

# YORKVILLE

U N I V E R S I T Y

## ACADEMIC CALENDAR 2024

New Brunswick



Most Recent Revision: October 2024

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## **About the University**

Yorkville University is authorized to offer the degree programs and grant the degrees described in the University's Academic Calendar by the New Brunswick Degree Granting Act.

The university welcomes students from all parts of the world. Note, however, that the university reserves the right to refuse admission to any applicant. Note also that the language of instruction at Yorkville University is English.

Emergency Management: If events or conditions arise which affect the ability of the university to operate in the normal course of business and the delivery of academic programs and services is impacted, the university will work to provide students with options to address completion of their academic course work as promptly as possible. Note, however that the university does not accept responsibility and liability for loss or damage suffered or incurred by any student or other party as a result of delays in or interruption or termination of its services, courses, or classes, whatever the cause of the delay, interruption, or termination.

## **About the University Academic Calendar**

The University Academic Calendar is a guide to the most important policies, rules, and regulations shaping and governing study at Yorkville University. The Calendar also provides an overview of the university's curriculum, and the rules related to students' progression through and graduation from the university's academic programs. The academic information included in the calendar is applicable for the year to which the Calendar applies and supersedes the information in all previous editions and version of the calendar.

Every effort is made to ensure that the information contained in the Academic Calendar is accurate. However, if there is an inconsistency or conflict between the regulations and policies published in the calendar and such regulations and policies established by resolution through the Board of Governors, Academic Council of Yorkville University, or a Provincial Senate of Yorkville University, the regulations and policies version as approved by the appropriate governing body will prevail.

The contents of the Academic Calendar are subject to continuing review. While the university will make reasonable efforts to communicate calendar changes to students, Yorkville University reserves the right to alter the content of the Academic Calendar without notice – including, but not limited to, policies, regulations, procedures, progression requirements, courses, and graduation requirements – and every student registered with the university is deemed to have agreed to such alterations.

## **Student Responsibilities**

By registering with Yorkville University, each student is deemed to have agreed to be bound by the regulations and policies of the university, its campuses, Schools, Faculties, and Departments, as well as of the program in which that student is enrolled. The university makes the reasonable assumption that students will familiarize themselves with the policies, regulations, general information, and specific academic program requirements published by the university in the Academic Calendar and elsewhere.

Students must meet the degree program requirements set out in the Academic Calendar in effect when they entered their program of study. However, if a student interrupts their study for any reason for more than 12 months, that student will be subject to the program requirements in effect at the time of re-registration.

When registering for courses, students are encouraged to make use of advisory services provided by the university and are reminded that it is each student's responsibility to ensure the courses in which they register are appropriate to the credential sought.

## Academic Calendar

<b>1.</b>	<b><i>Academic Schedule/ Important Dates</i></b>	<b>8</b>
<b>2.</b>	<b><i>Governance of the University</i></b>	<b>16</b>
2.1.	Board of Governors	16
2.2.	Academic Council of Yorkville	16
2.3.	Provincial Senate	18
2.4.	Academic Governance at the Program Level	18
<b>3.</b>	<b><i>Vision and Mission</i></b>	<b>20</b>
3.1.	Vision	20
3.2.	Mission	20
3.3.	Core Values	20
3.4.	Signature Learning Outcomes	21
<b>4.</b>	<b><i>History of Yorkville University</i></b>	<b>22</b>
<b>5.</b>	<b><i>University Policies and Regulations</i></b>	<b>23</b>
5.1.	Academic Freedom	23
5.2.	Intellectual Property	24
5.3.	Conflict of Interest	25
5.4.	Ethical Standards	25
5.5.	Equity, Diversity, and Inclusion	26
5.6.	Gender Inclusion Policy	27
5.7.	Discrimination and Harassment	27
5.8.	Prevention of Sexual Misconduct and Violence	28
5.9.	Academic Accommodations and Accessibility	29
5.10.	Accommodations for Religious Observances	29
5.11.	Student Conduct	30
5.11.1.	Academic Integrity and Honesty	30
5.11.2.	Non-Academic Code of Conduct	30
5.12.	Student Grievances and Appeals	31
5.12.1.	Standing Committee on Academic and Student Conduct Appeals	31
5.13.	Institutional Closure	31
5.14.	Rules and Enrollment Conditions	31
5.15.	Student ID	32
5.16.	Health Insurance	32
5.17.	Mandatory Use of Email Accounts	32

<b>6.</b>	<b><i>Admission Policies and Information</i></b>	<b>33</b>
<b>6.1.</b>	<b>Undergraduate Admissions</b>	<b>33</b>
6.1.1.	Undergraduate Programs Credit Transfer and Advanced Standing	33
6.1.2.	Mature Students	34
6.1.3.	Prior Learning Recognition	34
6.1.4.	Academic Credit for Canadian Armed Forces Training	34
6.1.5.	English Language Proficiency	34
<b>6.2</b>	<b>Graduate Admissions</b>	<b>36</b>
6.2.1.	Graduate Programs Credit Transfer and Advanced Standing Policies	40
<b>6.3.</b>	<b>Non-Degree Students</b>	<b>41</b>
<b>6.4.</b>	<b>Re-Admission Policies and Procedures – All University Programs</b>	<b>41</b>
<b>7.</b>	<b><i>Financial Policies and Information</i></b>	<b>43</b>
<b>7.1.</b>	<b>Tuition and Other Fees</b>	<b>43</b>
7.1.1.	Military Deployment Policy	45
<b>7.2.</b>	<b>Financial Aid &amp; Awards</b>	<b>45</b>
7.2.1.	Canada Student Financial Assistance Program (CSFAP)	45
7.2.2.	Student Line of Credit	46
7.2.3.	Registered Education Savings Plan (RESP)	46
7.2.4.	Lifelong Learning Plan (LLP)	46
7.2.5.	Scholarships	46
<b>8.</b>	<b><i>Academic Policies and Information</i></b>	<b>48</b>
<b>8.1.</b>	<b>Course Delivery</b>	<b>48</b>
<b>8.2.</b>	<b>Assessment of Student Work</b>	<b>49</b>
8.2.1.	Assessment of Student Participation	49
8.2.2.	Assessment of Written Assignments	49
8.2.3.	Examinations	50
<b>8.3.</b>	<b>Grading Policies</b>	<b>50</b>
8.3.1.	Graduate Program Grading Policies	55
8.3.2.	Undergraduate Program Grading Policies	57
<b>8.4.</b>	<b>Student Transcripts</b>	<b>59</b>
<b>8.5.</b>	<b>Student Evaluation of Courses and Course Instructors</b>	<b>59</b>
<b>9.</b>	<b><i>Services for Students</i></b>	<b>60</b>
<b>9.1.</b>	<b>University Directory</b>	<b>61</b>
<b>9.2.</b>	<b>Registrar’s Office</b>	<b>62</b>
<b>9.3.</b>	<b>The Online Campus</b>	<b>62</b>
<b>9.4.</b>	<b>University Library</b>	<b>62</b>
<b>9.5.</b>	<b>Textbooks</b>	<b>62</b>
<b>9.6.</b>	<b>Online Teaching and Learning</b>	<b>62</b>
9.6.1.	Student Online Orientation	62
9.6.2	Technical Support	63

9.6.3.	Essential Computer Hardware and Software _____	63
<b>9.7.</b>	<b>Accessibility and Academic Accommodations _____</b>	<b>63</b>
<b>9.8.</b>	<b>Mental Health and Wellness Services _____</b>	<b>63</b>
<b>9.9.</b>	<b>MyYU Online Student Portal _____</b>	<b>64</b>
<b>9.10.</b>	<b>Student Success Centre _____</b>	<b>64</b>
<b>9.11.</b>	<b>Career Services _____</b>	<b>64</b>
<b>9.12.</b>	<b>Online Community _____</b>	<b>64</b>
<b>9.13.</b>	<b>Forms _____</b>	<b>64</b>
9.13.1.	Request for Grade of "Incomplete" _____	65
9.13.2.	Course Withdrawal Form _____	66
9.13.3.	Program Withdrawal Form _____	66
9.13.4.	Leave of Absence Request Form _____	66
9.13.5.	Internal Transfer Form _____	66
9.13.6.	Transcript Request Form _____	66
9.13.7.	Placement Hold Request Form (MACP Practicum) _____	66
<b>10.</b>	<b>Program Information _____</b>	<b>67</b>
<b>10.1.</b>	<b>Faculty of Behavioural Sciences _____</b>	<b>67</b>
10.1.1.	Doctor of Counselling and Psychotherapy _____	67
10.1.2.	Master of Arts in Counselling Psychology _____	72
<b>10.2.</b>	<b>Faculty of Education _____</b>	<b>79</b>
10.2.1.	Master of Education Programs _____	79
10.2.2.	Financial Information _____	79
10.2.3.	Detailed Program Information: Master of Education in Adult Education and Master of Education in Educational Leadership _____	80
<b>10.2.4.</b>	<b>Graduate Certificates in Education _____</b>	<b>93</b>
<b>10.3.</b>	<b>Bachelor of Business Administration _____</b>	<b>98</b>
10.3.1.	Bachelor of Business Administration _____	98
10.3.2.	Financial Information _____	98
10.3.3.	Detailed Program Information: Bachelor of Business Administration _____	98
<b>11.</b>	<b>Course Descriptions _____</b>	<b>106</b>
<b>11.1.</b>	<b>Course Numbering _____</b>	<b>106</b>
<b>11.2.</b>	<b>Faculty of Behavioural Sciences _____</b>	<b>106</b>
11.2.1.	DCP _____	106
11.2.2.	MACP _____	109
<b>11.3.</b>	<b>Faculty of Education _____</b>	<b>114</b>
11.3.1.	Master of Education Shared Courses _____	114
11.3.2.	Master of Education in Adult Education Course Descriptions _____	118
11.3.3.	Master of Education in Educational Leadership Course Descriptions _____	120
<b>11.4.</b>	<b>Bachelor of Business Administration _____</b>	<b>121</b>
<b>11.4.1.</b>	<b>Liberal Arts _____</b>	<b>133</b>
<b>12.</b>	<b>Personnel Roster _____</b>	<b>143</b>

<b>12.1.</b>	<b>Senior Administration</b>	<b>143</b>
<b>12.2.</b>	<b>Faculty Members</b>	<b>146</b>
12.2.1.	Faculty of Behavioural Sciences	146
12.2.2.	Faculty of Education	153
12.2.3.	Bachelor of Business Administration	154

## 1. Academic Schedule/ Important Dates

Yorkville University organizes graduate programs into trimesters of 15 weeks each, beginning in January, May, and September. Undergraduate programs are organized in quarters of 12 weeks each, beginning in January, April, July, and October. The academic year begins in January and ends in December.

Date	Day	Term Start/End	Deadlines	University Closed
8-Dec-23	Friday		Deadline: Registration for 2024 winter term for graduate programs (continuing students). After this date, late registration fees apply.	
15-Dec-23	Friday		Deadline: Tuition payment arrangement for all graduate programs 2024 winter term. After this date, late payment arrangement fees apply. Deadline: Registration for 2024 undergraduate winter term (continuing students). After this date, late registration fees apply.	
17-Dec-23	Sunday	Term Ends (Fall) - Graduate Programs		
22-Dec-23	Friday		Deadline: Tuition payment arrangement for undergraduate programs 2024 winter term (continuing students). After this date, late payment arrangement fees apply.	
24-Dec-23	Sunday		Registration for MACP for winter 2024 term is permanently closed. After this date, students will not be allowed to register.	
25-Dec-23	Monday			Statutory Holiday (Christmas Day) - University Closed
26-Dec-23	Tuesday			YU Holiday (Boxing Day) - University Closed
27-Dec-23	Wednesday			YU Holiday - University Closed



Date	Day	Term Start/End	Deadlines	University Closed
31-Dec-23	Sunday	Term Ends (Fall) - Undergraduate Programs	Registration for all programs for winter 2024 term is permanently closed. After this date, students will not be allowed to register.	
1-Jan-24	Monday			Statutory Holiday (New Year's Day Observed) - University Closed
8-Jan-24	Monday	Term Begins (Winter) - Undergraduate and Graduate Programs		
21-Jan-24	Sunday		Deadline: Scholarship applications for graduate programs starting in the 2024 winter term.	
19-Feb-24	Monday		Deadline: Winter term Course Withdrawal - Undergraduate Program.	Statutory Holiday (Family Day) - University Closed
4-Mar-24	Monday		Registration starts for 2024 undergraduate programs spring term (continuing students).	
15-Mar-24	Friday		Deadline: Registration for 2024 undergraduate programs spring term (continuing students). After this date, late registration fees apply.	
22-Mar-24	Friday		Deadline: Tuition payment arrangement for undergraduate programs 2024 spring term (continuing students). After this date, late payment arrangement fees apply.	
29-Mar-24	Friday			Statutory Holiday (Good Friday) - University Closed
31-Mar-24	Sunday	Term Ends (Winter) - Undergraduate Programs	Registration for 2024 undergraduate programs for spring term is permanently closed. After this date, students will not be allowed to register.	

Date	Day	Term Start/End	Deadlines	University Closed
1-Apr-24	Monday			Statutory Holiday (Easter Monday) - University Closed
2-Apr-24	Tuesday		Registration starts for graduate programs 2024 spring/summer term (continuing students).	
8-Apr-24	Monday	Term Begins (Spring) - Undergraduate Programs		
12-Apr-24	Friday		Deadline: Registration for graduate programs 2024 spring/summer term (continuing students). After this date, late registration fees apply.	
19-Apr-24	Friday		Deadline: Tuition payment arrangement for all graduate programs 2024 spring/summer term (continuing students). After this date, late payment arrangement fees apply.	
21-Apr-24	Sunday	Term Ends (Winter) - Graduate Programs	Registration for MACP programs for 2024 spring/summer term is permanently closed. After this date, students will not be allowed to register.	
28-Apr-24	Sunday		Registration for graduate programs for 2024 spring/summer term is permanently closed. After this date, students will not be allowed to register.	
6-May-24	Monday	Term Begins (Spring/Summer) - Graduate Programs		
19-May-24	Sunday		Deadline: Scholarship applications for graduate programs starting in the 2024 spring/summer term.	

Date	Day	Term Start/End	Deadlines	University Closed
20-May-24	Monday		Deadline: Spring term Course Withdrawal- Undergraduate Program.	Statutory Holiday (Victoria Day) - University Closed
3-Jun-24	Monday		Registration starts for 2024 undergraduate programs summer term (continuing students).	
14-Jun-24	Friday		Deadline: Registration for 2024 undergraduate programs summer term (continuing students). After this date, late registration fees apply.	
17-Jun-24	Monday		Course elective selection form opens for students to complete.	
21-Jun-24	Friday		Deadline: Tuition payment arrangement for undergraduate programs 2024 summer term (continuing students). After this date, late payment arrangement fees apply.	
30-Jun-24	Sunday	Term Ends (Spring) - Undergraduate Programs	Registration for 2024 undergraduate programs for summer term is permanently closed. After this date, students will not be allowed to register.	
1-Jul-24	Monday			Statutory Holiday (Canada Day Observed) - University Closed
5-Jul-24	Friday		Course elective selection deadline.	
8-Jul-24	Monday	Term Begins (Summer) - Undergraduate Programs		
22-Jul-24	Monday		Registration for 2024 fall term graduate programs begins. The Registrar's Office registers all graduate students into courses.	
26-Jul-24	Friday		The Registrar's Office completes all graduate	

Date	Day	Term Start/End	Deadlines	University Closed
			student course registrations for 2024 fall term.	
29-Jul-24	Monday		Registration change period starts for 2024 fall term for graduate programs.	
5-Aug-24	Monday			Statutory Holiday (Civic Day/British Columbia Day/ New Brunswick Day) - University Closed
9-Aug-24	Friday		Deadline: Registration for 2024 fall term for graduate programs). After this date, late registration fees apply.	
16-Aug-24	Friday		Deadline: Tuition payment arrangement for all graduate programs 2024 fall term. After this date, late payment arrangement fees apply.	
18-Aug-24	Sunday	Term Ends (Spring/Summer) - Graduate Programs	Registration for 2024 fall term for MACP programs is permanently closed. After this date, students will not be allowed to register.	
18-Aug-24	Sunday		Deadline: Summer Term Course Withdrawal - Undergraduate Program	
25-Aug-24	Sunday		Registration for 2024 fall term for graduate programs is permanently closed. After this date, students will not be allowed to register.	
2-Sep-24	Monday	Term Begins (Fall) - Graduate Programs		Statutory Holiday (Labour Day) - University Closed
3-Sep-24	Tuesday		Registration starts for 2024 undergraduate fall term (continuing students).	
13-Sep-24	Friday		Deadline: Registration for 2024 undergraduate fall term (continuing students). After this date, late registration fees apply.	

Date	Day	Term Start/End	Deadlines	University Closed
15-Sep-24	Sunday		Deadline: Scholarship applications for graduate programs starting in the 2024 fall term.	
20-Sep-24	Friday		Deadline: Tuition payment arrangement for undergraduate programs 2024 fall term (continuing students). After this date, late payment arrangement fees apply.	
22-Sep-24	Sunday		Deadline: Fall Term Course Withdrawal- MACP Session A (course - 5 weeks).	
29-Sep-24	Sunday	Term Ends (Summer) - Undergraduate Programs	Registration for 2024 undergraduate program for fall term is permanently closed. After this date, students will not be allowed to register.	
30-Sep-24	Monday			YU Holiday (National Day for Truth and Reconciliation Observed) - University Closed
1-Oct-24	Tuesday		Deadline: Fall Term Course Withdrawal - MED & DCP (Session A course)	
7-Oct-24	Monday	Term Begins (Fall) - Undergraduate Programs  Term Begins (Fall) – MACP (Session B course - 5 weeks)  Term Begins (Fall) – MACP (Session B course - 10 weeks)		
14-Oct-24	Monday			Statutory Holiday (Thanksgiving) - University Closed

Date	Day	Term Start/End	Deadlines	University Closed
27-Oct-24	Sunday		Deadline: Fall Term Course Withdrawal- MACP Session B (course - 5 weeks)	
28-Oct-24	Monday	Term Begins (Fall) – MED & DCP (Session B course)		
11-Nov-24	Monday	Term Begins (Fall) – MACP (Session C course - 5 weeks)		Statutory Holiday (Remembrance Day Observed) - University Closed
17-Nov-24	Monday		Deadline: Fall Term Course Withdrawal- Undergraduate Program.  Deadline: Fall Term Course Withdrawal- MACP Session B (course – 10 weeks)	
25-Nov-24	Monday		Registration starts for 2025 Winter term for graduate programs (continuing students).	
26-Nov-24	Tuesday		Deadline: Fall Term Course Withdrawal - MED & DCP (Session B course)	
1-Dec-24	Sunday		Deadline: Fall Term Course Withdrawal- MACP Session C (course - 5 weeks)	
2-Dec-24	Monday		Registration starts for 2025 undergraduate winter term (continuing students).	
6-Dec-24	Friday		Deadline: Registration for 2025 winter term for graduate programs (continuing students). After this date, late registration fees apply.	
13-Dec-24	Friday		Deadline: Tuition payment arrangement for all graduate programs 2025 winter term. After this date, late payment arrangement fees apply.  Deadline: Registration for 2025 undergraduate winter term (continuing students).	

Date	Day	Term Start/End	Deadlines	University Closed
			After this date, late registration fees apply.	
15-Dec-24	Sunday	Term Ends (Fall) - Graduate Programs		
20-Dec-24	Friday		Deadline: Tuition payment arrangement for undergraduate programs 2025 winter term (continuing students). After this date, late payment arrangement fees apply.	
22-Dec-24	Sunday		Registration for MACP programs for winter 2025 term is permanently closed. After this date, students will not be allowed to register.	
25-Dec-24	Wednesday			Statutory Holiday (Christmas Day) - University Closed
26-Dec-24	Thursday			YU Holiday (Boxing Day) - University Closed
27-Dec-24	Friday			YU Holiday - University Closed
29-Dec-24	Sunday	Term Ends (Fall) - Undergraduate Programs	Registration for all programs for winter 2025 term is permanently closed. After this date, students will not be allowed to register.	
1-Jan-25	Wednesday			Statutory Holiday (New Year's Day) - University Closed
6-Jan-25	Monday	Term Begins (Winter) - Undergraduate and Graduate Programs		

**\*\*Dates are subject to change - as needed\*\***

## **2. Governance of the University**

Yorkville University uses a modified tricameral model of governance: financial and administrative matters are the responsibility of the Board of Governors; academic and educational matters are the responsibility of the National Academic Council of Yorkville and Provincial Senate. All programs adhere to Yorkville University's academic governance structure which includes a curriculum committee, a faculty hiring committee, an admissions committee, and a program advisory committee.

### **2.1. Board of Governors**

The Board of Governors oversees the affairs and operations of Yorkville University. It is responsible for the management, administration, and control of the property, revenue, business, and affairs of the university. The Board is advised by Academic Council with respect to: the mission, vision, and values of the university; establishing or discontinuing academic programs, faculties, schools, institutes, departments, or Chairs; policies on the conduct of academic employment, conduct of research, and the ownership of intellectual property.

The current members of the Board are:

- **Dr. Michael Markovitz**, Chair of the Board, Toronto, Ontario
- **Dr. Julia Christensen Hughes**, Vice-Chair of the Board, President & Vice Chancellor, Yorkville University
- **Dr. Roger Barnsley**, President Emeritus at Thompson Rivers University, Kamloops, British Columbia
- **Mr. Eric Roher**, Borden Ladner Gervais, LLP, Secretary of the Board, Toronto, Ontario
- **Dr. Verna A Magee-Shepherd**, Former Vice President and Interim President, BCIT
- **Dr. Jacquelyn Scott**, OC, President Emeritus, Cape Breton University, Sydney, Nova Scotia
- **Mr. Matt Kunica**, Partner, Birch Hill Equity Partners
- **Mr. Chris Voorpostel**, Vice President, Birch Hill Equity Partners

### **2.2. Academic Council of Yorkville**

The Academic Council oversees and governs the academic affairs of Yorkville University. The Council has delegated authority with respect to the establishment of academic standards and curricular policies and procedures for Yorkville University, including: policies, procedures and implementation plans related to teaching, research, and student services; qualifications with respect to faculty and academic administrator appointments; policies, standards, and guidelines for academic governance of any faculty, school, program, institute, or department; curriculum currency and admission requirements for each program of study. The council also provides advice and recommendations to the Board of Governors with respect to: the mission, vision, and values of the university; establishing or discontinuing academic programs, faculties, schools, institutes, departments, or Chairs; policies on the conduct of academic employment, conduct of research, and the ownership of intellectual property.

The national Academic Council of Yorkville meets at least once each quarter. All national Academic Council of Yorkville meeting records are available on the Yorkville University Online Campus



### Academic Council of Yorkville Membership

<i>*President &amp; Vice-Chancellor is an invited guest in accordance with procedures established by the Council and ratified by the Council.</i>	
Interim Provost	Dr. Dana Brown (Chair)
Provincial VPAs and Campus Principals	Dr. Angela Antohi-Kominek (Ontario) Dr. Thomas Chase (British Columbia) Dr. Tim Goddard (New Brunswick)
Vice Presidents in the division of Academics	Cindy Crump Tyler Dunham Dr. Natasha Hannon
<i>Deans of Faculties of Yorkville University and program heads where faculties are not established;</i>	
<i>i. Liberal Arts</i>	Dr. Nick McKenzie Dr. Leonard Danglli
<i>ii. Interior Design</i>	Reem Habib
<i>iii. Behavioural Sciences</i>	Dr. Krista Schultz
<i>iv. Education</i>	Dr. Tim Goddard
<i>v. Creative Arts</i>	Alexander (Sandy) Carson
<i>vi. Business Administration</i>	Dr. Statia Elliot – Dean of Business, Ontario Dr. John Morrison – BBA Online Dr. Lisa Allen – BBA BC
<i>One faculty representative from each academic unit that mirrors the list above, chosen or elected by the faculty members of that program.</i>	Dr. Andrew Cutler Dr. Wendy Kraglund-Gauthier Dr. Elena Korbout Dr. Pavlos Gkasis Audrey Lowrie Dr. Ismaeil Fazel Dr. Mandev Singh Dr. Kate Carder Dr. Barb Bryden
<i>At least one student will be chosen by Campus Principals.</i>	Tanisha Syed (Ontario) Anastasia Machan (New Brunswick) Harprinder Kaur (British Columbia)
<i>Members of the academic administrative staff chosen or elected in accordance with procedures established by the Council and ratified by the Council.</i>	
<i>i. Registrar's Office</i>	Lois Fleming
<i>ii. Academic Services</i>	Tristan Wright
<i>iii. Teaching and Learning</i>	Dr. Karen Stevenson
<i>iv. Office of Regulatory, Government, and Governance Affairs, to serve secretariat functions</i>	Dr. John Crossley

<i>v. Members chosen at the discretion of the Chair</i>	Lauren Duggal
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### **2.3. Provincial Senate**

A Provincial Senate composed of faculty, students, and academic administrators is responsible for: approval of new and revised curriculum, including new courses and major revisions to existing courses; approval of policies, procedures, and regulations related to the admission of students to, the progression of students through, and the graduation of students from programs offered at the campus; approval of terms of reference for governing and advisory committees and councils for each degree program; and review of quality assurance activities by programs at the campus.

Provincial Senate meets at least once each quarter.

#### **Provincial Senate Membership**

<b>Members</b>	<b>Member's Position at YU</b>
Dr. Tim Goddard	Interim Vice President Academic and Principal, New Brunswick (Chair)
Dr. Krista Schultz	Dean, Faculty of Behavioural Sciences
Dr. Tim Goddard	Dean, Faculty of Education, Leadership, ex officio
Dr. John Morrison	Associate Dean, BBA, ex officio
Dr. Sepideh Mahani	Associate Dean Education, ex officio
Dr. Yvonne Hindes	Director, Doctor of Counselling and Psychotherapy
Jeremy Seymour	Faculty Representative, BBA
Dr. Barb Bryden	Faculty Representative, DCP
Dr. Phuong-Anh Urga	Faculty Representative, DCP
Dr. Ron Hallman	Faculty Representative, MACP
Dr. Hildy Bennett	Faculty Representative, MACP
Dr. Kaitlyn Hillier	Faculty Representative, MACP
Dr. Rosina Mete	Faculty Representative, MACP
Dr. Natalie Davey	Faculty Representative, MEd
Dr. Steve Noble	Faculty Representative, MEd
Dr. Jee Yeon Ryu	Faculty Representative, MEd
Dr. Lois Edge	Faculty Representative, MEd
Dr. Wendy Kraglund-Gauthier	Associate Dean (Research), ex officio
Mary Benson	Alumni Representative, BBA
Dr. Dana Brown	Interim Provost
Lois Fleming	University Registrar, ex officio
Paul Graham	Campus Librarian, ex officio
Shae Wessler	Student Representative
Anastasia Machan	Student Representative
Dr. Karen Stevenson	Associate Vice President, Learning Design, ex officio

### **2.4. Academic Governance at the Program Level**

Responsibility for delivery and quality of academic programs rests with a highly qualified team of Deans, Associate Deans, and Program Chairs. Each team of academic administrators is supported by three committees composed of faculty members: Curriculum Committee, Faculty Hiring Committee, and

Admissions Committee. In addition, program leaders meet periodically with faculty members via program faculty councils and are advised by a Program Advisory Committee, composed of expert practitioners and scholars from outside the university.

### **3. Vision and Mission**

#### **3.1. Vision**

The vision of Yorkville University is of a Canadian national university dedicated to providing accessible, practitioner-oriented degree and diploma programs leading to professional careers that are personally rewarding and contribute to the betterment of society.

#### **3.2. Mission**

Yorkville University will provide access to rigorous and flexible professional curricula in areas that are personally and professionally rewarding for students and that contribute to the betterment of society.

*Rigorous* means providing challenging academic content delivered by faculty members who are professionally engaged and current in their field of knowledge, possess the appropriate credentials available in their fields, and are committed to excellence in teaching, practice, and scholarship.

*Access* includes but is not limited to providing academic programs to people who, for reasons of geographic remoteness, health and disability, and/or family, work or community obligations, would otherwise not be able to avail themselves of the benefits that flow from higher education.

*Flexible* means providing academic programs that allow individual students to participate through modalities consistent with their professional and personal realities.

These characteristics are guided by our Core Values and Signature Learning Outcomes.

#### **3.3. Core Values**

To reinforce its mission, Yorkville University has developed a set of four (4) institutional Core Values:

##### *Fuel Learning Potential*

Yorkville ensures that the student experience is at the center of everything the institution does. This includes fostering an environment that builds confidence, enhances strengths and talents, and inspires achievement.

##### *Own Our Impact*

Yorkville is committed to integrity, honesty, and ethical conduct. This includes considering the immediate and lasting impact of our actions on learners, communities, and the environment. Yorkville reflects and seeks feedback to improve and transform.

##### *Build Inclusive Communities*

Yorkville ensures that all individuals are valued, respected, and included. The university expects everyone to contribute their best efforts by supporting, uplifting, motivating, and collaborating with one another, and acknowledges that we achieve and celebrate success together.

##### *Embrace Purposeful Curiosity*

The Yorkville community asks questions, explores different perspectives, and seizes opportunities to drive creativity, innovation, and growth. Yorkville embraces challenges and setbacks as opportunities for learning.

### **3.4. Signature Learning Outcomes**

To fulfil its vision and mission, Yorkville University aims to ensure that its graduates are:

- Self-aware: They employ reflection, empathy, and self-regulation to deepen their understanding of themselves and their communities.
- Digitally capable: They source, evaluate, create, and communicate ideas using a variety of digital tools and platforms.
- Adaptable: They are ready for complex and changing environments, anticipating and adapting to emerging needs and circumstances.
- Socially responsible: They identify and confront historical and contemporary impacts of past and present social injustices and contribute to just and sustainable spaces and places.
- Collaborative: They contribute to and lead effective teams, integrating diverse perspectives and facilitating collaboration to achieve a common goal.
- Persuasive: They effectively advocate for themselves and their communities.
- Creative: They integrate analytical and technical skills with curiosity and experimentation to create original work or propose novel solutions.
- Professionally engaged: They are ethical practitioners who pursue life-long learning by honing their craft, seeking feedback, exploring diverse interests, and engaging with their professional and academic communities.

See also [\*Signature Learning Outcomes\*](#).

## **4. History of Yorkville University**

Yorkville University was established in 2003 in Fredericton, New Brunswick. The university is a private, non-denominational institution and offers professionally oriented academic programs at both the undergraduate and graduate levels.

In March 2004, Yorkville University was designated under the New Brunswick *Degree Granting Act* to offer the Master of Arts in Counselling Psychology (MACP). The MACP reaches students in all Canadian provinces and in the United States, Africa, Asia, Europe, and the Caribbean. The degree is well recognized by professional associations and governments, and graduates of the program meet the educational requirements for professional credentials in Canada and the United States.

In 2007, the university acquired the Ontario-based RCC Institute of Technology (RCCIT). RCCIT was authorized under the Ontario *Post-secondary Education Choice and Excellence Act, 2000*, to offer three undergraduate degrees, including the Bachelor of Interior Design (BID), which is offered online and on-campus in the metropolitan Toronto area. In 2018, RCCIT was amalgamated into its parent company and the BID program is now offered by Yorkville University.

In October 2011, the Lieutenant Governor of New Brunswick signed an order-in-council designating Yorkville University to offer the Master of Education (Adult Education) program. Classes began online in January 2012. In March 2012, Yorkville University was designated to offer the Bachelor of Business Administration program; classes began in October 2012. In December 2014, Yorkville University was designated to offer an additional Master of Education with a specialization in Leadership; classes began in May of 2015. In July 2020, the university was designated under the New Brunswick Degree Granting Act to offer a Doctor of Counselling and Psychotherapy degree.

In 2012, the Board of Governors approved a strategic initiative to achieve degree and university consent in British Columbia. In August 2015, British Columbia's Minister of Advanced Education provided final consent for Yorkville University to use the term 'university' in B.C. and to offer a Bachelor of Business Administration degree with specializations in Energy Management, Project Management, Accounting, and Supply Chain Management; in 2018 this consent was extended to include a General BBA. In January 2024, Ministerial Consent was given under the B.C. Degree Authorizations Act for an Associate of Arts degree program.

In 2017, the Ontario Ministry of Advanced Education and Skills Development granted consent for Yorkville University to deliver online and on-campus in Ontario a Bachelor of Business Administration with a specialization in Project Management, and in December 2020 the university was given consent in Ontario to offer online and on-campus a Bachelor of Creative Arts.

## **5. University Policies and Regulations**

This section addresses policies and associated procedures that affect the rights and responsibilities of students at Yorkville University. Full details of many of these policies, together with procedures and supporting documentation related to the policies are found at [Yorkville University: Resources](#) (scroll to the bottom of the web page).

It is the responsibility of each student to familiarize themselves with the policies and procedures addressed in this section of the Academic Calendar, including the detailed documents available online.

### **5.1. Academic Freedom**

As an institution of higher learning, Yorkville University is dedicated to practitioner-oriented professional education, to excellence in teaching, to maintaining the highest standards of academic integrity and academic freedom, to assuring the curriculum offered stays current and relevant, and to providing a learning option for people whose life circumstances might otherwise restrict their opportunity for academic and professional advancement.

Faculty members, staff, and students are encouraged to search for and disseminate knowledge, truth and understanding, to foster independent thinking and expression, and to engage in scholarship of discovery, integration, application, engagement, and/or pedagogy.

Academic freedom includes:

- the right of faculty members to teach and discuss all aspects of their subject with their students;
- the right of students to question all aspects of the subjects they are learning;
- the right of faculty members, staff, and students to carry out research and to disseminate and publish the results thereof; to produce and perform creative works; to engage in service to the institution and the community; to acquire, preserve, and provide access to documentary material in all formats; and to participate in professional and representative academic bodies;
- the right of faculty members, staff, and students to speak and write as citizens without censorship from the institution.

As noted in Universities Canada's Statement on Academic Freedom ([Statement on Academic Freedom](#)), academic freedom must be based on reasoned discourse informed by evidence. It is "constrained by the professional standards of the relevant discipline and the responsibility of the institution to organize its academic mission." The latter constraint "includes the institution's responsibility to select and appoint faculty and staff, to admit and discipline students, to establish and control curriculum, to make organizational arrangements for the conduct of academic work, to certify completion of a program and to grant degrees."

Academic freedom requires that faculty members, staff, and students play a role in the governance of the institution, with faculty members assuming a predominant role in determining curriculum, assessment standards, and other academic matters.

Academic freedom protects the intellectual independence, not only of faculty members and researchers, but also of students who may pursue knowledge and express ideas without interference from authorities within the institution. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion.

Yorkville University supports an environment based on these principles of academic freedom and intellectual honesty. The following policies and procedures of the university contribute to establishing and maintaining this environment:

- Faculty hiring and assignments:
  - University policy ensures equal educational and employment opportunities to qualified individuals without regard to race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.
  - All faculty members shall be hired, and their assignments and opportunities determined on the basis of, their competence and appropriate knowledge in their field of expertise. Hiring policies and practices will foster appropriate plurality of methodologies and perspectives in course and program offerings.
  - The university will ensure a harassment-free environment in which to work and pursue educational goals.
- Faculty member responsibilities:
  - To introduce students to the spectrum of significant scholarly viewpoints on the subjects examined in their courses.
  - To create curricula and reading lists that reflect the uncertainty and unsettled character of human knowledge by providing students with dissenting sources and viewpoints where appropriate.
  - To grade students solely on the basis of their reasoned answers and appropriate knowledge of the subjects and disciplines they study, not on the basis of political or religious beliefs or other extraneous factors.
- Support for scholarly activity:
  - The university will make funds available to individual faculty members to pursue scholarly activities.
  - The university will make funds available for faculty members to present academic papers at professional conferences under their affiliation to Yorkville University.

Staff members are encouraged to pursue continuing intellectual development through study or research on a consistent basis.

## **5.2. Intellectual Property**

Yorkville University recognizes and values the contributions of employees and students in the works they produce and seeks to balance the rights of the creators of such works with those of the university to support course and program development and to encourage educational innovation and creativity.

As an employer, Yorkville University claims ownership of all works created by regular employees and temporarily contracted persons, including faculty members, in the normal course of employment. Such works include: course curriculum; teaching and learning support materials and resources, including that produced under contract; and administrative materials, such as assessment rubrics, tests, and examinations.



The university recognizes the ownership of copyrighted works created by employees on their own initiative and time where extensive use of university facilities, resources, or funds are not used in the creation or reproduction of the works.

Course developers and teaching faculty members may use components of the online course materials they have developed to supplement courses taught elsewhere. Course materials embedded in the online learning management system remain the property of Yorkville University and may not be used in whole or in part, without the express written consent of the university.

Students own the copyright of works they produce. The university does not claim ownership of any works created by students except where: (a) the student received compensation as an employee of the university for creating the work; or (b) the creation of the work required extensive use of university facilities, resources, or funds.

### **5.3. Conflict of Interest**

All employees of the university have a responsibility, when called upon to do so in the course of their employment, to make the best judgments of which they are capable with respect to university affairs, free from other interests that might affect their judgment or cause them to act other than in the university's best interests.

A conflict of commitment or interest may exist when an employee is involved in an activity or has a personal financial interest that might interfere with the employee's objectivity in performing university duties and responsibilities. Therefore, any such activity or personal interest, including those of an employee's immediate family, is prohibited unless approved by an officer of the university in writing. "Family" is defined as a spouse/domestic partner, child, parent, or sibling of the employee, or of the employee's spouse/domestic partner. If there is any doubt about whether a conflict exists, employees should check with their supervisor.

With respect to faculty members, additional conflicts may exist where a relationship to a student outside the classroom other than that of teacher-student is present. It is the responsibility of the faculty member – not the student – to bring this type of conflict to the attention of the Dean/Program Director of the faculty.

Employees of the university may engage in activities either for remuneration or on a volunteer basis outside of the university. These activities are permitted so long as they are disclosed and do not interfere with the employee's job performance. However, full-time employees must receive written approval from the university to engage in employment outside the university and may not engage in outside activities on behalf of competitors of the university. Part-time faculty members are permitted to teach elsewhere without the university's approval, as long as these teaching obligations are disclosed to the Dean/Program Director of the faculty.

### **5.4. Ethical Standards**

Yorkville University expects all executive officers, board members, faculty members, staff, and others who represent the university to maintain the highest standard of ethical conduct. Members of the university must:

- demonstrate honesty and integrity when acting on behalf of the university;

- ensure that all applicable federal, provincial, and municipal laws are followed;
- demonstrate respect for others – discrimination based on race, religion, age, gender, national origin, ancestry, marital or parental status, sexual orientation, or physical ability will not be tolerated;
- ensure any actions conform to the policies of the university;
- ensure that any employment outside of the university does not interfere with the responsibilities and duties that an employee may have with the university; and
- ensure that information of a confidential nature is not disclosed to any unauthorized parties.

Any instances where the standards of ethical conduct have been breached are to be reported to a university executive officer. The consequence of such breaches will be determined by the appropriate vice president and may include dismissal or termination of contract.

### **5.5. Equity, Diversity, and Inclusion**

Yorkville sees the Diversity of its faculty, students, and staff as a strength to be celebrated. Equity, Diversity, and Inclusion are a critical component of life at Yorkville, and Yorkville is committed to making these values an integral part of our culture. Yorkville is committed to academic and professional excellence and is committed to providing educational services and employment that are focused on promoting the principles of Equity, Diversity, and Inclusion.

Yorkville recognizes that workplaces and post-secondary institutions historically have marginalized Equity-Seeking Groups. It is recognized that this marginalization has the potential impact of hindering an individual's ability to fully, freely and equitably participate within the workplace, academic environments and in society. Systems of marginalization include but are not limited to Ableism, Ageism, Classism, Biphobia, Homophobia, Transphobia, Sexism, Racism, Anti-Black Racism, Anti-Indigenous Sentiment, Anti-Semitism, Islamophobia, Anti-Immigrant Sentiment and other systems. Yorkville is committed to working to remove barriers related to systems of marginalization. Yorkville is also committed to the spirit of truth and reconciliation towards Indigenous Peoples. In addition to acknowledging the Indigenous communities on whose traditional territories we work and learn (including through the use of Land Acknowledgements), Yorkville will also strive to build relationships of recognition and respect with Indigenous Peoples. Yorkville strives to align itself with the United Nations Sustainable Development Goals related to providing inclusive and equitable quality education.

Yorkville is committed to ensuring that all Members of the Yorkville Community feel welcome and included in the workplace and academic environments. Yorkville will promote and support Equity, Diversity, and Inclusion to reflect and respond to the needs of our faculty, students, and staff. Yorkville strives to create work and learning environments in which individuals can participate, maximize their contributions, and achieve their full potential. Yorkville promotes environments where a plurality of Lived Experiences and diverse narratives are embraced. Equipping students with the skills for storytelling is especially unique with respect to Yorkville's involvement in promoting equitable representation within the creative industries. Furthermore, Yorkville will work towards removing barriers to Equity, Diversity, and Inclusion in its workplace and learning environments.

