

YORKVILLE

U N I V E R S I T Y



YORKVILLE UNIVERSITY

ACADEMIC CALENDAR

2011 - 2012

Revised January 2012



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**Academic Calendar
2011-2012**

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1. Message from the President

Innovation in Education for Canada

It is an honour for me to preside over the development of a young, dynamic, and innovative university hosting a variety of practitioner oriented degree and diploma programs, graduate level and undergraduate level, offered in a delivery format designed for student access.

It is a source of great pride for me that [Yorkville University](#)'s Faculty of Behavioural Science, offering a Master of Arts program in Counselling Psychology, was among the first of its kind in Canada to allow students the flexibility to complete courses online without residency requirements.

Our Ontario division, RCC Institute of Technology, offers both diploma and degree programs approved by the Ontario government and geared to both the hard and soft skills necessary for employment success in today's exciting cutting-edge fields of technology, design and media. Another of RCC Institute of Technology's innovations is that students holding college diplomas in some areas of technology and design can earn an Ontario approved bachelors degree on a convenient part-time basis or delivered entirely online.

These different delivery opportunities certainly didn't exist in my student days. Back then, anyone wanting to study counselling psychology, for example, had available to them the single choice of giving up the routine of their daily life and relocating to a university town and undertake full time study.

In those days, parents with financial and care responsibilities for small children need not apply. Adult children with care responsibilities for elderly parents who would not relocate likewise need not apply. People living in Canada's great exurban, rural, and farming communities had no access unless they were willing to relocate. Perhaps willing, most were not able to move, so the dream of participating in many undergraduate or graduate level programs was beyond their reach.

Technology in education has changed all that, making it possible for students spread across this great country to participate in higher education in ways that were never before possible. Yorkville University's online courses of study are every bit as tough and rigorous as that which would be experienced in any Canadian classroom.

Our faculty are experienced teachers at the top of their fields. In Counselling Psychology, all your teachers will have doctoral degrees. Many are practitioners.

You are going to find study with [Yorkville University](#) to be one of the most rewarding challenges you will ever undertake.

Rick Davey, Ed.D.
President
[Yorkville University](#)

2. Academic Schedule

Yorkville University organizes the academic year into trimesters of 15 weeks each, beginning in September, January, and May. The academic year begins in September and ends in August.

<u>2011</u>	
Monday, May 2	Spring/Summer term begins
Wednesday, May 11	Faculty of Behavioural Sciences Council Meeting
Monday, May 23	Victoria Day – University Closed
Tuesday, June 7	Senate Meeting
Friday, June 24	Convocation 2011
Friday, July 1	Canada Day – University Closed
Monday, August 1	Civic Holiday – University Closed
Tuesday August 2	Deadline for receipt of applications and scholarship applications for programs starting in the 2011 Fall term
Monday, August 15	Spring/Summer term ends. Registration deadline for 2011 Fall term for students. After this date, a late registration penalty will apply. Entering students (2011 Fall term) must pay Registration Fee (seat deposit) by this date.
Monday, August 22	All students registered for the 2011 Fall term must finalize tuition payment arrangements by this date. After this date, a late tuition arrangement penalty will apply.
Monday, September 5	Labour Day – University Closed
Tuesday, September 6	Fall term begins
Wednesday, September 14	Faculty of Behavioural Sciences Council Meeting
Monday, October 10	Thanksgiving – University Closed
Tuesday, October 11	Senate Meeting
Friday, October 21	Board of Governors Meeting
Friday, November 11	Remembrance Day – University Closed
Wednesday, November 30	Deadline for receipt of applications and scholarship applications of programs starting in the 2012 Winter term
Thursday, December 15	Fall term ends. Registration deadline for 2012 Winter term for students. After this date, a late registration penalty will apply. Entering students (2012 Winter) must pay Registration Fee (seat deposit) by this date.
Thursday, December 22	All students registered for the 2012 Winter term must finalize tuition payment arrangements by this date. After this date, a late tuition arrangement penalty will apply.
Monday, December 26	Boxing Day – University Closed

2012	
Monday, January 2	New Year's Day – University Closed
Tuesday, January 3	Winter term begins
Monday, February 6	Senate Meeting
Monday April 2	Deadline for receipt of applications for admission and scholarship applications for programs starting in the 2012 Spring/Summer term.
Friday, April 6	Good Friday – University Closed
Monday, April 9	Easter Monday – University Closed
Friday, April 13	Registration deadline for 2012 Spring/Summer term for all students. After this date, a late registration penalty will apply. Entering students (2012 Spring/Summer term) must pay Registration Fee (seat deposit) by this date.
Friday, April 20	Board of Governors Meeting
Friday April 20	All students registered for the 2012 Spring/Summer term must finalize tuition payment arrangements by this date. After this date a late arrangement penalty will apply.
Monday, April 23	Winter term ends.
Monday, April 30	Spring/Summer term begins
Monday, May 21	Victoria Day – University Closed
Monday, June 4	Senate Meeting
Monday, July 2	Canada Day – University Closed
Wednesday, August 1	Deadline for receipt of applications for admission and scholarship applications for programs starting in the 2012 Fall term
Monday, August 6	Civic Holiday
Friday, August 17	Registration deadline for 2012 Fall term for all students. After this date, a late registration penalty will apply. Entering students (2012 Fall term) must pay Registration Fee (seat deposit) by this date.
Friday, August 24	All students registered for the 2012 Fall term must finalize tuition payment arrangements by this date. After this date, a late tuition arrangement penalty will apply.
Friday, August 10	Spring/Summer term ends
Monday, September 3	Labour Day – University Closed
Tuesday, September 4	Fall term begins
Monday, October 8	Thanksgiving – University Closed
Tuesday, October 9	Senate Meeting
Friday, October 19	Board of Governors Meeting
Sunday, November 11	Remembrance Day – University Closed
Monday, December 3	Deadline for receipt of applications for admission and scholarship applications for programs starting in the 2013 Winter term.
Friday, December 14	Fall term ends. Registration deadline for 2013 Winter term for students. After this date, a late registration penalty will apply. Entering students (2013 Winter) must pay Registration Fee (seat deposit) by this date.
Friday, December 21	All students registered for the 2013 Winter term must finalize tuition payment arrangements by this date. After this date, a late tuition arrangement penalty will apply.
Tuesday, December 25	Christmas Day
Wednesday, December 26	Boxing Day – University Closed

3. Governance of the University

Yorkville University uses a bicameral model of governance: financial and administrative matters are the responsibility of the Board of Governors and academic and educational matters are the responsibility of the Senate. The work of the Senate is assisted through Faculty Councils and a Committee of Deans.

3.1 Board of Governors

The mandate of the Board of Governors is to ensure that the mission of the University is implemented through its various programs and activities. Its specific mandate is to address all matters related to the University's financial and administrative functions in its overall activities. The Board has delegated responsibility to the Senate for matters related to academic programs, teaching and research.

The current members of the Board are:

- Dr. John Crossley, Vice President Academic, Yorkville University, (Ex-Officio)
Fredericton, New Brunswick
- Dr. Seth Crowell, Vice President Academic, Crandall University
Moncton, New Brunswick
- Dr. Rick Davey, President, [RCC Institute of Technology](#) (Ex-Officio)
Toronto, Ontario
- Mr. Gord Glazier, Chief Financial Officer, Yorkville Education Company, (Ex-Officio)
Toronto, Ontario
- Dr. Catherine Henderson, Past President, Ontario College of Art and Design;
Past President, Centennial College.
Toronto Ontario
- Ms Erin Keough, Online Learning Consultant,
St. John's, Newfoundland and Labrador
- Dr. Michael Markovitz, Executive Vice-Chair and Treasurer of the Board
Toronto, Ontario
- Dr. Terry Miosi, Past Acting Director Ontario Post-secondary Education Quality
Assessment Board Secretariat,
Hamilton, Ontario
- Mr. Hartley Nichol, Chair of the Board
Athens, Ontario
- Dr. Paul Roach, Psychologist
Saint John, New Brunswick
- Mr. Eric Roher, Borden Ladner Gervais, LLP, Secretary of the Board
Toronto, Ontario
- Dr. Jacquelyn Scott, OC, Former President, Cape Breton University
Sydney, Nova Scotia
- Dr. Frank Wilson, Vice President Emeritus, University of New Brunswick
Fredericton, New Brunswick

The Board annually elects a Chair, Vice Chair, Secretary, and Treasurer from among its members.

For complete information on the Board of Governors and the governance of Yorkville University, please refer to By-law #2 (website link to be provided).

3.2 Senate

The Senate of Yorkville University is responsible for the academic governance of the University and is concerned with all matters that bear on teaching and research in the University, including the development of new academic programs and courses of study, their assessment and revision; all matters pertaining to the well-being of students from initial inquiry to graduation; the hiring and support of faculty members; the encouragement of faculty research and professional development; and the creation and support of communities of practice for students and faculty members.

The Senate consists of the Vice President Academic, the Dean of each Faculty, three elected representatives from each Faculty Council, the Registrar/Director of Student Services (ex officio), the Director of Library Services, the Director of Online Education and Learning Technologies (ex officio), two elected representatives from student groups, two elected representatives from alumni groups, and the President of the University (ex officio). The members are all voting members.

Elected members are elected by their constituent group and must be members in good standing of that group. Faculty members will be elected to serve a term of three consecutive years; student members and alumni members will be elected to serve a term of two consecutive years. Faculty members, students and alumni may not serve more than two consecutive terms.

Subject to the general authority of the Board of Governors to plan, determine policies for and provide for the overall public, administrative and fiduciary development of the University, including the Board's authority to approve strategic plans, budgets and expenditure plans, the Senate holds authority to establish academic standards and curricular policies and procedures for the University and to regulate such standards, policies and procedures, including the following:

- i. To determine all matters of an academic character that affect the University as a whole;
- ii. To be responsible for the well-being of students and to have the final responsibility for establishing policies and procedures for dealing with student appeals with respect to their standing in a course or program of study;
- iii. To approve, on the recommendation of the respective faculty council, all programs of study leading to a degree, diploma, or certificate, including:
 - a. approving, developing, initiating changes in, and evaluating the curriculum and courses in said programs of study,

- b. establishing regulations for admission to and for continuing in said programs of study, and
 - c. approving all requirements for completion of and graduation from said programs of study.
- iv. To provide for the conduct of examinations and the appointment of examiners;
- v. To authorize the conferring of all degrees, diplomas, and certificates;
- vi. To deal with all matters arising in connection with the awarding of fellowships, scholarships, medals, prizes, and other student awards;
- vii. To establish procedures to be followed in appointing members of the academic staff, the vice-president academic, and deans of the faculties, policies and procedures to assess the work of members of the academic staff, and policies and procedures under which, in the case of academic staff, promotions shall be given, leaves granted, and appointments terminated;
- viii. To establish university policies and procedures governing central academic services of the University including the library system, information technologies, and services to students and faculty members;
- ix. To establish, publish and revise the University's academic calendar, faculty and student handbooks on a yearly basis; and
- x. To make recommendations to the Board of Governors, as may from time to time become necessary or desirable, touching on any claims and needs of the University or any part thereof.

For complete information on academic governance within Yorkville University, please refer to By-law #2 (website link to be provided).

3.3 Faculty Councils

Each Faculty within the University will have a Faculty Council.

Faculty Councils have the responsibility and authority to review Faculty procedures within the current policy framework of the University and to make recommendations for improvements to the Dean of the Faculty. Each makes policy recommendations to the Senate in areas that affect teaching and research within the Faculty, including but not limited to the following:

- i. Courses and programs of study, including course changes and new program proposals, course pre- and co-requisite requirements
- ii. Admissions requirements
- iii. Academic standards, including grading standards, academic progress policies, graduation requirements and academic awards
- iv. Student rights and responsibilities, including student appeals
- v. Teaching and learning methodologies and practices
- vi. Intellectual property, copyright and inventions
- vii. Applied research
- viii. Library acquisitions

- ix. Student support services
- x. Educational Technology services
- xi. Faculty and academic administrator appointments (qualifications and hiring practices)
- xii. Any additional policy matters that affect the well-being of the academic community and the viability and prestige of the Faculty

The Dean of the Faculty and all faculty members, both core and associated, are members of the Faculty Council. Additional members may include those faculty/department administrators appointed by the Dean. The Dean shall serve as Chair of the Council.

