psychology 2X21 course to fulfill Clause 1b above, students should consider the prerequisite requirements for their research experience requirement in Clause 1c.

11.12.9 Requirements for Honours in Behavioural Neuroscience (B.Sc. Only)

Students in Behavioural Neuroscience should consult Degree Regulations for the Honours Degree of Bachelor of Science. Students completing this program cannot receive credit for Psychology 2920.

1. Honours students in Behavioural Neuroscience are required to successfully complete the following Psychology courses:
    a. Psychology 1000, 1001, 2822, 2910, 2911, ~~2930,~~ 3800, 3802, and one of 3850, 3851, 3852, or 3853.
    b. Three credit hours in any Psychology 2X2~~1~~2 except 282~~1~~2.

c. Three credit hours in any Psychology 2X21
d. Any research experience course (4X7X) and one of Psychology 4250, 4251, 4850, 4851, 4852, 4853, or 4854.
e. Psychology 499A/B, an undergraduate thesis to be submitted in their graduating year.

2. Honours students in Behavioural Neuroscience must also successfully complete the requirements listed in Clauses 2. and 3. of the requirements for a Major in Behavioural Neuroscience.
3. In accordance with Academic Standing under the Degree Regulations for the Honours Degree of Bachelor of Science, Honours students must obtain a grade of "B" or better, or an average of 75% or higher in all the required courses listed in Clauses 1. and 3. of the requirements for a major in Behavioural Neuroscience and Clause 1 of the requirements for honours in Behavioural Neuroscience, except those at the 1000 level.

Notes:

1. Non-Psychology courses taken to fulfill the requirements of this Clause for a major in Behavioural Neuroscience are used to calculate eligibility for Honours standing.
2. When selecting a Psychology 2X21 course to fulfill Clause 1b above, students should consider the prerequisite requirements for their research experience requirement in Clause 1c.

CALENDAR ENTRY AFTER CHANGES

11.12.5 Admission to Honours Programs

The Honours programs in the Department of Psychology are designed for students who would like to concentrate their studies or pursue graduate work. Students who wish to be admitted to these programs must submit an application to the Department of Psychology by March 15th for Fall semester registration. This form is available on the Department of Psychology website in the Winter semester.

To be eligible for admission, Psychology Major students must have successfully completed Psychology 2910, 2911, and 3910; a minimum of 3 credit hours in Psychology 2X22 courses (excluding Psychology 2822); 9 credit hours in Psychology 2X21 courses; and a minimum of 9 credit hours in Psychology courses at or above the 3000 level, including at least 3 credit hours in 3X5X courses by the end of the semester in which the student is applying; and have obtained in these courses a grade of “B” or better, or an average of 75% or higher.

To be eligible for admission, Behavioural Neuroscience Major students must have successfully completed Psychology 2822, 2910, 2911, 3800, 3802, and 3910; and 3 credit hours in any other Psychology 2X22 course by the end of the semester in which the student is applying; and have obtained in these courses a grade of “B” or better, or an average of 75% or higher.

Students who fulfill the eligibility requirements compete for a limited number of available spaces. Selection is based on securing a thesis supervisor and academic performance in the above major courses. Selected students can enroll in Psychology 499A only after their thesis supervisor is confirmed by the Academic Program Officer or Deputy Head, Undergraduate.

Note:
Students are advised to consult the Bachelor of Arts (Honours) Degree Regulations or Degree Regulations for the Honours Degree of Bachelor of Science, as appropriate.

11.12.6 Requirements for a Major in Psychology

Students completing this program cannot receive credit for Psychology 2920. Students who intend to pursue graduate studies should take courses leading to the Honours degree. Regular meetings with the Academic Program Officer are also strongly recommended.

4. Students may Major in Psychology as part of either a B.A. or a B.Sc. program, and should consult the Degree Regulations for the General Degree of Bachelor of Science or the Degree Regulations for the General Degree of Bachelor of Arts, as appropriate. All Majors are required to complete a minimum of 42 credit hours of Psychology as listed below:
    a. Psychology 1000, 1001, 2910, 2911.
    b. Three credit hours in any Psychology 2X22 excluding Psychology 2822.
    c. Nine credits hours in any Psychology 2X21.
    d. Nine credit hours of Psychology courses at the 3000-level, including at least three credit hours in any Psychology 3X5X, and an additional six credit hours in any 3000-level course in Psychology other than 3550, with no more than three credit hours in any 385X courses.
    e. Six credit hours of 4000-level courses in Psychology, of which three credit hours must be in a research experience course (4X7X) and three credit hours must be in a selected topics or a seminar course (4X5X).
    f. Three additional credit hours in any other course in Psychology at the 2000-level or above.

5. Psychology Majors following the B.Sc. program are also required to successfully complete the following:
    a. Mathematics 1000 or 1006 (or equivalent) or Statistics 1500, or 6 credit hours in Mathematics 1090, 1050, 1051 (or equivalent).
    b. Biology 1001 and 1002.
    c. Either Chemistry 1050 and 1051 (or 1200 and 1001 or 1010 and the former 1011); or Physics 1020 (or 1050) and 1021 (or 1051).

       Note:

       First year students should think carefully about whether Chemistry or Physics best suits their future program needs. Students should examine the prerequisites for upper-level science courses and attempt to take them in their first year.
    d. Six credit hours of laboratory courses at the 2000 level or above in one of Biology, Chemistry, Computer Science, Human Biosciences, Ocean Sciences or Physics. Students are advised to consult the Course Descriptions section of the Calendar for their chosen lab courses to ensure pre-requisites are met.

       Note:

       Biology 2721, 4701, and 3053 cannot be used to satisfy the requirement of 6 laboratory credit hours at the 2000 level or above.
6. Psychology Majors following the B.A. program are also required to successfully complete Mathematics 1000 (or equivalent), Mathematics 1006, or Statistics 1500, or two of Mathematics 1090, 1050, 1051 (or equivalent), and are encouraged to complete at least 6 credit hours in Biology.

11.12.7 Requirements for Honours in Psychology

Students completing this program cannot receive credit for Psychology 2920.

5. Honours students in Psychology should consult Degree Regulations for the Honours Degree of Bachelor of Science or Bachelor of Arts (Honours) Degree Regulations as appropriate. All Honours students are required to successfully complete the 63~~6~~ credit hours of Psychology as listed below:
    a. Psychology 1000, 1001, 2910, 2911, 3550, 3910, 499A/B.
    b. Three credit hours in any Psychology 2X22 excluding Psychology 2822.
    c. Twelve credit hours in any Psychology 2X21.

d. A minimum of six credit hours in any Psychology 3X5X, and an additional nine credit hours in any 3000-level course in Psychology other than 3550 or 3910, with no more than three credit hours in any 385X courses.
e. Nine credit hours of 4000-level courses in Psychology, not including 499A/B, of which three credit hours must be in a research experience course (4X7X) and six credit hours must be in selected topics or seminar courses.

6. Honours students must also successfully complete the requirements listed in either Clause 2. or Clause 3., as applicable, of the requirements for a Major in Psychology.
7. Honours students will be required to submit in their graduating year, an undergraduate thesis (Psychology 499A/B) which demonstrates their competence in Experimental Psychology.
8. The overall evaluation of the Honours dissertation (i.e. the Psychology 499A/B grading evaluation) will result in one of the following grades being awarded:
   Pass: Indicates performance meets expectations in the formal written report and in classwork.
   Fail: Indicates failing performance in the formal written report and/or the classwork.

11.12.8 Requirements for a Major in Behavioural Neuroscience (B.Sc. Only)

Students completing this program cannot receive credit for Psychology 2920.
A program is offered in the Psychology Department to provide an education in Behavioural Neuroscience. Students planning to enroll in the program are advised to consult with the Academic Program Officer at the earliest opportunity because certain course choices may restrict later options. Students who intend to pursue graduate studies should take courses leading to the Honours degree.
As a component of the Degree Regulations for the General Degree of Bachelor of Science, the program for a Major in Behavioural Neuroscience shall include:

4.
   a. Psychology 1000, 1001, 2822, 2910, 2911, 3800, 3802, and one of 3850, 3851, 3852, or 3853.

b. Three credit hours in any Psychology 2X22 except 2822.
c. Three credit hours in any Psychology 2X21 except 2821.
d. Any research experience course (4X7X) and one of Psychology 4250, 4251, 4850, 4851, 4852, 4853, or 4854.

5.
a. Mathematics 1000 or 1006 (or equivalent), or Statistics 1500, or 6 credit hours in Mathematics 1090, 1050, 1051 (or equivalent).
b. Chemistry 1050 and 1051 (or 1200 and 1001).
c. Physics 1020 (or 1050) and 1021 (or 1051).
d. Biology 1001 and 1002.
e. Six credit hours in Critical Reading and Writing (CRW) courses, including at least 3 credit hours in English courses.

6. Eighteen credit hours from the following courses chosen from at least two different sciences:
a. Biology: Any 2000-, 3000-, or 4000-level course except 2040, 2041, 2120, 3053, or 3820.
b. Chemistry: 2100, 2210, 2301 (or the former Chemistry 2300), 2302, 2400, 2401, 2610, or any 3000 or 4000 level mathematics course.
c. Computer Science: Any 2000, 3000, or 4000 level course except the former 2650 and the former 2801.
d. Human Biosciences: Any 2000-, 3000-, or 4000-level course except the former Biochemistry 2000, 2005, 2010, 2011, 3202, 3402, or 4502.
e. Ocean Sciences: any 2000-, 3000-, or 4000-level course.
f. Mathematics and Statistics: 2000, 2050, 2051, 2260, 2320, or any 3000 or 4000 level mathematics or statistics course.
g. Medicine 310A/B.
h. Physics: Any 2000, 3000, or 4000 level course except 2150, 2151, 3150, 3151.

Notes:

1. Credit may not be obtained for both Biology 2721 and Psychology 2721.
2. The courses listed under Clause 3 may have prerequisites. It is the student’s responsibility to ensure that all prerequisites have been met, or that waivers have been obtained, before registering for these courses.

3. When selecting a Psychology 2X21 course to fulfill Clause 1b above, students should consider the prerequisite requirements for their research experience requirement in Clause 1c.

11.12.9 Requirements for Honours in Behavioural Neuroscience (B.Sc. Only)

Students in Behavioural Neuroscience should consult Degree Regulations for the Honours Degree of Bachelor of Science. Students completing this program cannot receive credit for Psychology 2920.

4. Honours students in Behavioural Neuroscience are required to successfully complete the following Psychology courses:
    a. Psychology 1000, 1001, 2822, 2910, 2911, 3800, 3802, and one of 3850, 3851, 3852, or 3853.
    b. Three credit hours in any Psychology 2X22 except 2822.
    c. Three credit hours in any Psychology 2X21
    d. Any research experience course (4X7X) and one of Psychology 4250, 4251, 4850, 4851, 4852, 4853, or 4854.
    e. Psychology 499A/B, an undergraduate thesis to be submitted in their graduating year.
5. Honours students in Behavioural Neuroscience must also successfully complete the requirements listed in Clauses 2. and 3. of the requirements for a Major in Behavioural Neuroscience.
6. In accordance with Academic Standing under the Degree Regulations for the Honours Degree of Bachelor of Science, Honours students must obtain a grade of "B" or better, or an average of 75% or higher in all the required courses listed in Clauses 1. and 3. of the requirements for a major in Behavioural Neuroscience and Clause 1 of the requirements for honours in Behavioural Neuroscience, except those at the 1000 level.

    Notes:

    3. Non-Psychology courses taken to fulfill the requirements of this Clause for a major in Behavioural Neuroscience are used to calculate eligibility for Honours standing.
    4. When selecting a Psychology 2X21 course to fulfill Clause 1b above, students should consider the prerequisite requirements for their research experience requirement in Clause 1c.

SECONDARY CALENDAR CHANGES

Faculty of Science

10.2.6 Biochemistry and Psychology (Behavioural Neuroscience) Joint Honours

Note: The last year of admission into the Biochemistry and Psychology (Behavioural Neuroscience) joint honours program will be in 2023-2024 academic year. In 2024-2025 and beyond, students who are entering the third year of study may apply for the joint honours program in Human Biosciences and Psychology (Behavioural Neuroscience).
Note: Students completing this program cannot receive credit for Psychology 2920.

The following courses (or equivalent) are required to complete the 120 credit hours in courses required for the degree:

1. Six credit hours in Critical Reading and Writing (CRW) courses, including at least 3 credit hours in English courses;
2. Chemistry 1050 and 1051 (or 1200 and 1001), Biology 1001 and 1002, Mathematics 1000 and 1001, Physics 1050, (or 1020), 1051 (or 1021);
3. Biochemistry 2200 (or 2100), 2201, 2901, 3105, 3206;
4. Either Biochemistry 3108 and 3207, or Medicine 310A/B;
5. 9 credit hours to be selected from Biochemistry 3906 or 3907, 4002, 4101, 4102, 4103, 4104, 4105, 4200, 4201, 4210 or 4211, 4230, 4231, 4232-4239;
6. Psychology 1000, 1001, 2822, 2910, 2911, ~~2930~~, 3800, 3802, 3910;
7. Three credit hours in Psychology chosen from the following: the PSYC 3850, 3851, 3852, 3853;
8. Three credit hours in any Psychology 2X2~~1~~2 course, except 282~~1~~2, or Psychology 3251 or 3350;
9. Any Psychology research experience course and one of Psychology 4850, 4851, 4852, 4853, or 4854;
10. Either Biochemistry 499A/B or Psychology 499A/B; and
11. Chemistry 2301, 2400, 2401.

Notes:

1. As provided for under the Graduation Requirements for the Honours Degree of Bachelor of Science, Honours students must obtain a grade of "B" or better, or

an average of 75% or higher in all the required courses listed in Clauses 3. - 10. above, except those at the 1000 level.

2. Students in first year intending to follow this program should note the regulations for admission to Major programs in Psychology and that the deadline for submission of a completed application form to the Department of Psychology is June 1 for the Fall semester.

10.2.7 Biochemistry (Nutrition) and Psychology (Behavioural Neuroscience) Joint Honours

Note: The last year of admission into the Biochemistry (Nutrition) and Psychology (Behavioural Neuroscience) joint honours program will be in 2023-2024 academic year. In 2024-2025 and beyond, students who are entering the third year of study may apply for the joint honours program in Human Biosciences and Psychology (Behavioural Neuroscience).
Note: Students completing this program cannot receive credit for Psychology 2920.

The following courses (or equivalent) are required:

1. Six credit hours in Critical Reading and Writing (CRW) courses, including at least 3 credit hours in English courses;
2. Chemistry 1050 and 1051 (or 1200 and 1001), Biology 1001 and 1002, Mathematics 1000, Physics 1020 or 1050, and 1021 (or 1051);
3. Biochemistry 2200 (or 2100), 2201, 2600, 2901, 3203, 3206, 3906, Medicine 310A/B, 4300, 4301, 4502;
4. Three credit hours chosen from:
   Biochemistry 3052, 3108, 3402, 3600, 4002, 4105, 4200, 4230, 4231, 4240, 4241-4249, Biology 3050;
5. Psychology 1000, 1001, 2822, 2910, 2911, ~~2930~~, 3800, 3802, 3910;
6. Three credit hours in any Psychology 385X course;
7. Three credit hours in any Psychology 2X2~~1~~2 course, except 282~~1~~2, or Psychology 3251 or 3350;
8. Any Psychology research experience course and one of Psychology 4850, 4851, 4852, 4853, or 4854;
9. Either Biochemistry 499A/B or Psychology 499A/B;
10. Chemistry 2400; and

11. Other courses to complete at least the prescribed minimum of 120 credit hours in courses for the Joint Honours Degree.

Notes:

1. As provided for under the Graduation Requirements for the Honours Degree of Bachelor of Science, Honours students must obtain a grade of "B" or better, or an average of 75% or higher in all the required courses listed in Clauses 3. - 9. above, except those at the 1000 level.
2. Students in first year intending to follow this program should note the regulations as outlined for admission to Major programs in Psychology and that the deadline for submission of a completed application form to the Department of Psychology is June 1 for the Fall semester.

10.2.9 Biology and Psychology Joint Honours

Note: Students completing this program cannot receive credit for Psychology 2920.

The following courses (or equivalent) are required:

1. Biology 1001, 1002, 2060, 2250, 2600, 2900; one of 3401, 3402, or 4404; four Biology electives at the 2000, 3000 or 4000 level not including Biology 499A or 499B.
2. Psychology 1000, 1001, 2821 (or 2822), 2910, 2911, ~~2930~~; three credit hours in any Psychology 385X; 3910, 3550; three credit hours in any other Psychology 2X2~~1~~2 course, except 282~~1~~2, or Psychology 3251 or 3350; one further 4000-level Psychology research experience course.
3. Biology 2721 or Psychology 2721, Biology 4701, Biology 499A/B or Psychology 499A/B.
4. Six credit hours in Critical Reading and Writing (CRW) courses, including at least 3 credit hours in English courses.
5. Mathematics 1000; Chemistry 1050 (or 1200), 1051 (or 1001), and 2400; Physics 1020 (or 1050) and 1021 (or 1051); Human Biosciences 2001 or the former Biochemistry 2101 or 2201 and Human Biosciences 2003 or the former Biochemistry 3106 or 3206.
6. Other courses, if necessary, to complete at least 120 credit hours of courses.

Notes:

1. As provided for under the Graduation Requirements for the Honours Degree of Bachelor of Science, Honours students must obtain a grade of "B" or better, or

an average of 75% or higher in all the required courses listed in Clauses 1. - 3. above, except those at the 1000 level.

2. Students in first year intending to follow this program should note the regulations as outlined for admission to Major programs in Psychology and that the deadline for submission of a completed application form to the Department of Psychology is June 1 for the Fall semester.

10.2.10 Biology and Psychology (Behavioural Neuroscience) Joint Honours

Note: Students completing this program cannot receive credit for Psychology 2920.

The following courses (or equivalent) are required:

1. Biology 1001, 1002, 2060, 2250, 2600, 2900; one of 3401, 3402, or 4404; five Biology electives at the 2000, 3000 or 4000 level not including Biology 499A or 499B.
2. Psychology 1000, 1001, 2822, 2910, 2911, ~~2930~~; 3800, 3802, 3910; three credit hours in any 385X course; three credit hours in any other Psychology 2X2~~1~~2 course except 282~~1~~2, or Psychology 3251 or 3350; any research experience course and one of Psychology 4250, 4251, 4850, 4851, 4852, 4853, or 4854.
3. Biology or Psychology 499A/B.
4. Human Biosciences 2001 or the former Biochemistry 2101 or 2201, Human Biosciences 2003 or the former Biochemistry 3106 or 3206.
5. Six credit hours in Critical Reading and Writing (CRW) courses, including at least 3 credit hours in English courses.
6. Mathematics 1000 (or equivalent); Physics 1020 (or 1050) and 1021 (or 1051); Chemistry 1050 (or 1200), 1051 (or 1001), and 2400.
7. Other courses, if necessary, to complete at least 120 credit hours of courses.

Note:

1. As provided for under the Graduation Requirements for the Honours Degree of Bachelor of Science, Honours students must obtain a grade of "B" or better, OR average of 75% or higher in all the required courses listed in Clauses 1, 2, 3, and 4 above, except those at the 1000 level.
2. Students in first year intending to follow this program should note the regulations as outlined for admission to Major programs in Psychology and that the deadline

for submission of a completed application form to the Department of Psychology is June 1 for the Fall semester.

10.2.24 Human Biosciences and Psychology (Behavioural Neuroscience) Joint Honours

Note: *Students completing this program cannot receive credit for Psychology 2920.*

The following courses (or equivalent) are required:

1. Six credit hours in Critical Reading and Writing (CRW) courses, including at least 3 credit hours in English courses;
2. Chemistry 1050, 1051 (or 1200 and 1001), Biology 1001 and 1002, Mathematics 1006 (or equivalent);
3. Human Biosciences 2001 (or the former Biochemistry 2101 or 2201), 2002 (or the former Biochemistry 2600), 2003 (or the former Biochemistry 3206), 2004 (or the former Biochemistry 2100 or 2200), 2901, 3004, and Medicine 310A/B;
4. An additional 15 credit hours to be selected from Human Biosciences 3001, 3002, 3003, 3101, 3906 or 3907, 4002, 4101, 4102, 4104, 4200, 4201, 4230, 4231, 4232;
5. Human Biosciences 4800 (Capstone);
6. Psychology 1000, 1001, 2822, 2910, 2911, ~~2930~~, 3800, 3802, 3910;
7. Three credit hours in any Psychology 385X course;
8. Three credit hours in any other Psychology 2X2~~1~~2 course except 282~~1~~2, or Psychology 3251 or 3350;
9. Any Psychology research experience course and one of Psychology 4250, 4251, 4850, 4851, 4852, 4853, or 4854;
10. Human Biosciences 499A/B or Psychology 499A/B; and
11. Chemistry 2400.

Notes:

1. As provided for under the Graduation Requirements for the Honours Degree of Bachelor of Science, Honours students must obtain a grade of "B" or better, OR average of 75% or higher in all the required courses listed in Clauses 3.-11. above, except those at the 1000 level.

2. *Students in first year intending to follow this program should note the regulations for admission to Major programs in Psychology and that the deadline for submission of a completed application form to the Department of Psychology is June 1 for the Fall semester.*

2. Appendix: Consultations, & Responses

CONSULTATIONS SOUGHT

As per standard Appendix Page. See **Part V: Consultations and Correspondence** for master list of consultees and text of their responses. Sent for Consultation on September 29, 2025.

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page

Part II: New Courses

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1. New Major-Restricted Laboratory Versions of Existing 2X21 Courses
2. New Restricted PSYC Courses at Advanced Levels
3. Appendix Page

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

X New course(s): PSYC 2022, PSYC 2122, PSYC 2422, PSYC 2622, PSYC 2722, PSYC 3453, PSYC 3552

- ☐ Deleted course(s)**:**
- ☐ New program(s):
- ☐ Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Courses

1.New Major-Restricted Laboratory Versions of Existing 2X21 Courses

COURSE NUMBERS AND TITLES

- **i.** PSYC 2022: Introduction to Child Development for Majors
- **ii.** PSYC 2122: Introduction to Social Psychology for Majors
- **iii.** PSYC 2422: Introduction to Cognition for Majors
- **iv.** PSYC 2622: Introduction to Abnormal Psychology for Majors
- **v.** PSYC 2722: Introduction to Animal Behaviour for Majors

RATIONALE

These new courses complement the significant program changes in Psychology that were approved last year. Currently, the program requires all Psychology and Behavioural Neuroscience Majors to complete the PSYC 2930 Research and Writing in Psychology course, which is a pre-requisite for all Majors-restricted courses at the 3000+ level. This course is currently offered as a 65+ seat lecture course, focusing on learning outcomes associated with writing, oral communication, critical thinking, and group discussion. However, the current format presents a number of challenges to supporting these learning outcomes.

First, the size of the class is a challenge for encouraging discussion and allowing for sufficient time for presentation assignments. Second, as topics within psychology can be diverse depending on the research area, it can be challenging to present information that is sufficiently general for students who may have only introductory background in a particular research area. Rather than attempting to teach larger numbers of students in a single course, the proposal is to provide content in smaller (i.e., 20 seat) lab sections that are paired with our 2000 level content courses. This paired lecture/lab format is similar to our existing PSYC 2821 (Introduction to Behavioural Neuroscience) and PSYC 2822 (Introduction to Behavioural Neuroscience for Majors) courses, in which the 2821 course is non-restricted, but only Behavioural Neuroscience Majors may register for a lab section in 2822, and the labs teach specific skills relevant to Majors.

That is, for each of the new 2X22 courses, students will attend the same lecture as students in the paired 2X21 course, but will additionally attend a weekly lab session. Many of the topics covered in the lab sections will be common across all research areas, but more specific content will be related to the associated research area. For example, all new 2X22 labs will require reading and critiquing a primary research article, but the specific article will be chosen from the associated research area (i.e., the 2022

course would include an article on child development while the 2122 course would include an article on social psychology, etc.). All Majors would be required to take one of these 2X22 courses (in addition to the required three 2X21 courses for Psychology Majors and the one 2X21 course required for Behavioural Neuroscience Majors), and any 2X22 course may serve as prerequisite for Majors-restricted courses at the 3000+ level. That is, a 3000 level course that requires the 2x21 course in a specific area does not necessarily require the 2X22 course to be completed in that same area.

This change will provide more effective teaching of content currently covered in 2930, improve the student experience by exposing them to smaller peer groups earlier in their training, and allow for the development of critical program learning outcomes such as writing, oral communication, critical thinking, and group discussion. Further, this will make better use of teaching resources already in the department.

ANTICIPATED EFFECTIVE DATE
Fall 2026

LIBRARY REPORT FOR SECTION
Requested September 29th, 2025

RESOURCE IMPLICATIONS FOR SECTION
These proposed new courses will not result in any additional teaching resources as they will be in the same lecture section as their 2X21 counterparts (ex. The lectures for 2021 and 2022 will be at the same time, in the same room), and the laboratory instruction will be covered by existing laboratory instruction staff. This program will necessitate having two full-time laboratory instructors in the department.

i. PSYC 2022 Introduction to Child Development for Majors

ABBREVIATED COURSE TITLE
Intro Child Dev for Majors

CALENDAR CHANGES

13.12.3 Major-Restricted Courses

PSYC 2022 Introduction to Child Development for Majors

is a survey course covering the field of developmental psychology as it relates to child development, focusing on development in infancy and childhood. Topics may include (but are not limited to) physical development, language learning, cognitive development, emotional development, social development, moral development. Laboratory sessions will focus on fundamental research skills development in the area of developmental psychology.

LH: One laboratory period per week
CR: PSYC 2821
PR: PSYC 1000 and 1001 and admission to a major in Psychology or Behavioural Neuroscience.

CALENDAR ENTRY AFTER CHANGES

13.12.3 Major-Restricted Courses

PSYC 2022 Introduction to Child Development for Majors

is a survey course covering the field of developmental psychology as it relates to child development, focusing on development in infancy and childhood. Topics may include (but are not limited to) physical development, language learning, cognitive development, emotional development, social development, moral development. Laboratory sessions will focus on fundamental research skills development in the area of developmental psychology.

LH: One laboratory period per week
CR: PSYC 2821
PR: PSYC 1000 and 1001 and admission to the Psychology or Behavioural Neuroscience Major program.

SECONDARY CALENDAR CHANGES

13.12.2 Non-Restricted Courses

PSYC 2021 Introduction to Child Development

is a survey course covering the field of developmental psychology as it relates to child development, focusing on development in infancy and childhood. Topics may include (but are not limited to) physical development, language learning, cognitive development, emotional development, social development, moral development.

CR: PSYC 2022
EQ: the former PSYC 2010
PR: PSYC 1000 and 1001

LIBRARY REPORT
Requested September 29th, 2025

RESOURCE IMPLICATIONS
As for Section

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
The proposed syllabus below is an example prepared by Dr. Felix Ayesu, this course can also be taught by any faculty member in the Developmental Psychology area group.