Students with Equity, Diversity, and Inclusion issues or concerns should contact the [Office of Student Rights and Responsibilities](#).

The complete official Equity, Diversity, and Inclusion Policy is available at [Yorkville University: Resources](#) and here: [Equity Diversity and Inclusion Policy](#).

## **5.6. Gender Inclusion Policy**

Yorkville is committed to providing a working and learning environment that is free from gender-based discrimination and harassment.

Yorkville recognizes that individuals who do not conform to a gender binary and societal gender norms experience barriers, inequities and risks to their wellbeing based on prejudices. This has the potential impact of hindering the individual's ability to fully, freely and equitably participate within the Yorkville workplace and/or learning environment. Yorkville is committed to ensuring that all Members of the Yorkville Community feel welcome and included in the workplace and academic environments.

Yorkville will promote and support gender Inclusion in all academic and corporate policies, procedures, programs and services to reflect and respond to the needs of our faculty, students and staff. Yorkville strives to create work and learning environments in which individuals can participate, maximize their contributions, and achieve their full potential. Yorkville promotes environments where a plurality of Lived Experiences is embraced, including Safe Spaces. Furthermore, Yorkville will work towards eliminating barriers to gender Inclusion in its workplace and learning environments.

Students with concerns or questions about the Gender Inclusion Policy should contact the [Office of Student Rights and Responsibilities](#).

The complete official Gender Inclusion Policy and associated Procedures and supporting documents are available at [Yorkville University: Resources](#); [Gender Inclusion Policy](#) and [Gender Inclusion Procedures](#).

## **5.7. Discrimination and Harassment**

Yorkville is committed to providing a learning environment that is free from discrimination and harassment. In keeping with its values and responsibilities as an education provider, Yorkville will treat complaints of discrimination or harassment as a serious matter. Yorkville is committed to providing a learning environment that promotes respect, professionalism, and ethical behaviour.

Yorkville will not tolerate discrimination or harassment on the basis of differences in race, ancestry, place of origin, caste, colour, ethnic origin, national origin (New Brunswick), citizenship, creed, sex (includes pregnancy and breastfeeding), sexual orientation, gender identity, gender expression, age, marital status, family status, disability, record of offenses in employment (Ontario), political belief (British Columbia), political belief/activity (New Brunswick) or social condition (New Brunswick), or any other prohibited grounds of discrimination as prescribed by law. Yorkville encourages the reporting of all incidents of discrimination or harassment, regardless of who the offender may be.

Yorkville creates an environment that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. All persons in its learning, teaching, and working environments will endeavor to:

- Respect differences in people, their ideas, and opinions.
- Treat one another with dignity and respect at all times, and especially when there is disagreement.
- Respect and treat others fairly, regardless of their race, ancestry, place of origin, caste, colour, ethnic origin, national origin, citizenship, creed, sex (includes pregnancy and breastfeeding), sexual orientation, gender identity, gender expression, age, marital status, family status, disability, record of offenses in employment, political belief/activity, or social condition.
- Respect the rights of others.
- Show proper care and regard for Yorkville property and for the property of others.
- Demonstrate honesty and integrity.
- Respect the needs of others to work and learn in an environment free from discrimination and harassment.

Students have a right to complain about discrimination or harassment and are entitled to have access to both informal and formal complaint procedures. Students who feel they have suffered harassment or discrimination are encouraged to contact the Office of Student Rights and Responsibilities via email at [studentrightsandresponsibilities@yorkvilleu.ca](mailto:studentrightsandresponsibilities@yorkvilleu.ca). Every attempt should first be made to resolve matters through an informal resolution. The first step is to inform the individual that their behaviour is inappropriate (if it is safe to do so) and must stop immediately.

Individuals who witness discrimination or harassment directly, have received reports of discrimination or harassment incidents, or have reasonable grounds to suspect that discrimination or harassment is occurring, may initiate a complaint. Third party disclosures will only go forward (to the formal stage) with the complainant's consent.

The complete official Discrimination and Harassment Policy and Procedures, together with supporting documents, can be accessed at: [Yorkville University: Resources; Policies, Procedures & Forms \(OSRR\) – MyYU](#); or here [Student Discrimination and Harassment Policy](#) and here [Student Discrimination and Harassment Procedures](#). They can also be requested by emailing [studentrightsandresponsibilities@yorkvilleu.ca](mailto:studentrightsandresponsibilities@yorkvilleu.ca).

### **5.8. Prevention of Sexual Misconduct and Violence**

Yorkville University is committed to providing its students with a working and educational environment free from sexual misconduct and sexual violence, which includes sexual assault, sexual harassment, and sexual solicitation/advance. Yorkville is further committed to treating its students who disclose and report incidents of sexual misconduct and sexual violence with dignity and respect. Yorkville University has adopted the Prevention of Sexual Misconduct and Sexual Violence Policy and Procedures to reaffirm the university's commitment to a safe and healthy campus and to set out Yorkville's response to incidents of sexual misconduct and sexual violence. The complete official policy details the expectations, rights, and obligations for different parties/positions during the disclosing/reporting, investigation, appeal, and corrective action/resolution stages.

The complete official Prevention of Sexual Misconduct and Violence Policy, together with Procedures and supporting documentation are available at [Yorkville University: Resources; Policies, Procedures & Forms \(OSRR\) – MyYU](#); or here [Prevention of Sexual Violence Policy](#) and here [Prevention of Sexual](#)

[Violence Procedures](#). They can also be requested by emailing [studentrightsandresponsibilities@yorkvilleu.ca](mailto:studentrightsandresponsibilities@yorkvilleu.ca).

Students needing to report an incident of sexual misconduct or sexual violence may do so in confidence by emailing [studentrightsandresponsibilities@yorkvilleu.ca](mailto:studentrightsandresponsibilities@yorkvilleu.ca).

### **5.9. Academic Accommodations and Accessibility**

Yorkville is committed to providing inclusive and accessible education to its students, including those with Disabilities. Yorkville provides accommodations to students with permanent, episodic, and temporary Disabilities to ensure every student has an equal opportunity to pursue academic success. The purpose of the Academic Accommodations and Accessibility Office is to provide customized accommodation plans for students and put supports in place to help ensure student success and to foster a culture of acceptance for all. Academic accommodations may also pertain to other human rights protected grounds such as creed/religion (religious observances – also refer to Accommodations for Religious Observance Policy and Procedures), sex (pregnancy/breastfeeding), family status (caregiving responsibilities), gender identity and/or gender expression (also refer to gender inclusion policy and procedures), among others.

Yorkville desires to make its programs, courses, and academic services accessible to all who qualify for admission. To that end, Yorkville is committed to:

1. Removing barriers to access.
2. Deploying inclusive supports that facilitate access for students with Disabilities.
3. Providing Academic Accommodations to students with Disabilities and students with other needs relating to Protected Grounds as per this Policy.

This commitment ensures that all campuses and facilities meet standards required by human rights, accessibility, and privacy laws, and building codes, in the provinces in which the campuses and facilities operate. To deploy inclusive supports that facilitate access for students with Disabilities, Yorkville works to continuously evaluate and improve supports that make its educational services accessible.

The complete official Academic Accommodations and Accessibility Policy, together with Procedures and supporting documentation are available at [Yorkville University: Resources, Accessibility and Academic Accommodations – Student Success Centre](#) and here [Academic Accommodations and Accessibility Policy](#) and [Academic Accommodations and Accessibility Procedures](#).

### **5.10. Accommodations for Religious Observances**

Yorkville welcomes and includes students, staff, and faculty from a wide range of backgrounds, cultural traditions, creeds, and religions. It is Yorkville's policy to arrange reasonable accommodation for the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays.

It is important that no student be seriously disadvantaged because of their Religious Observances. However, in the scheduling of academic and other activities, it is also important to ensure that the accommodation of one group does not seriously disadvantage other groups within the Yorkville communities or cause undue hardship to Yorkville. When a student does not request accommodation within the period of time that corresponds to the initial 20% of the course's term or where

accommodating the request would cause undue hardship to Yorkville or other students, the request might be denied. However, every reasonable effort will be made to provide accommodations. If compulsory activities are unavoidable, every reasonable opportunity will be given to these students to make up work that they miss. When the scheduling of tests or examinations cannot be avoided, students will be informed of the procedure to be followed to arrange to write at an alternate time.

Yorkville also recognizes that religious and spiritual calendars operate on different cycles and that flexibility may be required with respect to holidays that cannot be precisely determined due to their tentative nature (i.e. holidays based on lunar calendars, etc.). Yorkville also recognizes that each individual's needs are unique and must be considered afresh when an accommodation is requested, as an arrangement that might work for one individual may not work for others.

The complete official Accommodations for Religious Observances Policy, together with Procedures and supporting documentation, is available at [Yorkville University: Resources; Accommodations for Religious Observances Policy](#) and [Religious Observances Procedures](#).

## **5.11. Student Conduct**

### **5.11.1. Academic Integrity and Honesty**

Academic integrity is a guiding principle within Yorkville University for students, faculty members, and staff. The university values openness, honesty, civility, and curiosity in all academic endeavours. Yorkville university's academic integrity and honesty principles apply to the initial assessment of applicants, the treatment of students during courses, the placement and treatment of students in practicum and field-based activities, and all assessment procedures.

All members of the university are obligated to maintain the highest standards of academic honesty and to foster these practices in others. All members of the academic community must ensure that all materials used in courses or in assignments submitted for assessment adhere to established standards of academic honesty and to Canadian copyright law.

Students are expected to familiarize themselves with the complete official Academic Integrity and Honesty Policy, together with the associated Academic Integrity and Honesty Procedures, which are available at [Yorkville University: Resources](#). The complete policy defines Academic Offenses and associated penalties in detail. The procedures describe how offenses under the policy are investigated and prosecuted.

### **5.11.2. Non-Academic Code of Conduct**

By virtue of membership in the university academic community, students accept an obligation to conduct themselves as responsible members of that community. At all times community members should act with integrity, respect and civility, in all interactions and dealings. This expectation of behaviour extends to all academic and professional discourse within an environment in which freedom exists for contrary ideas to be expressed. Conduct that is determined to hinder the orderly functions of the university will be deemed misconduct and will be subject to appropriate disciplinary action.

Students are expected to familiarise themselves with and abide by the complete official Student Code of Conduct and associated Procedures, which are available at: [Yorkville University: Resources; Policies, Procedures & Forms \(OSRR\) – MyYU](#); or here [Student Code of Conduct](#) and here [Student Code of](#)

[Conduct Procedures](#). They can also be requested by emailing [studentrightsandresponsibilities@yorkvilleu.ca](mailto:studentrightsandresponsibilities@yorkvilleu.ca).

## **5.12. Student Grievances and Appeals**

Where there are grounds for doing so, students have the right to appeal any decision by any faculty member, committee, or administrator at the university/school. Decisions that are appealable might be made under any one of a number of university/school policies, including, but not limited to, those policies governing harassment and discrimination, anti-violence, credit transfer, leaves of absence, advanced standing, withdrawal from a course or program, grading, academic integrity and honesty, professional suitability and ethics, academic standing (including probation), and academic dismissal. Because appeals can come only from students, decisions relating to admission to academic programs are not appealable.

Students should familiarize themselves with acceptable grounds for academic appeals, types of academic appeals, and appeal procedures. The complete official appeals policy and associated procedures can be found at [Yorkville University: Resources](#).

For further information or to launch an appeal, contact [appeal.nb@yorkvilleu.ca](mailto:appeal.nb@yorkvilleu.ca).

### **5.12.1. Standing Committee on Academic and Student Conduct Appeals**

Purpose and Functions: The Standing Committee on Academic and Student Conduct Appeals (the “Standing Committee”) is the final appeal body for students contesting decisions made by university/school decision makers. Policies governing decisions that might be appealed include harassment and discrimination, anti-violence, substance abuse, credit transfer, leaves of absence, advanced standing, withdrawal from a course or program, grading, academic integrity and honesty, professional suitability and ethics, academic standing (including probation), and academic dismissal. Because appeals can come only from students, the Standing Committee does not hear requests for reconsideration of decisions relating to admission to academic programs.

Terms of Reference for the Standing Committee on Academic and Student Conduct Appeals are developed and maintained by the Provost’s Academic Cabinet and are available from the Office of Student Rights and Responsibilities or the Registrar’s Office and can be downloaded at [Office of Student Rights & Responsibilities](#) or [Yorkville University: Resources](#).

## **5.13. Institutional Closure**

In the unlikely event that the university is required to end a program due to business related or other reasons, students would not suffer financially and would be able to finish their studies with Yorkville University or would receive assistance with transferring to another program or institution. The university would assure the continued availability of student records and transcripts relating to the programs and would make efforts to minimize any negative impact upon the students’ studies.

## **5.14. Rules and Enrollment Conditions**

Yorkville is not responsible for loss, theft or damage of personal property or students’ work. This includes work that may be damaged as a result of faulty equipment. Students are responsible for reading this Academic Calendar and knowing and following policies and procedures described herein.



### **5.15. Student ID**

Each student is assigned a unique identification number. This number is confidential. Yorkville strictly controls access to student ID numbers, and it is assumed, and expected, that all students will protect the confidentiality of their ID numbers.

### **5.16. Health Insurance**

All international students who require a permit to study at our on-campus programs must be covered and will be automatically enrolled in Health Insurance through the university's approved provider. Students who choose to withdraw from any program should request that their Health Insurance Plan be cancelled within the first three (3) weeks of the start date of the plan. Plans cannot be cancelled or refunded after three (3) weeks into the plan. Please also note that refunds will be processed only if no claims have been made with the insurer.

### **5.17. Mandatory Use of Email Accounts**

When students join Yorkville University, they will be assigned a Yorkville University email account. This email account allows students to access the Student Information System and Learning Management System. In addition, students' YU email account will be used by professors, instructors, and other service areas to provide important information and resources that will support academic success. Student email accounts are for the exclusive use of the student and access to the account should not be shared.

An added benefit is that students' YU email address will provide them with the ability to use the Single Sign-On (SSO) feature which will provide immediate access to all accounts.

Students need to note that the YU email address will be the only email address that will be used by the University to communicate with them. Students must be sure to check their email often.



## **6. Admission Policies and Information**

This section describes general admission policies and procedures for both undergraduate and graduate programs. Additional admission requirements for specific programs are provided in Section 10.

### **6.1. Undergraduate Admissions**

The university has established admission requirements for each undergraduate program. Specific requirements for admission to the Bachelor of Business Administration program can be found in Section 10.3, below.

#### **General Admissions Procedures**

- Complete information about admission to Yorkville University programs is available from the admissions office:
  - Toll free: (866) 838-6542
  - Fax: (866) 725-2595
  - Email: [admissionsnb@yorkvilleu.ca](mailto:admissionsnb@yorkvilleu.ca)
- An application fee and all relevant documents must be submitted before an application will be reviewed by the program admissions committee. Once the committee has reviewed submitted documents, both successful and unsuccessful applicants will be notified in writing by the Registrar's Office.
- Applicants are required to follow an online application process and to pay all published fees within the stated timelines.
- A student applying for entrance to a Yorkville University undergraduate program completes an online application form and submits it to the admissions office.
- Yorkville University has multiple admission deadlines in the academic year for undergraduate programs, depending on whether they are on a trimester or quarter term system. Application deadlines are indicated in the academic schedule (*see Section 1*).
- Meeting the minimum requirements does not guarantee admission to any program.
- Applicants for university scholarships must complete the "Scholarships" section of the application.
- Although Yorkville University's intention is to keep rules and regulations stable over a long period of time, some regulations may differ from one academic year to another. Students will normally follow the regulations in the academic calendar for the year in which they are admitted.
- The university reserves the right to refuse admission to individual applicants.

#### **6.1.1. Undergraduate Programs Credit Transfer and Advanced Standing**

In general, a minimum of 50% of the courses required for an undergraduate degree must be completed through Yorkville University. In addition, project-based and capstone courses must be completed at Yorkville University. Note, however, that each undergraduate program has its own credit transfer rules and graduation requirements, and some programs may require a higher percentage of courses to be completed at Yorkville University. *See program-specific information in Section 10 of this academic calendar.*

Credits earned at another post-secondary institution may be applied toward a Yorkville University undergraduate program if approved by the program's admissions committee. To be accepted, such credits must normally have been completed within the last ten years at a recognized post-secondary

education institution with grades that are acceptable to the program admission committee. See *program-specific information in Section 10 of this academic calendar*.

When the university recognizes a course taken at another institution as equivalent to a course offered at Yorkville University and grants a student credit for the course, the student transferring the credit is not allowed to subsequently enroll in the Yorkville course.

In all cases, requests for acceptance of credits earned at another post-secondary institution must accompany the application for admission and be supported by official transcripts from the other institution.

#### **6.1.2. Mature Students**

Policy and procedure to be developed.

#### **6.1.3. Prior Learning Recognition**

Policy and procedure to be developed.

#### **6.1.4. Academic Credit for Canadian Armed Forces Training**

Serving or former members of the Canadian Armed Forces (CAF) who are admitted to a Yorkville University undergraduate program may receive up to 27 academic credits toward the Liberal Arts requirements of the program based on the learning already done by the student while completing formal CAF training. The number of credits awarded depends on the Liberal Arts requirements of the particular program and the level of CAF training completed and are determined on a case-by-case basis. Additional information is available on the university website and from admissions advisors.

#### **6.1.5. English Language Proficiency**

The university reserves the right to refuse admission to any student whose proficiency in English is insufficient.

Applicants for admission must establish proficiency in English sufficient for post-secondary study. Such proficiency may be established in one of the following ways:

1. Completion of secondary education where English is the language of instruction.<sup>1</sup>
2. Successful completion of at least 12 credit hours of previous postsecondary education where English is the language of instruction.<sup>1</sup>
3. Successful completion with the equivalent of “B” standing of a post-secondary level English for Academic Purposes program accredited by Languages Canada ([Languages Canada](#)).
4. Confirmation of an acceptable score<sup>2</sup> on a test of English language proficiency recognized by Yorkville University.<sup>3</sup>

English Language Proficiency Tests: Minimum Scores Required for Admission							
	IELTS	Pearson Test of English - Academic	CAEL CE & CAEL Online	Canadian Language Benchmark	Duolingo English Test	iTEP Academic	TOEFL iBT (See table below for min. component scores)
Undergrad. Programs	6.5 (no band below 6.0)	58 (no skills area score below 50)	60 (no component proficiency score below 50)	8 (no component score below 7)	120 (no subscore below 105)	3.9 (no subscore below 3.7)	80

Skills Area	IELTS Band Score	TOEFL Component Score
Reading	6.5	19
	6.0	13
	5.5	8
	5.0	4
Listening	6.5	20
	6.0	12
	5.5	7
	5.0	4
Speaking	6.5	20
	6.0	18
	5.5	16
	5.0	14
Writing	6.5	24
	6.0	21
	5.5	18
	5.0	14

**Undergraduate programs – Conditional Admission Requirements:**

Students admitted conditionally to start before January 1, 2025, must satisfy the following requirements.

Applicants to undergraduate programs who meet other admission requirements but have an IELTS score below 6.5 but no lower than 6.0 *and* have a minimum of 6.0 on all IELTS bands (or equivalent on another recognized English language proficiency test), will be admitted to the English for Academic Purposes (EAP), ENGL180 course to be completed in the first term of study along with specific other courses in the plan of study.

Students admitted conditionally to start after January 1, 2025, must satisfy the following requirements.

Applicants to undergraduate programs who meet other admission requirements but have an IELTS score below 6.5 but no lower than 6.0 *and* have a minimum of 6.0 on all IELTS bands (or equivalent on another recognized English language proficiency test), may be admitted conditionally. Conditionally admitted students must meet the following requirements before being fully admitted to their program of study:

1. Students can only take three courses in their first term and ENGL101 must be one of those courses.

2. Students must achieve a minimum of a C+ (67%; 2.3 GPA) in ENGL101 as proof of their capability for university study in the English language.

Students who meet the above conditions after their first term of study are fully admitted into the program. Students who fail to achieve a C+ in ENGL101 are required to re-take the course at their own cost. A student has a maximum of two attempts to complete the ENGL101 requirement successfully.

For conditionally admitted students, the first term of study is prescribed by the University.

**Notes:**

1. Note, however, that the university reserves the right to require further proof of language proficiency before permission will be granted to register in academic courses.
2. Acceptable levels of proficiency are defined by the Academic Council of Yorkville University. The Academic Council defines a minimal score on a single test (normally the IELTS test). Acceptable scores on other tests are derived from an equivalency table approved by the University's Academic Cabinet and maintained by the University Registrar.
3. Acceptable tests of English language proficiency are those that have been approved by the University's Academic Cabinet.

## **6.2 Graduate Admissions**

### **General Admissions Procedures, All Graduate Programs**

An application fee and all relevant documents must be submitted before an application will be reviewed by the program admissions committee. Once the committee has reviewed submitted documents, both successful and unsuccessful applicants will be notified in writing.

Complete information about admission to Yorkville University programs is available from the admissions office:

- Telephone: (506) 454-1220
- Toll free: (866) 838-6542
- Fax: (866) 725-2595
- Email: [admissionsnb@yorkvilleu.ca](mailto:admissionsnb@yorkvilleu.ca)

#### ***English Language Proficiency***

The University reserves the right to refuse admission to any student whose proficiency in English is insufficient.

Applicants for admission must establish proficiency in English sufficient for graduate study. Such proficiency may be established in one of the following ways:

1. Completion of a bachelor's or first professional degree where English is the language of instruction.<sup>1</sup>
2. Confirmation of an acceptable score<sup>2</sup> on a test of English language proficiency recognized by Yorkville University.<sup>3</sup>

- For Canadian applicants who completed their bachelor's or first professional degree in French, completion of a college certificate or diploma or their secondary education in English.

English Language Proficiency Tests: Minimum Scores Required for Admission							
	IELTS	Pearson Test of English - Academic	CAEL CE & CAEL Online	Canadian Language Benchmark	Duolingo English Test	iTEP Academic	TOEFL iBT (See table below for min. component scores)
Graduate	7.0 (no band below 6.5)	65 (no skills area score below 55)	70 (no component proficiency score below 60)	9 (no component score below 8)	130 (no subscore below 120)	4.4 (no subscore below 4.0)	95

Skills Area	IELTS Band Score	TOEFL Component Score
Reading	6.5	19
	6.0	13
	5.5	8
	5.0	4
Listening	6.5	20
	6.0	12
	5.5	7
	5.0	4
Speaking	6.5	20
	6.0	18
	5.5	16
	5.0	14
Writing	6.5	24
	6.0	21
	5.5	18
	5.0	14

Notes:

- The university reserves the right to require further proof of language proficiency before permission will be granted to register in academic courses.
- Acceptable levels of proficiency are defined by the Academic Council of Yorkville University. The Academic Council defines a minimal score on a single test (normally the IELTS test). Acceptable scores on other tests are derived from an equivalency table approved by the University's Academic Cabinet and maintained by the University Registrar.
- Acceptable tests of English language proficiency are those that have been approved by the University's Academic Cabinet.

## **Master's Programs**

Applicants to all master's programs must meet general admission criteria for acceptance into a master's program. Criteria for specific programs, where these differ from the criteria described below, may be found in Section 10.

Applicants are required to follow an online application process and to pay all published fees within the stated timelines.

Admission to a master's program is selective. Meeting minimum requirements does not guarantee admission to a graduate program.

Minimum admission requirements include:

- A bachelor's or first professional degree from a recognized university. Preference will be given to students who have successfully completed undergraduate courses in an area relevant to the program for which they are seeking admission. Original transcripts from former institutions of higher learning must be sent directly to the admissions office of Yorkville University.
- A grade point average (GPA) in their undergraduate study sufficiently strong to support the ability to participate in a rigorous, graduate level program of academic study; this is normally shown by an applicant's cumulative GPA (average on all undergraduate courses) or the GPA on the final 60 undergraduate credits taken. Generally, master's programs require an undergraduate cumulative grade point average (GPA) of at least 3.0 on a 4.0 or 4.3 scale. Applicants may be admitted with a GPA between 2.5 and 2.99 if there is clear evidence in their application leading the admissions committee to believe that the applicant is prepared for graduate study. Students admitted with a GPA below 3.0 will be subject to conditions established by the admissions committee and will not be allowed to continue in the program if such conditions are not met. Applicants whose cumulative GPA in their undergraduate study is below 2.5 on a 4 or 4.3 scale are not considered for conditional admission under this general policy and will not be admitted.
- Although standardized test results, such as the Graduate Record Examination (GRE) or the Miller Analogies Test, are not required as a precondition for admission to the program, applicants are encouraged to submit these scores if they believe such test results would strengthen their application for admission.
- Two letters of reference from professional or academic sources, preferably from persons able to comment meaningfully on the motivation and ability of the applicant to undertake graduate study.
- A résumé or CV.
- A 700-1000 word letter of application substantiating future interests, motives for participation, and relevant work experience. In this letter, we ask applicants to comment on how their life experiences, work experiences, and/or education make them a suitable candidate for the program. Applicants may also wish to comment on how this program would assist them in meeting their career goals.
- Applicants whose native language is not English or who have obtained a bachelor's or first professional degree in a language other than English are required to submit confirmation of an official test of ability to work and study in English. Tests and standards acceptable for each program are found in Section 10 of this academic calendar.

## **Doctor of Counselling and Psychotherapy**

Applicants are required to follow an online application process and to pay all published fees within the stated timelines.

Admission to the DCP program is on a selective basis. Meeting minimum requirements does not guarantee admission. In keeping with the program's emphasis on diversity and social justice, preference may be given to admitting qualified applicants who are members of Indigenous, marginalized, and underserved communities.

Admission requirements:

- A master's degree in counselling, psychotherapy, marriage and family therapy, pastoral counselling, or an equivalent credential from a recognized university. Original transcripts from former institutions of higher learning must be sent directly to the admissions office of Yorkville University. A cumulative grade point average (GPA) in the qualifying master's program of study sufficiently strong to indicate that the applicant can participate in a rigorous, doctoral-level program of academic study. This requires a master's program cumulative grade point average (GPA) of at least 3.3 on a 4.0 or a 4.3 scale, or the equivalent on other grading scales. Some applicants may be admitted on a probationary basis if their cumulative GPA is between a 3.0 and 3.3.
- Registry or certification in counselling or psychotherapy or a related field or status as a qualifying member.
- Two years of post-master's counselling experience.
- Clients: The clinical training component of the DCP requires that every student is professionally active and has clients. Normally, this requirement is met by the applicant being employed as a counsellor or psychotherapist either full-time or part-time. Alternatively, the applicant might be professionally active as a full- or part-time volunteer counsellor or psychotherapist.
- A 700-1000-word letter of intent substantiating interest and motives for participation (how the degree will advance the applicant's career) and indicating the applicant's anticipated area of counselling/psychotherapy specialization.
- Two letters of reference from professional or academic persons who can comment meaningfully on the motivation and ability of the applicant to undertake doctoral study. Normally, one of the references should be from an individual who supervised one of the applicant's practicums during the applicant's master's program.
- A résumé or CV.

## **Graduate Certificates in Education**

- Applicants will be required to meet the same minimum admission standards as applicants to the Master of Education programs with the exception of experience. Applicants seeking standard or conditional admission based on cGPA of qualifying degree are required to have one year (not two) of experience. Applicants seeking FLEX admission are required to have five years (not 10) of experience.

### **6.2.1. Graduate Programs Credit Transfer and Advanced Standing Policies**

Each university program publishes advanced standing policies that include the program's requirements with respect to the transfer of credit and recognition of prior learning. *See Section 10 for details.*

#### **Doctor of Counselling and Psychotherapy**

Credits completed at other universities may not be transferred for credit toward the Doctor of Counselling and Psychotherapy. All components of the program must be completed at Yorkville University.

#### **Other Graduate Programs**

In general, prior learning is not recognized in graduate degrees and diplomas except when it is certified by an official transcript from a recognized university showing the completion of a relevant academic course.

In general, advanced standing or transfer credits may be provided to students for graduate courses completed at other institutions provided that the course is comparable to a course offered by Yorkville University and the following conditions have been met:

- The admissions committee has reviewed the application file, and the student is admissible to a Yorkville University degree program;
- The student has achieved a grade that is equivalent to a passing grade normally required of students in the Yorkville University graduate program into which admission is sought; and
- The transfer credit is approved by the Dean of the faculty.

Note that credits will not be awarded for any course taken at another university when that course was previously recognized for credits toward a completed degree program. The student will not be required to repeat the course at Yorkville, but they will be required to take another course to replace the one already completed elsewhere.

Note also that when the university recognizes a course taken at another institution as equivalent to a course offered at Yorkville University and grants a student credit for the course, the student transferring the credit is not allowed to subsequently enroll in the Yorkville course.

The purpose of evaluating and providing for the transfer of credits into Yorkville University graduate programs is to give students reasonable recognition for academic work that has been successfully completed at another institution and to reduce the likelihood of students having to repeat academic work in which they have already demonstrated competence. Transfer credit is limited to a maximum of three academic courses. Some courses cannot be replaced by transfer credit (*see details under specific programs in Section 10*). No transfer credit will be provided for field-based courses or for major academic papers, reports, or case presentations.

*Credit transfer from other Canadian universities*



Credit transfer will be provided for courses that are part of a recognized degree program that match or are equivalent to courses offered in the Yorkville University degree program to which the student is applying. Students must submit detailed course outlines of all courses requested for transfer.

*Credit transfer from institutions located in the United States*

Credit transfer will generally be accepted from accredited USA degree-granting institutions with transfer agreements with appropriate state universities. Students must submit detailed course outlines of all courses requested for transfer.

*Credit transfer from an institution located outside of Canada and the United States*

A student wishing to transfer credits from graduate studies completed at educational institutions outside of Canada and the USA, where equivalency is difficult to substantiate, may be required to provide, at the applicant's expense, supplementary documentary evidence from an agency that can verify equivalency.

### **6.3. Non-Degree Students**

A non-degree (or unspecified) student is a student admitted to take up to three specific courses from Yorkville University. To be admitted as a non-degree student, the applicant must meet the minimal GPA required for admission to the program. Upon successful completion of the course, a non-degree student may request transfer of the course credit to a program at another university. In such cases, Yorkville University will send an official copy of the student's transcript to the other university upon payment of the normal transcript fee charged by the university.

If a non-degree student wants to become a degree-seeking student, they must submit a complete application for admission to the program. The decision to admit or not admit the applicant will be based on the applicant's entire academic record.

When a non-degree student has been admitted as a regular degree-seeking student, the relevant program admissions committee will assess the student's record to decide what previously completed Yorkville University courses will be recognized for credit toward the degree program. No guarantee is made that such a transfer of credit will be approved.

**Doctor of Counselling and Psychotherapy:** Non-degree students are not admitted to courses in the DCP program.

### **6.4. Re-Admission Policies and Procedures – All University Programs**

Students who are dismissed from Yorkville University for any reason and who wish to return to their studies must apply for re-admission, following regular admission procedures. The program admissions committee will consider such applications on a case-by-case basis. Note, however, that students in the DCP or MACP programs who are dismissed a second time because of poor academic performance, will not be readmitted.

Note that students who have been academically dismissed from Yorkville University and are eligible for re-admission will not be re-admitted for at least 12 months. Such students may be considered for re-admission after they have spent at least 12 months away from Yorkville University studies and can provide a personal letter satisfactorily outlining why they think they will now be successful, and two letters of recommendation from employers or others. The admissions committee may require evidence,

such as successful completion of designated courses, that applicants are likely to be successful in further studies.

Note also that admissions committees will not accept applications for re-admission, even from students eligible to apply, when the student was dismissed after progressive discipline for repeated academic offences such as plagiarism. Nor will students be re-admitted if they have been dismissed pursuant to the Policy for Assessing Conduct Related to Professional Suitability of Students in the Master of Arts in Counselling Psychology.

A student re-admitted after being academically dismissed from Yorkville University will automatically be placed on academic probation. Failure to meet the normal academic requirements of the program and any other probationary requirements established by the admissions committee will result in final dismissal and further applications for re-admission will not be considered.

**Students who voluntarily withdrew from a Yorkville University program**, or those who have been on a Leave of Absence and been absent from study for a period of at least 12 consecutive months since their last attendance at Yorkville University, are required to seek re-admission. If re-admitted, such students will resume their studies without a probationary period unless they were on academic probation when they left the program, in which case they will complete their academic probation upon re-entering the program.

Specific to the Doctor of Counselling and Psychotherapy, students seeking readmission will resume their studies with a probationary period, the requirements of which will be specified by the Faculty of Behavioural Sciences. Students who previously failed two courses will not be readmitted.

Specific to the Master of Arts in Counselling Psychology program, students who withdraw from the program and re-enter the program within a one-year period or reapply to the program (after one year) are automatically assigned probationary status as warranted based on prior academic performance. If re-admitted with probationary status based on prior academic performance, any one additional course fail will result in permanent dismissal from the program. Students who previously failed two courses will not be readmitted.

Students re-admitted to their original or a new program of study following a leave of absence from study, or re-admitted since being required to withdraw, will normally follow the regulations in the academic calendar for the year in which they resume study.

## **7. Financial Policies and Information**

This section provides details of tuition and other fees, payment plans, financial aid, and other financial information.

### **7.1. Tuition and Other Fees**

All fees and charges are quoted in Canadian dollars (CAD). Yorkville University also accepts equivalent payment in other currencies. For further information about tuition, fees, and payment methods, please contact the Bursar's Office at 1-888 886-1882.

Yorkville University graduate programs are offered on a trimester system with three full terms per year (fall, winter, and spring). Undergraduate programs run on a quarterly system with four full terms per year (fall, winter, spring, and summer). *Please see Section 10 of this calendar for specific program information.* Once admitted to a program, the student is expected to register in courses and pay tuition fees for all trimesters/quarters each year.

Tuition fees are due prior to the start of each term. Students may request to pay tuition fees in monthly installments over the term – approval will be based on previous payment history. Arrangements for payment of tuition must be made at least two weeks prior to the start of each term. Please contact the Bursar's Office to make payment arrangements or for further information.

***Please note:*** *Tuition fees for practicum components must be paid in full prior to commencing the practicum portion of the student's program. Please contact the Bursar to obtain information about making payment for this course to ensure that you will be eligible to begin your practicum on time.*

Tuition rates are confirmed three (3) months prior to the start of each term. Changes to tuition rates will be announced at least three (3) months prior to the start of the term to which they apply. Current Tuition rates are available on the university's website, or from the Bursar's office at 1-888 886-1882.

Students in the capstone courses will be given a one-term extension in which the continuous enrolment fee will be waived. If the requirement for extension exceeds one term, the continuous enrolment of \$300 per term will apply. Capstone students are eligible to request two additional term extensions at the continuous enrolment fee after which, if they have not completed, they will be withdrawn from the course. Students are reminded that all course work must be completed within five years of program start. Those who exceed the five years will be withdrawn from the program.

<b>Delivery of Goods and Services Policy</b>	Students are required to purchase standard texts or special lesson manuals and lab/studio supplies as specified in the course syllabi.  Enrollment for a subsequent term will be denied to students who fail to fulfill their financial obligations. A student may be dismissed if payment is not made on the scheduled date. Students who are dismissed from the program will be subject to withdrawal fees as per the policies below based on the date of dismissal. In addition, no diploma is released to a student with outstanding financial obligations to Yorkville. In all cases, the student remains responsible for tuition and other charges incurred.
<b>Application Fee</b>	An Application Fee must accompany all admission or re-admission applications. This is a non-refundable fee that is not credited to the

	student's tuition. Up-to-date information on the Application Fee is available at <a href="https://www.yorkvilleu.ca/programs/">https://www.yorkvilleu.ca/programs/</a>
<b>Registration Deposit (Seat Fee)</b>	\$300 must be paid once the student has received a letter of acceptance. This is a non-refundable amount that will be credited towards the student's tuition.
<b>Course Tuition Fee</b>	See the website for current Course Tuition Fee rates.
<b>Continuous Enrolment Deposit</b>	A Continuous Enrollment Deposit of \$300 will be assessed to all students who elect to take a term off. This deposit will be credited to the student's account as long as they return on schedule. If the student does not return on schedule, they forfeit the deposit. This deposit will not be applicable to those students who are on an approved practicum deferral.
<b>Re-entry Deposit</b>	A re-entry deposit of \$300 will be collected for all students who withdrew from their studies and are now returning to the program. This deposit will be credited to their final term of study. It will be a onetime only credit.
<b>Course/Section Change Fee</b>	A \$75 fee is assessed for all course cancellations, course additions, course changes, or section changes that occur after the registration deadline until the course start date. In the event a course change is required for academic reasons, the fee will not be applied.
<b>Course Withdrawal Policy</b>	Course withdrawal fees are based on the number of days that the student is enrolled in each course, starting on day 1. Students are charged on a pro-rata rate to the date the institution is notified in writing. The deadline for course withdrawal refunds in graduate programs is the 60% point in the course. The deadline for course withdrawal refunds in undergraduate programs is the 50% point in the course. A withdrawal admin fee will also be assessed. A withdrawal admin fee will be charged for each course withdrawal equal to 10% of the total course cost.
<b>Credit Balances</b>	Credit balances resulting from cancellations, withdrawals, or other schedule changes will be applied to upcoming payments on the student's current or next term of study. Graduated or withdrawn students may request a credit balance be refunded by sending a written request to the Bursar. A refund cheque will be issued within 30 days of receipt of the request. Financial Aid refunds will be issued based in the applicable provincial regulations.
<b>Late Payment Fee</b>	A fee of \$35 will be applied to all NSF/Decline/Late Payments.
<b>Graduation Fee</b>	\$125 must accompany a student's Request to Graduate Form.
<b>Transcript Fee</b>	\$10 must accompany a student's Request for Transcript Form. A \$25 fee will be charged if the student requests the transcript to be couriered. Note: the student must be in good financial standing with the university prior to a transcript being issued.
<b>Replacement Diploma</b>	All replacement diplomas cost \$50 each.

### **7.1.1. Military Deployment Policy**

**Course Cancellations:** Course cancellation fees will be waived for any course(s) cancelled as a result of military deployment.

**Course Withdrawals:** Canadian Forces members who are deployed during a course and are therefore unable to complete the course will be assessed course tuition fees based on standard course withdrawal policies. These charges will be credited back to the student when they return to studies at the university. The application of standard withdrawal policies may result in a refund of all, or a portion of fees paid for the course.

**Tuition Paid:** Tuition paid for the course(s) impacted by the deployment will be credited to their next course(s) of study when they return from deployment. The tuition credit will take into account any refunds issued for the impacted course(s).

**Academic:** Canadian Forces members who are deployed during a course and therefore are unable to complete the course will not receive a “W” or “F” on their transcripts and will be given the opportunity to retake the course from start to finish.

**To benefit from these deployment policies, Canadian Forces members are required to provide the university with proof of deployment.**

## **7.2. Financial Aid & Awards**

Students studying at Yorkville University have a number of options to choose from when financing their education. Please click on the appropriate link for more information.

### **7.2.1. Canada Student Financial Assistance Program (CSFAP)**

Yorkville University is approved to participate in the Canada Student Financial Assistance Program. Generally, you must be either a Canadian citizen or landed immigrant to qualify. Student loan availability varies from province to province. Contact your provincial or territorial student assistance office for specifics and to determine your eligibility for both the federal and provincial student assistance programs:

Alberta – ([Alberta Students Finance](#))  
Manitoba – ([Manitoba Student Aid](#))  
Newfoundland & Labrador – ([NL Student Aid](#))  
New Brunswick – ([NB Student Aid](#))  
Northwest Territories – ([NT Student Financial Assistance](#))  
Nova Scotia – ([Nova Scotia Student Assistance](#))  
Nunavut – ([Nunavut Student Financial Assistance](#))  
Ontario – ([Ontario Student Assistance Program \(OSAP\)](#))  
Prince Edward Island – ([PEI Student Loan](#))  
Saskatchewan – ([Saskatchewan Student Loans](#))  
Yukon – ([Yukon Student Financial Assistance](#))

**Note:** Students residing in the provinces of Quebec and British Columbia are not currently eligible for Canada student loan funding for programs offered via online learning.

### **7.2.2. Student Line of Credit**

Students at Yorkville University may be eligible to apply for a student loan or a student line of credit through numerous Canadian financial institutions. Students should visit their local branch, or the institution's website for further details:

TD Bank (Student Life) – [TD Bank Student Loans and Lines of Credit](#)

CIBC - [CIBC Student Loans and Lines of Credit](#)

Bank of Montreal (Brain Money) – [BMO Student Loans and Lines of Credit](#)

Royal Bank (Credit Line for Students) – [RBC Student Loans and Lines of Credit](#)

### **7.2.3. Registered Education Savings Plan (RESP)**

Degree and diploma programs are eligible for RESP funds. A letter of acceptance from the faculty is typically all that is required to have RESP funds released by your provider. Please visit the [Human Resources and Skills Development Canada](#) website for more information.