For complete information on academic governance within Yorkville University, please refer to By-law #2 (website link to be provided).

4. Vision and Mission

4.1 Vision

The vision of Yorkville University is a Canadian national university dedicated to providing accessible, practitioner-oriented degree and diploma programs leading to professional careers.

4.2 Mission

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

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

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.

Flexible means providing academic programs that allow individual students to participate in ways consistent with their preferred learning style and their professional and personal schedules.

These characteristics are enabled through appropriately credentialed faculty members dedicated to excellence in teaching practice and in the development and application of knowledge, and through providing innovative programs using existing and newly-emerging communications technologies and proven pedagogies.

4.3 Educational Objectives

The educational objectives of Yorkville University are to assist students to develop competencies in five general areas:

- i. *Knowledge*: This competency incorporates both breadth and depth in comprehending specific subject matter and its application to both well-defined and indeterminate or ill-defined problem situations; analysis of the efficacy of this knowledge; and an understanding of its continuing development through critical reflection and inquiry and its inter-relatedness to knowledge in other areas of professional specialization.
- ii. *Applied Research*: This competency reflects an understanding of the manner in which knowledge is created through systematic research and inquiry, how applied research is

conducted, and how its outcomes can be used to revise existing knowledge and create new knowledge.

- iii. *Professional Capacity*: This competency addresses abilities to bridge theory and practice by developing plans and translating them into action in personal practice; to work collaboratively with others to develop plans and translate them into action within organizations or communities; and to use effective and respectful communication skills in responding to the needs and concerns of others.
- iv. *Communication*: This competency reflects abilities to communicate complex concepts and problem solutions to diverse audiences in both formal and informal professional contexts.
- v. *Capacity for Self-reflection and Continuing Professional Development*: This competency addresses abilities to critically reflect on one's own actions and practices, to identify one's own strengths and limitations, and to develop plans for continuing professional development.

These five competencies provide a guide for designing and delivering individual courses and for assessing the work of students. One or more learning outcomes have been identified for each competency; each outcome is supported by one or more assessment criteria. Not all learning outcomes and assessment criteria are relevant to each individual course. These objectives and criteria are not exhaustive; specific course content and activities may dictate that they be rephrased or augmented to more accurately reflect the intended outcomes of a specific program or course.

4.4 Educational Philosophy

Yorkville University believes education to be an important key to human betterment, social and societal progress, and the economic advancement of individuals, families, and communities. Education is a great equalizer, allowing individuals from all social groups to more fully participate in, benefit from, and contribute to the common good.

The Senate of Yorkville University espouses a pragmatic philosophy based on delivering outstanding educational opportunities for individuals, regardless of their geographic location or the fact that they, for financial, contractual or health reasons, are unable to leave their current workplace, family or home community. Our programs are developed and designed on the basis of sound pedagogies, and the use of communication technologies and teaching methodologies that have proven to be effective, efficient, accessible, rigorous, and flexible.

To these ends, Yorkville University delivers its programs and courses through both blended and online delivery technologies and accelerated learning schedules, and through teaching and learning activities that blend individual self-directed learning and critical thinking, with collaborative activity in a community of practice.

5. 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 level.

In March 2004, the New Brunswick Department of Education designated Yorkville University as a degree-granting institution and approved it to offer the Master of Arts in Counselling Psychology (MACP). The MACP is a blended, online program available to students across Canada. The MACP has become a program that reaches students in all provinces and in the United States, Africa, Asia, Europe, and the Caribbean. The degree is recognized by the New Brunswick Department of Education as an approved program for upgrading a Teacher's Certificate.

In 2007, the University acquired the Ontario-based RCC Institute of Technology. Under the approval of the Province of Ontario, RCC offers two undergraduate technology programs: a Bachelor of Technology in Electronics Engineering, BT(EET), and a Bachelor of Technology in Computer Information Systems, BT(CIS). These programs are offered in the Metropolitan Toronto area.

In 2009, the University applied to the New Brunswick Department of Post-Secondary Education, Training and Labour for designation to deliver the Master of Education (MEd) degree in Educational Leadership, Special Education, Adult Education, and Guidance and Counselling as blended, online programs to students across Canada and to English-speaking students in other countries.

6. Programs

Yorkville University currently provides a Master of Arts in Counselling Psychology (MACP) and is seeking designation to provide a Master of Education (MEd) in Educational Leadership, Special Education, Adult Education and Guidance and Counselling. A brief description of the MACP program follows; more detailed information is provided in Section 12.

6.1 *Master of Arts in Counselling Psychology*

The Master of Arts in Counselling Psychology (MACP) allows students to acquire specialized and advanced knowledge in the theory and practice of professional counselling and to develop applied skills consistent with a master's level qualification in the field of Counselling Psychology. Students are required to demonstrate their ability to apply knowledge within the boundaries and ethics of the counselling profession. They are expected to work with complex issues, both systematically and creatively, and to demonstrate competence in solving problems related to their clientele. The counselling discipline is both embedded in and evolving with society as social norms and expectations change. Our academic program prepares students to adapt to these changes using sound and informed judgment, personal resources, and an in-depth understanding of the practical issues confronting the real and complex world of professional counselling.

The MACP program is designed to provide advanced study for individuals who, for reasons of family or employment commitments, geographic isolation or physical disability, are unable to attend traditional university programs. The blended program consists of both online academic courses and field-based applied practicum activities within institutions located in the student's home region. It consists of 48 study credits – 36 study credits in course work and 12 study credits allocated to practicum activities and a major case presentation.

7. University Policies and Regulations

This section addresses major academic policies and associated procedures of Yorkville University including policies related to faculty members, administrative staff, and students with respect to: academic freedom, conflict of interest, ethical standards, harassment, intellectual property, academic integrity and honesty, and dispute resolution.

7.1 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 research within their discipline or within the scholarship of e-learning and e-teaching.

Academic freedom includes:

- the right of faculty members to teach and discuss all aspects of their subject with their students, while not introducing controversial matter which has no relation to their subject;
- the right of students to question all aspects of the subjects they are learning, while not introducing controversial matter which has no relation to these subjects;
- 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; and
- the right of faculty members, staff and students to speak and write as citizens without censorship from the institution; while, at all times, being accurate, exercising appropriate restraint, showing respect for the opinions of others, and making every effort to indicate that they are not speaking on behalf of the institution.

Academic freedom does not include the right to use one's position to promote particular ideologies or religious beliefs.

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 opportunity to qualified individuals without regard to race, religion, age, national origin, ancestry, disability, gender, marital or parental status, or sexual orientation.
 - All faculty members shall be hired and their assignments and opportunities determined on the basis of their competence and appropriate knowledge in the field of their expertise. Hiring policies 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 to pursue educational goals.

- Faculty Responsibilities:
 - To introduce students to the spectrum of significant scholarly viewpoints on the subjects examined in their courses. Faculty may not use their courses for the purpose of political, ideological, religious, or anti-religious indoctrination.
 - To create curricula and reading lists that reflect the uncertainty and unsettled character of all 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 their political or religious beliefs.

- Support for Research:
 - The University will make research funds available to individual faculty to conduct scholarly research.
 - The University will make funds available for faculty members interested in presenting an academic paper at a professional conference under their affiliation to Yorkville University.
 - Staff members are encouraged to pursue continuing intellectual development through study or research on a consistent basis.

- Faculty Participation in Governance
 - The mandate of each Faculty Council is to review Faculty procedures within the current policy framework and to make recommendations for improvements to the Dean of the Faculty, the Committee of Deans, the Vice President Academic, and the Senate of the University in all areas that affect teaching and research within the Faculty.
 - Each Faculty Council will provide critical input and advice, with the clear understanding that the Board of Governors has the final responsibility and accountability for decision-making with public, administrative and fiduciary implications, and the Senate has the final responsibility and accountability for decision-making with academic implications.
 - Each Faculty Council will consist of the Dean, and all core and associated faculty members.
 - From time to time, each Faculty Council may seek the guidance and input of internal consultants including the Director of Library Services, the Director of Student Services, and the Director of Online Education and Learning Technologies; from students or graduates; and from external consultants and experts in the disciplines taught and in the fields of e-Learning and e-Teaching.

Details of policies and procedures that enlarge on specific issues within the academic freedom statement (above) are provided in the following sections.

7.2 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, 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 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 employees are permitted to teach elsewhere without the University's approval, so long as these teaching obligations are disclosed to the Dean of the Faculty.

7.3 Ethical Standards

Yorkville University expects all executive officers, board members, faculty members, staff, and all 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 action on their part conforms to the policies of the University;
- ensure that any employment outside of the University must not interfere with the responsibilities and duties that an employee may have with the University; and
- ensure that information defined as confidential remains confidential at all times.

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.

7.4 Harassment and Discrimination

Human rights legislation across Canada recognizes the right of individuals to freedom from harassment and prohibits discrimination on enumerated (prohibited) grounds, including age, ancestry, citizenship, colour, creed (faith), disability, ethnic origin, family status, gender or gender identity, marital status, sexual orientation, or socio-economic status.

Yorkville University is committed to providing a safe and respectful environment for the “University Community,” which for the purposes of this Policy includes students, employees, and faculty members; members of the Board of Governors, Senate, Executive Committees, and all standing and ad hoc committees; members of societies and associations; and other users including contractors, volunteers, visitors or guests. Every member of the University Community can expect to learn and work in an environment free from discrimination and harassment on the prohibited grounds outlined in the applicable provincial human rights legislation. Yorkville University will not tolerate discrimination or harassment in its education, employment or business environments.

Every member of the University Community to whom this Policy applies has the right to complain about discrimination and/or harassment and may access the informal and formal complaint procedures outlined in this policy. Procedures have been developed to ensure that discrimination and harassment complaints are dealt with expeditiously, using appropriate resources.

Discrimination can be described as any action, conduct or behaviour related to a prohibited ground that results in unequal treatment or interferes with a person's right to equal treatment. Discrimination might be manifested by unequal treatment with respect to services, accommodations or employment. Discrimination may include a refusal to provide services, exclusion from employment, refusal to work with, teach, or study with someone, where such actions are related to a prohibited ground.

Harassment means engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. A single act or expression can constitute harassment, for example, if it is a serious violation. Harassment may be subtle or blunt. Some of the subtler forms of harassment may result in the creation of a "poisoned environment." Yorkville University does not tolerate any conduct that is contrary to an individual's right to freedom from harassment, regardless of its form. Examples of harassment include verbal or physical assault, hazing, threats, offensive graffiti, or imposing penalties or exclusion related to a prohibited ground. Harassment does not include the normal exercise of supervisory responsibilities, including training, direction, instruction, counselling and discipline.

Sexual harassment means engaging in a course of vexatious comment or conduct of a gender-related or sexual nature that is known or ought reasonably to be known to be unwelcome. Sexual harassment may include, for example, degrading or demeaning jokes or innuendo, taunting, unwanted physical contact, display of offensive material, implied or express promises to reward or benefit someone in return for sexual favours, and implied or express threat to withhold a benefit or engage in reprisal against an individual if sexual favours are not given.

Yorkville University's *Online Campus* 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:

- 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 age, ancestry, citizenship, colour, creed (faith), disability, ethnic origin, family status, gender or gender identity, marital status, place of origin, race, sexual orientation, or socio-economic status;
- respect the rights of others;
- show proper care and regard for University property and for the property of others;
- demonstrate honesty and integrity; and

- respect the needs of others to work and learn in an environment free from discrimination and harassment.

Yorkville University has a duty to maintain an environment respectful of human rights and free of discrimination and harassment for all persons served by it. It must be vigilant of anything that might interfere with this duty. The University expects that all persons in its learning/working environment will:

- be aware of and sensitive to issues of discrimination and harassment;
- support individuals who are, or have been, targets of discrimination or harassment;
- prevent discrimination and harassment through training;
- take reasonable steps to remove any discriminatory barriers in University policy and practices;
- take all allegations of discrimination or harassment seriously and respond promptly;
- provide positive role models; and
- not demonstrate, allow or condone behaviour contrary to this Policy, including reprisal.