PSYC 2021/2022: INTRO TO CHILD DEVELOPMENT

Instructor:

Contact:

Class time and location:

Office hours and location:

Teaching Assistants:

COURSE DESCRIPTION

This course examines child development from conception through middle childhood. Topics include genetic, prenatal, and perinatal influences, as well as physical, cognitive, social, and emotional development from birth to age 12. Students will explore key theories, research findings, and practical applications for understanding children's growth and well-being

REQUIRED RESOURCES

Shaffer, D. R., Kipp, K., Wood, E., Roberts, K., Lee, J., Gottardo, A., Krettenauer, T., & Barlow, M. (2026). *Developmental psychology: Infancy and childhood* (6th Canadian ed.). Nelson Education

Course Evaluation and Structure

This course will be conducted in person at the St. John's Campus, with lectures scheduled three times a week. Regular attendance is strongly encouraged, as being present will deepen your understanding of the material, enhance your success on tests and assignments, and your overall learning experience. Class discussions and in-class activities are an important part of the course content and will help you engage more fully with the material.

Announcements and reminders will be shared at the start of each class. I will also

Evaluation PSYC 2021

Grading Path 1		Grading Path 2	
Test 1	20%	Test 1	20%
Test 2	20%	Test 2	20%
Final	50%	Final	60%
In-class Activities	10%		
Bonus (PREP)	3%	Bonus (PREP)	3%

post important updates on the Course Shell in Brightspace. It is your responsibility to check Brightspace regularly, especially if you miss a lecture.

On the Brightspace course shell, you will also find lecture notes, assignment instructions, grades and feedback.

Evaluation PSYC 2022

Grading Path 1		Grading Path 2	
Test 1	15%	Test 1	15%
Test 2	15%	Test 2	15%
Final	40%	Final	50%
Labs	20%	Labs	20%
In-class Activities	10%		
Bonus (PREP)	3%	Bonus (PREP)	3%

GRADING PATHS:

In this course, you will have the flexibility to choose your preferred grading method. This choice recognizes that students enroll for different reasons and bring diverse goals, motivations, and strengths.

- Some of you may be taking this course as an elective to meet a degree requirement. In that case, **Grading Path 2** may be the best fit, as it emphasizes exams.
- Others may feel less confident with formal exams and prefer a broader evaluation of their performance. Also, you may be considering psychology as a career path and want to gain as much as possible from the course, **Grading Path 1** will also give you opportunities to participate in discussions and activities that promote critical thinking and deeper engagement.

You will self-select your grading path in Brightspace by navigating to Communication → Groups. The deadline to select a path is **September 30, 2025**. If you do not select by this date, you will automatically default to **Grading Path 2**.

QUIZZES:

You will have access to 8 quizzes, with one quiz per chapter. These quizzes are meant for studying purposes and do not affect your grades. Try to answer the questions without looking in your books to test your understanding of the content. There will be 20 multiple-choice questions with a 20-minute time limit and restrictions on page movement. All quizzes will be available from September 10, 2025, until the final exam has been completed. On each quiz, you will have 3 attempts. To access the quizzes, go to **Brightspace → Assessment → Quizzes.**

IN-CLASS ACTIVITIES:

If you opt for **Grading Path 1**, you will be completing a series of in-class activities throughout the semester. These activities are meant to achieve a few things: (1) working in groups will allow you to meet new people, and gain diverse perspectives on various concepts; (2) the percentage points might reduce stresses associated with testing situations; (3) they will give you an opportunity to talk about psychology

and psychological perspectives; (4) the in-class activities will break up the monotony of purely lecture-based classes.

There will be one activity per two chapters completed, and it will be scheduled for the first lecture after two topics have been completed. They will be scheduled as follows:

Activity 1: Research Methods and Theories & Genetic, Prenatal, and Perinatal Health

Activity 2: Physical and Cognitive Development of Infants and Toddlers (Birth to 3), and Social and Emotional Development of Infants and Toddlers (Ages Birth to 3)

Activity 3: Physical and Cognitive Development in Early Childhood (Ages 3–6), and Social and Emotional Development in Early Childhood (Ages 3–6)

Activity 4: Physical and Cognitive Development in Middle Childhood (Ages 7–12), and Social and Emotional Development in Middle Childhood (Ages 7–12)

This means there will be 4 activities overall, but only 3 will contribute to the **10%** towards your final grade. This means missing one activity should not affect your grade. It is important to note that you will need to be punctual in class to be able to participate in these activities, as the activity questions would be based on practical concepts discussed during lectures. See the tentative schedule for scheduled activities weeks.

These activities are designed to be discussed in groups, but with individual submissions. That means you'll need to bring a device (e.g., laptop, smartphone, or tablet) with you on days that we have activities. The to-be-submitted activities will not be available in the course shell, and you must be present in class to access the questions**.** All submissions are to be made to the course shell before you leave the classroom on activity days.

Note. Original work, created wholly by you, is expected to be submitted for this assignment. The use of generative AI tools, like ChatGPT, is **not permitted** to complete any aspect of this assignment.

TEST I & II

You will be completing 2 tests in this course. See the Tentative course schedule for testing dates. Test I will cover the 1st and 2nd topics, and Test II will cover the 3rd & 4th topics.

If you miss a test, you must contact me via my MUN email address (fayesu@mun.ca) with a valid reason within 48 hours of the missed assessment. If you fail to engage in correspondence (i.e., I have replied to

your email) with me within that time, you will receive a 0 for the missed midterm. Deferral schedules will be announced later.

FINAL EXAM

The final exam will cover the contents from the last 4 topics and will consist of 80 multiple-choice questions. The final exam is scheduled by the Registrar's Office. A missed final exam requires an approved "Application for Deferred Exam" to be made up. Deferred applications are available online https://www.mun.ca/psychology/undergraduates/deferred-final-exam-forms/ and must be submitted to the Psychology Department's Deputy Head, Dr. Kathleen Hourihan (psychdeputyhead@mun.ca). I do not control the applications for deferred final exams.

LABS (For 2022 only)

The labs will be worth a total of 20% of your final grade in the course. Attendance is expected, and lab work will either be due at the end of the lab period, or a due date will be set for assignments depending on the activity. More details below.

COURSE SCHEDULE

The following is a **tentative schedule** for the semester. Dates and themes may change at discretion of instructor.

Week	**Topic**	**Readings in Text**
1-2	Syllabus Introduction to Lifespan Development (Research Methods and Theories)	Chapter 1 & 2
3-4	Genetic, Prenatal, and Perinatal Health **TEST I (October 03) Chs 1- 5**	Chapter 3 - 5
5-6	Physical and Cognitive Development of Infants and Toddlers (Birth to 3)	Chapter 6 - 11
7- 8	Social and Emotional Development of Infants and Toddlers (Ages Birth to 3) **TEST II (October 31) (Birth – 3)**	Chapter 12-16
9-10	Physical and Cognitive Development in Early Childhood (Ages 3–6)	Chapter 6 - 11
10-11	Social and Emotional Development in Early Childhood (Ages 3–6)	Chapter 12-16

11-12	Physical and Cognitive Development in Middle Childhood (Ages 7–12)	Chapter 6 - 11
12-13	Social and Emotional Development in Middle Childhood (Ages 7–12)	Chapter 12-16
TBD	Final Exam	Ages 3-12

*September 30 – Deadline for choosing grading path

*October 13 &14– Fall semester break

EMAIL POLICY:

When sending me an email, it is imperative that you utilize your MUN-designated email address. Please be aware that the TA(s) and I will not be able to respond to emails originating from non-MUN email accounts. Additionally, kindly specify the course and section in which you are currently enrolled (eg. PSYC 1000-001), include your name, and provide your student ID for reference. My primary email address is fayesu@mun.ca. Please do not email me through Brightspace, as I rarely check my inbox there.

I make every effort to reply to emails within a 48-hour timeframe. However, if you do not receive a response from me within 5 working days, either I did not receive your email (please verify that you did not contact me via Brightspace), or I am swamped. In the latter case, you may wish to try reaching out again. Additionally, please consult Brightspace or refer to the syllabus for general course information, such as test dates, before reaching out to me or your TA. I will not be responding to inquiries that are addressed in the syllabus, in class or on Brightspace.

BONUS POINTS FOR RESEARCH PARTICIPATION IN PREP

As a student enrolled in the Psychology Research Experience Pool (PREP), you have the opportunity to engage in psychology experiments to earn bonus credit points. Through PREP, you can accumulate up to 3% in bonus marks. To explore available research experiences, visit http://mun.sona-systems.com, where you'll find a link to create a new account. Please ensure that you register with your @mun.ca email address for your PREP account.

Upon your initial login, you'll receive information about your rights and responsibilities as a PREP participant. It's essential to review this information, which is accessible at any time in the FAQ section of the website. To ensure accurate credit allocation, be sure to select the correct course and section (e.g., Psych 1000; Section 001, Felix Ayesu) when participating.

In the Fall 2025 semester, both remote and in-person research opportunities will be available. Remote studies mainly involve online tasks that can be completed at your convenience, with deadlines specified. However, some remote studies may include secure webcam sessions at specific times or require you to download and run a program on your computer, potentially with specific system requirements. Certain studies may have multiple parts with specific timeframes, so it's crucial to review study details before signing up and feel free to inquire with the researcher(s) for additional information.

For any PREP-related questions, please reach out to Marilyn Simms at psych@mun.ca.

STUDENT ACCOMMODATIONS & ACADEMIC INTEGRITY: Memorial University of Newfoundland is committed to supporting inclusive education based on the principles of equity, accessibility and collaboration. Accommodations are provided within the scope of the University Policies for the Accommodations for Students with Disabilities (www.mun.ca/policy/site/policy.php?id=239). Students who may need an academic accommodation are asked to initiate the request. If you require any accommodations, please speak with me as early in the term as possible. I want to make this course accessible to every student who is interested in taking it.

The Glenn Roy Blundon Centre is an excellent resource for students who require accommodations. They can be reached at (709) 864-2156.

Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from

the University. For more information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar.

General Regulations: You are responsible for knowing and understanding the regulations and penalties concerning academic offences. See the MUN University Calendar at http://www.mun.ca/regoff/calendar/. Violation of "proper conduct" (e.g. disruption of class, cheating, etc.) will result in your removal from the course and possible additional academic penalties.
Additionally, a document is available on the Department's website to inform students about plagiarism (http://www.mun.ca/psychology/undergrad/Plagiarism.pdf).
Academic Support Centre: https://www.mun.ca/munup/academic-success-centre/ (succeed@mun.ca). A facility for students that helps them become better writers and critical thinkers. This is an excellent resource!
The Student Wellness and Counselling Centre (UC-5000) provides students with academic and personal support; (709)864—8500; http://www.mun.ca/counselling/home/
Bridge the gApp is an adult and youth online resource designed to support mental wellness: https://bridgethegapp.ca/

2022 Laboratory Section

Lab Instructor: Chris or Adam

Email:

Office:

Office hours:

Laboratories: xxxdays from 0000-0000 in room xx1111

The labs will be worth a total of 20% of your final grade in the course. Attendance is expected, and lab work will either be due at the end of the lab period, or a due date will be set for assignments depending on the activity. Please bring your own device (laptop/Macbook) to each lab session.

Tentative lab schedule:

Lab 1: APA formatting demonstration and APA quiz

Lab 2: Critiquing research papers demonstration and paper choice

Lab 3: Writing a research proposal demonstration

Lab 4: Lab report: overall project information and data collection

Lab 5: Lab report: APA considerations; introduction and methods

Lab 6: Lab report: statistical analysis: results and discussion

Lab 7: Lab Exercise

Lab 8: Poster and presentation discussion & demonstration; choice of topic

Lab 9: Poster presentations (individual)

Lab 10: PowerPoint (oral) presentations (individual)

Missed labs will be handled on a per case basis. In most cases, where applicable, missed labs will have to be completed by the student in order to obtain credit.

Deliverables:

APA template and quiz: 2% (completed during Lab 1)

Research paper critique (group): 3% (due date before Lab 3)

Research proposal (group): 3% (due before Lab 4)

Lab Exercise: 1% (due during the Lab 7)

Lab report: 5% (due date before Lab 8)

Poster presentation: 3% (due during Lab 9)

PowerPoint presentation: 3% (due during Lab 10)

Detailed Laboratory plan

Lab 1: Present an APA formatting tutorial. Students will then create an APA formatted template in MS Word. Students will also complete an APA quiz at the end of the demonstration.

Lab 2: Present a critique of a research paper (area specific). Focus could be on research methods and design; statistics; conclusive errors; ethical considerations. Let students pick from a repository of papers (area specific) to write a critique. This could be done in groups of 4 (~ 5 groups)

Lab 3: Present how to write a research proposal. Provide students with an area specific list of topics to choose from with some known references for each topic. Have students write a unique research proposal. This could also be done in groups of 4 (~5 groups)

Lab 4: Provide students with some background information about the project. Initiate and complete data collection for the project

Lab 5: Detailed discussion of APA considerations for the project. Discuss Introduction – provide some references and get the student to include at least 1 new reference; discuss methods – clarification on what needs to be included

Lab 6: Guide/help students with statistical analysis of data. Discuss the results section expectations and discussion section.

Lab 7: Area specific lab exercise. This could be variable and open to interpretation for each course. An example could be a quick hands-on demonstration or experiment where students can get immediate results

Lab 8: Demonstrate proper poster and presentation techniques. Help students choose an individual paper which they can present “as their own” research. This same paper choice would serve as both a poster and the PowerPoint presentation

Lab 9: Individually present the chosen paper from lab 8 as a Poster. The poster could be presented as a PDF on a screen instead of printing. Students could field questions.

Lab 10: Individually present the chosen paper from Lab 8 as a PowerPoint (oral) presentation. This would be a short but concise presentation of about 3-4 minutes (think 3-minute thesis presentations). Maybe a single follow up question.

ii. PSYC 2122 Introduction to Social Psychology for Majors

ABBREVIATED COURSE TITLE
Intro Social Psyc for Majors

CALENDAR CHANGES

13.12.3 Major-Restricted Courses

PSYC 2122 Introduction to Social Psychology for Majors

is an examination of the concepts and principles involved in social behaviour. Topics covered will include attitudes, social cognition, interpersonal relations, and group processes. Laboratory sessions will focus on fundamental research skills development in the area of social psychology.

LH: One laboratory period per week
CR: PSYC 2121, the former PSYC 2100, the former PSYC 2125
EQ: the former PSYC 3100
PR: PSYC 1000 and 1001 and admission into a major in Psychology or Behavioural Neuroscience.

CALENDAR ENTRY AFTER CHANGES

13.12.3 Major-Restricted Courses

PSYC 2122 Introduction to Social Psychology for Majors

is an examination of the concepts and principles involved in social behaviour. Topics covered will include attitudes, social cognition, interpersonal relations, and group processes. Laboratory sessions will focus on fundamental research skills development in the area of social psychology.

LH: One laboratory period per week
CR: PSYC 2121, the former PSYC 2100, the former PSYC 2125
EQ: the former PSYC 3100
PR: PSYC 1000 and 1001 and admission into the Psychology or Behavioural Neuroscience Major Program.

SECONDARY CALENDAR CHANGES

13.12.2 Non-Restricted Courses

PSYC 2121 Introduction to Social Psychology

is an examination of the concepts and principles involved in social behaviour. Topics covered will include attitudes, social cognition, interpersonal relations, and group processes.

CR: PSYC 2122, the former PSYC 2100, the former PSYC 2125
EQ: the former PSYC 3100
PR: PSYC 1000 and 1001

LIBRARY REPORT
Requested September 29th, 2025

LIBRARY REPORT
As for section

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
Proposed syllabus prepared by Dr. Martin Day is below. This course could also be taught by any member of the Social Psychology area group.

Introduction to Social Psychology
(Psyc 2121/2122)
Syllabus

Instructor:
Office:
Office Hours:

Email:

Phone:
Teaching Assistants:

COURSE INFORMATION
Class Sessions:
Location:
Website:

COURSE OVERVIEW
Welcome to Social Psychology!
We are social animals – our behaviours, thoughts, and feelings are often strongly influenced by our social environments. What are the important factors that explain and predict people's behaviours? How is this research conducted? This course will introduce you to the concepts, theories, and research within the field of social psychology. Some example topics include: conformity, attraction, intimacy, biases, the self, attitudes, rationalization, stereotyping, prejudice, persuasion, well-being, and other applied topics. For an outline see the Course Schedule.
To be successful in this course you will need to actively participate in almost all lectures and complete all readings. This will involve challenging yourself to thoroughly understand and remember the concepts and theories covered, as well as how this information can be applied. The lectures and textbook readings are designed to complement each other. Sometimes the lectures and readings will overlap in content, but sometimes their focus will differ. The textbook is broad and provides a great overview of classic and contemporary social psychology. The lectures will tend to cover more specific issues, including recent experimental, theoretical, and applied approaches. Mastering the content of the textbook and lectures will provide you with an effective understanding of the foundations of social psychology.

REQUIRED READING
Textbook:

Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. *Social Psychology, 6th Edition (6E).*

GRADING SCHEME PSYC 2121

Default		Optional (If Midterms 1-3 average = 85%/higher)*	
Midterm 1	22.5%	Midterm 1	30.0%
Midterm 2	22.5%	Midterm 2	30.0%
Midterm 3	22.5%	Midterm 3	30.0%
Final Exam	22.5%	Participation Activities	10.0%
Participation Activities	10.0%	Total:	100.0%
Total	100.0%		

GRADING SCHEME PSYC 2122

Default		Optional (If Midterms 1-3 average = 85%/higher)*	
Midterm 1	17.5%	Midterm 1	23.33%
Midterm 2	17.5%	Midterm 2	23.33%
Midterm 3	17.5%	Midterm 3	23.33%
Final Exam	17.5%	Labs	20.0%
Labs	20.0%	Participation Activities	10.0%
Participation Activities	10.0%	Total:	100.0%
Total	100.0%		

COURSE COMPONENTS

Midterms:

The midterm tests will assess your understanding of the material covered in this course (lectures and course readings). The first midterm will assess content in lectures 1-6, the second midterm will cover lectures 7-12 and the third midterm will cover lectures 13-17. The midterms are not cumulative. The format will be multiple choice. Notes or access to course content in any form will not be allowed during midterm tests.

If you must miss a midterm, there will be no make-up midterm, but your grades may be reallocated only if you contact me with an approved extenuating circumstance (mainly severe illnesses, or religious holidays), preferably in advance. Your grades would be reallocated so that your two other midterms and final exam will be worth 30% each. To clarify, a personal trip, vacation, or job-recruitment, do not constitute an extenuating circumstance.

Final Exam:

The final exam will assess your understanding of the material covered in this course (lectures and course readings). The final exam is cumulative. While any part of the course could be on the final exam, there will be a relatively greater focus on previously untested lectures 18-19 and recent lectures. The format will be multiple choice. Notes or access to course content in any form will not be allowed during midterm tests. The final exam will be scheduled by the registrar’s and university policies regarding final exams will apply.

Participation Activities:

You are strongly encouraged to come to every class if possible. ☺ The success of this course depends on the participation of everyone. You will be expected to play an active role in classroom activities (e.g., group and class discussions, review activities, demonstrations, etc).
To further help you engage and learn course content, there will also be 10 participation activities to be completed on Brightspace (Communication → Discussions) throughout the term worth 1% each (due 7 days, 5pm, after the lecture they are associated with) and an online course survey (due the day before Lecture 3, 5pm), which is worth 2%. To clarify, the participation activities may still be visible 7 days after the associated lecture, but you will only receive a point for doing it before it is due. You can earn a maximum of 10% for these participation activities, and so you can miss up to 2 participation activities (or the course survey) and still get full marks (i.e., you will be graded on 10 of 12 possible pts). Assessments will be pass/fail (i.e., they will be based only on whether an activity was completed or not). Points will be monitored by the course TAs and will not appear in the grade book until the end of the semester.

Missed Class
If you miss a class, you will genuinely be missed, but you do not need to email me with an explanation. If you miss several classes because of an extenuating circumstance, please contact me.

Labs (PSYC 2122 Only):
The labs will be worth a total of 20% of your final grade in the course. Attendance is expected, and lab work will either be due at the end of the lab period, or a due date will be set for assignments depending on the activity. Please bring your own device (laptop/Macbook) to each lab session. Additional details can be found at the end of this syllabus.

Bonus: Research Participation (up to 3%)
This semester, from the first-to-last day of classes you may choose to participate in psychology experiments in the Psychology Research Experience Pool (PREP) for up to 3% bonus points.
Purpose: The intention of PREP is to provide you with first-hand experience with the research process in psychology. Many students find this to be an interesting and memorable experience. By volunteering to participate in ongoing research in the Department of Psychology you will also be helping researchers in the department (professors and graduate and Honour's students) obtain valuable data to complete their studies.
For your efforts, you will receive 0.5 bonus marks added to your final grade for each half hour (or part thereof) that you volunteer as a participant (up to a maximum of 3 bonus marks for this course).

To get started go to: http://mun.sona-systems.com
You will see a link to create a new account. You must use your @mun.ca email address for your PREP account. When you login to the SONA system the first time, you will be provided with some background information on your rights and responsibilities as a student in PREP. Please make sure you read this information. It is also important that you select the correct course and section (PSYC 2121) so that you will be properly credited for your participation. After signing up, you may choose from a list of online and lab-based studies on SONA in which to participate.

Please note:
1) **Participating in PREP is completely voluntary and not a requirement for the course**. If you do not wish to participate in any studies, you have the option of completing an alternative written assignment to earn the bonus credit points. Each assignment is worth one credit point, and you may choose to do as many assignments as you wish, up to the maximum credit point value for your course. You may also choose to earn your bonus credit points with a combination of study

participation and alternative written assignment(s) - the choice is yours. Questions about the alternative written assignment should be directed to Marilyn Simms (psych@mun.ca).
2) Participation in PREP is subject to the demand for research participants in the department. While we hope everyone who wants to participate will have the opportunity to do so, the number of studies (and the number of participants needed) varies from semester to semester. It is advisable to register and select studies as soon as possible to maximize your choice of studies and likelihood of participation.
3) You should know that for ethical reasons, your course instructor has very limited access to PREP records. The only information your course instructor will be able to access is the total number of credit points earned by students in his or her course. Instructors do not have access to which studies students have participated in, and will not be able to tell whether you have earned credit points from Research Participation, Research Observation, or from completing the alternative assignment.
General inquiries: Questions about research participation should be directed to the PREP administrator, Marilyn Simms (psych@mun.ca)

COURSE EXPECTATIONS

1. Participation and Attendance
You are expected to come to each lecture if possible and participate in any activities. Out of respect to your fellow students and teaching staff, you are expected to come to each lecture on time and stay for the entire period.

2. Lecture Notes (No AI transcription allowed without permission)
Students are expected to take notes during the lectures as the lecture slides are rarely complete. While you may take notes for your own use, you may not record, reproduce, upload, or distribute lecture content including through AI transcription or note-taking tools without my express written consent. My lectures and course materials, including PowerPoint presentations/PDFs, discussions, tests, outlines, and similar content, are protected by copyright. I am the exclusive owner of the copyright in the materials I create. To clarify, do not record, share or upload lecture content through AI tools, learning platforms, or file-sharing sites (e.g., Chegg, Course Hero, Otter.ai, Notability, Gemini, ChatGPT).
Similarly, you own the copyright in your original work. If I wish to share your work for any course, I will seek your written permission.
The basic lecture slides will be provided on the course website, typically the evening before a lecture (by 10pm). However, on occasion, notes may be provided the morning before the lecture. The basic lecture slides are not a substitute for coming to class and students are responsible for any course material covered in lecture and not provided in the uploaded lecture slides. If you miss a class, please contact one of your classmates to obtain the notes. If you have questions, I am happy to meet with you.

3. Course Content
You should find this course to be interesting and fun (!), but doing well will involve a significant effort on your part. This course will likely involve new material, terminology, and concepts.
One mistake in this course is for a student *to feel they are familiar with the material* but realize (sometimes too late) that they do not have a detailed enough understanding of the concepts when it comes to applying the material (e.g., on the midterms). To be successful you will need to attend and actively participate in lectures and discussions, and complete coursework on schedule, and avoid the second mistake below.

A second mistake is for a student to not understand the textbook details well enough. Although it is important to know the lecture content, this can be achieved by actively attending lectures and carefully studying one's lecture notes. To excel, you will also need to 1) complete the textbook readings on schedule – not just before the midterm, 2) understand the content thoroughly, 3) be able to comfortably explain the research findings to someone else, and 4) be able to apply this knowledge.

4. Academic Integrity

Plagiarism, or any other type of unethical academic behavior will not be tolerated. All written course work (e.g., participation activities) must be based on your own ideas and thoughts. Whenever you use ideas that are not your own, give credit where due, and cite accordingly.

To be clear: cite the source of any research finding, theory, or argument, even if you have rewritten it significantly using your own words. Simply changing wording order or replacing a couple words with synonyms is not acceptable. Sometimes it may be unclear whether a source is directly responsible for your own thinking/writing. It is best to double-check your source. When in doubt, err on the side of caution by citing the source.

Plagiarism is a major academic offense. For a full definition, please see Plagiarism among Academic Offences: https://www.mun.ca/regoff/calendar/sectionNo=GRAD-0029

Memorial Policy: Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from the University. For more information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar.

ChatGPT/Generative AI Policy: Students are **not allowed** to use generative AI programs (e.g., Chat GPT) to assist with the completion of written work for this course (Participation Activities) or when completing tests (e.g., access course content/notes). Any such use will be considered an academic offense.

5. Collaboration

Some courses involve collaboration and some courses involve completely individual work without collaborating with other students. The vast majority of this course involves the work to be completed individually. Specifically, Midterms 1-3, Final Exam and most participation activities. Students may study and review for the midterms with other students if they wish. Also, you are more than welcome to comment on your fellow classmates participation activities posted on Brightspace. If you have any questions or concerns about individual work or collaboration, do not hesitate to contact me.

6. Accommodations

Students in need of accommodations according to University Regulations should contact me to make arrangements for course materials and assigned work. If accommodations are needed, please speak with me within the first couple weeks of class or before any due date. Failure to do so may result in my inability to respond in a timely manner. All discussions will remain confidential.

Memorial Policy: Memorial University of Newfoundland is committed to supporting inclusive education based on the principles of equity, accessibility and collaboration. Accommodations are provided within the scope of the University Policies for the Accommodations for Students with Disabilities (www.mun.ca/policy/site/policy.php?id=239). Students who may need an academic accommodation are asked to initiate the request with the Glenn Roy Blundon Centre at the earliest opportunity (www.mun.ca/blundon).

Land Acknowledgement

Memorial University, St. John's Campus: We respectfully acknowledge the territory in which we gather as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk. We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original people of Labrador. We strive for respectful partnerships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.

Course Schedule

Date	**Class**	**In-Class Topic**	**Readings**
Sep 9 (T)	1	Introduction & Syllabus	Text Ch. 1
Sep 11 (TH)	2	Methods! How to conduct research in social psychology	Text Ch. 2
Sep 16 (T)	3	Bounded Rationality	Text Ch. 4 (p.133-145)
Sep 18 (TH)	4	Social Self	Text Ch. 3 Text Ch.12 (p. 453-455)
Sep 23 (T)	5	Social Cognition I	Text Ch. 4 (p.103-106) (p.123-133)
Sep 25 (TH)	6	Social Cognition II	Text Ch.4 (p.107-122)
Sep 30 (T)		***National Day for Truth and Reconciliation**No Lecture***	
Oct 2 (TH)		**MIDTERM 1**	
Oct 7 (T)	7	Emotion and Well-Being	Text Ch.5 (p.149-153, p.167-179) Text Mod 1 (p.543-546)
Oct 9 (TH)	8	Attitudes	Text Ch.6
Oct 14 (T)		***Midterm Break**No Lecture***	
Oct 16 (TH)	9	Persuasion	Text Ch. 7
Oct 21 (T)	10	Social Influence I	Text Ch. 8
Oct 23 (TH)	11	Social Influence II	
Oct 28 (T)	12	Behavioural Insights & Nudges	
Oct 30 (TH)		**MIDTERM 2**	
Nov 4 (T)	13	Attraction & Intimacy I	Text. Ch. 9
Nov 6 (TH)	14	Attraction & Intimacy II	
Nov 11 (T)		***Remembrance Day**No Lecture***	
Nov 12 (W)*	15	Stereotyping and Prejudice I	Text Ch. 10

2122 Laboratory Section

Lab Instructor: Chris or Adam

Email:

Office:

Office hours:

Laboratories: xxxdays from 0000-0000 in room xx1111

The labs will be worth a total of 20% of your final grade in the course. Attendance is expected, and lab work will either be due at the end of the lab period, or a due date will be set for assignments depending on the activity. Please bring your own device (laptop/Macbook) to each lab session.

