

YORKVILLE

U N I V E R S I T Y



YORKVILLE UNIVERSITY

ACADEMIC CALENDAR 2018

New Brunswick

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Academic Calendar

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1. Academic Schedule / Important Dates

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

2018**	
Monday, January 1	New Year's Holiday – University Closed
Monday, January 8	Undergraduate and graduate programs winter term begins
Thursday, February 15	Senate Meeting
Monday, February 19	Family Day – University Closed
Friday, March 23	Registration deadline for 2018 undergraduate programs spring term (continuing students). After this date, late registration fees apply.
Thursday, March 29	Tuition payment arrangement deadline for undergraduate programs 2018 spring term. After this date, late payment arrangement fees apply.
Friday, March 30	Good Friday – University Closed
Sunday, April 1	Undergraduate programs winter term ends
Monday, April 2	Easter Monday – University Closed
Monday, April 9	Undergraduate program spring term begins
Friday, April 13	Registration deadline for all graduate programs 2018 spring/summer term (continuing students). After this date, late payment arrangement fees apply.
April 19-20	Board of Governors Meeting
Friday, April 20	Tuition payment arrangement deadline for all graduate programs
Sunday, April 22	Graduate programs winter term ends
Monday, April 30	Deadline scholarship applications for graduate programs starting in the 2018 spring/summer term.
Monday, May 7	Graduate programs spring term begins
Monday, May 21	Victoria Day – University Closed
Thursday, June 14	Senate Meeting
Friday, June 15	Registration deadline for 2018 undergraduate programs summer term (continuing students). After this date, late registration fees apply.
Friday, June 22	Tuition payment arrangement deadline for undergraduate programs 2018 summer term. After this date, late payment arrangement fees apply.
Sunday, June 24	Undergraduate program spring term ends
Monday, July 2	Canada Day Holiday – University Closed
Monday, July 9	Undergraduate program summer term begins
Monday, August 6	Civic Holiday – University Closed
Friday, August 10	Registration deadline for 2018 fall term for graduate programs (continuing students). After this date, late registration fees apply.

Friday, August 17	Tuition payment arrangement deadline for all graduate programs 2018 fall term. After this date, late payment arrangement fees apply.
Sunday, August 19	Graduate programs - spring/summer term ends
Monday, August 27	Deadline for receipt of applications for admission to undergraduate programs starting in the 2018 fall term.
Monday, September 3	Graduate programs fall term begins
Monday, September 3	Labour Day – University Closed
Friday, September 14	Registration deadline for 2018 undergraduate fall term (continuing students). After this date, late registration fees apply.
Friday, September 21	Tuition payment arrangement deadline for undergraduate programs 2018 fall term. After this date, late payment arrangement fees apply.
Sunday, September 23	Undergraduate program summer term ends
Monday, October 8	Undergraduate program fall term begins
Monday, October 8	Thanksgiving – University Closed
Monday, November 12	Remembrance Day Holiday – University Closed
Friday, December 7	Registration deadline for all programs winter 2018 term (continuing students). After this date, a late registration fee may apply.
Friday, December 14	Tuition payment arrangement deadline for all programs 2018 winter term. After this date, late payment arrangement fees apply.
Sunday, December 16	Graduate programs fall term ends.
Sunday, December 24	Undergraduate program fall term ends
December 24-26	University closed for holidays
Monday, January 7	Undergraduate and graduate 2019 winter term begins

Dates are subject to change - as needed

2. Governance of the University

Yorkville University uses a modified 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 Academic Council.

2.1 Board of Governors

The overall 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 activities

The current members of the Board are:

Dr. Seth Crowell, Former Vice President Academic, Crandall University Moncton, New Brunswick

Dr. Rick Davey, President, Yorkville University, (Ex-Officio)

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. Verna A. Magee-Shepherd, Former VP and Interim President, BCIT Vancouver, British Columbia

Dr. Michael Markovitz, Chair of the Board,
Toronto, Ontario

Dr. Terry Miosi, Past Acting Director Ontario Post-secondary Education Quality Assessment Board Secretariat, Hamilton, 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, Vice-Chair of the Board, Sydney, Nova Scotia

For complete information on the Board of Governors and the governance of Yorkville University, please refer to the corporate bylaw on governance, available in the "about us" menu at www.yorkvilleu.ca

2.2 Academic Council

An Academic Council composed of faculty, students, and academic administrators is responsible for providing advice and recommendations to the Board about the overall direction of Yorkville University's academic programs and academic services. Academic Council has the authority to make and/or recommend bylaws and policies related to the routine academic, curricular, and educational functions of the university. It also advises the Board with respect to policies for governance of faculties, departments, and programs.

Academic Council meets at least once per term. All Academic Council meeting records are available on the Yorkville University Online Campus.

2.3 Academic Governance at the Program Level

Responsibility for delivery and quality of academic programs rests with a highly qualified team of Deans, Associate Deans, and Program Chairs or Directors. Each team of academic administrators is supported by three committees composed of faculty members: Curriculum Committee, Faculty Hiring Committee, and Admissions Committee. In addition, program leaders are advised by a Program Advisory Committee, composed of expert practitioners and scholars from outside the University.

3. Vision and Mission

3.1 Vision

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

3.2 Mission

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

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

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

Flexible means providing academic programs that allow individual students to participate 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.

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

In 2007, the University acquired the Ontario-based RCC Institute of Technology (RCCIT). RCCIT was authorized under the Ontario *Post-secondary Education Choice and Excellence Act, 2000*, to offer three undergraduate degrees. In 2018, RCCIT was amalgamated into its parent company and its programs are now offered by Yorkville University.

In October 2011, the Lieutenant Governor of New Brunswick signed an order-in-council designating Yorkville University to offer the Master of Education (Adult Education) program. Classes began online in January 2012. In March 2012, Yorkville University was designated to offer the Bachelor of Business Administration program; classes began in October 2012. In December 2014, Yorkville University was designated to offer an additional Master of Education with a specialization in Leadership; classes began in May of 2015. The University has also received permission from the New Brunswick Minister of Post-Secondary Education, Training, and Labour to develop a professional Doctorate in Counselling and Psychotherapy.

In 2012, the Board of Governors approved a strategic initiative to achieve degree and university consent in British Columbia. In August 2015, British Columbia's Minister of Advanced Education provided final consent for Yorkville University to use the term 'university' in B.C. and to offer a Bachelor of Business Administration degree with specializations in Energy Management, Project Management, Accounting and Supply Chain Management.

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

5. University Policies and Regulations

This section addresses policies and associated procedures of Yorkville University, including policies related to faculty members, administrative staff, and students.

5.1 Academic Freedom

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

Faculty members, staff, and students are encouraged to search for and disseminate knowledge, truth and understanding, to foster independent thinking and expression, and to engage in 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 opportunities 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 their field of expertise. Hiring policies and practices will foster appropriate plurality of methodologies and perspectives in course and program offerings.
 - The university will ensure a harassment-free environment in which to work and pursue educational goals.

- Faculty member responsibilities:
 - To introduce students to the spectrum of significant scholarly viewpoints on the subjects examined in their courses. Faculty members 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 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 members to conduct scholarly research.
 - The university will make funds available for faculty members to present academic papers at professional conferences under their affiliation to Yorkville University.
 - Staff members are encouraged to pursue continuing intellectual development through study or research on a consistent basis.

- 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 registrar, and the director of online education and learning technologies; students or graduates; and/or external consultants and experts in the disciplines taught and/or in the fields of e-learning and e-teaching.

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

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

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

5.3 Ethical Standards

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

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

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

5.4 Harassment and Discrimination

Human rights legislation across Canada recognizes the right of individuals to freedom from harassment and prohibits discrimination on enumerated 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; and/or a 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 expressed promises to reward or benefit someone in return for sexual favours; and implied or expressed 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 complaint 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 by contacting the human resources department of Yorkville University (1-866-838-6542).

5.5 Intellectual Property

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

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

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

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

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

5.6 Student Conduct

Academic Integrity and Honesty

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

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

The University provides the following clear and accurate descriptions of academic requirements and details 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.

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 quotation, 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.

It is the student's responsibility to ensure that all language and ideas taken from any online or print source are appropriately cited. Students should exercise due diligence when using materials from social media and note-sharing websites. Students should also be aware that instructors have access to and may use Turnitin originality checker to identify student work that may be plagiarized.

Other Academic Offences

Other academic offences include:

- i. cheating on examinations, tests, assignments or reports;
- ii. allowing impersonation by another for the purposes of completing course assignments, tests or examinations;
- iii. knowingly allowing one's assignments, projects, exams, or reports to be copied by another person, including (but not limited to) the buying, selling, giving, or posting of course materials for any purpose beyond that designated by Yorkville University;
- iv. obtaining an examination, test, or other course material through theft, collusion, purchase, other than institutionally sanctioned;
- v. buying of assignments and submitting them as one's own;
- vi. selling of tests and assignments that facilitate acts of plagiarism by others;
- vii. falsifying credentials, records, transcripts, professional experience, or other academic documents, health certificates, or other certificates;
- viii. submitting coursework that is identical or substantially similar to work that has been submitted for another course ("self-plagiarism" or "double dipping");
- ix. forging any electronic or print document, including transcripts submitted for admission requirements;
- x. interfering with the right of other students to pursue their studies;
- xi. employing any unauthorized academic assistance in completing assignments or examinations; and
- xii. tampering with, or altering, in any deceptive way, work subsequently presented for a review of the grade awarded.

Non-Academic Conduct

By virtue of membership in the university's academic community, students accept an obligation to conduct themselves as responsible members of that community. This requires the demonstration of mutual respect and civility in academic and professional discourse. A university is a marketplace of ideas and in the course of the search for truth, it is essential that freedom exists for contrary ideas to be expressed. Conduct that is determined to impair the opportunities of others to learn or that disrupts the orderly functions of the university will be deemed misconduct and will be subject to appropriate disciplinary action. Misconduct for which students are subject to disciplinary action includes but is not limited to:

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students, or any conduct which interferes with the educational process or institutional functions.
2. Harassment, sexual or otherwise, that has the effect of creating a hostile or offensive educational environment for any student, faculty member, or staff member.
3. Disruptive behaviour that hinders or interferes with the educational process.
4. Violation of any applicable professional codes of ethics or conduct.
5. Failure to promptly comply with any reasonable directive from faculty members or university officials.
6. Failure to maintain confidentiality and respect the privacy of personal or professional information communicated about clients, one's employer, other students, faculty, staff, or their employers.
7. Falsification or invention of any information or document, including documents published online or in social media, or lying during a university investigation.

Procedures:

1. When a member of the university community suspects that a student has committed an offense under the Student Conduct policy, a *Student Conduct Incident Report* must be completed (obtained through the Registrar's Office) and submitted along with relevant documentation to the Registrar who will notify the student.
2. The Registrar will notify the student of her/his rights and obligations and invite the student to comment on the incident and provide any additional relevant documents and arguments concerning the incident. The student must submit such comments, documents, and arguments to the Registrar within two business days.
3. If the student does not provide additional comments, documents, or arguments, the registrar's office will send a letter to the student outlining the offence as reported. 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 offences.
4. If the student does submit additional comments, documents, or arguments, the Registrar will present the complete file to the Dean responsible for the course in which the offence occurred, who will review the file within two business days and render a decision about the incident and punishment. The Dean's decision about the offence and any possible punishment will be conveyed by letter from the Registrar to the student. Note that if the instructor alleging that an academic offence has been committed is the Dean, then the Registrar will present the complete file to the Vice President, Academic who will review the file within two business days and render a decision about the incident and punishment.

Penalties for Offences are as Follows:

For academic offences other than plagiarism and for non-academic conduct offences:

1. The Dean responsible for the course in which the offence occurred, shall recommend a penalty appropriate to the seriousness of the offence. Such penalties could range from reprimand to academic dismissal. Second and subsequent offences by a student will be met with progressively more serious penalties.
2. A copy of the *Student Conduct Incident Report* and related documentation, together with the final letter provided by the registrar's office 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.

Plagiarism, 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 *Student Conduct Incident Report* and related documentation, together with the final letter provided by the registrar's office 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.

Plagiarism, 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 *Student Conduct Incident Report* and related documentation, together with the final letter provided by the registrar's office 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.

Plagiarism, 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.
 - a. If the student is in good academic standing 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.
 - b. If the student is not in good academic standing, the student will be academically suspended and a permanent notation will appear on the student's academic record.
2. A copy of the *Student Conduct Incident Report* and related documentation, together with the final letter provided by the registrar's office 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 appeal a decision through the registrar's office within two (2) business days following receipt of the letter conveying the decision.

Limitation on appeals: Appeals will not be considered when the outcome of the appeal will have no substantial practical effect on the appellant's grades or academic standing.*

* The proposed limitation on appeals results from several students having appealed grades above 90% to win an additional few percentage points; whatever the outcome of such appeals, the student is left in the same position but significant time must be spent by academic administrators to resolve the matter.

The Registrar will present the appeal and all supporting documentation to the Vice President Academic who will convene the academic appeals standing committee which, within two business days, will review the file and render a decision upholding, overturning, or modifying the Dean's decision. The appeal committee's decision will be communicated by letter to the student.

The appeal committee's decision is final.

Standing Committee on Academic and Student Conduct Appeals:

Purpose and Functions: The Standing Committee on Academic and Student Conduct Appeals is the final appeal body for students contesting decisions made by academic decision makers, including deans, associate deans, and the registrar. The main policies governing decisions that might be appealed are Student Conduct (including Academic Integrity and Honesty) and Grading (including policies relating to academic probation and academic dismissal). Because appeals can come only from students, the Standing Committee does not hear requests for reconsideration of decisions relating to admission to academic programs.

Composition:

- Vice President Academic (Chair)
- All Deans
- All Associate Deans
- Registrar (non-voting secretary and support)

Process:

- The Registrar manages the flow of cases to the Standing Committee, including:
 - Communicating with the student appellant concerning: the student's rights under policy; the procedures to be followed to prepare an appeal; deadlines; outcomes of the appeal.
 - Preparing files for the Standing Committee, including, where appropriate, copies of student academic work and academic record and copies of correspondence and previous decisions relating to the matter being appealed.
 - Maintaining records relating to each academic appeal.
 - Implementing the outcomes of the appeal.
- Students appealing academic decisions will prepare a written request to the Standing Committee outlining the grounds for appealing the academic decision and indicating the outcome desired.
- Grounds for appeal: Dissatisfaction with University policy, unhappiness with the outcome of a decision, and technicalities that do not materially affect a decision are not sufficient ground for appeal. Students appealing decisions should provide argument and evidence showing one or more of the following:
 - University policy was incorrectly interpreted and applied;
 - there was a fundamental procedural error seriously prejudicial to the student;
 - there was clear evidence of bias in a hearing or decision;
 - the student has significant new information relevant to the case;
 - inadequate weight was given to the evidence provided;
 - the severity of the penalty imposed exceeds the nature of the offence for reasons identified by the student.
- Considering appeals:
 - Panels: For each appeal, the Standing Committee will strike a panel of three members – normally the Vice President Academic (panel chair) and two other members. No member of

- a panel will have previously been involved with the decision being appealed; nor shall any member of the panel be a member of the Faculty from which the appeal originates. If the Vice President Academic has previously been involved with the decision, another member of the Standing Committee will serve as panel chair.
- Natural justice: Panels considering appeals will follow the principles of natural justice to ensure due process and fairness.
 - Outcomes: Panels considering appeals might: deny the appeal and uphold the previous decision; accept the appeal and overturn the previous decision; or replace the previous decision with another decision. For each appeal, the Chair of the Standing Committee will prepare a written summary of the decision and the reasons for the decision. The summary will be communicated through the Registrar to the student making the appeal.