### **7.2.4. Lifelong Learning Plan (LLP)**

The Lifelong Learning Plan (LLP) allows you to withdraw up to \$10,000 in a calendar year from your Registered Retirement Savings Plan (RRSP) to finance full-time training or education for you, your spouse, or common-law partner. You cannot participate in the LLP to finance your children's training or education, or the training or education of your spouse's or common-law partner's children. As long as you meet the LLP conditions every year, you can withdraw amounts from your RRSP until January of the fourth year after the year you make your first LLP withdrawal. You cannot withdraw more than \$20,000 in total.

For more information, visit the Lifelong Learning Plan at [Lifelong Learning Plan](#)

### **7.2.5. Scholarships**

#### **Jacob Markovitz Memorial Scholarship for Graduate Students**

In memory of their father, Michael C. Markovitz, Ph.D., and Lawrence J. Markovitz, M.D., established the Jacob Markovitz Memorial Scholarship Fund in 1987. Throughout his life, Jacob Markovitz followed the Biblical injunction of charity and showing kindness to strangers. We are delighted that funds are available at Yorkville University to carry on this good work. Throughout the years, these scholarships have supported many graduate students in the helping professions at a number of academic institutions.

The Jacob Markovitz Memorial Scholarship is a need-based scholarship that is available to new students entering their first trimester of study in the Master of Education, or the Master of Arts in Counselling Psychology at Yorkville University. The equivalent of one scholarship will be awarded in each master's program in each academic trimester; and will be the equivalent to one year of full tuition.

All students with Canadian citizenship or landed immigrant status in Canada who have submitted a complete application to a master's program at Yorkville University are eligible to apply. Please note the following rules which must be followed in order to apply for a scholarship.

- Applications for the scholarship may be completed only after a completed application for admission to a master's program at Yorkville University is submitted to the Admissions Committee of the relevant Faculty.
- Applicants must apply at the beginning of their program for this scholarship. The scholarship is not available to current students.
- To apply, complete and return this [application form](#) with a personal statement about your needs and your academic plans, and any supporting documents.

Any inquiries related to the scholarship and/or application process may be submitted [here](#)

Completed scholarship applications must be submitted no later than the first week of courses in the applicant's entering trimester. *See the Academic Calendar for specific dates.* The decision about the scholarship will be made at the beginning of the applicants' second trimester; all applicants will be informed of the decision at that time. If you are granted a scholarship:

- You are required to substantiate need by submitting a copy of the previous year's Revenue Canada Tax Assessment.
- You must maintain a 3.0 grade point average in each trimester of your first year in the program.
- If you have been admitted conditionally, you must fulfill the specified conditions by the end of your entering trimester.
- You must register as a full-time student in each trimester of your first year in the program.

Scholarship funds will be applied towards your tuition fees beginning in trimester two (2) and continue for future trimesters until the full value of your award has been applied. Scholarships will only be applied towards tuition and will not be disbursed in cash.

#### **New Brunswick Provincial Employees Bursary Program**

Current employees of the New Brunswick Department of Education and Early Childhood Development and the New Brunswick Department of Social Development are eligible to receive a thirty percent tuition-reduction/bursary when enrolled in Yorkville University's Master of Arts in Counselling Psychology program, or Master of Education, or in a Graduate Certificate in Education.

Applicants for the bursary must be employed by one of the mentioned departments at the time they apply and must remain employed by one of the mentioned departments during the time of their studies. Students ending their employment with one of these departments will lose their eligibility for continuation of their bursary. As a precondition of eligibility for the bursary, applicants must first be admitted to the university in accordance with published admissions standards as apply to all applicants.

## **8. Academic Policies and Information**

This section provides information about general academic policies and expectations. Academic information specific to each program is provided in Section 10.

### **8.1. Course Delivery**

Yorkville University offers programs online and on-campus. Some programs are offered only online; others are offered both online and on-campus. Course learning outcomes are identical regardless of delivery mode.

Courses delivered on-campus utilize a variety of teaching and learning methods, including lectures, student presentations, interactive learning activities, discussions, assignments, and tests. Attendance, and active participation is required and monitored for courses delivered on-campus.

Online courses are delivered via an industry-leading course management system (CMS). The courses use many of the same teaching and learning methods used in on-campus courses, but there is greater emphasis on self-directed learning through reading; lectures are rarely used. For the most part, courses are delivered asynchronously; that is, there is no set time when students must attend class, which provides significant scheduling flexibility for the student. However, there are weekly participation requirements that must be met and there are asynchronous interactive learning activities that require students to log into the class regularly and frequently.

In general, the resources that support all academic courses, whether delivered on-campus or online, are delivered via and accessible through MyYU. MyYU is each student's portal to the classes they are currently registered in, the library, the online Student Success Centre, their program advisors, and other support services. Some resources, especially printed textbooks, are not available through MyYU. Students should check their program requirements for additional software/hardware requirements.

#### **Timetables**

For students studying on-campus, class schedules are posted on the online campus (MyYU) at least two (2) weeks before the first day of the term. Each academic department publishes schedule parameters, including days of the week and start-and-end hours in which classes will be scheduled.

#### **Policy on Conflict Scheduling**

For students studying on-campus, it is Yorkville University's policy not to issue student schedules that contain a conflict. A conflict is defined as two or more courses with overlapping scheduled hours of instruction (either classroom or lab/studio).

However, in some circumstances to meet student graduation or full-time registration requirements, the program head may approve exceptions to this policy. These are the general guidelines that define the nature of these exceptions:

1. Only students in good academic standing are eligible for an exception to the policy on conflict scheduling.
2. No conflict will overlap with more than 33% of a scheduled course. That is, if the course is scheduled to meet for 3 hours/week, only 1 hour can conflict with the second course.



3. Both instructors of the courses in conflict must provide permission for the conflict. A signed Schedule Conflict Course Registration Form is required from each instructor.

Students are required to sign a statement of responsibility, noting that the scheduling conflict may impact mid-term exams, final examinations, and other course requirements. It is the student's responsibility to fulfill all course requirements in both courses.

### **Syllabi**

For students studying online, course syllabi are embedded in the online classroom. Students have access to the online classroom one week before the beginning of the course.

Students studying on-campus have access to a syllabus by the first scheduled class of the course.

The syllabus follows the course outline template adopted by the academic department. Syllabi are the property of the Yorkville University. Students are encouraged to keep their course syllabi for possible use in obtaining advanced standing/transfer credit from another post-secondary institution.

### **Student End of Course Surveys**

At the end of each course, students will be asked to complete an end of course survey. These surveys give students the ability to provide feedback on their experiences throughout the course.

## **8.2. Assessment of Student Work**

The assessment of student work is an important component of the academic programs offered by Yorkville University. Each course requires active student participation in discussions and other learning activities, the completion of written assignments, and/or the completion of written examinations.

### **8.2.1. Assessment of Student Participation**

In order to complete the requirements for each academic course, students must actively participate in class learning activities (e.g., discussions and seminar groups). A component of the evaluation scheme for each course is based on the quantity and quality of participation demonstrated by each student. Active participation in courses is fundamental to the development of critical-thinking skills. An evaluation rubric is used to assess student participation in each course. Such rubrics are described in the course syllabus.

### **8.2.2. Assessment of Written Assignments**

In all written assignments, students are expected to conform to rules regarding academic honesty and to avoid plagiarism (*see Section 5.6*). Students should become familiar with these regulations. Generally, courses at the university require students to conform to the APA system for formatting documents and referencing the work of other authors. Students and faculty members should refer to the sixth edition of the *American Psychology Association's Publication Manual*. However, each faculty or faculty member may have different expectations about the referencing system to be used by students in written assignments. Please consult specific program information provided by each faculty or faculty member prior to beginning a program or course.

Yorkville University uses *Turnitin*® software to screen student's academic submissions. This software is integrated with the online campus and allows comparison of student academic reports, major papers, and other course submissions with over 20 billion archived web pages, over 220 million archived student papers, and over 90,000 journals, periodicals, and books. More information regarding this software is available online at [Turnitin Website](#).

Faculty members are responsible for evaluating course assignments and reports and providing written feedback to students. When citing the work of other authors, students must use the approved referencing style for their faculty. Students will be evaluated on their use of this referencing style when citing material taken from other sources.

Faculty members will also assess the student's ability to use appropriate grammar, spelling, and punctuation. At least one page of each submitted written report or assignment will be marked in detail to identify improvements that need to be made to conform to the approved referencing style and the quality of the writing (e.g., grammar, composition, punctuation, and spelling).

### **8.2.3. Examinations**

Yorkville University employs a variety of methods used to evaluate student progress. In some programs, particularly at the graduate level, emphasis is on evaluation of written assignments and seminar discussions; tests and examinations are rarely used. In other programs, tests and examinations are more widely used but are rarely the sole method of assessing student learning. The dates of such tests and examinations are outlined in each course syllabus.

### **8.3. Grading Policies**

Grades are used to differentiate among students on the basis of achievement. Yorkville University uses a grading scale that is consistent with scales used at the majority of universities in Canada.

**Letter grades:** The university has defined graduate-program and undergraduate-program standards for specific letter grades. *See below for definitions of letter grades and the standards required to achieve each letter grade.*

**Mastery/Competency Based Grading:** Some courses and/or some assignments are graded on a pass/fail basis.

**P** = Student has met and mastered the goals, criteria, or competencies established for the assignment or course.

**F** = Student has not met and mastered the goals, criteria, or competencies established for the assignment or course.

Pass/fail grades are not included in the calculation of the final mark in a course or in the calculation of a student's Grade Point Average. However, a student is required to pass all pass/fail components of a course in order to gain credit for the course.

## Other Notations Used on Student Records and Transcripts:

**The letter grade "I" on a student's record or transcript** indicates that the student has not yet completed course work but is expected to do so by an extended deadline and is used in the following circumstances:

- When a student completes an official *Request for Grade of "Incomplete" form*. Applications for an incomplete grade must be approved by the course instructor and must be received by the Registrar's Office no later than the last day of the course. Applications for incomplete grades will be approved only when a student has demonstrated an acceptable reason for being unable to complete the coursework as scheduled. Acceptable reasons, generally, are those that involve factors beyond the student's direct control. The "I" grade will be used when, in the opinion of the course instructor, there is an expectation that the work will be completed within a defined period of time to be established as part of the *Request for Grade of "Incomplete" form*. If the delayed work is not completed by the specified date, the "I" grade will be replaced with the grade earned without that assignment.
- When a student has a pre-approved academic accommodation plan approved by the Accessibility and Academic Accommodations Office requiring additional time to complete course work. The grade "I" will be used to facilitate the approved accommodation. If the required course work is not completed by the date envisioned by the pre-approved academic accommodation plan, the "I" grade will be replaced with the grade earned without that assignment.
- When a student has appealed a grade, or the grade is under review under the University's Academic Integrity and Honesty policy. The Registrar will enter the letter grade "I" until the appeal or review process is completed at which time the grade will be replaced with the grade earned in the course.

**The letter grade "W" on a student's record or transcript** indicates that the student has officially withdrawn from a course. Official withdrawal occurs when a student has submitted a *Course Withdrawal Form* after the course start date and before 60% of a graduate-level course or 50% of an undergraduate-level course has elapsed. A grade of "W" will appear on the student's transcript but will not be included in calculating the GPA. If the Course Withdrawal Form is not submitted and coursework is not completed, or if the form is submitted after 60% of a graduate-level course or 50% of an undergraduate-level course has elapsed, a grade of "F" will appear on the student's transcript; this grade will be included in the cumulative GPA.

Note: A grade of W may be assigned after 60% of a graduate-level course or 50% of an undergraduate-level course has elapsed when there are medical, compassionate, disability, equity, or human rights grounds for doing so.

Required course withdrawal: A grade of "W" may be entered on a student's record or transcript when the student has been required by the university to withdraw from a course. Several policies and academic regulations allow the university to require a student to withdraw from courses, including (but

not limited to) the Non-academic Code of Conduct (Student Code of Conduct) and the Prevention of Sexual Misconduct and Violence Policy. In addition, regulations governing progression through some degree programs allow the university to require a student to withdraw from a course.

When a student is required to withdraw from a course, the grade of “W” is awarded regardless of how much of the course has been completed when the withdrawal occurred.

**Designator of T – Transfer Credit:** An applicant intending to transfer credit from another institution must request a credit evaluation prior to the first semester and must provide an official transcript and calendar from the institution where the credit was earned. Yorkville may require additional material for a credit evaluation by an approved external evaluation service (if credits were earned at a foreign institution). Students seeking to earn credit at another institution for transfer to Yorkville must have approval to do so in advance from the program director. (See Program Transfer Credit and Advanced Standing)

**Designator of P – Recognition of Prior Learning:** Students seeking proficiency credit for a course may request to take a proficiency examination provided they have not previously enrolled in the course at Yorkville. Transfer or proficiency credit that satisfies graduation requirements is considered when determining a student's academic level and progress; however, this credit is not computed in grade point averages (GPAs).

**Grade Point Average (GPA)** is calculated by summing the products of each course grade and the course credits for that course, then dividing this sum by the total number of credit hours attempted. Courses graded on a “pass/fail” basis, courses in which a student has withdrawn (signified by a grade of "W"), or courses with an “Incomplete” grade are excluded from this calculation. The student’s transcript will include a record of all courses taken and grades earned, including repeated courses.

### **Other Policies Related to Grading and Progressing through a Degree Program**

**Course loads:** To increase a student’s potential for academic success and to offer guidance to students about workloads that are manageable, Yorkville University establishes limits on the number of courses and/or credits in which a student might enroll in a term and/or concurrently.

**Standard course load:** Each program identifies the number of courses and/or credits that a student will normally take in each term. Each program’s standard course load is specified in the section of the Academic Calendar that describes the policies, rules, and curriculum particular to that program.

**Maximum course load:** Each program identifies the maximum number of courses and/or credits in which a student may enroll concurrently in any term. Each program’s maximum course load is specified in the section of the Academic Calendar that describes the policies, rules, and curriculum particular to that program.

**Permission to take courses above the standard or maximum course load:** A student may apply through the Registrar for permission to exceed the standard course load in any one term or the maximum number of concurrent courses. To apply for permission, the student’s academic standing and CGPA must meet standards established by the program in which the student is registered. The application must be approved by the head of the program or the head’s delegate. A new application must be made for each

term during which the number of courses or credits in which the student wants to enroll exceeds the standard and/or maximum course load. In addition to establishing academic performance criteria for eligibility to exceed the standard and/or maximum course loads, each program may establish rules setting limits on the extent to which a student is allowed to exceed the standard and/or maximum course load. No program may establish performance criteria or other rules that would allow a student who is on academic probation or otherwise not in good academic standing to exceed the standard and/or maximum course load.

**Good academic standing** is a level of performance that must be maintained for a student to continue in or graduate from a program. Each program establishes standards for good academic standing and students may be required to repeat courses or be prevented from graduating if they do not maintain good academic standing. Note that students may pass a course and still not be in good academic standing. Students who do not maintain good academic standing will be placed on probation or academically dismissed.

**Program withdrawal:** a student may fully withdraw from a program by completing a *Program Withdrawal Form*. No administrative or admission fees will be refunded; refunds for tuition fees will be based on the prorated schedule described on the form.

**Leave of absence:** if a student, for whatever reason, must withdraw temporarily from a program, they must complete a *Leave of Absence Request Form*. A leave of absence allows a student to withdraw for one or more terms of the program without applying for readmission; they must pay a continuous enrollment fee for each term during which they are on leave of absence.

**Note:** if a student is eligible to start MACP practicum, but is not submitting a Practicum Placement Application, they must complete a *Placement Hold Request Form* (available on the MACP Practicum Portal at [Practicum Application](#)).

**Academic probation** is a notice to the student of unsatisfactory academic performance and a warning that the student needs to improve performance to avoid dismissal. There are two main circumstances that might lead to a student being on academic probation.

1. Probationary standing for students readmitted after academic dismissal: Students who have been dismissed from their program because of continued poor academic performance can, in some circumstances, apply for re-admission to the program after a specified time has elapsed (see Section 6.4, above). If readmitted, these students are placed on academic probation. The probationary period for students in this category will be the same as for someone who fails to maintain good academic standing as described below.
2. Failure to maintain good academic standing: The academic performance of each student is reviewed at the end of each term and students who are not in good standing (as defined by the program in which the student is enrolled) are placed on academic probation.

The general rules and procedures governing students who are placed on academic probation upon re-admission or for failure to maintain good academic standing are outlined below. Note that some programs have additional or special requirements related to academic standing, probation, and dismissal, which are specified in the appropriate places in the Academic Calendar. It is the responsibility of each student to be aware of any requirements specific to their programs.

A student placed on academic probation is formally notified by the Registrar's Office that they are on probation and of the conditions that must be met while on probation. The Registrar provides additional notifications throughout the probationary period.

The essential conditions that must be met by every student on academic probation is achievement of a cumulative GPA that meets the "good standing" requirements of the program in which they are enrolled. In some programs, students on academic probation must also earn satisfactory grades in each course taken while on probation. When the conditions have been met, the student will be removed from academic probation.

A student who has been placed on academic probation and whose cumulative GPA at the end of the subsequent term remains below the program's requirements for good academic standing will be academically dismissed, and they will be required to wait at least one year before applying for re-admission to the program. Note, however, that if a student's performance shows significant improvement such that the head of the program concludes that additional time is likely to bring the student into good academic standing, the head of the program may allow the student to continue on probation for an additional term. Students for whom it is mathematically impossible to bring CPGA to good standing will not be granted such an extension. Only in exceptional circumstances will academic probation be extended for a second time.

The head of the academic program in which a probationary student is enrolled may impose additional probationary conditions, such as a reduction in the number of courses that may be taken while on probation, a requirement that the student take one or more specific courses while on probation, or academic skills remediation activities.

The maximum course load for a student on academic probation is the standard one-term course load as defined by the program in which the student is enrolled.

Decisions made under the Academic Probation policy, including decisions to academically dismiss a student, may be appealed to the Standing Committee on Academic and Student Conduct Appeals, as set out in the university's policy on Student Grievances and Appeals.

**Academic dismissal** occurs when students fail to return to good academic standing after being placed on academic probation. Students who breach the university's Academic Integrity Policy may be academically dismissed. In graduate programs, any student who was required to repeat a course and subsequently earns less than B- (70%) in any course will be academically dismissed. (That is to say, any student who fails any two courses - regardless of whether a failed course was successfully repeated - will be academically dismissed.) Students who have been academically dismissed can, in some circumstances, apply for re-admission to the university after twelve months have passed after their dismissal. Re-admission policy is found in Section 6.4 of the Academic Calendar.

### **Graduation requirements**

Section 10 of the academic calendar describes each university program's required course elements for students to graduate from that program of study.

*Graduation with Honours:* Any student whose cGPA at graduation is between 3.70 and 3.99 and whose term record shows no failed courses or infringements of the Academic Integrity and Honesty policy of

Student Code of Conduct will be recognized on their transcript and (where allowed by Provincial regulations) degree parchment as having *Graduated with Honours*.

**\*Please note that the effective date for eligibility is January 1, 2023.**

*Graduation with Distinction*: Any student whose cGPA at graduation is 4.0 or higher and whose term record shows no failed courses or infringements of the Academic Integrity and Honesty policy, or Student Code of Conduct will be recognized on their transcript and (where allowed by Provincial regulations) degree parchment as having *Graduated with Distinction*.

**\*Please note that the effective date for eligibility is January 1, 2023.**

**8.3.1. Graduate Program Grading Policies**

Grade Standards, Graduate Programs		
Definition	Letter Grades and GPA and % Equivalencies	Standard Required to Achieve the Letter Grade
<p style="text-align: center;"><b>A</b></p> <p>Outstanding or excellent: Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.</p>	<p>A+ (4.3) 90 – 100%</p>	Outstanding: Evidence of expertise in all key performance areas. The A+ is reserved for those few pieces of work and those rare overall achievements that are truly outstanding and exceed expectations.
	<p>A (4.0) 85 – 89.9%</p>	Excellent: Evidence of at least mastery in all key performance areas and of expertise in most.
	<p>A- (3.7) 80 – 84%</p>	Superior: Evidence of at least mastery in all key performance areas and of expertise in some.
<p style="text-align: center;"><b>B</b></p> <p>Proficient: Evidence of grasp of subject matter; evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature. Graduate students must meet or exceed this standard to maintain good academic standing and to graduate from their programs.</p>	<p>B+ (3.3) 77 – 79.9%</p>	Very good: Evidence of mastery in all key performance areas.
	<p>B (3.0) 73 – 76.9%</p>	Good: Evidence of at least competence in all key performance areas and of mastery in some.
	<p>B- (2.7) 70 – 72.9%</p>	Satisfactory: Evidence of competence in all key performance areas.
<p style="text-align: center;"><b>C</b></p> <p>Approaching proficiency: Student who may be profiting from the university experience but whose performance is not satisfactory; some evidence that critical and analytic skills have been developed; basic understanding of the subject matter and ability to develop solutions to simple problems in the material.</p>	<p>C+ (2.3) 67 – 69.9%</p>	Evidence of competence in most but not all key performance areas.
	<p>C (2.0) 63 – 66.9%</p>	Evidence of competence in some performance areas.
	<p>C- (1.7) 60 – 62.9%</p>	Evidence of competence in few key performance areas.
<p style="text-align: center;"><b>D</b></p> <p>Little proficiency: Some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability.</p>	<p>D+ (1.3) 57 – 59.9%</p>	Superficial ability but not competency in most key performance areas.
	<p>D (1.0)</p>	Superficial ability but not competency in many key performance areas and

Grade Standards, Graduate Programs		
Definition	Letter Grades and GPA and % Equivalencies	Standard Required to Achieve the Letter Grade
	53 – 56%	deficient performance in some key performance areas.
	D- (0.5) 50 – 52.9%	Superficial ability in only a few key performance areas and deficient performance in many areas.
F No proficiency: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.	F (0.0) 0 – 49%	Deficient performance in all key performance areas.

Note: The grade definitions and equivalencies were adopted in January 2014. Student records and transcripts that include courses taken before that time will report grades based on a 4.0, rather than a 4.3, GPA scale.

**Academic Standing:**

To maintain *good academic standing*, students must earn at least a grade of B- (70%) in each course and maintain a cumulative GPA of 3.0 or higher.

To be named to the Honour’s List, a student’s Cumulative GPA at the end of a term must be 3.70 or higher and there must be no failures or incomplete grades during the term and no infringements of the Academic Integrity and Honesty Policy or Student Code of Conduct.

**Repeating Courses:** A student who does not earn a grade of at least B- (70%) in a course must repeat that course. If the grade on the second attempt is also below B- (70%), the student will be academically dismissed. A student may elect to repeat any course once in order to raise their GPA to establish good academic standing. In no circumstance may a course be repeated more than once.

**Master of Arts in Counselling Psychology, Special Requirements**

Students in PSYC 7113 (Practicum I), PSYC 7203 (Practicum II), PSYC 6246 (Counselling Skills and Competencies), and PSYC 6256 (Interventions) must earn at least 70% on each graded skills assessment component of the course. Even if a student’s overall grade in the course is 70% or higher, if a grade on any skills assessment component of the course is below 70%, they will be required to repeat the course.

**Academic probation:** Students with a cumulative GPA of less than 3.0 will be put on academic probation for one trimester and must regain good academic standing by the end of that probationary trimester.

**Note:** In no case will a student with a cumulative GPA of less than 3.0 be permitted to begin a practicum or capstone.

**Academic dismissal:** Students with a cumulative GPA of less than 3.0 for a second consecutive term will be academically dismissed. Any student who was required to repeat a course and subsequently earns



less than B- (70%) in any course will be academically dismissed. (That is to say, any student who fails any two courses - regardless of whether a failed course was successfully repeated - will be academically dismissed.) Students may also qualify for academic dismissal for breaches of the Academic Integrity and Honesty policy.

### **8.3.2. Undergraduate Program Grading Policies**

Grade Standards, Undergraduate Programs		
Definition	Letter Grades and GPA and % Equivalencies	Standard Required to Achieve the Letter Grade
<p style="text-align: center;">A</p> <p>Excellent or Outstanding: Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.</p>	<p>A+ (4.3) 90 – 100%</p>	Outstanding. Evidence of expertise in all key performance areas. The A+ is reserved for those few pieces of work and those rare overall achievements that are truly outstanding and exceed expectations.
	<p>A (4.0) 85 – 89.9%</p>	Excellent. Evidence of at least mastery in all key performance areas and of expertise in most.
	<p>A- (3.7) 80 – 84.9%</p>	Superior. Evidence of at least mastery in all key performance areas and of expertise in some.
<p style="text-align: center;">B</p> <p>Good: Evidence of grasp of subject matter; evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.</p>	<p>B+ (3.3) 77 – 79.9%</p>	Very good. Evidence of mastery in all key performance areas.
	<p>B (3.0) 73 – 76.9%</p>	Good. Evidence of at least competence in all key performance areas and of mastery in most.
	<p>B- (2.7) 70 – 72.9%</p>	More than competent. Evidence of at least competence in all key performance areas and of mastery in some.
<p style="text-align: center;">C</p> <p>Satisfactory: Student who is profiting from the university experience; some evidence that critical and analytic skills have been developed; basic understanding of the subject matter and ability to develop solutions to simple problems in the material.</p>	<p>C+ (2.3) 67 – 69.9%</p>	Competent. Evidence of competence in all key performance areas.
	<p>C (2.0) 63 – 66.9%</p>	Fairly Competent. Evidence of competence in most but not all key performance areas.
	<p>C- (1.7) 60 – 62.9%</p>	Basic competence. Evidence of competence in some key performance areas.
<p style="text-align: center;">D</p> <p>Minimally acceptable: Some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability.</p>	<p>D+ (1.3) 57 – 59.9%</p>	Marginal Performance. Superficial ability but not competency in most key performance areas.
	<p>D (1.0) 53 – 56.9%</p>	Minimal performance. Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.
	<p>D- (0.7) 50 – 52.9%</p>	Deficient performance. Superficial ability in only a few key performance areas and deficient performance in many areas.

Grade Standards, Undergraduate Programs		
Definition	Letter Grades and GPA and % Equivalencies	Standard Required to Achieve the Letter Grade
F Inadequate: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.	F (0.0) 0 – 49%	Failure. Deficient performance in all key performance areas.

Note: The grade definitions and equivalencies were adopted in January 2014. Student records and transcripts that include courses taken before that time will report grades based on a 4.0, rather than a 4.3, GPA scale.

**Academic standing:**

To maintain *good academic standing*, students must maintain a cumulative GPA of 2.0 (C) or higher. A student may elect to repeat any course in order to raise their GPA to establish good academic standing, but no course may be repeated more than twice (i.e., taken more than 3 times).

To be named to the Honour's List, a student's Cumulative GPA at the end of a term must be 3.70 or higher and there must be no failures or incomplete grades during the term and no infringements of the Academic Integrity and Honesty Policy of Student Code of Conduct.

**Repeating courses:** *A student may repeat any passed course or a failed elective course in order to maintain good academic standing or improve the student's cumulative GPA, but no course may be repeated more than twice (i.e. taken more than 3 times). A student must repeat any required course in which they received a failing grade or in which a minimum grade is required to progress through or graduate from a program but can repeat the course no more than twice. The transcript will contain a complete record of all courses taken and grades earned, but only the best grade earned in a repeated course will be used to calculate the cumulative GPA.*

**Academic warning and probation:**

- a. Any student who is not in good academic standing at the end of the first term of study will be given a formal warning and be required to complete remedial studentship activities.
- b. A student with a cumulative GPA of less than 2.0 at the end of any term other than the first term of study will be placed on academic probation.
- c. Any student who is on academic probation and interrupts their studies (i.e., withdraws from all required courses) will be placed on academic probation when they re-start their studies.
- d. A student who has been re-admitted to the university after having been academically dismissed will be placed on academic probation.
- e. Any student who has been placed on academic probation for any reason and whose cumulative GPA at the end of the subsequent term is still below 2.0, may be continued on academic probation for a second term if the head of the program in which the student is enrolled is satisfied that the student has shown significant progress toward returning to good academic standing. Academic probation will not be extended a second time.
- f. A student will be removed from academic probation when the student's cumulative GPA has been raised to at least 2.0 and all other standards have been met.

**Academic dismissal:** A student may be academically dismissed if:

- a) The student failed to achieve good academic standing after having been placed on academic probation;
- b) The student qualifies for dismissal under the university's Academic Integrity and Honesty Policy.

#### **8.4. Student Transcripts**

Student transcripts consist of student grade history, academic actions such as granting degrees, transfer or proficiency credit, special academic status/honors and withdrawal or dismissal status.

The Registrar's Office and Chief Information Officer are responsible for the generation, handling, and security of all student transcripts. All individuals with student records must keep them confidential pursuant to the employment agreement and/or a confidentiality agreement.

Student academic records are confidential and shall not be divulged to any third party, including parents and guardians, without the written consent of the student concerned.

The university considers certain information, such as a student's name, dates of university attendance, and verification of degree(s) obtained, to be public information. The Registrar may disclose such information without the consent of the student.

Students have the right to official copies of their transcripts. Transcripts are produced as required and are authorized by the Registrar's office. For verification, an official seal along with the Registrar's signature appears on each page of the transcript. The transcript also features the statement: "Not official unless signed by the Registrar." Students are able to access their term records on Yorkville Student Information System (YSIS), however this is not an official transcript. Students can request an official transcript by completing a 'Student Transcript Request Form.' *See section 7 for transcript fees.*

Transcript information is retained by the university for a period of time determined by each provincial government in which the university grants degrees: 75 years in Ontario, 55 years in British Columbia; in perpetuity in New Brunswick. In the unlikely event that the university is required to end a program due to business related or other reasons, the university would assure the continued availability of student records and transcripts.

The university has the right to place a hold against issuing official transcripts for students with unpaid financial obligations to the university and to deny registration in additional courses until all such debts are paid in full.

Access to student academic records is provided on the explicit condition that such information shall not be released to others except as may be permitted in these regulations or by written consent of the student.

#### **8.5. Student Evaluation of Courses and Course Instructors**

Yorkville University asks students to assess both the course and the course instructor at the end of each course.

Students are asked to complete a questionnaire during the final week of the course and prior to the release of final grades. When the Registrar's Office receives the *Course Grading Confirmation Form*, course instructors are sent a summary of the course evaluation.

The head of each academic program reviews the evaluation results for each course and discusses any concerns with the course instructor.

## **9. Services for Students**

This section lists the various resources that are available to students and describes how students can access them. Students have access to a wide variety of services to support their study and to help them complete their programs. *The university charges no additional fees for any of these services.*

Chief among the services available to students is academic advice from faculty members. Students who have questions about course material will be helped by the faculty member teaching the course.

**Program Advisors:** Each student is provided contact information for a Program Advisor who is knowledgeable about the program in which they are enrolled. Program Advisors help students find answers to questions about or resolve problems related to registration, progression through the program, graduation, academic regulations and other university rules and procedures, accessing support services – indeed they help with almost any question or problem a student might encounter. The mission of each Program Advisor is to help students successfully complete their program.

**MyYU:** On every page of the online campus and in every course, students will find a link to MyYU. MyYU gives the student access to a wide variety of services, including the Student Success Centre (which includes many resources to help students master the skills required to succeed in their courses), Library, Registrar's Office, and the student's personal and confidential university records.

**AskYU:** Directly beside the links to MyYU in the online campus and in courses is a link to AskYU. Here students may ask for assistance with any problems they encounter, and the question will be directed to and addressed by the appropriate support department - library, Registrar, information technology, program advisement, student finance, etc. Students can expect quick responses to AskYU inquiries.

## 9.1. University Directory

**Telephone:** 1-866-838-6542

**Fax:** 1-866-725-2595

Department	Contact
General Inquiries	<a href="mailto:info@yorkvilleu.ca">info@yorkvilleu.ca</a>
Admissions	<a href="mailto:admissionsnb@yorkvilleu.ca">admissionsnb@yorkvilleu.ca</a>
Bursar's Office	<a href="mailto:bursar@yorkvilleu.ca">bursar@yorkvilleu.ca</a>
Registrar's Office Requests made outside of business hours will be responded to on next business day	<a href="mailto:registrar.nb@yorkvilleu.ca">registrar.nb@yorkvilleu.ca</a>
Bookstore	<a href="mailto:yorkville@nuskule.com">yorkville@nuskule.com</a> or <a href="#">Bookstore Website</a>
Library	<a href="mailto:librarian@yorkvilleu.ca">librarian@yorkvilleu.ca</a> or <a href="#">Contact a Librarian</a>
Academic Appeals Team	<a href="mailto:appeal.nb@yorkvilleu.ca">appeal.nb@yorkvilleu.ca</a>
Academic accommodations for students with disabilities	<a href="mailto:accessibility@yorkvilleu.ca">accessibility@yorkvilleu.ca</a>
Student Mental Health and Wellness Services	<a href="mailto:wellness@yorkvilleu.ca">wellness@yorkvilleu.ca</a>
Technical Services <ul style="list-style-type: none"> <li>Response will be made within 24 hours</li> </ul>	<a href="https://my.yorkvilleu.ca/ask">https://my.yorkvilleu.ca/ask</a> 1-877-320-1220
Office of Faculty Deans: <ul style="list-style-type: none"> <li>Counselling Psychology</li> <li>Education</li> <li></li> </ul>	<a href="mailto:tdalrymple@yorkvilleu.ca">tdalrymple@yorkvilleu.ca</a> <ul style="list-style-type: none"> <li><a href="mailto:smahani@yorkvilleu.ca">smahani@yorkvilleu.ca</a></li> <li></li> </ul>
To contact faculty members	Please refer to e-mail addresses listed in the online campus
Mailing Address	Yorkville Landing, Suite 102 100 Woodside Lane Fredericton, NB Canada E3C 2R9

## **9.2. Registrar's Office**

Staff in the Registrar's Office advise and assist students about their progression through their programs and about a wide range of practical matters related to academic activities and program support.

Registrar's Office staff are available weekdays, between 9:00 am and 5:00 pm (Atlantic time). Requests for advice or support can be made at any time through an online AskYU ticket. All requests received outside of business hours will be handled by the end of the next business day.

## **9.3. The Online Campus**

A Learning Management System (LMS) streamlines online learning by providing a centralized platform for delivering, managing, and tracking educational content, facilitating communication, assessments, and resources for both students and faculty. IT and Learning Design teams deliver, manage, and track educational courses, ensuring an organized and effective learning experience.

## **9.4. University Library**

Students and faculty members have access to Yorkville University's online library. The library provides access to databases, professional and academic resources, and tools that support research and writing.

Students and faculty can contact the library by email, in-person on campus, and by submitting an AskYU ticket. The library can assist with:

- Technical assistance related to accessing and using library resources
- Obtaining resources outside of the library collection
- Identifying search strategies for assignments and research
- Providing citation support
- Finding open-access resources

Requests may be submitted any time but will be handled during regular business hours. Requests submitted outside of business hours will be handled by the end of the next business day.

## **9.5. Textbooks**

The bookstore (currently supported by NuSkule Inc.) sells course textbooks and other materials that are unavailable in the library. Students are encouraged to contact the bookstore directly with textbook questions.

## **9.6. Online Teaching and Learning**

Support for online teaching and learning is available through the Center for Teaching Excellence and Innovation and the Learning Design teams.

### **9.6.1. Student Online Orientation**

The Student Online Orientation is located within the Learning Management System (LMS). Featuring self-paced modules, this course ensures a smooth start to using the LMS for learning and assignment submission. The Online Orientation remains accessible throughout the student's academic journey for continuous support and resources.

### **9.6.2 Technical Support**

Technical support may be requested by a toll-free telephone line, on campus or through a designated helpdesk (web form). Requests for assistance received outside normal business hours may not be handled until the next business day.

### **9.6.3. Essential Computer Hardware and Software**

Yorkville University expects students and faculty members to provide their own computer in order to participate fully in course activities. They should have access to a computer (PC or Apple) capable of accessing the Internet comfortably. A high speed (cable, phone line, or fibre optics) Internet connection is required; video and web-conferencing are being used increasingly in many courses. Email capability and a current version of Microsoft Edge, Google Chrome or Safari are required. Microsoft Edge, Google Chrome, and Safari are available free of charge. Students should also have access to *Microsoft Word* and other tools to create, send and receive electronic documents. They should be familiar with sending and receiving email, attaching electronic files, and browsing web pages.

Additionally, faculty members need to become familiar with using the "track changes" feature of *Microsoft Word* in order to provide feedback to students on their written assignments.

Faculty members and students will be given access to a library account, Moodle support, and to open-source software that will protect their electronic files and communications.

Faculty members are responsible for becoming familiar with the Moodle CMS and must make every effort to keep up to date with the evolving technology used by the university to deliver courses.

## **9.7. Accessibility and Academic Accommodations**

Yorkville University recognizes its moral and legal obligation to provide reasonable and appropriate academic accommodations to students that experience barriers associated with disability and other protected human rights grounds, including creed/religion, family status (caregiving responsibilities), sex (pregnancy/breastfeeding) and gender identity and/or gender expression. We strive to create an environment where all students have fair, inclusive, and equitable access in their learning.

Students can learn more about the policy and procedure related to academic accommodations at [Student Success Centre: Accessibility & Academic Accommodations](#), and/or seek advice accessing accommodations at [accessibility@yorkvilleu.ca](mailto:accessibility@yorkvilleu.ca).

## **9.8. Mental Health and Wellness Services**

The objectives of the Mental Health and Wellness Services are to:

- Encourage and support students to complete their programs and fulfill their career objectives.
- Ensure a consistent approach, across all programs, to supporting students' mental health.
- Guide members of all school communities on how to respond to students in distress.
- Facilitate awareness-raising and education related to mental health and wellness.
- Support students in crisis or at high risk.

For additional information or to seek assistance, students may contact the Wellness director or counsellor at [wellness@yorkvilleu.ca](mailto:wellness@yorkvilleu.ca) or the TELUS app at [TELUS Student Support](#).

### **9.9. MyYU Online Student Portal**

Students are encouraged to participate in a supportive community through the MyYU portal, an online platform devoted to student support needs. The writing lab, financial services, the bookstore, career services, library services, accessibility and accommodations, and other resources are available via MyYU.

### **9.10. Student Success Centre**

The Yorkville University Student Success Center is an online hub offering a range of support services to students. It provides information on accessibility accommodations, wellness support, career services, academic assistance, and students' rights and responsibilities.

Accessible through MY YU, the Student Success Center is a free service available to students 24/7.

### **9.11. Career Services**

Yorkville University maintains an active Career Services Centre dedicated to assisting students and graduates from their first term through six months after their final term. We provide support for both part-time and full-time, industry-specific job searches. Our services include career education and assistance to enhance students' work experience during their studies and beyond. Yorkville's webinars and workshops cover essential topics such as employment research, networking techniques, resume development, and interviewing skills, emphasizing self-directed job search skills. These skills are designed to equip graduates with the tools needed for a successful job hunt.

The Career Services team has built strong relationships with industry professionals to support their recruitment needs. We offer valuable resources, including labor market information, career event opportunities, job search and recruitment materials, and access to various online resources.

We take pride in our collective efforts to contribute to the success of Yorkville students, alumni, and employers.

For inquiries, please contact [careerservices@yorkvilleu.ca](mailto:careerservices@yorkvilleu.ca). You can also explore our job board, resources, and recorded webinars at [Career Services Website](#).

### **9.12. Online Community**

Students are encouraged to participate in a supportive community through an online chatroom/discussion board available to all students embedded in each course through all programs.

### **9.13. Forms**

Various forms are used to help the university administration run more efficiently. A form provides evidence that certain actions took place (or should have taken place). Students and faculty members should become familiar with the forms listed below. Forms are also available through the Registrar's Office at [Registrars Office: NB](#). Forms can be downloaded, completed, and emailed to AskYU as indicated in the forms. Forms are also available to students in their MY PATH student portal.



Forms available online or from the Registrar's Office include:

- Transfer Credit Application Forms
- Student Conduct Incident Report
- Request for Grade of "Incomplete" Form
- Course Withdrawal Form
- Program Withdrawal Form
- Leave of Absence Request Form
- Transcript Request Form
- Placement Hold Request Form (MACP Practicum); available on the MACP Practicum Portal at [Practicum Application](#) (previously Practicum Deferral Application (MACP))

### **9.13.1. Request for Grade of "Incomplete"**

As noted in section 8.3 of this Calendar, in exceptional situations, students may request permission to submit course work after the end of a course. Such requests are made by completing a *Request for Grade of "Incomplete" Form*. Note that an incomplete grade must either have been pre-approved by the Accessibility and Academic Accommodations Office or must be approved by the course instructor.

The *Request for Grade of "Incomplete" Form* is required when students do not have a pre-approved accommodations plan by the Accessibility and Academic Accommodations Office. Requests for a grade of "incomplete" must be received by the Registrar no later than the last day of the course. The *Request for Grade of "Incomplete" form* will specify a date agreed by the student and the instructor by which the required course work must be completed. If the course work is not completed by this date, the "I" grade will be replaced by the grade earned without that assignment.