Tentative lab schedule:

Lab 1: APA formatting demonstration and APA quiz

Lab 2: Critiquing research papers demonstration and paper choice

Lab 3: Writing a research proposal demonstration

Lab 4: Lab report: overall project information and data collection

Lab 5: Lab report: APA considerations; introduction and methods

Lab 6: Lab report: statistical analysis: results and discussion

Lab 7: Lab Exercise

Lab 8: Poster and presentation discussion & demonstration; choice of topic

Lab 9: Poster presentations (individual)

Lab 10: PowerPoint (oral) presentations (individual)

Missed labs will be handled on a per case basis. In most cases, where applicable, missed labs will have to be completed by the student in order to obtain credit.

Deliverables:

APA template and quiz: 2% (completed during Lab 1)

Research paper critique (group): 3% (due date before Lab 3)

Research proposal (group): 3% (due before Lab 4)

Lab Exercise: 1% (due during the Lab 7)

Lab report: 5% (due date before Lab 8)

Poster presentation: 3% (due during Lab 9)

PowerPoint presentation: 3% (due during Lab 10)

Detailed Laboratory plan

Lab 1: Present an APA formatting tutorial. Students will then create an APA formatted template in MS Word. Students will also complete an APA quiz at the end of the demonstration.

Lab 2: Present a critique of a research paper (area specific). Focus could be on research methods and design; statistics; conclusive errors; ethical considerations. Let students pick from a repository of papers (area specific) to write a critique. This could be done in groups of 4 (~ 5 groups)

Lab 3: Present how to write a research proposal. Provide students with an area specific list of topics to choose from with some known references for each topic. Have students write a unique research proposal. This could also be done in groups of 4 (~5 groups)

Lab 4: Provide students with some background information about the project. Initiate and complete data collection for the project

Lab 5: Detailed discussion of APA considerations for the project. Discuss Introduction – provide some references and get the student to include at least 1 new reference; discuss methods – clarification on what needs to be included

Lab 6: Guide/help students with statistical analysis of data. Discuss the results section expectations and discussion section.

Lab 7: Area specific lab exercise. This could be variable and open to interpretation for each course. An example could be a quick hands-on demonstration or experiment where students can get immediate results

Lab 8: Demonstrate proper poster and presentation techniques. Help students choose an individual paper which they can present “as their own” research. This same paper choice would serve as both a poster and the PowerPoint presentation

Lab 9: Individually present the chosen paper from lab 8 as a Poster. The poster could be presented as a PDF on a screen instead of printing. Students could field questions.

Lab 10: Individually present the chosen paper from Lab 8 as a PowerPoint (oral) presentation. This would be a short but concise presentation of about 3-4 minutes (think 3-minute thesis presentations). Maybe a single follow up question.

iii. PSYC 2422 Introduction to Human Cognition for Majors

ABBREVIATED COURSE TITLE
Intro Human Cog for Majors

CALENDAR CHANGES

13.12.3 Major-Restricted Courses

PSYC 2422 Introduction to Human Cognition for Majors

is an introduction to the experimental study of the mental representations and processes involved in human cognition. Topics such as attention, perception and pattern recognition, concepts and the organization of knowledge, language processes, mental imagery, reasoning, problem solving, decision making and skilled performance will be covered with an emphasis on experimental analysis and techniques. Laboratory sessions will focus on fundamental research skills development in the area of cognition.

LH: one laboratory period per week
CR: PSYC 2421, the former PSYC 2440, PSYC 2425
EQ: the former PSYC 3450
PR: PSYC 1000 and 1001 and admission into a major in Psychology or Behavioural Neuroscience.

CALENDAR ENTRY AFTER CHANGES

13.12.3 Major-Restricted Courses

PSYC 2422 Introduction to Human Cognition for Majors

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LH: one laboratory period per week
CR: PSYC 2421, the former PSYC 2440, PSYC 2425
EQ: the former PSYC 3450
PR: PSYC 1000 and 1001 and admission into a major in Psychology or Behavioural Neuroscience.

SECONDARY CALENDAR CHANGES

13.12.2 Non-Restricted Courses

PSYC 2421 Introduction to Human Cognition

is an introduction to the experimental study of the mental representations and processes involved in human cognition. Topics such as attention, perception and pattern recognition, concepts and the organization of knowledge, language processes, mental imagery, reasoning, problem solving, decision making and skilled performance will be covered with an emphasis on experimental analysis and techniques.

CR: PSYC 2422, the former PSYC 2440, PSYC 2425
EQ: the former PSYC 3450
PR: PSYC 1000 and 1001

LIBRARY REPORT

Requested September 29th, 2025

RESOURCE IMPLICATIONS

As for section.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

The proposed syllabus below is an example prepared by Dr. Blaire Dube. This course could also be taught by any other member of the Cognition area.

PSYC 2421/2422 – Introduction to Human Cognition

Schedule

Location

Instructor:

Email:
Office:
Office Hours:
Prerequisites: PSYC 1000 and PSYC 1001

TAs:

*Every effort will be made to respond to emails within 24-48 hours, with the exceptions of evenings, weekends, and holidays.

Important Dates

Wednesday, September 17: **Syllabus Quiz closes**
Monday, October 6: **Midterm 1**
Wednesday, October 15: Deadline to opt-in for optional assignments
Friday, October 31: **Midterm 2**
Tuesday, November 4: Last day to drop classes without academic prejudice.
Friday, November 21: Last day to submit Memory Failures optional assignment
Friday, November 28: Last day to submit Research Proposal optional assignment
Wednesday, December 5: Last day of classes
TBA: **Final Exam** to be scheduled by the Registrar's Office.

Course Overview and Objectives

Cognitive Psychology is the study of how the mind works—how we think, perceive, remember, and learn. Over the years, research in Cognitive Psychology has taught us some very cool things about the mind and brain. A goal of this course is to introduce you to some of those concepts and to touch on the wide variety of topics that Cognitive Psychology covers, including perception, attention, memory, language, decision-making, and consciousness. In addition to *what we know* about Cognition, this course will also have a particular focus on understanding *how we know it.* We will discuss primary research, learn about experimental techniques and analysis, develop critical thinking, and learn about science communication. As such, the learning objectives in this course are **to obtain a baseline level of knowledge about concepts in Cognition, to understand how Cognition is studied, and to learn how to critically evaluate**

research and to communicate findings in various formats (from scientific journals to social media). I hope that you finish this course equipped with content knowledge and a critical eye for Cognitive Psychology in the real-world.

Format

The course will be delivered in person, with lecture slides posted before each class. Posted slides will be incomplete, and the expectation is that you will fill in additional information by taking notes during class. The lectures will cover content from the assigned textbook chapter, with a particular emphasis on concepts deemed especially important or relevant. Lectures will also cover other topics, like discussing a relevant research article or study, examining research methods in Cognition, looking at and understanding data, and discussing real issues in the field of Cognitive Psychology. **The easiest way to do well in the course is to come to class.** The readings will only get you part way there. Coming to class will help you understand the content better, and that's where we'll build the skills that are important for the course.

Class Cancellations: Please consult official MUN communications (e.g., www.mun.ca, MUNSafe app, Twitter, etc.) for updates on weather-related campus closures. If class is canceled due to campus closure, then class topics may be shifted to the next class; review classes may be eliminated if necessary. If campus is closed on the date of a midterm, then the midterm will be held on the next class date. For any other possible cancellations, you will be notified via an announcement on the course Brightspace page.

In the case of disruption or cancelation, and in the case of revisions to evaluation methods, the instructor or the Head of the department will notify all students registered in the course via the course shell in Brightspace. Any necessary revisions to the evaluation methods will be made in consultation with the students registered in this course. If a student demonstrates that they would be disadvantaged by the change, then, as per 6.7.4 of the University Calendar, accommodations will be made.

Textbook

As in previous iterations of this course, we will be using *Cognition: Exploring the Science of the Mind* (Eighth Edition) by Daniel Reisberg. This textbook will be used heavily throughout the semester and reading it will deepen your understanding of the course material. The book is available in hard copy at the bookstore, or you can purchase an e-book version from the publisher's website (Norton); pricing varies depending on how long you would like access to the e-book. The most recent older edition (7^{th} Edition) is also suitable for use should you wish to purchase a used textbook privately.

Tentative Schedule of Lecture Topics and Readings

Date	Topic	Reading	Notes/Optional Additional Materials
SECTION 1			
Weds, Sept 10	Introduction & Assignment Review	Syllabus	
Fri, Sept 12	A Brief History	Chapter 1	
Mon, Sept 15	Cognitive Neuroscience	Chapter 2	
Weds, Sept 17	Visual Neuroscience	Chapter 3	Syllabus Quiz due
Fri, Sept 19	Visual Perception	Chapter 3	Watch this Ted Talk (18 mins)
Mon, Sept 22	Recognizing Objects	Chapter 4	
Weds, Sept 24	Experimentation in Cognition		Psytoolkit demo (see Brightspace)
Fri, Sept 26	Open Science		
Mon, Sept 29	Paying Attention	Chapter 5	Watch this Brain Games episode (45 mins)
Weds, Oct 1	Paying Attention	Chapter 5	
Fri, Oct 3	*Review for Midterm 1*		
Mon, Oct 6	**MIDTERM 1**		
SECTION 2			
Weds, Oct 8	The Acquisition of Memories	Chapter 6	Listen to this interview with Patient HM
Fri, Oct 10	The Acquisition of Memories	Chapter 6	
Mon, Oct 13	Thanksgiving Break (No class)		
Weds, Oct 15	The Many Types of Memory	Chapter 7	Optional assignment: deadline to choose
Fri, Oct 17	The Many Types of Memory	Chapter 7	
Mon, Oct 20	Remembering Complex Events	Chapter 8	Science Vs. Podcast episode: Memory
Weds, Oct 22	Remembering Complex Events	Chapter 8	
Fri, Oct 24	Remembering Complex Events	Chapter 8	
Mon, Oct 27	Science Literacy		
Weds, Oct 29	*Review for Midterm 2*		
Fri, Oct 31	**MIDTERM 2**		
SECTION 3			
Mon, Nov 3	Language	Chapter 10	
Weds, Nov 5	Language	Chapter 10	
Fri, Nov 7	Visual Knowledge	Chapter 11	
Mon, Nov 10	Visual Knowledge	Chapter 11	Science Vs. Podcast episode: Aphantasia
Weds, Nov 12	No Class		
Fri, Nov 14	Judgment & Reasoning	Chapter 12	
Mon, Nov 17	Judgment & Reasoning	Chapter 12	
Weds, Nov 19	Class Canceled		
Fri, Nov 21	Class Canceled		Memory Failures: final deadline
Mon, Nov 24	Problem Solving & Creativity	Chapter 13	
Weds, Nov 26	Consciousness	Chapter 15	
Fri, Nov 28	Consciousness	Chapter 15	Research Proposal: final deadline
Mon, Dec 1	Final Exam Review		
Weds, Dec 3	In case we need it		
Fri, Dec 5	In case we need it		*Last day of classes*

Please Note: The instructor reserves the right to make changes to the schedule for any reason.

Evaluation PSYC 2421

Syllabus Quiz		**1%**
Exams (3): *2 in class, 1 during exam period*	33% each	**99%**
Optional Assignments: **1) Research Proposal**	Complete an assignment to re-weight all three exams to 25% each (75% total).	**24%**
2) Memory Failures Reflection	Complete a mini-assignment to re-weight *only* your lowest exam grade (can be completed in addition to assignment 1; lowest exam grade re-weights to 28% without assignment 1, or to 20% with assignment 1)	**5%**
PREP Participation Bonus (up to 3%)		

Evaluation PSYC 2422

Syllabus Quiz		**1%**
Exams (3): *2 in class, 1 during exam period*	26.33% each	**79%**
Labs:	10 labs	**20%**
Optional Assignments: **3) Research Proposal**	Complete an assignment to re-weight all three exams to 20% each (60% total).	**19%**
4) Memory Failures Reflection	Complete a mini-assignment to re-weight *only* your lowest exam grade (can be completed in addition to assignment 1; lowest exam grade re-weights to 21.33% without assignment 1, or to 15% with assignment 1)	**5%**
PREP Participation Bonus (up to 3%)		

Exams and (Optional) Assignments

Syllabus Quiz

The syllabus is a useful resource, and should be viewed as a contract for the course. To incentivize you to thoroughly read and understand it, there will be a syllabus quiz available on Brightspace that is worth 1% of your final grade. This quiz will simply test your understanding of the material in the syllabus, it will be open-book, and you can only take it once. The quiz must

be completed by Wednesday, September 17 by 11:59pm. After this point, the quiz will close and there will be no additional opportunities to complete it.

Exams

There will be three exams consisting primarily of multiple-choice questions. The final composition of the exams will be discussed in each exam's review class. Two of these exams will be in-class, and one will be during the formal exam period scheduled by the Registrar's Office. The exams are **not cumulative**, and content from earlier chapters will not be directly tested on later exams**.**

If there is an exceptional circumstance that prevents attendance at an exam, you must email me *before* the scheduled exam time. In these circumstances, and with appropriate documentation, I will offer a solution (e.g., scheduling a make-up exam or grade redistribution).

Labs (for PSYC 2422 only)

The labs will be worth a total of 20% of your final grade in the course. Attendance is expected, and lab work will either be due at the end of the lab period, or a due date will be set for assignments depending on the activity. Please bring your own device (laptop/Macbook) to each lab session. More details are provided below.

OPTIONAL Assignments

Some of you will like that the course only requires three exams an no other forms of evaluation, but some of you won't. If you find yourself feeling overwhelmed at the thought of exams making up so much of your grade in this course, you have options to complete additional assignments to re-weight your exam grades. Please read the below options carefully; it's important that you understand how they will impact the distribution of your grade.

You may choose to complete either one of the options below, you may choose to complete both options, and, of course, you may choose to complete none. You must register your choice no later than **October 15** using the survey tool on Brightspace**.** You will have access to this survey starting at 12pm on September 10, and ending at 11:59pm on October 15. You can complete it any time, and you can edit your response any time up until the survey closes on October 15. If you do not register your choice by this date, you will not be able to complete the optional assignments.

Optional Assignment 1: Research Proposal (3-4 pages)

In this assignment, you'll practice identifying a limitation or gap in existing research and turning it into a clear, testable question, translating that question into a practical, testable method, making predictions about what you might find, and discussing the bigger-picture implications of the results. Your proposal should include the following: 1) A brief background section that describes a scientific effect covered in class, describes a potential extension of or gap in that

knowledge, and poses a direct follow-up question; 2) A methods section that proposes an experimental design that helps to inform that question along with predictions about the results; 3) An implications section that briefly discusses what these predicted results would teach us about the mind and/or brain.

There will be detailed assignment information on Brightspace. This assignment information includes examples of scientific effects that you can build on, examples of experiments you can use to test your questions, and an explanation of how your assignment will be graded.

There will also be lots of support for this assignment built into the course itself. The skills that are practiced in this assignment are key learning objectives for the course in general, regardless of whether or not you choose to complete the assignment. You can expect that there will be class time dedicated to learning how to ask research questions and how to design experiments to test them (and you can expect these to be testable concepts!).

Optional Assignment 2: Memory Failures Reflection (1-2 pages)

A key theme that we will discuss throughout the semester is the constructive nature of memory. Our memories are not recorded like photographs—unchanging and with picture-perfect fidelity. Rather, our memories are imbued with contextual and autobiographical information, and they may shift over time. For this assignment, you will collect qualitative data about a shared memory with at least one other person, then you will reflect on similarities and differences in your recollections.

Method: Think of an event or outing that you can remember, and that you shared with at least 1 other person. Without discussing the event, you and at least 1 other person should independently write down as many details as you can remember from the event or outing. Try to include both factual details (e.g., who, what, where, when) as well as vivid sensory details (do you remember anything about the sights, sounds, textures, and tastes you encountered? do you remember the weather, your emotional state, your clothing, or music that was playing?)

Reflection: In a brief 1-2 page reflection paper, write about how the data that you collected in light of principles of memory discussed in class. Compare and contrast your responses with the response of at least 1 other person. Which details are shared in your accounts, and which details diverged? You may also reflect on how and whether your memories might be modulated by factors discussed in class (e.g., frequency of retrieving the memory; the passage of time; emotional state; contextual cues), and whether reading both accounts affected your confidence in your original account.

An important note about optional assignment deadlines:

The deadlines that are listed for the optional assignments should be considered the latest possible time I will accept them. The deadlines are *windows* that open on the first day of classes

and close on their respective due dates. This means they can be submitted through Brightspace at any time and, essentially, *you set your own deadline for the assignments*. Because of this built-in flexibility, and because submitting these assignments is completely optional, **I will not accept any assignments submitted after 11:59pm on their due date.** I recommend setting an earlier deadline for yourself to make sure that, in the event of any unforeseen barriers to submitting on time, you have a built-in buffer period to get the assignments finished. If you initially opted-in to the optional assignment(s) but do not submit your assignment(s) by the final deadline indicated on the syllabus, your exam grades will be re-weighted. That is, you will not receive a grade of zero on any missing optional work, even if you promised to submit it.

PREP (3% Bonus)

You may choose to participate in psychology experiments for bonus credit points. You may earn up to 3% bonus marks through PREP, but **at least 2% must come from in-person experiments** (only 1% may be obtained through online studies). You can view a list of available research experiences at http://mun.sona-systems.com. You will see a link to create a new account. Use your @mun.ca email address when you make your account. When you login for the first time, you will be provided with some background information on your rights and responsibilities as a student in PREP.

It is your choice to participate in any study. If you do not wish to participate in research, then you have the option of completing an alternative written assignment to earn the bonus credit points. Each assignment is worth one credit point, and you may choose to do as many as you wish, up to a maximum of 3. You may also choose to earn your bonus credit points with a combination of study participation and alternative written assignment(s). The choice is yours. Please contact Marilyn Simms (psych@mun.ca) for more information about the alternative assignment. Do not ask me, as I have very little to do with PREP/alternative assignments.

On that note, I have very limited access to PREP records. The only information I will get is the total number of credit points you've earned for the course. I cannot access which studies you've participated in, or whether your credit points have come from research participation or alternative assignment. Your grade cannot exceed 100% in this course.

Conduct

It is very easy to distract others in class if you are doing something that is not class related. Please keep cell phones out of sight during class (and please keep them silent)**.** If you must take or make an important call or text, then please leave the room to do so. Laptops/tablets are permitted, but if you feel the need to use your computer for anything unrelated to class (checking e-mail, social networking, etc.), please leave the room to do so. You will not be permitted access to cell phones or laptops during exams. Students who may need additional technological accommodations in class or during exams should contact the Blundon Centre and the course instructor; see below.

Academic Integrity

Students are expected to adhere to principles of academic integrity. **I**f you are uncertain about how to properly cite original sources in academic writing, please contact the instructor or TA for additional assistance before you submit a written assignment for evaluation. Please see the University Calendar Section 6.12 regarding policies related to academic misconduct. **Cheating is not worth the risk to your academic career. If you're ever feeling so stressed that a few extra points in this course seem worth risking so much, please consider talking to me, your TA, or campus counseling services (see below).**

Use of AI

The use of generative AI and AI-assisted technologies, such as chat GPT, is allowed in this course for writing assignments. However, it is the responsibility of the student to ensure that written work submitted 1) addresses the goals of the writing assignment, 2) contains reliable information with sound sources, and 3) is well written with respect to clarity, format, organization of thoughts and transitions between ideas.

It is also required that should a student use AI and/or AI-assisted technologies that the following declaration be inserted at the beginning of the document. Failure to do so could result in a reduction of grade (to be determined based on the severity of the case) as a result of academic dishonesty. Please note that this declaration does not excuse the use of inaccurate or false citations/references, or the inclusion of plagiarized materials.

Declaration of generative AI and AI-assisted technologies in the writing process:

During the preparation of this work [NAME TOOL / SERVICE] was used to [REASON]. After using this tool/service, the content was reviewed and edited as needed and I take full responsibility for the content of the written work.

Accessibility and Equity

Memorial University of Newfoundland is committed to fostering equitable and accessible learning environments for all students. Accommodations for students with disabilities are provided in accordance with the Accommodations for Students with Disabilities Policy (www.mun.ca/policy/site/policy.php?id=239) and its related procedures. Students who feel that they may require formal academic accommodations to address barriers or challenges they are experiencing related to their learning are encouraged to contact Accessibility Services (the Blundon Centre) at the earliest opportunity to ensure any required accommodations are provided in a timely manner. You can contact Accessibility Services (Blundon Centre) by emailing blundon@mun.ca.

Please contact the course instructor privately to discuss any accommodations you may require in the classroom. Remember that the Blundon Centre requires advance registration for exam-

writing accommodations (at least 2 weeks prior to mid-terms and 4 weeks prior to final exams), and you will be expected to write exams at the regular class location for the standard duration if you do not register to write with the Blundon Centre.

Additional Supports: Memorial University offers a broad range of supports, many of which are listed at www.mun.ca/currentstudents/student/ and https://munsu.ca/resource-centres/. In particular, you might want to make use of:

- *The Commons* (QEII library) provides access to print, electronic and technology resources (including free internet access).
- *The Counselling Centre* (UC-5000) helps students develop their personal capabilities, ranging from study strategies to assisting distressed students.
- *Student Life* (ASK, UC-3005) answers questions about such things as courses, housing, books, financial matters and health.
- Writing resources as part of CITL: https://www.mun.ca/citl/student-learning-solutions/writing-services/
- *The MUN Campus Food Bank* (Global Learning Centre) is open for all MUN students, employees, and pensioners dealing with food insecurity (https://www.mun.ca/campusfoodbank/About_Us.php)
- Free *Microsoft Office 365* download (https://my.mun.ca/)
- *NL Public Libraries* (https://nlpl.ca/use-the-library/free-internet-and-computers.html) also provide off-campus access to print, electronic and technology resources (including free internet access).

2422 Laboratory Section

Lab Instructor: Chris or Adam

Email:

Office:

Office hours:

Laboratories: xxxdays from 0000-0000 in room xx1111

The labs will be worth a total of 20% of your final grade in the course. Attendance is expected, and lab work will either be due at the end of the lab period, or a due date will be set for assignments depending on the activity. Please bring your own device (laptop/Macbook) to each lab session.

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Lab 10: PowerPoint (oral) presentations (individual)

Missed labs will be handled on a per case basis. In most cases, where applicable, missed labs will have to be completed by the student in order to obtain credit.

Deliverables:

APA template and quiz: 2% (completed during Lab 1)

Research paper critique (group): 3% (due date before Lab 3)

Research proposal (group): 3% (due before Lab 4)

Lab Exercise: 1% (due during the Lab 7)

Lab report: 5% (due date before Lab 8)

Poster presentation: 3% (due during Lab 9)

PowerPoint presentation: 3% (due during Lab 10)

Detailed Laboratory plan

Lab 1: Present an APA formatting tutorial. Students will then create an APA formatted template in MS Word. Students will also complete an APA quiz at the end of the demonstration.

Lab 2: Present a critique of a research paper (area specific). Focus could be on research methods and design; statistics; conclusive errors; ethical considerations. Let students pick from a repository of papers (area specific) to write a critique. This could be done in groups of 4 (~ 5 groups)

Lab 3: Present how to write a research proposal. Provide students with an area specific list of topics to choose from with some known references for each topic. Have students write a unique research proposal. This could also be done in groups of 4 (~5 groups)

Lab 4: Provide students with some background information about the project. Initiate and complete data collection for the project

Lab 5: Detailed discussion of APA considerations for the project. Discuss Introduction – provide some references and get the student to include at least 1 new reference; discuss methods – clarification on what needs to be included

Lab 6: Guide/help students with statistical analysis of data. Discuss the results section expectations and discussion section.

Lab 7: Area specific lab exercise. This could be variable and open to interpretation for each course. An example could be a quick hands-on demonstration or experiment where students can get immediate results

Lab 8: Demonstrate proper poster and presentation techniques. Help students choose an individual paper which they can present “as their own” research. This same paper choice would serve as both a poster and the PowerPoint presentation

Lab 9: Individually present the chosen paper from lab 8 as a Poster. The poster could be presented as a PDF on a screen instead of printing. Students could field questions.

Lab 10: Individually present the chosen paper from Lab 8 as a PowerPoint (oral) presentation. This would be a short but concise presentation of about 3-4 minutes (think 3-minute thesis presentations). Maybe a single follow up question.

iv. PSYC 2622 Introduction to Abnormal Psychology for Majors

ABBREVIATED COURSE TITLE
Intro Abnorm Psych for Majors

CALENDAR CHANGES

13.12.3 Major-Restricted Courses

PSYC 2622 Introduction to Abnormal Psychology for Majors

is an examination of the nature, explanation and treatment of psychological disorders with an emphasis on research methods and current findings. Laboratory sessions will focus on fundamental research skills development in the area of abnormal psychology.

LH: one laboratory period per week
CR: PSYC 2621, PSYC 3626
EQ: the former PSYC 3650
PR: PSYC 1000 and 1001 and admission into a major in Psychology or Behavioural Neuroscience.

CALENDAR ENTRY AFTER CHANGES

13.12.3 Major-Restricted Courses

PSYC 2622 Introduction to Abnormal Psychology for Majors

is an examination of the nature, explanation and treatment of psychological disorders with an emphasis on research methods and current findings. Laboratory sessions will focus on fundamental research skills development in the area of abnormal psychology.

LH: one laboratory period per week
CR: PSYC 2621, PSYC 3626
EQ: the former PSYC 3650
PR: PSYC 1000 and 1001 and admission into a major in Psychology or Behavioural Neuroscience.

SECONDARY CALENDAR CHANGES

13.12.2 Non-Restricted Courses

PSYC 2621 Introduction to Abnormal Psychology

is an examination of the nature, explanation and treatment of psychological disorders with an emphasis on research methods and current findings.

CR: PSYC 2622, PSYC 3626
EQ: the former PSYC 3640 and the former PSYC 3650
PR: PSYC 1000 and 1001

LIBRARY REPORT
Requested September 29th, 2025

RESOURCE IMPLICATIONS
As for section

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
The proposed syllabus below is an example prepared by Dr. Cheryll Fitzpatrick. This course could also be taught by any other member of the Clinical or Health and Wellness area.