The Human Resources Department of the University has the responsibility to designate resources for ensuring the implementation of and compliance with this Policy; and will ensure that new employees receive a copy of this Policy and that it is included in the orientation of new instructors and other University personnel.

All those covered by this Policy have a right to complain about discrimination or harassment and are entitled to have access to both informal and formal complain procedures. Students who feel they have suffered harassment or discrimination are encouraged to talk to a student services advisor; faculty members should discuss such matters with their Dean; and administrative personnel should forward their complaints to the Human Resources Department. Every attempt should be made to resolve matters through an informal resolution. The first step is to inform the individual that his/her behaviour is inappropriate and must stop immediately.

All those 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 victim's consent.

Full details of complaint procedures, both informal and formal resolution procedures, and possible disciplinary actions may be obtained through consulting the Human Resources Department of Yorkville University (1-647-405-4881) and (website link will be provided).

7.5 Intellectual Property

Yorkville University recognizes and values the contribution 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 employees and contracted faculty members in the normal course of employment. Such works include: course curriculum, teaching and learning support materials and resources produced under contract, and administrative materials, such as assessment rubrics, tests and examinations.

The University recognizes the ownership of copyright 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 may use components of the online course materials they have developed to supplement courses taught elsewhere. Moodle-embedded course materials 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.

7.6 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. Support for academic integrity is exemplified in policies related 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, to follow accepted standards of academic honesty, and to foster these practices in others. All members of the academic community must insure 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 provided with clear and accurate descriptions of academic requirements and are informed of the University's adherence to developing and maintaining high academic standards and academic honesty.

Any form of cheating, plagiarism, misrepresentation, incivility; any prejudicial or preferential activity that may disadvantage another person; or any form of disruptive behaviour is not acceptable and will not be tolerated.

Yorkville University Policy on Plagiarism

Plagiarism is defined as:

- 1) The intentional or unintentional act of representing someone else's work as one's own.
- 2) Quoting verbatim or almost verbatim from any source without using quotation marks or a block quote, thereby creating the appearance that material written by someone else was written by the student.
- 3) Submitting someone else's work, in whatever form, without acknowledgement.

Procedures:

1. Faculty members are expected to distinguish between plagiarism and incorrect referencing. If a student attempts to provide the necessary citations but does not correctly use the referencing style adopted by the relevant faculty, then the student will be assessed as having made a referencing error and marks will be deducted accordingly.
2. In those cases when the faculty member determines that the student has plagiarized, the faculty member
 - A. Will complete an *Academic Offence Incident Report* and submit it along with relevant documentation to Student Services, and
 - B. Will provide a copy of the *Academic Offence Incident Report* to the student.

Within three business days, Student Services will send a letter to the student outlining the offence as reported by the course instructor. The letter will identify the penalty that has been applied and provide a warning about the severity of penalties that would be imposed on the commission of future incidents of plagiarism.

Penalties for plagiarism are as follows:

For a first offence:

1. The student will receive a mark of "0" on the assignment containing material that was plagiarized from another author.

2. A copy of the *Academic Offence Incident Report* and the letter provided by Student Services to the student will be placed in the student's academic file. These documents will remain in the student's academic file until the student completes the program.

For a second offence:

The second offence need not be in the same course or term as the first offence to invoke these sanctions.

1. The student will receive a grade of "F" for the course.
2. A copy of the *Academic Offence Incident Report* and the letter provided by Student Services to the student will be placed in the student's academic file. These documents will remain in the student's academic file until the student completes the program.

For a third offence:

The third offence need not be in the same course or term as the first or second offence to invoke this sanction.

1. The student will be suspended or expelled from the program of studies.
 - If the student has a GPA of 3.0 and has completed 30% of the program, the student will be suspended from the program of studies, for a period of time, to be determined when the penalty is imposed.
 - If the student has a GPA of less than 3.0, the student will be expelled and a permanent notation will appear on the student's academic record.
2. A copy of the *Academic Offence Incident Report* and the letter provided by Student Services to the student will be placed in the student's academic file. These documents will remain in the student's academic file until the student completes the program.

Appeals:

A student may file an appeal through Student Services within three (3) business days following receipt of the letter.

Appeals will be forwarded to the Dean of the Faculty who will review all documentation. The Dean may refer the appeal to the Faculty Appeal Committee. The student will receive final decision within five (5) business days.

Students have the right to a second appeal to the Vice President Academic. Second appeals are submitted through Student Services.

Other academic offences include:

- i. cheating on examinations, tests, assignments or reports;
- ii. impersonating another for the purposes of completing course assignments, tests or examinations;
- iii. obtaining an examination, test, or other course material through theft, collusion, purchase or other improper manner;
- iv. falsifying credentials, records, transcripts, or other academic documents, health certificates, or other certificates;
- v. submitting course work that is identical or substantially similar to work that has been submitted for another course;
- vi. forging any electronic or print document, including transcripts submitted for admission requirements;
- vii. interfering with the right of other students to pursue their studies;
- viii. employing any unauthorized academic assistance in completing assignments or examinations; and
- ix. tampering with, or altering, in any deceptive way, work subsequently presented for a review of the grade awarded.

7.7 Dispute Resolution

Disputes may occur between students and faculty members with regard to course and assessment procedures and grades; among students, employees, and faculty members with regard to harassment and ethical conduct, and between the University and its students, employees, and faculty members with regard to conflict of interest, ownership of intellectual property, and payment of fees or salary. Resolution of these disputes will follow general guidelines of natural justice:

- The individual has a right to a fair and expeditious resolution of disputes.
- The individual has a right to be informed about and to understand any charges or complaints made against him/her.
- The individual has a right to be heard in response to any charges or complaints made against him/her before any disciplinary action is taken.
- The University has an obligation to deal with complaints and grievances according to clear and reasonable deadlines.
- The University has an obligation to operate according to administrative procedures that deal with disputes fairly and expeditiously at both the formal and informal levels.

7.7.1 Academic Appeals by Students

Final grades are released to students no later than ten (10) business days following the end date of each course. Students who are not satisfied with their grade have three (3) days to petition the course instructor for a review and clarification of the grade.

Should the student be dissatisfied with the decision of the faculty member, he/she may appeal to the Dean of the Faculty within five (5) business days following the final decision of the faculty

member. All such appeals must be clearly stated and be submitted in writing. Following the date of the student's initial communication with the Dean of the Faculty, the student has an additional ten (10) business days to provide all documentation to support the appeal. During this period, the course instructor must make available to the Dean all material relevant to the determination of the student's final grade.

Within the next five (5) business days the Dean will hold discussions with the student and the faculty member to obtain background for resolving the dispute. The Dean will submit his/her decision within three (3) business days following these discussions. The student may appeal the decision of the Dean to the Vice President Academic whose decision shall be final.

Other types of academic appeals could include a request for change in the due date of an assignment or examination for documented health or personal reasons. The student should first consult the course instructor. If the resulting decision is unacceptable to the student, he/she should contact the Dean of the Faculty, in writing, within three (3) business days to request that the decision be reconsidered. The decision of the Dean shall be final.

7.7.2 Non-academic Appeals by Students

Non-academic appeals could include: concern about the procedure through which an academic appeal is handled; requests for leave of absence from the program or withdrawal from a course or program, and return of course fees following withdrawal from the course; concerns about the disruptive, uncivil or harassing behaviour of others, and the like.

Non-academic appeals should first be directed to the student's academic advisor (a member of the Student Services staff). This advisor must render a decision to the individual within three (3) business days. If the student is not satisfied with the decision of the academic advisor, he/she should file an appeal with the Dean of the Faculty. Such appeals will follow the same time line and procedures as provided under Academic Appeals.

7.7.3 Employee Disputes with the University

Should a **faculty member** be dissatisfied with a decision made or action taken by the University's academic administration, he/she may appeal the decision to the Vice President Academic within 10 business days following the initial decision or action that forms the basis of the appeal. Following the date of the faculty member's initial communication with the Vice President Academic, the faculty member and the Dean or administrative staff member have an additional ten (10) business days to provide all documentation relevant to the matter under appeal.

Within 20 business days following receipt of the faculty member's initial appeal, the Vice President Academic will hold discussions with the faculty member and the administrative staff member to resolve the dispute. The Vice President Academic will make a decision within three (3) business days following such discussions. If the faculty member is not satisfied with the decision of the Vice President Academic, he/she may appeal the decision to the University Senate.

Should a **staff member** be dissatisfied with a decision made or action taken by his/her immediate supervisor, he/she may appeal the decision to the senior administrator responsible for overseeing his/her area of work within ten (10) business days following the decision or action that forms the basis for the appeal. Following the date of the faculty member's initial communication with the senior administrator, the staff member and immediate supervisor have an additional ten (10) business days to provide all documentation relevant to the matter under appeal.

Within 20 business days following receipt of the staff member's initial appeal, the senior administrator will hold discussions with the staff member and his/her supervisor to resolve the dispute. The senior administrator will make a decision within three (3) business days following such discussions. If the staff member is not satisfied with the decision of the senior administrator, he/she may appeal the decision to the Board of Governors.

7.8 Organizational Review

Yorkville University will review its organization structure, policies and procedures every five to seven years.

This review includes but is not limited to an assessment of the following:

- The continuing adequacy of the University's vision, mission, educational objectives and educational philosophy.
- The adequacy of the governance structure and the administrative capacity.
- The organization's ethical conduct and business practices.
- The accuracy and completeness of public reports, materials and advertising.
- The commitment to and continuing appropriateness of academic freedom and integrity policies.
- The continuing financial stability of the University.
- The continuing appropriateness of the dispute resolution policies and practices.

This organization review procedure includes:

- A self-study undertaken by the University's administrative and academic staff. The self-study will reference extensive input from students, graduates and other University stakeholders.
- The appointment of an Organization Evaluation Committee comprised of both internal and external members, with external members being in the majority. This committee will review the self-study and conduct site visit(s).
- The Organization Evaluation Committee will prepare a report that assesses the quality and appropriateness of the University's operations, structure, policies and procedures, and makes recommendations to strengthen that quality and appropriateness.

The Report of the Committee along with an action plan developed by the President will be presented to the Senate and the Board of Governors.

8. Admission Policies and Information

This section describes admission policies for both undergraduate and graduate programs. Detailed admission requirements for specific programs are provided in Section 12.

8.1 Undergraduate Admissions

The University will publish admission requirements for each undergraduate program that include requisite documentation of prior education and may include additional requirements including standard tests, references, and personal documentation (see Section 12).

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

Minimum admission requirements include:

- An overall High School average of 65%.
- A senior level English course (English 122 in New Brunswick or its equivalent) at a 60% level or higher.
- Applicants whose native language is not English or whose secondary education did not involve English as the language of instruction or who have not successfully completed at least 12 credit hours of postsecondary education where English is the language of instruction may establish English language proficiency by submitting confirmation of an official TOEFL (Test of English as a Foreign Language) score of at least 550 (written version), 213 (computer version), or 79 (Internet based version); or an IELTS (International English Language Test System) overall band width of at least 6.5. Students meeting none of these conditions may still claim English proficiency through a telephone interview with the Program Admissions Committee.

An application fee of \$75 (CAD) 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.

8.1.1 Advanced Standing

A minimum of 51% of the courses required for an undergraduate degree must be completed through Yorkville University.

For example, the University may accept a maximum of 58 credits (49% of the total credits required) in transfer credits toward an undergraduate degree that requires the completion of 120 credits. These credits must have been completed at an accredited or approved college or university with a grade of "C" or better within the last five years. Requests for the transfer of such credits must accompany the applicant's application. Official transcripts for all requested transfer credits must be on file at Yorkville University.

Any request for credit given for courses completed more than five years prior to admission to Yorkville University will be considered on a case-by-case basis by the Program Admissions Committee.

No transfer credits will be provided for project-based or capstone courses.

8.1.2 Transfer of Credits for Non-Degree Students

A Non-degree (or unspecified) Student may apply to take one or two courses from Yorkville University. Such applications will be considered on a case-by-case basis by the Program Admissions Committee.