5.7 Dispute Resolution

Disputes may occur between students and faculty members with regard to course and assessment procedures, including 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.

5.7.1 Academic Appeals by Students

Final grades are released to students no later than seven (7) business days following the end date of each course. Students who are not satisfied with their grade have three (3) business days to petition the course instructor for a review and/or 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 information 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 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.

5.7.2 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 and/or program, and the 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 registrar's office. The registrar's office will make a decision within three (3) business days. If the student is not satisfied with the decision of the registrar's office, he/she should file an appeal with the dean of the faculty. Such appeals will follow the same timeline and procedures as provided under "Academic Appeals" in Section 5.7.1.

5.7.3 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 and/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 and/or action that forms the basis for the appeal. Following the date of the staff 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.

5.8 Organizational Review

Yorkville University will review its organization structure, policies, and procedures every five (5) to seven (7) 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 organizational 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 organizational evaluation committee composed 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 organizational 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.

6. Admission Policies and Information

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

6.1 Undergraduate Admissions

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

General Admissions Procedures

- Complete information about admission to Yorkville University programs is available from the admissions office:
 - Telephone: (506) 454-1220
 - Toll free: (866) 838-6542
 - Fax: (506) 454-1221
 - Email: admissions@yorkvilleu.ca
- An application fee and all relevant documents must be submitted before an application will be reviewed by the program admissions committee. Once the committee has reviewed submitted documents, both successful and unsuccessful applicants will be notified in writing by the registrar's office.
- Applicants are required to follow an online application process and to pay all published fees within the stated timelines.
- A student applying for entrance to a Yorkville University undergraduate program completes an online application form and submits it to the admissions office.
- Yorkville University has multiple admission deadlines in the academic year for undergraduate programs, depending on whether they are on a trimester or quarter term system. Application deadlines are indicated in the academic schedule (see Section 1, above).
- Meeting the minimum requirements does not guarantee admission to any program.
- Applicants for university scholarships must complete the "Scholarships" section of the application.
- Although Yorkville University's intention is to keep rules and regulations stable over a long period of time, some regulations may differ from one academic year to another. Students will normally follow the regulations in the academic calendar for the year in which they are admitted.
- The university reserves the right to refuse admission to individual applicants.

6.1.1 Undergraduate Programs Credit Transfer and Advanced Standing

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

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

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

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

6.1.2 Mature Students

Policy and procedure to be developed.

6.1.3 Prior Learning Recognition

Policy and procedure to be developed.

6.2 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 10.

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 requirements does not guarantee admission to a graduate program.

Minimum admission requirements include:

- A bachelor's or first professional degree from a recognized university. Preference will be given to students who have successfully completed undergraduate courses in an area relevant to the program for which they are seeking admission. Original transcripts from former institutions of higher learning must be sent directly to the admissions office of Yorkville University.
- A grade point average (GPA) in their undergraduate study sufficiently strong to support the ability to participate in a rigorous, graduate level program of academic study; this is normally shown by an applicant's cumulative GPA (average on all undergraduate courses) or the GPA on the final 60 undergraduate credits taken. Generally, graduate programs require an undergraduate cumulative grade point average (GPA) of at least 3.0 on a 4.0 or 4.3 scale. Applicants may be admitted with a GPA between 2.5 and 2.99 if there is clear evidence in their application leading the admissions committee to believe that the applicant is prepared for graduate study. Students admitted with GPA below 3.0 will be subject to conditions established by the admissions committee and will not be allowed to continue in the program if such conditions are not met. Applicants whose cumulative GPA in their undergraduate study is below 2.5 on a 4 or 4.3 scale are not considered for conditional admission under this general policy and will not be admitted.
- Although standardized test results, such as the Graduate Record Examination (GRE) or the Miller Analogies Test, are not required as a precondition for admission to the program, applicants are encouraged to submit these scores if they believe such test results would strengthen their application for admission.
- Two letters of reference from professional or academic sources, preferably from persons able to comment meaningfully on the motivation and ability of the applicant to undertake graduate study.

- A résumé or CV.
- A 700-1000 word letter of application substantiating future interests, motives for participation, and relevant work experience. In this letter, we ask applicants to comment on how their life experiences, work experiences, and/or education make them a suitable candidate for the program. Applicants may also wish to comment on how this program would assist them in meeting their career goals.
- Applicants whose native language is not English or who have obtained a bachelor's or first professional degree in a language other than English are required to submit confirmation of an official test of ability to work and study in English. Tests and standards acceptable for each program are found in Section 10 of this academic calendar.

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

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

- Telephone: (506) 454-1220
- Toll free: (866) 838-6542
- Fax: (506) 454-1221
- Email: admissions@yorkvilleu.ca

6.2.1 Graduate Programs Credit Transfer and Advanced Standing Policies

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

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 passing grade normally required of students in the Yorkville University graduate program into which admission is sought; and
- The transfer credit is approved by the dean of the faculty.

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

The purpose of evaluating and providing for the transfer of credits into Yorkville University graduate

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

Credit transfer from other Canadian universities

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

Credit transfer from institutions located in the United States

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

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

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

6.3 Non-Degree Students

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

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

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

6.4 Re-Admission Policies and Procedures – All University Programs

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, following regular admission procedures. The program admissions committee will consider such applications on a case-by-case basis.

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

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

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

Students who voluntarily withdrew from a Yorkville University program and who have been absent from study for a period of at least 12 consecutive months since their last attendance at Yorkville University are required to seek re-admission. If re-admitted, such students will resume their studies without a probationary period.

Specific to the Master of Arts in Counselling program, students who withdraw from the program and re-enter the program within a one-year period or reapply to the program (after one year) are automatically assigned probationary status as warranted based on prior academic performance. If re-admitted with probationary status based on prior academic performance, any one additional course fail will result in permanent dismissal from the program.

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

7. Financial Policies and Information

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

7.1 Tuition and Other Fees

All fees and charges are quoted in Canadian dollars (CAD). Yorkville University also accepts equivalent payment in other currencies. For further information about tuition, fees, and payment methods, please contact the bursar's office at 1-866-838-6542 (if outside North America, please call 1-506-454-1220).

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

Tuition fees are due prior to the start of each term. Students may request to pay tuition fees in monthly installments over the term – approval will be based on previous payment history. Arrangements for payment of tuition must be made at least two weeks prior to the start of each term. Please contact the Bursar's Office to make payment arrangements or for further information. **Please note:** *Tuition fees for practicum components must be paid in full prior to commencing the practicum portion of the student's program. Please contact the bursar to obtain information about making payment for this course to ensure that you will be eligible to begin your practicum on time.*

Tuition rates are confirmed 3 months prior to the start of each term. Changes to Tuition rates will be announced at least 3 months prior to the start of the term to which they apply. Current Tuition rates are available on the University's website, or from the Bursar's office at 1-866-838-6542.

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

Delivery of Goods and Services Policy	Students are required to purchase standard texts or special lesson manuals and lab/studio supplies as specified in the course syllabi. Enrollment for a subsequent term will be denied to students who fail to fulfill their financial obligations. A student may be dismissed if payment is not made on the scheduled date. Students who are dismissed from the program will be subject to withdrawal fees as per the policies below based on the date of dismissal. In addition, no diploma is released to a student with outstanding financial obligations to Yorkville. In all cases, a student remains responsible for tuition and other charges incurred.
Application Fee	\$75 must accompany all admission or re-admission applications. This is a non-refundable fee that is not credited to the student's tuition.

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

Military Deployment Policy

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

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

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

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

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

7.2 Financial Aid & Awards

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

7.2.1 Canada Student Loans Program

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

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

Manitoba (www.manitobastudentaid.ca)

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

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

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

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

Nunavut (<http://gov.nu.ca/family-services/programs-services/financial-assistance-nunavut-students-fans>)

Ontario (osap.gov.on.ca)

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

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

Yukon (http://www.yukoncollege.yk.ca/student_info/pages/financial_assistance)

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

7.2.2 Student Line of Credit

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

- I. TD Bank (Student Life) – www.tdbank.ca/student
- II. CIBC - www.cibc.com/ca/loans/edu-line-of-credit.html
- III. Bank of Montreal (Brain Money) – www.bmo.ca

IV. Royal Bank (Credit Line for Students) – www.royalbank.com/personalloans

7.2.3 Registered Education Savings Plan (RESP)

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

7.2.4 Lifelong Learning Plan (LLP)

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

For more information, visit the Lifelong Learning Plan at www.cra-arc.gc.ca/tx/ndvdl/tpcs/rrsp-reer/llp-reep/menu-eng.html.

7.2.5 Scholarships

Jacob Markovitz Memorial Scholarship for Graduate Students

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

The Jacob Markovitz Memorial Scholarship is a need-based scholarship that is available to new students entering their first trimester of study in a graduate program at Yorkville University. The equivalent of one scholarship will be awarded in each graduate program in each academic trimester; and will be the equivalent to one year of full tuition. The decision about the scholarship will be made at the beginning of the applicants' second trimester; all applicants will be informed of the decision at that time.

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

- Applications for the scholarship may be completed only after a completed application for admission to a graduate program at Yorkville University is submitted to the Admissions Committee of the relevant Faculty
- Applicants must apply at the beginning of their program for this scholarship. The scholarship is not available to current students.
- To apply, you must complete and submit a scholarship application, with a personal statement about your need and your academic plans, and any supporting documents.
- The scholarship application, personal statement, and supporting documents should be sent to:

Jacob Markovitz Memorial Scholarship

Yorkville University
Yorkville Landing, Suite 102, 100 Woodside Lane
Fredericton, NB E3C 2R9
or faxed to 1-506-454-1221

Completed scholarship applications must be submitted no later than the first week of courses in the applicant's entering trimester. See the Academic Calendar for specific dates. All applicants will receive official notification of the committee's decision by the end of your entering trimester. If you are granted a scholarship:

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

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

New Brunswick Provincial Employees Bursary Program

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

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

8. Academic Policies and Information

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

8.1 Course Delivery

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 located in a world-class data centre with 24/7 management, service level guarantees, and an 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 members can access 24/7 technical support provided in-house by Yorkville University support staff using a toll-free telephone line, email, or web-forms.

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 sometimes encouraged to acquire other software (for example, free or low cost voice-over-IP tools), these are not normally 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 its exceptional features that support classroom discussion and development of online communities.

8.2 Course Design

Educational goals and program outcomes are delivered through rigorous coursework delivered online. Each academic course includes required readings, research, online discussion, and written assignments. Courses have 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 students to work online and off-line each week. For example:

- Off-line reading of assigned course material (textbook and journal readings)
- Off-line additional reading and research
- Off-line assignments for evaluation by course instructor
- Online discussion (postings and responses to postings of other students)
- Online communication with course instructor

Students are provided with a detailed syllabus for each course in which they are enrolled. Each syllabus contains a list of specific course objectives that are designed to meet the general program objectives and learning outcomes. University policy requires a periodic (normally bi-annual) full review of each course 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 community nearby. Please refer to details on practicum courses for individual programs in Section 10.

Other courses, such as major academic papers, case presentations, and project-based courses are completed at appropriate times in the overall timetable of the program. Please refer to details in Section 10.

8.3 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, and/or the completion of written examinations.

8.3.1 Assessment of Student Participation

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

8.3.2 Assessment of Written Assignments

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

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

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

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

8.3.3 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 10.

8.3.4 Examinations

Tests and examinations are not widely used in Yorkville University courses. Emphasis is on evaluation of written assignments and seminar discussions. Where tests and examinations are used, they normally use take-home essay questions or online multiple-choice questions; the dates of such tests and examinations are announced in each course syllabus.

8.4 Grading Policies

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

Letter grades: The University has defined graduate-program and undergraduate-program standards for specific letter grades. See sections 8.4.1 and 8.4.2, below, for definitions of letter grades and the standards required to achieve each letter grade.

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

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

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

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

Other Notations Used on Student Records and Transcripts:

The letter grade "I" on a student's record or transcript indicates 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 and must be received by the Registrar no later than the last day of the course. Applications for incomplete grades will be approved only for a student who has demonstrated an acceptable reason for being unable to complete the coursework as scheduled. Acceptable reasons, generally, are those that involve factors beyond the student's direct control. The "I" grade will be used only when, in the opinion of the course instructor, there is an expectation that the work will be completed within a defined period of time to be established as part of the *Request for Grade of "Incomplete" Form*. If the delayed work is not completed by the specified date, the "I" grade will automatically be replaced with an "F" grade.

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

60% of the course has elapsed, 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"), or courses currently with an "Incomplete" grade. The student's transcript will contain a record of all courses taken and grades earned, including repeated courses.

Other Policies Related to Grading and Progressing through a Degree Program

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

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

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

Permission to take courses above the standard or maximum course load: A student may apply through the Registrar for permission to exceed the standard course load in any one term or the maximum number of concurrent courses. To apply for permission, the student's academic standing and CGPA must meet standards established by the program in which the student is registered. The application must be approved by the head of the program or the head's delegate. A new application must be made for each term during which the number of courses or credits in which the student wants to enroll exceeds the standard and/or maximum course load. In addition to establishing academic performance criteria for eligibility to exceed the standard and/or maximum course loads, each program may establish rules setting limits on the extent to which a student is allowed to exceed the standard and/or maximum course load. No program may establish performance criteria or other rules that would allow a student who is on academic probation or otherwise not in good academic standing to exceed the standard and/or maximum course load.

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

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

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

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

Probationary standing for students readmitted after academic dismissal: Students who have been dismissed from their program because of continued poor academic performance can, in some circumstances, apply for re-admission to the program after a specified time has elapsed. If readmitted, these students are placed on academic probation. The probationary period for students in this category will be the same as for someone who fails to maintain good academic standing as described in Point 3 below.

Failure to maintain good academic standing: The academic performance of each student is reviewed at the end of each term and students who are not in good standing (as defined by the program in which the student is enrolled) are placed on academic probation.