PSYC 2621/2622: Introduction to Abnormal Psychology
Fall 2025

Land Acknowledgement: *We respectfully acknowledge the territory in which we gather as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk. We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original people of Labrador. We strive for respectful partnerships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.*

Instructor & contact info:
Class time & location:
Office hours & location:

COURSE OVERVIEW

Welcome! This course was designed to introduce you to the conceptualization, identification and the study of abnormal behaviour. Throughout this course we will explore what it means for behaviour to be *normal* or *abnormal* from a cultural, legal, and medical standpoint. While the focus of this course will be on learning about symptoms, syndromes, and illness, research and theory will also be discussed.
PR: Intro Psychology (1000 & 1001)

Textbook: Flett, G. L., Kocovski, N., Davison, G. C., & Neale, J. M. (2017). *Abnormal Psychology, 6th Canadian Edition.* Wiley & Sons. Canada: Toronto.

Course Format

The content available in the course shell will include the course syllabus, partial lecture slides (missing content available during lecture and from the textbook), and any supplemental materials. However, there may be material presented in class (e.g., case studies, videos) which will not be available outside of class, and which may appear on any of the exams. Your experience and grade in this course will be enhanced through regular attendance. Announcements, recommendations, reminders, etc will all be issued at the beginning of each class. I will do my best to iterate those announcements in the Brightspace course shell – although I may not always get to. It is your responsibility as a student to inquire about missed information. While attendance is not mandatory, it is highly encouraged. Partial lecture slides will be posted in Brightspace, it will be your responsibility to get the missing material from the posted lectures, it's also in the course textbook.

The lectures, displays, and all material delivered or provided in Psyc 2621: Introduction to Abnormal Psychology by Cheryll Fitzpatrick, including any visual or audio recording thereof, are subject to copyright owned by Cheryll Fitzpatrick, unless otherwise noted. It is prohibited to record or copy by any means, in any format, openly or surreptitiously, in whole or in part, in the absence of express written permission from Cheryll Fitzpatrick any of the lectures or materials provided or published in any form during or from the course. Students must not publish, send, post on an internet site, sell, rent, or otherwise distribute this content without the instructor's express permission.

COURSE EVALUATION PSYC 2621

Midterm I (30%)
Midterm II (30%)
Final (40%)

Earn up to 2% bonus marks applied to your final grade for participating in PREP research studies

COURSE EVALUATION PSYC 2622

Midterm I (25%)
Midterm II (25%)
Labs (20%)
Final (30%)

Earn up to 2% bonus marks applied to your final grade for participating in PREP research studies

COURSE CONTENT

The first midterm (Oct. 17) will cover the first 5 chapters of the textbook (see tentative timeline for chapter details). I have chosen these chapters along with chapter 5 to provide you with historical and foundational content. However, as this is combined non-major's and major's course, you are all coming in with different background experiences, content knowledge, expectations of what you will learn in this course and how you'll use that information in the future. Therefore, a survey will be posted in Brightspace for the class to choose the other 7 chapters. Majority rules, and the chapters chosen by the class will be covered during the remainder of the semester. The deadline for choosing the remaining chapters will be Wed., Oct. 1 at 11:59 pm NT. The survey can be found in the course shell (Assessment → Surveys → Choose your chapters). You can complete the survey at any time up until Oct. 1, and you can do it multiple times if you change your mind.

Midterms: There will be two midterm exams. Midterms are objective assessments and will consist of mc, t/f style, and short answer questions. All formal evaluations will be completed on Scantron Sheets. Your midterms are scheduled for Fri., Oct. 17 and Fri., Nov. 14. **If you miss a midterm, you must contact me via my MUN email address (cheryllf@mun.ca) with a valid reason within 48 hours of the missed assessment. If you fail to engage in correspondence with me (i.e., I have replied to your email) within that time, you will receive a 0 for the missed midterm. Deferred midterms are schedule for 3 days after the original date (e.g., Midterm I deferral date is Mon., Oct. 20 from 5-5:50pm and Midterm II deferral date is Mon., Nov. 17 from 5-5:50pm). Upon approval you will be contacted, through your MUN email, with a room location.**

Final: The final exam will be cumulative, but it be weighted to cover more content since the second midterm. The final exam is scheduled by the registrar's office. It will be conducted just as the midterms. **A missed final exam requires an approved "Application for Deferred Exam" to be made up. Deferred applications are available online (https://www.mun.ca/psychology/undergrad/forms.php) and must be submitted to the Psychology Department's Deputy Head, Dr. Hourihan (psychdeputyhead@mun.ca). I do not control the applications for deferred final exams.**

Labs (PSYC 2622 ONLY): The labs will be worth a total of 20% of your final grade in the course. Attendance is expected, and lab work will either be due at the end of the lab period, or a due date will be set for assignments depending on the activity. Please bring your own device (laptop/Macbook) to each lab session. More details below.

STUDENT ACCOMMODATIONS & ACADEMIC INTEGRITY *Memorial University of Newfoundland is committed to supporting inclusive education based on the principles of equity, accessibility and collaboration. Accommodations are provided within the scope of the University Policies for the Accommodations for Students with Disabilities (www.mun.ca/policy/site/policy.php?id=239). Students who may need an academic accommodation are asked to initiate the request. If you require any accommodations, please speak with me as early*

in the term as possible. I want to make this course accessible to every student who is interested in taking it. The Glenn Roy Blundon Centre is an excellent resource for students who require accommodations. They can be reached at (709) 864-2156. Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from the University. For more information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar.

General Regulations: You are responsible for knowing and understanding the regulations and penalties concerning academic offenses. See the MUN University Calendar at http://www.mun.ca/regoff/calendar/. Violation of "proper conduct" (e.g. disruption of class, cheating, etc.) will result in your removal from the course and possible additional academic penalties. Additionally, a document is available on the Department's web site to inform students about plagiarism (http://www.mun.ca/psychology/undergrad/Plagiarism.pdf).

Use of AI Software (e.g., Chat GPT) Moot. The use of this tool is not relevant to this course.

COVID-19 As this course is designed to be held in-person you are expected to follow campus wide policy. Should information on the matter change we will adjust accordingly. Safety and health – mental and physical – are the priority. If you are not feeling well or have reason to believe you may have been exposed do not come to campus. Be sure to reach out to me via email (cheryllf@mun.ca). This course can be adapted to shift to in-person or online delivery rapidly should the need arise.

Other Resources PsycCentral (SN3071): The Psychology Help Centre can assist to address questions about psychology coursework and about the program in general. This is also a great quite space for students to work on psychology related coursework and even socialize! https://www.mun.ca/psychology/undergraduates/psyc-central-help-centre/ The Commons (QEII Library) provides access to print, electronics, and technology resources Student Life (ASK, UC-3005) answers questions about courses, housing, books, financial matters, and health CITL Writing Support is a free facility for students and helps them become better writers and critical thinkers. This is an excellent resource! https://www.mun.ca/citl/student-learning-solutions/writing-services/ or writing@mun.ca The Student Wellness and Counselling Centre (UC-5000) provides students with academic and personal support; (709)864—8500; http://www.mun.ca/counselling/home/

- **Bonus Points for Research Participation in PREP / Optional Research Participation:**

As a student in the Psychology Research Experience Pool (PREP), you may choose to participate in psychology experiments for bonus credit points. You may earn up to 2% bonus marks via PREP. You may view a list of available research experiences at http://mun.sona-systems.com. You will see a link to create a new account. You must use your @mun.ca email address for your PREP account. When you login to the system the first time, you will be provided with some background information on your rights and responsibilities as a student in PREP. Please make sure you read this information (it is available to review at any time in the FAQ section of the website). It is important that you select

the correct course and section (e.g., Psyc 2621, Section 001, Fitzpatrick) so that you will be properly credited for your participation.
There are different types of research experiences available, including online, in-person, and scheduled remote. The credit point value for a given study varies based on the duration of the study (0.5 credit points per half hour) and the type of study. Please read the study description for more details. In this course, you may earn up to 1 point from participation in online studies, and the remaining 1 point may be earned from in-lab or scheduled remote studies (or the alternative assignment; see below). You can also choose to earn both points from in-lab or scheduled remote studies.
It is your choice whether or not to participate in any study. If you do not wish to participate in any studies, then you have the option of completing an alternative written assignment to earn the bonus credit points. Each assignment is worth one credit point, and you may choose to do as many assignments as you wish, up to the maximum credit point value for your course. You may also choose to earn your bonus credit points with a combination of study participation and alternative written assignment(s)- the choice is yours. Please contact Marilyn Simms (psych@mun.ca) for more information on the alternative assignment—**do not ask your course instructor.**
Finally, you should know that your course instructor has very limited access to PREP records. The only information your course instructor will be able to access is the total number of credit points earned by students in his or her course. Instructors do not have access to which studies students have participated in, and will not be able to tell whether you have earned credit points from Research Participation, Research Observation, or from completing the alternative assignment.
If you have any questions about PREP, please email Marilyn Simms, psych@mun.ca.

2622 Laboratory Section

Lab Instructor: Chris or Adam

Email:

Office:

Office hours:

Laboratories: xxxdays from 0000-0000 in room xx1111

The labs will be worth a total of 20% of your final grade in the course. Attendance is expected, and lab work will either be due at the end of the lab period, or a due date will be set for assignments depending on the activity. Please bring your own device (laptop/Macbook) to each lab session.

Tentative lab schedule:

Lab 1: APA formatting demonstration and APA quiz

Lab 2: Critiquing research papers demonstration and paper choice

Lab 3: Writing a research proposal demonstration

Lab 4: Lab report: overall project information and data collection

Lab 5: Lab report: APA considerations; introduction and methods

Lab 6: Lab report: statistical analysis: results and discussion

Lab 7: Lab Exercise

Lab 8: Poster and presentation discussion & demonstration; choice of topic

Lab 9: Poster presentations (individual)

Lab 10: PowerPoint (oral) presentations (individual)

Missed labs will be handled on a per case basis. In most cases, where applicable, missed labs will have to be completed by the student in order to obtain credit.

Deliverables:

APA template and quiz: 2% (completed during Lab 1)

Research paper critique (group): 3% (due date before Lab 3)

Research proposal (group): 3% (due before Lab 4)

Lab Exercise: 1% (due during the Lab 7)

Lab report: 5% (due date before Lab 8)

Poster presentation: 3% (due during Lab 9)

PowerPoint presentation: 3% (due during Lab 10)

Detailed Laboratory plan

Lab 1: Present an APA formatting tutorial. Students will then create an APA formatted template in MS Word. Students will also complete an APA quiz at the end of the demonstration.

Lab 2: Present a critique of a research paper (area specific). Focus could be on research methods and design; statistics; conclusive errors; ethical considerations. Let students pick from a repository of papers (area specific) to write a critique. This could be done in groups of 4 (~ 5 groups)

Lab 3: Present how to write a research proposal. Provide students with an area specific list of topics to choose from with some known references for each topic. Have students write a unique research proposal. This could also be done in groups of 4 (~5 groups)

Lab 4: Provide students with some background information about the project. Initiate and complete data collection for the project

Lab 5: Detailed discussion of APA considerations for the project. Discuss Introduction – provide some references and get the student to include at least 1 new reference; discuss methods – clarification on what needs to be included

Lab 6: Guide/help students with statistical analysis of data. Discuss the results section expectations and discussion section.

Lab 7: Area specific lab exercise. This could be variable and open to interpretation for each course. An example could be a quick hands-on demonstration or experiment where students can get immediate results

Lab 8: Demonstrate proper poster and presentation techniques. Help students choose an individual paper which they can present “as their own” research. This same paper choice would serve as both a poster and the PowerPoint presentation

Lab 9: Individually present the chosen paper from lab 8 as a Poster. The poster could be presented as a PDF on a screen instead of printing. Students could field questions.

Lab 10: Individually present the chosen paper from Lab 8 as a PowerPoint (oral) presentation. This would be a short but concise presentation of about 3-4 minutes (think 3-minute thesis presentations). Maybe a single follow up question.

v. PSYC 2722 Introduction to Animal Behaviour for Majors

ABBREVIATED COURSE TITLE
Intro Animal Behav for Majors

CALENDAR CHANGES

13.12.3 Major-Restricted Courses

PSYC 2722 Introduction to Animal Behaviour for Majors

is an introduction to the mechanisms, development, function and evolution of behaviour in animals. Topics include the history of ethology and comparative psychology, and behavioural ecology; methods of animal behaviour study, behaviour of animals in relation to physiology, learning, communication, mating systems, and other areas in Biology and Psychology. Laboratory sessions will focus on fundamental research skills development in the area of animal behaviour.

LH: one laboratory period per week.
CR: PSYC 2721, BIOL 2721
EQ: the former BIOL 3750, the former PSYC 3750
PR: Biology 1001 and PSYC 1000 and admission into a major in Psychology or Behavioural Neuroscience.

CALENDAR ENTRY AFTER CHANGES

13.12.3 Major-Restricted Courses

PSYC 2722 Introduction to Animal Behaviour for Majors

is an introduction to the mechanisms, development, function and evolution of behaviour in animals. Topics include the history of ethology and comparative psychology, and behavioural ecology; methods of animal behaviour study, behaviour of animals in relation to physiology, learning, communication, mating systems, and other areas in Biology and Psychology. Laboratory sessions will focus on fundamental research skills development in the area of animal behaviour.

LH: one laboratory period per week.
CR: PSYC 2721, BIOL 2721
EQ: the former BIOL 3750, the former PSYC 3750
PR: Biology 1001 and PSYC 1000 and admission into a major in Psychology or Behavioural Neuroscience.

SECONDARY CALENDAR CHANGES

13.12.2 Non-Restricted Courses

PSYC 2721 Introduction to Animal Behaviour

is an introduction to the mechanisms, development, function and evolution of behaviour in animals. Topics include the history of ethology and comparative psychology, and behavioural ecology; methods of animal behaviour study, behaviour of animals in relation to physiology, learning, communication, mating systems, and other areas in Biology and Psychology.

CR: PSYC 2722
EQ: Biology 2721, the former Biology 3750, the former PSYC 3750
PR: Biology 1001 and PSYC 1000

LIBRARY REPORT
Requested September 29th, 2025

RESOURCE IMPLICATIONS
As for section

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
The proposed syllabus below is an example prepared by Dr. David Wilson. This course could also be taught by any other member of the Animal Behaviour area.

Introduction to Animal Behaviour (PSYC/BIOL 2721/2722)

Fall 2025 - section 001 - 3 credit hours
Lectures In-person; Monday, Wednesday, and Friday; 9:00–9:50; room ED-3034A
Prerequisites BIOL 2721: BIOL 1001 and BIOL 1002
PSYC 2721: PSYC 1000 and BIOL 1001; admission to a Major in Psychology or Behavioural Neuroscience
Instructor Dr. David Wilson; Department of Psychology, SN-3085; phone: 709-864-8291; email: dwilson@mun.ca; office hours: Monday & Wednesday 10:00-11:30
Teaching assistant Katie Burt (keburt@mun.ca); office hours by appointment

Course communications Notifications about the course will be posted to students via Brightspace; students wishing to contact the instructor should email dwilson@mun.ca; every effort will be made to respond to emails within 24 hours

Course synopsis
This second-year course will introduce students to the integrative study of animal behaviour. Lectures will emphasize how an animal's behaviour adapts it to its environment, why different species behave in different ways, and why, within species, there are behavioural differences among individuals. Lectures will cover a broad range of topics, including historical perspectives on animal behaviour, the four levels of analysis in animal behaviour research, the genetic and physiological mechanisms underlying behaviour, the development of behaviour over an individual's lifetime, animal learning and cultural transmission, animal personality, and adaptive behaviours concerning sex, death, and food. Learning goals are for students to acquire core knowledge about animal behaviour, to understand the mechanisms underlying behaviour and the evolutionary processes shaping it, and to be able to apply this knowledge and understanding to novel problems. These outcomes will be tested with two term tests, an assignment, and a final exam.
Important dates

- *First lecture* 10 Sep.
- *Drop dates* 23 Sep. for 100% refund; 30 Sep. for 50% refund; 7 Oct. for 25% refund; 4 Nov. to
- drop without academic prejudice
- *Term test 1* 8 Oct., in class
- *Fall break* 13–14 Oct.
- *Assignment due* 22 Oct.
- *Term test 2* 5 Nov., in class
- *Last lecture* 5 Dec.
- *Final exam* to be determined by the Registrar's Office

Supporting material available to students on Brightspace (http://online.mun.ca)
1. Lecture slides: most lecture material will be available
2. Study guides: these will be posted before each term test and the final exam
3. Assignment: this will be posted at least one week before it is due

Evaluation for PSYC/BIOL 2721 (grades will be posted on Brightspace)
Term test 1 ***20% or 30%**

Assignment **10%**
Term test 2 ***20% or 30%**
Final exam (cumulative but emphasizing untested material) **40%**
*** your best term test will be weighted at 30%; the other term test will be weighted at 20%**
Notes about grades

Evaluation for PSYC 2722 (grades will be posted on Brightspace)
Term test 1 ***15% or 25%**
Assignment **10%**
Term test 2 ***15% or 25%**
Labs: **20%**
Final exam (cumulative but emphasizing untested material) **30%**
*** your best term test will be weighted at 25%; the other term test will be weighted at 15%**
Notes about grades

You are expected to take the tests at the scheduled times. If a test is missed for an acceptable reason, then a make-up test will need to be written at a time agreed upon by the student and instructor. If a time cannot be agreed upon, then the missed test will be written immediately following the final exam. If a test is scheduled for a date when class is cancelled, it will be deferred to the following class. The assignment must be submitted to Brightspace by its due date or will incur a penalty of 10% per day (including weekends) that it is late.

Lecture Topics (Tentative)
1. Introduction to course and resources
2. Historical perspectives; ethology versus comparative psychology
3. Key concepts in ethology
4. Key concepts in comparative psychology
5. Other movements in the history of animal behaviour
6. Nature/nurture controversy, Tinbergen's 4 questions, modern animal behaviour
7. Genetic basis of behaviour
8. An evolutionary framework for understanding animal behaviour
9. Empirical and theoretical approaches to the study of animal behaviour
10. Behaviour and the nervous system
11. Hormones and behaviour
12. Ontogeny of behaviour
13. Learning and cultural transmission
14. Animal personality
15. Orientation
16. Avoiding predators
17. Finding food
18. Communication

Method of instructional continuity
In the case of a class disruption or cancellation, and in the case of revisions to evaluation methods, the instructor or the Head of the Department will notify all students registered in the course via Brightspace. Any necessary revisions to evaluation methods will be made in consultation with the students registered in this course. If a student demonstrates that they would be disadvantaged by the change, then, as per 6.7.4 of the University Calendar, accommodations will be made.

If Memorial University campus operations are required to change because of public health concerns or other unforeseen circumstances, it is possible that this course will rapidly move to a fully online delivery format. Remote lectures will be held synchronously via Webex, and recordings of the lectures will be posted afterwards on Brightspace. Notification of remote learning methods, including Webex connection details and any changes to course materials, will be communicated via Brightspace. The assignment for the course can be completed remotely and uploaded to Brightspace, so no changes are necessary if we transition to remote learning. Midterm and final exams that are normally held in person will be completed online. Instructions for exams will be communicated via Brightspace.

Policy on professionalism
Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension, or expulsion from the University. For more information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar.

**Original work, completed wholly by you, is expected to be submitted in this course. The use of an artificial intelligence tool like ChatGPT is not permitted.

Students with disabilities
Memorial University of Newfoundland is committed to fostering equitable and accessible learning environments for all students. Accommodations for students with disabilities are provided in accordance with the Accommodations for Students with Disabilities Policy (www.mun.ca/policy/site/policy.php?id=239) and its related procedures. Students who feel they may require formal academic accommodations to address barriers or challenges they are experiencing related to their learning are encouraged to contact Accessibility Services (Blundon Centre) at the earliest opportunity to ensure any required academic accommodations are provided in a timely manner. You can contact Accessibility Services (Blundon Centre) by emailing blundon@mun.ca.

2722 Laboratory Section

Lab Instructor: Chris or Adam

Email:

Office:

Office hours:

Laboratories: xxxdays from 0000-0000 in room xx1111

The labs will be worth a total of 20% of your final grade in the course. Attendance is expected, and lab work will either be due at the end of the lab period, or a due date will be set for assignments depending on the activity. Please bring your own device (laptop/Macbook) to each lab session.

Tentative lab schedule:

Lab 1: APA formatting demonstration and APA quiz

Lab 2: Critiquing research papers demonstration and paper choice

Lab 3: Writing a research proposal demonstration

Lab 4: Lab report: overall project information and data collection

Lab 5: Lab report: APA considerations; introduction and methods

Lab 6: Lab report: statistical analysis: results and discussion

Lab 7: Lab Exercise

Lab 8: Poster and presentation discussion & demonstration; choice of topic

Lab 9: Poster presentations (individual)

Lab 10: PowerPoint (oral) presentations (individual)

Missed labs will be handled on a per case basis. In most cases, where applicable, missed labs will have to be completed by the student in order to obtain credit.

Deliverables:

APA template and quiz: 2% (completed during Lab 1)

Research paper critique (group): 3% (due date before Lab 3)

Research proposal (group): 3% (due before Lab 4)

Lab Exercise: 1% (due during the Lab 7)

Lab report: 5% (due date before Lab 8)

Poster presentation: 3% (due during Lab 9)

PowerPoint presentation: 3% (due during Lab 10)

Detailed Laboratory plan

Lab 1: Present an APA formatting tutorial. Students will then create an APA formatted template in MS Word. Students will also complete an APA quiz at the end of the demonstration.

Lab 2: Present a critique of a research paper (area specific). Focus could be on research methods and design; statistics; conclusive errors; ethical considerations. Let students pick from a repository of papers (area specific) to write a critique. This could be done in groups of 4 (~ 5 groups)

Lab 3: Present how to write a research proposal. Provide students with an area specific list of topics to choose from with some known references for each topic. Have students write a unique research proposal. This could also be done in groups of 4 (~5 groups)

Lab 4: Provide students with some background information about the project. Initiate and complete data collection for the project

Lab 5: Detailed discussion of APA considerations for the project. Discuss Introduction – provide some references and get the student to include at least 1 new reference; discuss methods – clarification on what needs to be included

Lab 6: Guide/help students with statistical analysis of data. Discuss the results section expectations and discussion section.

Lab 7: Area specific lab exercise. This could be variable and open to interpretation for each course. An example could be a quick hands-on demonstration or experiment where students can get immediate results

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Lab 10: Individually present the chosen paper from Lab 8 as a PowerPoint (oral) presentation. This would be a short but concise presentation of about 3-4 minutes (think 3-minute thesis presentations). Maybe a single follow up question.

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Courses

2. New Restricted PSYC Courses at Advanced Levels

COURSE NUMBER AND TITLE

i. PSYC 3453: Cognition and Psychopathology
ii. PSYC 3552: Coding for Psychology

RATIONALE

The addition of these courses will broaden the course offerings available to Psychology and Behavioural Neuroscience Majors. These courses present more specialized topics in cognitive psychology (PSYC 3453), and data analysis (PSYC 3552).

ANTICIPATED EFFECTIVE DATE

Fall 2026

LIBRARY REPORT FOR SECTION

Requested September 29th, 2025

RESOURCE IMPLICATIONS

None. As part of our larger set of program revisions proposed last year this course will be offered on a rotating basis along with other similarly structured courses (i.e., lecture courses of ~40 students who are Psychology or Behavioural Neuroscience Majors), potentially in one semester in alternate years. Offering this course will not require any additional teaching resources, but will be assigned to the regular teaching load for department faculty.

PSYC 3453: Cognition and Psychopathology

ABBREVIATED COURSE TITLE
Cognition & Psychopathology

CALENDAR CHANGES

13.12.2 Majors Courses

PSYC 3453 Cognition and Psychopathology

is an introduction to the study of how cognitive mechanisms contribute to psychopathology. We will examine how processes such as memory, attention, and cognitive control can support healthy functioning and contribute to symptoms when they break down. Topics will include suppression-induced forgetting, intrusive memories, and other forms of memory control, and their relevance to disorders. The course emphasizes the experimental paradigms and theoretical models that allow us to link cognitive science with clinical phenomena.

PR: PSYC 2910 and 2911, PSYC 2422 or 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES

13.12.2 Majors Courses

PSYC 3453 Cognition and Psychopathology

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PR: PSYC 2910 and 2911, PSYC 2422 or 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

LIBRARY REPORT
Requested September 29th, 2025

RESOURCE IMPLICATIONS
None. As part of our larger set of program revisions, this course will be offered on a rotating basis along with other similarly structured courses (i.e., lecture courses of ~40 students who are Psychology or Behavioural Neuroscience Majors), potentially in one semester in alternate years. Offering this course will not require any additional teaching resources, but will be assigned to the regular teaching load for department faculty.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
This course can be taught by Dr. Jonathan Fawcett, and could potentially be taught by other cognition or clinical/health and wellness faculty or instructors with the relevant background.

A proposed syllabus is below.

PSYC 3453 – Cognition and Psychopathology

Tuesdays and Thursdays 3:30 PM – 4:45 PM in A – 1049

Instructor: Dr. Jonathan Fawcett
Email: jfawcett@mun.ca
Phone: 864-8020
Office: SN 3073
Office Hours:
By Appointment

Teaching Assistant: N/A
Email: N/A

Office Hours:
By Appointment

Course Overview

This course will provide an in-depth introduction to the intersection of cognitive psychology and psychopathology, with a special emphasis on human memory and its control. We will explore how cognitive mechanisms such as suppression, forgetting, and false memory formation contribute to both healthy functioning and psychiatric symptoms. Topics will range from recovered memories and the "memory wars," to laboratory methods in memory research, to the role of memory control in disorders such as depression, post-traumatic stress disorder, and obsessive–compulsive disorder.

The course will be primarily lecture-based but will also include discussion, short written assignments, and student presentations. Assigned readings will come from primary research articles, all of which will be made available through D2L or the MUN Library system. You will be required to engage actively with these readings in both class discussions and written work. Formal assessments will include an early position paper on recovered memories, a midterm exam, a research poster or pre-recorded research presentation, and a final term paper. These assignments are designed to help you build critical thinking skills, integrate cognitive theory with clinical phenomena, and practice communicating scientific ideas in multiple formats.

Textbook

There is no textbook. Readings will be provided on D2L.

Position Piece

You will submit a written position piece (~3 pages, double spaced, not counting title page or references) on the debate surrounding dissociative identity disorder (DID), recovered memories, and related controversies (sometimes referred to as the "memory wars"). Your task is to evaluate competing perspectives on these issues, drawing on assigned readings and lecture material. Be sure to articulate your own stance clearly and support it with theoretical and methodological considerations from cognitive psychology.

While you may reference personal reflections or clinical implications, the strongest papers will maintain a clear cognitive focus, emphasizing cognitive mechanisms. Your grade will be based on clarity of argument, critical engagement with the literature, and originality of thought. Please name your file as _PositionPiece.docx and submit it to the appropriate D2L drop box in Word format. Please note that generative AI is not permitted, and those using it may be disadvantaged as there will be questions on the midterm about your assignment.

Term Paper

A major graded component of this course will be a research paper proposing a novel study related to the themes of cognition and psychopathology, with a particular emphasis on memory control or false memory. Your paper should be approximately 10 pages (double-spaced) in the main body and should include a title, abstract, references, and at least one figure depicting your predicted results. The main sections should follow a standard research format: **Abstract**, **Introduction, Methods,** and **Predicted Results/Discussion**.

You are encouraged to develop your idea in consultation with me before beginning. Your predicted results should consist of data created by you, based on what you expect would occur if the study were conducted. This will involve generating a fake data file (e.g., in Excel or Jamovi), analyzing the data, and reporting the results in APA style as if they were real. The accompanying figure should depict your hypothesized core findings, including appropriate error bars.