If admitted to a course, the student may request transfer of the course credit:

- a) To a program in another university. In such cases, Yorkville University will send an official copy of the student's transcript to the other university upon payment of a fee of \$25 (CAD).

- b) To a Yorkville University program provided the student completes an *Internal Transfer Form* and the full program application process, is admitted to a regular program, and the transfer is approved by the Dean of the Faculty. No guarantees can be made in advance that such a transfer of credit will be approved.

8.1.3 Mature Students

In the developmental process.

8.1.4 Prior Learning Recognition

In the developmental process.

8.1.5 Re-admission Policy

Students who are dismissed from a Yorkville University program for any reason and who wish to return to their studies must apply for re-admission. The Program Admissions Committee will consider such applications on a case-by-case basis.

8.2 Graduate Admissions

Applicants to all graduate programs must meet general admission criteria for acceptance into a graduate program. Criteria for specific programs, where these differ from the criteria described below, may be found in Section 12.

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

Admission to a graduate program is on a selective basis. Meeting minimum admission requirements does not necessarily 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.
- A grade point average (GPA) sufficiently strong to support the ability to participate in a rigorous, graduate level program of academic study. Generally, students will require an undergraduate GPA of at least 3.0 on a 4.0 scale. Original transcripts from former institutions of higher learning must be sent directly to the Admissions Office, Yorkville University.
- 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 interest, 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. Such tests include:
 - Test of English as a Foreign Language (TOEFL) with a score of at least 550 (written version), 213 (computer version), or 79 (Internet based version);
 - Test of Written English (TWE) with a score of 5.0 or higher; or
 - International English Language Test System (IELTS) with an overall band width of 6.5 or higher.
 - Students with none of these credentials may still claim proficiency in English, but will be required to participate in a telephone interview with the Program Admissions Committee.

An application fee of \$75 (CAD) 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.

8.2.1 Advanced Standing Policies

Each University program publishes advanced standing policies that include the programs requirements with respect to the transfer of credit and recognition of prior learning. See Section 12 for details.

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 student has been accepted into a Yorkville University degree program and has been issued an offer of admission;
- The student has achieved a grade that is equivalent to a grade normally required of students in a Yorkville University program; and
- The transfer credit is approved by the Office of the Dean of the Faculty.

The purpose of evaluating and providing transfer of credits is to give students reasonable credit for academic work that has been successfully completed at another institution, and to reduce the likelihood of students having to repeat (and pay for) academic work in which they have already demonstrated competence. Transfer credit may be granted towards a Yorkville University graduate program for graduate work completed at another recognized institution. Transfer credit is normally limited to a maximum of three academic courses. Some courses may not be replaced by a transfer credit (see details under specific programs in Section 12). 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. 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 North America

A student wishing to transfer credits from graduate studies completed at educational institutions outside of North America where equivalency is difficult to substantiate may be required to provide documentary evidence from an agency that can verify equivalency.

8.2.2 Transfer of Credits for Non-Degree Students

A Non-degree (or unspecified) Student may apply to take one or two courses from Yorkville University. If admitted to a course, the student may request transfer of the course credit:

- a) To a program in another university. In such cases, Yorkville University will send an official copy of the student's transcript to the other university upon payment of a fee of \$25 (CAD).

- b) To a Yorkville University program provided the student completes the full program application process and an *Internal Transfer Form*, is admitted to a regular program, and the transfer is approved by the Dean of the Faculty. No guarantees can be made in advance that such a transfer of credit will be approved.

8.2.3 Re-admission Policy

Students who have been dismissed from a Yorkville University program for any reason must apply for re-instatement. Program Admissions Committee will establish general conditions for re-admission and make decisions on an individual basis. Such information can be obtained by contacting the Office of the Faculty Dean.

9. Financial Policies and Information

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

9.1 Tuition and Other Fees

All fees and charges are quoted in Canadian dollars (CAD). Yorkville University also accepts equivalent payments in Euros, Sterling, and US dollars. For further information about payment methods, please contact our Bursar's Office where our staff will be happy to assist you.

Please note: Course fee for **PSYC 7106 - Practicum** must be paid in full prior to commencing the practicum portion of the MACP. 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.

Yorkville University operates on a trimester system with three full terms in a year: Fall, Winter, and Spring/Summer. Once admitted to a program, the student is expected to register in courses and pay tuition fees for all three trimesters each year.

Tuition for each year is announced at least one month prior to the beginning of the Fall term and remains fixed for the rest of the academic year. The fees listed below were set for the Fall Term 2011. Tuition may be increased on an annual basis, although increases will be limited to 6% or less.

Tuition Fee	\$510 per study credit (e.g., a 3-credit course would cost \$1,530)
Application Fee	\$75 – must accompany all applications
Late Application Fee	\$75 – must be paid by students who submit an application for a term after the final application date for that term has passed. This date is approximately one month prior to the start of the term (please refer to the Academic Schedule in Section 2).
Registration Fee (Seat Deposit)	\$300 – must be paid once the student has received a letter of acceptance. This amount is credited toward the student's tuition.
Late Registration Fee	\$75 – must be paid by students who do not pay their Registration Fee at least three weeks prior to the start of the student's program.
Late Tuition Arrangement Penalty	\$75 – Arrangements for payment of tuition must be made at least two weeks prior to the start of each term (see Section 2 Academic Schedule). Failure to complete these arrangements on time will result in a Late Tuition Arrangement penalty. Monthly payment arrangements can also be made. Please contact the Bursar's Office for more details at 1-866-838-6542 (from outside North America, please call 1-506-454-1220).

Continuous Enrolment Fee	\$289 per trimester – must be paid by students who have been granted a Leave of Absence.
Course Withdrawal	\$35 – must be paid when a student requests withdrawal from a course. Administrative and application fees are not refundable. Refund of tuition fees will be prorated according to the following schedule: <ul style="list-style-type: none"> • Before 20% of the course has been completed – 100% refund, less a \$100 administrative fee • Before 40% of the course has been completed – 60% refund, less a \$100 administrative fee • Before 60% of a course has been completed – 30% refund, less a \$100 administrative fee • After 60% of a course has been completed – no refund
Graduation Fee	\$125 – must accompany a student’s Request to Graduate
Transcript Fee	\$25 – must accompany a student’s Request for a Transcript

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 until all such debts are paid.

9.2 Financial Aid & Awards

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

9.2.1 Canada Student Loans Program

Yorkville University is approved to participate in the Canada Student Loan program. In general, you must be either a Canadian citizen or Landed Immigrant to qualify. Contact your provincial or territorial Student Assistance Office for specifics and to determine your eligibility. Student loan availability varies from province to province:

Alberta (www.alis.gov.ab.ca/studentsfinance/main.asp)

Nunavut (www.gov.nu.ca/education/eng/adult/fans/student_loans.htm)

Manitoba (www.manitobastudentaid.ca)

Ontario (osap.gov.on.ca)

Newfoundland & Labrador (www.ed.gov.nl.ca/studentaid/)

Prince Edward Island (www.studentloan.pe.ca)

New Brunswick (www.studentaid.gnb.ca/)

Saskatchewan (www.student-loans.sk.ca)

Northwest Territories (www.nwtsfa.gov.nt.ca)

Yukon (www.education.gov.yk.ca/advanceded/sfa/)

Nova Scotia (<http://studentloans.ednet.ns.ca>)

Note: Students residing in the provinces of Quebec and British Columbia are not currently eligible for Canada Student Loan funding for programs offered via distance education.

9.2.2 Student Line of Credit

For Canadian citizens and Landed Immigrants, the University has arranged to participate in bank sponsored academic loan programs. The University is a designated institution under the CIBC Educational Line of Credit Program (ELC). Information about this program is available online at www.cibc.com/ca/loans/edu-line-of-credit.html. Students must visit their local branch to apply.

Students of Yorkville University may also be eligible to apply for a student loan or a student line of credit at:

- TD Bank (Student Life) – www.tdbank.ca/student
- Bank of Montreal (Brain Money) – www.bmo.ca
- Royal Bank (Credit Line for Students) – www.royalbank.com/personalloans

The following is a TD Bank student line of credit example.

- Money available: \$8,000 per year for a maximum of 4 years (\$32,000)
- Interest rate: The interest rate is prime plus 1% set monthly
- Repayment: An interest only repayment begins while you are registered in an educational program and continues for 12 months after graduation. After that you begin monthly payments of principal plus interest that will repay the loan in up to 20 years.

9.2.3 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](http://www.humanresourcesandskillsdevelopmentcanada.ca) website for more information.

9.2.4 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, or your spouse or common-law partner. You cannot participate in 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 www.cra-arc.gc.ca/tx/ndvdl/tpcs/rrsp-reer/llp-reep/menu-eng.html

9.2.5 Scholarships

Some scholarships are available within specific faculties. Please see detailed descriptions under the Faculty of your choice.

The Jacob Markovitz Memorial Scholarship

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. Between two and four are awarded annually. For students enrolled in graduate programs, each scholarship is worth 50 percent of first year tuition. Applicants are required to substantiate need by submitting a notarized copy of the previous year's Revenue Canada Tax Assessment, in addition to completing the application form (available online) and personal statement. The scholarship application, personal statement, and supporting documents should be sent to:

Jacob Markovitz Memorial Scholarship
Yorkville University
1149 Smythe Street, Suite 309
Fredericton, NB E3B 3H4
Canada

All students with Canadian citizenship or landed immigrant status in Canada, who are registered in a graduate program, are eligible to apply. Please note that the following rules must be followed when applying for a scholarship.

- You must be admitted to a graduate program in Yorkville University as a full-time student (minimum of 9 study credits per trimester) before your application for a scholarship will be considered.
- Only first time applicants are eligible to apply.
- You must complete a scholarship application form and submit it by the established deadlines. Please see the Academic Schedule in Section 2.
- If you are granted a scholarship, you must maintain a 3.0 GPA in each trimester for the duration of your scholarship grant. Your scholarship will be withdrawn if your GPA falls below 3.0.

The scholarship application form will become available once you have completed and submitted an application for a graduate program.

All decisions regarding the granting of scholarships will be made by the Markovitz Family Trust, in their sole discretion and judgment. Although each case will be judged individually, scholarship applicants should, to the extent possible, expect to contribute to their own education through the use of personal and family funds, government subsidized funds and/or guaranteed student loans, and private bank loan programs specifically designed for students studying in the professions.

10. Academic Policies and Information

This section provides information about general academic policies and expectations. Academic information specific to each program is provided in Section 12.

10.1 Course Delivery

Online courses are delivered by Yorkville University via an industry-leading Course Management System (CMS), available through the *Online Campus*. Physical hardware hosting this environment is co-located in a world-class data centre with 24/7 management, service level guarantees, and established information privacy policy.

The CMS software and related systems are managed by Yorkville University IT staff, with course content and functionality managed by Instructional Design staff. Students and faculty can access 24/7 technical support, provided in-house by Yorkville University support staff, using toll-free telephone, email or web forms. The *Online Campus* is accessible via a current-version web browser. Students and faculty members are required to have their own computer, Internet connection (broadband is strongly recommended), email account, and word processing software.

Students and faculty members are expected to have the following hardware and software:

- Computer system – *Pentium III* or *MacIntosh OSX*
- Connection to Internet – 56K modem or better
- Email account
- Access to a web browser
 - *Mozilla Firefox 1.0* (or better) (preferred)
 - *Microsoft Explorer (IE) 6.0 SPI* (or better)
 - *Netscape 7.0* (or better)
- Word Processing software – *Microsoft Word* preferred

In general, the resources for all academic courses are delivered via the *Online Campus*, with the exception of printed textbooks and some external Internet-based resources. Unless specific course material requires it, no additional software is normally required. Course design takes into consideration the availability of free or low cost alternatives when other software or external resources are incorporated. While students are encouraged to acquire other software (for example, free or low cost voice-over-IP tools), these are not required to complete the online coursework.

The CMS software for current courses is the Moodle Learning Management System, one of the most popular and widely deployed web-based learning platforms. Moodle was chosen for its ease of use and exceptional features supporting classroom discussion, and the development of online communities.