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

1. A student placed on academic probation is formally notified by the Registrar's Office that s/he is on probation and of the conditions that must be met while on probation. The Registrar provides additional notifications throughout the probationary period.
2. The essential conditions that must be met by every student on academic probation is achievement of a cumulative GPA that meets the "good standing" requirements of the program in which s/he is enrolled. In some programs, students on academic probation must also earn satisfactory grades in each course taken while on probation.
3. The head of the academic program in which a probationary student is enrolled may impose additional probationary conditions, such as a reduction in the number of courses that may be taken while on probation, a requirement that the student take one or more specific courses while on probation, or academic skills remediation activities.
4. Probationary Period: The duration of academic probation (i.e., probationary period) is one term comprising a standard course load as defined by the requirements of the program in which the student is enrolled. For a student who takes less than a standard course load, the probationary period will be extended into subsequent terms until the student has completed the number of courses normally taken in one term. During the subsequent terms, the student's maximum course load will be adjusted to equal the number of courses required to complete the probationary period.

If a student withdraws or takes a leave of absence from her/his program while s/he is on academic probation, s/he will complete the probationary period when s/he recommences her/his study.

5. The maximum course load for a student on academic probation is the standard one-term course load as defined by the program in which the student is enrolled.
6. A student who earns satisfactory grades in the courses taken while s/he is on academic probation and whose cumulative GPA at the end of the probationary period meets the program's requirements for good academic standing will be removed from probation.
7. A student who does not earn satisfactory grades in the courses taken while they are on academic probation and/or whose cumulative GPA at the end of the probationary period remains below the program's requirements for good academic standing will be academically dismissed and required to wait at least one year before applying for re-admission to the program.
8. Extension of academic probation: A second probationary period may be granted should the Dean be convinced the student's performance shows significant improvement, indicating additional time is required to bring the student into good academic standing. The Dean may impose additional probationary conditions (e.g. limit number of courses) during this extension. Students for whom it is mathematically impossible to bring CPGA to good standing will not be granted an extension. In no circumstances will academic probation be extended for a third consecutive probationary period.
9. Decisions made under the Academic Probation policy, including decisions to academically dismiss a student, may be appealed to the Standing Committee on Academic and Student Conduct Appeals, as set out in the University's policy on Student Grievances and Appeals.

Academic dismissal occurs when students fail to return to and maintain good academic standing after completing their academic probation. In graduate programs, students who earn less than 70% (B-) in any two courses (regardless of whether a failed course was successfully repeated) will be academically dismissed. Students who are in breach of the University's academic integrity policy may be academically dismissed. Students who have been academically dismissed can, in some circumstances, apply for re-admission to the University after twelve months has passed after their dismissal. Re-admission policy is found in Section 6.4 of the Academic Calendar.

Graduation requirements are outlined in Section 10 and describe each university program's required course elements for students to graduate from that program of study.

8.4.1 Graduate Program Grading Policies

Grade Standards, Graduate Programs		
Definition	Letter Grades and GPA and % Equivalencies	Standard Required to Achieve the Letter Grade
<p>A</p> <p>Outstanding or excellent: Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.</p>	<p>A+ (4.3) 90 – 100%</p>	<p>Outstanding: Evidence of expertise in all key performance areas. The A+ is reserved for those few pieces of work and those rare overall achievements that are truly outstanding and exceed expectations.</p>
	<p>A (4.0) 85 – 89%</p>	<p>Excellent: Evidence of at least mastery in all key performance areas and of expertise in most.</p>
	<p>A- (3.7) 80 – 84%</p>	<p>Superior: Evidence of at least mastery in all key performance areas and of expertise in some.</p>
<p>B</p> <p>Proficient: Evidence of grasp of subject matter; evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature. Graduate students must meet or exceed this standard to maintain good academic standing and to graduate from their programs.</p>	<p>B+ (3.3) 77 – 79%</p>	<p>Very good: Evidence of mastery in all key performance areas.</p>
	<p>B (3.0) 73 – 76%</p>	<p>Good: Evidence of at least competence in all key performance areas and of mastery in some.</p>
	<p>B- (2.7) 70 – 72%</p>	<p>Satisfactory: Evidence of competence in all key performance areas.</p>
<p>C</p> <p>Approaching proficiency: Student who may be profiting from the university experience but whose performance is not satisfactory; some evidence that critical and analytic skills have been developed; basic understanding of the subject matter and ability to develop solutions to simple problems in the material.</p>	<p>C+ (2.3) 67 – 69%</p>	<p>Evidence of competence in most but not all key performance areas.</p>
	<p>C (2.0) 63 – 66</p>	<p>Evidence of competence in some performance areas.</p>
	<p>C- (1.7) 60 – 62%</p>	<p>Evidence of competence in few key performance areas.</p>
<p>D</p> <p>Little proficiency: Some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability.</p>	<p>D+ (1.3) 57 – 59%</p>	<p>Superficial ability but not competency in most key performance areas.</p>
	<p>D (1.0) 53 – 56%</p>	<p>Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.</p>
	<p>D- (0.5) 50 – 52%</p>	<p>Superficial ability in only a few key performance areas and deficient performance in many areas.</p>
<p>F</p> <p>No proficiency: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.</p>	<p>F (0.0) 0 – 49%</p>	<p>Deficient performance in all key performance areas.</p>

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

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

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

Master of Arts in Counselling Psychology, Special Requirements: Students in PSYC 7106 (Practicum) and PSYC 6243 (Counselling Skills and Competencies) must earn at least 70% on each graded skills assessment component of the course. Even if a student's overall grade in the course is 70% or higher, if a grade on any skills assessment component of the course is below 70%, s/he will be required to repeat the course.

Academic probation: Students with a cumulative GPA of less than 3.0 at the end of any term will be put on academic probation.

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

8.4.2 Undergraduate Program Grading Policies

Grade Standards, Undergraduate Programs		
Definition	Letter Grades and GPA and % Equivalencies	Standard Required to Achieve the Letter Grade
<p>A</p> <p>Excellent or Outstanding: Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.</p>	<p>A+ (4.3) 90 – 100%</p>	<p>Outstanding. Evidence of expertise in all key performance areas. The A+ is reserved for those few pieces of work and those rare overall achievements that are truly outstanding and exceed expectations.</p>
	<p>A (4.0) 85 – 89%</p>	<p>Excellent. Evidence of at least mastery in all key performance areas and of expertise in most.</p>
	<p>A- (3.7) 80 – 84%</p>	<p>Superior. Evidence of at least mastery in all key performance areas and of expertise in some.</p>
<p>B</p> <p>Good: Evidence of grasp of subject matter; evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.</p>	<p>B+ (3.3) 77 – 79%</p>	<p>Very good. Evidence of mastery in all key performance areas.</p>
	<p>B (3.0) 73 – 76%</p>	<p>Good. Evidence of at least competence in all key performance areas and of mastery in most.</p>
	<p>B- (2.7) 70 – 72%</p>	<p>More than competent. Evidence of at least competence in all key performance areas and of mastery in some.</p>
<p>C</p> <p>Satisfactory: Student who is profiting from the university experience; some evidence that critical and analytic skills have been developed; basic understanding of the subject matter and ability to develop solutions to simple problems in the material.</p>	<p>C+ (2.3) 67 – 69%</p>	<p>Competent. Evidence of competence in all key performance areas.</p>
	<p>C (2.0) 63 – 66</p>	<p>Fairly Competent. Evidence of competence in most but not all key performance areas.</p>
	<p>C- (1.7) 60 – 62%</p>	<p>Basic competence. Evidence of competence in some key performance areas.</p>
<p>D</p> <p>Minimally acceptable: Some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability.</p>	<p>D+ (1.3) 57 – 59%</p>	<p>Marginal Performance. Superficial ability but not competency in most key performance areas.</p>
	<p>D (1.0) 53 – 56%</p>	<p>Minimal performance. Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.</p>
	<p>D- (0.5) 50 – 52%</p>	<p>Deficient performance. Superficial ability in only a few key performance areas and deficient performance in many areas.</p>
<p>F</p> <p>Inadequate: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.</p>	<p>F (0.0) 0 – 49%</p>	<p>Failure. Deficient performance in all key performance areas.</p>

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

To maintain *good academic standing*, students must maintain a cumulative GPA of 2.0 (C) or higher. A student may elect to repeat any course in order to raise his/her GPA to establish good academic standing.

Repeating courses: A student may repeat any course in order to maintain good academic standing or improve the student's cumulative GPA. A student must repeat any required course in which s/he has received a failing grade or in which a minimum grade is required to progress through or graduate from a program. The transcript will contain a complete record of all courses taken and grades earned, but only the best grade earned in a repeated course will be used to calculate the cumulative GPA.

Academic probation: Students with a cumulative GPA of less than 2.0 at the end of any term will be put on academic probation.

8.5 Student Academic Records

A student academic record consists of 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. This record 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 in additional courses until all such debts are paid in full.

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 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.

8.6 Library Policies

Yorkville University's online library will support the university's mission by providing access to relevant databases, ebooks and other electronic resources to meet the needs of students studying in the university's programs of study.

8.6.1 Collection Policies

The library will acquire and license electronic resources as well as appropriate Internet resources and make these accessible 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 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.

8.6.2 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 students.

All students and faculty members shall have a means to:

- Consult with library staff by toll-free telephone line, 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 such means 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 learners and faculty members.

8.6.3 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 officer, investigating and promoting the use of innovative technologies or communications systems appropriate for meeting the needs of students.
- Developing partnerships with 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.

8.6.4 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 availability, 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.

8.7 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 the registrar's office receives the *Course Grading Confirmation Form*, course instructors are sent an electronic summary of the course evaluation.

The dean and associate dean of the faculty will review the course evaluation results and will discuss any concerns with the course instructor.

8.8 Course and Program Review and Revision

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

8.8.1 Course Review and Revision

Under the direction of the relevant dean, each faculty of Yorkville University implements ongoing 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. Should a faculty member determine that changes are required for his/her respective course(s), 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 and e-learning technologies department.

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.

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, but are not limited to course content, course assignments, reference materials, textbooks, and supplementary learning materials.

8.8.2 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 while including 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.

9. Services for Students

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

9.1 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
Registrar's Office 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	1-866-838-6542	librarian@yorkvilleu.ca
Technical Services Response will be made within 24 hours	1-866-838-6542	askyu@yorkvilleu.ca
E-learning & Instructional Design Services Requests made outside of business hours will be responded to on next business day	1-866-838-6542	rreid@yorkvilleu.ca kadams@yorkvilleu.ca
Office of Faculty Deans Behavioural Sciences Education Business	1-506-454-1220 1-506-454-1220 1-506-454-1220	phall@yorkvilleu.ca elyle@yorkvilleu.ca jcomeau@yorkvilleu.ca
To contact faculty members		Please refer to email addresses listed in the online campus
University Telephone University Fax	1-506-454-1220 1-506-454-1221	Mailing Address: Yorkville Landing, Suite 102 100 Woodside Lane Fredericton, NB Canada E3C 2R9

9.2 Registrar's Office

Staff in the Registrar's Office advise and assist students about their progression through their programs and about a wide range of practical matters related to academic activities, program support, and textbook purchasing. Registrar's Office staff are available weekdays, between 9:00 am and 5:00 pm (Atlantic time). Requests for advice or support can be made at any time through email, web-form, or a toll-free telephone number. All requests received outside of business hours will be handled by the end of the next business day.

9.3 The Online Campus

Students and faculty members can obtain information and support through the online campus. A web-based environment, the online campus provides a single point of access to the course management system (CMS), the "student lounge," student services, financial services, the bookstore and textbook exchange, career information exchange, library services, and other resources. The online campus is developed and maintained by the university's information technology and instructional design personnel.

9.4 University Library

Students and faculty members have access to Yorkville University's online library prior to the start date of each course (normally one calendar week before the course starts). Technical assistance can be obtained from student services or the Director of Library Services. Assistance in obtaining documents can be obtained from the university librarian.

Students and faculty members can request support and assistance in finding specific library resources by email, web-form, or a toll-free telephone number. Requests may be submitted any time but will be handled during regular business hours. Requests submitted outside of business hours will be handled by the end of the next business day.

Access to appropriate Internet databases are provided to all registered students and faculty members. The online library also provides access to open source databases, web-based professional resources, and tools that support research, writing, and information literacy.

9.5 Textbooks

The bookstore (currently supported by NuSkule Inc.), provides the textbooks used in Yorkville University courses. Students may purchase their textbooks from this or other sources.

9.6 Online Teaching and Learning

Support for online teaching and learning is available through the technical services department, instructional design services, the student services department, and library services.

9.6.1 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.

9.6.2 Technical Support

Technical support may be requested by a toll-free telephone line, 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.

9.6.3 Essential Computer Hardware and Software

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

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

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

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

9.7 Student Lounge

Students are encouraged to participate in a supportive community through the student lounge, an online chatroom/discussion board available to all students. The student lounge can be accessed through the online campus.

9.8 Forms

Various forms are used to help the university administration run more efficiently. A form provides evidence that certain actions took place (or should have taken place). Students and faculty members should become familiar with the forms listed below. Most forms are available in the online classroom as PDF files that can be printed, completed and then faxed to Yorkville University (1-506-454-1221) or mailed to Yorkville Landing, Suite 102, 1090 Woodside Lane, Fredericton, NB, Canada, E3C 2R9. Forms are also available through the registrar's office, which can be contacted by phone at 1-866-838-6542 or by email at student-services@yorkvilleu.ca.

Forms available in the online classroom or from the registrar include:

- Transfer Credit Application Forms
- Student Conduct Incident Report
- Request for Grade of "Incomplete" Form
- Course Withdrawal Form
- Program Withdrawal Form
- Leave of Absence Request Form
- Application to Graduate Form
- Transcript Request Form

- Practicum Deferral Application (MACP)

9.8.1 Request for Grade of "Incomplete"

Students are required to complete a *Request for Grade of "Incomplete" Form* if they wish to have the completion due dates of assignments delayed beyond the deadlines indicated in course materials or by the professor.

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".

The procedure to apply for an incomplete grade is as follows:

- 1) Student obtains a *Request for Grade of "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 a medical doctor must be faxed or emailed to student services.

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

9.8.2 Course Withdrawal Form

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

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

9.8.3 Program Withdrawal Form

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

9.8.4 Leave of Absence Request Form

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

9.8.5 Internal Transfer Form

Students who are registered as non-degree (unspecified) students and who wish to transfer into a program as a regular student must complete an *Internal Transfer Form* and complete the regular

application process. No guarantees are made in advance that all courses taken as a non-degree student will be transferred into a regular degree or diploma.

9.8.6 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 two official copies of the student's transcript.

9.8.7 Transcript Request Form

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

10. Program Information

This section provides detailed program information for all Yorkville University programs.