For students who do not have a pre-approved academic accommodation plan, the procedure to apply for an incomplete grade is as follows:

1. Student obtains a *Request for Grade of "Incomplete" Form* from the Registrar's Office at: [Registrar's Office: NB](#) . If the form is unable to be downloaded or students need assistance in the process, students can reach out to Registrar's Office via AskYU.
2. Student completes "Section A" and emails the form to the course instructor.
3. The instructor completes "Section B," signs the form, and submits the completed form to the Registrar's Office via AskYU.

For students who have an approved academic accommodation plan, the procedure to apply for an incomplete grade is as follows:

1. Instructors are notified by the accommodations team of any students in their sections that require accommodations.
2. Instructor submits a request of incomplete before the date that the grades are pulled so a grade of incomplete can be added.

Note: If the request is based on medical reasons, a medical certificate or letter signed by a doctor must be provided to the instructor.

### **9.13.2. Course Withdrawal Form**

Students who must withdraw from a course, for whatever reason, must complete a *Course Withdrawal Form*. If they submit this form before 60% of a graduate-level course or 50% of an undergraduate-level course has elapsed, a grade of "W" will appear on their transcript; this grade will not affect their cumulative GPA.

If students request withdrawal after 60% of a graduate-level course or 50% of an undergraduate-level course has elapsed or fail to submit such a form, a grade of "F" will appear on their transcript; this mark will affect their cumulative GPA.

### **9.13.3. Program Withdrawal Form**

Students who must withdraw from a program, for whatever reason, must complete a *Program Withdrawal Form*. Refund of tuition is prorated by the amount of time that has elapsed from the beginning of the student's current course (*for further details, please see the refund schedule in Section 7.1, Tuition and Other Fees*); no refund is available for admission or administrative fees.

### **9.13.4. Leave of Absence Request Form**

Students who find they cannot continue in their program for a period of time and who wish to obtain a leave of absence from the program must complete a *Leave of Absence Request Form*. A leave of absence allows a student to withdraw from a program for up to 12 consecutive months and return without applying for re-admission or paying a re-admission fee.

**Note:** All students eligible to start MACP practicum, but who are not submitting a Practicum Placement Application, must complete a *Placement Hold Request Form* available on the MACP Practicum Portal, at [Practicum Application](#).

### **9.13.5. Internal Transfer Form**

Students who are registered as non-degree (unspecified) students and who wish to transfer into a program as a regular student must complete an *Internal Transfer Form* and complete the regular application process. No guarantees are made in advance that all courses taken as a non-degree student will be transferred into a regular degree or diploma.

### **9.13.6. Transcript Request Form**

Students, former students, or graduates who wish to obtain official copies of their transcript must complete a *Transcript Request Form*. The request must be accompanied by a fee of \$25 (CAD) for each copy. Yorkville University will mail official copies of such transcripts to other institutions without additional cost.

### **9.13.7. Placement Hold Request Form (MACP Practicum)**

If an MACP student, for whatever reason, must temporarily withdraw from starting or continuing Practicum, they must complete the Practicum Placement Hold Request, an electronic form located on the MACP Practicum Portal. The practicum placement hold request allows the MACP student to withdraw for one or more terms of the program, to a maximum of 12 consecutive months (up to 3 terms), without applying for readmission.

The MACP student is not required to pay a continuous enrollment fee while on the practicum placement hold.

## **10. Program Information**

This section provides detailed program information for all programs offered online from New Brunswick by Yorkville University.

### **10.1. Faculty of Behavioural Sciences**

The Faculty of Behavioural Sciences offers a Doctor of Counselling and Psychotherapy (DCP) and a Master of Arts in Counselling Psychology (MACP).

#### **10.1.1. Doctor of Counselling and Psychotherapy**

The Doctor of Counselling and Psychotherapy (DCP) is a professional doctoral program intended to be at the forefront of the emergence of counselling and psychotherapy as a profession distinct and separate from other health and helping professions. The primary objective of the DCP degree program is to educate therapists with competencies beyond those expected at the master's level, with a focus on leadership, social justice, and cultural competence. Graduates of the DCP acquire the knowledge and skills required to help define the identity of the counselling and psychotherapy profession and to be leaders in the establishment of the profession across Canada. They bring the tools of applied scholarship to bear on problems of practice in counselling and psychotherapy. They understand the necessary relationship between individuals' wellness, personal growth, mental health, social justice, and are attentive to inclusiveness, cultural responsibility, and service to underserved communities.

Because of its facilitated e-learning format, this program is accessible to people who are qualified or already registered, certified, or regulated counsellors and psychotherapists. It is designed for those who are seeking the opportunity to apply scholarship to the improvement of their professional practice and extend their careers into successful, community-minded practices in which they increasingly assume leadership roles in the developing profession.

Program Structure, Summary:

- Total credits: 60
- The usual length of the program: 10 terms (40 months/3.33 years)
- Course load: terms 1 through 9, two 3-credit 7-week courses taken sequentially each 15-week term; term 10, one 6-credit course (DCP 8806) that spans terms 1 through 10, meeting in terms 1 through 9 and running across the 15 weeks of term 10.
- Maximum cohort and class size: 16
- Course length: 7 weeks (3 credit), except DCP 8806, which spans the program.

#### **10.1.1.1. Financial Information**

General information about the university's financial policies and a list of general administrative fees are provided in section 7.

Course Tuition Fees are based on the credit hour value of each course. Current Tuition rates per credit hour are available on the university's website, or from the Bursar's Office at 1-888 886-1882. Any changes to Tuition rates will be announced at least 3 months prior to the start of the term to which they apply.

**10.1.1.2. Detailed Program Information: Doctor of Counselling and Psychotherapy**

In addition to the general information about academic policies and information provided in Section 8, the following details are relevant to the DCP.

**10.1.1.3. Program Requirements**

**10.1.1.4. Courses**

In order to graduate with a Doctor of Counselling and Psychotherapy, students must successfully complete the following sequence of courses, all of which are required:

<b>Progression Through the Doctor of Counselling and Psychotherapy Program</b>			
<b>Term</b>	<b>Course #</b>	<b>Course or Activity Name</b>	<b>Credits</b>
1	DCP 8413	Professional Identity & Ethical Practice	3
1	DCP 8453	Advanced Methods in Applied Research	3
1	DCP 8806	Applied Scholarship Project (begins)	
2	DCP 8513	Professional Growth & Well-Being: Self of the Therapist	3
2	DCP 8613	Doctoral Case Conference 1: Reflective Practice	3
2	DCP 8806	Applied Scholarship Project (continues)	
3	DCP 8443	Theories & Models of Counselling & Psychotherapy	3
3	DCP 8623	Doctoral Case Conference 2: Advanced Competencies I	3
3	DCP 8806	Applied Scholarship Project (continues)	
4	DCP 8653	Supervision	3
4	DCP 8633	Doctoral Case Conference 3: Case Studies	3
4	DCP 8806	Applied Scholarship Project (continues)	
5	DCP 8523	Evidence-Based Practice: Therapeutic Applications of Research	3
5	DCP 8643	Doctoral Case Conference 4: Advanced Competencies II	3
5	DCP 8806	Applied Scholarship Project (continues)	
6	DCP 8463	Assessment, Case Conceptualization, and Therapy Planning	3
6	DCP 8713	Practices in Mental Health Counselling & Psychotherapy	3
6	DCP 8806	Applied Scholarship Project (continues)	
7	DCP 8473	Systems Theory & Transformational Models	3
7	DCP 8733	Doctoral Seminar 1: Integrative & Systemic Practice	3
7	DCP 8806	Applied Scholarship Project (continues)	
8	DCP 8493	Planning, Consultation, & Evaluation Models	3
8	DCP 8743	Doctoral Seminar 2: Diversity and Underserved Communities	3
8	DCP 8806	Applied Scholarship Project (continues)	
9	DCP 8763	Practitioner Leadership Development I	3
9	DCP 8773	Practitioner Leadership Development II	3
9	DCP 8806	Applied Scholarship Project (continues)	
10	DCP 8806	Applied Scholarship Project	6

**10.1.1.5. Special Components of the DCP**

**Mentoring:** One of the objectives of the DCP is to prepare graduates to mentor and supervise other counsellors. This objective is achieved in large part through DCP 8653 Supervision. It is also achieved by embedding mentoring and reflection on mentoring in the doctoral case conference courses. During the first two case conference courses, students receive formal mentoring from faculty members and have the opportunity to consult and collaborate with their peers on a weekly basis. In the third course, each student is assigned to mentor master's-level students in relation to skills-coaching for one hour each

week. Discussion and assessment of mentoring are done in the framework of the doctoral case conference course.

**Personal Practice Portfolio:** Beginning in their first term of study, students will maintain a structured portfolio of various items, within DCP 8806, including course work, which will be submitted as assignments in Moodle in DCP 8806. The purpose of the portfolio is to allow students to reflect upon their progress toward achieving key program objectives and to provide an opportunity and basis for their faculty advisors to advise and mentor them. Compiling and discussing the assignments is a component of DCP 8806, which meets each term with their cohort and instructor.

Students' work will be included in DCP 8806 in a structured way; specifically, it will be organized to relate to the program's objectives (learning outcomes). Throughout DCP 8806, students will submit reflections written at various stages of the program showing what they have learned and on their growth as a counsellor and psychotherapist and presenting professional development and growth plan.

The assignments within DCP 8806 will be structured as follows:

- Personal practice theory:
  - Term 2 – paper on their personal theoretical orientation.
  - Term 8 – revisit paper from Term 2 and reflect on growth and development as counsellors and relation to theoretical orientation and practice.
- Competency assessments:
  - Pieces of student work (assignments, DQs, etc.) are completed in other DCP courses that relate to growth as counsellors and are also shown in 3 competency assessments, described below.
  - Term 1 – results of first run through the 4 assessments plus a reflection on strengths and weaknesses and areas of improvement.
  - Term 5 – results of second run through and reflections on changes and growth (or lack thereof).
  - Term 9 – final run through and reflection on overall growth during the program and plan for post-graduate professional development.
  - In addition, in Unit 10, students provide a reflection on their experiences, and within their Applied Scholarship Project they must reflect on how the project has affected their theory of counselling, and how it has affected their work as counsellors.
- Self-awareness, self-care, reflection, and self-evaluation: Pieces of student work (assignments, DQs, etc.) are completed in other DCP courses that relate to growth in counselling practice. In term 2, students submit a self-care plan that they complete as part of DCP 8513. In term 6 of DCP 8806, students revisit their paper from DCP 8513 and reflect on their changing self-care needs and adjust their plan accordingly.
- Social justice and social advocacy: Pieces of student work (assignments, DQs, etc.) are completed in other DCP courses that relate to growth in counselling practice. Students may reflect on social justice and advocacy in their Applied Scholarship Project and in their final 8806 reflections on their experiences.

**Applied Scholarship Project:** The Applied Scholarship Project (ASP) is the final step in completing the DCP program. It is a substantial piece of work in which scholarship is applied to understanding and resolving a problem, or a closely related set of problems, related to the practice of counselling and psychotherapy.

The ASP normally comprises the following components:

1. Introduction, explanation, and justification of the problem(s) and topic in the context of the scholarly literature related to the problem area
2. Comprehensive review of the literature and analysis and discussion of the problem
3. Methodology section typically takes the form of a systematic review and analysis of the existing research
4. Reporting and discussion of the results, including clinical implications and future research ideas
5. Creation of a practical and applied solution (deliverable) to address the problem, including an explanation and justification of the scholarship to be applied to address the problem(s)
6. Discussion of the implications and significance of the outcomes for:
  - a. The student's personal practice and development
  - b. The student's local context (area of specialization within counselling and psychotherapy and/or the community/population affected)
  - c. The profession and practice of counselling and psychotherapy.

The ASP is defended in term 10 (i.e. in DCP 8806) before a panel of three appropriately qualified experts, two of whom are members of the Yorkville University Faculty of Behavioural Sciences, and one of whom is external to the university.

The ASP is approached systematically throughout the program. In their first term, students enroll in a non-credit course, DCP 8806 *Applied Scholarship Project and Integration Seminar*, that meets each term. Within DCP 8806, each student must meet the following milestones:

- Term 3: Students submit their proposal/written prospectus and must successfully defend it in front of a 3-member panel drawn from members of the Faculty of Behavioural Sciences. Students who fail their first defense may revise and resubmit their proposal/prospectus. Resubmission is normally required before the end of term 4. Students are normally permitted only two attempts at the proposal and defense.
- Term 4: An introduction and statement of the problem paper identifying the problem of practice to be addressed.
- Term 5: Students submit an annotated bibliography that will guide their literature review.
- Term 6: A literature review relating to the problem of practice, identifying what scholarship exists related to the problem of practice and based on that scholarship, refining the definition of the problem of practice, and articulating an ASP topic.
- Term 7: Students submit the methodology section of their paper.
- Term 9: Students submit the first draft of their ASP.
- Term 10: Final compilation, revision, and defense of the ASP. Defenses are scheduled for 120 minutes. Students who fail the defense are entitled to incorporate feedback provided by the examining committee and attempt the exam again. Students are only permitted two attempts at the defense; the outcome of the second attempt is final.

#### **10.1.1.6. DCP-specific Regulations**

**Good academic standing:** Students must earn at least a grade of B- (70%) in each course and must maintain a cumulative GPA of 3.0 or higher. A student may elect to repeat any course once to raise the student's GPA to establish good academic standing.

### Repeating Courses:

- A student may elect to repeat any course once to raise their GPA to establish good academic standing.
- A student who does not earn a grade of at least B- (70%) in a course must repeat that course. If the grade on the second attempt is also below B- (70%), the student will be academically dismissed.
- In no circumstance may a course be repeated more than once.
- A second failure to achieve the passing grade of 70% (B-) in *any* course, including the original failure, will result in academic dismissal, regardless of whether a failed course was successfully repeated.

### Academic dismissal:

Students who fail to maintain good academic standing for two consecutive terms will be academically dismissed. Doctoral students who fail any two courses will be academically dismissed, regardless of whether a failed course was successfully repeated. Students who are in breach of the university's academic integrity policy may be academically dismissed. Students who have been academically dismissed can, in some circumstances, apply for re-admission to the university as described in Section 7.4 of the Academic Calendar.

#### **10.1.1.7.        *Anticipated Completion Time***

The DCP is designed to be completed over ten (10) 15-week terms of study. Students must complete the program within a maximum of five (5) years from their initial enrollment date. If a student needs longer than five years to complete the program, application may be made to the Chair of the DCP program for an extension of up to two calendar years. If the Associate Dean denies the application, the student will be dismissed from the program. If the Chair allows the extension, a deadline for completion of the program will be established. Students should consult the Faculty of Behavioural Sciences about guidelines and procedures for applying for extensions of anticipated completion time.

#### **10.1.1.8.        *Enrolment Plan***

New students may enroll in the program three times per year (January, May, or September). Each course is subdivided into sections; each section has a maximum of 16 students. A faculty member is assigned as the course instructor for each section of a course.

#### **10.1.1.9.        *Program and Course Delivery***

Delivery is based on a cohort model. Each group of students is assigned a Core Faculty Advisor (also referred to as core faculty member) who mentors, supervises, and, for some courses, teaches the cohort through to graduation. DCP 8806, which runs continuously through the program, is the primary mechanism for cohort interaction.

Course delivery is, primarily, asynchronous, using a highly interactive asynchronous model appropriate for studies at the doctoral level. Asynchronous delivery is complemented by strategic use of synchronous online interaction. Live video-feed technology is available in every course and is used for one-on-one meetings with instructors, formal and informal meetings among groups of students, completion of some assignments, and real-time classroom interactions. Mentoring is delivered online using this technology.

Students take two 3-credit courses during each 15-week term. Each course is delivered over seven weeks, with a one-week intercession between each course. Courses are taken sequentially. The exception to this pattern is DCP 8806, which begins in term 1 and ends in term 10 and meets each term.

Students can expect to dedicate approximately 18 to 20 hours per week to successfully complete the requirements for each academic course.

**10.1.1.10. Assessment of Student Participation**

*Please see Section 8.3.1 for information regarding the assessment of student participation.*

**10.1.1.11. Assessment of Written Assignments**

*Please see Section 8.3.1 for information regarding the assessment of written assignments.*

**10.1.1.12. Advanced Standing Policies**

Credits completed at other universities may not be transferred for credit toward the DCP. All components of the program must be completed at Yorkville University.

**10.1.1.13. Graduation Requirements**

Students must earn 60 academic credits by completing 18 three-credit courses, and 1 six-credit course. The Applied Scholarship Project must be successfully presented to and defended before a panel of three examiners. All courses must be at the doctoral level (course numbers beginning with an 8). Students must complete all courses with a cumulative GPA of 3.0 or higher and obtain no mark in an individual course below "B-."

Note, however, that even if the above requirements are met, the university reserves the right to require any student investigated (informally or formally) under the Professional Suitability Policy to successfully complete additional competency training and assessment before being allowed to graduate. No tuition or other fees are levied when a student is required to complete additional competency training and assessment.

**10.1.1.14. Student Course Load**

The standard course load each term for students in the DCP is 2 courses (6 credits) taken sequentially (plus DCP 8806, which runs continuously through the program). The maximum number of courses that can be taken concurrently is 1 (one).

**10.1.2. Master of Arts in Counselling Psychology**

The goal of this applied program is to ensure that students acquire advanced and specialized knowledge while developing the conceptual skills and intellectual creativity consistent with a master's level qualification in counselling psychology. Our pedagogical objective is to provide students with a sound foundation in the theory and practice of professional counselling. Students are required to demonstrate application of that knowledge within the boundaries and ethics of professional psychology. They are expected to work with complex issues, both systematically and creatively to enhance and promote the positive growth, well-being, and mental health of their clients across diverse settings.

While now embedded in many societies, the counselling discipline is also evolving as social norms change. Our academic program prepares students to adapt to these changes using sound, educated



judgment, personal resources, and an in-depth understanding of the practical issues confronting the real and complex world of professional counselling.

The program is designed for individuals who are unable to attend traditional “brick and mortar” universities because of employment, family commitments, geographical isolation, physical disability, or any other reason.

The program consists of a total of 49 study credits, including 43 study credits obtained through academic courses and 6 study credits obtained through a supervised practicum course.

The Master of Arts in Counselling Psychology from Yorkville University is an approved program toward upgrading a teacher’s certificate in New Brunswick. The program was approved by the Minister’s Advisory Committee on Teacher Certification in October 2004.

**10.1.2.1. Financial Information**

General information about the university’s financial policies and a list of general administrative fees are provided in section 7.

Course Tuition Fees are based on the credit hour value of each course. Current Tuition rates per credit hour are available on the university’s website, or from the Bursar’s Office at 1-888 886-1882. Any changes to Tuition rates will be announced at least 3 months prior to the start of the term to which they apply.

**10.1.2.2. Detailed Program Information: Master of Arts in Counselling Psychology (MACP)**

In addition to the general information about academic policies and information provided in Section 8, the following details are relevant to the MACP.

**10.1.2.3. Program Requirements**

In order to graduate with a Master of Arts in Counselling Psychology, students must successfully complete the following courses, all of which are required:

		Prerequisites
<b>Trimester 1</b>	<b>PSYC 6104</b> – A Biopsychosocial Approach to Counselling (4 credits)	
	<b>PSYC 6213</b> – Research Methodology (3 credits)	PSYC 6104
<b>Trimester 2</b>	<b>PSYC6203</b> – Ethical Standards for Mental Health Service Providers (3 credits)	PSYC 6213
	<b>PSYC6153</b> – Counselling Methodology – Humanistic & Psychodynamic Modalities (3 credits)	PSYC 6213
	<b>PSYC6163</b> – Counselling Methodologies – Behavioural & Cognitive Modalities (3 credits)	PSYC 6213
<b>Trimester 3</b>	<b>PSYC6246</b> – Counselling Skills & Competencies (6 credits)	PSYC 6203 PSYC 6153 PSYC 6163

		<b>Prerequisites</b>
	<b>PSYC6233</b> – Assessment in Counselling (3 credits)	PSYC 6246
<b>Trimester 4</b>	<b>PSYC6273</b> – Cultural Diversity in Counselling (3 credits)	PSYC 6213
	<b>PSYC6256</b> – Applying Interventions (6 credits)	PSYC 6203 PSYC 6246
<b>Trimester 5</b>	<b>PSYC Elective</b> – Elective (3 credits)	PSYC 6213 PSYC 6233
	<b>PSYC6223</b> – Group Counselling (3 credits)	PSYC 6246 PSYC 6233
	<b>PSYC6263</b> – Couples & Family Systems (3 credits)	PSYC 6233 PSYC 6246
<b>Trimesters 6 &amp; 7</b>	<b>PSYC7113/7203</b> – Practicum (6 credits)	All courses
<b>Electives</b>	<b>PSYC 6333</b> – Psychopathology for Counsellors (3 credits)	PSYC 6213 PSYC 6233
	<b>PSYC 6353</b> – Addiction Counselling (3 credits)	PSYC 6213 PSYC 6233
	<b>PSYC 6373</b> – Counselling in the School Environment (3 credits)	PSYC 6213 PSYC 6233
	<b>PSYC 6383</b> – Crisis & Trauma in Counselling (3 credits)	PSYC 6213 PSYC 6233

Note, however, that even if the above requirements are met, the university reserves the right to require any student deemed by the Faculty of Behavioural Sciences to be deficient in any competencies required to practice counselling/psychotherapy to successfully complete additional competency training and assessment before being allowed to graduate. Note further that termination of a practicum placement by the practicum site will normally be treated as an indication that additional competency training and assessment are required, as will any informal or formal investigation under the Professional Suitability Policy. No tuition or other fees are levied when a student is required to complete additional competency training and assessment.

Competency training referred to above is provided at no additional cost to the student by the Faculty of Behavioural Sciences Student Development Committee (SDC). The SDC Terms of Reference are available here: [SDC Terms of Reference](#).

#### **10.1.2.4. MACP-Specific Admission Policies**

In addition to the admission requirements described in Section 6:

- The applicant must possess a bachelor's degree from a recognized university. Preference will be given to students who have successfully completed undergraduate courses amounting to either a major or minor in psychology, related social sciences, or allied health professions such as social work.

- The applicant must have a minimum of one year or equivalent paid and/or volunteer experience related to counselling and psychotherapy.

**Admission to non-degree study for purposes of professional registration:** Any applicant for non-degree study who has been required by a provincial or state regulatory college to complete additional training as a condition of registration as a counsellor may be admitted to take courses as a non-degree student. Note: If a non-degree student wants to become a degree-seeking student, they must submit a complete application for admission to the program and meet all requirements for admission.

#### **10.1.2.5. Anticipated Completion Time**

The MACP program is designed to be completed in seven trimesters or 30 months. Students must normally complete the program within a maximum of five years from their initial enrolment date.

If a student needs longer than five years to complete the program, they may apply to the Dean of the Faculty of Behavioural Sciences for an extension of up to two calendar years. If the Dean denies the application, the student will be dismissed from the program. If the Dean allows the extension, they will establish a deadline for completion of the program. Students should consult the Faculty of Behavioural Sciences about guidelines and procedures for applying for extensions of anticipated completion time.

#### **10.1.2.6. Enrolment Plan**

New students may enroll in the program three times per year (January, May, or September). Each course is subdivided into sections; each section has a maximum of 18 students. A faculty member is assigned as the course instructor for each section of a course.

#### **10.1.2.7. Course Delivery**

Courses in the Master of Arts in Counselling Psychology are delivered online. The practicum course includes online work, discussions, and synchronized supervision with a faculty instructor based on individual counselling experiences onsite in an approved practicum site setting, normally within the student's local or regional community.

Courses are delivered sequentially over a fifteen-week term. Most terms, students take three courses, each lasting five weeks, but in three terms during the program students will take two courses in a term, one lasting ten weeks and one lasting five weeks.

Students must first complete PSYC 6104 *A Biopsychosocial Approach to Counselling* (4 credits), delivered over a ten-week period, followed by PSYC 6213, *Research Methodology* (3 credits) delivered over a five-week period. They then normally complete the remaining required courses and one elective course, each of which is five weeks in length, except PSYC 6246 *Counselling Skills and Competencies*, and PSYC6256 *Applying Interventions* which are ten weeks in length. Once all academic courses have been completed, the student may enroll in PSYC 7113 – Practicum I.

*Please note that in some MACP courses, there are mandatory synchronous components offered through an online video platform that are scheduled by the instructors at the start of the course.*

Students can expect to dedicate approximately 25 hours per week to successfully complete the requirements for each academic course.

The practicum requires a commitment of approximately 13 hours per week for 30 weeks, for a total of 400 hours. Students must obtain a minimum of 200 hours of direct client contact time during their practicum under the supervision of a qualified onsite supervisor. Students must also attend mandatory synchronous components, participate in asynchronous learning activities, and complete written assignments.

**10.1.2.8. Assessment of Student Participation**

Please see Section 8.3.1 for information regarding the assessment of student participation.

**10.1.2.9. Assessment of Written Assignments**

Please see Section 8.3.1 for information regarding the assessment of written assignments.

**10.1.2.10. Advanced Standing Policies**

In addition to the general information about advanced standing provided in Section 6, the following details are relevant to the MACP.

In the MACP program, advanced standing may be obtained for a maximum of three academic courses. Advanced standing cannot be obtained for the following courses, which all students are required to complete at Yorkville University: PSYC 6104 *A Biopsychosocial Approach to Counselling*; PSYC 6203 *Ethical Standards for Mental Health Providers*; and PSYC 7113 *Practicum I*; and PSYC 7203 *Practicum II*.

Credit will not be awarded for any course taken at another university when that course was previously recognized for credit toward a completed degree program. The student will not be required to repeat the course at Yorkville but will be required to take another course to replace the one already completed elsewhere.

In all cases, advanced standing will be allowed only on the recommendation of the Dean of the MACP.

**10.1.2.11. Graduation Requirements**

In order to graduate with a Master of Arts in Counselling Psychology, students must be in good academic standing (cumulative GPA of at least 3.0) and must have successfully completed a total of 49 credits, including:

- PSYC 6104 – A Biopsychosocial Approach to Counselling (4 credits)
- PSYC 6246 - Counselling Skills and Competencies (6 credits)
- Ten required 3-credit academic courses (listed in Section 10.1.2.3)
- One 3-credit elective course (listed in Section /10.1.2.3)
- PSYC 7113 – Practicum I (3 credits)
- PSYC 7203 – Practicum II (3 credits)

Note, however, that even if the above requirements are met, the university reserves the right to require any student deemed by the Faculty of Behavioural Sciences to be deficient in any competencies required to practice counselling/psychotherapy to successfully complete additional competency training and assessment before being allowed to graduate. Note further that termination of a practicum placement by the practicum site will normally be treated as an indication that additional competency training and assessment are required, as will any informal or formal investigation under the Professional Suitability Policy. No tuition or other fees are levied when a student is required to complete additional competency training and assessment.

Competency training referred to above is provided at no additional cost to the student by the Faculty of Behavioural Sciences Student Development Committee (SDC). The SDC Terms of Reference are available here: [Yorkville University: Resources](#) (scroll to “Policies and Supporting Documents”).

#### Graduation with a Graduate Certificate in Foundations of Counselling:

Candidates for the MACP who are unable to complete all of the requirements to graduate with the Master’s credential may graduate with a Graduate Certificate in Foundations of Counselling.

To qualify for the Graduate Certificate, students must have successfully completed at least the following courses:

- **PSYC 6104** – A Biopsychosocial Approach to Counselling
- **PSYC 6213** – Research Methodology
- **PSYC 6203** – Ethical Standards for Mental Health Service Providers
- **PSYC 6153** – Counselling Methodologies – Humanistic and Psychodynamic Modalities
- **PSYC 6163** – Counselling Methodologies – Behavioural and Cognitive Modalities
- **PSYC 6246** – Counselling Skills and Competencies

Students who have completed the required courses listed above and are in good academic standing but who are unable to complete the MACP for reasons other than dismissal from the program may apply to graduate with the Graduate Certificate in Foundations of Counselling. Individuals choosing to graduate with the Graduate Certificate may subsequently apply for readmission to complete the MACP program but should note that readmission is not guaranteed. If readmitted, students will have to satisfy MACP progression and graduation requirements in place at the time of readmission. Application to receive the Certificate must be received within 24 months of the student’s last registration in an MACP course.

The Graduate Certificate in Foundations of Counselling will be awarded to any student who has successfully completed the courses listed above and was subsequently dismissed (or required to withdraw) from the MACP program for having a second course failure, being discontinued in a practicum placement, failing to maintain good academic standing, failing to meet the requirements of a mandatory competency remediation plan, or another reason. Note, however, that the Graduate Certificate in Foundations of Counselling will not be awarded to any student who was dismissed from the MACP as a result of breaches of the *Academic Integrity and Honesty Policy*, the *Non-Academic Code of Conduct*, or the *Policy for Assessing Conduct Related to Professional Suitability of Students in the Master of Arts in Counselling Psychology*. Individuals awarded the Graduate Certificate in Foundations of Counselling as a result of dismissal from the MACP program may not subsequently apply for readmission to the MACP program.

Note that no one will be admitted to Yorkville University to pursue the Graduate Certificate in Foundations of Counselling. The Graduate Certificate is a graduation option available only to individuals admitted to the MACP program.

#### **10.1.2.12. Student Course Load**

The standard course load for students in the MACP is 3 courses (9 credits) taken sequentially. The maximum number of courses that can be taken concurrently is 1 (one). Students with a cumulative GPA of at least 3.0 may apply to the Dean through the Registrar for permission to take up to 2 (two) courses concurrently. Note, however, that the Faculty of Behavioural Sciences has established limitations on the

ability to take concurrent courses and conditions that must met before a student will be allowed to take 2 courses concurrently. Note that students on academic probation or who have failed a course are not eligible for concurrent courses.

**10.1.2.13. Policy for Assessing Conduct Related to Professional Suitability of Students in the Master of Arts in Counselling Psychology (the “Professional Suitability Policy”)**

**Preamble and Purpose**

In addition to meeting the standards of academic conduct expected of all students at Yorkville University (the “university”), students in the Master of Arts in Counselling Psychology program (the “MACP Program”) are expected to approach their professional responsibilities as counsellors in a manner consistent with the generally accepted ethical standards related to the methods and practice of counselling and psychotherapy. The university holds a reasonable expectation that students in the MACP Program will adhere to recognized ethical obligations and professional standards such as those codified by the Canadian Counselling and Psychotherapy Association in its *Code of Ethics*.

This Policy pertains to professional conduct and applies to any course or related learning environment, including practicum placements within the MACP Program, as well as public conduct that impacts on these environments. This Policy reflects the commitment of the university and its Faculty of Behavioural Sciences to support and assist students in becoming professional counsellors, and recognizes the importance of protecting the confidential information, safety and well-being of all students, staff, faculty members, fellow counsellors, and clients.

The university recognizes adherence to ethical and professional standards as integral to graduation from the MACP Program. The university is accordingly committed to ensuring that MACP Program graduates are capable of meeting the ethical and professional standards of their profession, and reserves the right to deny graduation, or to impose discipline, educational requirements, or other remediation, in accordance with this Policy, with respect to any student who demonstrably fails in meeting these standards.

The purposes of this Policy are to identify the type of student conduct that might require review by the university and to provide guidelines for a fair, timely and effective process of review and resolution. General standards of student conduct are separately defined and governed by the university’s policies on Academic Integrity and Honesty, as well as by the Student Code of Conduct. The provisions set out in this Policy shall be implemented in accordance with all applicable legislation, including applicable provincial human rights legislation.

**Values and Principles Underlying Ethical and Professional Conduct, as defined by the Canadian Counselling and Psychotherapy Association**

- Beneficence: being proactive in promoting the client’s best interest
- Fidelity: honoring commitments to clients and maintaining integrity in counselling relationships
- Nonmaleficence: not wilfully harming a client and refraining from actions that put clients at risk
- Autonomy: respecting the rights of clients to self-determination
- Justice: respecting the dignity and just treatment of all persons
- Societal Interest: respecting the need to be responsible to society

The full Professional Suitability Policy and Procedures and supporting documents related to that policy can be found here: [MACP Professional Suitability Procedures](#)

## **10.2. Faculty of Education**

The Faculty of Education offers a Master of Education in Adult Education and a Master of Education in Educational Leadership (M.Ed.) with specializations in Leadership and Learning and in Educational Administration.

### **10.2.1. Master of Education Programs**

Students who began the Master of Education programs before Fall 2022 entered a program consisting of a total of 36 study credits, including 30 study credits obtained through academic courses and 6 study credits obtained through a capstone project.

All students who began the Master of Education programs in Fall 2022 or later entered a program consisting of a total of 30 study credits to be completed through one of two possible pathways: course-based, or research-based.

The course-based pathway requires students to complete 10 three-credit graduate courses. The research-based pathway requires students to complete 6 three-credit graduate courses and a 12-credit graduate research thesis. Students in the research-based pathway require a cGPA of 3.70 to enrol in EDUC 6093 and then in EDUC 7000.

Academic courses are offered through online, asynchronous discussions, independent reading and inquiry, and the completion of written assignments. The capstone projects and thesis are completed through independent study under the supervision of research-active faculty members.

Yorkville University's Faculty of Education academic year is organized into trimesters (terms) of 15 weeks each, beginning in September, January, and May. Full-time students in the Master of Education programs enroll in two seven-week, three-credit courses each trimester. These courses are taken one at a time, in sequence, and the program can be completed in two years (six trimesters).

Faculty members are highly qualified in their fields, each with an earned advanced degree and practical, professional experience in their area of specialization. In addition, they have expertise in e-learning and e-teaching methodologies. Their teaching approaches ensure efficient sharing of information, encourage critical reflection, and include timely responses to student discussions and assignments.

The use of technology facilitates access to study materials and learning resources for all students. The program is designed for working professionals who are unable to attend traditional “brick and mortar” universities because of employment, family commitments, geographical isolation, physical disability, or any other reason.

### **10.2.2. Financial Information**

General information about the university's financial policies and a list of general administrative fees are provided in Section 7.

Course tuition fees are based on the credit hour value of each course. Current tuition rates per credit hour are available on the university's website, or from the Bursar's Office at 1-888 886-1882. Any

changes to tuition rates will be announced at least 3 months prior to the start of the term to which they apply.

**10.2.3. Detailed Program Information: Master of Education in Adult Education and Master of Education in Educational Leadership**

**10.2.3.1. Course-based Program Requirements: Master of Education in Adult Education**

To graduate with a course-based M.Ed. (Adult Education), students must successfully complete the following courses.

Core Courses:

EDUC 6013 – Research in Education (3 credits)

EDUC 6123 – Reflexive Inquiry (3 credits)

EDUC 6083 – Self-directed Inquiry (3 credits)

Required Courses:

EDAE 6303 – Contexts of Adult Learning (3 credits)

EDAE 6323 – Foundations of Adult Education (3 credits)

EDAE 6343 – Program Development and Planning (3 credits)

EDAE 6363 – Diversity in Adult Education (3 credits)

In addition to the core and required courses, students must also complete three electives. Electives may be selected from any MEd course offering in the student's elective term across any of the program pathways. Elective offerings vary with term and enrolment. Course options include, but are not limited to:

EDAE 6373 – Learning and Teaching Online (3 credits)

EDAE 6383 – Transformative Learning in Adult Education (3 credits)

EDAE 6513 – Becoming a Critically Reflective Educator (3 credits)

EDAE 6523 – Adult Education for Sustainability and Global Citizenship (3 credits)

EDAE 6533 – Coaching and Mentoring in Adult Education (3 credits)

EDEL 6113 – Educational Leadership: Perspectives and Practices (3 credits)

EDEL 6143 – Change and Transformation (3 credits)

EDEL 6153 – Ethical Leadership (3 credits)

EDEL 6173 – Administrators as Leaders (3 credits)

EDEL 6193 – Diversity and Leadership (3 credits)

EDEL 6223 – Supervision of Instruction (3 credits)

EDEL 6433 – Leadership & Community Engagement (3 credits)

EDEL 6443 – Curriculum as Living Inquiry (3 credits)

EDEL 6453 – Leadership in Higher Education (3 credits)

EDEL 6463 – Leadership & Online Pedagogies (3 credits)

EDUC 6003 – Indigenous Perspectives in Canadian Education (3 credits)

EDUC 6043 – Learning and Organizations (3 credits)

EDUC 6063 – Assessment and Evaluation in Education (3 credits)

EDUC 6643 – Decolonization and Indigenization of Curriculum, Teaching, and Learning (3 credits)



EDUC 6703 – Indigenous Pedagogies and Ways of Knowing (3 credits)

EDUC 6713 – Building and Strengthening Relationships in Indigenous Education (3 credits)

NOTE: students who began their programs prior to Fall 2022, and who have not opted into the modified programs, must complete the courses within their specific programs of study including the 6-credit independent research project in an area relevant to their sought designation. This exit requirement can be chosen from one of the following:

EDUC 7016 – Major Academic Report (6 credits)

or

EDUC 7026 – Action Research Project (6 credits)

\*Eligible students are those who have completed their coursework, are in good academic standing, and are in good standing with the university Bursar.

### **10.2.3.2. Research-based Program Requirements: Master of Education in Adult Education**

To graduate with a research-based M.Ed. (Adult Education), students must successfully complete the following courses.

Core Courses:

EDUC 6013 – Research in Education (3 credits)

EDUC 6093 – Advanced Research Methods in Education (3 credits)

EDUC 7000 – Graduate Research Thesis (12 credits)

Required Courses:

EDAE 6323 – Foundations of Adult Education (3 credits)

EDAE 6363 – Diversity in Adult Education (3 credits)

Students in the research-based pathway require a cGPA of 3.70 to enrol in EDUC 6093 and then in EDUC 7000.

In addition to the core and required courses, students must also complete two electives. Electives may be selected from any MEd course offering in the student's elective term across any of the program pathways. Elective offerings vary with term and enrolment. Course options include, but are not limited to:

EDAE 6303 – Contexts of Adult Education (3 credits)

EDAE 6343 – Program Development and Planning (3 credits)

EDAE 6373 – Learning and Teaching Online (3 credits)

EDAE 6383 – Transformative Learning in Adult Education (3 credits)

EDAE 6513 – Becoming a Critically Reflective Educator (3 credits)

EDAE 6523 – Adult Education for Sustainability and Global Citizenship (3 credits)

EDAE 6533 – Coaching and Mentoring in Adult Education (3 credits)

EDEL 6113 – Educational Leadership: Perspectives and Practices (3 credits)

EDEL 6143 – Change and Transformation (3 credits)

EDEL 6153 – Ethical Leadership (3 credits)

EDEL 6173 – Administrators as Leaders (3 credits)

EDEL 6193 – Diversity and Leadership (3 credits)  
EDEL 6223 – Supervision of Instruction (3 credits)  
EDEL 6433 – Leadership & Community Engagement (3 credits)  
EDEL 6443 – Curriculum as Living Inquiry (3 credits)  
EDEL 6453 – Leadership in Higher Education (3 credits)  
EDEL 6463 – Leadership & Online Pedagogies (3 credits)

EDUC 6003 – Indigenous Perspectives in Canadian Education (3 credits)  
EDUC 6043 – Learning and Organizations (3 credits)  
EDUC 6063 – Assessment and Evaluation in Education (3 credits)  
EDUC 6123 – Reflexive Inquiry (3 credits)  
EDUC 6643 – Decolonization and Indigenization of Curriculum, Teaching, and Learning (3 credits)  
EDUC 6703 – Indigenous Pedagogies and Ways of Knowing (3 credits)  
EDUC 6713 – Building and Strengthening Relationships in Indigenous Education (3 credits)

**10.2.3.3. Course-based Program Requirements: Master of Education in Educational Leadership (Leadership in Learning)**

To graduate with a course-based M.Ed. (Leadership in Learning), students must successfully complete the following courses.

Core Courses:

EDUC 6013 – Research in Education (3 credits)  
EDUC 6123 – Reflexive Inquiry (3 credits)  
EDUC 6083 – Self-directed Inquiry (3 credits)

Required Courses:

EDUC 6043 – Learning and Organizations (3 credits)  
EDEL 6143 – Change and Transformation (3 credits)  
EDEL 6153 – Ethical Leadership (3 credits)  
EDEL 6193 – Diversity and Leadership (3 credits)

In addition to the core and required courses, students must also complete three electives from the following courses. Electives may be selected from any MEd course offering in the student's elective term across any of the program pathways. Elective offerings vary with term and enrolment. Course options include, but are not limited to:

EDEL 6113 – Educational Leadership: Perspectives and Practice (3 credits)  
EDEL 6173 – Administrators as Leaders (3 credits)  
EDEL 6223 – Supervision of Instruction (3 credits)  
EDEL 6433 – Leadership & Community Engagement (3 credits)  
EDEL 6443 – Curriculum as Living Inquiry (3 credits)  
EDEL 6453 – Leadership in Higher Education (3 credits)  
EDEL 6463 – Leadership and Online Pedagogies (3 credits)

EDAE 6303 – Contexts of Adult Learning (3 credits)  
EDAE 6323 – Foundations of Adult Education (3 credits)  
EDAE 6343 – Program Development and Planning in Adult Education (3 credits)

EDAE 6363 – Diversity in Adult Education (3 credits)  
EDAE 6373 – Learning and Teaching Online (3 credits)  
EDAE 6383 – Transformative Learning in Adult Education (3 credits)  
EDAE 6513 – Becoming a Critically Reflective Educator (3 credits)  
EDAE 6523 – Adult Education for Sustainability and Global Citizenship (3 credits)  
EDAE 6533 – Coaching and Mentoring in Adult Education (3 credits)

EDUC 6003 – Indigenous Perspectives in Canadian Education (3 credits)  
EDUC 6063 – Assessment and Evaluation in Education (3 credits)  
EDUC 6643 – Decolonizing and Indigenizing Curriculum, Teaching, & Learning (3 credits)  
EDUC 6703 – Indigenous Pedagogies and Ways of Knowing (3 credits)  
EDUC 6713 – Building and Strengthening Relationships in Indigenous Education (3 credits)

NOTE: students who began their programs prior to Fall 2022, and who have not opted into the modified programs, must complete the courses within their specific programs of study including the 6-credit independent research project in an area relevant to their sought designation. This exit requirement can be chosen from one of the following:

EDUC 7016 – Major Academic Report (6 credits)  
Or  
EDUC 7026 – Action Research Project (6 credits)

\*Eligible students are those who have completed their coursework, are in good academic standing, and are in good standing with the University Bursar.