10.2 Course Design

Educational goals and program outcomes are delivered through rigorous course work delivered online. Each academic course includes required readings (textbook and journal articles), inquiry through additional readings, and research, online discussions, written assignments, and evaluation components. Courses has clear start and end dates and within these parameters, students are able to work within their personal time and location constraints.

Each academic course requires an estimated commitment of 20 to 24 hours per week from the student. This time includes:

- Off-line reading of assigned course material (textbook and journal readings) – 7-8 hours
- Off-line additional reading and research – 2-3 hours
- Off-line assignments for evaluation by course instructor – 8-9 hours
- Online discussion (postings and responses to postings of other students) – 3-4 hours
- Online communication with course instructor – as needed

Students are provided with a detailed syllabus for each course. Each syllabus contains a list of specific course objectives that are designed to meet the general program objectives and program learning outcomes. Every two years a detailed review of each course is conducted by the relevant Faculty Council to ensure that the content remains current and the course achieves the expected learning outcomes.

The design and delivery of field-based courses, such as Practicum courses, vary among Faculties. Field-based placements are arranged in the community where the student resides or in a larger community nearby. Please refer to details on Practicum courses for individual programs in Section 12.

Other courses, such as Major Academic Papers, Case Presentation, and Project-based Courses are completed at appropriate times in the overall timetable of the program. Please refer to details in Section 12.

10.3 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 through online discussions, the completion of written assignments, or the completion of written examinations.

10.3.1 Assessment of Student Participation

In order to complete the requirements for each academic course, students must actively participate in group discussions and seminar groups. A component of the evaluation scheme for each course is based on the level 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.

10.3.2 Assessment of Written Assignments

Each course requires that students complete a number of written assignments. Details of these written assignments are included in each course syllabus.

In all written assignments, each faculty expects that students will conform to rules regarding academic honesty and to avoid plagiarism (see Section 7.6). Students should become familiar with these regulations. Each Faculty has different expectations about the referencing system to be used by students in written assignments. Please consult specific program information in Section 12.

Yorkville University uses *Turnitin*[®] software to screen student's academic submissions. This software is integrated with *Online Campus* and allows students to compare their academic reports, major papers, and other course submissions with: over 10 billion archived web pages, over 70 million archived student papers, and thousands of books including literary classics.

Students may obtain training in the use of *Turnitin*[®] by a member of the Student Services Department. More information regarding this software is available online at <http://turnitin.com>.

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. Students are encouraged to pay attention to this feedback from course instructors to improve future assignments.

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). Students are encouraged to pay attention to this feedback from course instructors to improve future assignments.

10.3.3 Assessment of Other Assignments

The assessment of field-based activities and major academic papers, reports and case presentations will be on a pass/fail basis. Please see the detailed description of individual programs in Section 12.

10.3.4 Examinations

Most undergraduate courses require the completion of final examinations in the form of take-home or online multiple-choice questions. The dates of these examinations are announced in each course syllabus.

Graduate courses generally do not require the completion of examinations.

10.4 Grading Policies

Grades are used to differentiate among students on the basis of achievement in a particular course. Yorkville University awards grades based on the following grading schema:

UNDERGRADUATE PROGRAMS			GRADUATE PROGRAMS		
Letter Grade	Grade Point	% Equivalent	Letter Grade	Grade Point	% Equivalent
A+	4.0	95-100%	A+	4.0	95-100%
A	4.0	85-94%	A	4.0	85-94%
A-	3.7	80-84%	A-	3.7	80-84%
B+	3.3	77-79%	B+	3.3	77-79%
B	3.0	73-76%	B	3.0	73-76%
B-	2.7	70-72%	B-	2.7	70-72%
C+	2.3	67-69%	B-	2.7	70-72%
C	2.0	64-66%	B-	2.7	70-72%
C-	1.7	60-63%	C+	2.3	67-69%
D+	1.3	57-59%	F	0.0	Below 67
D	1.0	54-56%			
D-	0.7	50-53%			
F	0.0	Below 50			

The letter grade "F": indicates a failing grade. Failing grades differ in undergraduate and graduate programs. In undergraduate courses, any grade below "D-" is a failing grade. In graduate courses, any grade below a "C+" is a failing grade.

The letter grade "I": indicates incomplete work. The letter grade of "I" will only be used 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 the Dean of the Faculty. Applications for incomplete grades will only be approved for a student who has demonstrated a valid reason for being unable to complete the course work as scheduled. The "I" grade will be used only when, in the opinion of the Course Instructor, there is 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 complete by the specified date, the "I" grade will automatically be replaced with a grade of "F".

The letter grade "W": 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 the course has been completed. 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 course work is not completed, or if the form is submitted after 60% of the course has been completed, a grade of "F" will appear on the student's transcript; this grade will be included in the cumulative GPA.

Grade Point Average (GPA): is computed by summing the products of each course grade and the course credits for that course and dividing the sum by the total number of credit hours

attempted, excluding those courses graded on a “pass/fail” basis, or courses in which a student has withdrawn (signified by a grade of "W"). The student’s transcript will contain a record of all courses taken and grades earned, including repeated courses, but only the last grade earned in a repeated course will be used to calculate the GPA.

Repeating courses: A student may repeat any course in order to increase his/her GPA. A student must repeat any required course in which he/she has received a failing grade. The transcript will contain a complete record of all courses taken and grades earned, but only the last grade earned in a repeated course will be used to calculate the cumulative GPA.

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, he/she 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; he/she must pay a Continuous Enrolment Fee for each term from which he/she has withdrawn.

Satisfactory Academic Progress: Each University program publishes the cumulative GPA requirements to remain in good standing along with the consequences of not maintaining these requisite grades. These consequences include the length and conditions of probation status as well as the conditions under which a student will be asked to withdraw from the program and/or denied permission to complete a practicum or other degree requirements. See Section 12 for details.

Graduation Requirements: Each University program publishes the cumulative GPA and required course elements for a student to graduate from that program of study. See Section 12 for details.

10.5 Student Academic Records

A “student academic record” consists of the information concerning personal data, admission, academic performance and graduation of a student however that information is recorded or stored. All such records are the property of the University.

Yorkville University is responsible for maintaining the permanent records of each student who enrolls in the University. The Registrar retains custody of official student academic records, and is responsible for their security and maintenance.

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 academic record in the form of a "transcript of record" which includes the student's academic performance in individual courses, his/her cumulative GPA, and graduation information and is kept as a computerized file. Official transcripts are indicated as such on the document. Each student has the right to access his/her transcript of record as held in the University's computerized files and to print unofficial copies of this transcript. If a student or graduate wishes to obtain an official copy of his/her transcript, he/she must complete a *Request for Transcript Form* and pay a fee of \$25 (CAD).

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 until all such debts are paid.

The Registrar shall have unrestricted access to all student academic records and transcripts of record, and is responsible for maintaining both paper and computerized files. The Dean of the Faculty and student academic advisors shall have unrestricted access to the student academic records and transcripts of records for students who fall under their jurisdiction.

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.

10.6 Library Policies

Yorkville University's Online Library will support the University's mission by providing access to relevant databases, e-books and other electronic resources to meet the needs of students studying in the University's programs of study.

10.6.1 Collection Policies

The Library will acquire and license electronic resources and make these accessible through the *Online Campus*. The Library will also make appropriate Internet resources available to students and faculty members through the *Online Campus*. These electronic resources will be appropriate in scope and format to:

- Support the curriculum.
- Assist students in completing course assignments, projects and major academic papers.
- Supply copies of recommended or supplementary readings to online students, when available.
- Support the library needs of faculty members for course development, preparation, delivery, assessment and revision.
- Satisfy the need for reference and bibliographic information.

10.6.2 Library Services

To meet the needs of Yorkville University's online learning programs, the University Library will provide a wide range of services and will work to promote equitable access to all resources for online students.

All online students and faculty members shall have a means to:

- Consult with library staff by toll-free telephone, email, or fax.
- Obtain assistance in conducting subject and literature searches on course topics.
- Request general reference assistance.
- Obtain access to recommended or supplementary readings.
- Obtain copies of specific articles for course purposes in compliance with Canadian Copyright law.
- Access the Yorkville University Library web page and any bibliographic or full-text databases or web links which are mounted on the system.
- Receive instruction or orientation in using library resources for course-related inquiries.
- Acquire basic information literacy skills to fulfill course requirements.
- Provide feedback to the University regarding library services and resources.

The Library will work to promote equitable access to all resources for online students by means such as:

- Training users how to effectively locate electronic information and to download this information for their own use.
- Instructing users in managing electronic information.
- Instructing users in the use of appropriate software to cite all literature sources, including electronic sources.
- Collaborating with academic staff to develop policies on adherence to Canadian Copyright law.
- Supplying electronic documents in print format when available in compliance with Canadian Copyright law to online learners and faculty members

10.6.3 Administrative Services

The Director of Library Services will coordinate activities with academic, student and technical services personnel in the delivery of online library services; and is responsible for performing the following related administrative functions:

- Assessing the library needs of students, course instructors, course designers and other personnel involved in designing, delivering and assessing online programs.
- Participating with administrators, faculty members and course developers to ensure appropriate library resources and services are available for each online course.
- Developing methodologies, as appropriate, for providing library services.

- In consultation with the Chief Information Office, investigating and promoting the use of automated and innovative technologies or communications systems appropriate for meeting the needs of students.
- Developing partnerships with the Information Technology services personnel to provide the necessary technical support to students.
- Promoting library services to students and faculty members.
- Developing and delivering library instruction programs for students and faculty members to assist them in developing and improving their research skills using electronic resources.
- Developing a methodology for evaluating the library and information resources and services.

10.6.4 Funding Policy

Yorkville University will provide continuing, appropriate funding for library services for the development, delivery and evaluation of online programs and courses.

1. The Library, under the leadership of the Director of Library Services, will develop an annual budget to address the library needs of Yorkville University's programs of study.
2. Financial support for online learning programs is a recurring item in the budgeting process of Yorkville University.
3. Subject to available funding, funds are to be allocated on a schedule that matches the budgeting cycle for acquiring and renewing resources to meet the needs of online learning programs.
4. The budget for library services shall reflect real costs based on formally defined needs and the changing demands of online learning programs, including the changing enrolment within programs of study.

10.7 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 an online questionnaire during the final week of the course and prior to the release of final grades. When Student Services receives the *Course Grading Confirmation Form*, course instructors are sent an electronic summary of the Course Evaluation.

The Dean of the Faculty will review the course evaluation results and will discuss any concerns with the Course Instructor.

The process to apply for an incomplete is as follows:

- 1) Student requests "Incomplete Form" from Student Services or is given access to it online
- 2) Student Completes "Section A" and emails the form to the Professor

- 3) The Professor completes "Section B" and emails to the Dean
- 4) The Dean approves by signing and emails to the Registrar
- 5) The Registrar signs and emails a copy to the student and faculty member. A hard copy is placed in the student's file

Note: If the request is based on medical reasons, the medical certificate, signed by an M.D. must be faxed or emailed to Student Services.

Faculty will be informed that the completion of this form must be done as soon as possible.

10.8 Course and Program Review and Revision

Both courses and programs are regularly reviewed and revised at Yorkville University.

10.8.1 Course Review and Revision

Under the direction of the Dean, each Faculty of Yorkville University implements on-going processes designed to ensure program and course currency, quality and coherence.

Ongoing: Faculty members are encouraged to provide regular feedback about course improvements as part of their responsibilities and consistent with the policy on Academic Freedom.

At least once a year: The Dean of the Faculty meets with faculty members to identify changes or modifications that are needed to increase the quality of courses and learning outcomes for students. Input from students in the form of course evaluation forms is reviewed.

Should a faculty member determine that changes are required for his/her respective course, the recommended changes must be submitted to the Dean at least one month prior to the next course start date. Once approved, all changes are implemented by the Instructional Design Department.

Every two years: The Faculty Council reviews each course in detail and makes recommendations for changes. Under the direction of the Dean, core faculty members are assigned to update the course syllabus. Changes may include by are not limited to course content, course assignments, reference materials, textbooks and supplementary learning materials.

10.8.2 Program Review

Yorkville University will conduct a formal program review for each of its programs every five to seven years. The review will consist of the following components:

Program Self-Study: The self-study will follow the Maritime Provinces Higher Education Commission (MPHEC) published guidelines for a program self-study. The self-study will be

conducted by faculty members and administration and include extensive input from students, graduates and, employers.