10.1 Faculty of Behavioural Sciences

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

10.1.1 Master of Arts in Counselling Psychology

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

While now embedded in many societies, the counselling discipline is also evolving as social norms change. Our academic program prepares students to adapt to these changes using sound educated judgment, personal resources, and an in-depth understanding of the practical issues confronting the real and complex world of professional counselling.

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

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

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

10.1.2 Financial Information

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

Course Tuition Fees are based on the credit hour value of each course. Current Tuition rates per credit hour are available on the University's website, or from the bursar's office at 1-866-838-6542. Any changes to Tuition rates will be announced at least 3 months prior to the start of the term to which they apply.

10.1.3 Detailed Program Information: Master of Arts in Counselling Psychology

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

10.1.3.1 Program Requirements

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

PSYC 6104 – A Biopsychosocial Approach to Counselling
PSYC 6113 - Theories of Personality
PSYC 6123 - Psychological Assessment
PSYC 6153 - Counselling Methodologies –Psychodynamic and Humanistic Modalities
PSYC 6163 - Counselling Methodologies – Behavioural and Cognitive Modalities
PSYC 6273 - Cultural Diversity in Counselling

PSYC 6203 - Ethical Standards for Mental Health Service Providers
PSYC 6213 - Research Methodology
PSYC 6223 - Group Counselling

PSYC 6246 - Counselling Skills and Competencies
PSYC 6253 – Applying Cognitive-Behavioural Interventions
PSYC 6263 – Couples and Family Systems
PSYC 7100 – Orientation to the Practicum
PSYC 7106 – Practicum

Students must also successfully complete three of the following elective courses:

PSYC 6333 – Psychopathology for Counselling
PSYC 6353 – Addiction Counselling
PSYC 6373 – Counselling in the School Environment
PSYC 6383 – Crisis and Trauma Counselling

10.1.3.2 MACP-Specific Admission Policies

In addition to the admission requirements described in Section 6, the applicant must possess a bachelor's degree from a recognized university. Preference will be given to students who have successfully completed undergraduate courses amounting to either a major or minor in psychology, related social sciences, or allied health professions such as social work.

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 580 (written version) or 92 (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 bandwidth of 7.0 or higher and no band below 6.5;
- Michigan English-Language Assessment Battery (MELAB) with a minimum score of 85; or
- Canadian Test of English for Scholars and Trainees (CanTest) with a minimum overall bandwidth of 4.5.

Students with none of these credentials may still claim proficiency in English, but will be required to participate in a telephone interview with the MACP Admissions Committee. The University reserves the right to refuse admission to any student whose proficiency in English is questionable and to ask any student whose written work is below acceptable standards to withdraw from the program.

10.1.3.3 Anticipated Completion Time

The MACP program is designed to be completed in seven trimesters or 28 months. Students must complete the program within a maximum of five years from their initial enrolment date.

10.1.3.4 Enrolment Plan

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

10.1.3.5 Course Delivery

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

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

Students must first complete PSYC 6104, *A Biopsychosocial Approach to Counselling* (4 credits), delivered over a ten-week period, and PSYC 6113, *Theories of Personality*, delivered over five weeks. They then normally complete the remaining required courses and one elective course, each of which is five weeks in length, except PSYC 6246, *Counselling Skills and Competencies*, which is ten weeks in length. Students must complete the practicum orientation course (non-credit) as a prerequisite to commencing their practicum. Once all academic courses have been completed, the student may enroll in PSYC 7106 - Practicum.

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 approximately 13 hours per week for 30 weeks, for a total of 400 hours. Students must obtain a minimum of 200 hours of direct client contact time during their practicum under the supervision of a qualified onsite supervisor. Students must also attend regularly scheduled faculty-led online seminars, engage in one-to-one faculty supervision, and complete self-directed learning modules and written assignments.

10.1.3.6 Assessment of Student Participation

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

10.1.3.7 Assessment of Written Assignments

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

10.1.3.8 Advanced Standing Policies

In addition to the general information about advanced standing provided in Section 6, the following details are relevant to the Faculty of Behavioural Sciences.

In the MACP program, advanced standing may be obtained for a maximum of three academic courses. Advanced standing cannot be obtained for the following courses, which all students are required to

complete at Yorkville University: PSYC 6104, A Biopsychosocial Approach to Counselling; PSYC 6113, Theories of Personality; PSYC 6203, Ethical Standards for Mental Health Providers; and PSYC 7106, Practicum.

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

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

10.1.3.9 Graduation Requirements

In order to graduate with a Master of Arts in Counselling Psychology, students must successfully complete a total of 49 credits, including:

- PSYC 6104 – A Biopsychosocial Approach to Counselling (4 credits)
- PSYC 6246 - Counselling Skills and Competencies (6 credits)
- Ten required 3-credit academic courses (listed in Section 10.1.3.1)
- One 3-credit elective course (listed in Section 10.1.3.1)
- PSYC 7100 – Orientation to the Practicum (0 credits)
- PSYC 7106 – Practicum (6 credits)

10.1.3.10 Student Course Load

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

10.2 Faculty of Education

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

10.2.1 Master of Education

The Master of Education consists of a total of 36 study credits, including 30 study credits obtained through academic courses and 6 study credits obtained through action research project activities or a major academic report.

Academic courses are offered through online, asynchronous discussions, independent reading and inquiry, and the completion of written assignments. The major academic report and the action research project are completed through independent study under the supervision of a faculty member.

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

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

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

10.2.2 Financial Information

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

Course tuition fees are based on the credit hour value of each course. Current tuition rates per credit hour are available on the University’s website, or from the bursar’s office at 1-866-838-6542. Any changes to tuition rates will be announced at least 3 months prior to the start of the term to which they apply.

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

10.2.3.1 Program Requirements: Master of Education in Adult Education

To graduate with a Master of Education in Adult Education, students must successfully complete the following courses.

Core Courses:

EDUC 6013 – Introduction to Research in Education (3 credits)

EDUC 6023 – Proposal Writing in Education (3 credits) (prerequisite for capstone)
EDUC 6043 – Learning and Organizations (3 credits)
EAD 6323 – Foundations of Adult Education (3 credits)
EAD 6333 – Adult Learning (3 credits)
EAD 6343 – Program Development and Planning (3 credits)
EAD 6353 – Evaluation and Assessment in Adult Education (3 credits)
EAD 6363 – Diversity in Adult Education (3 credits)

In addition to the core courses, students must also complete two electives:

EDUC 6003 – Indigenous Perspectives in Canadian Education (3 credits)
EDUC 6033 – Action Research
EDUC 6053 – Contemporary Issues in Education (3 credits) (independent study)
EAD 6303 – Contexts of Learning (3 credits)
EAD 6373 – Learning and Teaching Online (3 credits)
EAD 6383 – Transformative Learning in Adult Education (3 credits)
EAD 6393 – Philosophy and Ethics in Adult Education (3 credits)
EAD 6513 – Teaching Adult Learners (3 credits)

In addition to core and elective courses, students must complete an exit requirement chosen from one of the following:

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

Eligible students may begin EDUC 7016 or EDUC 7026 after completion of course 8. Eligible students are those who have completed their eighth course, are in good academic standing, and are in good standing with the University Bursar.

10.2.3.2 Program Requirements: Master of Education in Educational Leadership

To graduate with a Master of Education in Educational Leadership, students must successfully complete the following courses.

Core Courses:

EDUC 6013 – Introduction to Research in Education (3 credits)
EDUC 6023 – Proposal Writing in Education (3 credits) (prerequisite for capstone)
EDUC 6043 – Learning and Organizations (3 credits)
EDEL 6113 – Educational Leadership: Perspectives and Practices (3 credits)
EDEL 6123 – Reflexive Inquiry (3 credits)
EDEL 6143 – Change and Transformation (3 credits)
EDEL 6193 – Diversity and Leadership (3 credits)

In addition to the core courses, students must also complete three electives from the following courses.

EDUC 6003 – Indigenous Perspectives in Canadian Education (3 credits)
EDUC 6033 – Action Research (3 credits)
EDUC 6053 – Contemporary Issues in Education (3 credits)
EDEL 6153 – Ethical Leadership and Social Justice (3 credits)

EDEL 6213 – Assessment and Evaluation in Education (3 credits)
EDEL 6223 – Supervision of Instruction (3 credits)
EDEL 6173 – Administrators as Leaders (3 credits)
EDEL 6183 – School Culture and Community (3 credits)
EDEL 6423 – Organizational Behaviour (3 credits)
EDEL 6433 – Stakeholder Engagement (3 credits)
EDEL 6443 – Curriculum as Living Inquiry (3 credits)

In addition to core and elective courses, students must complete an exit requirement chosen from one of the following:

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

Eligible students may begin EDUC 7016 or EDUC 7026 after completion of course 8. Eligible students are those who have completed their eighth course, are in good academic standing, and are in good standing with the University Bursar.

To graduate with designation in Educational Administration, learners must complete two of the electives from among the following courses: EDEL 6173, EDEL 6183, EDEL 6213, and EDEL 6223.

To be qualified to administer as a principal in NB, students must complete EDEL 6213 and EDEL 6223.

To graduate with the designation in Leadership in Learning, students must complete two of the three electives from among the following courses: EDEL 6153, EDEL 6423, EDEL 6433 and EDEL 6443.

10.2.3.3 M.Ed. - Specific Admission Policies

In addition to the requirements listed in Section 6 of the university academic calendar, successful M.Ed. applicants will have completed two or more years of employment in education or an education-related field. In some cases, this employment requirement may be replaced by involvement and participation in volunteer, community-based activities.

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

Applicants whose native language is not English and who have obtained a bachelor's or first professional degree in a language of instruction other than English are required to submit confirmation of an official test of ability to work and study in English. Acceptable tests include:

1. Test of English as a Foreign Language (TOEFL) with a minimum score of 580 (written version) or 92 (internet based version);
2. Test of Written English (TWE) with a minimum score of 5.0;
3. International English-Language Test System (IELTS) with a minimum overall band width of 7.0 or higher and no band below 6.5;
4. Michigan English-Language Assessment Battery (MELAB) with a minimum score of 85; or

5. Canadian Test of English for Scholars and Trainees (CanTest) with a minimum overall bandwidth of 4.5.

Students with none of these credentials may still claim proficiency in English, but will be required to participate in a telephone interview with the admissions committee. The university reserves the right to refuse admission to any student whose proficiency in English is questionable and to ask any student whose written work is below acceptable standards to withdraw from the program.

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

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

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

- Applicants who received their undergraduate degree five or more years ago with a GPA of less than 3.0, but more than 2.5 or equivalent; and who can provide evidence of professional experience spanning more than five years in a career related to the planned area of study;
- Applicants who received their undergraduate degree ten or more years ago with a GPA of less than 2.5, but more than 2.0 or equivalent; and who can provide evidence of professional experience spanning more than ten years in a career related to the planned area of study;
- Applicants with no undergraduate degree, who can provide evidence of professional experience spanning at least ten years in a career related to the planned area of study.
- Applicants who can provide evidence of extenuating circumstances (e.g. physical, sensory, or learning disability) for why they do not hold an undergraduate degree or did not achieve a GPA of more than 3.0

Process: The Faculty Admissions Committee, having decided that an applicant is eligible for Flexible Admission will recommend admission to the Vice President Academic who will review the file and make a final admission decision. In order to demonstrate their academic ability at graduate level, all students admitted via the flexible admissions route will be admitted on the condition that the marks achieved in the first two courses will be a B.

10.2.3.4 Anticipated Completion Time

The Master of Education 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 enrolment date.

10.2.3.5 Enrolment Plan

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

10.2.3.6 Course Delivery

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

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

The Action Research Project provides students with an opportunity to design and develop a project that is theoretically grounded and practically focused. The student conducts this project within his or her work context. The student writes a formal proposal that: clearly states the research question, describes the setting, describes the literature review, outlines planned research activities; addresses ethical due diligence, and outlines plans to share findings and recommendations. The process is supervised by a faculty member with subject expertise and proven skills in doing research.

10.2.3.7 Assessment of Student Participation

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

10.2.3.8 Assessment of Written Assignments

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

10.2.3.9 Assessment of the Major Academic Report

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

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

When the document is complete, it is submitted to the faculty supervisor and one other faculty member for summative assessment. If the work does not receive a pass mark from both faculty members, the student is granted an opportunity to rewrite, and resubmit it within the next trimester.

10.2.3.10 Assessment of Action Research Project

The Action Research Project is assessed on a pass-fail basis. When the project is complete, it is submitted to the faculty supervisor and one other faculty member for summative assessment. If the work does not receive a pass mark from both faculty members, the student is granted an opportunity to carry out additional research if required, rewrite and resubmit the report within the next trimester.

10.2.3.11 Advanced Standing Policies

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

- The student has been accepted into the Master of Education program and has been issued a letter of admission;
- The student has achieved a grade on the proposed transfer course that is equivalent to or higher than the passing grade normally required of students in a Yorkville University graduate program (*i.e.*, B- or higher); and
- The transfer credit is approved by the Office of the Dean of Education.

Transfer credit is normally limited to a maximum of three academic courses. No transfer credit is provided for the Action Research Project or for the Major Academic Report.

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

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

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

10.2.3.12 Graduation Requirements

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

In order to earn the Master of Education (M.Ed.) with specialization in adult education or educational leadership degree, students are required to complete 36 credits of study consisting of:

- Ten (10) three-credit academic courses; and

- Independent scholarly work through either a six-credit major academic report or a six-credit action research project.

The ten academic courses in the **Adult Education** specialization consist of:

- Eight (8) core courses in the area of adult education; and
- Two (2) elective courses.

The ten (10) academic courses in the **Educational Leadership** specialization consist of:

- Seven (7) core courses in the area of educational leadership
- Three (3) elective courses. The electives can be general electives or chosen as a stream in 'educational administration' (related to the K-12 educational setting), or as a stream in 'leadership in learning' (related to other educational settings than K-12)

If students successfully pass the three (3) electives from a particular stream, they receive that particular distinction on their graduation certificate.

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

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

10.2.3.13 Student Course Load

The standard course load for students in the Master of Education is 2 courses (6 credits) taken sequentially. The maximum number of courses that can be taken concurrently is one (1). Students with a cumulative GPA of at least 3.0 may apply to the Dean through the Registrar for permission to take up to 2 (two) courses concurrently.

10.3 Faculty of Business Administration

The Faculty of Business Administration offers a Bachelor of Business Administration degree.

10.3.1 Bachelor of Business Administration

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

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

10.3.2 Financial Information

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

Course Tuition Fees are based on the credit hour value of each course. Current tuition rates per credit hour are available on the University's website, or from the bursar's office at 1-866-838-6542. Any changes to tuition rates will be announced at least 3 months prior to the start of the term to which they apply.