#### **10.2.3.4. Research-based Program Requirements: Master of Education in Educational Leadership (Leadership in Learning)**

To graduate with a research-based M.Ed. (Leadership in Learning), students must successfully complete the following courses.

Core Courses:

EDUC 6013 – Research in Education (3 credits)  
EDUC 6093 – Advanced Research Methods in Education (3 credits)  
EDUC 7000 – Graduate Research Thesis (12 credits)

Required Courses:

EDUC 6043 – Learning and Organizations (3 credits)  
EDEL 6193 – Diversity and Leadership (3 credits)

Students in the research-based pathway require a cGPA of 3.70 to enrol in EDUC 6093 and then in EDUC 7000.

In addition to the core and required courses, students must also complete two electives from the following courses. Electives may be selected from any MEd course offering in the student's elective term across any of the program pathways. Elective offerings vary with term and enrolment. Course options include, but are not limited to:

EDEL 6113 – Educational Leadership: Perspectives and Practice (3 credits)  
EDEL 6143 – Change and Transformation (3 credits)  
EDEL 6153 – Ethical Leadership (3 credits)  
EDEL 6173 – Administrators as Leaders (3 credits)  
EDEL 6223 – Supervision of Instruction (3 credits)  
EDEL 6433 – Leadership & Community Engagement (3 credits)  
EDEL 6443 – Curriculum as Living Inquiry (3 credits)  
EDEL 6453 – Leadership in Higher Education (3 credits)  
EDEL 6463 – Leadership and Online Pedagogies (3 credits)

EDAE 6303 – Contexts of Adult Learning (3 credits)  
EDAE 6323 – Foundations of Adult Education (3 credits)  
EDAE 6343 – Program Development and Planning in Adult Education (3 credits)  
EDAE 6363 – Diversity in Adult Education (3 credits)  
EDAE 6373 – Learning and Teaching Online (3 credits)  
EDAE 6383 – Transformative Learning in Adult Education (3 credits)  
EDAE 6513 – Becoming a Critically Reflective Educator (3 credits)  
EDAE 6523 – Adult Education for Sustainability and Global Citizenship (3 credits)  
EDAE 6533 – Coaching and Mentoring in Adult Education (3 credits)

EDUC 6003 – Indigenous Perspectives in Canadian Education (3 credits)  
EDUC 6063 – Assessment and Evaluation in Education (3 credits)  
EDUC 6123 – Reflexive Inquiry (3 credits)  
EDUC 6643 – Decolonizing and Indigenizing Curriculum, Teaching, & Learning (3 credits)  
EDUC 6703 – Indigenous Pedagogies and Ways of Knowing (3 credits)  
EDUC 6713 – Building and Strengthening Relationships in Indigenous Education (3 credits)

**10.2.3.5. Course-based Program Requirements: Master of Education in Educational Leadership (Educational Administration)**

To graduate with a course-based M.Ed. (Educational Administration), students must successfully complete the following courses.

**Core Courses:**

EDUC 6013 – Research in Education (3 credits)  
EDUC 6123 – Reflexive Inquiry (3 credits)  
EDUC 6083 – Self-directed Inquiry (3 credits)

**Required Courses:**

EDEL 6113 – Educational Leadership: Perspectives and Practices (3 credits)  
EDUC 6063 – Assessment and Evaluation in Education (3 credits)  
EDEL 6223 – Supervision of Instruction (3 credits)  
EDEL 6193 – Diversity and Leadership (3 credits)

In addition to the core and required courses, students must also complete three electives from the following courses. Electives may be selected from any MEd course offering in the student's elective term across any of the program pathways. Elective offerings vary with term and enrolment. Course options include, but are not limited to:

EDEL 6143 – Change and Transformation (3 credits)  
EDEL 6153 – Ethical Leadership (3 credits)  
EDEL 6173 – Administrators as Leaders (3 credits)  
EDEL 6433 – Leadership & Community Engagement (3 credits)  
EDEL 6443 – Curriculum as Living Inquiry (3 credits)  
EDEL 6453 – Leadership in Higher Education (3 credits)  
EDEL 6463 – Leadership and Online Pedagogies (3 credits)

EDAE 6303 – Contexts of Adult Learning (3 credits)  
EDAE 6323 – Foundations of Adult Education (3 credits)  
EDAE 6343 – Program Development and Planning in Adult Education (3 credits)  
EDAE 6363 – Diversity in Adult Education (3 credits)  
EDAE 6373 – Learning and Teaching Online (3 credits)  
EDAE 6383 – Transformative Learning in Adult Education (3 credits)  
EDAE 6513 – Becoming a Critically Reflective Educator (3 credits)  
EDAE 6523 – Adult Education for Sustainability and Global Citizenship (3 credits)  
EDAE 6533 – Coaching and Mentoring in Adult Education (3 credits)

EDUC 6003 – Indigenous Perspectives in Canadian Education (3 credits)  
EDUC 6043 – Learning and Organizations (3 credits)  
EDUC 6643 – Decolonizing and Indigenizing Curriculum, Teaching, & Learning (3 credits)  
EDUC 6703 – Indigenous Pedagogies and Ways of Knowing (3 credits)  
EDUC 6713 – Building and Strengthening Relationships in Indigenous Education (3 credits)

NOTE: students who began their programs prior to Fall 2022, and who have not opted into the modified programs, must complete the courses within their specific programs of study including the 6-credit independent research project in an area relevant to their sought designation. This exit requirement can be chosen from one of the following:

EDUC 7016 – Major Academic Report (6 credits)  
Or  
EDUC 7026 – Action Research Project (6 credits)

\*Eligible students are those who have completed their coursework, are in good academic standing, and are in good standing with the University Bursar.

**10.2.3.6. Research-based Program Requirements: Master of Education in Educational Leadership (Educational Administration)**

To graduate with a research-based M.Ed. (Educational Administration), students must successfully complete the following courses.

Core Courses:

EDUC 6013 – Research in Education (3 credits)  
EDUC 6093 – Advanced Research Methods in Education (3 credits)  
EDUC 7000 – Graduate Research Thesis (12 credits)

**Required Courses:**

EDEL 6113 – Educational Leadership: Perspectives and Practices (3 credits)

EDEL 6193 – Diversity and Leadership (3 credits)

Students in the research-based pathway require a cGPA of 3.70 to enrol in EDUC 6093 and then in EDUC 7000.

In addition to the core and required courses, students must also complete two electives from the following courses. Electives may be selected from any MEd course offering in the student's elective term across any of the program pathways. Elective offerings vary with term and enrolment. Course options include, but are not limited to:

EDEL 6143 – Change and Transformation (3 credits)

EDEL 6153 – Ethical Leadership (3 credits)

EDEL 6173 – Administrators as Leaders (3 credits)

EDEL 6223 – Supervision of Instruction (3 credits)

EDEL 6433 – Leadership & Community Engagement (3 credits)

EDEL 6443 – Curriculum as Living Inquiry (3 credits)

EDEL 6453 – Leadership in Higher Education (3 credits)

EDEL 6463 – Leadership and Online Pedagogies (3 credits)

EDAE 6303 – Contexts of Adult Learning (3 credits)

EDAE 6323 – Foundations of Adult Education (3 credits)

EDAE 6343 – Program Development and Planning in Adult Education (3 credits)

EDAE 6363 – Diversity in Adult Education (3 credits)

EDAE 6373 – Learning and Teaching Online (3 credits)

EDAE 6383 – Transformative Learning in Adult Education (3 credits)

EDAE 6513 – Becoming a Critically Reflective Educator (3 credits)

EDAE 6523 – Adult Education for Sustainability and Global Citizenship (3 credits)

EDAE 6533 – Coaching and Mentoring in Adult Education (3 credits)

EDUC 6003 – Indigenous Perspectives in Canadian Education (3 credits)

EDUC 6043 – Learning and Organizations (3 credits)

EDUC 6063 – Assessment and Evaluation in Education (3 credits)

EDUC 6123 – Reflexive Inquiry (3 credits)

EDUC 6643 – Decolonizing and Indigenizing Curriculum, Teaching, & Learning (3 credits)

EDUC 6703 – Indigenous Pedagogies and Ways of Knowing (3 credits)

EDUC 6713 – Building and Strengthening Relationships in Indigenous Education (3 credits)

To be qualified to administer as a principal in NB, students must complete EDUC 6063 and EDEL 6223.

**Master of Education, Special Requirements related to Graduate Research Thesis**

**Thesis Examination and Oral Defence:**

The intention of the thesis examination and oral defence is two-fold: it provides graduate students an opportunity to defend their research, and it serves as a celebration of the student's knowledge in their

areas of inquiry. All students in the research-based pathway will be required to complete both the written thesis examination and oral defence before the degree may be conferred. Both these requirements help promote the quality of graduate research undertaken by students in the program.

Thesis examination cannot be scheduled until the supervisor and committee members have reviewed the student's completed thesis in its entirety against graduate level standards for academic theses, including research material related to the thesis area. The supervisor's signature on the *Notice of Examination Form* serves to acknowledge that the entire thesis meets the minimum standard for graduation and is ready to be progressed to *Thesis Examination*.

Thesis examination begins when the thesis is distributed to an internal and an external examiner by a Neutral Chair. The internal and external examiners may not discuss the thesis amongst themselves, with the student, nor with the supervisor or committee members. The supervisor may, however, continue to discuss the thesis with the student to support preparation for the oral defence. The student is not permitted to submit revisions while the examination is in progress. Examiners have four weeks to complete their examination of the written thesis and submit their assessments to the Neutral Chair. If an examiner suspects that academic misconduct has occurred in the thesis, they must contact the Associate Dean (Research) immediately.

Examination reports assess the written thesis as one of the following:

- **Pass with No Revisions.** Oral defence can be scheduled.
- **Pass with Minor Revisions.** The supervisor will inform the student of the necessary corrections. Students will be provided one month from the date of the examination to complete these changes. The supervisor will withhold their signature until satisfied with the revisions. Oral defence can then be scheduled.
- **Major Revisions Required.** At least one examiner considers the revisions to be major. Major revisions typically involve clarification of research framework or research findings. Major revisions must be completed and submitted to Associate Dean (Research) within six months of the date of examination. The supervisor and one or more examiners may withhold their signatures until satisfied with the revisions. The oral defence cannot be scheduled until supervisor and committee members are satisfied with the revisions.
- **Fail.** The student is permitted one resubmission no sooner than six months and no later than 12 months from the first exam date. No decision is made on the oral defence.

Once assessments are received from both internal and external examiners, the Neutral Chair will forward the assessments to the student's supervisor and supervisory committee.

If the assessments are **Pass with No Revisions** or **Pass with Minor Revisions**, the oral defence of the thesis is undertaken by the candidate. Normally, at least two weeks' notice is given to the university community concerning the date, time, and place of the oral defence. It is the responsibility of the supervisor to schedule the oral defence, and to recommend all examining committee members to the Associate Dean (Research) in accordance with policy.

***Processes and Procedures for Oral Defence:***

The examination committee, which is approved by the Associate Dean (Research), is convened to make a recommendation of the final outcome of Thesis Examination and Oral Defence to the Dean. The examination committee should consist of:

- supervisor.
- supervisory committee;
- the internal examiner: a member of the Faculty of Education whose research aligns with the thesis to be defended but who has not served on the student’s supervisory committee;
- the external examiner who has a well-established research profile in the student’s area of inquiry and who has experience evaluating theses at the graduate level, and;
- an additional member of university academic staff to serve as non-voting Neutral Chair.

The oral defence is chaired by the non-voting Neutral Chair. The Neutral Chair is not permitted to vote, ask questions, or otherwise participate in the examination. The role of the Neutral Chair is to ensure that the examination is conducted in an equitable and efficient manner.

Immediately following the public presentation of the thesis, the oral examination of the candidate is held. Normally, the public presentation and examination will not exceed 120 minutes.

Examiners must be present, either in person or via virtual conferencing, during the entire public presentation and questioning process as well as the post-examination discussion and vote.

All examiners must be given the opportunity to question the student, and the questions must be relevant to the thesis document and public presentation material.

The oral defence is normally open to the public but only members of the examination committee may question the student during the examination. Once the examination panel has concluded questions, the floor may be opened to guests prior to in-camera deliberation.

Any procedural irregularities must be reported to the Associate Dean (Research) within five working days of the examination date, regardless of the outcome of the examination.

Upon conclusion of the public presentation and oral defence, the examining committee meet in-camera to arrive at a unanimous decision, agree on any changes to be made to the thesis, and determine who will be responsible for ensuring that these changes are made. The responsibility for ensuring changes is completed by the student prior to final submission of the thesis rests with the Supervisor, and these changes are to be completed within one month.

***Recommendations at the Conclusion of Oral Defence***

The examination committee must recommend the outcome of the oral defence by indicating one of the following:

- **Unanimous Pass.**
- **Unanimous Fail.** If a decision of unanimous fail is reached on the oral defence, the oral component must be retaken within six months from the date of examination.
- **Failure to reach unanimous decision.**

Post-examination recommendation to the Associate Dean (Research) must be unanimous. If it is not unanimous, the Associate Dean (Research) will decide the outcome of the thesis and the oral defence.



### ***Retake of Failed Examination***

In the case of a failed oral defence, one resubmission will be permitted, and a new examination will be required. A revised thesis must be submitted at least four weeks in advance of the new oral defence.

A second failure of the thesis or the oral examination will result in the student being required to withdraw. In the case of failed outcomes, students have the right to appeal.

The composition of the examination committee normally will remain the same. Upon the recommendation of the Associate Dean (Research) and approval of the Dean, an examiner may be replaced.

### ***Appeals of Decisions Regarding Thesis Examinations***

Student appeals of decisions regarding the process for or outcome of thesis examination may be made to the Appeals Committee in accordance with the university Appeals Procedures.

#### ***10.2.3.7. Master of Education Programs - Specific Admission Policies***

In addition to the requirements listed in Section 6 of the University Academic Calendar, successful Master of Education program applicants will have completed two or more years of employment in education or an education-related field. In some cases, this employment requirement may be replaced by involvement and participation in volunteer, community-based activities.

Applicants seeking admission to the Educational Administration stream of the M.Ed. (Educational Leadership) are expected to have gained their education-related experience in the K-12 school system.

**Flexible Admission:** Applicants who do not meet the standard admission requirements set out in Sections 6 and 10.2 of the Academic Calendar may be considered for admission under the Faculty of Education's Flexible Admission Policy. The objective of the Flexible Admissions Policy is in all cases to recognize prospective students with sufficient knowledge, skills, and abilities to complete a demanding academic course of study at graduate level. The Faculty Admissions Committee will carry out an assessment of evidence of prior learning and professional accomplishments to assure a high probability of successful program completion for both the students and the university.

Applicants being considered under the Flexible Admission Policy will be required to submit additional information to help the Faculty of Education Admissions Committee to judge the application and reach a decision regarding admission. Additional information required could be in the form of: an additional Letter(s) of Reference; a portfolio of previous work and accomplishments (preferably in digital format) containing evidence of learning already achieved, relevant previous work experience, and pieces of writing at the required academic level; an interview by telephone or in person; a telephone call to a referee.

Applicants who are likely to be considered for admission through the Flexible Admissions route are:

- Applicants who received their undergraduate degree ten or more years ago with a GPA of less than 2.5, but more than 2.0 or equivalent; and who can provide evidence of professional experience spanning more than ten years in a career related to the planned area of study;
- Applicants with no undergraduate degree, who can provide evidence of professional experience spanning at least ten years in a career related to the planned area of study.

- Applicants who can provide evidence of extenuating circumstances (e.g., physical, sensory, or learning disability) for why they do not hold an undergraduate degree or did not achieve a GPA of more than 3.0

Process: The Faculty Admissions Committee, having decided that an applicant is eligible for Flexible Admission will recommend admission to the Director of Admissions, Campus Registrar and University Registrar. In order to demonstrate their academic ability at graduate level, all students admitted via the Flexible Admissions route will be admitted on the condition that the marks achieved in the first two courses will be a minimum B.

#### **10.2.3.8. Anticipated Completion Time**

The Master of Education programs are designed to be completed in six trimesters or 24 months. Students must normally complete the program within a maximum of five years from their initial enrolment date. Research pathway students are advised that the thesis process may take longer, depending on the nature of their research. A limited number of extensions are available.

If a student needs longer than five years to complete the program, they may apply to the Dean of Education for an extension of up to two calendar years. If the Dean denies the application, the student will be dismissed from the program. If the Dean allows the extension, they will establish a deadline for completion of the program. Students should consult the Faculty of Education about guidelines and procedures for applying for extensions of anticipated completion time.

#### **10.2.3.9. Enrolment Plan**

New students may enroll in the program three times per year (January, May, or September). Each course is subdivided into sections; normally, each section has a maximum of 18 students. A faculty member is assigned as a course instructor for each section of a course.

#### **10.2.3.10. Course Delivery**

Other than the exit research projects (capstone or thesis), all courses in the Master of Education programs are delivered online via Yorkville's CMS. Students can expect to dedicate approximately 16 to 20 hours per week to successfully complete the requirements for each academic course. This study time includes: review of assigned course material (textbook and journal readings, videos, etc.); additional reading and research; assignments for assessment by the course instructor; online discussion (postings and responses to postings of other students); and online communication with the professor as required.

The Major Academic Report (EDUC 7016) provides the student with an opportunity to complete independent scholarly work. In this report, students summarize and critique or apply knowledge to a contemporary issue in a selected area of their specialized field of study. The report is completed under the supervision of a faculty member. The report includes an extensive literature review on the topic with a summary based on the student's understanding of existing knowledge and either a critique of the topic, as it is discussed in the literature, or a description of how knowledge can be used to resolve current educational concerns.

The Action Research Project (EDUC 7026) provides students with an opportunity to design and develop a project that is theoretically grounded and practically focused. The student conducts this project within their work context. The student writes a formal proposal that: clearly states the research question, describes the setting, describes the literature review, outlines planned research activities; addresses

ethical due diligence, and outlines plans to share findings and recommendations. The process is supervised by a faculty member with subject expertise and proven skills in doing research.

**10.2.3.11. Assessment of Student Participation**

*Please see Section 8.3.1 for information regarding the assessment of student participation.*

**10.2.3.12. Assessment of Written Assignments**

*Please see Section 8.3.1 for information regarding the assessment of written assignments.*

**10.2.3.13. Assessment of the Major Academic Report**

The Major Academic Report (EDUC 7016) is assessed on a pass/fail basis. A written proposal is to be submitted to the Office of the Dean of Education before students begin their inquiry activities. This proposal must: outline the topic; clearly state objectives and outcomes; describe planned inquiry activities and deliverable(s); and outline a work schedule.

Students submit drafts of various sections of the research paper to their faculty supervisor at appropriate intervals. The supervisor returns each draft, in timely fashion, with formative feedback

When the document is complete, it is submitted to the faculty supervisor and one other faculty member for assessment. The work may be assessed as: Pass; Pass with Minor Revisions; Major Revisions Required; or Fail. If the work is assessed as Major Revisions Required, the student is granted an opportunity to rewrite and resubmit it within the next trimester at which point it is returned to the second reader. If a student fails, they have one opportunity to re-attempt successful completion of the capstone. In no circumstance does a student have more than two attempts at successful completion.

**10.2.3.14. Assessment of Action Research Project**

The Action Research Project (EDUC 7026) is assessed on a pass/fail basis. A written proposal is to be submitted to the Office of the Dean of Education before students begin their inquiry activities. This proposal must outline the topic; clearly state objectives and outcomes; describe planned inquiry activities and deliverable(s); and outline a work schedule.

Students submit drafts of various sections of the report on the action research project to their faculty supervisor at appropriate intervals. The supervisor returns each draft, in timely fashion, with formative feedback.

The Action Research Project is assessed on a pass-fail basis. When the project is complete, it is submitted to the faculty supervisor and one other faculty member for assessment. The work may be assessed as: Pass; Pass with Minor Revisions; Major Revisions Required; or Fail. If the work is assessed as Major revisions, the student is granted an opportunity to rewrite and resubmit it within the next trimester at which point it is returned to the second reader. If a student fails, they have one opportunity to re-attempt successful completion of the capstone. In no circumstance does a student have more than two attempts at successful completion.

**10.2.3.15. Advanced Standing Policies**

In general, advanced standing or transfer credits may be provided to students for graduate courses completed at other institutions provided the course is comparable to a course offered by Yorkville University and the following conditions have been met:

- The student has been accepted into a Master of Education program and has been issued a letter of admission;
- The student has achieved a grade on the proposed transfer course that is equivalent to or higher than the passing grade normally required of students in a Yorkville University graduate program (i.e., B or higher);
- Transfer credit is generally considered for comparable graduate courses completed with a grade of B or higher within five years from the date of first enrolment in Yorkville University's M.Ed. In exceptional circumstances, and when the courses are not vulnerable to stale-dating, courses completed within 10 years will be considered. Under no circumstances will transfer credit be given to any course completed longer ago than 10 years;
- The transfer credit is approved by the Office of the Dean of Education.

Students seeking transfer credits for OCT-certified and PQP courses need to provide: Ontario Teaching Record; verification from service provider of completed PQP work; and extended syllabi detailing notional hours and comparable workload for all courses not included in a current MoU.

Transfer credit is normally limited to a maximum of three academic courses. No transfer credit is provided for EDUC 7026 Action Research Project, for EDUC 7016 Major Academic Report, or for EDUC 6083 Self-directed Inquiry, EDUC 6093 Advanced Research Methods in Education and EDUC 7000 Graduate Research Thesis.

Credit will not be awarded for any course taken at another university when that course was previously recognized for credit toward a completed degree program. The student will not be required to repeat the course at Yorkville but will be required to take another course to replace the one already completed elsewhere.

Students must provide an official transcript showing the grade obtained in the course proposed for transfer and a detailed outline of the course. Transfer credits are accepted from recognized degree programs at Canadian universities and from accredited USA degree-granting institutions with transfer agreements with appropriate state universities. Transfer credits are also accepted for graduate courses completed at educational institutions outside of Canada and the USA. Where equivalency is difficult to substantiate, additional documentary evidence may be required, at the student's expense, from an agency qualified to verify equivalency.

Students may apply to register in Yorkville University courses without completing the full admission process. Such non-degree (or unspecified) students may request transfer of course credits to a Yorkville University degree program provided they complete the full admissions process, and the transfer is approved by the Dean of Education. No guarantees are made in advance that such a transfer of credit will be approved.

### **10.2.3.16.      *Graduation Requirements***

A student must complete the required core and elective components for the program with a cumulative GPA of 3.0 or better to graduate.

In order to earn the Master of Education (M.Ed.) degree with specialization in Adult Education or Educational Leadership, course-based students are required to complete 30 credits of study consisting

of ten (10) three-credit academic courses, seven of which are core and required and three of which are elective.

Students who began their programs before Fall 2022 and who did not opt into the modified 30-unit degree are also required to complete independent scholarly work through either a six-credit major academic report (EDUC 7016) or a six-credit action research project (EDUC 7026).

In order to earn the Master of Education (M.Ed.) degree with specialization in Adult Education or Educational Leadership, research-based students are required to complete 30 credits of study consisting of six (6) three-credit academic courses (four of which are core and required and two of which are elective) and a 12-credit Graduate Research Thesis.

*Please see Section 10.2.3.1 “Program Requirements” or Section 11.3 “Course Descriptions” for a full list of courses for the M.Ed. in Adult Education and the M.Ed. in Educational Leadership programs.*

Students must also submit a *Request to Graduate Form* and pay the \$125 graduation fee before the degree and final transcript can be issued. Yorkville University reserves the right to decline to issue degrees or release transcripts to students whose financial accounts are not paid in full at the end of their program.

#### **10.2.3.17. Student Course Load**

The standard course load for students in the Master of Education is 2 courses (6 credits) taken sequentially. The maximum number of courses that can be taken concurrently is one (1). Students may apply to the Dean through the Registrar for permission to take up to 2 (two) courses concurrently. Note, however, that the Faculty of Education has established limitations on the ability to take concurrent courses and conditions that must be met before a student will be allowed to take 2 courses concurrently.

#### **10.2.4. Graduate Certificates in Education**

The Graduate Certificates in Education consist of a total of 15 study credits; all 15 study credits are obtained through academic courses, four of which are required and one of which is elective.

Academic courses are offered through online, asynchronous discussions, independent reading and inquiry, and the completion of written assignments.

Yorkville University's Faculty of Education academic year is organized into trimesters (terms) of 15 weeks each, beginning in September, January, and May. The start date for the Graduate Certificates in Education programs is September. Full-time students in these programs enroll in two seven-week, three-credit courses each trimester. These courses are taken one at a time, in sequence, and the program can be completed in approximately ten months.

Faculty members are highly qualified in their fields, each with an earned advanced degree and practical, professional experience in their area of specialization. In addition, they have expertise in e-learning and e-teaching methodologies. Their teaching approaches ensure efficient sharing of information, encourage critical reflection, and include timely responses to student discussions and assignments.

The use of technology facilitates access to study materials and learning resources for all students. The program is designed for working professionals who are unable to attend traditional “brick and mortar”

universities because of employment, family commitments, geographical isolation, physical disability, or any other reason.

#### **10.2.4.1 Financial Information**

General information about the university's financial policies and a list of general administrative fees are provided in Section 7.

Course tuition fees are based on the credit hour value of each course. Current tuition rates per credit hour are available on the university's website, or from the Bursar's Office at 1-888- 886-1882. Any changes to tuition rates will be announced at least 3 months prior to the start of the term to which they apply.

#### **10.2.4.2 Detailed Program Information: Graduate Certificates in Education**

#### **10.2.4.3 Program Requirements: Graduate Certificate in Education in Leadership in Social Justice**

To graduate with GCELSJ, students must successfully complete the following courses.

Required Courses:

EDUC 6003 – Indigenous Perspectives in Canadian Education (3 credits)

EDEL 6153 – Ethical Leadership (3 credits)

EDEL 6193 – Diversity in Leadership (3 credits)

EDEL 6443 – Curriculum as Living Inquiry (3 credits)

In addition to the required courses, students must also complete one elective. Electives may be selected from any MEd course offering in the student's elective term across any of the program pathways. Elective offerings vary with term and enrolment. Course options include, but are not limited to:

EDEL 6113 – Educational Leadership: Perspectives and Practice (3 credits)

EDEL 6143 – Change and Transformation (3 credits)

EDEL 6173 – Administrators as Leaders (3 credits)

EDEL 6223 – Supervision of Instruction (3 credits)

EDEL 6433 – Leadership & Community Engagement (3 credits)

EDEL 6453 – Leadership in Higher Education (3 credits)

EDEL 6463 – Leadership and Online Pedagogies (3 credits)

EDAE 6303 – Contexts of Adult Learning (3 credits)

EDAE 6323 – Foundations of Adult Education (3 credits)

EDAE 6343 – Program Development and Planning in Adult Education (3 credits)

EDAE 6363 – Diversity in Adult Education (3 credits)

EDAE 6373 – Learning and Teaching Online (3 credits)

EDAE 6383 – Transformative Learning in Adult Education (3 credits)

EDAE 6513 – Becoming a Critically Reflective Educator (3 credits)

EDAE 6523 – Adult Education for Sustainability and Global Citizenship (3 credits)

EDAE 6533 – Coaching and Mentoring in Adult Education (3 credits)

EDUC 6013 – Research in Education (3 credits)

EDUC 6043 – Learning and Organizations (3 credits)

EDUC 6063 – Assessment and Evaluation in Education (3 credits)  
EDUC 6123 – Reflexive Inquiry (3 credits)  
EDUC 6643 – Decolonizing and Indigenizing Curriculum, Teaching, & Learning (3 credits)  
EDUC 6703—Indigenous Pedagogies and Ways of Knowing (3 credits)  
EDUC 6713 – Building and Strengthening Relationships in Indigenous Education (3 credits)

**10.2.4.4. Program Requirements: Graduate Certificate in Education in Teaching and Learning**

To graduate with a GCETL, students must successfully complete the following courses.

Required Courses:

EDAE 6323 – Foundations of Adult Education (3 credits)  
EDAE 6343 – Program Development and Planning (3 credits)  
EDAE 6513 – Becoming a Critically Reflective Educator (3 credits)  
EDUC 6063 – Assessment and Evaluation in Education (3 credits)

In addition to the core courses, students must also complete one elective from the following courses. Electives may be selected from any MEd course offering in the student’s elective term across any of the program pathways. Elective offerings vary with term and enrolment. Course options include, but are not limited to:

EDAE 6303 – Contexts of Adult Education (3 credits)  
EDAE 6363 – Diversity in Adult Education (3 credits)  
EDAE 6373 – Learning and Teaching Online (3 credits)  
EDAE 6383 – Transformative Learning in Adult Education (3 credits)  
EDAE 6523 – Adult Education for Sustainability and Global Citizenship (3 credits)  
EDAE 6533 – Coaching and Mentoring in Adult Education (3 credits)

EDEL 6113 – Educational Leadership: Perspectives and Practices (3 credits)  
EDEL 6143 – Change and Transformation (3 credits)  
EDEL 6153 – Ethical Leadership (3 credits)  
EDEL 6173 – Administrators as Leaders (3 credits)  
EDEL 6193 – Diversity and Leadership (3 credits)  
EDEL 6223 – Supervision of Instruction (3 credits)  
EDEL 6433 – Leadership & Community Engagement (3 credits)  
EDEL 6443 – Curriculum as Living Inquiry (3 credits)  
EDEL 6453 – Leadership in Higher Education (3 credits)  
EDEL 6463 – Leadership & Online Pedagogies (3 credits)

EDUC 6003 – Indigenous Perspectives in Canadian Education (3 credits)  
EDUC 6013 – Research in Education (3 credits)  
EDUC 6043 – Learning and Organizations (3 credits)  
EDUC 6123 – Reflexive Inquiry (3 credits)  
EDUC 6643 – Decolonization and Indigenization of Curriculum, Teaching, and Learning (3 credits)  
EDUC 6703 – Indigenous Pedagogies and Ways of Knowing (3 credits)  
EDUC 6713 – Building and Strengthening Relationships in Indigenous Education (3 credits)

**10.2.4.5. Graduate Certificates in Education Programs - Specific Admission Policies**

Applicants will be required to meet the same minimum admission standards as applicants to the Master of Education programs with the exception of experience. Applicants seeking standard or conditional admission based on GPA of qualifying degree are required to have one year (not two) of experience. Applicants seeking FLEX admission are required to have five years (not 10) of experience.

**10.2.4.6. Anticipated Completion Time**

The Graduate Certificates in Education programs are designed to be completed in approximately 10 months. Students must normally complete the program within a maximum of five years from their initial enrolment date.

If students needs longer than five years to complete the program, they may apply to the Dean of Education for an extension of up to two calendar years. If the Dean denies the application, the student will be dismissed from the program. If the Dean allows the extension, they will establish a deadline for completion of the program. Students should consult the Faculty of Education about guidelines and procedures for applying for extensions of anticipated completion time.

**10.2.4.7. Enrolment Plan**

New students may enroll in the program in September. Each course is subdivided into sections; normally, each section has a maximum of 18 students. A faculty member is assigned as a course instructor for each section of a course.

**10.2.4.8. Course Delivery**

Courses in the Graduate Certificate in Education programs are fully online. Students can expect to dedicate approximately 16 to 20 hours per week to successfully complete the requirements for each academic course. This study time includes: review of assigned course material (textbook and journal readings); additional reading and research; assignments for assessment by the course instructor; online discussion (postings and responses to postings of other students); and online communication with the professor as required.

**10.2.4.9. Assessment of Student Participation**

*Please see Section 8.3.1 for information regarding the assessment of student participation.*

**10.2.4.10. Assessment of Written Assignments**

*Please see Section 8.3.1 for information regarding the assessment of written assignments.*

**10.2.4.11. Transfer Credit Policies**

In general, transfer credits may be provided to students for graduate courses completed at other institutions provided the course is comparable to a course offered by Yorkville University and the following conditions have been met:

- The admissions committee has reviewed the application file, and the student is admissible to a Graduate Certificate in Education program;
- The student has achieved a grade on the proposed transfer course that is equivalent to or higher than the passing grade normally required of students in a Yorkville University graduate program (*i.e.*, B or higher);
- Transfer credit is generally considered for comparable graduate courses completed with a grade



of B or higher within five years from the date of first enrolment in a Yorkville University Graduate Certificate in Education.

- The transfer credit is approved by the admissions committee.

Students seeking transfer credits need to provide verification from their educational institution of having successfully completed the course; and extended syllabi detailing notional hours and comparable workload.

Transfer credit is limited to a maximum of one academic course.

Credit will not be awarded for any course taken at another university when that course was previously recognized for credit toward a completed degree program. The student will not be required to repeat the course at Yorkville but will be required to take another course to replace the one already completed elsewhere.

Students must provide an official transcript showing the grade obtained in the course proposed for transfer and a detailed outline of the course. Transfer credits are accepted from recognized degree programs at Canadian universities and from accredited USA degree-granting institutions with transfer agreements with appropriate state universities. Transfer credits are also accepted for graduate courses completed at educational institutions outside of Canada and the USA. Where equivalency is difficult to substantiate, additional documentary evidence may be required, at the student's expense, from an agency qualified to verify equivalency.

Students may apply to register in Yorkville University courses as non-degree students. Such non-degree (or unspecified) students may request transfer of course credits to a Yorkville University degree program provided they meet the admissions requirements of the degree program, and the transfer is approved by the admissions committee. No guarantees are made in advance that such a transfer of credit will be approved.

#### **10.2.4.12. Graduation Requirements**

A student must complete the required core and elective components for their program of study with a cumulative GPA of 3.0 or better to graduate.

In order to earn the Graduate Certificate in Education, students are required to complete 15 credits of study consisting of five (5) three-credit academic courses, four of which are required and one of which is elective.

*Please see Section 10.2.3.1 "Program Requirements" or Section 11.3 "Course Descriptions" for a full list of courses for the Graduate Certificate in Education programs.*

Students must also submit a *Request to Graduate Form* and pay the \$125 graduation fee before the degree and final transcript can be issued. Yorkville University reserves the right to decline to issue degrees or release transcripts to students whose financial accounts are not paid in full at the end of their program.

#### **10.2.4.13. Student Course Load**

The standard course load for students in a Graduate Certificate in Education is two courses (6 credits) each term, taken sequentially. The maximum number of courses that can be taken concurrently is one (1). Students with a cumulative GPA of at least 3.70 may apply to the Dean through the Registrar for permission to take up to two (2) courses concurrently.

### **10.3. Bachelor of Business Administration**

Admission of students to the Bachelor of Business Administration (BBA) offered under the authority of the New Brunswick Degree Granting Act ended in December 2023. Since January 2024, students wishing to study business administration online have been registered in the BBA offered by Yorkville University under the authority of the British Columbia Degree Authorization Act.

#### **10.3.1. Bachelor of Business Administration**

The Bachelor of Business Administration program at Yorkville University is oriented toward working adults interested in broadening and developing their knowledge and skills in business management.

The BBA program is rooted in fundamental and traditional business disciplines such as accounting, economics, finance, and marketing, with a focus on the role that ethics, effective decision-making, and leadership play in the management of successful business operations. The program focuses on developing skills in communications, decision making, problem solving, and teamwork. Emphasis is placed on helping students develop the ability to use technology, analyze data, and manage resources in support of an organization's mission.

#### **10.3.2. Financial Information**

General information about the university's financial policies and a list of general administrative fees are provided in section 7.

Course Tuition Fees are based on the credit hour value of each course. Current tuition rates per credit hour are available on the university's website, or from the Bursar's Office at 1-888-886-1882. Any changes to tuition rates will be announced at least 3 months prior to the start of the term to which they apply.

#### **10.3.3. Detailed Program Information: Bachelor of Business Administration**

##### **10.3.3.1. Program Requirements**

The Bachelor of Business Administration (BBA) comprises 120 study credits, consisting of 36 three-credit courses, three project-based courses (three credits each), and a final business plan (three credits) delivered online. Completion of the business plan is the last requirement before graduation and is considered a capstone project that will summarize the business knowledge and skills gained by the student over the duration of the BBA program.

The BBA is currently offered as a degree-completion program for students with a minimum of 9 previous post-secondary education credits from a recognized college or university or equivalent. Students may transfer up to 60 credits towards the BBA degree from other academic programs and courses.

Bachelor of Business Administration Program Structure Overview

<p>Introduction and General Business Education Component</p> <ul style="list-style-type: none"> <li>• 7 academic courses</li> <li>• The following courses in this category must be completed at Yorkville University<sup>1</sup>: <ul style="list-style-type: none"> <li>○ BUSI 1073 Business Writing and Communications</li> <li>○ BUSI 1033 Introduction to Business</li> </ul> </li> <li>• Total: 21 credits</li> </ul>
<p>Core Business Component</p> <ul style="list-style-type: none"> <li>• 16 intermediate and advanced academic business and management courses</li> <li>• BUSI 4153 Business Strategy must be completed at Yorkville University.</li> <li>• Total: 48 credits</li> </ul>
<p>Application and Integration Component</p> <ul style="list-style-type: none"> <li>• Three project-based academic courses (9 credits) (required) <ul style="list-style-type: none"> <li>○ BUSI 4003 Contemporary Issues in Business: A Case Approach</li> <li>○ BUSI 4013 Business Organization Analysis Project</li> <li>○ BUSI 4133 Managing Organizational Change</li> </ul> </li> <li>• One final business plan project course (3 credits) (required)</li> <li>• All courses in this category must be completed at Yorkville University.</li> <li>• Total: 15 credits</li> </ul>
<p>Business and Liberal Arts Electives</p> <ul style="list-style-type: none"> <li>• 5 business electives</li> <li>• 7 Liberal Arts elective</li> <li>• Total: 36 credits</li> </ul>

Bachelor of Business Administration Program Structure - Detailed

<p><b>Requisite Preparatory Course</b></p> <ul style="list-style-type: none"> <li>• <i>Required (unless exempted)</i></li> </ul>	
Course Number	Course Title
Math 0910	Developmental Math
<p><b>Introduction and General Business Education (21 credits or 7 courses)</b></p> <ul style="list-style-type: none"> <li>• <i>All Courses Required</i></li> </ul>	
Course Number	Course Title
BUSI 1003	Math for Business (3 credits)
BUSI 1013	Statistics for Business (3 credits) (p/r = BUSI 1003)
BUSI 1033	Introduction to Business (3 credits) (must be completed at Yorkville University)
BUSI 1043	Introduction to Financial Accounting (3 credits) (p/r = BUSI 1003)
BUSI 1073	Business Writing and Communications (3 credits)
BUSI 1083	Microeconomics (3 credits)
BUSI 1093	Introduction to Marketing (3 credits)

<sup>1</sup> Applicants with completed 2-year diplomas or advanced diplomas in the field of business management may be eligible for transfer credits for BUSI 1073 and BUSI 1033.