Review Panel: A Program Review Panel will be contracted to review the self-study and to make recommendations to the University. Members of a Program Review Panel will be selected from universities in Canada and other jurisdictions. The Program Review Panel will focus on program curricula, faculty qualifications and performance data, student entrance and exit data as well as policies and procedures that have an impact on program quality.

Report and Follow-up Action: A final report from the Program Review Panel will be presented to the Vice President Academic who is responsible for developing a Plan of Action to address any recommendations. This Plan of Action will be presented to the Senate and Board of Governors for implementation consistent with the articles defining the University's governance.

11. Services for Students

This section lists the various resources that are available to students and describes how students can access them.

11.1 University Directory

Department	Telephone	Email
General Inquiries	1-866-838-6542	info@yorkvilleu.ca
Admissions	1-866-838-6542	admissions@yorkvilleu.ca
Bursar's Office	1-888-886-1882	bursar@yorkvilleu.ca
Student Services Requests made outside of business hours will be responded to on next business day	1-866-838-6542	student-services@yorkvilleu.ca
Bookstore	1-877-289-1151 (Canada) 1-514-289-1151 (International)	bookstore@yorkvilleu.ca
Library	1-647-405-1589	librarian@yorkvilleu.ca
Technical Services Response will be made within 24 hours	1-866-838-6542	support@yorkvilleu.ca
Instructional Design Services Requests made outside of business hours will be responded to on next business day	1-866-838-6542	sconnell@yorkvilleu.ca msmith@yorkvilleu.ca radams@yorkvilleu.ca
Office of Faculty Deans Behavioural Sciences Education Business	1-506-454-1220 1-506-454-1220 1-506-454-1220	jmclaughlin@yorkvilleu.ca dmackeracher@yorkvilleu.ca hsterniczuk@yorkvilleu.ca
To contact faculty members		Please refer to email addresses listed in <i>Online Campus</i>
University Telephone University Fax	1-506-454-1220 1-506-454-1221	Mailing Address: 1149 Smythe Street, Suite 309 Fredericton, NB E3B 3H4 Canada

11.2 Student Services

Each Faculty is assigned at least one member of the Student Services Department to advise and assist students. These student advisors provide a wide range of information related to academic activities, program support, textbook purchasing, and personal issues. The services are available weekdays, between 8:30 am and 4:30 pm (AST). Requests for advice or support can be made at any time of the day or night through email, web-form, or toll-free telephone. All requests received outside of business hours will be handled by the end of the next business day.

A Student Services staff member is assigned to oversee each course. This person monitors two course discussion areas – "Ask Questions about the Course" and "Course Bulletin & News" – and assists students and faculty members as required. A list of Frequently Asked Questions (FAQs) is developed and revised as necessary.

11.3 Online Campus

Students and faculty members can obtain information and support through *Online Campus*. A web-based environment, *Online Campus* provides a single point of access to the Course Management System (CMS), the *Student Lounge*, Student Services, Financial Services, Bookstore and Textbook Exchange, Career Information Exchange, Library Services, and other resources. *Online Campus* is developed and maintained by the University's Information Technology and Instructional Design personnel.

11.4 University Library

Students and faculty members will be provided with access to Yorkville University's online Library prior to the start date of each course. Technical assistance can be obtained from Student Services or the Director of Library Services. Assistance in obtaining documents can be obtained from the Director of Library Services.

Students and faculty members can request support and assistance in finding specific library resources by email, web-form, or toll-free telephone. Requests may be submitted any time but will be handled during regular business hours (9:30 am to 5:30 pm AST). Requests submitted outside of business hours will be handled by the end of the next business day.

Access to appropriate Internet databases will be provided to all registered students and faculty members. They will also be able to consult available open source databases including dissertation and theses sites (global listing of online dissertations and theses available through <http://www.ndltd.org/find>) and open access online journal sites (global listing of online journals available at <http://www.doaj.org/doaj?func=home>).

11.5 Textbooks

Our Bookstore (currently supported by NuSkule Inc.) provides the textbooks used in our courses. Students may purchase their textbooks from this or other sources.

11.6 Online Teaching and Learning

Support for online teaching and learning is available through Technical Services, Instructional Design Services, Student Services, and Library Services.

11.6.1 Orientation to Online Teaching and Learning at Yorkville University

Yorkville University has created *Orientation 101*, a self-directed learning module that orients new students to the process of online learning. *Orientation 101* is accessed through the *Online Campus* and is available for all registered students and faculty members.

11.6.2 Technical Support

Technical Support may be requested by toll free telephone, email, or web-form. Requests for assistance received outside normal business hours may not be handled until the next business day.

The University provides open access software to protect your computer and to use the *Turnitin*[®] program to check plagiarism in written assignments.

11.6.3 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 capable of accessing the Internet comfortably – a Pentium III or a MacIntosh OSX should suffice. At a minimum, they require a 56K modem connection to the Internet, email capability, and access to one of the following web browsers:

- *Mozilla Firefox 1.0* (or better) (preferred)
- *Microsoft Internet Explorer (IE) (6.0 SPI)* (or better)
- *Netscape 7* (or better)

They should 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.

In addition, 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 and 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.

11.7 Student Lounge

Students are encouraged to participate in a supportive community of practice through the *Student Lounge*, an online chatroom/discussion board available to all students. The *Student Lounge* can be accessed through *Online Campus*.

11.8 Forms

A series of 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 should become familiar with the following forms. Each form is available as a PDF file that can be printed, completed and then faxed to Yorkville University (1-506-454-1221) or mailed to 1149 Smythe Street, Suite 309, Fredericton, NB, E3B 3H4 Canada.

Copies of all forms can be found in Appendix A – Forms.

11.8.1 Change of Personal Information Form

Students and faculty members are required to inform the University of any changes in personal information. To assist in this process, a *Change of Personal Information Form* is available.

11.8.2 Request for Grade of "Incomplete"

Students are required to complete a *Request for Grade of "Incomplete"* form if they wish to have their assignments delayed beyond the end of course due dates.

Students must indicate what date they expect to have all course assignments submitted. If they do not submit their work by this date, they will automatically receive a grade of "F".

11.8.3 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 the course has been completed, a grade of "W" will appear on their transcript; this grade will not affect their cumulative GPA.

If students request withdrawal after 60% of the course has been completed or fail to submit such a form, a grade of "F" will appear on their transcript; this mark will affect their cumulative GPA.

11.8.4 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 program or course; no refund is available for admission or administrative fees.

11.8.5 Leave of Absence Request Form

Students who find they cannot continue in their program 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 one or more terms. To continue to be a registered student, he/she must pay a Continuous Enrolment Fee for each term he/she is absent.

11.8.6 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 can be made in advance that all courses taken as a Non-degree Student will be transferred into a regular degree or diploma.

11.8.7 Application to Graduate Form

Students must complete an *Application to Graduate Form* in their final term. The form provides the University with the information necessary to complete the student's diploma. The application must be accompanied by a fee of \$125 (CAD); this fee includes one official copy of the student's transcript.

11.8.8 Transcript Request Form

Students who wish to obtain additional official copies of their transcript or who may wish to obtain such copies sometime in the future 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.

11.8.9 Request for Life Scholar Course

The *Request for Life Scholar Course* form is to be completed by alumni who wish to take additional courses that are not to be credited toward a degree or postgraduate diploma. Alumni may take additional courses for a reduced tuition fee.

12. Program Information

This section provides detailed program information for the Master of Arts in Counselling Psychology (MACP) degree.

12.1 Faculty of Behavioural Sciences

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

12.1.1 Master of Arts in Counselling Psychology

The goal of this applied program is to ensure that students acquire the advanced and specialized knowledge and develop the conceptual skills and intellectual creativity consistent with a Master's level qualification in Professional Counselling. 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 the counselling profession. They are expected to work with complex issues, both systematically and creatively, and are also expected to demonstrate competence in solving problems related to their clientele.

The counselling discipline is both embedded in and evolving with society 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.

This blended program is designed for working professionals who are unable to attend traditional "bricks and mortar" universities because of employment or family commitments, geographical isolation, or physical disability.

The program consists of a total of 48 study credits, including 36 study credits obtained through academic courses and 12 study credits obtained through practicum activities and a major case presentation 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.

12.1.2 Financial Information

In addition to the general information about financial policies provided in Section 9, the following details are relevant to the Faculty of Behavioural Sciences.

12.1.2.1 Tuition

Because tuition fees change before each Fall term, the tuition fees outlined below are estimates only.

Master of Arts in Counselling Psychology

2011-2012 academic year

Cost per credit	\$510 (estimate)	
Trimester Four (9 credits x \$510 per credit)		\$ 4,590
Trimester Five (12 credits x \$510 per credit)		\$ 6,120
Total estimated cost of program		\$24,480

12.1.2.2 Scholarships

The following scholarships or programs are available for students in the Faculty of Behavioural Science:

NB Provincial Employees Bursary Program

Current employees of the New Brunswick Department of Education and the New Brunswick Department of Family and Community Services are eligible to receive a 30% tuition-reduction/bursary when enrolled in Yorkville University's Master of Arts in Counselling Psychology (MACP) program, or the Postgraduate Diploma in Addiction Studies (PDAS) program.

Applicants for the bursary must be employed by one of the above mentioned departments at the time they apply, and must remain employed by one of the above mentioned departments during the time of their studies. Students ending their employment in one of the above mentioned 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.

12.1.3 Detailed Program Information: Master of Arts in Counselling Psychology

In addition to the general information about academic policies and information provided in Section 10, the following details are relevant to the Faculty of Behavioural Sciences

12.1.3.1 Program Requirements

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

PSYC 6106 - Biological, Developmental and Scientific Basis of Behaviour
PSYC 6113 - Theories of Personality
PSYC 6123 - Psychological Assessment
PSYC 6133 - Psychopathology
PSYC 6153 - Counselling Methodologies – Humanistic and Psychodynamic Modalities
PSYC 6163 - Counselling Methodologies – Behavioural and Cognitive Modalities
PSYC 6173 - Cultural Differences in Counselling
PSYC 6183 - Marriage and Family Systems
PSYC 6203 - Ethical Standards for Mental Health Service Providers
PSYC 6213 - Research Methodology
PSYC 6223 - Group Counselling
PSYC 7106 - Practicum
PSYC 7206 - Master's Case Presentation

12.1.3.2 Admission Requirements

In addition to the admission requirements described in Section 8, the following criteria are specific to the Faculty of Behavioural Sciences.

- Admission to the Master of Arts in Counselling Psychology program is selective. Meeting the minimum admission requirements does not guarantee admission to the program.
- The applicant must possess a Bachelor's degree from a recognized university, although not necessarily with a major in psychology. 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 submit a 700-1000 word letter of application substantiating interest, qualifications and experience relevant to the field of counselling. In this letter, we ask our applicants to comment on how their combination of life experience, work experience, and/or education makes 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.

The Program Admissions Committee will review documentation when all required information has been received; both successful and unsuccessful applicants will be notified in writing. The Program Admissions Committee is made up of the Director of Student Services and the Director of Clinical Training and is chaired by the Dean of the Faculty of Behavioural Sciences.

12.1.3.3 Anticipated Completion Time

The MACP program is designed to be completed in six trimesters or 24 months. Students must complete the program within a maximum of five years from their initial enrollment date.

12.1.3.4 Enrollment 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 a course instructor for each section of a course.

12.1.3.5 Course Delivery

The Master of Arts in Counselling Psychology is considered a “blended” learning program. The term “blended” refers to the fact that part of the program is delivered online and part is delivered in the traditional face-to-face format. Academic courses are delivered online and the practicum is completed within the student's local or regional community.

Students must first complete PSYC 6106, Biological, Developmental, and Scientific Basis of Behaviour (6 credits), delivered over a ten-week period. They then complete the remaining ten academic courses, as five-week courses, delivered sequentially, three courses each trimester. Once all academic courses have been completed, the student may enroll in PSYC 7106 Practicum and PSYC 7206 Master's Case Presentation.