10.3.3 Detailed Program Information: Bachelor of Business Administration

10.3.3.1 Program Requirements

The Bachelor of Business Administration (BBA) comprises 120 study credits, consisting of 35 three-credit courses delivered online, three project-based courses (three credits each), and a final business plan (six credits). Completion of the business plan is the last requirement before graduation, and is considered a capstone project that will summarize the business knowledge and skills gained by the student over the duration of the BBA program.

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

Bachelor of Business Administration Program Structure Overview

1. Introduction and General Business Education Component
<ul style="list-style-type: none">• 7 academic courses• The following courses in this category must be completed at Yorkville University[†]:<ul style="list-style-type: none">○ BUSI 1073 Business Writing and Communications○ BUSI 1033 Introduction to Business• Total: 21 credits
2. Core Business Component
<ul style="list-style-type: none">• 16 intermediate and advanced academic business and management courses• The following courses in this category must be completed at Yorkville University:<ul style="list-style-type: none">○ BUSI 2053 Business Ethics○ BUSI 2143 Entrepreneurship and Small Business Management○ BUSI 2123 Business Strategy• Total: 48 credits
3. Application and Integration Component
<ul style="list-style-type: none">• Three project-based academic courses (9 credits) (required)<ul style="list-style-type: none">○ BUSI 4003 Business Case Analysis○ BUSI 4013 Business Organization Analysis Project○ BUSI 4033 Business Improvement Project• One final business plan project course (6 credits) (required)• All courses in this category must be completed at Yorkville University.• Total: 15 credits
4. Business and General Studies Electives
<ul style="list-style-type: none">• 5 business electives• 7 General Studies elective• Total: 36 credits

[†] Applicants with completed 2-year diplomas or advanced diplomas in the field of business management may be eligible for transfer credits for BUSI 1073 and BUSI 1033.

Bachelor of Business Administration Program Structure - Detailed

1. Requisite Preparatory Course	
• <i>Required (unless exempted)</i>	
Course Number	Course Title
Math0910	Developmental Math
2. Introduction and General Business Education (21 credits or 7 courses)	
• <i>All Courses Required</i>	
Course Number	Course Title
BUSI 1003	Math for Business (3 credits) (full term)
BUSI 1013	Statistics for Business (3 credits) (full term) (p/r = BUSI 1003)
BUSI 1023	Introduction to Economics for Managers (3 credits) (half term)
BUSI 1033	Introduction to Business (3 credits) (half term) (must be completed at Yorkville University)
BUSI 1043	Introduction to Financial Accounting (3 credits) (full term) (p/r = BUSI 1003)
BUSI 1073	Business Writing and Communications (3 credits) (half term)
BUSI 2063	Introduction to Marketing (3 credits) (half term)

3. Core Business (48 credits or 16 courses)	
• <i>All Courses Required</i>	
Course Number	Course Title
BUSI 1063	Business and Sustainability (3 credits) (half term)
BUSI 2003	Macroeconomics in Global Context (3 credits) (full term)
BUSI 2013	Business Decision Analysis (3 credits) (full term) (p/r = BUSI 1003 and 1013)
BUSI 2023	Business Law (3 credits) (full term)
BUSI 2033	Organizational Behaviour and Management (3 credits) (half term)
BUSI 2043	International Business Environment (3 credits) (half term)
BUSI 2053	Business Ethics (3 credits) (half term)
BUSI 2073	Management of Technology and Innovation (3 credits) (half term)
BUSI 2083	Introduction to Managerial Accounting (3 credits) (full term) (p/r = BUSI 1043)
BUSI 2093	Introduction to Managerial Finance (3 credits) (full term) (p/r = BUSI 2083)
BUSI 2103	Human Resources Management and Development (3 credits) (half term) (p/r = BUSI 2033)
BUSI 2113	Production/Operations Management (3 credits) (half term) (p/r = BUSI1013)
BUSI 2123	Business Strategy (3 credits) (full term) (p/r = BUSI 1043, 2033, 2063, 2073, 2083, 2093, 2013, 2103 & 2113)
BUSI 2133	Organization Theory and Design (3 credits) (half term) (p/r = BUSI 2033)
BUSI 2143	Entrepreneurship and Small Business Management (3 credits) (half term) (p/r = BUSI 1023, 1043, 2033, 2063 & 2083)
BUSI 2163	Marketing Strategy (3 credits) (half term) (p/r = BUSI 2063)

4. Application and Integration Component (15 credits consisting of three 3-credit project-based courses and one 6-credit final business plan project)	
• <i>Required Courses</i>	
BUSI 4003	Business Case Analysis (3 credits) (half term) (p/r = 21 credit hours of business courses)
BUSI 4013	Business Organization Analysis (3 credits) (half term) (p/r = 90 credit hours of Business Courses)
BUSI 4033	Business Improvement Project (3 credits) (half term) (p/r = 90 credit hours of Business Courses)
BUSI 4046	Final Business Plan (6 credits) (full term) (p/r = 90 credit hours of Business Courses)

5. Business Electives (15 credits or 5 courses)	
Course Number	Course Title
BUSI 3403	Intermediate Accounting 1 - Assets (3 credits) (full term) (
BUSI 3413	Intermediate Managerial Accounting (3 credits) (full term)
BUSI 3423	Intermediate Accounting 2 – Liabilities and Equities (3 credits) (full term)
BUSI 3433	Corporate Finance (3 credits) (full term)
BUSI 3443	Accounting Capstone Project – Auditing (3 credits) (half term)
BUSI 3503	Introduction to Energy Management (3 credits) (half term)
BUSI 3513	Energy Policy, Legislation, and Social Environment (3 credits) (half term)
BUSI 3523	Energy Systems Operation (3 credits) (half term)
BUSI 3533	Energy Futures and Transitions (3 credits) (half term)
BUSI 3543	Energy Strategy Capstone Project (3 credits) (half term)
BUSI 3603	Introduction to Project Management (3 credits) (half term)
BUSI 3613	Project Teams and Leadership (3 credits) (half term)
BUSI 3623	Project Planning Essentials (3 credits) (half term)
BUSI 3633	Project Execution, Monitoring, Control and Closing (3 credits) (half term)
BUSI 3643	Advanced Project Management (3 credits) (half term)
BUSI 3703	Advanced Operations & Supply Chain Management (3 credits) (half term)
BUSI 3713	Logistics Management (3 credits) (half term)
BUSI 3723	Procurement (3 credits) (half term)
BUSI 3733	Business Process Improvement (3 credits) (half term)
BUSI 3743	Supply Chain Integration and Analytics (3 credits) (half term)

6. General Studies Electives (24 credits or 8 courses)	
Course Number	Course Title
ENGL101	Research and Composition (3 credits)
QRSS100	Qualitative Research Methods for Social Science (3 credits)
ARTH110	Western Art – Prehistoric to Gothic (3 credits)
ARTH120	Western Art – Renaissance to Contemporary (3 credits)
CRIN110	Creativity and Innovation (3 credits)
ENGL150	Professional Communication (3 credits)
GEOG 210	Human Geography (3 credits)
ECON211	Microeconomics (3 credits)
ENGL 250	The Workplace in Fiction (3 credits)

6. General Studies Electives (24 credits or 8 courses)	
Course Number	Course Title
HIST300	The History of Sports (3 credits)
PHIL300	Philosophical Thought and Leisure (3 credits)
SOCI300	Sociology and Culture (3 credits)
PSYC200	Psychology of Everyday Life (3 credits)
HUMN422	Topics in Technology and Society (3 credits)
HUMN430	Topics in Power and Society (3 credits)
HUMN450	Design Thinking (3 credits)

10.3.3.2 BBA-Specific Admission Policies

Applicants are admitted to the Bachelor of Business Administration Program based on the following requirements:

1. Successful completion of a minimum of 9 credit hours of post-secondary study (or equivalent) with a minimum GPA of 2.0 (or equivalent).
2. Submission of a letter to the Admissions Committee outlining how the successful completion of the Yorkville University BBA will enhance personal career aspirations.
3. Applicants who have successfully completed 9 credit hours of post-secondary study (or equivalent) with a minimum GPA of 2.0 (or equivalent) from post-secondary institutions outside Canada may be admitted if they meet the following requirements:
 - a. The post-secondary institution is legally recognized in its home country; and
 - b. The program and/or credentials have been reviewed by a recognized third party assessor as being equivalent and comparable to a Canadian program or credential; and
 - c. Submission of a letter to the Admissions Committee outlining how the successful completion of the Yorkville University BBA will enhance personal career aspirations.
4. **Mathematics Competency:** An applicant who demonstrates requisite mathematics skills as evidenced by successful completion of a senior secondary or college/university mathematics course within the past ten (10) years, may be considered for exemption from the required developmental mathematics course.
5. Applicants whose native language is not English must establish proficiency in English sufficient for post-secondary study. Such proficiency may be established in one of the following ways:
 - a. Completion of secondary education where English is the language of instruction.
 - b. Successful completion of at least 12 credit hours of previous postsecondary education where English is the language of instruction.
 - c. Successful completion with the equivalent of "B" standing of a post-secondary level English for Academic Purposes program accredited by Languages Canada (<http://www.languagescanada.ca/>).
 - d. Confirmation of an official TOEFL (Test of English as a Foreign Language) score of at least 550 (written version) or 80 (Internet based version); or an IELTS (International English-Language Test System) overall bandwidth of at least 6.5; or a Canadian Academic English-Language Test (CAEL) score of 60 or higher; or a score equivalent to these scores on another test of English language proficiency recognized by and acceptable to the university.

Note: In all cases, the University reserves the right to require proof of language proficiency before permission will be granted to register in academic courses. Applicants from countries where English is the language of instruction, but is not the primary language of the general population, may be asked to demonstrate English-language proficiency.

Conditional Admission

The BBA Admissions Committee may admit students conditionally and/or may establish probationary conditions on admission.

Applicants seeking to establish English language proficiency by providing TOEFL, IELTS, or CAEL scores (or scores from other tests of English language proficiency recognized by the university) but whose scores fall below the standards required for admission may be considered for conditional admission in the following circumstances: they meet all other requirements for admission; their scores meet or are equivalent to at least the following standards - TOEFL Paper, 500; TOEFL Internet, 65; IELTS 5.5; CAEL 50. Applicants admitted under this provision must achieve a grade of at least "C" on each of their first three courses taken at Yorkville University. Failure to meet this condition will result in academic dismissal from the university.

10.3.3.3 Anticipated Completion Time

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

10.3.3.4 Enrolment Plan

New students may enroll in the program at the beginning of each term. Each course is subdivided into sections; each section has a maximum of 20 students. A faculty member is assigned as a course instructor for each section of a course.

10.3.3.5 Course Delivery

Academic courses in the BBA program will be delivered in an accelerated format where all courses are completed online. New students will be enrolled in the program at the beginning of each quarterly term. Courses and prerequisites will be offered on a schedule intended to accommodate students starting in any of the quarterly terms. Each term, students will be recommended to take one full-term course and two half courses. The half-term courses are offered consecutively to each other and concurrently with the full-term course. Students may take one, two or all three courses offered in any given term. Based on the courses in which they enroll, individual plans of study will be updated.

10.3.3.6 Assessment of Student Participation

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

10.3.3.7 Assessment of Written Assignments

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

10.3.3.8 Credit Transfer Policies

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

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

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

- The university may accept up to a maximum of 60 credits (50% of total credits required) in transfer toward the BBA degree for coursework.
- Credits being transferred to the Yorkville program must have been completed at a post-secondary institution recognized in that institution's home jurisdiction.
- Normally, only credits earned within ten years of a student's admission to Yorkville will be accepted, but the admissions committee may establish different rules for particular cases.
- Students must have achieved a satisfactory grade, as defined by the admissions committee, in the courses being considered for a transfer credit.
- Transfer credit will not be granted for the following courses:
 - BUIS 1033 Introduction to Business
 - BUSI 1073 Business Writing and Communication
 - BUSI 2053 Business Ethics
 - BUSI 2123 Business Strategy
 - BUSI 2143 Entrepreneurship and Small Business Management
 - BUSI 4003 Business Case Analysis
 - BUSI 4013 Business Organization Analysis Project
 - BUSI 4033 Business Improvement Project
 - BUSI 4046 Final Business Plan
- For students entering the program with a 2 or 3 year business management program from a recognized institution, completion of the following introductory courses through Yorkville University may not be required:
 - BUSI1033 Introduction to Business
 - BUSI1073 Business Writing and Communications
- Official transcripts must be submitted at the time of application to Yorkville University for transfer credits to be considered by the university. Transcripts will be evaluated and notification will be forwarded by the registrar's office concerning the student's status in the program, including the number of transfer credits awarded.
- Credits earned through transfer are not used to compute the student's GPA.

Types of Credit Transfer

1. Block Transfer for holders of diplomas and degrees: Students who have earned a two or three year (or longer) diploma or a degree may be awarded 36 credits toward the Yorkville University BBA program elective courses if the following requirements are met:
 - a. The diploma or degree was awarded by a post-secondary institution recognized in that institution's home jurisdiction.

- b. The program of study is accepted by the BBA admissions committee as a program that is eligible for inclusion in the block credit transfer policy. Such programs must normally be applied in nature and it must be clear to the admissions committee how the area previously studied will be integrated with the study of business administration.
 - c. The diploma or degree was awarded within ten years of the student's application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)

2. Block transfers for students with significant previous post-secondary study: Students who have not earned a diploma or a degree but who have completed at least 24 credit hours of university-level post-secondary study may be awarded 24 to 36 credits toward the Yorkville University BBA program elective courses if the following requirements are met:
 - a. The credit hours were earned at a post-secondary institution recognized in that institution's home jurisdiction.
 - b. The program of study is accepted by the BBA admissions committee as a program that is eligible for inclusion in the block credit transfer policy. Such programs must normally be applied in nature and it must be clear to the admissions committee how the area previously studied will be integrated with the study of business administration.
 - c. The credit hours were earned within ten years of the student's application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)

3. Credits for courses equivalent to BBA courses: Students who have successfully completed courses at another post-secondary institution that the admissions committee deems to be equivalent to courses in the Yorkville BBA, may be given credit for the Yorkville course if the following requirements are met:
 - a. Sufficient information is provided to the admissions committee to allow the committee to assess the equivalency of the previously taken course with the Yorkville course thought to be its equivalent. Normally, this would include a course description and syllabus.
 - b. The student earned a satisfactory grade, as defined by the admissions committee, in the course for which equivalency is sought.
 - c. The course was completed within ten years of the student's application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)

10.3.3.9 Graduation Requirements

The Bachelor's Degree in Business (BBA) requires a total of 120 study credits (excluding MATH0913, Requisite Pre-Math for Business), consisting of 35 three-credit online courses, and four project-based courses (including a six-credit final business plan). Graduation requirements include:

- Achievement of a 2.0 minimum cumulative grade point average.
- Completion of 50% of program credits through Yorkville University.
- Completion of the following introductory and advanced business courses through Yorkville University:
 - BUSI 1033 Introduction to Business
 - BUSI 1073 Business Writing and Communication
 - BUSI 2053 Business Ethics
 - BUSI 2123 Business Strategy

- BUSI 2143 Entrepreneurship and Small Business Management
- For students entering the program with a 2 or 3 year business management program from a recognized institution, completion of the following introductory courses through Yorkville University may not be required:
 - BUSI1033 Introduction to Business
 - BUSI1073 Business Writing and Communications
- Completion of all 4000 level application and integration courses, a total of 15 credits, through Yorkville University.