<b>Core Business (48 credits or 16 courses)</b>	
• <i>All Courses Required</i>	
Course Number	Course Title
BUSI 1063	Business and Sustainability (3 credits)
BUSI 2003	Macroeconomics in Global Context (3 credits)
BUSI 2013	Business Decision Analysis (3 credits) (p/r = BUSI 1003 and 1013)
BUSI 2023	Business Law (3 credits)
BUSI 2033	Organizational Behaviour and Management (3 credits)
BUSI 2043	International Business Environment (3 credits)
BUSI 2053	Business Ethics (3 credits)
BUSI 2083	Introduction to Managerial Accounting (3 credits) (p/r = BUSI 1043)
BUSI 2093	Introduction to Managerial Finance (3 credits) (p/r = BUSI 2083)
BUSI 2103	Human Resources Management and Development (3 credits) (p/r = BUSI 2033)
BUSI 2113	Production/Operations Management (3 credits) (p/r = BUSI1013)
BUSI 2133	Organization Theory and Design (3 credits) (p/r = BUSI 2033)
BUSI 2153	Entrepreneurship (3 credits) (p/r = BUSI 1083, 1043, 2033, 1093 & 2083)
BUSI 2163	Marketing Strategy (3 credits) (p/r = BUSI 1093)
BUSI 2173	Information Technology and for Managers (3 credits)
BUSI 4153	Business Strategy (3 credits) (p/r = BUSI 1043, 2033, 1093, 2173, 2083, 2093, 2103 & 2113)

<b>Application and Integration Component</b>	
• <i>Required Courses</i>	
BUSI 4013	Business Organization Analysis (3 credits) (p/r = Students must have completed 90 credit hours of the BBA program.)
BUSI 4023	Contemporary Issues in Business: A Case Approach (p/r = 21 credit hours of Introduction and General Business Education courses.)
BUSI 4133	Managing Organizational Change (3 credits) (p/r = Students must have completed 90 credit hours of the BBA program.)
BUSI 4053	Business Plan (3 credits) (p/r = Students must have completed 90 credit hours of the BBA program and BUSI 4133- Managing Organizational Change)
BUSI 4063	Business Analytics and Intelligence (3 credits) (p/r = Students must have completed 90 credit hours of the BBA program.)
<b>Business Electives (15 credits or 5 courses)</b>	
Course Number	Course Title
BUSI 3403	Intermediate Accounting 1 - Assets (3 credits)
BUSI 3413	Intermediate Managerial Accounting (3 credits)
BUSI 3423	Intermediate Accounting 2 – Liabilities and Equities (3 credits)
BUSI 3433	Corporate Finance (3 credits)
BUSI 3503	Introduction to Energy Management (3 credits)
BUSI 3513	Energy Policy, Legislation, and Social Environment (3 credits)

BUSI 3523	Energy Systems Operation (3 credits)
BUSI 3533	Energy Futures and Transitions (3 credits)
BUSI 3603	Introduction to Project Management (3 credits)
BUSI 3613	Project Teams and Leadership (3 credits)
BUSI 3623	Project Planning Essentials (3 credits)
BUSI 3703	Advanced Operations & Supply Chain Management (3 credits)
BUSI 3713	Logistics Management (3 credits)
BUSI 3723	Procurement (3 credits)
BUSI 3733	Business Process Improvement (3 credits)

<b>Liberal Arts Electives (21 credits or 7 courses)</b>	
<b>Course Number</b>	<b>Course Title</b>
ENGL 101	Research and Composition (3 credits)
QRSS 100	Qualitative Research Methods for Social Science (3 credits)
ARTS 101	Principles of Art and Design (3 credits)
ARTS 102	Arts Industries in Canada- An Introduction and Overview (3 credits)
ARTS 103	Perspectives on Indigenous Arts (3 credits)
ARTH 110	Western Art – Prehistoric to Gothic (3 credits)
ARTH 120	Western Art – Renaissance to Contemporary (3 credits)
CRIN 110	Creativity and Innovation (3 credits)
ENGL 150	Professional Communication (3 credits)
ENGL 180	English For Academic Purposes (3 credits)
ENGL 190	Communications for the Creative Arts (3 credits)
GEOG 210	Human Geography (3 credits)
ENGL 250	The Workplace in Fiction (3 credits)
HIST 300	The History of Sports (3 credits)
PHIL 300	Philosophical Thought and Leisure (3 credits)
SOCI 300	Sociology and Culture (3 credits)
PSYC 200	Psychology of Everyday Life (3 credits)
HUMN 100	Introduction to Beauty (3 credits)
HUMN 200	World Religions- A Comparative Study (3 credits)
HUMN 422	Topics in Technology and Society (3 credits)
HUMN 430	Topics in Power and Society (3 credits)
HUMN 440	Smart and Sustainable Cities
HUMN 450	Design Thinking (3 credits)
UNIV 101	University Studies (3 credits)
SOCI 200	Global Issues in Sociology (3 credits)

#### **10.3.3.2. BBA-Specific Admission Policies**

See Yorkville University, Academic Calendar 2024 – British Columbia, section 10.1.2.3.

#### **10.3.3.3. Anticipated Completion Time**

For full-time students who enter with a 36-credit block transfer, the BBA is designed to be completed within 10 terms; for part-time students, or for students who enter with a 24-33 credit block transfer, it will take longer. Students are expected to complete the program within seven calendar years of starting their first class.

If a student needs longer than seven years to complete the program, they may apply to the Dean of the Bachelor of Business Administration for an extension of up to two calendar years. If the Dean denies the application, the student will be dismissed from the program. If the Dean allows the extension, they will establish a deadline for completion of the program. Students should contact the Dean about guidelines and procedures for applying for extensions of anticipated completion time.

#### **10.3.3.4. Enrolment Plan**

New students may enroll in the program at the beginning of each term. Each course is subdivided into sections. A faculty member is assigned as a course instructor for each section of a course.

#### **10.3.3.5. Course Delivery**

Academic courses in the BBA program will be delivered in an accelerated format where all courses are completed online. Courses and prerequisites will be offered on a schedule intended to accommodate students starting in any of the quarterly terms. Students will typically take two courses in their first term of study and three courses in subsequent terms. Students may take one, two or all three courses offered in any given term. Based on the courses in which they enroll, individual plans of study will be updated.

#### **10.3.3.6. Assessment of Student Participation**

Please see Section 8.3.1 for information regarding the assessment of student participation.

#### **10.3.3.7. Assessment of Written Assignments**

Please see Section 8.3.2 for information regarding the assessment of written assignments.

#### **10.3.3.8. Credit Transfer Policies**

The transfer of credits obtained at other post-secondary institutions is permitted, but all requests must be well documented. For a student to graduate with a Yorkville University degree, at least 50% of degree credits must be completed at Yorkville University.

Students entering the Bachelor of Business Administration program may transfer blocks of credits from degree and diploma programs recognized by and acceptable to the admissions committee. The block transfers are applied to the elective component of the program. Students may also transfer credits where it can be demonstrated that a course previously completed is equivalent to a course in the Bachelor of Business Administration program.

The general rules governing transfer of credits into the BBA are:

- The university may accept up to a maximum of 60 credits (50% of total credits required) in transfer toward the BBA degree for coursework.

- Credits being transferred to the Yorkville program must have been completed at a post-secondary institution recognized in that institution's home jurisdiction.
- Normally, only credits earned within ten years of a student's admission to Yorkville will be accepted, but the admissions committee may establish different rules for particular cases.
- Students must have achieved a satisfactory grade, as defined by the admissions committee, in the courses being considered for a transfer credit.
- Transfer credit will not be granted for the following courses:
  - BUSI 1033 Introduction to Business
  - BUSI 1073 Business Writing and Communication
  - BUSI 4153 Business Strategy
  - BUSI 4013 Business Organization Analysis Project
  - BUSI 4023 Contemporary Issues in Business: A Case Approach
  - BUSI 4133 Managing Organizational Change
  - BUSI 4053 Business Plan
  - BUSI 4063 Business Analytics and Intelligence

For students entering the program with a 2-or-3-year business management program from a recognized institution, completion of the following introductory courses through Yorkville University may not be required:

- BUSI1033 Introduction to Business
- BUSI1073 Business Writing and Communications

Official transcripts must be submitted at the time of application to Yorkville University for transfer credits to be considered by the university. Transcripts will be evaluated, and notification will be forwarded by the registrar's office concerning the student's status in the program, including the number of transfer credits awarded. Credits earned through transfer are not used to compute the student's GPA.

### **Types of Credit Transfer**

1. Block Transfer for holders of diplomas and degrees: Students who have earned a two- or three-year (or longer) diploma or a degree may be awarded 36 credits toward the Yorkville University BBA program elective courses if the following requirements are met:
  - a. The diploma or degree was awarded by a post-secondary institution recognized in that institution's home jurisdiction.
  - b. The program of study is accepted by the BBA admissions committee as a program that is eligible for inclusion in the block credit transfer policy. Such programs must normally be applied in nature, and it must be clear to the admissions committee how the area previously studied will be integrated with the study of business administration.
  - c. The diploma or degree was awarded within ten years of the student's application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)
2. Block transfers for students with significant previous post-secondary study: Students who have not earned a diploma or a degree but who have completed at least 24 credit hours of university-level

post-secondary study may be awarded 24 to 36 credits toward the Yorkville University BBA program elective courses if the following requirements are met:

- a. The credit hours were earned at a post-secondary institution recognized in that institution's home jurisdiction.
  - b. The program of study is accepted by the BBA admissions committee as a program that is eligible for inclusion in the block credit transfer policy. Such programs must normally be applied in nature, and it must be clear to the admissions committee how the area previously studied will be integrated with the study of business administration.
  - c. The credit hours were earned within ten years of the student's application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)
3. Credits for courses equivalent to BBA courses: Students who have successfully completed courses at another post-secondary institution that the admissions committee deems to be equivalent to courses in the Yorkville BBA, may be given credit for the Yorkville course if the following requirements are met:
- a. Sufficient information is provided to the admissions committee to allow the committee to assess the equivalency of the previously taken course with the Yorkville course thought to be its equivalent. Normally, this would include a course description and syllabus.
  - b. The student earned a satisfactory grade, as defined by the admissions committee, in the course for which equivalency is sought.
  - c. The course was completed within ten years of the student's application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)

Note that when the university recognizes a course taken at another institution as equivalent to a course offered at Yorkville University and grants a student credit for the course, the student transferring the credit is not allowed to subsequently enroll in the Yorkville course.

#### **10.3.3.9. Graduation Requirements**

The bachelor's degree in business (BBA) requires a total of 120 study credits (excluding MATH0913 Requisite Pre-Math for Business). Graduation requirements include:

- Achievement of a 2.0 minimum cumulative grade point average.
- Completion of 50% of program credits through Yorkville University.
- Completion of the following introductory and advanced business courses through Yorkville University:
  - BUSI 1033 Introduction to Business
  - BUSI 1073 Business Writing and Communication
  - BUSI 4153 Business Strategy
- For students entering the program with a 2- or 3-year business management program from a recognized institution, completion of the following introductory courses through Yorkville University may not be required:
  - BUSI1033 Introduction to Business
  - BUSI1073 Business Writing and Communications
- Completion of all 4000-level application and integration courses, a total of 15 credits, through Yorkville University.



**10.3.3.10. Student Course Load**

The standard course load for students studying online in the BBA is 3 courses (9 credits). Students with a cumulative GPA of at least 2.0 may apply to the Dean through the Registrar for permission to take additional concurrent courses.

## **11. Course Descriptions**

**Note:** The courses listed below have been approved by a Senate or Academic Council of Yorkville University. Specific courses may not be offered every semester or at all campuses of Yorkville University. Students should refer to the requirements for their program of study in Section 10 of this Academic Calendar.

### **11.1. Course Numbering**

Courses numbered 6xxx are masters-level academic courses. Courses numbered 7xxx are masters-level, field-based courses or graduate-level report courses. Courses numbered 8xxx are doctoral-level courses.

- Those ending in "0" are non-credit courses
- Those ending in "3" are three-credit courses
- Those ending in "4" are four-credit courses
- Those ending in "6" are six-credit courses

### **11.2. Faculty of Behavioural Sciences**

#### **11.2.1. DCP**

##### **DCP 8413 Professional Identity & Ethical Practice**

(3 credits)

This course examines some of the key components related to the professional identity of counselling within a Canadian context. It situates counselling within the broader mental health context and explores the similarities and differences between mental health specialties. It also examines the role that ethics plays in shaping professional identity.

##### **DCP 8443 Theories & Models of Counselling & Psychotherapy**

(3 credits)

This course provides students with an advanced understanding of contemporary theories and models of counselling and psychotherapy. Students develop critical perspectives of the theories that guide psychotherapy practice and explore research evidence for each approach. Students are encouraged to develop case conceptualizations based on specific theories.

##### **DCP 8453 Advanced Methods in Applied Research**

(3 credits)

This course prepares students to apply scholarship to the practice and problems of counselling and psychotherapy. It familiarizes students with a variety of advanced methods in applied research. Students learn to read advanced scholarly work fluently, think about it critically, and understand how it can be applied to practical problems in the profession.

##### **DCP 8463 Assessment, Case Conceptualization, and Therapy Planning**

(3 credits)

This course provides students with an advanced understanding of assessment considerations, case conceptualization, and therapy planning within the counselling/psychotherapy profession. Students learn about the appropriate use of different assessment tools. The limitations of formalized assessment

as used by psychiatrists and psychologists are examined. A nuanced and idiosyncratic approach is favoured that is strengths-based.

### **DCP 8473 Systems Theory & Transformational Models**

(3 credits)

This course focuses on advanced applications of major systems theory and transformational models. The emphasis is on couples and family therapy, although systemic perspectives may be applied to individual and community issues as well. Skills in systemic and transformational interventions within a multicultural context will be acquired.

### **DCP 8493 Planning, Consultation, and Evaluation Models**

(3 credits)

The course addresses contemporary approaches to program development and project management in counselling, educational, and psychological settings. This graduate seminar is guided by a model for research, development, and utilization associated with innovation and planned change. The student plans and organizes a project, product, or service particular to a selected problem, population, and setting. Future trends and developmentally oriented prevention projects are highlighted.

### **DCP 8513 Professional Growth & Well-Being: Self of the Therapist**

(3 credits)

This course provides students with an advanced appreciation of personal characteristics needed to be effective in a variety of practice settings. The course includes self-assessment and professional mental health evaluation of the professional therapist's overall personal adjustment and capacity to maintain healthy counselling relationships. Counsellor contributions to the therapeutic alliance are emphasized.

### **DCP 8523 Evidence-Based Practice: Therapeutic Applications of Research**

(3 credits)

This course provides students with advanced understanding and implementation of evidence-based practices. Students work in consultation teams to identify best practices for particular client groups, localize or adapt interventions for multicultural effectiveness, and design empirically supported treatment programs for implementation and evaluation.

### **DCP 8613 Doctoral Case Conference 1: Reflective Practice**

(3 credits)

In this course, learners engage in several learning activities that are designed to facilitate awareness of reflective practice in counselling and psychotherapy. During this course, students will spend one hour per week receiving mentorship from a faculty member.

### **DCP 8623 Doctoral Case Conference 2: Advanced Competencies I**

(3 credits)

This course focuses on advanced competencies in several areas of practice. This includes skills related to case conceptualization and deepening understanding in two of the student's preferred theories of intervention. During this course, students will spend one hour per week receiving mentorship from a faculty member.

### **DCP 8643 Doctoral Case Conference 4: Advanced Competencies II**

(3 credits)

This course further enhances students' ability to organize and synthesize complex client-centred information. Students delve deeply into models and variations of case presentations and explore the discourse around "special" populations and the benefits and drawbacks of categorizing people based on shared characteristics. During the course, doctoral students guide counsellors-in-training at the masters' level through weekly mentorship meetings and consider developmental stages of trainees, learner needs at each phase, and strategies for assessment, coaching, and role modelling.

### **DCP 8653 Supervision**

(3 credits)

This course reviews the major theories of supervision for counsellors and psychotherapists. While the course is primarily designed to help prepare therapists to become supervisors across various work settings, it also reviews what supervisees should expect from the supervision process. Overcoming supervisor-supervisee working alliance ruptures is also covered. Recent research on therapy supervision is reviewed and discussed.

### **DCP 8633 Doctoral Case Conference 3: Case Studies**

(3 credits)

During this course, students expand their ability to situate a client's problem within the broader context of their personality, experiences, culture, and background. They deconstruct several case studies and analyze models used to guide case conceptualization across a variety of contexts. This course also includes an introduction to concepts, processes, and styles of mentorship, and offers students the opportunity to gain experience in providing mentorship to other counsellors-in-training.

### **DCP 8713 Practices in Mental Health Counselling & Psychotherapy**

(3 credits)

This course provides students with opportunities to build upon their current competencies in counselling and psychotherapy. The topics explored include counsellor identity development, theoretical orientation in counselling and psychotherapy, the therapeutic relationship, and advanced case conceptualization.

### **DCP 8733 Doctoral Seminar 1: Integrative and Systemic Practice**

(3 credits)

The purpose of this course is to equip students with the advanced skills needed to contribute to the direct practice of integrated behavioural health in primary care. Students become knowledgeable about the roles of behavioural health providers working in primary care settings; theories and models of care; and cross-cultural issues. They develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation. Because the populations served in primary care settings span the spectrum of severity in both the physical and behavioural health dimensions, students develop competencies in engaging and supporting patients across a range of health conditions.

**DCP 8743 Doctoral Seminar 2: Diversity and Underserved Communities**

(3 credits)

This course focuses on counselling diverse clients, particularly those typically associated with belonging to underserved communities. The approach follows the culture-infused counselling approach of notable Canadian scholars Drs. Sandra Collins and Nancy Arthur.

**DCP 8763- Practitioner Leadership Development I**

(3 credits)

This course focuses on evaluating current research in the areas of professional leadership and advocacy for the counselling/psychotherapy profession. Students will evaluate principles and apply methods of leadership and advocacy strategies to foster professional development and growth within complex and dynamic systems and organizations.

**DCP 8773 Practitioner Leadership Development II**

(3 credits)

This course builds upon DCP 8763 and focuses on the understanding and application of adult learning theories and research within the counselling/psychotherapy profession. Students will apply adult learning theories and best practices to foster professional identity, leadership, and expertise within the counselling/psychotherapy profession.

**DCP 8806 Applied Scholarship**

(6 credits)

This course serves several functions. It includes (a) ongoing development and integration of personal theory into practice, (b) regular development and discussion of each student's Personal Practice Portfolio, (c) regular contact with and advisement from the students' core faculty member, (d) preparatory steps for the Applied Scholarship Project (ASP), (e) preliminary drafts of all components of the ASP, and (f) final defence of the ASP. The course spans the duration of the DCP program and meets each term.

**11.2.2. MACP**

*Courses PSYC 6104 and PSYC 6213 have to be completed before all subsequent courses. All courses have must be completed prior to PSYC 7113 and PSYC 7203. Courses PSYC 6246, PSYC 6256, PSYC 7113 and PSYC 7203 have mandatory synchronous components offered through an online video platform that are scheduled by the instructors at the start of the course.*

**PSYC 6104 A Biopsychosocial Approach to Counselling**

(4 credits) (required)

This course introduces students to a biopsychosocial framework for counselling psychology that draws upon the physical, mental, and social health disciplines creating an interdisciplinary model from these three pillars. This model is illustrated through the examination of selected counselling issues, such as but not limited to anxiety, depression, attention deficit hyperactivity disorder and neurocognitive factors. The course also introduces the Culturally Responsive and Socially Just model which further expands this framework into deeper levels of social and cultural understanding. Students will examine and apply these two primary frameworks to the professional counselling arena and build understanding around the foundational framework of treatment through a Canadian context. The course considers the

personal role of the counsellors' identity; the treatment within a therapeutic relationship; case conceptualization; outcome evaluation; and prevention.

### **PSYC 6153 Counselling Methodologies – Psychodynamic and Humanistic Modalities**

(3 credits) (required)

Counselling Methodologies: Psychodynamic and Humanistic Modalities (PSYC 6153) is a review of the most important contemporary psychodynamic and humanistic approaches of counselling and psychotherapy, focusing on: underlying philosophical assumptions, major concepts, views of personality, the therapeutic process, the counsellor's role, typical interventions, and targeted outcomes. The current approaches to counselling and psychotherapy selected for this course will also be explored with respect to the relations between theorists and their theories, as well as between counsellors and their clients. Cross-cultural and gender-related aspects will be considered for each of the counselling schools under study. Students will endeavour to recognize the links between theory and practice, between constructs and applied techniques or interventions. Students will integrate the course material from: the textbook, supplementary articles, professor notes, and online class discussions. Students will also be encouraged to conduct their own further research on topics of interest, by accessing library resources and pertinent professional Internet sites. Students will examine the similarities and differences among approaches, and thus lay the foundation for the development of a personally meaningful approach to counselling. Prerequisite(s): PSYC 6104 A Biopsychosocial Approach to Counselling and PSYC 6213 Research Methodology.

### **PSYC 6163 Counselling Methodologies – Behavioural and Cognitive Modalities**

(3 credits) (required)

This course is a continuation of PSYC 6153, with an examination of some of the core theories and methods which influence and direct the practices of contemporary psychotherapy. Cognitive behavioural therapy, one of the most commonly utilized therapeutic models will be looked at in detail. Additionally, structured training exercises in basic interviewing/counselling skills will be presented. An overview of emerging evidence concerning factors common to all therapies will also be reviewed. Prerequisite(s): PSYC 6104 A Biopsychosocial Approach to Counselling and PSYC 6213 Research Methodology.

### **PSYC 6203 Ethical Standards for Mental Health Service Providers**

(3 credits) (required)

Course content follows the code of ethics, standards of practice and models for engaging in ethical decision-making of regulatory and collegial professional associations in enhancing the quality of counselling services. Ethics focuses on applying ethical principles to clinical/counselling activities and other related professional responsibilities regarding ethical decisions, personal values and professional competence, informed consent and confidentiality, professional boundaries and services across diversity/cultures, treatment challenges and ethics for the 21st century. The course content will integrate theoretical knowledge and practical skills in addressing complex dilemmas in the counselling profession. Prerequisite(s): PSYC 6104 A Biopsychosocial Approach to Counselling and PSYC 6213 Research Methodology.

### **PSYC 6213 Research Methodology**

(3 credits) (required)

This course provides students of counselling with the tools needed to critically review and evaluate

scientific research and develop the basic elements of a research proposal. Students will explore the body of counselling research, critique selected studies, and develop elementary research design skills, thereby gaining a sound understanding of the scientific method and the ethical considerations bearing on the research process.

Strong familiarity with the scientific method allows professionals to understand psychological research and integrate it with daily practice. The scientific method can best be learned by studying all aspects of scientific research, including basic design, implementation, interpretation of results, and the drawing of conclusions. Pre-requisite(s): PSYC 6104 A Biopsychosocial Approach to Counselling

### **PSYC 6223 Group Counselling**

(3 credits) (required)

Groups are becoming increasingly popular in counselling interventions. Although this trend is partly driven by budget restrictions, the primary advantage of group counselling is that participants get the opportunity to learn from each other. Other benefits from group counselling include that groups can more closely resemble everyday circumstances, they help to build a sense of community and belongingness, they normalize “issues” as members find commonalities with others, and, especially in working through interpersonal challenges, they can be very therapeutic. This course will take a multi-media approach to introducing group counselling skills across diverse theoretical perspectives, ages and stages of development, and types of problems. A comprehensive textbook, bundled with a DVD, presents theory, practical applications, and numerous role-played examples of group facilitation skills. Journal articles, video clips from YouTube, interactive discussion forums, and assignments, focusing on group counselling for diverse ages, issues, and specific populations will all enhance students’ learning in this course. Students will be expected to actively participate in e-groups (asynchronous and/or synchronous) during this course and critically examine their own experiences both as group members and facilitators. Through the skills practice, students are expected to demonstrate awareness of group-specific ethical concerns (e.g., limits to ensuring confidentiality) and enhance their basic group facilitation and group counselling competencies, including active listening, non-verbal communication, problem-solving, deepening focus, cutting off, drawing out, role-playing, closing, and the use of dyads and rounds. Prerequisite(s): PSYC 6153 Counselling Methodologies- Humanistic & Psychodynamic Modalities, PSYC 6163 Counselling Methodologies- Behavioural & Cognitive Modalities, and PSYC 6246 Counselling Skills & Competencies.

### **PSYC 6233 Assessment in Counselling**

(3 credits) (required)

This course provides students with an understanding of the concepts and principles involved in psychological assessment and the use of both standardized and non-standardized instruments. Students will learn the concepts involved in psychological assessment, educational testing, and evaluation. The course will also examine the effects of clinical assessment on clients. Counsellors must become knowledgeable users of assessment data in the clinical decision-making process. Students will develop their skills for selecting, administering, scoring, interpreting, and analyzing test data in a clinical setting. Also, they will familiarize themselves with psychometric instruments, their philosophical and statistical properties, and the pros and cons of various assessment approaches. The course will also address cultural diversity issues and teach students how to approach social and ethical issues in assessment. Prerequisite(s): PSYC 6246 Counselling Skills & Competencies.

### **PSYC 6246 Counselling Skills and Competencies**

(6 credits) (required)

This course provides students the opportunity to learn basic counselling skills and competencies essential to initiating and maintaining relationships with clients, regardless of specific theoretical orientation. Students engage in case conceptualization using one of four theoretical perspectives (Person-Centred Therapy; Cognitive-Behavioural Therapy; Structural Family Therapy; or Solution-Focused Therapy) and apply this theoretical approach in a counselling session with a client. By means of weekly structured practice assignments, students learn how to identify and conduct competent counselling interviews. (Note: Students must earn at least 70% on each graded component of this course. Even if a student's overall grade in the course is 70% or higher, if a grade on any component of the course is below 70%, they will be required to repeat the course.) Prerequisite(s): PSYC6203 Ethical Standards for Mental Health Service Providers; PSYC 6153 Counselling Methodologies- Humanistic & Psychodynamic Modalities; and PSYC 6163 Counselling Methodologies- Behavioural & Cognitive Modalities.

### **PSYC 6256 Applying Interventions**

(6 credits) (required)

Using both humanistic and cognitive-behavioural framework, this course provides practice in the planning and implementation of client change interventions in counselling and psychotherapy. Students work in a variety of simulated contexts to gain practice using a range of frequently used counselling interventions that have demonstrated clinical efficacy. Pre-requisites: PSYC 6203 Ethical Standards for Mental Health Service Providers and PSYC 6246 Counselling Skills and Competencies.

### **PSYC6263 Couples and Family Systems**

(3 credits) (required)

This course is designed to provide the student with the skills and competencies necessary to effectively deal with the interpersonal and intrapersonal dynamics of intimate relationships and family systems. Family interaction and communication patterns, conflict resolution, the impact of children on relationships, and other factors that influence family systems will be introduced. Ethical considerations regarding intimate partner violence/domestic abuse will be considered. The two major written assignments will focus in depth on one or more of the theoretical family systems frameworks covered in this course. Prerequisite(s): PSYC 6223 Group Counselling and PSYC 6246 Counselling Skills & Competencies.

### **PSYC 6273 Cultural Diversity in Counselling**

(3 credits) (required)

The cultural differences among people must be taken into account when structuring counselling interventions. Identity formation, worldview, communication style, and acculturation will be studied from the perspective of the significant cultural minorities found in Canada. Multicultural competence does not just guide interventions, it permeates all interpersonal dynamics among individuals of different gender, age, sexual orientation, race, cultural membership, able-bodied status, etc. This course is designed to enhance students' understanding of the role of personal, ethnic, social, and cultural factors in multicultural counselling and mental health service delivery. Multicultural competence does not just guide interventions, it permeates all interpersonal dynamics among individuals of different, gender, age, sexual orientation, race, cultural membership, able-bodied status, etc. Prerequisite(s): PSYC 6213 Research Methodology



### **PSYC 6333 Psychopathology for Counsellors**

(3 credits) (elective)

Psychopathology is the study of disturbed functioning in the areas of cognition, emotion, and behaviour. It is composed of five aspects: definition of the disorder with regards to symptoms (diagnosis), description of the typical course of the disorder (prognosis), identification of the incidence of the disorder (epidemiology), understanding the origin of the disorder (etiology), and identifying appropriate treatments for the disorder. This course will focus on the major adult mental disorders. In the context of these disorders, the diathesis-stress model of etiology will be an important focus. Diathesis-stress is a dimensional approach that locates psychopathology at an extreme region on a dimension ranging from psychological health to severe illness. In the context of this model, recent developments in the fields of emotion science and emotion regulation will be emphasized as insights from these areas have major implications for the clinical work of counsellors, even where the degree of distress does not reach that of a specific disorder.

It is important to note that counsellors are not permitted to diagnose in most jurisdictions. However, a basic understanding of the major categories of disorders is essential to providing counselling and therapy as well as for treatment planning, interpretation of referrals, participation in discussions with other mental health professions, and in making referrals where appropriate. Prerequisite(s): PSYC 6213 Research Methodology and PSYC 6233 Assessment in Counselling.

### **PSYC 6353 Addiction Counselling**

(3 credits) (elective)

This course provides an introduction to the assessment and treatment of addictions. Emphasis will be placed on examining the various methods, strategies, and techniques used to assess addictions, as well as other problem areas that may co-exist or underlie addictions. Emphasis will also be placed on examining the various psychotherapeutic modalities and approaches, as well as the various treatment setting options. Prerequisite(s): PSYC 6213 Research Methodology and PSYC 6233 Assessment in Counselling.

### **PSYC 6373 Counselling in School Environments**

(3 credits) (elective)

The presence of school guidance counsellors is being increasingly recognized by school boards as an integral component of the personal, social, educational, and career development of students. Promoting healthy relationships, addressing social problems, and facilitating career choices within a multi-cultural environment are central to a comprehensive guidance program. This course is designed to help students identify and prepare for the multiple roles of a school guidance counsellor in meeting the needs of a diverse population. Issues such as bullying, violence, and substance abuse will be examined as well as the roles of parents, administration, educators, and community members in the context of the school environment. Prerequisite(s): PSYC 6213 Research Methodology and PSYC 6233 Assessment in Counselling.

### **PSYC 6383 Crisis and Trauma Counselling**

(3 credits) (elective)

This course is designed to provide graduate students in the counselling psychology program with both a theoretical and practical understanding of issues surrounding trauma and a basic introduction into accepted approaches to working with clients who have experienced trauma in their lives. Using current

available research literature, this course will introduce students to the definition and types of trauma, critical incident stress management/debriefing (CISM/CISD), client resourcing and stabilization (ethical considerations), theoretical frameworks, assessments/diagnosis, effective treatments/interventions, prevention, and therapist self-care (vicarious trauma).

Assisting students in understanding what trauma looks like and introducing them to different approaches where they can get further training, will better equip them to recognize their own limits and help clients. This course will help them navigate the vast amount of information on the treatment of trauma, so that they can make informed ethically-sound decisions when working with clients commensurate with understanding. Prerequisite (s): PSYC 6213 Research Methodology and PSYC 6233 Assessment in Counselling.

### **PSYC 7113 Practicum I**

(3 credits) (required)

This course is designed to support students during their practicum placement and enrich their learning experience. It also provides an opportunity to more formally evaluate students' counselling competencies, ensuring that graduation from the MACP program signifies readiness to work effectively as a counsellor. There will be a focus on integrating theory with practice, resolving ethical dilemmas, case conceptualization and planning, developing cultural competency, embracing diversity, working collaboratively across disciplines, accessing and maximizing the benefits of site supervision, and developing a professional identity as a counsellor. Topics and resources will be closely connected to those previously introduced throughout the program to provide opportunities to synthesize and apply students' learning – this spiral approach will facilitate a deeper level of experiential learning and retention. (Note: Students must earn at least 70% on each graded component of this course. Even if a student's overall grade in the course is 70% or higher, if a grade on any component of the course is below 70%, they will be required to repeat the course. Prerequisite(s): All courses

### **PSYC 7203 Practicum II**

(3 credits) (required)

This course is a continuation of PSYC 7113 Practicum I.

## **11.3. Faculty of Education**

### **11.3.1. Master of Education Shared Courses**

#### **EDUC 6003 Indigenous Perspectives in Canadian Education**

(3 credits)

*Indigenous Perspectives in Canadian Education* introduces students to the history of Indigenous education in Canada, Indigenous pedagogies and epistemologies, decolonization in education, while encouraging students to think about their own roles in reconciliation through the lens of education. Through selected readings, weekly discussions, and assignments, students will develop a greater understanding of the traditional, historical, and contemporary roles of education in the lives of Indigenous Peoples in Canada. Because the course readings include studies that draw upon Indigenous or Indigenous-informed methodologies, students will also be introduced to some ways that Indigenous methodologies are used in educational research.

**EDUC 6013 Research in Education**

(3 credits)

Research in Education introduces students to different research approaches, including quantitative, qualitative, mixed methods, arts-based, and community-based participatory research. The primary focus of this course is to help students understand research terminology, critically evaluate published research, and develop an understanding of different methodologies that are best suited for investigating different types of research questions. Research methods, information gathering strategies, and analysis procedures are also explored.

**EDUC 6023 Proposal Writing in Education**

(3 credits) (prerequisite for EDUC 7016/7026) (prerequisite EDUC 6013 Research and Education)

*Proposal Writing in Education* provides students with an opportunity to conceptualize research, and to develop program or project proposals. Emphasis is placed on the development of practical skills, particularly in articulating a research question, reviewing current knowledge in the field, constructing a research design, and establishing the significance of anticipated findings. By the end of the course, each student will have a completed draft proposal to guide the Major Academic Report or Action Research Project activities. *(Not offered in 2024-2025)*

**EDUC 6043 Learning and Organizations**

(3 credits)

*Learning and Organizations* provides an opportunity for students to examine the emergence of the learning organization and explore ways to build sustainable learning dynamics and foster spaces where people flourish. Attention will be given to the ways knowledge management and technology help organizations become learning organizations.

**EDUC 6063 Assessment and Evaluation in Education**

(3 credits)

*Assessment and Evaluation in Education* allows students to explore various diagnostic, formative, and summative methods from both theoretical and practical perspectives. Students will learn how to develop and use assessment to promote student learning within a positive knowledge-curation culture (i.e., classroom, department, working unit, etc.). A focus on how to build efficacious and self-regulated learners through pedagogical assessment strategies that utilize accurate and ethical interpretation will be a focus. Students will also explore and differentiate between assessment and evaluation principles for both individual and program performance. A final culminating learning experience will be to reflect upon an assessment and evaluation of architecture that aligns to an area of professional interest.

**EDUC 6083 – Self-Directed Inquiry**

(3 credits) (prerequisite completion of first 9 courses in program of study)

*Self-Directed Inquiry* is designed to be the culmination of the Master of Education journey for students in the course-based pathway. It requires students to explore a specific area of research interest relevant to their field and to the designation that they are seeking. With the support of teaching faculty and each other, students will engage in discussions and assignments that support self-directed professional inquiry and their own professional learning. As such, students will focus equally on the demonstration of two competencies: conceptualizing, designing, and presenting a research inquiry that evidences criticality and creativity, individualized expression, and capacity to inform praxis; and the ability to communicate effectively at a level commensurate with graduate education.

**EDUC 6093 – Advanced Research Methods in Education**

(3 credits) (prerequisites: completion of first 5 courses in program of study and cGPA of 3.70 or higher) *Advanced Research Methods in Education* encourages students to explore the broad and deep possibilities for inquiry within critical, community-based, arts-integrated, qualitative, and quantitative research. Connecting rigour to researcher consciousness through reflexive inquiry, students will begin to think about situating themselves theoretically (ontologically, epistemologically, and methodologically) in the context of potential research topics of interest. Engaging with scholarly discourse and critical dialogue, students will extend their capacities from evaluating published research to preparing to conceptualize, conduct, and analyze their own research.

**EDUC 6123 – Reflexive Inquiry**

(3 credits)

*Reflexive Inquiry* begins from the notion that our lived experiences inform the ways we come to knowledge just as they influence how we engage with each other and the world. In providing students with an opportunity to examine the space between binaries like theory/practice, self/other, and teacher/learner, this course engages dialogic inquiry to cultivate social consciousness, foster accountability, and support ongoing professional development. Students are offered a range of assessment choices, including traditional academic essay, orality, visual curation, technology-based, and arts-informed evaluation.

**EDUC 6643 – Decolonization and Indigenization of Curriculum, Teaching, and Learning**

*Decolonization and Indigenization of Curriculum, Teaching, and Learning* guides students to deconstruct colonial ideologies and dismantle structures that perpetuate privileging Western thought and approaches. In seeking to surface pedagogical biases that impact Indigenous ways of being, students learn to develop programs of study, curricula, and services that include Indigenous knowledges, perspectives, values, and cultural understandings in pedagogy, policy and daily practice.

**EDUC 6703 – Indigenous Pedagogies and Ways of Knowing**

*Indigenous Pedagogies and Ways of Knowing* examines Indigenous systems of teaching and learning from the perspective of Indigenous education, scholarship and research, and Indigenous knowledge holders and community members. Learners will gain deeper level understanding of the critical significance of orality, storytelling, Indigenous languages, Indigenous literature and Indigenous arts to curricula and programs of study. Holistic and lifelong learning, experiential, land and place-based, trauma-informed, and strengths-based pedagogies will be explored from within an intercultural ethical space of Indigenous relationality. Educators are encouraged to identify and create alternative approaches to facilitate and strengthen access and inclusion of Indigenous pedagogies and ways of knowing into instructional methods, evaluation, and assessment, in systems of education in school, classroom and community environments.

**EDUC 6713 – Building and Strengthening Relationships in Indigenous Education**

Educators will explore building and strengthening of relationships in Indigenous education at the intersection of Indigenous, settler and immigrant knowledge and experience. Individual and collective roles, attitudes and behaviours, responsibility and representation are examined in the context of processes of colonization, decolonization and resurgence, hegemony, power and privilege, access, inclusion, and accountability, in systems of education. Guided by Indigenous principles and reconciliation framework, students will engage and collaborate in processes of envisioning

decolonization and Indigenization within an ethical space of Indigenous relationality to build authentic respectful intercultural relationships in education curricula, programming, and policy.

### **EDUC 7000 – Graduate Research Thesis**

(12 credits) (prerequisite: six courses in program of study with minimum cGPA of 3.70)

Guided by a thesis supervisor and supported by a committee of two additional faculty members, each student enrolled in the research-based pathway will undertake an original scholarly contribution based on research conducted while in program. The thesis must demonstrate that the student is acquainted with the published literature in the subject of the thesis, that appropriate research methodology has been used, and that appropriate levels of critical analysis have been applied. The thesis will be subject to external evaluation.

As EDUC 7000 is a multi-term course, the course code for each term will be noted sequentially (EDUC7001, EDUC7002, etc.).

**Students who began their programs before Fall 2022 and who did not opt-in to the modified degree programs must also complete either EDUC 7016 Major Academic Report or EDUC 7026 Action Research Project as the capstone course. Eligible students (i.e., those who have maintained a cumulative GPA of 3.0 or higher and who have successfully completed all core courses) may start work on EDUC 7016 or EDUC 7026 in Year II, Trimester 2.**

### **EDUC 7016 Major Academic Report**

(6 credits) (independent study) (elective required alternative) (prerequisite: completion of all required and elective courses)

*The Major Academic Report* fulfills the graduation requirement for independent scholarly work. Students discuss and critique research relevant to an area of professional interest, as well as explore related possibilities for practice. The topic must be approved by the Office of the Dean of Education and the paper will be completed under the supervision of a qualified faculty member. After the topic is approved, and a proposal is developed with supervisory support, the proposal is submitted to the Capstone Coordinator and approvals to proceed must be received before the student begins inquiry activities. Both the proposal and final paper ought to include a description of the inquiry, the context or setting of the research, a theoretical framework (this includes methodology, theoretical perspectives relevant to research interest, methods, and researcher's role), and a discussion of ethics. Additionally, the proposal should outline a 15-week work schedule. The final paper must be read and approved by both the supervising faculty member and a second reader. Additional details of the major academic report are available from the Office of the Dean of Education.

### **EDUC 7026 Action Research Project**

(6 credits) (independent study) (elective required alternative) (prerequisite: completion of all required and elective courses)

*The Action Research Project* provides students with an opportunity to design and develop a project that is theoretically grounded and practically focused. The project fulfills the graduation requirement for independent scholarly work. The student conducts an action research project within their work context, using a basic four-phase model: planning, acting, observing, and reflecting. A written proposal is to be submitted to the Office of the Dean of Education before students begin their inquiry activities. This proposal must clearly state the research question, describe the setting, introduce major theoretical

areas to be considered, outline the planned activities, address ethical due diligence, and detail plans to share findings. Additionally, the proposal should outline a 15-week work schedule. The final paper must be read and approved by both the supervising faculty member and a second reader. Additional details of the action research project are available from the Office of the Dean of Education.

### **11.3.2. Master of Education in Adult Education Course Descriptions**

#### **EDAE 6303 Contexts of Adult Learning**

(3 credits)

*Contexts of Adult Learning* introduces students to the contexts of adult education and investigates what it means to be learning in a number of different contexts. The situational aspect of learning will be central to the enquiry and students will take a close look at formal, informal and open learning, networked learning, experiential, simulation, and place-based learning, community-based learning, learning in communities of practice; and learning in communities of interests. These learning contexts will lead students not only to social learning theory, with a particular focus on the local community, the workplace, the home, the voluntary sector, but also to theories of self-direction and connectivism as might be most obvious in relatively new online learning spaces. Students will explore how the learning and knowledge-generating capacities of such spaces will affect their success.

#### **EDAE 6323 Foundations of Adult Education**

(3 credits)

*Foundations of Adult Education* presents an overview of the major societal purposes of adult education by exploring and examining the conceptual, historical, and philosophical foundations that inform current practices in the field. Students are encouraged to examine the relationship between theory and practice, and to identify their own ideas and practices in relation to these theories and practices.