In addition to the paper itself, you should provide the fake data file and any analysis files used. All materials must be submitted in both Word (.docx) and PDF format. Your grade will be based on the originality and feasibility of your proposal, the quality of your literature review and theoretical justification, the clarity of your methods and predicted results, and your ability to link the proposed study to broader questions in cognitive psychology and psychopathology.

Poster Presentation or Pre-Recorded Research Talk

The final assignment linked to your term paper will be a research poster **or** a pre-recorded research talk communicating the proposed project you developed. You may choose the format that best suits your skills and interests:

- **Poster option**: You will design a scientific poster that summarizes your proposed study, including the rationale, methods, predicted results (with figure), and implications. I will provide sample posters and demonstrate presentation techniques in class. You will also record a short walk-through of your poster, highlighting key elements as though presenting at a research conference. Posters must be submitted in both PowerPoint (.pptx) and PDF format.
- **Pre-recorded talk option**: You will create a 10–12 minute video presentation (e.g., using PowerPoint with voiceover, WebEx, Zoom, or another platform) structured as a standard conference talk. Your presentation should include slides detailing the study's rationale, design, predicted results, and implications. The talk should be professional in style, as though delivered at a cognitive or clinical psychology conference.

In either format, your grade will be based on the clarity and organization of your presentation, the effectiveness of your visual communication, and your ability to situate your proposed study within the broader themes of cognition and psychopathology. Class time will be reserved in the final week for questions pertaining to your presentations (some following lectures, and then two complete class periods in the final week). During these periods, students will stand at the front of class and answer questions asked by myself or fellow students. There will not be time to play the pre-recorded presentations. Please note that generative AI is not permitted, and those using it may be disadvantaged as there will be questions on the midterm about your assignment.

Class Participation

Class participation in this course will be assessed through a structured question-and-answer activity connected to the final presentations. Each student will be assigned to prepare **one question for two different presentations**. During the scheduled Q&A sessions, the student whose presentation is being featured will come to the front of class and the students assigned to them will ask their prepared questions. Both the **quality of the question** (clarity, relevance, thoughtfulness) and the **quality of the answer** (accuracy, depth, connection to course content) will be graded.

This format recognizes the limitations of our time together (i.e., there is not enough time for everyone to present in class) and ensures that all students engage actively with their peers' work while also practicing critical thinking, oral communication, and professional dialogue. Students should prepare questions in advance by carefully reviewing the assigned presentations.

Mid-term and Exam

This course includes one midterm and one final exam. Exams are **not cumulative**, but the final exam may draw on key ideas introduced earlier in the term to assess integration of concepts. Both exams will consist of a mixture of multiple-choice and short-answer questions.

In addition to standard exam content, each assessment will include questions requiring you to explain and reflect on your own written work:

- The **midterm** will include questions about your **position piece**, where you will be asked to explain aspects of your reasoning and argument.
- The **final exam** will include questions about your **term paper**, where you will be asked to explain your study's design, predictions, and conclusions.

You are permitted to bring a copy of your position piece to the midterm and a copy of your term paper to the final exam. These must be **identical to the versions you submitted** and will be **collected along with your exam**. No annotations, highlighting, or alterations are permitted. If any alterations or markings are found, a penalty up to 20% may be applied to your grade.

This structure is designed to encourage you to think critically about your own work and to articulate your reasoning clearly, while also testing your knowledge of the broader course material.

Plagiarism

Plagiarism, even when it occurs unintentionally, is a serious academic offense. According to the University Calendar (Section 2.4.12.2):

> *Plagiarism is the act of presenting the ideas or works of another as one's own. This applies to all material such as theses, essays, laboratory reports, work term reports, design projects, seminar presentations, statistical data, computer programs and research results. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without acknowledgment, however, is contrary to accepted norms of academic behaviour.*

See also: http://www.mun.ca/psychology/undergrad/Plagiarism.pdf. There are a large number of excellent online tutorials on various university websites on how to identify various forms of plagiarism. If you would like to learn more about plagiarism to avoid it in your own writing, simply search for "plagiarism tutorial". Please also feel free to come to me at any time with questions about plagiarism and how to identify it. If you are unsure of whether you have properly used citations in your paper, please come see me before submitting your assignment.

Grading Scheme

Evaluation
Position Piece (10%)
Midterm Exam (20%)
Term Paper (30%)
Presentation (15%)
Final Exam (20%)
Class Participation (i.e., scheduled questions; 5%)

Note: The midterm question pertaining to the position piece will be worth 2% of the 10% allocated to the position piece and the exam question pertaining to the term paper will be worth 5% of the 30% allocated to the term paper. These questions do not count toward the midterm or exam total. Likewise, 3% of the 15% allocated to the Presentation grade is determined by the Q&A.

Tentative Lecture Topics and Readings

Date	Topic	Readings and Assignments
Sept. 9th Sept. 11th	Course Expectations + A (Re)-Introduction to Cognitive and Abnormal Psychology	–
Sept. 16th Sept. 18th	Dissociative Identity Disorder, Recovered Memories and "The Memory Wars"	–
Sept. 23rd Sept. 25th	Modern Perspectives on Recovered Memories and Hypnosis	*Readings:* Otgaar et al. (2019) ***Homework:*** Students must submit their position piece on DID and recovered memories by Oct. 3rd.
Sept. 30th Oct. 2nd	Laboratory Methods in The Control of Unwanted Memories	*Readings:* Fawcett et al., 2020 Fawcett et al., 2024
Oct. 7th Oct. 9th	Laboratory Methods in False or Implanted Memories	*Readings:* Loftus & Pickrell, 1995
Oct. 14th Oct. 16th	The Science of Forgetting and Forgiveness + Midterm (Oct. 16th)	*Readings:* Sell et al., 2016
Oct. 21st Oct. 23rd	Memory and Mood Disorders	*Readings:* Söderlund et al., 2014
Oct. 28th Oct. 30th	Recreational Fear and Intrusive Memories	–
Nov. 4th Nov. 6th	Memory and Post-Traumatic Stress Disorder	*Readings:* Catarino et al., 2015
Nov. 11th *(No Class, Remembrance Day)* Nov. 13th	Recovered Memories of Past Lives or Alien Abduction (*No class Nov. 11th but class as usual for the 13th*)	*Readings:* Clancy et al., 2002 ***Homework:*** Your presentation must be submitted to me no later than November 14th.
Nov. 25th Nov. 27th	Memory and Obsessive-Compulsive Disorder	*Readings:* Olley et al., 2007
Dec. 2nd Dec. 4th	Time for Presentation Q&A	***Homework:*** Your term paper must be submitted to me no later than December 5th.

PSYC 3552: Coding for Psychology

ABBREVIATED COURSE TITLE
Coding for Psychology

CALENDAR CHANGES

13.12.2 Majors Courses

PSYC 3552 Coding for Psychology

covers basic concepts of computer coding, and explores the common ways that coding is used in psychological research. It will cover the ways to use coding to import, explore, troublshoot, reorganize, analyze and create visualizations of data, but it will also look at how to create stimulus presentations for studying psychological phenomena. The goal is provide specific instruction about how to use code in psychological research applications while providing a basic foundation in general coding.

PR: PSYC 2910, 2911, any PSYC 2X22 other than 2822, 3 additional credit hours in any other 2000-level Psychology courses, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES

13.12.2 Majors Courses

PSYC 3552 Coding for Psychology

covers basic concepts of computer coding, and explores the common ways that coding is used in psychological research. It will cover the ways to use coding to import, explore, troublshoot, reorganize, analyze and create visualizations of data, but it will also look at how to create stimulus presentations for studying psychological phenomena. The goal is provide specific instruction about how to use code in psychological research applications while providing a basic foundation in general coding.

PR: PSYC 2910, 2911, any PSYC 2X22 other than 2822, 3 additional credit hours in any other 2000-level Psychology courses, and admission to a Major in Psychology or Behavioural Neuroscience

LIBRARY REPORT
Requested September 29th, 2025

RESOURCE IMPLICATIONS

None. As part of our larger set of program revisions, this course will be offered on a rotating basis along with other similarly structured courses (i.e., lecture courses of ~40 students who are Psychology or Behavioural Neuroscience Majors), potentially in one semester in alternate years. Offering this course will not require any additional teaching resources, but will be assigned to the regular teaching load for department faculty.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

This course can be taught by Dr. Darcy Hallett, and could potentially be taught by other cognition or clinical/health and wellness faculty or instructors with the relevant background.

A proposed syllabus is below.

PSYCHOLOGY 3552

Coding for Psychology

Section 1

Instructor: Dr. Darcy Hallett Office(s): SN-2065

E-mail: darcy@mun.ca Phone: 864-4871

Office Hours: See schedule on class D2L site, or by appointment

Prerequisites: PSYC 2910, 2911, any PSYC 2X22 other than 2822, 3 additional credit hours in any other 2000-level Psychology courses, and admission to a Major in Psychology or Behavioural Neuroscience

Course Description:

This course covers the basic concepts of computer coding, and then explores the common ways that coding is used in psychological research. Coding is used for two primary purposes in psychology: 1) data analyses; and 2) creating stimulus presentations for research studies. A lot of the core concepts of coding we will learn will be useful for both, but we will learn how to apply them to both kinds of activities. More specifically, we will explore 1) how to use Excel (or other spreadsheet programs) to do a variety of tasks involving number manipulation and data analysis; 2) how to use R for data import, data cleaning, data exploration, data analyses, and data visualization; 3) how to use python as a general coding language, but more specifically in how it can be used in stimulus presentation; and 4) how to use javascript and HTML as a general coding language, but more specifically in how it can be used in stimulus presentation. The goal is provide specific instruction about how to use code in psychological research applications, while also providing a basic foundation in general coding that students could use to develop their coding skills further.

Course Structure and Format:

Although this course has a lecture format, it will be a very hands-on class, and I will ask you to bring a laptop (if you have one) to class. Some of the class will be lecturing, but we will also be generating, testing, and manipulating code in class.

Textbook:

The course will cite a few different sources to support the course content (all freely available), but the main one will be the following online text:

Crump, Matthew J. C. (2017). Programming for Psychologists: Data Creation and Analysis (Version 1.1). https://crumplab.github.io/programmingforpsych/

Evaluation:

Coding Assignments (8 assignments at 5% each)	40%	
Midterm	20%	
Data Reanalysis Assignment	15%	
Final Coding Project		25%

Assignments:

Coding Assignments: The bulk of the work for the course evaluations will be covered with 8 different coding assignments. These assignments will be spread across the semester and will require you to write code to meet a particular end goal. Each of these will be work 5% towards your final mark.

Midterm: You will have one midterm that will cover some of the general concepts of coding.

Data Reanalysis Assignment: This will involve finding a data repository for a published article is psychological research. You will then download the data and perform some kind of reanalysis of the data. Your assignment will present the results of this reanalysis as well as the script you used to complete this reanalysis.

Final Coding Project: You will create a program to present a standard psychological research research paradigm that will be run by other students in the class. You will then analyze and present results of this study.

Assignments will be submitted into assignment folders on Bright Space. Late submissions will be penalized immediately by 5% per day.

University Resources:

There are many resources available at the university that can assist you in your studies, including the Writing Centre (http://www.mun.ca/writingcentre/) and the Student Wellness and Counselling Centre (http://www.mun.ca/counselling/). Memorial University is also committed to accommodating students with disabilities. If you are such a student, please make sure you talk with me as well as the Blundon Centre (blundon@mun.ca), as accommodation is coordinated through them.

Academic Integrity:

It is your responsibility to ensure that you are acting in accordance with the standards of academic integrity while in this course. More information about academic integrity can be found in section 6.12 in the University Calendar. A further explanation about plagiarism can be found at http://www.mun.ca/psychology/undergrad/Plagiarism.pdf

Artificial Intelligence (AI) Tools:

The use of generative AI and AI-assisted technologies, such as chat GPT, is allowed in this course for writing assignments. However, it is the responsibility of the student to ensure that written work submitted 1) addresses the goals of the writing assignment, 2) contains reliable information with sound sources, and 3) is well written with respect to clarity, format, organization of thoughts and transitions between ideas.

It is also required that should a student use AI and/or AI-assisted technologies that the following declaration be inserted in the document. Failure to do so could result in a reduction of grade (to be determined based on the severity of the case) as a result of academic dishonesty. Please note that this declaration does not excuse the use of inaccurate or false citations/references, or the inclusion of plagiarized materials.

> **Declaration of generative AI and AI-assisted technologies in the writing process**
>
> During the preparation of this work [NAME TOOL / SERVICE] was used in order to [REASON]. After using this tool/service, the content was reviewed and edited as needed and I take full responsibility for the content of the written work.

Topics To Be Covered:

Topic 1: Introduction to Programming in Psychology

- Why programming matters in psychology
- Overview of tools: Excel, R, Python, JavaScript/HTML
- Reproducibility and open science basics

Topic 2: Excel for Data Handling

- Organizing datasets for experiments
- Functions: SUM, AVERAGE, COUNTIF
- Variable Types
- Pivot tables for group summaries
- Graphs: histograms, bar/scatter plots
- Conditional logic (IF, nested IFs)
- Lookup functions (VLOOKUP, INDEX/MATCH)
- **Coding Assignment 1**

Topic 3: General Programming Principles

- Variables, data types, operators
- Control structures: if/else, loops
- Functions: modularity, parameters, return values
- Debugging and pseudocode
- **Coding Assignment 2**

Topic 4: R for Data Import & Cleaning

- RStudio orientation
- Importing CSV/Excel/SPSS data
- Handling missing values, renaming, subsetting
- **Coding Assignment 3**

Topic 5: R for Exploration & Analysis

- Descriptive stats (means, SDs, correlations)
- Inferential tests: t-tests, ANOVA basics
- **Coding Assignment 4**

Midterm

Topic 6: R for Visualization

- Base R vs. `ggplot2`
- Histograms, scatterplots, bar charts, boxplots
- Exporting plots for reports
- **Coding Assignment 5**

Topic 8: Python for General Coding

- Python basics (variables, lists, loops, functions)
- Libraries: `numpy`, `pandas`
- File I/O: reading and writing CSVs
- **Coding Assignment 6**

Topic 9: Python for Stimulus Presentation I

- Introduction to PsychoPy (Builder vs. Coder view)
- Presenting text, images, sounds
- Collecting responses (keyboard, mouse)

Topic 10: Python for Stimulus Presentation II

- Randomization and counterbalancing
- Block/trial structures
- Precision timing and logging responses
- **Coding Assignment 7**

Topic 11: HTML & JavaScript Fundamentals

1. HTML structure (tags, attributes, forms)
2. CSS basics for styling
3. JavaScript essentials: variables, functions, events

Topic 12: JavaScript for Online Experiments

- Stimuli presentation (text, images, audio)
- Randomization, trial structures, counterbalancing
- Data export and storage options
- Integration into Qualtrics
- **Coding Assignment 8**

The Data Reanalysis Assignment will be due 2 weeks before the end of class.

The Final Coding Project will be due in the exam period.

2. Appendix: Consultations & Responses

CONSULTATIONS SOUGHT

As per standard Appendix Page. See **Part V: Consultations and Correspondence** for master list of consultees and text of their responses. This package was sent for Consultation on October 1, 2025.

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Courses

Part III. Amendments to PSYC Courses Having PRs Revised

1. **Proposed Amendments**
2. **Appendix**

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Courses

1. Proposed Amendments

COURSE NUMBER AND TITLE

i. PSYC 3051 Cognitive Development
ii. PSYC 3151 Applying Behavioural Insights
iii. PSYC 3152 Interpersonal Relationships
iv. PSYC 3251 Learning
v. PSYC 3350 Perception
vi. PSYC 3451 Human Memory
vii. PSYC 3452 Cognitive Neuroscience
viii. PSYC 3510 Directed Study
ix. PSYC 3511 Directed Study
x. PSYC 3550 History of Psychology
xi. PSYC 3551 Psychological Testing
xii. PSYC 3651 Clinical Psychology
xiii. PSYC 3751 Animal Communication
xiv. PSYC 3752 Animal Cognition
xv. PSYC 3800 Cellular and Molecular Neuroscience
xvi. PSYC 3802 Research Techniques in Behavioural Neuroscience
xvii. PSYC 3850 Neurobiology of Learning and Memory
xviii. PSYC 3851 Hormones and Behaviour
xix. PSYC 3852 Neurobiology of Stress
xx. PSYC 3853 Neuropsychopharmacology
xxi. PSYC 4050 Selected Topics in Developmental Psychology I
xxii. PSYC 4051 Selected Topics in Developmental Psychology II
xxiii. PSYC 4052 Seminar in Mathematical Cognition
xxiv. PSYC 4053 Seminar in Childhood Memories and Forensic Implications
xxv. PSYC 4054 Seminar in Media Use Across Development
xxvi. PSYC 4070 Research Experience in Developmental Psychology
xxvii. PSYC 4150 Selected Topics in Social Psychology I
xxviii. PSYC 4151 Selected Topics in Social Psychology II
xxix. PSYC 4152 Seminar in Skeptical Thinking
xxx. PSYC 4153 Seminar in Romantic Relationships
xxxi. PSYC 4154 Seminar in Social Psychology in Everyday Life
xxxii. PSYC 4170 Research Experience in Social Psychology
xxxiii. PSYC 4450 Selected Topics in Cognition I
xxxiv. PSYC 4451 Selected Topics in Cognition II
xxxv. PSYC 4452 Seminar in Metacognition

xxxvi. PSYC 4453 Seminar in Embodied Cognition
xxxvii. PSYC 4454 Seminar in Applied Cognition
xxxviii. PSYC 4470 Research Experience in Cognition
xxxix. PSYC 4471 Research Experience in Cognitive Neuroscience
xl. PSYC 4500 Selected Topics in Psychology I
xli. PSYC 4501 Selected Topics in Psychology II
xlii. PSYC 4650 Selected Topics in Abnormal Behaviour I
xliii. PSYC 4651 Selected Topics in Abnormal Behaviour II
xliv. PSYC 4652 Seminar in Substance Use and Behavioural Addiction in Youth
xlv. PSYC 4653 Seminar in Health Psychology
xlvi. PSYC 4654 Seminar in Obsessive-Compulsive and Related Disorders
xlvii. PSYC 4750 Selected Topics in Animal Behaviour I
xlviii. PSYC 4751 Selected Topics in Animal Behaviour II
xlix. PSYC 4752 Seminar in Domestic Animal Behaviour and Interactions with Humans
l. PSYC 4850 Selected Topics in Behavioural Neuroscience I
li. PSYC 4852 Selected Topics in Behavioural Neuroscience (Neurobiology of Time and Space)
lii. PSYC 4853 Selected Topics in Behavioural Neuroscience (Neurobiology of Sex)
liii. PSYC 4854 Selected Topics in Behavioural Neuroscience (Neurobiological Diseases and Disorders)

REVISED COURSE NUMBER AND TITLE
n/a

RATIONALE
As part of our program revisions to replace the PSYC 2930 course requirement with one PSYC 2X22 course, these courses will have their pre-requisites revised to account for the changes in program requirements. In addition, the pre-requisites for Behavioural Neuroscience selected topics courses (485X) will be revised to clarify that students require one Major-restricted Behavioural Neuroscience course (385X) as pre-requisite, rather than allowing a non-restricted course in the area (382X) to serve as pre-requisite. Finally, a minor revision to the description for PSYC 3850 is included to reflect the removal of one pre-requisite course (PSYC 3800); this makes the offering more accessible.

ANTICIPATED EFFECTIVE DATE
2026-2027 University Calendar

i. PSYC 3051 Cognitive Development

CALENDAR CHANGES
PSYC 3051 Cognitive Development

is an examination of the methods of study and an evaluation of current findings and theoretical issues of importance to an understanding of cognitive development. Topics may include (but are not limited to) perception, learning, cognition, social learning, memory, and language development.

EQ: the former PSYC 3050

PR: PSYC ~~2021,~~ 2910 and 2911~~, 2930~~; PSYC 2022 or both PSYC 2021 and any one of PSYC 2122, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 3051 Cognitive Development

is an examination of the methods of study and an evaluation of current findings and theoretical issues of importance to an understanding of cognitive development. Topics may include (but are not limited to) perception, learning, cognition, social learning, memory, and language development.

EQ: the former PSYC 3050

PR: PSYC 2910 and 2911; PSYC 2022 or both PSYC 2021 and any one of PSYC 2122, 2422, 2622, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

ii. PSYC 3151 Applying Behavioural Insights

CALENDAR CHANGES
PSYC 3151 Applying Behavioural Insights

will explore behavioural insights and nudges and the methods of how to apply them to alter behaviour, based on social psychology and decision science. This course will involve lectures, assignments, readings, discussions, case studies, and group-work. Example topics include social norms, heuristics, biases, motivation, persuasion, intervention design, and choice architecture.

PR: PSYC ~~2121,~~ 2910 and 2911~~, 2930~~, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 3151 Applying Behavioural Insights

will explore behavioural insights and nudges and the methods of how to apply them to alter behaviour, based on social psychology and decision science. This course will involve lectures, assignments, readings, discussions, case studies, and group-work. Example topics include social norms, heuristics, biases, motivation, persuasion, intervention design, and choice architecture.

PR: PSYC 2910 and 2911, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

iii. PSYC 3152 Interpersonal Relationships

CALENDAR CHANGES
PSYC 3152 Interpersonal Relationships

aims to better understand the processes underlying dyadic relationships and interactions, as well as knowledge of others, perception of others, and attributions. It also investigates verbal and nonverbal communication processes, self-concept, self-esteem, intimacy, and control and interpersonal power in romantic and non-romantic relationships. Finally, it discusses the foundations of functional and dysfunctional communication and how to develop healthy communication skills.

PR: PSYC ~~2121,~~ 2910 and 2911~~, 2930~~, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 3152 Interpersonal Relationships

aims to better understand the processes underlying dyadic relationships and interactions, as well as knowledge of others, perception of others, and attributions. It also investigates verbal and nonverbal communication processes, self-concept, self-esteem, intimacy, and control and interpersonal power in romantic and non-romantic relationships. Finally, it discusses the foundations of functional and dysfunctional communication and how to develop healthy communication skills.

PR: PSYC 2910 and 2911, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

iv. PSYC 3251 Learning

CALENDAR CHANGES
PSYC 3251 Learning

introduces students to topics of learning phenomena and learning theories. Topics to be studied include the evolutionary context of learning, habituation and sensitization, Pavlovian conditioning, operant conditioning, and generalization and discrimination in learning. Applications of learning principles to topics such as child rearing, education, drug use and rehabilitation, as well as to other topics of contemporary interest, will also be discussed.

CR: PSYC 2225
PR: PSYC 2910, 2911, ~~2930~~, any PSYC 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 3251 Learning

introduces students to topics of learning phenomena and learning theories. Topics to be studied include the evolutionary context of learning, habituation and sensitization, Pavlovian conditioning, operant conditioning, and generalization and discrimination in learning. Applications of learning principles to topics such as child rearing, education, drug use and rehabilitation, as well as to other topics of contemporary interest, will also be discussed.

CR: PSYC 2225
PR: PSYC 2910, 2911, any PSYC 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

v. PSYC 3350 Perception

CALENDAR CHANGES
PSYC 3350 Perception

is a broad survey of theory and research in sensation and perception.

PR: PSYC 2910, 2911, ~~2930~~, any PSYC 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 3350 Perception

is a broad survey of theory and research in sensation and perception.

PR: PSYC 2910, 2911, any PSYC 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

vi. PSYC 3451 Human Memory

CALENDAR CHANGES
PSYC 3451 Human Memory

surveys theories and research about how humans remember information and why they forget. Topics may include research on short-term and working memory, amnesia, forgetting, autobiographical memory, and metamemory, as well as practical issues such as how to improve memory.

EQ: the former PSYC 4462
PR: PSYC ~~2421,~~ 2910 and 2911, ~~2930~~, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 3451 Human Memory

surveys theories and research about how humans remember information and why they forget. Topics may include research on short-term and working memory, amnesia, forgetting, autobiographical memory, and metamemory, as well as practical issues such as how to improve memory.

EQ: the former PSYC 4462
PR: PSYC 2910 and 2911, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

vii. PSYC 3452 Cognitive Neuroscience

CALENDAR CHANGES
PSYC 3452 Cognitive Neuroscience

is an introduction to the experimental study of how the brain gives rise to the mind. We will explore the neural mechanisms that support the various cognitive processes covered in Introduction to Human Cognition, such as selective attention and perception, language, decision making, and consciousness. There will be a particular focus on the experimental techniques that allow us to make observations about the brain and make connections between the brain, cognition, and behaviour.

PR: PSYC ~~2421,~~ 2910 and 2911, ~~2930~~, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 3452 Cognitive Neuroscience

is an introduction to the experimental study of how the brain gives rise to the mind. We will explore the neural mechanisms that support the various cognitive processes covered in Introduction to Human Cognition, such as selective attention and perception, language, decision making, and consciousness. There will be a particular focus on the experimental techniques that allow us to make observations about the brain and make connections between the brain, cognition, and behaviour.

PR: PSYC 2910 and 2911, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

viii. PSYC 3510 Directed Study

CALENDAR CHANGES
PSYC 3510 Directed Study

provides an opportunity to work with an individual faculty member on a research project. The student will submit a formal written report of the research conducted. Permission of the instructor is required.

PR: PSYC 2911 ~~and 2930~~, any PSYC 2X22 other than 2822 ~~or the former 2570~~, and admission to a Major in Psychology or Behavioural Neuroscience
UL: cannot be used to fulfill the 3000-level course requirements for a Major in Psychology

CALENDAR ENTRY AFTER CHANGES
PSYC 3510 Directed Study

provides an opportunity to work with an individual faculty member on a research project. The student will submit a formal written report of the research conducted. Permission of the instructor is required.

PR: PSYC 2911, any PSYC 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience
UL: cannot be used to fulfill the 3000-level course requirements for a Major in Psychology

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

ix. PSYC 3511 Directed Study

CALENDAR CHANGES
PSYC 3511 Directed Study

provides an opportunity to work with an individual faculty member on a research project. The student will submit a formal written report of the research conducted. Permission of the instructor is required.

PR: PSYC 2911 ~~and 2930~~, any PSYC 2X22 other than 2822 ~~or the former 2570~~, and admission to a Major in Psychology or Behavioural Neuroscience
UL: cannot be used to fulfill the 3000-level course requirements for a Major in Psychology

CALENDAR ENTRY AFTER CHANGES
PSYC 3511 Directed Study

provides an opportunity to work with an individual faculty member on a research project. The student will submit a formal written report of the research conducted. Permission of the instructor is required.

PR: PSYC 2911, any PSYC 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience
UL: cannot be used to fulfill the 3000-level course requirements for a Major in Psychology

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

x. PSYC 3550 History of Psychology

CALENDAR CHANGES
PSYC 3550 History of Psychology

is a study of paradigms and explanations in contemporary psychology in the context of their historical antecedents.

CR: PSYC 4910
PR: PSYC 2910, 2911, ~~2930~~ any PSYC 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 3550 History of Psychology

is a study of paradigms and explanations in contemporary psychology in the context of their historical antecedents.