Graduation (with Distinction)

The notation “with Distinction” will appear on the degree parchment and transcript for each student with a graduating cumulative GPA of at least 3.8, and who have no grade less than a C (2.0) in all advanced business and application and integration courses (total of 24 credits).

10.3.3.10 Student Course Load

The standard course load for students studying online in the BBA is 3 courses (9 credits). The maximum number of courses that can be taken concurrently is 2 (two). Students with a cumulative GPA of at least 2.0 may apply to the Dean through the Registrar for permission to take up to 3 (three) courses concurrently.

11. Course Descriptions

11.1 Course Numbering

Courses numbered 1000, 2000, or 3000 are undergraduate-level academic courses. Courses numbered 4000 are undergraduate-level project-based courses. Courses numbered 6000 are graduate-level academic courses. Courses numbered 7000 are graduate-level, field-based courses or graduate-level report courses.

- Those ending in "0" are non-credit courses
- Those ending in "3" are three-credit courses
- Those ending in "4" are four-credit courses
- Those ending in "6" are six-credit courses

11.2 Faculty of Behavioural Sciences

PSYC 6104 A Biopsychosocial Approach to Counselling

(4 credits) (online) (required)

The biopsychosocial approach is applicable to health/mental health disciplines including psychology, social work, nursing, and medicine. This course examines application of a biopsychosocial model to professional counselling psychology. It looks at both the need for it, and its systems and ethical foundations in the Canadian context. The course considers a biopsychosocial approach to assessment, treatment, outcomes evaluation, and prevention. To illustrate, it examines biopsychosocial factors contributing to development and treatment/management of selected counselling problems, such as anxiety and depression, with particular emphasis on neurocognitive factors often underemphasized in traditional counselling approaches to these problems.

PSYC 6113 Theories of Personality

(3 credits) (online) (required)

This course is a survey of the field of personality. Topics will include psychometric and assessment concerns. The course will cover the classics of personality theory such as the Psychoanalytic, Behavioural and Humanistic. This course will also cover the modern perspectives of Cognitive, Trait, and Positive Psychology.

PSYC 6123 Psychological Assessment

(3 credits) (online) (required)

Far beyond "test and tell," psychological assessment within the context of counselling is a complex and integrative process. This course is grounded in a philosophical perspective that effective and ethical assessment is collaborative, ongoing, informed by multiple sources, culturally appropriate, and integrated into counselling practice. Through case studies, readings, experiential learning, and interactive discussions, formal and informal assessment principles, tools, models, and processes are introduced to support assessment of normal and abnormal functioning, educational aptitude and achievement, career and vocational decision-making, and counselling progress/client change. Integrating and effectively interpreting results from informal assessment processes as well as standardized psychometric tools will be emphasized.

PSYC 6153 Counselling Methodologies – Psychodynamic and Humanistic Modalities

(3 credits) (online) (required)

Counselling Methodologies: Psychodynamic and Humanistic Modalities (PSYC 6153) is a review of the

most important contemporary psychodynamic and humanistic approaches of counselling and psychotherapy, focusing on: underlying philosophical assumptions, major concepts, views of personality, the therapeutic process, the counsellor's role, typical interventions, and targeted outcomes. The current approaches to counselling and psychotherapy selected for this course will also be explored with respect to the relations between theorists and their theories, as well as between counsellors and their clients. Cross-cultural and gender-related aspects will be considered for each of the counselling schools under study. Students will endeavour to recognize the links between theory and practice, between constructs and applied techniques or interventions. Students will integrate the course material from: the textbook, supplementary articles, professor's notes, and online class discussions. Students will also be encouraged to conduct their own further research on topics of interest, by accessing library resources and pertinent professional Internet sites. Students will examine the similarities and differences among approaches, and thus lay the foundation for the development of a personally meaningful approach to counselling.

PSYC 6163 Counselling Methodologies – Behavioural and Cognitive Modalities

(3 credits) (online) (required)

This course is a continuation of PSYC 6153, with an examination of some of the core theories and methods which influence and direct the practices of contemporary psychotherapy. Cognitive behavioural therapy, one of the most commonly utilized therapeutic models will be looked at in detail. Additionally, structured training exercises in basic interviewing/counselling skills will be presented. An overview of emerging evidence concerning factors common to all therapies will also be reviewed.

PSYC 6203 Ethical Standards for Mental Health Service Providers

(3 credits) (online) (required)

Course content follows the standards for ethical conduct and practice set by the Canadian Counselling and Psychotherapy 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.

PSYC 6213 Research Methodology

(3 credits) (online) (required)

This course provides students of counselling with the tools needed to critically review and evaluate scientific research and develop the basic elements of a research proposal. Students will explore the body of counselling research, critique selected studies, and develop elementary research design skills, thereby gaining a sound understanding of the scientific method and the ethical considerations bearing on the research process.

Strong familiarity with the scientific method allows professionals to understand psychological research and integrate it with daily practice. The scientific method can best be learned by studying all aspects of scientific research, including basic design, implementation, interpretation of results, and the drawing of conclusions.

PSYC 6223 Group Counselling

(3 credits) (online) (required)

Groups are becoming increasingly popular in counselling interventions. Although this trend is partly

driven by budget restrictions, the primary advantage of group counselling is that participants get the opportunity to learn from each other. Other benefits from group counselling include that groups can more closely resemble everyday circumstances, they help to build a sense of community and belongingness, they normalize “issues” as members find commonalities with others, and, especially in working through interpersonal challenges, they can be very therapeutic. This course will take a multi-media approach to introducing group counselling skills across diverse theoretical perspectives, ages and stages of development, and types of problems. A comprehensive textbook, bundled with a DVD, presents theory, practical applications, and numerous role-played examples of group facilitation skills. Journal articles, video clips from YouTube, interactive discussion forums, and assignments, focusing on group counselling for diverse ages, issues, and specific populations will all enhance students’ learning in this course. Students will be expected to actively participate in e- groups (asynchronous and/or synchronous) during this course and critically examine their own experiences both as group members and facilitators. Through the skills practice, students are expected to demonstrate awareness of group- specific ethical concerns (e.g., limits to ensuring confidentiality) and enhance their basic group facilitation and group counselling competencies, including active listening, non-verbal communication, problem-solving, deepening focus, cutting off, drawing out, role-playing, closing, and the use of dyads and rounds.

PSYC 6246 Counselling Skills and Competencies

(6 credits) (online) (required)

This course will provide students the opportunity to learn basic counselling skills, and competencies essential to initiating, and maintaining relationships with clients, regardless of specific theoretical orientation. By means of weekly structured practice assignments as well as transcript assessments of their own interviews, students will learn how to identify, and conduct competent counselling interviews. (Note: Students must earn at least 70% on each graded component of this course. Even if a student’s overall grade in the course is 70% or higher, if a grade on any component of the course is below 70%, s/he will be required to repeat the course.)

PSYC 6253 Applying Cognitive-Behavioural Interventions

(3 credits) (online) (required)

This course will focus on the application of Cognitive Behavioural Therapy (CBT). In particular, it provides a step-by-step process for understanding CBT theory, applying that theory to practice, developing goals for therapy, and building skills in working with clients.

PSYC6263 Couples and Family Systems

(3 credits) (online) (required)

This course is designed to provide the student with the skills and competencies necessary to effectively deal with the interpersonal and intrapersonal dynamics of intimate relationships and family systems. Family interaction and communication patterns, conflict resolution, the impact of children on relationships, and other factors that influence family systems will be introduced. Ethical considerations regarding intimate partner violence/domestic abuse will be considered. The two major written assignments will focus in depth on one or more of the theoretical family systems frameworks covered in this course.

PSYC 6273 Cultural Diversity in Counselling

(3 credits) (online) (required)

The cultural differences among people must be taken into account when structuring counselling interventions. Identity formation, worldview, communication style, and acculturation will be studied from the perspective of the significant cultural minorities found in Canada. This course is designed to

enhance students' understanding of the role of personal, ethnic, social, and cultural factors in multicultural counselling and mental health service delivery.

PSYC 6333 Psychopathology for Counsellors

(3 credits) (online) (elective)

Psychopathology is the study of disturbed functioning in the areas of cognition, emotion, and behaviour. It is composed of five aspects: definition of the disorder with regards to symptoms (diagnosis), description of the typical course of the disorder (prognosis), identification of the incidence of the disorder (epidemiology), understanding the origin of the disorder (etiology), and identifying appropriate treatments for the disorder. This course will focus on the major adult mental disorders. In the context of these disorders, the diathesis-stress model of etiology will be an important focus. Diathesis-stress is a dimensional approach that locates psychopathology at an extreme region on a dimension ranging from psychological health to severe illness. In the context of this model, recent developments in the fields of emotion science and emotion regulation will be emphasized as insights from these areas have major implications for the clinical work of counsellors, even where the degree of distress does not reach that of a specific disorder.

It is important to note that counsellors are not permitted to diagnose in most jurisdictions. However, a basic understanding of the major categories of disorders is essential to providing counselling and therapy as well as for treatment planning, interpretation of referrals, participation in discussions with other mental health professions, and in making referrals where appropriate.

PSYC 6353 Addiction Counselling

(3 credits) (online) (elective)

This course provides an introduction to the assessment and treatment of addictions. Emphasis will be placed on examining the various methods, strategies, and techniques used to assess addictions, as well as other problem areas that may co-exist or underlie addictions. Emphasis will also be placed on examining the various psychotherapeutic modalities and approaches, as well as the various treatment setting options.

PSYC 6373 Counselling in School Environments

(3 credits) (online) (elective)

The presence of school guidance counsellors is being increasingly recognized by school boards as an integral component of the personal, social, educational, and career development of students. Promoting healthy relationships, addressing social problems, and facilitating career choices within a multi-cultural environment are central to a comprehensive guidance program. This course is designed to help students identify and prepare for the multiple roles of a school guidance counsellor in meeting the needs of a diverse population. Issues such as bullying, violence, and substance abuse will be examined as well as the roles of parents, administration, educators, and community members in the context of the school environment.

PSYC 6383 Crisis and Trauma Counselling

(3 credits) (online) (elective)

This course is designed to provide graduate students in the counselling psychology program with both a theoretical and practical understanding of issues surrounding trauma and a basic introduction into accepted approaches to working with clients who have experienced trauma in their lives. Using current available research literature, this course will introduce students to the definition and types of trauma, critical incident stress management/debriefing (CISM/CISD), client resourcing and stabilization (ethical

considerations), theoretical frameworks, assessments/diagnosis, effective treatments/interventions, prevention, and therapist self-care (vicarious trauma).

Assisting students in understanding what trauma looks like and introducing them to different approaches where they can get further training, will better equip them to recognize their own limits and help clients. This course will help them navigate the vast amount of information on the treatment of trauma, so that they can make informed ethically-sound decisions when working with clients commensurate with understanding.

PSYC 7100 Orientation to the Practicum

(0 credits) (online) (required)

In this required, non-credit course, practicum expectations will be introduced and explored. Students will self-assess their counselling skills against competency frameworks for Canadian counsellors and set specific learning goals for their practicum. They will also engage in mandatory activities to prepare for finding the right site for their practicum, including live information sessions conducted by the Field Training Team, review of narrated PowerPoints, questions submitted to the various “Ask Questions” forum and monitoring all “Course Bulletins & News” posts by the Field Training Team from Trimester 2 through to Trimester 5.

- PSYC7100 will be presented over four trimesters, with each trimester focusing on specific themes:
- PSYC7100a – Planning for Practicum: To be delivered and completed when students are in Trimester Two (T2) of the MACP program;
- PSYC7100b – Professionalism in the Counselling Profession: To be delivered and completed when students are in Trimester Three (T3) of the MACP program;
- PSYC7100c – Counselling Competencies: To be delivered and completed when students are in Trimester Four (T4) of the MACP program; and
- PSYC7100d – Submitting a Successful Practicum Application Package: To be delivered and completed when students are in Trimester Five (T5) of the MACP program.

Students must complete each section of PSYC7100 as prescribed to ensure they will be ready to begin practicum on time. Students will not be allowed to defer any portion of PSYC7100 unless they take one full trimester of course work off.

PSYC 7106 Practicum

(6 credits) (onsite and online) (required)

This course is designed to support students during their practicum placement and enrich their learning experience. It also provides an opportunity to more formally evaluate students' counselling competencies, ensuring that graduation from the MACP program signifies readiness to work effectively as a counsellor. There will be a focus on integrating theory with practice, resolving ethical dilemmas, case conceptualization and planning, developing cultural competency, embracing diversity, working collaboratively across disciplines, accessing and maximizing the benefits of site supervision, and developing a professional identity as a counsellor. Topics and resources will be closely connected to those previously introduced throughout the program to provide opportunities to synthesize and apply students' learning – this spiral approach will facilitate a deeper level of experiential learning and retention. (Note: Students must earn at least 70% on each graded component of this course. Even if a student's overall grade in the course is 70% or higher, if a grade on any component of the course is below 70%, s/he will be required to repeat the course.)

11.3 Faculty of Education

11.3.1 Master of Education Shared Courses

EDUC 6003 Indigenous Perspectives in Canadian Education

(3 credits) (elective)

Indigenous Perspectives in Canadian Education introduces students to the history of Indigenous education in Canada, Indigenous pedagogies and epistemologies, decolonization in education, while encouraging students to think about their own roles in reconciliation through the lens of education. Through selected readings, weekly discussions, and assignments, students will develop a greater understanding of the traditional, historical, and contemporary roles of education in the lives of Indigenous peoples in Canada. Because the course readings include studies that draw upon Indigenous or Indigenous-informed methodologies, students will also be introduced to some ways that Indigenous methodologies are used in educational research. The course is divided into seven themes: Indigenous identity and relationships; history of education in Canada; revitalization of Indigenous education; decolonizing humanities and sciences; unlearning racism in the context of education; Indigenous languages and worldviews; and reconciliation through education.