#### **EDAE 6343 Program Development and Planning**

(3 credits)

*Program Development and Planning* provides a theoretical and conceptual foundation in contemporary approaches to program development and planning for adult learners. Students apply newly acquired knowledge and skills in designing a program. Topics include: designing and developing programs; assessing needs; setting learning objectives and outcomes; designing instructional plans; and developing evaluation strategies.

#### **EDAE 6363 Diversity in Adult Education**

(3 credits)

*Diversity in Adult Education* addresses how adult education programs understand and respond to different cultural contexts. Through selected readings, weekly discussions, and assignments, students will develop a greater understanding of diversity as a social construction in relation to the concepts of social identity and social location. The specific areas of diversity included in this course are: identity and intersectionality; privilege and power; race and ethnicity; gender and sexual orientation; Indigenous knowledge; inclusiveness and universal design for learning; and globalization and adult learning.

**EDAE 6373 Learning and Teaching Online**

(3 credits)

*Learning and Teaching Online* explores the theory underlying the development and application of new interactive educational technologies, how they might fit with instructional design, learning and assessment strategies, and infrastructures. The course provides hands-on experience with a range of learning technologies and enables students to explore the processes of designing, implementing, and critiquing technology-based learning. The course will introduce students to current debates around the concept of openness. By the end of the course, students will have developed the ability to act as creative and critical professionals within the broad field of technology-based learning, teaching, and training.

**EDAE 6383 Transformative Learning in Adult Education**

(3 credits)

*Transformative Learning in Adult Education* involves an examination of transformative learning. This course will help students to understand what transformative learning is, distinguish it from other forms of learning, and foster it in their practice. The course will cover five broad areas: history, theory, research, practice, and future perspectives of transformative learning.

**EDAE 6513 Becoming a Critically Reflective Educator**

(3 credits)

This course involves the examination of a variety of teaching and facilitating approaches that enhance the adult learning experience in individual or group settings. Topics include: teaching styles; creating motivating learning environments; ethical concerns in teaching adults; guidelines for selecting teaching methods; the use of technologies for teaching; and the assessment of teaching performance.

**EDAE 6523 Adult Education for Sustainability and Global Citizenship**

(3 credits)

*Adult Education for Sustainability and Global Citizenship* is designed to provide students with the knowledge and skills to integrate with depth and creativity the principles of sustainability and global consciousness into classrooms, colleges, and community contexts. Students will explore sustainable development and global citizenship to understand their alignment with adult education theory and practice, in particular affective and dialogic learning, inclusivity, and systemic thinking.

**EDAE 6533 Coaching and Mentoring in Adult Education**

(3 credits)

*Coaching and Mentoring in Adult Education* will introduce students to coaching and mentoring strategies that they can utilise in their workplaces. Students will learn about the underlying theory as well as explore current models. They will also be encouraged to reflect on what coaching and mentoring strategies may work best for them and their organisation. This course will aid students in helping others toward continuous professional development.

### **11.3.3. Master of Education in Educational Leadership Course Descriptions**

#### **EDEL 6113 Educational Leadership: Perspectives and Practices**

(3 credits)

*Educational Leadership: Perspectives and Practices* is a foundational course that is attentive to the ways theoretical knowledge and applied practice can inform each other. A prerequisite for further studies in the field, it explores major theoretical perspectives on leadership in relation to current practices in educational administration and leadership.

#### **EDEL 6143 Change and Transformation**

(3 credits)

*Change and Transformation* prepares students to successfully manage and champion personal, professional, and organizational change. Collaborative and interest-based approaches are foundational as are discussions of dynamic change theory and the avoidance of change fatigue.

#### **EDEL 6153 Ethical Leadership**

(3 credits)

*Ethical Leadership* uses tenets of critical pedagogy and ethics to help students develop as critically conscious leaders guided by the notion that education can simultaneously foster the cultivation of intellect and a commitment to socially just practices.

#### **EDEL 6173 Administrators as Leaders**

(3 credits)

*Administrators as Leaders* focuses on developing leadership and managerial skills in school administrators. Particular attention is given to instructional leadership, developing clear, compelling, shared, and supported visions, and encouraging cultures of ongoing learning and professional development.

#### **EDEL 6193 Diversity and Leadership**

(3 credits)

*Diversity and Leadership* uses selected readings, weekly discussions, and assignments, to help students develop a greater understanding of diversity as a social construction in relation to the concepts of social identity and social location. The specific areas of diversity included in this course are: identity and intersectionality; privilege and power; race and ethnicity; gender and sexual orientation; multiculturalism; inclusiveness and universal design for learning; and globalization and leadership.

#### **EDEL 6223 Supervision of Instruction**

(3 credits)

*Supervision of Instruction* introduces students to various institutional settings for instructional supervision as well as supervisory techniques that support professional development.

#### **EDEL 6433 Leadership and Community Engagement**

(3 credits)

*Leadership and Community Engagement* teaches students to engage a range of community stakeholders in ways that benefit all those with vested interests. Identifying leaders as integral to this process, this



course focuses on the complexities of community engagement and the various forms this engagement might take. The skills required of successful leaders of community engagement are explicitly connected to critical reflection and thoughtful praxis. Particular attention is given to students developing their own leadership capacity to strengthen professional connections within their K-12 school communities and/or community-based non-profit organizations. The course name for EDEL6433 will appear on Transcript and Term Record as Stakeholder Engagement for students who have taken this course prior to April 30, 2021.

### **EDEL 6443 Curriculum as Living Inquiry**

(3 credits)

*Curriculum as Living Inquiry* introduces students to curriculum as dynamically re/conceptualized and relationally understood. Drawing from both foundational and current scholars, students will differentiate between *curriculum as plan* and *curriculum as process* as they explore the notion of *currere*, interrogate hidden curriculum, and investigate those made invisible by curriculum. The roles of self and self-in-relation are central considerations as students from diverse education contexts explore various approaches to including lived experience in curricular initiatives or program planning.

### **EDEL 6453 Leadership in Higher Education**

(3 credits)

*Leadership in Higher Education* encourages students to develop the skills, knowledge, and innovative thinking that is required of leaders within various post-secondary contexts. Under the impacts of internationalization and 21<sup>st</sup> century technological advances, individuals in multi-faceted leadership positions across colleges and universities are being challenged to consider emerging models of leadership and their implications for the design and organization of post-secondary educational environments. The specific areas of leadership in higher education included in this course are: strategic planning; communication, collaboration, and partnership development (within and beyond the institution); leadership commitment to diversity; supporting intellectual curiosity; recruitment, retention, and student support; financial leadership; change leadership and crisis management.

### **EDEL 6463 – Leadership and Online Pedagogies**

(3 credits)

*Leadership and Online Pedagogies* explores the evolution of education in our online, digital world. The online environment is heralding contemporary learning theories and novel pedagogies that allow educators to provide person-centric, socially supported learning. This transition increasingly requires educators to demonstrate a desire to move towards an open, equitable, instructional role in technologically supported contexts. It also requires visionary educational leaders who critically examine their choices for implementation of educational technologies. This course prepares students to be effective leaders and educators in online contexts as they work to advance educative practice, support student engagement, and transform learning.

## **11.4. Bachelor of Business Administration**

### **BUSI 1003 Math for Business**

(3 credits) (required)

A brief review of pre-calculus math. Topics include: logarithmic and exponential functions; limits; introduction to derivatives; linear systems; matrices; systems of linear inequalities; difference equations;

arithmetic and geometric sequences; annuities; and installment buying. Applications to business and economics are emphasized throughout the course. Prerequisite(s): None.

### **BUSI 1013 Statistics for Business**

(3 credits) (required)

Introduction to applied statistics and data analysis, as well as managerial decision-making, using both quantitative and qualitative tools. Statistical topics include: collecting and exploring data; basic inference; simple and multiple linear regression; analysis of variance; nonparametric methods; probability; and statistical computing. Students also examine how these tools are applied in strategic and functional analysis and decision making, especially regarding marketing and operations.

Prerequisite(s): BUSI 1003 - Math for Business.

### **BUSI 1033 Introduction to Business**

(3 credits) (required) (must be completed at Yorkville University)

This course explores the interrelatedness of the various functions of business operations and sets the context for understanding the broader environment in which businesses and organizations function. Attention will be given to key functional areas of business including resource bases, organizational structures, corporate culture, financial systems, and management theories prevalent in today's business environment. Interactive business simulation software will be used as a complement to course readings to expose students to core business functional areas and begin developing their business decision-making skills. Prerequisite(s): None

### **BUSI 1043 Introduction to Financial Accounting**

(3 credits) (required)

Introduces the language of financial accounting, designed to capture, summarize, and communicate the economic facts about an organization in a set of financial statements and related descriptive notes. Focus is on the principles of accounting and reporting to various users that are external to the organization and will emphasize what information is provided in financial statements, as well as the uses and limitations of this information. Prerequisite (s): BUSI 1003 - Math for Business.

### **BUSI 1063 Business and Sustainability**

(3 credits) (required)

This course will explore the impact of business activity on ecosystems and examine methods of approaching business activity from a sustainability perspective. Students will look at how ecosystem-based management (EBM) informs business decisions in today's context and will investigate the implications of EBM across various business actions and activities. Pre-requisite(s): None.

### **BUSI 1073 Business Writing and Communications**

(3 credits) (required)

Students learn the distinction between academic and business writing and how to use APA format for writing essays and referencing and citing sources. They learn how to effectively communicate in business settings characterized by rapidly changing technologies and an increasingly diverse workforce. The course emphasizes oral and written communication across a number of mediums and business applications. Students develop skills in business writing and presentations and learn how to effectively communicate at work including the following: communicating good and bad news; applying persuasive

business writing and presentation techniques; preparing business reports; and communicating for teamwork and meetings with cross-cultural considerations. Prerequisite(s): None.

### **BUSI 1083 Microeconomics**

(3 credits) (required)

Introductory topics include: basic theory of consumer behavior; production and costs; partial equilibrium analysis of pricing in competitive and monopolistic markets; general equilibrium; welfare; and externalities. Students are introduced to the theory of the firm, competition, and monopoly.

Prerequisite(s): None.

### **BUSI 1093 Introduction to Marketing**

(3 credits) (required)

An introduction to the basic concepts and principles of the marketing function. The course follows the evolution of the Marketing discipline through to the current era of the Social Marketing Concept. Tools necessary for effective Marketing practice and environmental and contextual influences are examined. Students learn the basic elements of the Marketing Mix as well as segmentation and positioning tools. The course expands students' understanding of Canadian and international marketing structures and techniques including defining and segmenting target markets, using planning and forecasting techniques, analyzing costs and benefits of marketing mixes, interpreting market research data, consumers and consumerism, industrial market potentials. Prerequisite(s): None.

### **BUSI 2003 Macroeconomics in Global Context**

(3 credits) (required)

An overview of macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Topics include: monetary and fiscal policies; public debt; and international economic issues. Basic models of macroeconomics are introduced and principles within the experience of the North American and other economies are illustrated. Prerequisite(s): None.

### **BUSI 2013 Business Decision Analysis**

(3 credits) (required)

This course prepares students to make applied and informed business decisions through the use of modeling, analytical and problem-solving techniques. Specifically, students will develop an understanding of the concepts of certainty, uncertainty, probability and risk analysis; as well as basic probability concepts, random variables, descriptive measures, and properties of distribution, statistical decision theory, and Bayesian approaches. Based on this foundation, the course will then delve into discrete and continuous probability models and their applications to solving business problems.

Prerequisite(s): BUSI 1013 - Statistics for Business

### **BUSI 2023 Business Law**

(3 credits) (required)

Students gain a basic understanding of fundamental structural legal frameworks under which firms must operate. The course begins with the basic building blocks of business law, followed by a review of legal business structures including sole proprietorship, corporation, partnership, limited liability company, for profit, not-for-profit, and public firms. The second phase of the course examines a broad range of legal issues that could impact business operations, including intellectual property, contracts, product

development, mergers and acquisitions, international trade, business disputes, bankruptcy, and reorganization. Prerequisite(s): None.

### **BUSI 2033 Organizational Behaviour and Management**

(3 credits) (required) (Tier 2 designated Liberal Arts course)

This course explores the interaction among individuals and organizations, and how this interaction can impact others within the organization, or the organization itself. Even in today's technologically driven world, the effectiveness of organizations is still rooted in their ability to leverage the full potential of the people involved within their operations. Students are introduced to various topics including value systems, motivation, teams, effective communication, power and conflict, organizational culture and structure, leadership, ethics and organizational change. They emerge from the course with a better understanding of the role of people within organizations, and how their own personal strengths can contribute positively to the organizations to which they belong. Prerequisite(s): None.

### **BUSI 2043 International Business Environment**

(3 credits) (required)

Introduction to international business as it relates to the functional areas of managing business operations. Focus is on how business decisions are influenced by culture, economics, and marketing. Additional emphasis is on the opportunities and problems associated with doing business in an international environment, with reference to case analyses of specific countries or regions. The principles examined are constant, although the international geography may vary according to the interests of the faculty member and students. Prerequisite(s): None.

### **BUSI 2053 Business Ethics**

(3 credits) (required)

Overview of the ethical dimension of business in the context of understanding ethical reasoning as a critical success factor for businesses. Students should develop moral sensibilities and an awareness of social responsibility within a business management perspective. Topics include: the relationship between business and society; the link between corporate strategy and social responsibility; the importance of corporate reputation; ethical decision-making; and the impact that business has on the environment. Prerequisite(s): None.

### **BUSI 2083 Introduction to Managerial Accounting**

(3 credits) (required)

Focus on how managers use accounting information to make decisions, with an emphasis on job costing and activity-based costing. Topics include: product costing; budgetary control systems; performance evaluation systems for planning, coordinating, and monitoring the performance of a business; flexible budgets; and break-even analysis. Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting.

### **BUSI 2093 Introduction to Managerial Finance**

(3 credits) (required)

Introduction to major concepts in finance and investments, such as the time value of money, discounted cash flows, and risk and return. Further examination of how firms decide to finance projects they assess as being worthwhile and how to make investment decisions. Consideration is given to capital structure, dividend policy, financial instruments, risk-return trade-offs, financial planning, forecasting, the cost of

capital, asset valuation, working capital management, and performance assessment. Prerequisite(s): BUSI 2083 – Introduction to Managerial Accounting.

### **BUSI 2103 Human Resource Management and Development**

(3 credits) (required)

This course introduces students to the theory and practice of personnel management and the significant issues that are part of the management of human resources in organizations. Students who complete this course will be able to design and implement an effective human resource management strategy. In addition, students are expected to identify specific HR management skills that they need to develop and begin the process of developing these skills. Prerequisite(s): BUSI 2033 - Organizational Behaviour and Management

### **BUSI 2113 Production and Operations Management**

(3 credits)

Production and Operations Management (POM) involves the study of design, planning, establishment, control, operation, and improvement of the activities/processes that create a firm's final products and/or services. The growing economic importance of service activities, however, has broadened the scope of POM function (in fact, the course will focus more on service facilities). Large scale globalization, short product life cycle, and more informed customers means that successful management of operations, careful design, and efficient utilization of resources is an absolute must not only to add to the bottom line of a firm, but even for its mere survival. This course will consider both manufacturing and service operations, emphasizing their differences as well as similarities. It will also examine the role of operations management in the organization by exploring a number of concepts and techniques. Prerequisite(s): BUSI 1013 - Statistics for Business.

### **BUSI 2133 Organization Theory and Design**

(3 credits)

Emphasizes developing approaches in different types of organizations (*e.g.*, not-for-profit) to deal effectively with the issues faced. Explores principles and practices of management and administration as they are adapted to: board-management-staff relations; board governance; recruiting and motivating; human resource management; accountability; organizing for and managing growth and change; analysis of an organization's market; and organizational strategic planning. Prerequisite(s): BUSI 2033 - Organizational Behaviour and Management.

### **BUSI 2153 Entrepreneurship**

(3 credits)

Focusing on the practical aspects of establishing and developing a business, emphasis is placed on analyzing the strengths and weaknesses of a newly formed business. Topics include: opportunity recognition, feasibility study, risk, venture capital sources, business economics, marketing requirements, negotiations, and resource needs. Case studies will be used. Prerequisite(s): BUSI 1083- Microeconomics, BUSI 1043 - Introduction to Financial Accounting; BUSI 2033 - Organizational Behaviour and Management; BUSI 1093 - Introduction to Marketing; BUSI 2083 – Introduction to Managerial Accounting.

**BUSI 2163 Marketing Strategy**

(3 credit)

A course to develop the skills and approach required to formulate and effectively implement marketing strategies. The course reviews the theory and practice of identifying market opportunities, evaluating firm positioning, selecting and evaluating potential markets, and making effective marketing mix decisions through analysis of market research data. All elements of strategic decision making are examined, including market segmentation, market target choice, product and/or service offering(s), pricing, promotion, and distribution choices that support positioning decisions as well as after sales service, support and evaluation. Students develop hands-on knowledge of the impact of strategic marketing decisions on a firm's market position, bottom line, and investment attractiveness through interaction with hands-on business simulation software. Prerequisite(s): BUSI 1093 - Introduction to Marketing

**BUSI 2173 Information Technology for Managers**

(3 credits) (required)

Information technology is a vital strategic tool to gain competitive advantage. As such, this course prepares business professionals to understand and manage informational and technological systems, tools, partners and projects. Students will be introduced to the infrastructural elements of technological systems, as well as several types of such systems including decision support systems, informational and database systems, and e-commerce/e-business. To be better able to manage these vital projects effectively, the course will introduce students to the system development lifecycle and the basics of managing IT projects. Finally, pressing issues on information security, privacy, as well as ethical and social considerations will be discussed. Prerequisite(s): None

**BUSI 3073 Critical Thinking**

(3 credits) (elective)

Students learn foundational critical thinking skills that will serve them throughout the BBA program and in their business careers. This course introduces students to the practice of critical thinking through evaluating and practicing making reasoned decisions using logic and research, and questioning arguments and conclusions. Students analyze current issues without bias and propose rational solutions. The course focuses on identifying and developing critical thinking habits and skills; evaluating thinking and information; building arguments using factual evidence; conducting skeptical but unbiased analysis of arguments; understanding and recognizing media bias and propaganda; applying standards for evaluating critical thinking; and applying critical thinking to make decisions and solve problems. Students also commit to become fair-minded critical thinkers.

Prerequisite(s): BUSI 1073 - Business Writing and Communication

**BUSI 3153 Social Entrepreneurship**

(3 credits) (elective)

This course provides an introduction to social entrepreneurship. It examines how business solutions can be used to solve non-business problems—especially some of society's most pressing problems, known as “wicked problems.” Various case studies are highlighted throughout the course and attention is paid to both global and domestic social issues in the community. Students apply a creative approach to solving problems in a simulation and have an opportunity to design their own social venture.

Prerequisite(s): BUSI 2153 - Entrepreneurship

**BUSI 3173 Artificial Intelligence for Business**

(3 credits) (elective)

This course provides a fundamental overview of Artificial Intelligence and an introduction to the possibilities of how AI can be leveraged in an organization. It also covers the key elements of AI and what is required to support and manage an evolving landscape of AI transformation. Students analyze industry trends, adoption and implications of AI and apply critical thinking and decision making as it relates to AI. Students build on the AI knowledge and apply an AI strategy to an organization as the final deliverable. Prerequisite(s): BUSI2173 - IT for Managers

**BUSI 3403 Intermediate Accounting 1 - Assets**

(3 credits) (elective)

This course builds on the integrated framework for analyzing, interpreting and preparing financial statements introduced in previous accounting courses. Emphasis is placed on accounting policy choices and the criteria by which such choices are made, as well as on analyzing financial statements that are prepared using different accounting policies. Students will examine, in-depth, the effects of accounting concepts on income determination and on asset, liability and shareholders' equity valuation.

Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting; BUSI 2083 – Introduction to Managerial Accounting

**BUSI 3413 Intermediate Managerial Accounting**

(3 credits) (elective)

This course focuses on how managers use accounting information to make effective business decisions. Students will study different types of reports, financial statements and analytical tools, which may be used by managers to effectively plan, coordinate, evaluate and monitor qualitative and quantitative metrics within an organization. In this intermediate managerial accounting course, students will focus on costing and cost analysis. Prerequisite(s): BUSI 2083 - Introduction to Managerial Accounting

**BUSI 3423 Intermediate Financial Accounting 2 - Liabilities and Equities**

(3 credits) (elective)

This course continues to build on the integrated framework for analyzing, interpreting, and preparing financial statements learned through BUSI1043 - Introduction to Financial Accounting and BUSI3403 - Intermediate Accounting I: Assets. The objectives within this course are to identify, interpret and analyze complex measurement issues and accounting policy choices applicable to a given situation.

Students will subsequently evaluate the effects of financial reporting issues and policies on the preparation of the Statement of Financial Position, Income Statement, and Statement of Cash Flows.

Prerequisite(s): BUSI 3403 - Intermediate Accounting 1: Assets

**BUSI 3433 Corporate Finance**

(3 credits)

This course will build on concepts from the introductory managerial finance course and explore in depth the areas of corporate finance, risk, diversification, portfolio analysis, and capital market theory.

Specifically, the course places emphasis on developing the students' ability to understand, analyze, and integrate financial information towards sound financial decisions. Topics discussed will include the impact of interest rates, taxation, dividends, cash flow, and other business considerations on financial decision making and the role of financial institutions and regulations in corporate financial management.

Prerequisite(s): BUSI 2093 - Introduction to Managerial Finance

**BUSI 3443 Accounting Capstone Project - Auditing**

(3 credits)

This course explains the significance of the auditing environment, public practice and professional responsibilities as well as basic audit concepts and techniques. The increasing complexity and speed of change in the business world has caused more estimation and uncertainty than ever before. In turn, this has caused higher difficulty for auditors to assess corporate risk, gather sufficient appropriate evidence and form a fair audit opinion on the financial statements. The requirements of this course combine the financial and managerial accounting knowledge learned to date and apply it to the world of auditing. Students will be required to leverage prior knowledge to be successful in this course. Prerequisite(s): BUSI 3413 – Intermediate Managerial Accounting, BUSI3423 – Intermediate Financial Accounting 2 – Liabilities and Equities, BUSI3433 – Corporate Finance

**BUSI 3503 Introduction to Energy Management**

(3 credits)

This course substantiates society's reliance on energy, across all aspects of life, and introduces business students to the nature of energy as a key aspect of business operations, from the energy supply sector to energy use across all aspects of business and society. It provides a historical overview of the energy economy, along with issues of energy resource planning, from conventional energy to renewable energy technologies, climate change mitigation, efficiency and conservation practices, and potential long-term energy transitions. The course also explores the full range of energy systems and applications, stakeholders and introduces relevant energy terminologies.

Prerequisite(s): None

**BUSI 3513 Energy Policy, Legislation, and Social Environment**

(3 credits)

This course examines International as well as Canadian federal, provincial, and local government policy, legislation, and regulations affecting the energy industry and energy consumers. Students will explore constitutional issues, the changing regulatory environment, and the impact of stakeholders including indigenous peoples and environmental groups through the examination of a current Canadian energy project. Current federal and provincial incentive programs will be examined and strategies for building political, social, and business linkages for energy products and applications in the context of the principles of sustainable enterprise will be developed. Pre-requisite(s): BUSI 3503 – Introduction to Energy Management

**BUSI 3523 Energy Systems Operation**

(3 credits)

This course focuses on the operation of energy systems in the business cycle. Students will explore decision-making role of the operations manager in performing economic analyses regarding energy types, conservation, and other production trade-offs as they relate to company strategy in the context of sustainability and clean-energy transitions. Students will identify how energy supply system management and conservation relates to customer satisfaction, improved performance, lower costs, and product development. Energy use standards such as ASHRAE, LEED, NECB, ISO 50001, and others will be applied to business processes. Prerequisite(s): BUSI 3503 - Introduction to Energy Management



### **BUSI 3533 Energy Futures and Transitions**

(3 credits)

This course provides students with the tools to understand the complexities of regional, national, and international energy markets, and the impact of global government policy on energy development as well as the changing nature of energy types and technologies. The course will focus on international energy development, energy contracts, sustainable development, and the management of environmental and corporate social responsibility issues. Clean energy systems and applications, use-cost curves, and energy application transitions and risk management will be applied to standard business scenarios. Forecasting energy management trends will be examined as a core component of business operations. Students will develop a major case analysis of an international energy project. Prerequisite(s): BUSI 3513 - Energy Policy, Legislation, and Social Environment, BUSI 3523 – Energy Systems Operation

### **BUSI 3543 Energy Strategy Capstone Project**

(3 credits)

This course provides students with an opportunity to experientially reinforce, synthesize, and build on the energy management knowledge and skills they developed in the previous four EM courses. In the first half of the course students will work in teams to develop a business and environmental impact assessment of an existing “real-world” energy management initiative as it relates to the business and industry strategy of the proponent organization, based on publicly available information. In the second half of the course students will apply inter-disciplinary knowledge individually for the development of a hypothetical business case for a major Canadian or international energy management initiative of their selection. The purpose of the business case is to support a financial investment decision by a proponent, investor(s), and energy management program of an energy utility and/or government, if applicable. Prerequisite(s): BUSI 3533 – Energy Futures and Transitions

### **BUSI 3603 Introduction to Project Management**

(3 credits)

This course introduces students to the fundamentals of project management as outlined in *A Guide to the Project Management Body of Knowledge: PMBOK® Guide*. In today’s business environment, the successful management of projects has become a core competency for organizational leaders. BUSI3603 emphasizes the need for linking the strategic plans of organizations to project selection, organizational structures, and the sociocultural and technical dimensions of projects, as well as how a project manager’s focus needs to shift at different stages of a project life cycle. Prerequisite(s): None.

### **BUSI 3613 Project Teams and Leadership**

(3 credits)

The development of project teams is an essential part of project leadership and management as described in the Human Resource Management and Communication Management knowledge areas within *A Guide to the Project Management Body of Knowledge: PMBOK® Guide*. Whether you work on a task force, committee, development team, or other type of project team, this course will outline strategies for becoming a harmonious team member and adaptable team leader. By using stories from an assortment of projects, the course also provides multiple “real world” examples of inspired project leadership, timely project communications, and ongoing team selection, development and management; practices for improving project leadership are derived from these stories. Lastly, the factors which contribute to successful stakeholder management are also introduced.

Prerequisite(s): BUSI 2113 -Production and Operations Management; BUSI 3603 - Introduction to Project Management.

### **BUSI 3623 Project Planning Essentials**

(3 credits)

This course will guide students through a rigorous examination of all planning processes and process interactions during the project life cycle. They will determine the elements of the project management plan that are essential, while avoiding “analysis paralysis”. Students will collaborate with others to appraise the content and format of project management plans for small, medium and large projects. They will clarify the scope, schedule, cost and resources necessary for a sample project. Students will also create plans for the management of risk, quality, human resources, communications, and procurement for one or more sample projects. Prerequisite(s): BUSI 3603 - Introduction to Project Management; BUSI 3613 - Project Teams and Leadership

### **BUSI 3633 Project Execution, Monitoring, Control, and Closing**

(3 credits)

This course provides students with the practices and processes for launching, monitoring, controlling and closing projects. Special emphasis is given to the eleven processes included in the monitoring and controlling process groups. The course provides students with the processes and techniques used to harness change, and control ‘scope creep’, time delays and cost overruns. The course builds students’ understanding of, and appreciation for, the Earned Value Management System (EVMS) as a better alternative to the inadequate measures of “on time” or “on budget”. The course concludes with an automated simulation that tests students’ ability to make decisions which improve the probability of project success. Prerequisite(s): BUSI 3603 - Introduction to Project Management; BUSI 3613 - Project Teams and Leadership; BUSI 3623 - Project Planning Essentials.

### **BUSI 3643 Advanced Project Management**

(3 credits)

This course provides students with an experiential opportunity to reinforce, synthesize, and build on the project management knowledge and skills they developed in previous courses. The course focuses on new advances in project management and how to effectively manage projects using different project management approaches. Students will compare project management life cycle models that streamline project planning and monitoring in complex and uncertain situations. The course also explores international cultures and their impact on project leadership, communication, and team dynamics. Students will work in teams to develop a project management plan, and prepare for project execution, monitoring, control, and closedown. Finally, students will examine potential career paths and professional development opportunities.

Prerequisite(s): BUSI 3603 Introduction to Project Management; BUSI 3613 - Project Teams and Leadership; BUSI 3623 - Project Planning Essentials; BUSI 3633 - Project Execution, Monitoring, Control, and Closing.

### **BUSI 3703 Advanced Operations and Supply Chain Management**

(3 credits)

This course exposes students to advanced topics in operations and supply chain management. Students prepare detailed sales and operation plans, acceptance sampling plans, reliability analysis reports, and lean operations plans. The course also covers broader topics such as supply chain cost analysis, location

and layout decisions, and human resource operations (including learning curves). The course concludes by familiarizing students with pressing operational issues such as sustainable operations. Prerequisite(s): BUSI 2113 - Production Operations Management

### **BUSI 3713 Logistics Management**

(3 credits)

This course provides students with in-depth knowledge and a chance to apply logistics management concepts. Students study the key elements of organizational logistics including warehousing, inbound/outbound logistics, distribution channels, and transportation analysis. It prepares students to make decisions regarding the number, location, and layout of warehouses and material handling that determine options for transportation routes, modes, and providers (3PL/4PL). It places particular emphasis on major trends in logistics management including technologies (e.g., Warehouse Management Systems, transportation technologies) and reverse logistics. Prerequisites: BUSI 3703 - Advanced Operations and Supply Chain Management.

### **BUSI 3723 Procurement**

(3 credits)

This course introduces students to the procurement process, covering concepts such as: strategic sourcing and its importance, the bidding and contracting process, negotiations, and contract management. Students manage the entire cycle of supplier management, from evaluation and selection, to development and monitoring. It emphasizes challenging issues related to procurement, such as global sourcing and e-procurement. Prerequisite(s): BUSI 3703 Advanced Operations and Supply Chain Management

### **BUSI 3733 Business Process Improvement**

(3 credits)

This course focusses on business process improvement through total quality management and business process re-engineering. Business processes may experience improvement in two ways: continuous improvement through incremental steps (as part of a Total Quality Management strategy); or through radical and transformative changes to business processes (as part of Business Process Re-engineering). Students study both methods and how the two interact, or possibly conflict. They assess and evaluate processes through a product lifecycle, using a customer-focused approach, placing special emphasis service operations throughout the course. As students analyze these business processes, they identify areas of risk/improvement, and determine ways to manage them. Prerequisite(s): BUSI 3713 - Logistics Management, BUSI 3723 - Procurement

### **BUSI 3743 Supply Chain Integration and Analytics**

(3 credits)

This course integrates and applies concepts taught in earlier SMC specialization courses, providing hands-on experience with real projects and technologies in supply chain management. Students engage in higher level analyses, acknowledging the interactions among supply chain functions. Students come to realize the challenges, trade-offs, and interfaces with other organizational functions/ organizations. They also acknowledge the need for data analytics and technological skills to cope with the competitive environment. Accordingly, Enterprise Resource Planning is used as an integrative backbone to the course, combining functions and technologies. Prerequisite(s): BUSI 3733 - Business Process Improvement

**BUSI 4013 Business Organization Analysis**

(3 credits) (required)

Emphasis on developing analytic skills and giving practical experience in research and theorizing about organizations through the integration of core business courses studied in the BBA program. Objectives include: understanding various aspects of organization and a variety of theoretical frameworks contributed by business administration academic disciplines; analyzing organizational vision, mission, values and strategy, and their role in articulating the direction of a business; describing a business concept, organizational structure, external stakeholders and inter-organizational relations; understanding the role played by technology; and describing the impact of culture. Prerequisite(s): Students must have completed 90 credit hours of the BBA program.

**BUSI 4023 Contemporary Issues in Business**

(3 credits) (required)

This course will use a case analysis approach to present current and relevant topics in today's business environment. Students will study five topics relevant to the current business environment. For each topic, they will engage in discussion and debate with peers, and analyse a current business case. Students will respond to business cases using a framework that includes identification of key issues, exploration of research options, and development of supported solutions and recommendations. Prerequisite(s): 21 credit hours of Introduction and General Business Education courses.

**BUSI 4053 Business Plan**

(3 credits) (required)

Focused on sound decision-making in the context of organizing a new business, requiring the discipline of thinking through an entire planning process and developing concise and well-structured business plans. Students develop a business vision and create an effective business strategy for making this vision a reality, and are required to develop a complete business plan, based on a business opportunity selected by the student. The business opportunity may involve third parties whose cooperation and participation is essential to the success of the proposed enterprise. Prerequisite(s): BUSI 4133 – Managing Organizational Change; Students must have completed 90 credit hours of the BBA program.

**BUSI 4063 Business Analytics and Intelligence**

(3 credits) (required)

This course prepares students by providing concepts, analytical tools, technologies, and strategies that enable businesses to use various data sources, to produce information from data sources by proper analysis, and to provide business intelligence. After introducing the fundamental terminology and a review of access process to various data sources and R data analysis and visualization, business analytics processes for data cleaning, exploration, visualization, and modeling are discussed. The course utilizes techniques such as statistical analysis, descriptive and predictive models, classification, clustering, supervised Machine Learning. As new constructs and techniques are introduced, the students will apply the learned topics using applied business examples in R. At the end of the course, latest technological trends, such as Unsupervised Machine Learning and Future trends in business intelligence and analytics are discussed. Prerequisite(s): BUSI1013 - Statistics for Business; Students must have completed 90 credit hours of the BBA program.

### **BUSI 4133 Managing Organizational Change**

(3 credits) (required)

Focus on the selection, treatment, and solution of a complex problem in an organization through the development and preparation of a formal, analytical report. Working in small groups, students will: learn how to identify a problem and possible solutions; select the best solution, create a work plan, and apply primary and secondary research methods; structure an argument logically and persuasively; customize a message for multiple audiences; and strengthen critical-thinking skills through the evaluation of findings and the formulation of conclusions and recommendations. Prerequisite(s): Students must have completed 90 credit hours of the BBA program.

### **BUSI 4153 Business Strategy**

(3 credits)

Introduction to a strategic perspective on issues that concern contemporary businesses, drawing on and exploring concepts from a number of undergraduate business courses (marketing, finance, accounting, management, and organizational behaviour). Exploring appropriate methodologies/approaches to strategic analysis, students use material from other courses in the analysis and resolution of complex business situations. Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting; BUSI 2033 - Organizational Behaviour and Management; BUSI 1093 - Introduction to Marketing; BUSI 2173 – Information Technology for Managers; BUSI 2083 – Introduction to Managerial Accounting; BUSI 2093 - Introduction to Managerial Finance; BUSI 2103 - Human Resources Management and Development; BUSI 2113 - Production/Operations Management.

### **MATH 0910 Developmental Math**

(0 credits) (required unless exempted)

A course designed to bridge math skills of students to those required to successfully complete the quantitative courses in the BBA program. The course introduces students to core mathematical concepts including basic numeracy, algebra, factorials, pre-calculus, Venn diagrams and statistics. This course is required in the first semester for all BBA students, but students may request an exemption through either the successful completion of a challenge examination or demonstration of proof of having successfully completed a senior secondary math course within the past ten years. Prerequisite(s): None.

## **11.4.1. Liberal Arts**

### **ANTH101 Cultural Anthropology**

(3 credits) (Tier 1)

This course, introducing cultural anthropology as one of the four subfields of anthropology, explores human beliefs, diverse cultures, and social organization across the globe. The course involves various readings and project-based learning opportunities, and it helps students analyze how humans shape as well as interact with the social and physical world around them in different geographical contexts.

Prerequisite(s): None

### **ARTH110 Western Art – Prehistoric to Gothic**

(3 credits) (online) (Tier 1)

This course introduces students to the art and architecture of ancient societies from around the world, spanning pre-history to the fall of the Roman Empire. Using a broad, interdisciplinary approach, various

art works are examined as emanations of a universal human condition and as unique expressions of culturally specific worldviews. After exploring various definitions of 'art' and an overview of the earliest emergence of art and artistic traits in human history, focus then turns toward the complexities of the ancient mind and ancient civilizations. Through the art and architecture of each historical period, students learn the symbolic 'language' through which ancient societies transmitted their most profound ideas. Greater fluency in this ancient symbolic language allows students to understand the differences between sacred, traditional theological and profane art and the concepts that define their original purposes. Pre-requisite(s): None

### **ARTH120 Western Art – Renaissance to Contemporary**

(3 credits) (online) (Tier 1)

The road to understanding modern and contemporary art begins with a study of the evolution of the modern mind. The course begins by analyzing the transition from a medieval worldview to the emergence of a scientific outlook in the late 1400s. The Renaissance and the resurgence of ancient Classical learning are also examined for their influences on artistic and architectural styles, and for their adoption of and challenge to the dominant theological doctrines of the early Modern era. Finally, the art of the 20th, 21st centuries is explored as both a culmination of Postmodernism and 'end' to the traditional narrative of art history, signaling a growing desire to be inclusive to new media and globally diverse artists. Pre-requisite(s): None.

### **ARTS101 Principles of Art and Design**

(3 credits) (online) (Tier 1)

This course introduces students to the underlying principles of art and design. In this course, students will develop a critical understanding of the principles that form the foundation of many creative arts. Using a broad, interdisciplinary approach, various creative and artistic disciplines are examined as variations of applications of such artistic principles. These principles are in many ways the building blocks of all artistic creations, and to learn them is to better understand art creation itself. Students will explore various explanations of these 'art principles' and what these might look like in different times and spaces while making universal human connections. Pre-requisite(s): None

### **ARTS102 Arts Industries in Canada – an Introduction and Overview**

(3 credits) (online) (Tier 1)

This course introduces students to the variety of art industries in Canada and furthermore describes the scope of the creative and artistic industries in Canada. Students develop a critical understanding of the factors that shape creative industries and the importance of these creative industries to the Canadian economy. Taking a broad view, the courses will examine a majority of the creative arts such as fine art, design studies, music, drama, dance, cinematics and photography, crafts, and creative/imaginative writing. Not only will students develop a deep understanding of the breadth of the Canadian arts industry, but also how to negotiate the art professional working landscape. Pre-requisite(s): None

### **ARTS103 Perspectives on Indigenous Arts**

(3 credits) (Tier 1)

This course is a survey of the cultural and art practices of various Indigenous People found around the globe. While fostering an appreciation for cultural and artistic endeavors, students develop an

understanding of the term *Indigenous*. The course explores various Indigenous arts which include illustration, craft, and performance. The course considers what the Indigenous arts might look like in different time periods, locations, and in different cultural and contextual motivations. Pre-requisite(s): None.

### **BIOL200 Ecology and Ecosystems**

(3 credits) (Tier 1)

We are living in exciting times for ecological science. Along with significant challenges that we are facing such as climate change or global biodiversity loss, we have accumulated enough knowledge and experiences to understand basic concepts to be implemented in conservation and restoration activities. This course will develop an introductory understanding of the main ecological concepts and principles, further our understanding of the processes that occur in biological systems, and introduce main research methods used by ecologists, including observation, experimentation, modeling, sampling, and data analysis. Students will get a unique hands-on experience surveying their local ecosystems and will be able to assess the impacts of human-induced change. They will have a chance to reflect on the importance of understanding characteristics of the ecosystem for its proper restoration and monitoring; to learn about the legal and policy frameworks that direct and influence these processes; and review future research directions for biodiversity, ecosystem services, and sustainability. Prerequisite(s): None

### **COMM100 Cross Cultural Communication**

(3 credits) (Tier 1)

This course introduces students to the fundamental concepts as well as practical aspects of cross-cultural communication. The course involves a survey of the key concepts in cross-cultural communication, which could be applied to a wide range of communication contexts both academic and workplace. To understand culture in terms of diversity and subcultures in a global context, the course features cross-cultural communication in relation to language, culture, and discourse practices. The course utilizes a practice-oriented format to develop cross-cultural communication skills by means of presentations, analysis, and application. Pre-requisite(s): None

### **CRIN110 Creativity and Innovation**

(3 credits) (online) (Tier 1)

This course examines concepts and techniques widely applicable to personal life and business: individual creativity and innovation in organizations. It offers alternatives to standard models of decision making and formal critical thinking by describing imaginative ways of approaching problems. Students learn techniques of problem identification, idea generation, idea selection, and idea implementation. The course teaches problem-solving practices and varied strategies that release individual creativity and encourage innovation within organizational structures. Emphasis is placed on how creative and innovative solutions can be found to problems that are inadequately addressed by Cartesian thinking processes and the debunking of common myths held about creative individuals and organizations. Students are instructed in a variety of concepts and practical methods that they can apply to their studies, work, and personal lives. Pre-requisite(s): None

### **ENGL101 Research & Composition**

(3 credits) (online) (Tier 1)

This course builds on the conventions and techniques of composition through critical writing. Students apply principles of logic, strategic thinking, and synthesis to prepare sound arguments supported by

relevant, well documented research. Students are encouraged to write extensively, in persuasive and analytic styles, on contemporary issues of interest to them, where individual style and unique thinking are demonstrated. Pre-requisite(s): None

### **ENGL150 Professional Communication**

(3 credits) (online) (Tier 1)

This course extends composition and research principles to writing in a career context. Students apply principles of economy and clarity to create business documents that are informative and persuasive. While the course focuses on business messaging, it also includes formal research report writing, as well as the planning and delivery of oral presentations. For BID students - Pre-requisite(s): ENGL101. For BBA students. Pre-requisite(s): None

### **ENGL 180: English For Academic Purposes**

(3 credits) (Tier 1)

This course assists students to adjust to an English academic environment and to build foundations of critical thinking, writing, and public speaking. Students apply principles of logic, strategic thinking, and synthesis to prepare sound arguments supported by relevant, well-documented research. Students are encouraged to write extensively, in persuasive and analytic styles, on contemporary issues of interest within the general business, design, and professional context. Students participate in group discussions, activities, and peer work. Pre-requisite(s): None

### **ENGL190 Communications for the Creative Arts**

(3 credits) (Tier 1)

The course builds on the art and science of reading and writing to prepare learners for effective communication in a creative field of study and work. This entails activities and assignments based on music, political speeches, social media, poetry and history that hone the capacity for literary products in various genres of business, academic and creative writing. Learners will develop their own voice and style in an interactive and collaborative self-directed learning environment. Pre-requisite(s): None

### **ENSC200 Environmental Science**

(3 credits) (Tier 1)

Students will learn about climate change, water and air pollution, soil degradation, environmental hazards, and human footprints on the planet in 11 weeks. The students will also learn about ecosystems and biodiversity through observation and data collection and analysis in class and lab. This course will help students to understand the importance of moving toward renewable energy sources and sustainable practices to preserve the environment. Prerequisite(s): None

### **ENGL250 The Workplace in Fiction**

(3 credits) (online) (Tier 2)

This course explores the workplace through its expression in the imaginative fiction of literature, film, and essays. Students will study poems, plays, short stories, films, and essays with themes or storylines that emanate from the workplace. Students will read, view, interpret, and analyze fiction relating to the workplace in order to understand the connections between occupation and personal identity and the connections between social and personal significance. Students will note and discuss trends in society that are illustrated by business and workplace attitudes and portrayed in creative fiction. Pre-requisite(s): One Tier 1 course.