Students can expect to dedicate approximately 25 to 30 hours per week to successfully complete the requirements for each academic course.

The Practicum requires a commitment of 20 hours per week for 15 weeks for a total of 300 hours. Practicum placements are arranged in the community where the student resides or in a nearby community. Students requiring additional practicum hours should contact the Director of Clinical Training.

The Master's Case Presentation, which serves as a practical equivalent of a major graduate paper, may be completed in the trimester following the completion of the practicum. The Case Report is the major written component of the Master's Case Presentation course which is led by a core faculty member.

12.1.3.6 Assessment of Student Participation

In order to complete the requirements for each course, students must actively participate in group discussions and seminar groups. A component of the evaluation scheme for each course is based on the level of participation demonstrated by each student. Active participation in courses is encouraged by faculty members. Active participation is fundamental to the development of critical thinking skills.

12.1.3.7 Assessment of Written Assignments

Each course requires student to complete a number of written assignments. As a general rule, students are required to prepare one major paper for each course.

All course assignments within the Faculty of Behavioural Sciences are to conform to the APA system for formatting documents and referencing the work of other authors. Students will be evaluated on their use of APA format when citing material taken from other sources. Students and faculty members should refer to the Sixth Edition of the *American Psychological Association's Publication Manual*.

Faculty members are encouraged to mark one paragraph of each submitted report or assignment in a detailed manner that identifies what improvements need to be made to conform to APA style and format (e.g. grammar, composition, punctuation, and spelling). Students are encouraged to pay attention to these suggestions for improvement.

12.1.3.8 Assessment Evaluation of Master's Case Presentation Report

This paper is considered a major capstone research paper; all aspects of this paper must conform to the guidelines outlined in the PSYC 7206 orientation course. Students must use APA style and format when referencing material taken from other sources.

Faculty evaluating this paper will identify instances where the student failed to follow proper writing style and format. The overall evaluation of this paper will be based on the content of the paper as well as on how closely the student follows appropriate style and format guidelines.

In the event that a paper is determined to have an excessive number of errors, the paper will be returned to the student for revision and resubmission. Explicit examples of the problems and their remedies will be provided to the student. The evaluator will determine the general quality of the paper after reviewing the first three or four pages.

12.1.3.9 Assessment of Practicum

Following approval of their placement and their supervisor, each student provides the University with a Clinical Activities report each week. This report details the number of hours onsite, and the number of hours engaged in clinical work such as intake, assessment, individual and group counselling, receiving supervision, case management, staff meetings, educational activities, etc. This information is recorded and retained in the student's file.

At the end of each 100 hour period (approximately five weeks), the supervisor is required to provide an interim evaluation of the student's performance on the form provided. This information is reviewed by the Director of Clinical Training to ensure that the student is progressing satisfactorily. At the end of the practicum, the supervisor is required to submit a final evaluation of the student's performance on a more detailed form. This document is also reviewed by the Director of Clinical Training (in the context of the student's entire practicum file) to determine whether the student has demonstrated the acquisition of the skills required to work as a counselor at the entry level. The Director of Clinical Training consults regularly with the Dean regarding student progress.

12.1.3.10 Grading Policies

The following is the grading schema adopted by the Faculty of Behavioural Sciences:

UNDERGRADUATE PROGRAMS			GRADUATE PROGRAMS		
Letter Grade	Grade Point	% Equivalent	Letter Grade	Grade Point	% Equivalent
A+	4.0	95-100%	A+	4.0	95-100%
A	4.0	85-94%	A	4.0	85-94%
A-	3.7	80-84%	A-	3.7	80-84%
B+	3.3	77-79%	B+	3.3	77-79%
B	3.0	73-76%	B	3.0	73-76%
B-	2.7	70-72%	B-	2.7	70-72%
C+	2.3	67-69%	B-	2.7	70-72%
C	2.0	64-66%	B-	2.7	70-72%
C-	1.7	60-63%	C+	2.3	67-69%
D+	1.3	57-59%	F	0.0	Below 67
D	1.0	54-56%			
D-	0.7	50-53%			
F	0.0	Below 50			

The Practicum and the Master's Case Presentation will be graded as "pass/fail".

The minimal pass for all PSYC designated courses is "C+".

The student's cumulative grade point average (GPA) is calculated using course grades and the number of credits attempted.

- Students must achieve a cumulative GPA of 3.0 or higher to graduate.
- Students must maintain a cumulative GPA of 3.0 or higher to remain in the program
 - A student may elect to repeat any course in order to raise his/her GPA.
 - A student must repeat any required course in which he/she has received a grade of less than "C+".
 - Students with a cumulative GPA of less than 3.0 will be put on academic probation and given one year to improve their GPA.
 - Students with a cumulative GPA of less than 3.0 over three trimesters may be asked to withdraw from the program.
 - Students with a cumulative GPA of less than 3.0 will not be permitted to begin their practicum.

Students wishing to withdraw from a course must submit a *Course Withdrawal Form*. If a student withdraws from a course before 60% of the course has been completed, a grade of "W" will be entered on his/her transcript; this grade will not affect the student's cumulative GPA. If

a student withdraws after 60% of the course has been completed or fails to submit a *Course Withdrawal Form* and does not complete the course requirements, a grade of "F" will appear on his/her transcript; this grade will affect the student's cumulative GPA.

A student who cannot complete all course assignments within the specified dates may submit a request for an "Incomplete grade"; a grade of "I" will appear on the student's transcript. On the *Request for Grade of "Incomplete"* form, the student must provide sound reasons for not completing the course assignments. These assignments must be completed within a date to be specified on the form. If assignments are not completed by this specified date, the "I" grade will be automatically changed to "F".

The student's transcript will contain a record of all courses taken and grades earned, including repeated courses. Only the last grade earned in a repeated course will be used to calculate the GPA.

12.1.3.11 Advanced Standing Policies

In addition to the general information about advanced standing provided in Section 8, the following details are relevant to the Faculty of Behavioural Sciences

In the MACP Programs, advanced standing may be obtained for a maximum of three academic courses, excluding the course PSYC 6203 Ethical Standards for Mental Health and PSYC 6106 Biological, Developmental and Scientific Basis of Behaviour, which all students are required to complete at Yorkville University.

No advanced standing will be provided for the Practicum or the Master's Case Presentation.

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

12.1.3.12 Graduation Requirements

In order to graduate with a Master of Arts in Counselling Psychology, students must successfully complete a total of 48 credits including:

- PSYC 6106 Biological, Developmental and Scientific Basis of Behaviour (6 credits)
- Ten 3-credit academic courses (listed in Section 12.1.4.1)
- PSYC 7106 Practicum (6 credits)
- PSYC 7206 Master's Case Presentations (6 credits)

Students must complete all courses with a cumulative GPA of 3.0 or higher and no mark in an individual course below "C+".

13. Course Descriptions

13.1 Course Numbering

Course numbered 6000 are graduate level, academic courses.

- Those ending in "3" are three-credit courses
- Those ending in "6" are six-credit courses

Courses numbered 7000 are graduate level, field-based courses or graduate level report courses.

13.2 Faculty of Behavioural Sciences

PSYC 6106 - Biological, Developmental and Scientific Basis of Behaviour

Behaviour and biology are inextricably bound, despite the dichotomy suggested by the historical "nature vs. nurture" argument. This course explores the biological organization of the human central and peripheral nervous systems and related physiological functioning. Sensory perception, the role of hormones, pheromones, and some drug effects are also discussed.

This course emphasizes the growth and development of the individual over the course of a lifetime, the varying contexts of human development, and the processes underlying normal human development. From birth, human development progresses through the phases of infancy, childhood, adolescence, adulthood, and old age. Each of these phases contains within it the developmental tasks and milestones necessary to successfully mature into the next phase of development. The tasks and milestones of a normal developing life will be studied, with special attention given to gender differences, attachment and independence. (6 credits, 10 weeks duration)

PSYC 6113 - Theories of Personality

How people, in their almost infinite variety, became the way they are have been a subject of theoretical speculation, in theology and philosophy, and, more recently, in psychology. Modern developments in counselling and psychotherapy trace their roots to personality development theories first conceived by Alfred Adler, Carl Jung, Sigmund Freud, Carl Rogers, B. F. Skinner, Harry Stack Sullivan, and others. Their views provide the subject matter for this course. Emphasis will be placed upon contemporary clinical expressions of these approaches. (3 credits, 5 weeks duration)

PSYC 6123 - Psychological Assessment

Subjective, projective, and inventory assessment tools have been developed over the years as a means of assessing both normal and abnormal patterns of psychological functioning and pathology. Additional instruments have been developed as an aid to educational assessment and vocational counselling. This course will survey the major types of psychological tests, how

they are administered, how they are constructed, and how the results might be interpreted for practical use. (3 credits, 5 weeks duration)

PSYC 6133 - Psychopathology

Signs, symptoms, and etiology of certain commonly encountered conditions will be described in some detail following the Diagnostic and Statistical Manual of Mental Illness, 4th Edition, (DSM-4 TR) conceptualization and definition of mental illness. Neurotic disorders (anxiety, depression, obsessive compulsive disorder (OCD), and paranoia) will be introduced with only minor attention paid to psychotic conditions. In addition, this course focuses on the eating disorders, substance abuse and its related disorders, and sleep disturbances. (3 credits, 5 weeks duration)

PSYC 6153 - Counselling Methodologies – Humanistic and Psychodynamic Modalities

This course is a review of the most important contemporary psychodynamic and humanistic approaches of counselling and psychotherapy, focusing on: underlying philosophical assumptions, major concepts, view 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's notes (online Course Manual), 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. (3 credits, 5 weeks duration)

PSYC 6163 - Counselling Methodologies – Behavioural and Cognitive Modalities

This course is a continuation of PSYC 6153, wherein the demeanor of the counsellor is applied to additional modalities. Based on experience students have acquired in thinking about how successful counselling is accomplished and why it works, the "counsellor-effect" factor is introduced. This course will emphasize the skills associated with effective interviewing, assessment and intervention. (3 credits, 5 weeks duration)

PSYC 6173 - Cultural Differences in Counselling

The cultural differences that exist between peoples must be taken into account when structuring counselling interventions. Identity formation, world view, communication style and acculturation will be studied from the perspective of the significant cultural minorities found in Canada. This course is designed to enhance students' understanding of the role of personal, racial, social and cultural factors in multicultural counselling relationships and mental health service delivery. (3 credits, 5 weeks duration)

PSYC 6183 - Marriage and Family Systems

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. The professor will focus on one of the major theoretical family systems frameworks. (3 credits, 5 weeks duration)

PSYC 6203 - Ethical Standards for Mental Health Service Providers

Course content follows the standards for ethical conduct and practice set by the Canadian Psychological Association. In general, topics covered include the scope of practice issues, professional responsibility, privacy and confidentiality, record keeping, appropriate relationships during and after treatment (including sexual intimacies), third party relationships and responsibilities, advertising, continuing professional education, and interruption and termination of treatment. Issues of disaster response, electronic or telephonic delivery of service, child protection, and guidelines for the treatment of gay, lesbian, and bisexual clients will also be considered. (3 credits, 5 weeks duration)

PSYC 6213 - Research Methodology

This course provides students a realistic and practical opportunity to apply research methods knowledge to problems in counselling psychology. Content emphasis will be on sampling, experimental research, correlational research, program evaluation, small N designs, surveys, and ethics. Process emphasis will be on evaluating psychological research, developing ideas for research, communicating ideas, and teamwork.

PSYC 6223 - Group Counselling

Groups are becoming increasingly popular as 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. This course will take a multi-media approach to introducing group counselling skills across diverse theoretical perspectives. A DVD and accompanying workbook present selections from a group counselling program and provide opportunities for observing a group in action, hearing counsellors' comments on the group process, examining cultural differences, and writing personal reflections. A comprehensive textbook, interactive discussion forums, and assignments complete the package – focussing on techniques for facilitating counselling groups for children, adolescents, and adults. Students will be expected to actively participate in e-groups during this course and critically examine their own experiences both as group members and facilitators. (3 credits, 5 weeks duration)

PSYC 7106 - Practicum

Each student in the program is required to successfully complete a twenty-hour per week minimum, fifteen consecutive weeks' practicum as a prerequisite to being awarded the Master of Arts degree in Counselling Psychology. The practicum carries six units of academic credit. Students must receive approval from the Director of Clinical Training before they may begin

their practicum. Though academic courses may be offered in either an on-line or in-class format, the practicum must be an in-person experience. (6 credits)

Please note: Course fee for **PSYC 7106 - Practicum** must be paid in full prior to commencing the practicum portion of the MACP. 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.