EDUC 6013 Introduction to Research in Education

(3 credits) (core)

Introduction to Research in Education introduces students to methods of educational research. Its primary focus is to help them understand both quantitative and qualitative research and to acquire the knowledge and skills necessary to read, understand, and critically evaluate published research. Mixed methods and critical approaches are also explored. Basic research methods, information gathering strategies, and analysis procedures are introduced. Students will begin to outline a possible topic for their capstone projects.

EDUC 6023 Proposal Writing in Education

(3 credits) (core prerequisite for capstone) (prerequisite EDUC 6013 Introduction to Research and Education)

Proposal Writing in Education provides students with an opportunity to conceptualize research, and to develop program or project proposals. Emphasis is placed on the development of practical skills, particularly in articulating a research question, reviewing current knowledge in the field, constructing a research design, and establishing the significance of anticipated findings. By the end of the course, each student will have a completed proposal to guide the Major Academic Report or Action Research Project activities.

EDUC 6033 Action Research

(3 credits) (elective)

Action Research provides students with an in-depth study of the action-oriented ways teachers and educational leaders can systematically examine their own practices. Emphasis is placed on developing skills related to research focus, project design, information gathering, and interpretation. This course is grounded in reflective practice.

EDUC 6043 Learning and Organizations

(3 credits) (core)

Learning and Organizations provides an opportunity for students to examine the emergence of the learning organization and explore ways to build sustainable learning dynamics and foster spaces where

people flourish. Attention will be given to the ways knowledge management and technology help organizations become learning organizations.

EDUC 6053 Contemporary Issues in Education

(3 credits) (elective)

Contemporary Issues in Education is a directed studies course that allows students to explore a specific area of interest relevant in his/her field but not covered in the required, core, or elective courses in the program. Topics can range greatly but may include: professionalization and credentialing; the responsibility of the field to address such matters as race, gender, and sexual preference; the position of educational professionals in relation to contemporary political actions or positions; and the influence of different levels of government in education policies and practices. Students must apply for this course and acceptance will depend on their demonstrated capacity to be successful in independent research as well as availability of faculty to support the directed studies.

Students must also complete either EDUC 7016 Major Academic Report or EDUC 7026 Action Research Project as the capstone course. Eligible students (i.e., those who have maintained a cumulative GPA of 3.0 or higher and who have successfully completed all core courses) may start work on EDUC 7016 or EDUC 7026 in Year II, Trimester 2.

EDUC 7016 Major Academic Report

(6 credits) (independent study) (elective required alternative) (pre-requisite: completion of at least eight (8) academic courses one of which must be EDUC 6023)

The Major Academic Report fulfills the graduation requirement for independent scholarly work.

Students discuss and critique research relevant to an area of professional interest, as well as explore related possibilities for practice. The topic must be approved by the Office of the Dean of Education and the paper will be completed under the supervision of a qualified faculty member. After the topic is approved, and a proposal is developed with supervisory support, the proposal is submitted to the Capstone Coordinator and approvals to proceed must be received before the student begins inquiry activities. Both the proposal and final paper ought to include a description of the inquiry, the context or setting of the research, a theoretical framework (this includes methodology, theoretical perspectives relevant to research interest, methods, and researcher's role), and a discussion of ethics. Additionally, the proposal should outline a 15-week work schedule. The final paper must be read and approved by both the supervising faculty member and a second reader. Additional details of the major academic report are available from the Office of the Dean of Education.

EDUC 7026 Action Research Project

(6 credits) (independent study) (elective required alternative) (pre-requisite: completion of at least eight (8) academic courses one of which must be EDUC 6023)

The Action Research Project provides students with an opportunity to design and develop a project that is theoretically grounded and practically focused. The project fulfills the graduation requirement for independent scholarly work. The student conducts an action research project within his or her work context, using a basic four-phase model: planning, acting, observing, and reflecting. A written proposal is to be submitted to the Office of the Dean of Education before students begin their inquiry activities. This proposal must clearly state the research question, describe the setting, introduce major theoretical areas to be considered, outline the planned activities, address ethical due diligence, and detail plans to share findings. Additionally, the proposal should outline a 15-week work schedule. The final paper must be read and approved by both the supervising faculty member and a second reader. Additional details of the action research project are available from the Office of the Dean of Education.

11.3.2 Master of Education in Adult Education Course Descriptions

EDAE 6303 Contexts of Learning

(3 credits) (elective)

Contexts of Learning introduces students to the contexts of adult education and investigates what it means to be learning in a number of different contexts. The situational aspect of learning will be central to the enquiry and students will take a close look at formal and informal learning, networked learning, experience and game-based learning, community-based learning, learning in communities of practice, and learning in communities of interests. These learning contexts will lead students not only to social movement theory, with a particular focus on the local community, the workplace, the home, the voluntary sector, but also to theories of self-direction and connectivism as might be most obvious in relatively new online learning spaces. Students will explore how the learning and knowledge-generating capacities of such spaces will affect their success.

EDAE 6323 Foundations of Adult Education

(3 credits) (core)

Foundations of Adult Education presents an overview of the major societal purposes of adult education by exploring and examining the conceptual, historical, and philosophical foundations that inform current practices in the field. Students are encouraged to examine the relationship between theory and practice, and to identify their own ideas and practices in relation to these theories and practices.

EDAE 6333 Adult Learning

(3 credits) (core)

Adult Learning presents an overview of learning theory and practices as they relate to adults. The focus of this course is on various approaches to learning, ranging from teacher-directed to self-directed in primarily formal settings. The content addresses three interconnected learning domains (cognitive, affective, and physical) and how these pertain to educational practice. Specific topics to be explored include: definitions of learning; pedagogy; learning theories; critical thinking; self-directed learning; transformational learning; experiential learning; and cycles of learning.

EDAE 6343 Program Development and Planning

(3 credits) (core)

Program Development and Planning provides a theoretical and conceptual foundation in contemporary approaches to program development and planning for adult learners. Students apply newly-acquired knowledge and skills in designing a program. Topics include: designing and developing programs; assessing needs; setting learning objectives and outcomes; designing instructional plans; and developing evaluation strategies.

EDAE 6353 Evaluation in Adult Education

(3 credits) (core)

Evaluation in Adult Education examines evaluation theory and practices as they apply to the assessment of adult education programs, student achievement, and learning outcomes. Students have the opportunity to develop the skills necessary to design, select and critically assess a variety of assessment/evaluation methods used in contemporary adult education. Students are expected to design an evaluation proposal for an existing adult education program.

EDAE 6363 Diversity in Adult Education

(3 credits) (core)

Diversity in Adult Education addresses how adult education programs understand and respond to different cultural contexts. Through selected readings, weekly discussions, and assignments, students will develop a greater understanding of diversity as a social construction in relation to the concepts of social identity and social location. The specific areas of diversity included in this course are: Identity and Intersectionality; Privilege and Power; Race and Ethnicity; Gender and Sexual Orientation; Indigenous Knowledge; Inclusiveness and Universal Design for Learning; and Globalization and Adult Learning.

EDAE 6373 Learning and Teaching Online

(3 credits) (elective)

Learning and Teaching Online explores the theory underlying the development and application of new interactive educational technologies, how they might fit with instructional design, learning and assessment strategies, and infrastructures. The course provides hands-on experience with a range of learning technologies and enables students to explore the processes of designing, implementing, and critiquing technology-based learning. The course will introduce students to current debates around the concept of openness. By the end of the course, students will have developed the ability to act as creative and critical professionals within the broad field of technology-based learning, teaching, and training.

EDAE 6383 Transformative Learning in Adult Education

(3 credits) (elective)

Transformative Learning in Adult Education involves an examination of transformative learning. This course will help students to understand what transformative learning is, distinguish it from other forms of learning, and foster it in their practice. The course will cover five broad areas: history; theory; research; practice; and future perspectives of transformative learning.

EDAE 6393 Philosophy and Ethics in Adult Education

(3 credits) (elective)

Philosophy and Ethics in Adult Education is an introduction to the underlying philosophies that guide ethical decision making in adult education. Students examine the implications of different schools of thought and consider how adult educators understand and value their practices. Students develop a philosophical rationale for their own practices and describe the ethical dilemmas and moral dimensions that arise from this rationale. Each student develops a personal ethical decision-making model.

EDAE 6513 Teaching Adult Learners

(3 credits) (elective)

Teaching Adult Learners involves the examination of a variety of teaching and facilitating approaches that enhance the adult learning experience in individual or group settings. Topics include: teaching styles; creating motivating learning environments; ethical concerns in teaching adults; guidelines for selecting teaching methods; the use of technologies for teaching; and the assessment of teaching performance.

11.3.3 Master of Education in Educational Leadership Course Descriptions

EDEL 6113 Educational Leadership: Perspectives and Practices

(3 credits) (core)

Educational Leadership: Perspectives and Practices is a foundational course that is attentive to the ways theoretical knowledge and applied practice can inform each other. A prerequisite for further studies in the field, it explores major theoretical perspectives on leadership in relation to current practices in educational administration and leadership.

EDEL 6123 Reflexive Inquiry

(3 credits) (core)

Reflexive Inquiry provides students with grounding in critical reflexive practices that are integral to ongoing self-directed professional development. Honouring foundational principles of leadership and learning, this course centres on the intersection and dynamic relationship between theory and practice.

EDEL 6143 Change and Transformation

(3 credits) (core)

Change and Transformation prepares students to successfully manage and champion personal, professional, and organizational change. Collaborative and interest-based approaches are foundational as are discussions of dynamic change theory and the avoidance of change fatigue.

EDEL 6153 Ethical Leadership and Social Justice

(3 credits) (elective)

Ethical Leadership and Social Justice uses tenets of critical pedagogy and ethics to help students develop as critically conscious leaders guided by the notion that education can simultaneously foster the cultivation of intellect and a commitment to socially just practices.

EDEL 6173 Administrators as Leaders

(3 credits) (elective)

Administrators as Leaders focuses on developing leadership and managerial skills in school administrators. Particular attention is given to instructional leadership, developing clear, compelling, shared, and supported visions, and encouraging cultures of ongoing learning and professional development.

EDEL 6183 School Culture and Community

(3 credits) (elective)

School Culture and Community introduces students to practices that are designed to build cohesiveness both within schools and between schools and the communities that support them.

EDEL 6193 Diversity and Leadership

(3 credits) (core)

Diversity and Leadership uses selected readings, weekly discussions, and assignments, to help students develop a greater understanding of diversity as a social construction in relation to the concepts of social identity and social location. The specific areas of diversity included in this course are: Identity and Intersectionality; Privilege and Power; Race and Ethnicity; Gender and Sexual Orientation; Multiculturalism; Inclusiveness and Universal Design for Learning; and Globalization and Leadership.

EDEL 6213 Assessment and Evaluation in Education

(3 credits) (elective)

Assessment and Evaluation in Education allows students to explore various formative and summative methods from both theoretical and practical perspectives. Students will learn how to pair desired outcomes with appropriate assessment techniques and will have the opportunity to design and develop evaluation methods aligned to an area of professional interest.

EDEL 6223 Supervision of Instruction

(3 credits) (elective)

Supervision of Instruction introduces students to various institutional settings for instructional supervision as well as supervisory techniques that support professional development.

EDEL 6423 Organizational Behaviour

(3 credits) (elective)

Organizational Behaviour introduces students to the study of people at work in various institutions and organizations. It examines the behaviours of individuals working alone and in teams, and how these behaviours inform culture. Emphasis is placed on communication, conflict management, management and leadership practices, and feedback techniques.

EDEL 6433 Stakeholder Engagement

(3 credits) (elective)

Stakeholder Engagement helps educational leaders understand the importance of stakeholders and explores a variety of approaches to engaging and retaining stakeholder partners.

EDEL 6443 Curriculum as Living Inquiry

(3 credits) (elective)

Curriculum as Living Inquiry introduces students to curriculum as dynamically re/conceptualized and relationally understood. Drawing from both foundational and current scholars, students will differentiate between *curriculum as plan* and *curriculum as process* as they explore the notion of *currere*, interrogate hidden curriculum, and investigate those made invisible by curriculum. The roles of self and self-in-relation are central considerations as students from diverse education contexts explore various approaches to including lived experience in curricular initiatives or program planning.

11.4 Faculty of Business Administration (course descriptions)

MATH 0910 Developmental Math

(0 credits) (online) (required unless exempted)

A course designed to bridge math skills of students to those required to successfully complete the quantitative courses in the BBA program. The course introduces students to core mathematical concepts including basic numeracy, algebra, factorials, pre-calculus, Venn diagrams and statistics. This course is required in the first semester for all BBA students, but students may request an exemption through either the successful completion of a challenge examination or demonstration of proof of having successfully completed a senior secondary math course within the past ten years. Prerequisite(s): None.

Introduction and General Business Education

BUSI 1003 Math for Business

(3 credits) (online) (required)

A brief review of pre-calculus math. Topics include: logarithmic and exponential functions; limits; introduction to derivatives; linear systems; matrices; systems of linear inequalities; difference equations;

arithmetic and geometric sequences; annuities; and installment buying. Applications to business and economics are emphasized throughout the course. Prerequisite(s): New Brunswick Advanced Math - 122 or equivalent.

BUSI 1013 Statistics for Business

(3 credits) (online) (required)

Introduction to applied statistics and data analysis, as well as managerial decision-making, using both quantitative and qualitative tools. Statistical topics include: collecting and exploring data; basic inference; simple and multiple linear regression; analysis of variance; nonparametric methods; probability; and statistical computing. Students also examine how these tools are applied in strategic and functional analysis and decision making, especially regarding marketing and operations.

Prerequisite(s): BUSI 1003 - Math for Business.

BUSI 1023 Introduction to Economics for Managers

(3 credits) (online) (required)

Introductory topics include: basic theory of consumer behavior; production and costs; partial equilibrium analysis of pricing in competitive and monopolistic markets; general equilibrium; welfare; and externalities. Students are introduced to the theory of the firm, competition, and monopoly.

Prerequisite(s): None.

BUSI 1033 Introduction to Business

(3 credits) (online) (required) (must be completed at Yorkville University)

This course explores the interrelatedness of the various functions of business operations and sets the context for understanding the broader environment in which businesses and organizations function. Attention will be given to key functional areas of business including resource bases, organizational structures, corporate culture, financial systems, and management theories prevalent in today's business environment. Interactive business simulation software will be used as a complement to course readings to expose students to core business functional areas and begin developing their business decision-making skills. Prerequisite(s): None

BUSI 1043 Introduction to Financial Accounting

(3 credits) (online) (required)

Introduces the language of financial accounting, designed to capture, summarize, and communicate the economic facts about an organization in a set of financial statements and related descriptive notes. Focus is on the principles of accounting and reporting to various users that are external to the organization and will emphasize what information is provided in financial statements, as well as the uses and limitations of this information. Prerequisite (s): BUSI 1003 - Math for Business.