CR: PSYC 4910

PR: PSYC 2910, 2911, any PSYC 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xi. PSYC 3551 Psychological Testing

CALENDAR CHANGES
PSYC 3551 Psychological Testing

focuses on the principles of psychological testing, relevant psychometric properties, and methods by which tests are developed. The course is designed to review the nature and use of psychological tests and will cover topics such as test norms, interpretability, reliability, item analysis, validity, and test development. This course includes a survey development and data management component where students will create and validate their own psychological survey.

CR: PSYC 3628
EQ: the former PSYC 4920
PR: PSYC 2910, 2911~~, 2930~~, any PSYC 2X22 other than 2822, ~~6~~ 3 additional credit hours in any other 2000-level Psychology courses, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 3551 Psychological Testing

focuses on the principles of psychological testing, relevant psychometric properties, and methods by which tests are developed. The course is designed to review the nature and use of psychological tests and will cover topics such as test norms, interpretability, reliability, item analysis, validity, and test development. This course includes a survey development and data management component where students will create and validate their own psychological survey.

CR: PSYC 3628
EQ: the former PSYC 4920
PR: PSYC 2910, 2911, any PSYC 2X22 other than 2822, 3 additional credit hours in any other 2000-level Psychology courses, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xii. PSYC 3651 Clinical Psychology

CALENDAR CHANGES
PSYC 3651 Clinical Psychology

provides an exploration into the foundational principles, theories, and practices that define the field of clinical psychology. This course offers students an overview of the theoretical frameworks and practical applications used in understanding and treating psychological disorders. Specific emphasis will be placed on current evidence-based practices in the field as well as clinical psychology's role within the broader context of mental health care.

PR: PSYC ~~2621~~, 2910 and 2911, ~~2930~~, PSYC 2622 or both 2621 and any one of 2022, 2122, 2422, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 3651 Clinical Psychology

provides an exploration into the foundational principles, theories, and practices that define the field of clinical psychology. This course offers students an overview of the theoretical frameworks and practical applications used in understanding and treating psychological disorders. Specific emphasis will be placed on current evidence-based practices in the field as well as clinical psychology's role within the broader context of mental health care.

PR: PSYC 2910 and 2911, PSYC 2622 or both 2621 and any one of 2022, 2122, 2422, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xiii. PSYC 3751 Animal Communication

CALENDAR CHANGES
PSYC 3751 Animal Communication

uses an interdisciplinary approach, grounded in theory, to explore the different sensory modalities used by animals to communicate, and how signals mediate interactions between individuals and in social networks. In addition to presenting classic and modern studies in animal communication, students will be guided towards developing critical thinking skills and improving their ability to synthesize and apply the concepts they learn.

PR: PSYC 2910 and 2911; PSYC 2722 or both PSYC 2721 (or Biology 2721) and any one of 2022, 2122, 2422, 2622, or the former 2930~~,~~; and admission to a Major in Psychology or Behavioural Neuroscience, which can be waived with instructor permission~~; and PSYC 2721 or Biology 2721~~

CALENDAR ENTRY AFTER CHANGES
PSYC 3751 Animal Communication

uses an interdisciplinary approach, grounded in theory, to explore the different sensory modalities used by animals to communicate, and how signals mediate interactions between individuals and in social networks. In addition to presenting classic and modern studies in animal communication, students will be guided towards developing critical thinking skills and improving their ability to synthesize and apply the concepts they learn.

PR: PSYC 2910 and 2911; PSYC 2722 or both PSYC 2721 (or Biology 2721) and any one of 2022, 2122, 2422, 2622, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience, which can be waived with instructor permission

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xiv. PSYC 3752 Animal Cognition

CALENDAR CHANGES
PSYC 3752 Animal Cognition

will use a comparative approach to teach students about how animals acquire, process, and use information. Early lectures will cover mechanisms such as perception, learning, memory, and recognition. Later lectures will consider how cognition enables animals to interact with their physical and social environments by facilitating navigation, counting, planning, tool use, communication, cooperation, social learning, teaching, and other abilities. A focus will be on why these abilities evolve in some animal groups but not others.

PR: PSYC 2910 and 2911; PSYC 2722 or both PSYC 2721 (or Biology 2721) and any one of 2022, 2122, 2422, 2622, or the former 2930~~,~~; and admission to a Major in Psychology or Behavioural Neuroscience, which can be waived with instructor permission~~; and PSYC 2721 or Biology 2721~~

CALENDAR ENTRY AFTER CHANGES
PSYC 3752 Animal Cognition

will use a comparative approach to teach students about how animals acquire, process, and use information. Early lectures will cover mechanisms such as perception, learning, memory, and recognition. Later lectures will consider how cognition enables animals to interact with their physical and social environments by facilitating navigation, counting, planning, tool use, communication, cooperation, social learning, teaching, and other abilities. A focus will be on why these abilities evolve in some animal groups but not others.

PR: PSYC 2910 and 2911; PSYC 2722 or both PSYC 2721 (or Biology 2721) and any one of 2022, 2122, 2422, 2622, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience, which can be waived with instructor permission

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xv. PSYC 3800 Cellular and Molecular Neuroscience

CALENDAR CHANGES
PSYC 3800 Cellular and Molecular Neuroscience

addresses the structure and function of neurons and neural circuits and examines principles of electrochemical neural communication at the macroscopic, microscopic and molecular level. The relevance of this knowledge to understanding brain mechanisms of normal and diseased brain functions will be touched upon. The molecular basis of the formation of some types of memories will be explored.

LH: one laboratory period weekly
OR: Animal Care Online Training and Animal Handling Training must be completed prior to start of this course
PR: PSYC 2821 or 2822; Biology 1001 and 1002; Science 1807 and 1808; either PSYC 2910 and PSYC 2911 and <u>any PSYC 2X22 other than 2822</u> ~~2930~~ and admission to a Major in Psychology or Behavioural Neuroscience, or Statistics 2550 and permission of the instructor

CALENDAR ENTRY AFTER CHANGES
PSYC 3800 Cellular and Molecular Neuroscience

addresses the structure and function of neurons and neural circuits and examines principles of electrochemical neural communication at the macroscopic, microscopic and molecular level. The relevance of this knowledge to understanding brain mechanisms of normal and diseased brain functions will be touched upon. The molecular basis of the formation of some types of memories will be explored.

LH: one laboratory period weekly
OR: Animal Care Online Training and Animal Handling Training must be completed prior to start of this course
PR: PSYC 2821 or 2822; Biology 1001 and 1002; Science 1807 and 1808; either PSYC 2910 and PSYC 2911 and any PSYC 2X22 other than 2822 and admission to a Major in Psychology or Behavioural Neuroscience, or Statistics 2550 and permission of the instructor

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/

xvi. PSYC 3802 Research Techniques in Behavioural Neuroscience

CALENDAR CHANGES
PSYC 3802 Research Techniques in Behavioural Neuroscience

allows students to increase their understanding of how knowledge is generated in the study of neuroscience and behavior. Students will visit various on-campus laboratories that are engaged in research relevant to these fields. In addition to observations and hands-on tutorials, readings, discussions, and writing assignments will strengthen students' understanding of the techniques used to answer specific research questions in neuroscience and behaviour.

EQ: the former PSYC 3820
OR: Animal Care Online Training and Animal Handling Training must be completed prior to start of this course
PR: PSYC 2822, 2910, 2911, and any other PSYC 2X22 ~~2930~~; Biology 1001 and 1002; Science 1807; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 3802 Research Techniques in Behavioural Neuroscience

allows students to increase their understanding of how knowledge is generated in the study of neuroscience and behavior. Students will visit various on-campus laboratories that are engaged in research relevant to these fields. In addition to observations and hands-on tutorials, readings, discussions, and writing assignments will strengthen students' understanding of the techniques used to answer specific research questions in neuroscience and behaviour.

EQ: the former PSYC 3820
OR: Animal Care Online Training and Animal Handling Training must be completed prior to start of this course
PR: PSYC 2822, 2910, 2911, and any other PSYC 2X22; Biology 1001 and 1002; Science 1807; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xvii. PSYC 3850 Neurobiology of Learning and Memory

CALENDAR CHANGES
PSYC 3850 Neurobiology of Learning and Memory

examines how organisms adjust their behaviour to regularities in the environment as a result of experience. Experience changes behaviour by modifying the nervous system. We will take a multidisciplinary approach, combining information from psychology and neuroscience to study learning and memory. Students will gain an understanding of sensitization, habituation, ~~and~~ classical and operant conditioning ~~using~~ and episodic memory using animal models.~~, with a particular emphasis on the synaptic and molecular changes that occur with learning and memory~~.

CR: PSYC 2825
EQ: the former PSYC 3250, the former PSYC 3810
PR: PSYC 2821 or 2822; ~~PSYC 3800;~~ either 2910 ~~or~~ and 2911, and any PSYC 2X22 other than 2822.~~;~~ and admission to a Major in Psychology or Behavioural Neuroscience, or Biology 1001 and Biology 1002 and Statistics 2550 and permission of the instructor

CALENDAR ENTRY AFTER CHANGES
PSYC 3850 Neurobiology of Learning and Memory

examines how organisms adjust their behaviour to regularities in the environment as a result of experience. Experience changes behavior by modifying the nervous system. We will take a multidisciplinary approach, combining information from psychology and neuroscience to study learning and memory. Students will gain an understanding of sensitization, habituation, classical and operant conditioning, and episodic memory using animal models.

CR: PSYC 2825
EQ: the former PSYC 3250, the former PSYC 3810
PR: PSYC 2821 or 2822; either 2910 and 2911, and any PSYC 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience, or Biology 1001 and Biology 1002 and Statistics 2550 and permission of the instructor

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xviii. PSYC 3851 Hormones and Behaviour

CALENDAR CHANGES
PSYC 3851 Hormones and Behaviour

explores the behavioural effects of hormones and the question of how hormones act on the brain to influence behaviour. Topics include: basic concepts in neuroendocrinology, reproductive behaviour (sexual and parental), sexual differentiation of the brain and behaviour, aggressive behaviour, and the neuroendocrinology of stress, including the effects of stress on the brain and behaviour.

EQ: the former PSYC 3830
PR: PSYC 2821 or 2822; Biology 1001 and 1002; either PSYC 2910 and 2911 and ~~2930~~ any PSYC 2X22 other than 2822 and admission to a Major in Psychology or Behavioural Neuroscience, or Statistics 2550 and permission of the instructor

CALENDAR ENTRY AFTER CHANGES
PSYC 3851 Hormones and Behaviour

explores the behavioural effects of hormones and the question of how hormones act on the brain to influence behaviour. Topics include: basic concepts in neuroendocrinology, reproductive behaviour (sexual and parental), sexual differentiation of the brain and behaviour, aggressive behaviour, and the neuroendocrinology of stress, including the effects of stress on the brain and behaviour.

EQ: the former PSYC 3830
PR: PSYC 2821 or 2822; Biology 1001 and 1002; either PSYC 2910 and 2911 and any PSYC 2X22 other than 2822 and admission to a Major in Psychology or Behavioural Neuroscience, or Statistics 2550 and permission of the instructor

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xix. PSYC 3852 Neurobiology of Stress

CALENDAR CHANGES
PSYC 3852 Neurobiology of Stress

will cover topics including the effects of stress on the immune system, hypothalamic-pituitary-adrenal axis, neurogenesis and neuroplasticity, neurotransmitter and neuropeptide release, cognition and emotional processing, and in utero and early postnatal development. The relationship between stress and mental disorders such as depression, posttraumatic stress disorder, anxiety disorders, schizophrenia, bipolar disorder, substance abuse and addiction, dementia and age-related cognitive decline as well as resilience to stress will be discussed.

EQ: the former PSYC 3840
PR: PSYC 2821 or 2822; either 2910 and 2911 and ~~2930~~ any PSYC 2X22 other than 2822 and admission to a Major in Psychology or Behavioural Neuroscience, or Biology 1001 and Biology 1002 and Statistics 2550 and permission of the instructor

CALENDAR ENTRY AFTER CHANGES
PSYC 3852 Neurobiology of Stress

will cover topics including the effects of stress on the immune system, hypothalamic-pituitary-adrenal axis, neurogenesis and neuroplasticity, neurotransmitter and neuropeptide release, cognition and emotional processing, and in utero and early postnatal development. The relationship between stress and mental disorders such as depression, posttraumatic stress disorder, anxiety disorders, schizophrenia, bipolar disorder, substance abuse and addiction, dementia and age-related cognitive decline as well as resilience to stress will be discussed.

EQ: the former PSYC 3840
PR: PSYC 2821 or 2822; either 2910 and 2911 and any PSYC 2X22 other than 2822 and admission to a Major in Psychology or Behavioural Neuroscience, or Biology 1001 and Biology 1002 and Statistics 2550 and permission of the instructor

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xx. PSYC 3853 Neuropsychopharmacology

CALENDAR CHANGES
PSYC 3853 Neuropsychopharmacology

introduces students to the neurochemical and molecular underpinnings of behavior, with special emphasis on the biological principles underlying the etiology, pathophysiology and treatment of mental disorders. As a broad subdiscipline of neuroscience, it is ideal for those seeking to integrate neuroanatomy, neurophysiology, pharmacology and the behavioural sciences. It will provide a thorough understanding and appreciation about how basic and clinical research can be synthesized and used for the development of various forms of therapies.

EQ: the former PSYC 3860
PR: PSYC 2821 or 2822; either 2910 and 2911 and ~~2930~~ any PSYC 2X22 other than 2822 and admission to a Major in Psychology or Behavioural Neuroscience, or Biology 1001 and Biology 1002 and Statistics 2550 and permission of the instructor

CALENDAR ENTRY AFTER CHANGES
PSYC 3853 Neuropsychopharmacology

introduces students to the neurochemical and molecular underpinnings of behavior, with special emphasis on the biological principles underlying the etiology, pathophysiology and treatment of mental disorders. As a broad subdiscipline of neuroscience, it is ideal for those seeking to integrate neuroanatomy, neurophysiology, pharmacology and the behavioural sciences. It will provide a thorough understanding and appreciation about how basic and clinical research can be synthesized and used for the development of various forms of therapies.

EQ: the former PSYC 3840
PR: PSYC 2821 or 2822; either 2910 and 2911 and any PSYC 2X22 other than 2822 and admission to a Major in Psychology or Behavioural Neuroscience, or Biology 1001 and Biology 1002 and Statistics 2550 and permission of the instructor

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxi. PSYC 4050 Selected Topics in Developmental Psychology I

CALENDAR CHANGES
PSYC 4050 Selected Topics in Developmental Psychology I

is an intensive examination of a specific topic in developmental psychology.

PR: PSYC ~~2021,~~ 2910 and 2911~~, 2930~~; PSYC 2022 or both PSYC 2021 and any one of PSYC 2122, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4050 Selected Topics in Developmental Psychology I

is an intensive examination of a specific topic in developmental psychology.

PR: PSYC 2910 and 2911; PSYC 2022 or both PSYC 2021 and any one of PSYC 2122, 2422, 2622, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxii. PSYC 4051 Selected Topics in Developmental Psychology II

CALENDAR CHANGES
PSYC 4051 Selected Topics in Developmental Psychology II

is an intensive examination of a specific topic in developmental psychology.

PR: PSYC ~~2021,~~ 2910 and 2911~~, 2930~~; PSYC 2022 or both PSYC 2021 and any one of PSYC 2122, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4051 Selected Topics in Developmental Psychology II

is an intensive examination of a specific topic in developmental psychology.

PR: PSYC 2910 and 2911; PSYC 2022 or both PSYC 2021 and any one of PSYC 2122, 2422, 2622, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxiii. PSYC 4052 Seminar in Mathematical Cognition

CALENDAR CHANGES
PSYC 4052 Seminar in Mathematical Cognition

examines the latest research regarding children’s early learning of numbers and later learning of mathematics. Topics may include infants' numerical ability, counting, subitizing, basic arithmetic, fractions, conceptual versus procedural knowledge, individual differences in mathematics, gender differences, and selected topics in mathematics education. These specific topics will be related to developmental theory in order to explore the ways in which cognitive and developmental mechanisms are at play in mathematical learning.

PR: PSYC ~~2021,~~ 2910 and 2911~~, 2930~~; PSYC 2022 or both PSYC 2021 and any one of PSYC 2122, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4052 Seminar in Mathematical Cognition

examines the latest research regarding children’s early learning of numbers and later learning of mathematics. Topics may include infants' numerical ability, counting, subitizing, basic arithmetic, fractions, conceptual versus procedural knowledge, individual differences in mathematics, gender differences, and selected topics in mathematics education. These specific topics will be related to developmental theory in order to explore the ways in which cognitive and developmental mechanisms are at play in mathematical learning.

PR: PSYC 2910 and 2911; PSYC 2022 or both PSYC 2021 and any one of PSYC 2122, 2422, 2622, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxiv. PSYC 4053 Seminar in Childhood Memories and Forensic Implications

CALENDAR CHANGES
PSYC 4053 Seminar in Childhood Memories and Forensic Implications

is an overview of issues related to children's memory for, and ability to talk about, real life events that they have experienced. Topics covered include autobiographical memories, children's earliest memories and childhood amnesia, and the implications in forensic psychology.

PR: PSYC ~~2021,~~ 2910 and 2911~~, 2930~~; PSYC 2022 or both PSYC 2021 and any one of PSYC 2122, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4053 Seminar in Childhood Memories and Forensic Implications

is an overview of issues related to children's memory for, and ability to talk about, real life events that they have experienced. Topics covered include autobiographical memories, children's earliest memories and childhood amnesia, and the implications in forensic psychology.

PR: PSYC 2910 and 2911; PSYC 2022 or both PSYC 2021 and any one of PSYC 2122, 2422, 2622, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxv. PSYC 4054 Seminar in Media Use Across Development

CALENDAR CHANGES
PSYC 4054 Seminar in Media Use Across Development

examines media's impacts on our social and cognitive development, focusing on how the use of various forms of media impact infants, young children, adolescents, and emerging adults. The aim is to discuss both the positive and negative consequences media has on our development.

PR: 2910, 2911, ~~2930~~, ~~6~~ 9 credit hours in any PSYC 2X2X, including 3 credit hours in any 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4054 Seminar in Media Use Across Development

examines media's impacts on our social and cognitive development, focusing on how the use of various forms of media impact infants, young children, adolescents, and emerging adults. The aim is to discuss both the positive and negative consequences media has on our development.

PR: 2910, 2911, 9 credit hours in any PSYC 2X2X, including 3 credit hours in any 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxvi. PSYC 4070 Research Experience in Developmental Psychology

CALENDAR CHANGES
PSYC 4070 Research Experience in Developmental Psychology

allows students to gain research experience in selected areas of developmental psychology.

PR: PSYC ~~2021,~~ 2910 and 2911~~, 2930~~; PSYC 2022 or both PSYC 2021 and any one of PSYC 2122, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4070 Research Experience in Developmental Psychology

allows students to gain research experience in selected areas of developmental psychology.

PR: PSYC 2910 and 2911; PSYC 2022 or both PSYC 2021 and any one of PSYC 2122, 2422, 2622, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxvii. PSYC 4150 Selected Topics in Social Psychology I

CALENDAR CHANGES
PSYC 4150 Selected Topics in Social Psychology I

is an intensive examination of a specific topic in social psychology.

PR: PSYC ~~2121,~~ 2910 and 2911~~, 2930~~, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4150 Selected Topics in Social Psychology I

is an intensive examination of a specific topic in social psychology

PR: PSYC 2910 and 2911, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxviii. PSYC 4151 Selected Topics in Social Psychology II

CALENDAR CHANGES
PSYC 4151 Selected Topics in Social Psychology II

is an intensive examination of a specific topic in social psychology.

PR: PSYC ~~2121,~~ 2910 and 2911~~, 2930~~, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4151 Selected Topics in Social Psychology II

is an intensive examination of a specific topic in social psychology

PR: PSYC 2910 and 2911, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxix. PSYC 4152 Seminar in Skeptical Thinking

CALENDAR CHANGES
PSYC 4152 Seminar in Skeptical Thinking

will teach you how to identify pseudoscientific ideas that appear in the popular media. Among the issues covered will be the cognitive, motivational, and social determinants of questionable beliefs and controversial therapeutic techniques. Students will be armed with a “Baloney Detection Kit” that will help them distinguish between scientific and pseudoscientific claims.

PR: PSYC ~~2121,~~ 2910 and 2911~~, 2930~~, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4152 Seminar in Skeptical Thinking

will teach you how to identify pseudoscientific ideas that appear in the popular media. Among the issues covered will be the cognitive, motivational, and social determinants of questionable beliefs and controversial therapeutic techniques. Students will be armed with a “Baloney Detection Kit” that will help them distinguish between scientific and pseudoscientific claims.

PR: PSYC 2910 and 2911, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxx. PSYC 4153 Seminar in Romantic Relationships

CALENDAR CHANGES
PSYC 4153 Seminar in Romantic Relationships

will focus on one of the most impactful social experiences humans have: romantic relationships. In doing so, students will be guided through the prevailing empirical results of this diverse and interdisciplinary field. Among the topics covered will be: introduction to the science of relationships; theory of relationships research; methodology of relationships research.

PR: PSYC ~~2121,~~ 2910 and 2911~~, 2930~~, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4153 Seminar in Romantic Relationships

will focus on one of the most impactful social experiences humans have: romantic relationships. In doing so, students will be guided through the prevailing empirical results of this diverse and interdisciplinary field. Among the topics covered will be: introduction to the science of relationships; theory of relationships research; methodology of relationships research.

PR: PSYC 2910 and 2911, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxxi. PSYC 4154 Seminar in Social Psychology in Everyday Life

CALENDAR CHANGES
PSYC 4154 Seminar in Social Psychology in Everyday Life

explores how human lives intersect with social psychological theories and ideas. The course will explore social psychological theories across many life domains – from relationships, work, finance, and behavioural and cognitive sciences to education and hobbies. Emphasis will be put on how current theories are experienced and expressed in our daily lives. Through project-based learning where science meets creativity, students will explore a variety of social psychological theories.

PR: PSYC ~~2121,~~ 2910 and 2911~~, 2930~~, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4154 Seminar in Social Psychology in Everyday Life

explores how human lives intersect with social psychological theories and ideas. The course will explore social psychological theories across many life domains – from relationships, work, finance, and behavioural and cognitive sciences to education and hobbies. Emphasis will be put on how current theories are experienced and expressed in our daily lives. Through project-based learning where science meets creativity, students will explore a variety of social psychological theories.

PR: PSYC 2910 and 2911, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxxii. PSYC 4170 Research Experience in Social Psychology

CALENDAR CHANGES
PSYC 4170 Research Experience in Social Psychology

will provide research experience in a selection of areas typically studied by social psychologists such as attitudes, prejudice, groups and social cognition. Students will acquire experience with research methods that are used to advance the body of knowledge in social psychology.

PR: PSYC ~~2121,~~ 2910 and 2911~~, 2930~~, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4170 Research Experience in Social Psychology

will provide research experience in a selection of areas typically studied by social psychologists such as attitudes, prejudice, groups and social cognition. Students will acquire experience with research methods that are used to advance the body of knowledge in social psychology.

PR: PSYC 2910 and 2911, PSYC 2122 or both 2121 and any one of 2022, 2422, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxxiii. PSYC 4450 Selected Topics in Cognition I

CALENDAR CHANGES
PSYC 4450 Selected Topics in Cognition I

is an intensive examination of a specific topic in cognition.

PR: PSYC ~~2421,~~ 2910 and 2911, ~~2930~~, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4450 Selected Topics in Cognition I

is an intensive examination of a specific topic in cognition.

PR: PSYC 2910 and 2911, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxxiv. PSYC 4451 Selected Topics in Cognition II

CALENDAR CHANGES
PSYC 4451 Selected Topics in Cognition II

is an intensive examination of a specific topic in cognition.

PR: PSYC ~~2421,~~ 2910 and 2911, ~~2930~~, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4451 Selected Topics in Cognition II

is an intensive examination of a specific topic in cognition.

PR: PSYC 2910 and 2911, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxxv. PSYC 4452 Seminar in Metacognition

CALENDAR CHANGES
PSYC 4452 Seminar in Metacognition

examines a wide variety of topics in the study of metacognition including judgements of learning, influences on judgements of learning, cognitive offloading, metacognitive illusions, predicting memory effects, multi-tasking, and responsible remembering. The focus of this course is on students' ability to understand and communicate the contents of research articles, as well as how to provide constructive feedback.

PR: PSYC ~~2421,~~ 2910 and 2911, ~~2930~~, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4452 Seminar in Metacognition

examines a wide variety of topics in the study of metacognition including judgements of learning, influences on judgements of learning, cognitive offloading, metacognitive illusions, predicting memory effects, multi-tasking, and responsible remembering. The focus of this course is on students' ability to understand and communicate the contents of research articles, as well as how to provide constructive feedback.

PR: PSYC 2910 and 2911, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxxvi. PSYC 4453 Seminar in Embodied Cognition

CALENDAR CHANGES
PSYC 4453 Seminar in Embodied Cognition

builds on an understanding of fundamental cognitive mechanisms, this course provides further exploration of the mechanisms of cognition. Examples of topics to be studied include: What is cognition? What does the brain tell us about cognition? How do scientists study cognition? What is the role of the body in cognition?

PR: PSYC ~~2421,~~ 2910 and 2911, ~~2930~~, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4453 Seminar in Embodied Cognition

builds on an understanding of fundamental cognitive mechanisms, this course provides further exploration of the mechanisms of cognition. Examples of topics to be studied include: What is cognition? What does the brain tell us about cognition? How do scientists study cognition? What is the role of the body in cognition?

PR: PSYC 2910 and 2911, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxxvii. PSYC 4454 Seminar in Applied Cognition

CALENDAR CHANGES
PSYC 4454 Seminar in Applied Cognition

explores how cognitive processes contribute to real-world activities such as driving, music, eyewitness memory or reading. The focus throughout this course is on how to consume and present these topics to a research audience.

PR: PSYC ~~2421,~~ 2910 and 2911, ~~2930~~, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4454 Seminar in Applied Cognition

explores how cognitive processes contribute to real-world activities such as driving, music, eyewitness memory or reading. The focus throughout this course is on how to consume and present these topics to a research audience.

PR: PSYC 2910 and 2911, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxxviii. PSYC 4470 Research Experience in Cognition

CALENDAR CHANGES
PSYC 4470 Research Experience in Cognition

allows students to gain research experience in selected areas of cognition.

PR: PSYC ~~2421,~~ 2910 and 2911, ~~2930~~, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4470 Research Experience in Cognition

allows students to gain research experience in selected areas of cognition
PR: PSYC 2910 and 2911, PSYC 2422 or both 2421 and any one of 2022, 2122, 2622, 2722, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xxxix. PSYC 4471 Research Experience in Cognitive Neuroscience

CALENDAR CHANGES
PSYC 4471 Research Experience in Cognitive Neuroscience

allows students to gain experience in cognitive neuroscience research techniques.

PR: any PSYC 2X22 other than 2822, ~~PSYC~~ 2910, 2911, ~~2930~~, 3452, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4471 Research Experience in Cognitive Neuroscience

allows students to gain experience in cognitive neuroscience research techniques.

PR: any PSYC 2X22 other than 2822, 2910, 2911, 3452, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xl. PSYC 4500 Selected Topics in Psychology I

CALENDAR CHANGES
PSYC 4500 Selected Topics in Psychology I

is an intensive examination of a specific topic in psychology that crosses traditional subdisciplines.

PR: 2910, 2911, ~~2930,~~ ~~6~~ 9 credit hours in any PSYC 2X2X courses including 3 credit hours in any 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4500 Selected Topics in Psychology I

is an intensive examination of a specific topic in psychology that crosses traditional subdisciplines.