**GEOG210 Human Geography**

(3 credits) (online) (Tier 2)

Human geography examines how people, their communities, and cultures interact within physical geographic space. It looks at how the spatial environment affects key categories of human activities. The course includes an overview of the location, flow, and uses of the earth's principle resources, both natural and human. How the physical characteristics of the earth's surface affect political, social, cultural, demographic, and economic dynamics throughout the world is emphasized, and the potential effects of ecological threats are explored. Pre-requisite(s): One Tier 1 course.

**HIST300 The History of Sport**

(3 credits) (online) (Tier 2)

This course explores the history of sport and athletics, ranging from the oldest forms of recreation to modern professional sports. It examines the established historical record, but also examines how we determine these facts through interpretation. By synthesizing the practice of sports with various theories of practicing history, students learn to evaluate historical claims that are often disguised in the playful focus of sports. Through such an analysis of historical sports, students develop a critical awareness of the social and ethical issues around such key aspects of human and social life.

Prerequisite(s): One Tier 1 course

**HUMN100 Introduction to Beauty**

(3 credits) (Tier 1)

In this course, students will gain insight into how the concept of beauty has shaped and motivated our world. Addressing beauty from both historical and contemporary perspectives, this course will focus on the intersections of beauty with visual art and design, philosophies of aesthetics, and media studies. Including opportunities to explore beauty as it relates to screen media, performing arts, literature, and/or music, this interdisciplinary approach will create a personal and cultural investigation on how beauty sparks action and inspiration. Global, Indigenous, and Western views on beauty will be included to examine themes such as the natural world, the body, and the value of beauty in our everyday lives.

Pre-requisite(s): None

**HUMN101 Modes of Thinking and Learning**

(3 credits) (Tier 1)

A practical exploration of some of the core tenets of critical thinking and learning, as experienced throughout everyday life, and through different cultural lenses. The overarching theme is "What is Truth?" These tenets are explored from within a variety of disciplines, from Philosophy (the development of reasoning and argumentation, logical expression); Psychology (how humans think and learn), Science (basic epistemology, or ways of knowing), and History (how we learn about and from our collective pasts). Each exploration will adopt both the traditional ("Western" or "classical") foundation, as well as less conventional but equally valid modes, such as Indigenous perspectives on knowledge and learning, mental health's impact on intelligence, adult learning theory, and media's influence on "truth."

Prerequisite(s): None

**HUMN200 World Religions: A Comparative Study**

(3 credits) (Tier 2)

The comparative study of religion investigates both the differences and common ground among the world's religions. The course examines the relationship of world religions in the context of their history, leaders, and knowledge systems to modern science. In the spirit of inquiry, expanding the imagination, knowledge, and understanding the course explores the relevance of religion to contemporary facets of Canadian culture. Pre-requisite(s): One Tier 1 course.

**HUMN201 Youth Culture**

(3 credits) (Tier 1)

This course offers a survey of social-cultural themes related to youth culture and identities globally. The course is essentially interdisciplinary, and it adopts sociological and anthropological perspectives to examine some key issues including social activism, music orientations, and socio-economic trends. Students will also explore the emerging phenomenon of youth empowerment by reviewing cases from Canada and other countries. Students will investigate various dimensions of youth cultures by working on projects and experiential learning activities. Prerequisite(s): None

**HUMN202 East and South Asian Studies**

(3 credits) (Tier 1)

This course examines art, culture, language, religion, and politics in historical and contemporary East and South Asian contexts. Drawing on inter-disciplinary studies in political sciences, education, sociology, and art history, the course will focus on the diversity and connections within and among the peoples and places in East and South Asian countries such as China and India. The course will also examine major historical and cultural events in East and South Asian countries in the colonial and post-colonial era. The course is offered over 11 weeks, with one unit per week. Week 7 is designated to reading and reviewing previous units. Prerequisite(s): None

**HUMN422 Topics in Technology and Society**

(3 credits) (online) (Tier 3)

In this interdisciplinary, integrative course, the relationship between technology and society is investigated through readings, reflection, assignments, class discussion, and a formal research essay. The course identifies conditions that have promoted technological development and assesses its social, political, environmental, psychological, and economic effects. Issues of power and control and consideration of the effects of technologies on the human condition are primary themes. Written discussions, assignments, and the writing of a formal research essay draw together students' prior learning in other Liberal Arts courses. Pre-requisite(s): Two Tier 2 courses.

**HUMN430 Topics in Power and Society**

(3 credits) (online) (Tier 3)

In this interdisciplinary, integrative course, power, its meaning and its exercise between human beings and groups is investigated through readings, reflection, assignments, class discussion, and a formal research essay. The course describes a variety of taxonomies by which power can be defined and understood. Students look to the socially based sources of power as well as the reasons individuals and groups acquiesce to power. Power is shown as a defining characteristic in all human activities by drawing on a wide array of social science and humanities scholarly material. Prerequisite(s): Two Tier 2 courses.

### **HUMN440 Smart and Sustainable Cities**

(3 credits) (online) (Tier 3)

In this course students explore, evaluate, and critique the concepts and possibilities for creating smart cities to meet social, environmental, and economic sustainability goals. Smart cities use digitized electronic information and communication technologies (ICT), internet of things (IoT) devices and networks, urban analytics, and 'smart governance' to monitor, manage, and enhance urban services; improve urban livability; facilitate urban environmental sustainability; and improve the economic efficiency and productivity of cities. Combining smart city methods with public policy goals based on sustainability objectives, two primary innovations in cities - the exploding possibilities created by ICT and the ethical necessity of focusing on sustainability in city functions - are investigated. This class will look at the theories, strategies, and existing frameworks of smart and sustainable city innovations as they can enhance urban life now and into the future. Prerequisite(s): Two Tier 2 courses.

### **HUMN450 Design Thinking**

(3 credits) (online) (Tier 3)

Design thinking is a creative problem-solving process used in a wide variety of disciplines. This course gives students a broad conceptual understanding of the theories and philosophies that form the foundation of the design thinking process, building towards a practical application of the methods to tackle, rethink, or solve a problem. Prerequisite(s): Two Tier 2 courses.

### **INDG104 Introduction to Indigenous Studies and Decolonization**

(3 credits) (Tier 1)

This course provides students with an introduction to the Indigenous peoples in what is now called Canada, including their worldviews, history, culture, and experiences. Students explore the historical and ongoing impact of colonialism on Indigenous peoples, as well as learn about resistance movements, Truth and Reconciliation, and the active process of decolonization and Indigenization. Prerequisite(s): None

### **MATH100 Pre-Calculus**

(3 credits) (Tier 1)

A review of pre-calculus math, to prepare students for a calculus course. Topics will include various functions (algebraic, exponential, logarithmic, trigonometric) and their graphs; inverse functions; and trigonometric identities. Students will regularly be challenged to address real-world problems that include incorporating the functions studied in each unit. Prerequisite(s): None

### **PHIL300 Philosophical Thought and Leisure**

(3 credits) (online) (Tier 2)

This course uses philosophy and philosophical thinking and applies it to an examination of leisure. Students will learn to adopt a philosophical approach, examining and reflecting upon the role of leisure today in what makes the *good life*. The relationship between philosophy, the *good life*, and leisure act as a framework for examining key philosophical issues, such as ethics, education, religion, aesthetics and art, health, politics, and consumerism. Prerequisite(s): One Tier 1 course.

### **POLI200 Multinational Companies and Globalization**

(3 credits) (Tier 1)

Multinational companies (MNCs) and their expansion in global markets has catalyzed the process of globalization. This course is designed to examine the impact of globalization driven by MNCs. The learners will examine the macroenvironmental changes influencing MNCs, their decisions and outcomes, and review the relationship between MNCs, national governments, and societies. Evolution of MNCs, their contribution to economic growth, and criticisms faced will also be debated. The topics discussed include globalization and its drivers; facets of globalization: economic, political, technological, and cultural; evolving relationship between MNCs and nations; impact of MNCs in home and host countries; and regulation of MNCs by national governments and international NGOs. Pre-requisite(s): None

### **PSYC101 Psychology**

(3 credits) (Tier 1)

This course provides a foundation for the understanding, prediction, and direction of behavior. Organized within a framework encompassing foundations, general topics and applications, the course provides an understanding of how psychological principles and concepts relate to professional and personal life. Using psychology to specifically improve the quality of our lives, students examine the various schools of psychology in their application to research methods, learning, memory, sensation and perception, personality, human development, stress, and psychological disorders. In a collaborative and dynamic learning environment, students complete cases studies, conduct basic research, and evaluate findings. Pre-requisite(s): None

### **PSYC200 Psychology of Everyday Life**

(3 credits) (online) (Tier 2)

This course provides an overview of the field of psychology as it pertains to everyday life. Research methods and scientific reasoning form the foundation of the discipline, and the course begins by asking: How is psychology a science, and why is this important? The course covers several domains of the discipline: health psychology, consciousness, memory, life span development, motivation and emotion, personality, psychological disorders, therapy, and social psychology. While specific topics will vary from domain to domain, students will explore how each domain relies on the same underlying scientific principles and research methods to answer questions about the mind and behaviour. Within each domain, certain overlapping themes will also be highlighted. The course is grounded on the premise that within these domains, psychology is a route for effecting change and gaining some measure of control over our lives. Prerequisite(s): One Tier 1 course.

### **PSYC210 Contemporary Topics in Social Psychology**

(3 credits) (online) (Tier 2)

Social psychology is the scientific study of how our thoughts, feelings, and behaviors are impacted by either being or imagining that we are in the presence of others. This course engages students in contemporary issues in social psychology that are happening in the world today. Instructors will provide examples of timely social issues in the news and relate it to current research in psychology. Students will apply critical thinking to social issues in the media through a psychological lens by learning to use scientific databases and objective sources of psychology information. Prerequisite(s): One Tier 1 course

**PSYC330 The Psychology of Creativity**

(3 credits) (online) (Tier 2)

In this course, students explore the workings of the creative mind. The course examines the perceptual, cognitive, motivational, educational, and cultural factors that influence creativity. Exploring both the individual and social creative processes, this course will help students understand creative elements that shape individuals' aesthetic judgements. Prerequisite(s): One Tier 1 course

**QRSS100 Qualitative Research Methods for Social Science**

(3 credits) (online) (Tier 1)

This course explores the qualitative research methods that researchers use to answer empirical questions within the sphere of the social sciences, as well as within business and the humanities. It will teach students the basic knowledge and skills required to do qualitative research and to be intelligent consumers of others' qualitative research. Topics include assessing existing research; collecting, analysing, and interpreting qualitative information; and methods to communicate research. By using a variety of research tools, students will explore how formulating sound qualitative research leads to objective and reliable outcomes. Students will also learn to identify ethical, ideological, empirical, and theoretical aspects of research, and recognize effective research. Prerequisite(s): None

**SOCI100 Introduction to Sociology**

(3 credits) (Tier 1)

This course explores the foundations of sociology by providing students with analytic tools to critically explore their contemporary social and cultural world. The course includes topics such as: culture, socialization, social structure, race, gender and class, stratification, institutions, urbanization, and the environment as they affect Canadian society and the world at large. Prerequisite(s): None

**SOCI200 Global Issues in Sociology**

(3 credits) (Tier 2)

This course brings together key perspectives in sociology to provide students with an overview of contemporary global issues influencing people's everyday lives. By combining theoretically oriented explanations, empirical evidence, and case studies within the field, students will learn to use the sociological imagination to address current events and issues affecting the world around us. Some topics covered in the course include migration and social mobility; climate change and natural disasters; pandemics and diseases; digital technology and mass media; and the digital divide. Prerequisite(s): One Tier 1 course.

**SOCI220 Digital Media and Society**

(3 credits) (Tier 1)

This course offers students an overview of digital media and how technologies are impacting society on micro, macro, and global levels. It examines the pervasive impact that digital media is having on society, with specific interest in the implications and applications of social media. Focus is given to investigating the theoretical and cultural aspects of digital media with an aim toward understanding how this form of communication has changed the relationship between individuals, organizations, and society. This course will introduce students to fundamental communication concepts with which they can critically evaluate digital media's ability to create political, economic, and social change. Students will examine fundamental communication theories that relate to media ownership and control, media and

democracy, media and identity, and media governance. Students will apply these theories to understand digital media and its effects on individuals, groups, and societies. Prerequisite(s): None

**SOCI300 Sociology and Culture**

(3 credits) (online) (Tier 2)

This course explores some of the major issues affecting society and culture. It draws upon the discipline of sociology providing students with analytic tools to critically explore their contemporary social and cultural world. The course includes topics such as culture, socialization, social structure and class, stratification, institutions, urbanization and the environment as they affect Canadian society.

Prerequisite(s): One Tier 1 course.

**UNIV101 University Studies**

(3 credits) (Tier 1)

University Studies offers students the opportunity to become familiar with the undergraduate academic environment and learn how to navigate institutional procedures and services. Students learn essential academic and personal skills that will allow them to perform successfully in a highly demanding academic setting. Particular focus will be placed on the effective use of technology and social media. The multiple learning formats included in the course will facilitate the transition to the diverse learning-delivery methods commonly used in Canadian colleges and universities. Prerequisite(s): None

## **12. Personnel Roster**

The information in this section was accurate at the time of publication. For the most current listing of academic leadership and full-time faculty see [Faculty and Leadership | Yorkville University](#).

### **12.1. Senior Administration**

Julia Christensen Hughes	President & Vice Chancellor, Yorkville University MBA, Ph.D., York University
Ashley Dafel	Chief Executive Officer, MBA, Northwestern University
Dana Brown	Interim Provost Ph.D., Massachusetts Institute of Technology
Angela Antohi-Kominek	Vice President Academic and Principal, Ontario Ed.D., PMP, The University of Western
Drew Campbell	Vice President, Marketing and Communications B.Sc., Wilfrid Laurier University
Shannon Carvell	Chief Financial Officer CA, Institute of Chartered Accountants of Ontario CPA, American Institute of Certified Public Accountants
Thomas Chase	Vice President Academic and Principal, British Columbia Ph.D., University of Glasgow
Cindy Crump	Vice President, Student Experience MAEd, St. Francis Xavier University
Tyler Dunham	Senior Vice President, Governance, Regulatory & Government Affairs M.Ed., Yorkville University
Mayer Elharar	Vice President, Transformation M.A., York University
Hadi Farashahi	Chief Transformation Officer MBA, University of Toronto
Lois Fleming	University Registrar M.A., Athabasca University
Chris Gain	Chief Information Officer MBA, York University – Schulich School of Business

Paul Graham	University Librarian M.L.S., Dalhousie University
Natasha Hannon	Vice President, Teaching & Learning Ph.D., The University of Western Ontario
Lydia He	Chief Marketing and Revenue Officer Ph.D., University of Toronto
Tim Goddard	Interim Vice President Academic, New Brunswick Ph.D., University of Alberta
Katie Reese	Senior Vice President, Corporate Development B.Comm., Queen's University
Karen Stevenson	Associate Vice President, Learning Design EdD, Western University
Fleur Williamson	Chief People Officer, People and Culture MBA, Deakin University
Krista Schultz	Associate Vice-President, Strategic Partnerships and Alumni Ed.D., University of Western Ontario

### **Master of Arts in Counselling Psychology**

Tamara Dalrymple	Interim Dean, PsyD, California Southern University
Yvonne Hindes	Chair, Doctor of Counselling and Psychotherapy Ph.D., University of Calgary
Rochelle Ward	Director of Practicum Coordination, Field Training DCP, Yorkville University
Rosina Mete	Director, Faculty Recruitment and Training Ph.D., Niagara University
Hildy Bennett	Director, Student Services Ed.D., University of Cambridge
Susan Higgs	Associate Director, Practicum Sites, Field Training



MCP, Adler University

Victoria Newell

Associate Director, Applications, Field Training  
M.A., Medaille College

**Faculty of Education**

Sepideh Mahani

Interim Dean, Education      Ph.D., Northcentral University

Wendy Kraglund-Gauthier

Associate Dean (Research) and Chair, Adult Education  
Ph.D., University of South Australia

Jeeyeon Ryu

Interim Associate Dean (General Education)  
Ph.D., University of British Columbia

**Gabrielle Hughes**

**Interim Chair, Educational Leadership**

## 12.2. Faculty Members

### 12.2.1. Master of Arts in Counselling Psychology

#### Course Leads

Name	Credential	University of Highest Credential
Elaine Baltzer	Ph.D.	Capella University
Abby Baumgart	Ph.D.	Walden University
Inverpal Braich	PsyD	California Southern University
Andy Brown	Ed.D.	Argosy University, Sarasota
Barb Bryden	Ph.D.	University of Calgary
Jo Chang	Ed.D.	Argosy University, Washington
Glenn Gelman	Psy.D.	Chicago School of Professional Psychology
Ron Hallman	Ph.D.	Capella University
Kelly James	Ph.D.	Regent University
Sharon Silverberg	Ph.D.	Old Dominion University, Virginia
Melissa Lee Tammeus	Ph.D.	Walden University
Phuong-Anh Urga	Ph.D.	Rutgers University
Alyssa Weiss	Ph.D.	Nova Southeastern University
Gwen Zegestowsky	PsyD	Widener University
Don Zeman	Ph.D.	University of Calgary
Bree Fiissel	Ph.D.	University of Regina
Kaitlyn Hillier	Ph.D.	Walden University
Sanaz Adibian	Ph.D.	Argosy University

#### Associate Chairs

Name	Credential	University of Highest Credential
Kirstin Dolby	Ph.D.	Regent University
Kelly Collins	Ph.D.	Regent University
Lisa Surrency	Ph.D.	University of Holy Cross
Aaron Smith	Ph.D.	Wilfrid Laurier University
Mary Killmeyer	DMFT	Nova Southeastern University
Maliha Ibrahim	Ph.D.	Drexel University
Matthew Glowiak	Ph.D.	Walden University
Theresa Zolner	Ph.D.	University of Saskatchewan

#### Core Faculty

Name	Credential	University of Highest Credential
Anthony DiGiacomo	Ph.D.	McMaster University
Denisa Millette	Ph.D.	Capella University
Cindi Saj	Ph.D.	University of Manitoba
Jessica Cole	Ph.D.	Mississippi College

<b>Name</b>	<b>Credential</b>	<b>University of Highest Credential</b>
Lisa Salazar	DMFT	Loma Linda University
Deborah Seabrook	Ph.D.	Concordia University
Joel Geleyne	Ph.D.	University of the Cumberland
Avideh Najibzadeh	Ph.D.	Islamic Azad University
Daniela Rabellino	Ph.D.	University of Turin, Italy
Penny Lane Hamblin	Ed.D.	Argosy University
Bola Ogun	Ph.D.	Capella University
Kimberly Nelson	Ph.D.	University of North Colorado

#### **Associate Faculty Members**

<b>Name</b>	<b>Credential</b>	<b>University of Highest Credential</b>
Amjed Abojedi	Ph.D.	University of Jordan
LaShonda Akins	Ed.D.	Argosy University
Tom Alexander	Ph.D.	Capella University
Araksya Arutyunyan	Psy.D.	California State University
Belinda Atchison	Ph.D.	Northcentral University
Audrey Atkinson	Psy.D.	Regent University
Angela Banks-Johnson	Ph.D.	University of Virginia
Brooke Bauman	Ph.D.	Capella University
Adam Bazini	Ph.D.	Barry University
Pearnel Bell	Ph.D.	Capella University
Brenda Bentley	Ph.D.	Curtin University
Sonja Bethune	Psy.D.	California School of Professional Psychology
Sadie Bianco	Ed.D.	Argosy University
Katrina Billingsley	Ph.D.	North Carolina State University
Jennifer Boswell	Ph.D.	Sam Houston State University
Nicole Bradley	Ph.D.	Kent State University
Krista Bridgmon	Ph.D.	Northern Arizona University
Paula Britton	Ph.D.	University of Akron
LaTisha Brown	Ph.D.	North Carolina
La Vera Brown	Ph.D.	North Carolina State University
Deanna Burgess	Ph.D.	Penn State
Claudia Calder	Ph.D.	Auburn University
Liz Carges	Ph.D.	University of Central Florida
DeVonne Carney	Ed.D.	Argosy University
Jodie Castellani	Ph.D.	University of Tennessee
Stephanie Chalk	Ph.D.	James Madison University
Brandi Chamberlin	Ph.D.	Liberty University
Nichelle Chandler	Ph.D.	Texas A&M
Tricia Chandler	Ph.D.	Saybrook University
David Chapman	Ph.D.	University of St. Thomas
Shelley Coleman	Ph.D.	University of the Cumberland

<b>Name</b>	<b>Credential</b>	<b>University of Highest Credential</b>
Charmaine Conner	Ph.D.	University of North Texas
Amanda Costin	Ph.D.	Kent State University
April Crable	Ph.D.	Regent University
Alice Crawford	Ed.D.	Argosy University
Michelle Croce	Psy.D.	Union Institute and University
Penny Dahlen	Ed.D.	Idaho State University
Sarah Dalton	Ph.D.	Duquesne University
Lacrecia Dangerfield	Ed.D.	Argosy University
Heather Dannison	Ph.D.	University of Memphis
Kathryn Dardeck	Ed.D.	University of Massachusetts
Stacy Davenport	Psy.D.	California Southern University
Jennifer Davies	Ed.D.	University of Toronto
Alisha Davis	Ph.D.	Capella University
Jacqueline DeGroat	Psy.D..	Pace University
Karyn Delichte	Ph.D.	Alliant International University
Elin Der-Hacopian	Psy.D.	Alliant International University
Ivana Djuraskovic	Ph.D.	University of Calgary
Kimberley Dockery	Ph.D.	Nova Southern University
Fred Dombrowski	Ph.D.	Capella University
Uma Dorn	Ph.D.	University of Georgia
Neil Duchac	Ph.D.	The University of Toledo
Julia Dunlop	Ed.D.	Western University
Christine Duquette	Ph.D.	Touro University
Brighton Earley	Psy.D.	The Wright Institute
Nivischi Edwards	Ph.D.	University of Central Florida
Weston Edwards	Ph.D.	University of Minnesota
Ryan Elnar	Ph.D.	Ateneo de Davao University
Amanda Evans	Ph.D.	Auburn University
Kevin Feisthamel	Ph.D.	The University of Akron
Tina Fitts	Ph.D.	Barry University
Allison Foskett	Ph.D.	University of Alberta
Susan Foster	Ph.D.	University of New Orleans
Sue Francis	Ed.D.	Argosy University
Jennifer Friedrich	Ph.D.	Saybrook Graduate School
Lauren Gentile	Ph.D.	Northeastern University
Sofia Georgiadou	Ph.D.	University of Louisiana at Monroe
Yelena Gidenko	Ph.D.	Capella University
April Glenn	Ed.D.	University of West Florida
Reba Glidewell	Ph.D.	The University of Southern Mississippi
Earl Grey	Ph.D.	Capella University
Dana Griffin	Ed.D.	Argosy University
Maranda Griffin	Ph.D.	Auburn University
Marilyn Haight	Ph.D.	Texas Tech University
Tiffany Hairston	Ph.D.	University of Toledo

<b>Name</b>	<b>Credential</b>	<b>University of Highest Credential</b>
Lynne Hale	Ph.D.	University of North Texas
Edward Scott Hamilton	Ph.D.	Walden University
John Harrichand	Ph.D.	Liberty University
Josh Harrison	Ph.D.	Xavier University
David Hart	Ph.D.	Capella University
Stacey Hatch	Ph.D.	Queens University
Tom Hegblom	Ph.D.	Walden University
Kathryn Holleran	Ph.D.	University of Alberta
Sarah Hope	Ph.D.	University of Akron
Jody Huntington	Ph.D.	University of Northern Colorado
Jill Jackowski	Psy.D.	University of Hartford
Rachel Jacoby	Ph.D.	University of Toledo
Rahul Jain	Ph.D.	University of Rajasthan
Donna James	DSW	University of Tennessee
Christie Jenkins	Ph.D.	University of Toledo
Holly Johnson	Ph.D.	Regent University
Mita Johnson	Ed.D.	Argosy University
Patricia Jones	Ph.D.	Northcentral University
Amelia Kelley	Ph.D.	Capella University
Frances Kelley	Ph.D.	University of Maryland
Konja Klepper	Ph.D.	University of Wyoming
Victoria Kress	Ph.D.	The University of Akron
Lori LaCivita	Ph.D.	Capella University
Katrina Landry	Ph.D.	Capella University
Terry Lane	Ph.D.	McGill University
Danielle Langford	Ed.D.	Argosy University
Jamison Law	Ed.D..	Argosy University
Jennifer Lee	Ph.D.	University of Toledo
Cerise Lewis	Ph.D.	Capella University
Michael Lewis	Ph.D.	Ohio State University
Stephen Lifrak	Ph.D.	University of Rhode Island
Nicole Linardi	Ph.D.	Nova Southeastern University
Rebecca Loehrer	Ph.D.	University of North Texas
Angelia Lomax	Ph.D.	Liberty University
Traci Lowenthal	Psy.D.	University of La Verne
Megan Mahon	Ph.D.	University of Toledo
David Manning	Ph.D.	Walden University
Suzanne Manning	Ph.D.	University of North Texas
Jason Manning-Beekman	Ed.D.	Liberty University
Michele Mannion	Ph.D.	The Pennsylvania State University
Tracy Masterson	Ph.D.	Kent State University
Tara Matthews	Ph.D.	Capella University
Mary McCloskey	Ph.D.	Capella University
Angela McCoy-Speight	Ph.D.	Walden University

<b>Name</b>	<b>Credential</b>	<b>University of Highest Credential</b>
Deanna McCulloch	Ph.D.	Adams State University
Ashley McErlean	Ph.D.	Capella University
Alannah McEvoy	Ph.D.	McMaster University
Cindy McIntire	Ph.D.	Capella University
Joe McSpillman	Ph.D.	Idaho State University
Pamela Meaney-Pieroway	Ph.D.	University of Louisiana
Katie Miley	Ph.D.	Adler School of Professional Psychology
Natalie Mikic	Psy.D.	Psychology Universite de Sherbooke
Marilyn Montgomery	Ph.D.	Texas Tech University
Stephanie Morgan	Ed.D.	University of the Cumberland
Clarissa Mulligan	Ph.D.	Capella University
Kate Murphy	Psy.D.	Rivier University
Sally Nazari	Psy.D.	Argosy University
Lotes Nelson	Ph.D.	Walden University
Wendy Nickerson	Ph.D.	Florida Institute of Technology
Rosanne Nunnery	Ph.D.	Mississippi State University
Pauline O'Brien	Ed.D.	University of Toronto
Thomasina Odom Lawson	Ph.D.	Mercer University
Mercianna Oliver	Ph.D.	Mercer University
Carolyn Ortega	Psy.D.	Argosy University
Stacy Overton	Ph.D.	University of Northern Colorado
Veara Pack-Butler	Ph.D.	Capella University
Heather Paessler-Chesterton	PhD	Regent University
Cynthia Palmisano	Psy.D.	California School of Professional Psychology
Erin Pannell	Ed.D.	Argosy University
Matthew Paylo	Ph.D.	University of Virginia
Rhemma Payne	Ph.D.	Walden University
Jake Protivnak	Ph.D.	Ohio University
Katheryne Puentes	Ph.D.	Nova Southern University
Shannon Raikes	Ph.D.	Capella University
Charlotte Redden Hamilton	Ph.D.	University of Virginia
Stacee Reicherzer	Ph.D.	St. Mary's University
Jill Rettinger	Ph.D.	Carleton University
Shanel Robinson	Ph.D.	Auburn University
Robert Roughley	Ph.D.	University of Calgary
Elisha Rubin	Ph.D.	University of Southern California
Juan Santos	Ph.D.	University of the Cumberland
Holly Scott	Ph.D.	Ohio University
Tracy Senstock	Ph.D.	Purdue University
Amira Sheikh	Psy.D.	Chicago School of Professional Psychology
Jocelyn Sherman	Ph.D.	Capella University
Talia Singer	Ph.D.	Walden University
Katherine Sorsdahl	Ph.D.	University of Cape Town
Ljubica Spiro	Ph.D.	Kent State University

<b>Name</b>	<b>Credential</b>	<b>University of Highest Credential</b>
Nicole Stargell	Ph.D.	Greensboro
Hein Swanepoel	Ph.D.	California Southern University
Karen Taylor	DSSc.	Royal Roads University
Chelsea Threadgill	Ph.D.	Walden University
Yulanda Tyre	Ph.D.	Auburn University
Fiona Vajk	Ph.D.	University of Colorado Boulder
Kathryn Van Asselt	Ph.D.	University of Northern Colorado
Richard Van Haveren	Ph.D.	Oklahoma State University
Carrie VanMeter	Ph.D.	The University of Toledo
Jaymie VanMeter	Ph.D.	Walden University
Angela Vassallo	Ph.D.	Walden University
Kim Vaughan	Ph.D.	University of Calgary
Grace Viere	Ph.D.	University of Virginia
Cheryl Welch	Ph.D.	Capella University
Tommy Wells	Ed.D.	Vanderbily University
Heidi Wennesheimer	Ph.D.	Walden University
Dwayne White	Ph.D.	Auburn University
Roger Wilson	Ph.D.	California Southern University
Aslaug Woelstad	Ph.D.	Fielding Graduate University
Rob Wolf	Ph.D.	The Chicago School of Professional Psychology
Julie Yliniemi	Ph.D.	North Dakota State University
Chelsey Zoldan-Calhoun	Ph.D.	University of Akron
Afarin Rajaei	Ph.D.	East Carolina University
Alisha Powell	Ph.D.	Walden University
Anthony DiGiacomo	Ph.D.	McMaster University
Ashley Poklar	Ph.D.	Cleveland State University
Carrie DuPont	Ph.D.	Walden University
Christine Abassary	Ph.D.	University of New Mexico
Denise Mannell	Ph.D.	Capella University
Elizabeth Kane	Ph.D.	Capella University
Harmony McGuire	Ph.D.	University of the Cumberland
Heath Walters	Ph.D.	Regent University
Jean Miller	Ph.D.	University of Phoenix
Jemiela Castleberry	DBH	Arizona State University
Latoya Smith	Ph.D.	Regent University
Lindy Lewis	Ph.D.	University of Maryland
Maria Perrotta	Ph.D.	Walden University
Melissa Stern	Ph.D.	McGill University
Paula Coutinho	Ph.D.	Regent University
Rodney Luster	Ph.D.	Capella University
Sasha Johnson	Ph.D.	Capella University
Scott Friedman	Psy.D.	Hahnemann University, Philadelphia
Shaakira Sharif	Ph.D.	Chicago School of Professional Psychology
Toni Forbes	Ph.D.	University of North Dakota

<b>Name</b>	<b>Credential</b>	<b>University of Highest Credential</b>
Vicki Guilbeau	Ph.D.	University of Holy Cross
Sue Sadik	Ph.D.	University of South Carolina
Kristina Reihl	Ph.D.	Nova Southeastern University
Jana Whiddon	Ph.D.	Barry University
Africa Rainey	Ed.D.	Argosy University
Angela Newbill	Ph.D.	Argosy University
Arielle Bendit	Ph.D.	Florida Atlantic University
Benedict Ezeoke	Ed.D.	Argosy University
Beth Triano	DCP	Yorkville University
Brenda Haggett	DCP	Yorkville University
Cassandra Chambers	Ph.D.	Holy Cross College
Cecilia Jaramillo	Ph.D.	Atlantic International University
Colette Brooks	Ph.D.	University of Cumberlands
Damon Chambers	Ph.D.	Walden University
DeAnna Wilson	Ph.D.	Ohio University
Huda Shaikh	Ph.D.	University of Texas at San Antonio
Jillian Foley	DCP	Yorkville University
Julia Dell'Aquila	Ph.D.	Texas A&A University
Juliana Tobon	Ph.D.	Western University
Kathy Robinson	Ph.D.	Auburn University
Koreen Martfeld	Ph.D.	Northcentral University
Lynn Davis	Ph.D.	University of Calgary
Marc Mestyanek	Ph.D.	University of Cumberlands
Monica Gray	Ed. D.	Argosy University
Nikita Singh	DCP	Yorkville University
Phillipe Kleefield	Psy.D.	Indiana University of Pennsylvania
Robyn Emde	Ph.D.	Walden University
Ryan Day	Ph.D.	Auburn University
Shay Carper	Ph.D.	Sam Houston State University
Taylor Nelson Falardeau	Ph.D.	University of Toledo
Tiffany Darby	Ph.D.	Ken State University
Tina Sacin	Ph.D.	University of Central Florida
Rhonda Neswald	Ph.D.	University of New Mexico
Patrick Preston	Psy.D.	Antioch New England Graduate School
Susan Rarick	Ph.D.	Lehigh University
Mary (Kate) Brammer	Ph.D.	University of New Mexico
Abby Dougherty	Ph.D.	Walden University



### **12.2.2. Faculty of Education**

#### **Core Faculty Members**

<b>Name</b>	<b>Title</b>	<b>Credent ial</b>	<b>University of Highest Credential</b>
Sepideh Mahani	Interim Dean, Education	Ph.D.	Northcentral University
Gabrielle Hughes	Interim Chair, Ed. Leadership	Ph.D.	Oxford University
Wendy Kraglund-Gauthier	Associate Dean (Research) and Chair, Adult Education	Ph.D.	University of South Australia
Wendy Kraglund-Gauthier	Associate Dean (Research) and Chair, Adult Education	Ph.D.	University of South Australia
Jeeyeon Ryu	Interim Associate Dean (General Education)	Ph.D.	University of British Columbia

#### **Associated Faculty Members**

<b>Name</b>	<b>Credential</b>	<b>University of Highest Credential</b>
Diane Burt	Ed.D.	Fielding Graduate University
Deb Clendinneng	Ph.D.	University of Ottawa
Rupert Collister	Ph.D.	New South Wales Australia
Georgeann Cope Watson	Ph.D.	Brock University
Joanie Crandall	Ph.D.	University of Saskatchewan
Kathryn Crawford	Ed.D.	University of Calgary
Natalie Davey	Ph.D.	York University
Angel Davila	Ph.D.	Southern Illinois University
Daniel Diaz	Ph.D.	University of California
Mary Drinkwater	Ph.D.	OISE/ University of Toronto
Lois Edge	Ph.D.	University of Alberta
Barbara Elliott	Ph.D.	Walden University
Susan Elliott-Johns	Ph.D.	McGill University
Lorraine Godden	Ph.D.	Queens University
T. J. Hoogsteen	Ed.D.	University of Western Ontario
Kimberley Smaniotto-Holmes	Ph.D.	University of Calgary
Joy Kcenia Polanco O'Neil	Ph.D.	Prescott College
Paul Kolenick	Ed.D.	University of British Columbia
Rita Kop	Ph.D.	Swansea University
Jennifer Long	Ph.D.	Western University
Doris MacKinnon	Ph.D.	University of Calgary
Katie Maxwell	Ed.D.	Western University
Debbie McCleary	Ph.D.	Niagara University
Nagwa Megahed	Ph.D.	University of Pittsburgh
Steven Noble	Ph.D.	University of British Columbia
Adwoa Onuora	Ph.D.	OISE/ University of Toronto
Linda Rappel	Ed.D.	University of Calgary
Nicki Rehn	Ed.D.	Murdoch University
Bernie Potvin	Ph.D.	University of Alberta

Name	Credential	University of Highest Credential
Jennifer Vogel	Ph.D.	American University

### Faculty Leads

Name	Credential	University of Highest Credential
Diane Burt	Ed.D.	Fielding Graduate University
Deb Clendinneng	Ph.D.	University of Ottawa
Rupert Collister	Ph.D.	New South Wales Australia
Georgeann Cope-Watson	Ph.D.	Brock University
Kathryn Crawford	Ed.D.	University of Calgary
Natalie Davey	Ph.D.	York University
Mary Drinkwater	Ph.D.	OISE/ University of Toronto
Lois Edge	Ph.D.	University of Alberta
Barbara Elliott	Ph.D.	Walden University
Susan Elliott-Johns	Ph.D.	McGill University
Lorraine Godden	Ph.D.	Queens University
Gabrielle Hughes	Ph.D.	Oxford University
Joy Kcenia Polanco O'Neil	Ph.D.	Prescott College
Rita Kop	Ph.D.	Swansea University
Wendy Kraglund-Gauthier	Ph.D.	University of South Australia
Doris MacKinnon	Ph.D.	University of Calgary
Katie Maxwell	Ed.D.	Western University
Nagwa Megahed	Ph.D.	University of Pittsburgh
Steven Noble	Ph.D.	University of British Columbia
Jeeyeon Ryu	Ph.D.	University of British Columbia

### **12.2.3. Bachelor of Business Administration**

#### Core Faculty Members

Name	Title	Credential	University of Highest Credential
John Morrison	Associate Dean of Business, New Brunswick	Ph.D.	University of New Brunswick
Audrey Lowrie	Assistant Dean of Business, New Brunswick	M.A. (Hons)	Glasgow University
Justin Medak	Core Faculty	MBA, CPA, PMP	McMaster University
Lisa Allen	Core Faculty	EdD	University of British Columbia
Abhijeet Singh	Core Faculty	Ph.D.	Kadi Sarva Vishwavidyalaya

### Associated Faculty Members

Name	Credential	University of Highest Credential
Jasmine Alam	Ph.D.	University of Pennsylvania
Mohammed Alam	Ph.D.	Lund University
Jamil Ammar	Ph.D.	Edinburgh University
Ricky Appelbaum	MBA	University of Central Florida
Kelly Arnold	MBA	Université de Moncton
Stephen Carges	DBA	California Southern University
Katherine Carpenter	MBA	University of Victoria
John Chetro-Szivos	Ph.D.	University of Massachusetts
Karen Ervin	MBA	Kennesaw State University
Brent Groen	MBA	City University
Leon Guendoo	Ph.D.	Capella University
Jody Guy-Merritt	Ph.D.	Newcastle University
Gerald Ingersoll	MBA	Athabasca University
Sarvanathan Jeganathan	DBA	University of Wales
Costa Karavas	MSc.	McGill University
James Lipot	MBA	University of Phoenix
Daniel Lowe	J.D.	Dalhousie Schulich School of Law
Helen Lyons	BSc (Hons)	Queens University
Aniket Mahanti	Ph.D.	University of Calgary
Don Moore	MBA	Université de Moncton
Umeka Naidoo	EdD	University of Calgary
Jeffrey O'Leary	MBA	Brock University
Gordana Pesakovic	Ph.D.	University of Belgrade
Brent Powell	Ph.D.	Tennessee Temple University
James Randall	MBA	Queen's University
Eva Reddington	MBA	Schulich School of Business
Shelly Rinehart	Ph.D.	University of Oklahoma
Jeremy Seymour	MBA	University of New Brunswick
Michael Tam	BBA, CPA	Wilfred Laurier University
Geoffrey VanderPal	DBA	Nova Southeastern University
Richard Viflanzoff	MBA (Ph.D. Candidate)	Athabasca University
Carla Weaver	Psy D	Southern California University
Albert Wong	Ph.D.	University of Windsor
Wenqing Zhang	Ph.D.	McGill University
Brent Koritko	CPA, CA B.com	McMaster University