PSYC 7206 - Master's Case Presentation

This course provides guidance for writing the Master's Case Presentation. Students are required to present a case to faculty online which will serve as the practical equivalent of a major graduate paper. Students select one or more clients or problems from among those encountered in their practicum. Their presentation should include relevant background information, a scholarly analysis of the pertinent literature, an analysis of the case, a plan of intervention, a description of the intervention, the results of its implementation, and a discussion. Students are encouraged to complete their case presentation concurrent with the completion of the practicum. (6 credits)

14 Personnel Roster

Senior Administration

Rick Davey	President, Yorkville University Ed.D, OISE/University of Toronto
Gordon Glazier	Vice President Finance B.Comm., University of Toronto
Walter Lee	Vice President Marketing & Student Enrollment B.A., Mount Allison University
Gwen Seal	Vice President Administration M.Ed., University of Lethbridge
Paul Graham	Director of Library Services M.L.S., University of Western Ontario
Stephen Dove	Director of Student Services and Registrar B.Sc.(Agr.), Dalhousie University/Nova Scotia Agricultural College
Miranda Smith	Director of Instructional Design and Online Learning Technologies A.I.T., Information Technology Institute, Toronto.

Faculty of Behavioural Sciences

John McLaughlin	Dean Ed.D., California Coast University
Gary Hughes	Director Clinical Training Ph.D., University of Manitoba
Mary Van Gaal	Associate Director Clinical Training M.A., Dalhousie University

Faculty of Education

Dorothy MacKeracher	Dean Ph.D., University of Toronto
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14.1 Faculty Members

14.1.1 Faculty of Behavioural Sciences

Core Faculty

Barbara Bryden – Ph.D. (Counselling Psychology) University of Calgary
Tavis Campbell – Ph.D. (Clinical Psychology) McGill University
Jamie Dyce – Ph.D. (Counselling Psychology) University of Alberta
Ken Keeling – Ph.D. (Psychology) University of Waterloo
Gina Langan – Ph.D. (Clinical Psychology) Wayne State University
Terry Lane – Ph.D. (Counselling Psychology) McGill University
Mircea Munteanu – Ph.D. (Counselling Psychology) University of British Columbia
Roberta Neault – Ph.D. (Educational Psychology) Simon Fraser University
Linda Sonna – Ph.D. (Counselling Psychology) University of Illinois
Fiona Vajk – Ph.D. (Clinical Psychology) University of Colorado

Associated Faculty

Elaine Baltzer – Ph.D. (Clinical Psychology) Capella University
Kathleen Beauchemin – Ph.D. (Medical Science – Psychiatry) University of Alberta
Martine Charles – Ph.D. (Counselling Psychology) University of British Columbia
Amanda Costin – Ph.D. (Counselling) Kent State University
Bikram DasGupta – Ph.D. (Educational Psychology) University of Toronto
Kim Dawson – Ph.D. (Psychology) University of Waterloo
Dita Andersson Everett – Ph.D. (Counselling Psychology) Boston College
Faby Gagne – Ph.D. (Social Psychology) McGill University
Elisha Galaif – Ph.D. (Preventive Medicine) University of Southern California
Reba Glidewell – Ph.D. (Counselling Psychology) University of Southern Mississippi
Victoria Kress – Ph.D. (Counsellor Education) University of Akron
Willa Litvack – Ph.D. (Developmental Psychology) University of Calgary
Rebecca Loehrer – Ph.D. (Counselling Psychology) Texas A & M University
Toupey Luft – Ph.D. (Counselling Psychology) University of Calgary
Michele Mannion – Ph.D. (Health Education) Pennsylvania State University
Lori Milo – Ph.D. (Counsellor Education) University of Akron
James Nolan – Ph.D. (Counselling Psychology) Ohio State University
Michael Pare – MD - University of Toronto
David Teplin – Psy.D. (Clinical Psychology) Adler School of Professional Psychology
Kim Vaughan – Ph.D. (Developmental Psychology) University of Calgary
David Walters – Ph.D. (Psychology) University of Aberdeen

Appendix A — Forms

Academic Offence Incident Report

Change of Personal Information Form

Request for Grade of “Incomplete” Form

Course Withdrawal Form

Program Withdrawal Form

Leave of Absence Request Form

Internal Transfer Form

Application to Graduate Form

Transcript Request Form

Request for Life Scholar Course

**Academic Offence
Incident Report**



* The Faculty member should send this completed form by fax (506) 454-1221 or email to the Registrar

Student's Name: _____
Term: _____
Course Number: _____ **Section Number:** _____
Instructor: _____
Faculty: Behavioural Sciences
Alleged Offence

Please Note: This incident will be further investigated by the Registrar's and the student will be informed by the Registrar as to the penalty to be imposed.

Plagiarism

Other
Academic
Offence*

**Please see section 7.6 of the Academic Calendar*

Notes (please specify):

Please attach the following information:

- Description of alleged offence (date, time, details)
- Summary of discussion(s) with student (date, time, duration, format)
- Material from student (copy of relevant academic work)
- Material from faculty member (grading information, evaluation criteria, written comments to student, Turnitin reports)
- Relevant correspondence with student (emails, summary of telephone calls, letters)

Signature (Faculty Member)

Date



CHANGE OF PERSONAL INFORMATION FORM

Name:	Student <input type="checkbox"/>
	Faculty <input type="checkbox"/>
New Information	
Name:	
Mailing Address:	
Telephone #	
Email Address:	
Other Changes:	

Signed:

Date:

Yorkville University will acknowledge receipt of this request using the email address we have on file or the new email address shown above.

For Office Use:

Date Received:	Acknowledgement Date:
Official:	

**Please send this form to: Yorkville University
1149 Smythe Street, Suite 309
Fredericton, NB, E3B 3H4**

Or by fax to: 1-506-454-1221

Or by Email to: info@yorkvilleu.ca

REQUEST FOR INCOMPLETE FORM

Student Name:	Student number:
Program Name:	
Course #:	
Course name:	

Reason for Requesting an "Incomplete" Grade:

Student's Signature	Date
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To be completed by faculty member

Date by Which All Assignments Must Be Submitted: (assignments due at midnight on due date)	Date
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Faculty Member's Signature	Date
----------------------------	------

For Office Use:

Faculty Dean	Date
University Registrar	Date

**COURSE WITHDRAWAL
FORM**



Student Name:	Student #:
Phone number:	
Program Name:	

I wish to withdraw from the following course(s):

Course #:	Course name:
Course #:	Course name:

Reason:

The Refund Policy stated below is herein acknowledged:

Administrative, application, and other fees are not refundable. Tuition refunds will be prorated according to the following schedule, based upon the date of withdrawal per course:

- Before 20% of the course time has passed..... 100% refund, less \$100 administrative fee
- Before 40% of the course time has passed..... 60% refund, less \$100 administrative fee
- Before 60% of the course time has passed..... 30% refund, less \$100 administrative fee
- After 60% of the course time has passed no refund

I am including a cheque or money order for \$35.00

Charge my Amex/Mastercard/Visa #

Expiry:

Signed:

Date:

Yorkville University will acknowledge receipt of this request using the email address that we have on file.

For Office Use:

Date Received:	Acknowledgement Date:
Official:	
Comments:	

**PROGRAM WITHDRAWAL
FORM**



Student Name:	Student #:
Phone #:	
Program Name:	

Reason for Withdrawal:

Additional Information:

The Refund Policy stated below is herein acknowledged:

Administrative, application, and other fees are not refundable. Tuition refunds will be prorated according to the following schedule, based upon the date of withdrawal per course:

- Before 20% of the course time has passed..... 100% refund, less \$100 administrative fee
- Before 40% of the course time has passed..... 60% refund, less \$100 administrative fee
- Before 60% of the course time has passed..... 30% refund, less \$100 administrative fee
- After 60% of the course time has passed..... no refund

Signed:

Date:

Yorkville University will acknowledge receipt of this request using the email address we have on file.

For Office Use:

Date Received: Official:	Acknowledgement Date:
Comments:	

**LEAVE OF ABSENCE
REQUEST FORM**



Student Name:	Student #:
Phone #:	
Program Name:	

Leave is hereby requested from _____ to _____

Reason for request:

If this request is approved by the Dean of the Faculty, students will be contacted to submit a Continuous Enrollment Fee of CDN \$289/trimester.

Signed:

Date (yyyy/mm/dd):

Yorkville University will acknowledge receipt of this request using the email address we have on file.

For Office Use:

Date Received: Official:	Acknowledgement Date:
Date Approved/Declined:	Official:
Comments:	

**INTERNAL TRANSFER
FORM**



Student Name:	Student #:
Phone number:	
Program Name:	

YORKVILLE UNIVERSITY COURSES

Courses Completed:

Date Taken (from-to):

TRANSFER REQUEST

Which term do you wish to begin your studies as a degree-seeking student?

In order for us to review your application for a change of status, please ensure you provide the Office of Admissions with the following documents:

1. A 700-1000 word letter of application substantiating interest, qualifications and experience relevant to the field of counselling. In this letter, we ask our applicants to comment on how their combination of life experience, work experience and/or education makes 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.
2. 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.
3. Your curriculum vitae.

Signed:

Date:

Yorkville University will acknowledge receipt of this request using the email address we have on file.

For Office Use:

Date Received: Official:	Acknowledgement Date:
Comments:	



Application to Graduate Form

Please mail or fax the completed form to:
Yorkville University,
1149 Smythe Street,
Fredericton, NB, Canada E3B 3H4
Fax: (506) 454-1221

This form is to be completed by students during their final term.

Student Name (as you would like it to appear on your degree):

Student #:

E-mail address:

Degree Program:

Please check one of the following:

Send degree and final transcript to my address on file.

Send degree and final transcript to the address below.

Please remember that there is a \$125 graduation fee that must be paid before the degree and transcript can be issued. Please check one of the following methods of payment.

I am including a cheque or money order with this form.

Charge my Amex / Mastercard / Visa account # _____ Expiry: ____/____
(circle one) (mm/yy)

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.

Signed:

Date (yyyy/mm/dd):

_____/____/____

Yorkville University will acknowledge receipt of this request using the email address that we have on file. Please allow two to three weeks for delivery of your degree and final transcript at the end of your program.

For Office Use:

Date Received:

Acknowledgement Date:

Official:

Comments:



Transcript Request Form

Please mail or fax the completed form to:
Yorkville University,
1149 Smythe Street,
Fredericton, NB, Canada E3B 3H4
Fax: (506) 454-1221

Student Name:	Student #:
Phone #:	
Program Name:	

___ Send a transcript to my address on file.

___ Send a transcript to each of the following institutions (specify addresses):

- 1) _____

- 2) _____

- 3) _____

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.

Transcripts are \$25 each:

___ I am including a cheque or money order

___ Charge my Amex / Mastercard / Visa account # _____ Expiry: ___/___
(mm/yy)

Signed:

Date (yyyy/mm/dd):

_____ / ____ / _____

Yorkville University will acknowledge receipt of this request using the email address that we have on file.

For Office Use:

Date Received:	Acknowledgement Date:	Official:
Comments:		

**REQUEST FOR LIFE
SCHOLAR COURSE**



Student Name:	Student #:
Phone #:	
Course you wish to enroll in:	

Tuition cost is \$150.00:

I am including a cheque or money order.

**Charge my Amex/Mastercard/Visa account #:
Expiry:**

Signed:

Date:

Letter Grade: Yes or No (circle one)

Yorkville University will acknowledge receipt of this request using the email address we have on file. There must be sufficient space in the course, and the instructor must agree to have the student enrolled in order to process the request. Life scholars may elect to receive a letter grade in the course, or not have a grade.

For Office Use:

Date Received: Official:	Acknowledgement Date:
Comments:	