PR: 2910, 2911, 9 credit hours in any PSYC 2X2X courses including 3 credit hours in any 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xli. PSYC 4501 Selected Topics in Psychology II

CALENDAR CHANGES
PSYC 4501 Selected Topics in Psychology II

is an intensive examination of a specific topic in psychology that crosses traditional subdisciplines.

PR: 2910, 2911, ~~2930,~~ ~~6~~ 9 credit hours in any PSYC 2X2X courses including 3 credit hours in any 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4501 Selected Topics in Psychology II

is an intensive examination of a specific topic in psychology that crosses traditional subdisciplines.

PR: 2910, 2911, 9 credit hours in any PSYC 2X2X courses including 3 credit hours in any 2X22 other than 2822, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xlii. PSYC 4650 Selected Topics in Abnormal Behaviour I

CALENDAR CHANGES
PSYC 4650 Selected Topics in Abnormal Behaviour I

is an intensive examination of a specific topic in abnormal behaviour.

PR: PSYC ~~2621~~, 2910 and 2911, ~~2930~~, PSYC 2622 or both 2621 and any one of 2022, 2122, 2422, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4650 Selected Topics in Abnormal Behaviour I

is an intensive examination of a specific topic in abnormal behaviour.

PR: PSYC 2910 and 2911, PSYC 2622 or both 2621 and any one of 2022, 2122, 2422, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xliii. PSYC 4651 Selected Topics in Abnormal Behaviour II

CALENDAR CHANGES
PSYC 4651 Selected Topics in Abnormal Behaviour II

is an intensive examination of a specific topic in abnormal behaviour.

PR: PSYC ~~2621~~, 2910 and 2911, ~~2930~~, PSYC 2622 or both 2621 and any one of 2022, 2122, 2422, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4651 Selected Topics in Abnormal Behaviour II

is an intensive examination of a specific topic in abnormal behaviour.

PR: PSYC 2910 and 2911, PSYC 2622 or both 2621 and any one of 2022, 2122, 2422, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xliv. PSYC 4652 Seminar in Substance Use and Behavioural Addiction in Youth

CALENDAR CHANGES
PSYC 4652 Seminar in Substance Use and Behavioural Addiction in Youth

will focus on the development of substance use and behavioural addictions in young people. Emphasis will be placed on substances and behaviours that are currently at the forefront of much societal debate and have recently generated increased academic research and discussion. Topics reviewed may include opioids, cannabis, internet gambling, video gaming, mobile technology, and social media. These topics will be reviewed primarily within the context of adolescent and young adult development.

PR: PSYC ~~2621~~, 2910 and 2911, ~~2930~~, PSYC 2622 or both 2621 and any one of 2022, 2122, 2422, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4652 Seminar in Substance Use and Behavioural Addiction in Youth

will focus on the development of substance use and behavioural addictions in young people. Emphasis will be placed on substances and behaviours that are currently at the forefront of much societal debate and have recently generated increased academic research and discussion. Topics reviewed may include opioids, cannabis, internet gambling, video gaming, mobile technology, and social media. These topics will be reviewed primarily within the context of adolescent and young adult development.

PR: PSYC 2910 and 2911, PSYC 2622 or both 2621 and any one of 2022, 2122, 2422, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xlv. PSYC 4653 Seminar in Health Psychology

CALENDAR CHANGES
PSYC 4653 Seminar in Health Psychology

will focus on various areas of health psychology and behavioural medicine. Topics may include eating disorders; psychological factors affecting medical conditions; chronic disease management; health behaviour changes; chronic pain; substance use and addictive disorders; sleep and health; psycho-oncology; and health promotion.

PR: PSYC ~~2621~~, 2910 and 2911, ~~2930~~, PSYC 2622 or both 2621 and any one of 2022, 2122, 2422, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4653 Seminar in Health Psychology

will focus on various areas of health psychology and behavioural medicine. Topics may include eating disorders; psychological factors affecting medical conditions; chronic disease management; health behaviour changes; chronic pain; substance use and addictive disorders; sleep and health; psycho-oncology; and health promotion.

PR: PSYC 2910 and 2911, PSYC 2622 or both 2621 and any one of 2022, 2122, 2422, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xlvi. PSYC 4654 Seminar in Obsessive-Compulsive and Related Disorders

CALENDAR CHANGES
PSYC 4654 Seminar in Obsessive-Compulsive and Related Disorders

will review the epidemiology, onset, course, symptom presentations, comorbidity, risk factors, screening/diagnosis, and treatment of obsessive-compulsive and related disorders. These topics will be reviewed within the context of adult rather than childhood and adolescent psychopathology.

PR: PSYC ~~2621~~, 2910 and 2911, ~~2930~~, PSYC 2622 or both 2621 and any one of 2022, 2122, 2422, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4654 Seminar in Obsessive-Compulsive and Related Disorders

will review the epidemiology, onset, course, symptom presentations, comorbidity, risk factors, screening/diagnosis, and treatment of obsessive-compulsive and related disorders. These topics will be reviewed within the context of adult rather than childhood and adolescent psychopathology.

PR: PSYC 2910 and 2911, PSYC 2622 or both 2621 and any one of 2022, 2122, 2422, 2722, or the former 2930, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xlvii. PSYC 4750 Selected Topics in Animal Behaviour I

CALENDAR CHANGES
PSYC 4750 Selected Topics in Animal Behaviour I

is an intensive examination of a specific topic in animal behaviour.

PR: PSYC 2910 and 2911, ~~and 2930~~; PSYC 2722 or both 2721 (or Biology 2721) and one of PSYC 2022, 2122, 2422, 2622, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4750 Selected Topics in Animal Behaviour I

is an intensive examination of a specific topic in animal behaviour.

PR: PSYC 2910 and 2911; PSYC 2722 or both 2721 (or Biology 2721) and one of PSYC 2022, 2122, 2422, 2622, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xlviii. PSYC 4751 Selected Topics in Animal Behaviour II

CALENDAR CHANGES
PSYC 4751 Selected Topics in Animal Behaviour II

is an intensive examination of a specific topic in animal behaviour.

PR: PSYC 2910 and 2911, ~~and 2930~~; PSYC 2722 or both 2721 (or Biology 2721) and one of PSYC 2022, 2122, 2422, 2622, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4751 Selected Topics in Animal Behaviour II

is an intensive examination of a specific topic in animal behaviour.

PR: PSYC 2910 and 2911; PSYC 2722 or both 2721 (or Biology 2721) and one of PSYC 2022, 2122, 2422, 2622, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

xlix. PSYC 4752 Seminar in Domestic Animal Behaviour and Interactions with Humans

CALENDAR CHANGES
PSYC 4752 Seminar in Domestic Animal Behaviour and Interactions with Humans

examines the mechanism, development, function, and evolution of behaviour in domestic animals, with an emphasis on dogs (Canis familiaris). Topics include, but are not limited to, applied animal behaviour, domestic animal cognition, social behaviour and organization, human-animal interactions, and behaviour as a welfare indicator.

PR: PSYC 2910 and 2911 ~~2930~~; PSYC 2722 or one of PSYC 2721 or PSYC 3720 or Biology 2721 or permission of instructor and one of PSYC 2022, 2122, 2422, 2622, or the former 2930; and admission to a major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4751 Selected Topics in Animal Behaviour II

is an intensive examination of a specific topic in animal behaviour.

PR: PSYC 2910 and 2911; PSYC 2722, or 2721 or Biology 2721 and one of PSYC 2022, 2122, 2422, 2622, or the former 2930; and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

I. PSYC 4850 Selected Topics in Behavioural Neuroscience I

CALENDAR CHANGES
PSYC 4850 Selected Topics in Behavioural Neuroscience I

is an intensive examination of a specific topic in behavioural neuroscience.

PR: PSYC 2910, 2911, ~~2930~~, any PSYC 2X22 other than 2822, at least three credit hours in any PSYC 38~~X~~5X, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4850 Selected Topics in Behavioural Neuroscience I

is an intensive examination of a specific topic in behavioural neuroscience.

PR: PSYC 2910, 2911, any PSYC 2X22 other than 2822, at least three credit hours in any PSYC 385X, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

li. PSYC 4852 Selected Topics in Behavioural Neuroscience (Neurobiology of Time and Space)

CALENDAR CHANGES
PSYC 4852 Selected Topics in Behavioural Neuroscience (Neurobiology of Time and Space)

will examine selected topics in timing, circadian rhythms, spatial learning and navigation.

PR: PSYC 2910, 2911, ~~2930~~, any PSYC 2X22 other than 2822, at least three credit hours in any PSYC 38~~X~~5X, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4852 Selected Topics in Behavioural Neuroscience (Neurobiology of Time and Space)

will examine selected topics in timing, circadian rhythms, spatial learning and navigation.

PR: PSYC 2910, 2911, any PSYC 2X22 other than 2822, at least three credit hours in any PSYC 385X, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

lii. PSYC 4853 Selected Topics in Behavioural Neuroscience (Neurobiology of Sex)

CALENDAR CHANGES
PSYC 4853 Selected Topics in Behavioural Neuroscience (Neurobiology of Sex)

will examine the development of sex differences in the brain and behaviour by considering both animal models and human studies.

PR: PSYC 2910, 2911, ~~2930~~, any PSYC 2X22 other than 2822, at least three credit hours in any PSYC 38~~X~~5X, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4853 Selected Topics in Behavioural Neuroscience (Neurobiology of Sex)

will examine the development of sex differences in the brain and behaviour by considering both animal models and human studies.

PR: PSYC 2910, 2911, any PSYC 2X22 other than 2822, at least three credit hours in any PSYC 385X, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

liii. PSYC 4854 Selected Topics in Behavioural Neuroscience (Neurobiological Diseases and Disorders)

CALENDAR CHANGES
PSYC 4854 Selected Topics in Behavioural Neuroscience (Neurobiological Diseases and Disorders)

will examine the neurobiology of neurodegenerative diseases/psychological disorders, and the potential of therapeutic interventions.

PR: PSYC 2910, 2911, ~~2930~~, any PSYC 2X22 other than 2822, at least three credit hours in any PSYC 38~~X~~5X, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
PSYC 4854 Selected Topics in Behavioural Neuroscience (Neurobiological Diseases and Disorders)

will examine the neurobiology of neurodegenerative diseases/psychological disorders, and the potential of therapeutic interventions.

PR: PSYC 2910, 2911, any PSYC 2X22 other than 2822, at least three credit hours in any PSYC 385X, and admission to a Major in Psychology or Behavioural Neuroscience

SECONDARY CALENDAR CHANGES
N/A
LIBRARY REPORT
N/A
RESOURCE IMPLICATIONS
None
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

Memorial University of Newfoundland

Undergraduate Calendar Change Proposal Form
Senate Summary Page for Courses

Part IV: Deleted Courses

1. Proposed Deletions
2. Appendix

University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page

1. Proposed Deletions

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- **X Deleted course(s): PSYC 2020; PSYC 2930**
- ☐ New program(s):
- ☐ Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Courses

COURSE NUMBER AND TITLE
PSYC 2020: Social and Personality Development

REVISED COURSE NUMBERS AND TITLES
N/A

ABBREVIATED COURSE TITLES
N/A

RATIONALE
As part of our larger set of program revisions, this course is being deleted. PSYC 2020 has been replaced with a restructuring of the Developmental Psychology course series.

ANTICIPATED EFFECTIVE DATE
2026-2027 University Calendar

CALENDAR CHANGES

13.12.2 Non-Restricted Courses

~~PSYC 2020 Social and Personality Development~~

~~is an examination of relevant research on human socialization and personality development with special emphasis on parenting influences, attachment, imitation, sex role and moral development in childhood and adolescence.~~

~~CR: PSYC 2025~~
~~EQ: the former PSYC 2011~~
~~PR: PSYC 1001~~
~~UL: cannot be used towards the Psychology major~~

CALENDAR ENTRY AFTER CHANGES
N/A

SECONDARY CALENDAR CHANGES
N/A

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Courses

COURSE NUMBER AND TITLE
PSYC 2930: Research and Writing in Psychology

REVISED COURSE NUMBERS AND TITLES
N/A

ABBREVIATED COURSE TITLES
N/A

RATIONALE
As part of our larger set of program revisions, this document proposes replacing PSYC 2930 with major-restricted laboratory sections of our PSYC 2X21 courses (as per the PSYC 2821/2822 model currently being used for Introduction to Behavioural Neuroscience).

ANTICIPATED EFFECTIVE DATE
2026-2027 University Calendar

CALENDAR CHANGES
13.12.3 Majors Courses

~~PSYC 2930 Research and Writing in Psychology~~

~~is an introduction to the fundamentals of preparing psychology reports, emphasizing organization, correct use of terminology, adherence to appropriate discipline style, concise and accurate description, preparation of abstracts, and integration of numerical data. Topics for reports will be selected each semester by the instructor.~~

~~CO: PSYC 2910~~
~~PR: PSYC 1000, 1001 and admission to a Major in Psychology or Behavioural Neuroscience~~
~~UL: may not be used towards the Faculty of Humanities and Social Sciences CRW requirement or the former R/W requirement~~

CALENDAR ENTRY AFTER CHANGES
N/A

SECONDARY CALENDAR CHANGES
N/A

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Courses

Part V: Consultations and Correspondence

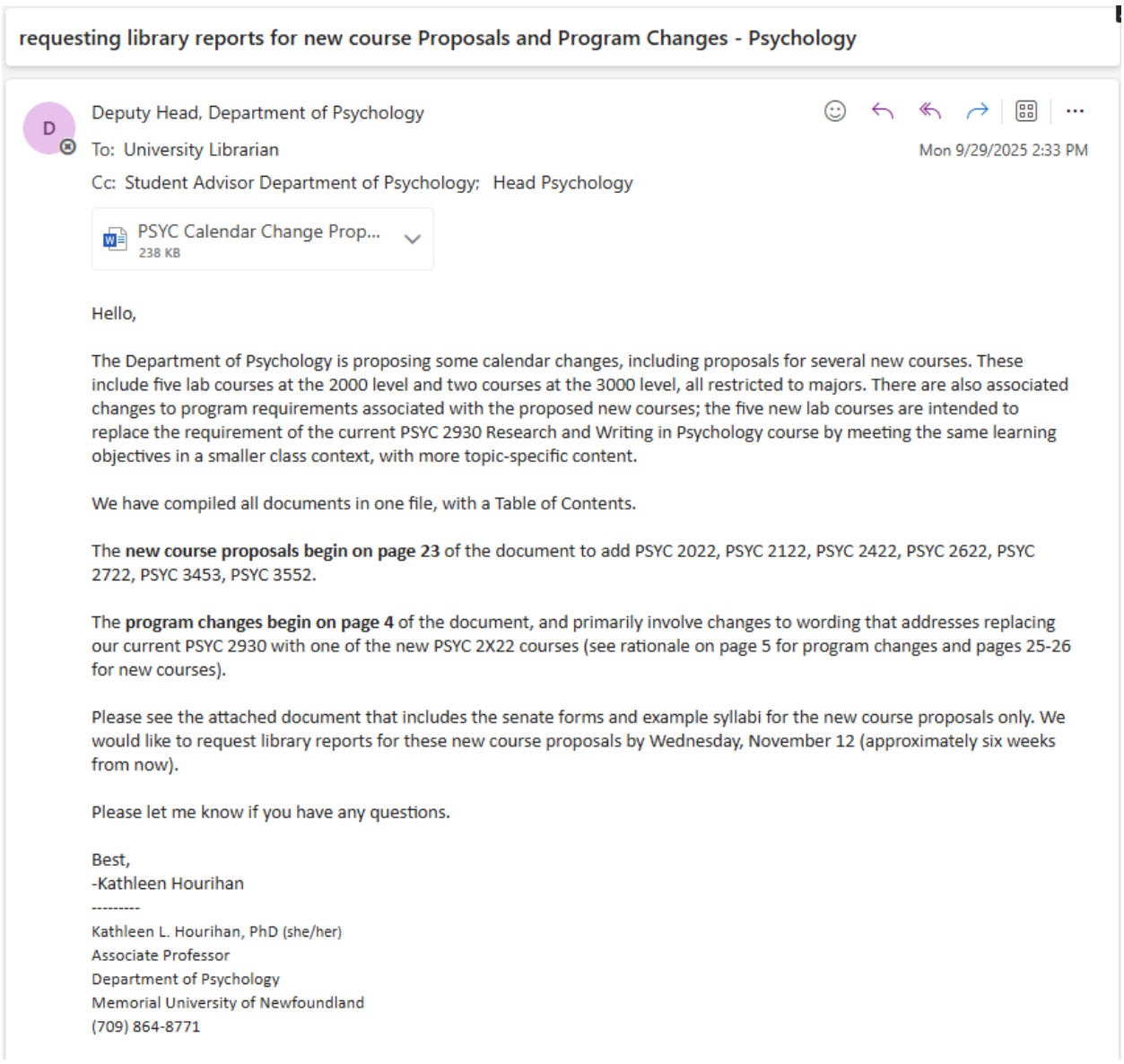
1. Consultations Sought
2. Request for Feedback
3. Responses

1.Consultations Sought

Academic Unit	Response Received
Humanities and Social Sciences	October 23, 2025 via email
Business Administration	
Education	
Engineering and Applied Science	October 15, 2025 via email
Human Kinetics and Recreation	
Marine Institute	
Medicine	October 1, 2025 via email
Music	
Nursing	October 1, 2025 via email
Pharmacy	October 2, 2025 via email
Science	
Biochemistry	
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	
Office of the Dean	
Physics and Physical Oceanography	
Psychology	Sept 29, 2025 Department Meeting
Social Work	
Library	
Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

2. Request for Feedback

A. Email sent to the library requesting library reports sent September 29th, 2025



requesting library reports for new course Proposals and Program Changes - Psychology

D

Deputy Head, Department of Psychology

To: University Librarian

Mon 9/29/2025 2:33 PM

Cc: Student Advisor Department of Psychology; Head Psychology

PSYC Calendar Change Prop...
238 KB

Hello,

The Department of Psychology is proposing some calendar changes, including proposals for several new courses. These include five lab courses at the 2000 level and two courses at the 3000 level, all restricted to majors. There are also associated changes to program requirements associated with the proposed new courses; the five new lab courses are intended to replace the requirement of the current PSYC 2930 Research and Writing in Psychology course by meeting the same learning objectives in a smaller class context, with more topic-specific content.

We have compiled all documents in one file, with a Table of Contents.

The **new course proposals begin on page 23** of the document to add PSYC 2022, PSYC 2122, PSYC 2422, PSYC 2622, PSYC 2722, PSYC 3453, PSYC 3552.

The **program changes begin on page 4** of the document, and primarily involve changes to wording that addresses replacing our current PSYC 2930 with one of the new PSYC 2X22 courses (see rationale on page 5 for program changes and pages 25-26 for new courses).

Please see the attached document that includes the senate forms and example syllabi for the new course proposals only. We would like to request library reports for these new course proposals by Wednesday, November 12 (approximately six weeks from now).

Please let me know if you have any questions.

Best,
-Kathleen Hourihan

Kathleen L. Hourihan, PhD (she/her)
Associate Professor
Department of Psychology
Memorial University of Newfoundland
(709) 864-8771

B. Request for Consultation sent via email September 29th, 2025

Hello,

The Department of Psychology has approved a proposal for changes to the Undergraduate University Calendar Sections 11.12 and 13.12 pertaining to the Program Regulations and Courses managed by the Department. We are now requesting consultation within the broader University Community. All proposed changes have been compiled into one large document with a functional table of contents.

This proposal represents a change to the Psychology program that will complement the larger changes to the program that came into effect in Fall 2025. Currently, the program requires all Psychology and Behavioural Neuroscience Majors to complete the PSYC 2930 Research and Writing in Psychology course, which is a pre-requisite for all Majors-restricted courses at the 3000+ level. This course is currently offered as a 65+ seat lecture course, focusing on learning outcomes associated with writing, oral communication, critical thinking, and group discussion. We propose replacing this required course by creating majors-restricted lab versions of our 2000 level content lecture courses (2X21), similar to our existing PSYC 2821 (Introduction to Behavioural Neuroscience) and PSYC 2822 (Introduction to Behavioural Neuroscience for Majors) courses (in which all students in 2821 and 2822 attend the same larger lecture section, but only Majors in 2822 attend a weekly lab period). This would add a lab version to five other 2000-level psychology topic courses. All 3000+ level Majors-restricted courses that currently require PSYC 2930 as a pre-requisite would instead require any one of these lab version 2X22 courses.

We are additionally including proposals for two new 3000 level Majors courses. Overall, these changes will increase the Department of Psychology's capacity to continue providing its students with excellent educational opportunities.

The Department is asking that responses be forwarded by email to psychdeputyhead@mun.ca no later than October 28, 2025. If you have any questions regarding the proposals included, please get in touch with Kathleen Hourihan at psychdeputyhead@mun.ca.

Best,

-Kathleen Hourihan

Kathleen L. Hourihan, PhD (she/her)
Associate Professor
Department of Psychology
Memorial University of Newfoundland
(709) 864-8771

3. Responses Received

A. Faculty of Medicine

From: medvicedean <medvicedean@mun.ca>
Sent: Wednesday, October 1, 2025 1:56 PM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Cc: Dean of Medicine : McKeen, Dr. Dolores <deanofmedicine@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for Consultation

Hi,

On behalf of the Faculty of Medicine, there are no concerns with the proposed changes.

Thanks, Danielle

DANIELLE O'KEEFE MD CCFP FCFP MSc CCPE
Vice Dean, Education and Faculty Affairs
Associate Professor of Family Medicine

Faculty of Medicine
Memorial University of Newfoundland
Faculty of Medicine Building | Room M2M311
300 Prince Philip Drive
St. John's, NL, Canada A1B 3V6
T 709 864 6289 | F 709 864 6336
www.mun.ca/medicine

Our Vision: *An inclusive, vibrant and cutting edge hub of discovery and learning that is tangibly contributing to the health and wellbeing of people locally and globally.*

B. Faculty of Nursing

From: DeanNurse <DeanNurse@mun.ca>
Sent: Wednesday, October 1, 2025 2:42 PM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: FW: Department of Psychology Calendar Change Proposals for Consultation

Good afternoon,

Dr. April Pike, our Dean at the Faculty of Nursing, has reviewed the Calendar Change Proposals.

She tells me that she does not see any implications for the Faculty of Nursing.

Thank you for your time,
Jane

C. School of Pharmacy

From: McGrath, Gerona <geronam@mun.ca>
Sent: October 2, 2025 4:51 PM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: RE: Department of Psychology Calendar Change Proposals for Consultation

Thank you for the opportunity to review the proposed changes. There is no impact on the School of Pharmacy.

Gerona

Gerona McGrath MBA, M.Ed.
Manager of Academic Programs
School of Pharmacy

Memorial University of Newfoundland
3435 Health Sciences Centre
St. John's, NL A1B 3V6 Canada

709-864-2013

D. School of Social Work

From: adeanugradswk <adeanugradswk@mun.ca>
Sent: October 5, 2025 4:23 PM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: RE: Department of Psychology Calendar Change Proposals for Consultation

Hello Kathleen,
I have reviewed the rationale for your proposed changes and find no issues of concern from the School of Social Work.
All the best.

Paul A. Issahaku (PhD)
Associate Professor, Acting Associate Dean of Undergraduate Programs
School of Social Work
Memorial University of Newfoundland
St. John's, Canada
Email: pissahaku@mun.ca
Tel. 7098648688

E. School of Engineering and Applied Science

From: CUGS Chair <engrconsult@mun.ca>
Sent: Wednesday, October 15, 2025 3:23 PM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: RE: Department of Psychology Calendar Change Proposals for Consultation

Thank you for the opportunity to comment on the proposed Calendar changes to various Psychology courses.

At its meeting on 2025 Oct. 15, the Committee on Undergraduate Studies for the Faculty of Engineering and Applied Science found no impact on our programs. We are happy to support these changes.

Yours sincerely,

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science
Memorial University of Newfoundland
St. John's NL A1B 3X5

F. Faculty of Humanities and Social Sciences

From: assocdeancphss <assocdeancphss@mun.ca>
Sent: Thursday, October 23, 2025 3:49:25 PM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for Consultation

Thank you for the opportunity to review. No concerns from HSS. I think the new format for the course that replaces Psych 2930 is appropriate — smaller lab size will benefit students.

P Dold

Patricia Dold (she/her)
Associate Professor, Religion and Culture
Associate Dean, Curriculum and Programs
Faculty of Humanities and Social Sciences
St. John's Campus, Memorial University

MEMORIAL UNIVERSITY

Faculty of Science

Office of the Dean
St. John's, NL Canada A1B 3X7
Tel: 709 864 8154 Fax: 709 864 3316
deansci@mun.ca www.mun.ca/science

September 18, 2025

TO: Faculty Council

FROM: Faculty of Science Graduate Studies Committee

SUBJECT: Faculty of Science Calendar Changes

Faculty of Science Graduate Studies Committee approved the following calendar changes:

a. Department of Computer Science, PhD program proposed calendar changes;

If you require additional information or clarification, please let me know.

a) Department of Earth Sciences, Request for Approval of a Graduate Course; EASC 6179 Advanced Digital Signal Processing
b) Department of Earth, Request for Approval of a Graduate Course; EASC 6901 An introduction to Computer Earth Modelling
c) Masters of Data Science, Proposed Calendar Changes
d) Department of Ocean Sciences, Calendar Changes, Deletion of the Interdisciplinary program in Aquaculture; New degree programs (PhD and MSc); Supervisory committee composition

Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form.
Download the latest version: http://get.adobe.com/reader.

MEMORIAL UNIVERSITY
SCHOOL OF GRADUATE STUDIES

(1) Fill out the form completely and accurately, and save the form in PDF format. Make sure you specify the save location, e.g. Desktop.
(2) Review https://www.mun.ca/sgs/how-to-create-and-insert-a-digital-signature/ for instructions on how to digitally sign the form.
(3) Send the completed form and attachments to the appropriate faculty/school council in the first instance. If approved, they will forward to the School of Graduate Studies.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☑ Regular Course ☐ Special/Selected Topics Course

Course No.: 6179

Course Title: Advanced Digital Signal Processing

I. To be completed for all requests:

A. Course Type:
☐ Lecture course ☑ Lecture course with laboratory
☐ Laboratory course ☐ Undergraduate course[1]
☐ Directed readings ☐ Other (please specify)

B. Can this course be offered by existing faculty? ☑ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? ☐ Yes ☑ No
If yes, please specify:

D. Will additional library resources be required? ☐ Yes ☑ No
(If yes, please contact munul@mun.ca for a resource consultation.)

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):
please see accompanying document

G. Method of evaluation:

	Percentage	
	Written	**Oral**
Class tests		
Assignments	please see accompanying document	
Other (specify):		
Final examination:		
Total		

[1] Must specify the additional work at the graduate level.

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

	Instructor's initials
1. duplication of thesis work	
2. double credit	
3. work that is a faculty research product	
4. overlap with existing courses	

Recommended for offering in the: ☑ Fall ☐ Winter ☐ Spring 20 ___

Length of session if less than a semester: (i.e. accelerated timeframe)

III. This course proposal has been prepared in accordance with the General Regulations governing the School of Graduate Studies

Alison Malcolm Digitally signed by Alison Malcolm Date: 2025.09.23 18:17:59 -02'30'

Course instructor _____ Date

Luke Beranek Digitally signed by Luke Beranek Date: 2025.09.29 10:57:35 -02'30'

Approval of the head of the academic unit _____ Date

IV. I certify that this course proposal was approved by the Faculty or School Council.

_____ _____

Secretary, Faculty/School Council Date

Revised: May 15, 2025.

EASC 6173: Advanced Digital Signal Processing

Summary

This graduate-level course will involve the same lectures, laboratory sessions, exams, assignments and laboratory write-ups as the fourth-year undergraduate-level course EASC 4179 “Digital Signal Processing ”, but with an additional project. The aim is to bring graduate students who have backgrounds in fields other than Geophysics, or who have done their undergraduate studies at an institution other than MUN that does not offer courses on the material covered in EASC 4179, up to a level in digital signal processing methods appropriate for graduate studies in the M.Sc. or Ph.D. Geophysics programs here at MUN. It is also meant to offer this material to students outside of the Earth Sciences Department.

Rationale

Students with an undergraduate degree in Physics, Mathematics, Computer Science, Geology, Engineering, etc., but not in Geophysics, nevertheless have the potential to be successful Geophysics M.Sc. and Ph.D. students. Such students have the necessary backgrounds and skills in Physics, Mathematics, etc., but are lacking in their Geophysics knowledge. The proposed new graduate-level course, EASC 6179, will provide a pathway for such students to learn the basics of the theory and practical application of geophysical signal processing methods needed for graduate studies in Geophysics, but to do so in a way appropriate for a graduate student (i.e., with a research project over and above the undergraduate-level lectures and labs) and that gives them graduate-course credit. Digital signal processing is also a topic of interest to many students outside of the Earth Sciences Department (e.g. physics, mathematics, engineering) and having a dedicated course can also serve those students.

Course Outline

This course provides a theoretical and practical background to the application of digital signal processing as applied to the enhancement and interpretation of geophysical data. We cover both 1-D and 2-D signal processing techniques that can be applied in the time, spatial and frequency domains for applications such as seismic data acquisition and processing, filtering of electrical, EM and potential fields data and digital image processing (including digital photography).

Resources:

M. D. Sacchi, “Statistical and Transform Methods in Geophysical Signal Processing”, https://sites.ualberta.ca/~msacchi/Course/text_book_Sacchi.pdf

S. W. Smith, “The Scientist and Engineer's Guide to digital signal processing” http://www.dspguide.com/pdfbook.htm

Ulrych, T.J. and Sacchi, M.D., 2005. “Information-based inversion and processing with applications” (Vol. 36). Elsevier.

Robinson, E.A. and Treitel, S., 2000. “Geophysical signal analysis.” Society of Exploration Geophysicists.

Yilmaz, Ö., 2001. “Seismic data analysis: Processing, inversion, and interpretation of seismic data.” Society of exploration geophysicists.

Evaluation:

Participation: 10%
Assignments: 70%
Written Project: 15%
Oral Project Presentation: 5%

The expectation is that the research project will be of a depth and quality appropriate for a graduate student.

Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form.
Download the latest version: http://get.adobe.com/reader.

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(1) Fill out the form completely and accurately, and save the form in PDF format. Make sure you specify the save location, e.g. Desktop.
(2) Review https://www.mun.ca/sgs/how-to-create-and-insert-a-digital-signature/ for instructions on how to digitally sign the form.
(3) Send the completed form and attachments to the appropriate faculty/school council in the first instance. If approved, they will forward to the School of Graduate Studies.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☑ Regular Course ☐ Special/Selected Topics Course

Course No.: EASC 6907

Course Title: An Introduction to Computer Earth Modelling

I. To be completed for all requests:

A. Course Type:
☐ Lecture course
☐ Laboratory course
☐ Directed readings
☑ Lecture course with laboratory
☐ Undergraduate course[1]
☐ Other (please specify)

B. Can this course be offered by existing faculty? ☑ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? ☐ Yes ☑ No
If yes, please specify:

D. Will additional library resources be required? ☐ Yes ☑ No
(If yes, please contact munul@mun.ca for a resource consultation.)

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):
Please see accompanying document.

G. Method of evaluation:

	Percentage	
	Written	Oral
Class tests		
Assignments		
Other (specify):	Please see accompanying document.	
Final examination:		
Total		

[1] Must specify the additional work at the graduate level.

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

	Instructor's initials
1. duplication of thesis work	
2. double credit	
3. work that is a faculty research product	
4. overlap with existing courses	

Recommended for offering in the: ☐ Fall ☐ Winter ☐ Spring 20 ___

Length of session if less than a semester: (i.e. accelerated timeframe)

III. This course proposal has been prepared in accordance with the General Regulations governing the School of Graduate Studies

Digitally signed by Colin Farquharson
Date: 2025.09.22 15:58:06 -02'30'

_____ _____

Course instructor Date

_____ _____

Approval of the head of the academic unit Date

IV. I certify that this course proposal was approved by the Faculty or School Council.

_____ _____

Secretary, Faculty/School Council Date

Revised: May 15, 2025.

EASC 6907: An Introduction to Computer Earth Modelling

Summary

This graduate-level course will involve the same classes and laboratory sessions, and the same assessment, as the fourth-year undergraduate-level course EASC 4907 "Computer Earth Modelling", but with an additional project. The aim is to have available a graduate-level course on this topic, which is relevant to many M.Sc. and Ph.D. research projects (and to geoscience jobs in the natural resource industries) as well as being an interesting and worthwhile topic in its own right, for students who have done their undergraduate studies at an institution other than MUN that does not offer a course in this topic (or for MUN students who did not take 4907).

Rationale

The use of computer Earth models in all sectors of the geosciences has grown considerably over the last half-dozen years or so. This is also true for all sorts of geoscience graduate student research projects. The coverage of this topic in undergraduate geoscience programs is however lagging behind, with very few programs in Canada or elsewhere incorporating this into any of their courses never mind having a dedicated course on it. It was only in the 2025–26 academic year that we here at MUN started offering a course (at the undergraduate level) on this topic. A course on computer Earth modelling done at the graduate level would provide our incoming graduate students with the skills and experience they would need to confidently and competently use computer Earth modelling methods and software in their research projects, and would allow them to have this course count towards the minimum number of graduate-level courses required for their programs. Delivering a graduate-level course by having it piggy-back on the existing undergraduate EASC 4907 (but with an additional project for the graduate students) would be the most efficient means of delivering the course in terms of required resources.

Course description

This course covers the techniques of constructing and working with 3D computer models, i.e., a digital twin, of the Earth's subsurface. Techniques covered include the different ways of digitally representing the subsurface (voxellated or object-based), approaches for interpolation and extrapolation from known data points, and methods for automatically generating geological interfaces through a model ("implicit modelling"). Applications covered include resource exploration, CO_2 sequestration, hydrogeology, and geotechnical.

Course "notes"

This class will make use of resources available on the Web, including Wikipedia, specific web-sites, YouTube videos, etc. Links to all the resources relevant to each class will be provided in a pdf file for each class.

Computer resources

The classes for this course will happen in the Earth Sciences computer lab (ER-4069). The intention is that most, if not all, of the software used in this course will be available on the computers in this lab. Students can use their own laptops if they prefer (assuming the software can be installed on their laptop and any licensing for the software works with the software on their laptop).

Software

The software used during the course is subject to change, but will include most or all of: Minecraft, Noddy, Geoscience Analyst, Leapfrog, Petrel, GemPy. Hopefully all of these programs will be available on MUN Earth Sciences computers, and/or easily installed and run on a student's own laptop.

Evaluation

Participation (before final drop date (Nov. 4))	7.5%,
Presentation on plan for Project 1 (before final drop date)	7.5%,
Participation (after final drop date)	7.5%,
Project 1 (written report and presentation to class)	37.5%.
Final exam	15%,
Project 2 (written report)	25%.

Master of Data Science Proposed Calendar Changes

RATIONALE:

The Master of Data Science includes 3 propaedeutic courses that are non-credit, online-only self-study modules at the 5000 level. Students that have been admitted to the Master of Data Science program undertake these online self-study modules prior to the start of their program. The calendar states that the propaedeutic courses are evaluated only by a self-declaration statement of completion, and that on-campus enrolment is contingent upon this self-declaration. We plan to remove these 5000-level non-credit propaedeutic courses from the program. These propaedeutic courses cover basic statistical inference, linear algebra, and programming in Python and R, but the admission requirements to the program already expect applicants to provide evidence of university-level training in these areas.

CALENDAR CHANGES:

16.3 Evaluation

1. ~~In order to qualify for the on-campus course enrolment, a student shall provide a self-declaration statement on successful completion of the three propaedeutic courses.~~
2. In order to continue in the Master of Data Science degree program, a student shall obtain an 'A' or 'B' for all regular program courses. In order to be considered for graduation, a student shall also pass DSCI 6690 and DSCI 695A/B and successfully complete the final project report requirement.
3. DSCI 695A/B progress after each semester will be evaluated by the student's academic adviser while the final applied data science project report will be evaluated by a faculty member other than the adviser appointed by the Chair of the MDSc. program.

16.4.1 Data Science Required Courses

Data Science

- ~~DSCI 5001 Statistical Inference for Data Science (propaedeutic)~~
- ~~DSCI 5002 Basics of Python and R (propaedeutic)~~
- ~~DSCI 5003 Linear Algebra for Regression Analysis (propaedeutic)~~
- DSCI 6601 Practical Machine Learning
- DSCI 6602 Deep Learning and Artificial Intelligence
- DSCI 6607 Programmatic Data Analysis Using Python and R
- DSCI 6619 Regression Models (cross listed with STAT 6519)
- DSCI 6659 Statistical Exploration of Data (cross listed with STAT 6559)
- DSCI 6690 Data Science Case Study Series (2 credit hours)
- DSCI 695A/B Capstone Project (2 credit hours)

CALENDAR ENTRY AFTER CHANGES:

16.3 Evaluation

1. In order to continue in the Master of Data Science degree program, a student shall obtain an 'A' or 'B' for all regular program courses. In order to be considered for graduation, a student shall also pass DSCI 6690 and DSCI 695A/B and successfully complete the final project report requirement.
2. DSCI 695A/B progress after each semester will be evaluated by the student's academic adviser while the final applied data science project report will be evaluated by a faculty member other than the adviser appointed by the Chair of the MDSc. program.

16.4.1 Data Science Required Courses

Data Science

- DSCI 6601 Practical Machine Learning
- DSCI 6602 Deep Learning and Artificial Intelligence
- DSCI 6607 Programmatic Data Analysis Using Python and R
- DSCI 6619 Regression Models (cross listed with STAT 6519)
- DSCI 6659 Statistical Exploration of Data (cross listed with STAT 6559)
- DSCI 6690 Data Science Case Study Series (2 credit hours)
- DSCI 695A/B Capstone Project (2 credit hours)

Ocean Sciences – Calendar Changes (PhD & MSc)
Summary
2025-10-06

There are four major changes (the rest are editorial):

- **Deletion of the Interdisciplinary program in Aquaculture**
  - Delete of the interdisciplinary program 32.21 Sustainable Aquaculture
    - **Rationale**: In 2023, the Faculty of Science shifted responsibility for the interdisciplinary program in Sustainable Aquaculture to the Department of Ocean Sciences. At the same time, the main partner in the interdisciplinary program, the Marine Institute, no longer expressed interest in such a thesis-based program having just created their own course-based MSc. Moreover, they would no longer teach the courses that were part of the Sustainable Aquaculture program (MMS 6000, MMS 6100, MMS 6200 and MMS 6201-6209). To stream-line things and coordinate regulations with that of the Marine Biology program, the proposal is to delete the interdisciplinary program and fold it into the Department of Ocean Sciences as a separate degree program. A strong interest in such a degree program remains within the department for a thesis-based program in Aquaculture.

- **New degree programs (PhD & MSc)**
  - In addition to the current Marine Biology program, two new degree programs are proposed, one in Aquaculture and one in Biology Oceanography
    - **Rationale:** Creating a new degree in Aquaculture is designed to replace the interdisciplinary program in Sustainable Aquaculture that Ocean Sciences is currently responsible for and would streamline things. The main partner in the interdisciplinary program, the Marine Institute, is no longer is interested in such a thesis-based program, now that they have their own course-based MSc and no longer teach the courses that were part of the Sustainable Aquaculture program.
      The creation of a degree in Biological Oceanography is designed to more accurately reflect the training that graduate students are receiving. There has been expression by students and faculty that the degree in Marine Biology is far from accurately reflecting the study and research they undertake.
      The concept of having more than one degree program is not dissimilar from what Earth Sciences currently has, i.e. degrees in Geology and Geophysics.

- **Supervisory committee composition**
  - Requirement that the committee consist of the supervisor and at least two other members
    - **Rationale**: It was considered more appropriate that committees consist of at least two other members and becomes consistent with other departments in the Faculty of Science.

- **<u>Removal of Course</u>**
    - Deletion of OCSC 7300 Plankton Dynamics
        - **Rationale**: This course has not been taught in more than a decade and there is no faculty to teach it.

44.27 Marine Biology

On this page

- 44.27.1 Admission and Program of Study
- 44.27.2 Courses

www.mun.ca/sgs/contacts/sgscontacts.php

www.mun.ca/science

www.mun.ca/osc

www.mun.ca/become/graduate/apply/app_deadlines.php

The ~~D~~degrees of Master of Science or Doctor of Philosophy ~~(Ph.D) is~~are offered in Marine Biology, Aquaculture, and Biological Oceanography by full-time and part-time study through the Department of Ocean Sciences. ~~Areas of concentration include: Biological Oceanography, Marine Ecology and Evolution, Functional Biology of Marine Organisms, Fisheries and Aquaculture, and Marine Biogeochemistry.~~

44.27.1 Admission and Program of Study

1. Admission into the Ph.D. program in Marine Biology is normally restricted to students holding a Master's Degree or its equivalent. In exceptional circumstances, a student with a B.Sc. (Honours) Degree who has spent not less than 12 months in an M.Sc. Degree program may be recommended for transfer into a Ph.D. program, provided that the student can demonstrate, to the satisfaction of the Department of Ocean Sciences, the student's ability to pursue research at the doctoral level.

2. Each student will be assigned a Supervisory Committee consisting of the Supervisor and at least ~~one~~ two other members. Within three months of the first registration in the Ph.D. degree program, a student will meet with the student's Supervisory Committee. Within nine months, the student and the Supervisory Committee will agree on a written thesis proposal outlining the objectives, methods, timetable and funding for the project, and provide the proposal (signed by the student and the supervisory committee) to the Head for inclusion in the student's file.

3. A student is normally required to complete a minimum of 6 credit hours of graduate program courses as follows:

    - Ocean Sciences 7100 or 7200
    - Ocean Sciences 7000 or relevant course as approved by the Supervisory Committee

4. All course requirements should be completed within five semesters from the date of first registration in the Ph.D. program.

5. Normally, upon completion of required course work the student shall undertake a mandatory comprehensive examination, following the General Regulations, Ph.D. and Psy.D. Comprehensive Examination. The comprehensive examination will be both written and oral. A student should consult the Departmental guidelines for further information and a detailed description of the content of the Comprehensive Examination.

6. The Ph.D. program will conclude with the examination and oral defense of the completed thesis in accordance with the School of Graduate Studies General Regulations, Theses and Reports.

Back to Top ↑

44.27.2 Courses

A selection of the following graduate courses will be offered to meet the requirements of students, as far as the resources of the Department will allow.

- OCSC 7000 Graduate Core Seminar *(cross-listed as Biology 7000)*
- OCSC 7100 Biological Oceanography
- OCSC 7200 Adaptations to the Marine Environment
- ~~OCSC 7300 Plankton Dynamics~~
- OCSC 7400 Fisheries Resource Management
- OCSC 7500-7515 Special Topics in Ocean Sciences

Back to Top ↑

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44.XX Aquaculture

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44.XX Biological Oceanography

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44.27 Marine Biology

On this page

- 44.27.1 Admission and Program of Study
- 44.27.2 Courses

www.mun.ca/sgs/contacts/sgscontacts.php

www.mun.ca/science

www.mun.ca/osc

www.mun.ca/become/graduate/apply/app_deadlines.php

The degrees of Master of Science or Doctor of Philosophy are offered in Marine Biology, Aquaculture, and Biological Oceanography by full-time and part-time study through the Department of Ocean Sciences.

44.27.1 Admission and Program of Study

1. Admission into the Ph.D. program in Marine Biology is normally restricted to students holding a Master's Degree or its equivalent. In exceptional circumstances, a student with a B.Sc. (Honours) Degree who has spent not less than 12 months in an M.Sc. Degree program may be recommended for transfer into a Ph.D. program, provided that the student can demonstrate, to the satisfaction of the Department of Ocean Sciences, the student's ability to pursue research at the doctoral level.

2. Each student will be assigned a Supervisory Committee consisting of the Supervisor and at least two other members. Within three months of the first registration in the Ph.D. degree program, a student will meet

with the student's Supervisory Committee. Within nine months, the student and the Supervisory Committee will agree on a written thesis proposal outlining the objectives, methods, timetable and funding for the project, and provide the proposal (signed by the student and the supervisory committee) to the Head for inclusion in the student's file.

3. A student is normally required to complete a minimum of 6 credit hours of graduate program courses as follows:

    - Ocean Sciences 7100 or 7200
    - Ocean Sciences 7000 or relevant course as approved by the Supervisory Committee

4. All course requirements should be completed within five semesters from the date of first registration in the Ph.D. program.

5. Normally, upon completion of required course work the student shall undertake a mandatory comprehensive examination, following the General Regulations, Ph.D. and Psy.D. Comprehensive Examination. The comprehensive examination will be both written and oral. A student should consult the Departmental guidelines for further information and a detailed description of the content of the Comprehensive Examination.

6. The Ph.D. program will conclude with the examination and oral defense of the completed thesis in accordance with the School of Graduate Studies General Regulations, Theses and Reports.

Back to Top ↑

44.27.2 Courses

A selection of the following graduate courses will be offered to meet the requirements of students, as far as the resources of the Department will allow.

- OCSC 7000 Graduate Core Seminar *(cross-listed as Biology 7000)*

- OCSC 7100 Biological Oceanography
- OCSC 7200 Adaptations to the Marine Environment
- OCSC 7400 Fisheries Resource Management
- OCSC 7500-7515 Special Topics in Ocean Sciences

Back to Top ↑

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44.XX Aquaculture

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44.XX Biological Oceanography

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32.16 Marine Biology

On this page

- 32.16.1 Admission and Program of Study
- 32.16.2 Courses

www.mun.ca/sgs/contacts/sgscontacts.php

www.mun.ca/science

www.mun.ca/osc

www.mun.ca/become/graduate/apply/app_deadlines.php

The degree of Master of Science ~~(M.Sc.)~~and Doctor of Philosophy ~~is~~are offered in Marine Biology, Aquaculture, and Biological Oceanography by full-time and part-time study through the Department of Ocean Sciences. ~~Areas of concentration include: Biological Oceanography, Marine Ecology and Evolution, Functional Biology of Marine Organisms, Fisheries and Aquaculture, and Marine Biogeochemistry.~~

32.16.1 Admission and Program of Study

1. Admission into the Master of Science degree program in Marine Biology is normally restricted to students holding at least a Bachelor of Science degree with second class Honours. When circumstances warrant, the requirement for a second class Honours may be waived by the School of Graduate Studies on the recommendation of the Head of the Department.

2. Each student will be assigned a Supervisory Committee consisting of the Supervisor and at least ~~one~~ two other members. Within three

months of the first registration in the M.Sc. degree program, the student will meet with the student's Supervisory Committee. Within six months, the student and the Supervisory Committee will agree on a written thesis proposal outlining the objectives, methods, timetable and funding for the project, and provide the proposal (signed by the student and the supervisory committee) to the Head for inclusion in the student's file.

3. A student is required to complete a minimum of 9 credit hours of graduate program courses as follows:

    - Ocean Sciences 7000
    - One of Ocean Sciences 7100 or 7200
    - 3 additional credit hours selected from other Ocean Sciences graduate courses or relevant courses in other Departments as approved by the Supervisory Committee

4. All course requirements should be completed within four semesters from the date of first registration in the M.Sc. degree program.

5. A student is required to give an oral presentation to the Department on the results of the student's research. This presentation should be given after completion of a thesis draft.

6. The M.Sc. degree program will conclude with a thesis examination as prescribed in the School of Graduate Studies General Regulations, Theses and Reports.

Back to Top ↑

32.16.2 Courses

A selection of the following graduate courses will be offered to meet the requirements of students, as far as the resources of the Department will allow.

- OCSC 7000 Graduate Core Seminar *(cross-listed as Biology 7000)*
- OCSC 7100 Biological Oceanography
- OCSC 7200 Adaptations to the Marine Environment
- ~~OCSC 7300 Plankton Dynamics~~
- OCSC 7400 Fisheries Resource Management
- OCSC 7500-7515 Special Topics in Ocean Sciences

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32.XX Aquaculture

See Marine Biology

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32.XX Biological Oceanography

See Marine Biology

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32.21 Sustainable Aquaculture

On this page

32.21.1 Qualifications for Admission

32.21.2 Program of Study

32.21.3 Courses

www.mun.ca/sgs/contacts/sgscontacts.php

www.mun.ca/science

www.mun.ca/become/graduate/apply/app_deadlines.php

The program of study leading to the Master of Science in Sustainable Aquaculture is designed to instruct students in research using scientific principles derived from a wide range of disciplines including Behaviour, Biochemistry, Biology, Ecology, Food Science, Genomics, Nutrition, and Physiology. It is an interdisciplinary program and often involves several fields of study. Research projects may include field and/or laboratory studies of one or more species of marine or freshwater flora and/or fauna. The Aquaculture group consists of faculty members from the Fisheries and Marine Institute of Memorial University of Newfoundland and the Departments of Biology, Biochemistry, and Ocean Sciences of Memorial University of Newfoundland. Research scientists at other institutions, e.g., Fisheries and Oceans Canada, complement the group in offering advice, facilities, and expertise to students in the program.

The Sustainable Aquaculture Administrative Committee is responsible for the program. This Committee is composed of seven members appointed by the Dean of Science including two to three members from the Department of Ocean Sciences, two to three members from the Fisheries and Marine Institute of Memorial University of Newfoundland, and two members from appropriate academic units at Memorial University of Newfoundland. In addition, the Heads of the Departments of Biochemistry, Biology, and Ocean Sciences, and the Head of the School of Fisheries of the Fisheries and Marine Institute of Memorial

University of Newfoundland are ex-officio members. The Committee makes recommendations to the Dean of the School of Graduate Studies concerning the academic requirements of the program: admission, course programs of individual students, financial support, composition of supervisory committees, and theses examiners. The Chair of the Committee will also ensure that a supervisory report form for each student in the program is submitted annually to the Dean.

32.21.1 Qualifications for Admission

To be considered for admission to the Master of Science in Sustainable Aquaculture, an applicant shall normally hold one of the following: at least a second class Honours degree, or an equivalent both in achievement and depth of study, from an institution recognized by the Senate, or successful completion of the Advanced Diploma in Sustainable Aquaculture offered by the Fisheries and Marine Institute of Memorial University of Newfoundland, with academic standing deemed appropriate by the Committee.

Back to Top ↑

32.21.2 Program of Study

The Master of Science Degree requires the successful completion of a program of courses and of a thesis embodying original research.

All students will be required to complete 6 credit hours in graduate courses which will normally include at least one of the following: AQUA 6000 - Shellfish Culture and Enhancement, AQUA 6100 - Finfish Aquaculture, or AQUA 6200 - Aquaculture and the Environment.

Students who do not hold the Advanced Diploma in Sustainable Aquaculture may be required to successfully complete a selection of its component courses.

Further courses may be required depending on the background of the individual student.

Before the thesis is submitted, the student shall present an open seminar on the topic of investigation to the appropriate academic units, as recommended by the Administrative Committee. Any serious deficiencies in the thesis noticed at this stage should be carefully considered, in consultation with the Supervisor, for rectification.

The student will be required to comply with all other regulations governing the graduate Degree of Master of Science.

Back to Top ↑

32.21.3 Courses

A selection of the following graduate courses will be offered to meet the requirements of students as far as the resources of the Department will allow.

Aquaculture

6000 Shellfish Culture and Enhancement

6100 Finfish Aquaculture

6200 Aquaculture and the Environment

6201-6209 Special Topics in Aquaculture *(prerequisite: Permission of Chair of Program)*

Biochemistry

6630 Marine Biochemistry

Biology

~~**6000 Research Topics in Microbiology**~~

~~**6710 Marine Benthic Biology**~~

~~**7101 Topics in Marine Biology**~~

~~**7220 Quantitative Methods in Biology**~~

~~**7551 Fisheries Resource Management**~~

~~Cognitive and Behavioural Ecology~~

~~**6351 Behavioural Ecology and Sociobiology**~~

~~Engineering~~

~~**9603 Environmental Sampling and Pollutant Analysis *(cross-listed as Environmental Science 6005)***~~

~~**9605 Advanced Waste Water Treatment**~~

~~**9622 Environmental Statistics**~~

~~Environmental Science~~

~~**6000 Environmental Science and Technology**~~

~~**6001 Earth and Ocean Systems**~~

~~**6002 Environmental Chemistry and Toxicology**~~

~~**6003 Applied Ecology**~~

~~**6007 Environmental Risk Assessment *(same as Engineering 9609)***~~

~~Geography~~

~~**6250 Conservation of Natural Resources**~~

~~**6410 Climatology**~~

~~Marine Studies (Fisheries Resource Management) Program Courses~~

~~**6001 Fisheries Ecology**~~

~~**6005 Overview of World Fisheries**~~

~~**6009 Current Issues for Sustainable Fisheries**~~

~~Ocean Sciences~~

~~**7100 Biological Oceanography**~~

~~**7200 Adaptations to the Marine Environment**~~

~~**7300 Plankton Dynamics**~~

~~**7400 Fisheries Resource Management**~~

~~**7500 Immunology and Diseases of Aquatic Organisms**~~

~~Physics~~

~~**6316 Ocean Data Analysis**~~

~~**6320 Ocean Turbulence and Mixing**~~

~~Technology Management (Aquaculture Technology Option) Program Courses~~

~~**6056 Management of International Development**~~

~~**6071 Management of Aquaculture Technology**~~

~~**6072 Animal Husbandry Management**~~

~~**6073 Aquaculture Environmental Management**~~

6074 Aquaculture Site and Operational Assessment

6075 Aquaculture Engineering Technology Management

Note:

Consult the Program for a list of titles and information regarding availability.

Back to Top ↑

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32.16 Marine Biology

On this page

- 32.16.1 Admission and Program of Study
- 32.16.2 Courses

www.mun.ca/sgs/contacts/sgscontacts.php

www.mun.ca/science

www.mun.ca/osc

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proposal outlining the objectives, methods, timetable and funding for the project, and provide the proposal (signed by the student and the supervisory committee) to the Head for inclusion in the student's file.

3. A student is required to complete a minimum of 9 credit hours of graduate program courses as follows:

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    - One of Ocean Sciences 7100 or 7200
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5. A student is required to give an oral presentation to the Department on the results of the student's research. This presentation should be given after completion of a thesis draft.

6. The M.Sc. degree program will conclude with a thesis examination as prescribed in the School of Graduate Studies General Regulations, Theses and Reports.

Back to Top ↑

32.16.2 Courses

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32.XX Aquaculture

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32.XX Biological Oceanography

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