BUSI 1073 Business Writing and Communications

(3 credits) (online) (required)

Students learn how to leverage the online learning environment to be effective communicators across a number of mediums. Students emerge from this course with a solid understanding of how to effectively use the Yorkville University campus and environment to achieve success in their studies, and also develop their knowledge and application of the writing process, academic referencing using APA style format, effective communications styles particularly, persuasive business writing techniques, and cross cultural communications. Prerequisite(s): None.

BUSI 2063 Introduction to Marketing

(3 credits) (online) (required)

An introduction to the basic concepts and principles of the marketing function. The course follows the evolution of the Marketing discipline through to the current era of the Social Marketing Concept. Tools necessary for effective Marketing practice and environmental and contextual influences are examined. Students learn the basic elements of the Marketing Mix as well as segmentation and positioning tools. The course expands students' understanding of Canadian and international marketing structures and techniques including defining and segmenting target markets, using planning and forecasting techniques, analyzing costs and benefits of marketing mixes, interpreting market research data, consumers and consumerism, industrial market potentials. Prerequisite(s): None.

Core Business Courses**BUSI 1063 Business and Sustainability**

(3 credits) (online) (required)

This course will explore the impact of business activity on ecosystems and examine methods of approaching business activity from a sustainability perspective. Students will look at how ecosystem-based management (EBM) informs business decisions in today's context and will investigate the implications of EBM across various business actions and activities. Pre-requisite(s): None.

BUSI 2003 Macroeconomics in Global Context

(3 credits) (online) (required)

An overview of macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Topics include: monetary and fiscal policies; public debt; and international economic issues. Basic models of macroeconomics are introduced and principles within the experience of the North American and other economies are illustrated.

BUSI 2013 Business Decisions Analysis

(3 credits) (online) (required)

This course prepares students to make applied and informed business decisions through the use of modeling, analytical and problem-solving techniques. Specifically, students will develop an understanding of the concepts of certainty, uncertainty, probability and risk analysis; as well as basic probability concepts, random variables, descriptive measures, and properties of distribution, statistical decision theory, and Bayesian approaches. Based on this foundation, the course will then delve into discrete and continuous probability models and their applications to solving business problems.

Prerequisite(s): BUSI 1013 - Statistics for Business

BUSI 2023 Business Law

(3 credits) (online) (required)

Students gain a basic understanding of fundamental structural legal frameworks under which firms must operate. The course begins with the basic building blocks of business law, followed by a review of legal business structures including sole proprietorship, corporation, partnership, limited liability company, for profit, not-for-profit, and public firms. The second phase of the course examines a broad range of legal issues that could impact business operations, including intellectual property, contracts, product development, mergers and acquisitions, international trade, business disputes, bankruptcy, and reorganization. Prerequisite(s): None.

BUSI 2033 Organizational Behaviour and Management

(3 credits) (online) (required)

This course explores the interaction among individuals and organizations, and how this interaction can impact others within the organization, or the organization itself. Even in today's technologically driven world, the effectiveness of organizations is still rooted in their ability to leverage the full potential of the people involved within their operations. Students are introduced to various topics including value systems, motivation, teams, effective communication, power and conflict, organizational culture and structure, leadership, ethics and organizational change. They emerge from the course with a better understanding of the role of people within organizations, and how their own personal strengths can contribute positively to the organizations to which they belong. Prerequisite(s): None.

BUSI 2043 International Business Environment

(3 credits) (online) (required)

Introduction to international business as it relates to the functional areas of managing business operations. Focus is on how business decisions are influenced by culture, economics, and marketing. Additional emphasis is on the opportunities and problems associated with doing business in an international environment, with reference to case analyses of specific countries or regions. The principles examined are constant, although the international geography may vary according to the interests of the faculty member and students. Prerequisite(s): None.

BUSI 2053 Business Ethics

(3 credits) (online) (required)

Overview of the ethical dimension of business in the context of understanding ethical reasoning as a critical success factor for businesses. Students should develop moral sensibilities and an awareness of social responsibility within a business management perspective. Topics include: the relationship between business and society; the link between corporate strategy and social responsibility; the importance of corporate reputation; ethical decision-making; and the impact that business has on the environment. Prerequisite(s): None.

BUSI 2073 Management of Technology and Innovation

(3 credits) (online) (required)

This course introduces students to fundamentals of information technology and information systems and exposes them to the managerial implications of effective technology management. Topics covered include making information IT investment decisions, managing risks in IT systems adoption and implementation, integrating new technologies with existing systems, and maximizing the usage of data from IT systems to create corporate value. Prerequisite(s): None

BUSI 2083 Introduction to Managerial Accounting

(3 credits) (online) (required)

Focus on how managers use accounting information to make decisions, with an emphasis on job costing and activity-based costing. Topics include: product costing; budgetary control systems; performance evaluation systems for planning, coordinating, and monitoring the performance of a business; flexible budgets; and break-even analysis. Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting.

BUSI 2093 Introduction to Managerial Finance

(3 credits) (online) (required)

Introduction to major concepts in finance and investments, such as the time value of money, discounted cash flows, and risk and return. Further examination of how firms decide to finance projects they assess

as being worthwhile and how to make investment decisions. Consideration is given to capital structure, dividend policy, financial instruments, risk-return trade-offs, financial planning, forecasting, the cost of capital, asset valuation, working capital management, and performance assessment. Prerequisite(s): BUSI 2083 – Introduction to Managerial Accounting.

BUSI 2103 Human Resource Management and Development

(3 credits) (online) (required)

This course introduces students to the theory and practice of personnel management and the significant issues that are part of the management of human resources in organizations. Students who complete this course will be able to design and implement an effective human resource management strategy. In addition, students are expected to identify specific HR management skills that they need to develop and begin the process of developing these skills. Prerequisite(s): BUSI 2033 - Organizational Behaviour and Management

BUSI 2113 Production and Operations Management

(3 credits) (online) (required)

Production and Operations Management (POM) involves the study of design, planning, establishment, control, operation, and improvement of the activities/processes that create a firm's final products and/or services. The growing economic importance of service activities, however, has broadened the scope of POM function (in fact, the course will focus more on service facilities). Large scale globalization, short product life cycle, and more informed customers means that successful management of operations, careful design, and efficient utilization of resources is an absolute must not only to add to the bottom line of a firm, but even for its mere survival. This course will consider both manufacturing and service operations, emphasizing their differences as well as similarities. It will also examine the role of operations management in the organization by exploring a number of concepts and techniques. Prerequisite(s): BUSI 1013 - Statistics for Business.

BUSI 2123 Business Strategy

(3 credits) (online) (required)

Introduction to a strategic perspective on issues that concern contemporary businesses, drawing on and exploring concepts from a number of undergraduate business courses (marketing, finance, accounting, management, and organizational behaviour). Exploring appropriate methodologies/approaches to strategic analysis, students use material from other courses in the analysis and resolution of complex business situations. Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting; BUSI 2013 – Business Decision Analysis; BUSI 2033 - Organizational Behaviour and Management; BUSI 2063 - Introduction to Marketing; BUSI 2073 - Management of Technology and Innovation; BUSI 2083 – Introduction to Managerial Accounting; BUSI 2093 - Introduction to Managerial Finance; BUSI 2103 - Human Resources Management and Development; BUSI 2113 - Production/Operations Management.

BUSI 2133 Organization Theory and Design

(3 credits) (online) (required)

Emphasizes developing approaches in different types of organizations (*e.g.*, not-for-profit) to deal effectively with the issues faced. Explores principles and practices of management and administration as they are adapted to: board-management-staff relations; board governance; recruiting and motivating; human resource management; accountability; organizing for and managing growth and change; analysis of an organization's market; and organizational strategic planning. Prerequisite(s): BUSI 2033 - Organizational Behaviour and Management.

BUSI 2143 Entrepreneurship and Small Business Management

(3 credits) (online) (required)

Focusing on the practical aspects of establishing and developing a business, emphasis is placed on analyzing the strengths and weaknesses of a newly formed business. Topics include: opportunity recognition, feasibility study, risk, venture capital sources, business economics, marketing requirements, negotiations, and resource needs. Case studies will be used. Prerequisite(s): BUSI 1023 - Introduction to Managerial Economics; BUSI 1043 - Introduction to Financial Accounting; BUSI 2033 - Organizational Behaviour and Management; BUSI 2063 - Introduction to Marketing; BUSI 2083 – Introduction to Managerial Accounting.

BUSI 2163 Marketing Strategy

(3 credit) (online) (required)

A course to develop the skills and approach required to formulate and effectively implement marketing strategies. The course reviews the theory and practice of identifying market opportunities, evaluating firm positioning, selecting and evaluating potential markets, and making effective marketing mix decisions through analysis of market research data. All elements of strategic decision making are examined, including market segmentation, market target choice, product and/or service offering(s), pricing, promotion, and distribution choices that support positioning decisions as well as after sales service, support and evaluation. Students develop hands-on knowledge of the impact of strategic marketing decisions on a firm's market position, bottom line, and investment attractiveness through interaction with hands-on business simulation software. Prerequisite(s): BUSI 2063 - Introduction to Marketing

Business Elective Courses

BUSI 3403 Intermediate Accounting 1 - Assets

(3 credits) (online) (elective)

This course builds on the integrated framework for analyzing, interpreting and preparing financial statements introduced in previous accounting courses. Emphasis is placed on accounting policy choices and the criteria by which such choices are made, as well as on analyzing financial statements that are prepared using different accounting policies. Students will examine, in-depth, the effects of accounting concepts on income determination and on asset, liability and shareholders' equity valuation.

Prerequisite(s): BUSI 2083 – Introduction to Managerial Accounting

BUSI 3413 Intermediate Managerial Accounting

(3 credits) (online) (elective)

This course focuses on how managers use accounting information to make effective business decisions. Students will study different types of reports, financial statements and analytical tools, which may be used by managers to effectively plan, coordinate, evaluate and monitor qualitative and quantitative metrics within an organization. In this intermediate managerial accounting course, students will focus on costing and cost analysis. Pre- requisite(s): BUSI2083 - Introduction to Managerial Accounting

BUSI 3423 Intermediate Financial Accounting 2 - Liabilities and Equities

(3 credits) (online) (elective)

This course continues to build on the integrated framework for analyzing, interpreting, and preparing financial statements learned through BUSI1043 - Introduction to Financial Accounting and BUSI3403 - Intermediate Accounting I: Assets. The objectives within this course are to identify, interpret and analyze complex measurement issues and accounting policy choices applicable to a given situation. Students will subsequently evaluate the effects of financial reporting issues and policies on the

preparation of the Statement of Financial Position, Income Statement, and Statement of Cash Flows.
Pre-requisite(s): BUSI 3403-Intermediate Accounting 1 - Assets

BUSI 3433 Corporate Finance

(3 credits) (online) (elective)

This course will build on concepts from the introductory managerial finance course and explore in depth the areas of corporate finance, risk, diversification, portfolio analysis, and capital market theory. Specifically, the course places emphasis on developing the students' ability to understand, analyze, and integrate financial information towards sound financial decisions. Topics discussed will include the impact of interest rates, taxation, dividends, cash flow, and other business considerations on financial decision making and the role of financial institutions and regulations in corporate financial management. Prerequisite(s): BUSI 2093 - Introduction to Managerial Finance

BUSI 3443 Accounting Capstone Project - Auditing

(3 credits) (online) (elective)

This course explains the significance of the auditing environment, public practice and professional responsibilities as well as basic audit concepts and techniques. The increasing complexity and speed of change in the business world has caused more estimation and uncertainty than ever before. In turn, this has caused higher difficulty for auditors to assess corporate risk, gather sufficient appropriate evidence and form a fair audit opinion on the financial statements. The requirements of this course combine the financial and managerial accounting knowledge learned to date and apply it to the world of auditing. Students will be required to leverage prior knowledge to be successful in this course. Prerequisite(s): BUSI 3413 – Intermediate Managerial Accounting, BUSI3423 – Intermediate Financial Accounting 2 – Liabilities and Equities, BUSI3433 – Corporate Finance

BUSI 3503 Introduction to Energy Management

(3 credits) (online) (elective)

This course substantiates society's reliance on energy, across all aspects of life, and introduces business students to the nature of energy as a key aspect of business operations, from the energy supply sector to energy use across all aspects of business and society. It provides a historical overview of the energy economy, along with issues of energy resource planning, from conventional energy to renewable energy technologies, climate change mitigation, efficiency and conservation practices, and potential long-term energy transitions. The course also explores the full range of energy systems and applications, stakeholders and introduces relevant energy terminologies. Prerequisite(s): None

BUSI 3513 Energy Policy, Legislation, and Social Environment

(3 credits) (online) (elective)

This course examines International as well as Canadian federal, provincial, and local government policy, legislation, and regulations affecting the energy industry and energy consumers. Students will explore constitutional issues, the changing regulatory environment, and the impact of stakeholders including indigenous peoples and environmental groups through the examination of a current Canadian energy project. Current federal and provincial incentive programs will be examined and strategies for building political, social, and business linkages for energy products and applications in the context of the principles of sustainable enterprise will be developed. Pre-requisite(s): BUSI 3503 - Introduction to Energy Management

BUSI 3523 Energy Systems Operation

(3 credits) (online) (elective)

This course focuses on the operation of energy systems in the business cycle. Students will explore decision-making role of the operations manager in performing economic analyses regarding energy types, conservation, and other production trade-offs as they relate to company strategy in the context of sustainability and clean-energy transitions. Students will identify how energy supply system management and conservation relates to customer satisfaction, improved performance, lower costs, and product development. Energy use standards such as ASHRAE, LEED, NECB, ISO 50001, and others will be applied to business processes. Pre-requisite(s): BUSI 3503 – Introduction to Energy Management

BUSI 3533 Energy Futures and Transitions

(3 credits) (online) (elective)

This course provides students with the tools to understand the complexities of regional, national, and international energy markets, and the impact of global government policy on energy development as well as the changing nature of energy types and technologies. The course will focus on international energy development, energy contracts, sustainable development, and the management of environmental and corporate social responsibility issues. Clean energy systems and applications, use-cost curves, and energy application transitions and risk management will be applied to standard business scenarios. Forecasting energy management trends will be examined as a core component of business operations. Students will develop a major case analysis of an international energy project. Pre-requisite(s): BUSI 3513 - Energy Policy, Legislation, and Social Environment, BUSI 3523 – Energy Systems Operation

BUSI 3543 Energy Strategy Capstone Project

(3 credits) (online) (elective)

This course provides students with an experiential opportunity to reinforce, synthesize, and build on the energy management knowledge and skills they developed in previous courses. Students will work in teams to develop an impact assessment of a current energy issue or project as it relates to business and industry strategy. Students will be required to apply knowledge from all four Energy Management courses in the development of their project. Pre- requisite(s): BUSI 3533 – Energy Futures and Transitions

BUSI 3603 Introduction to Project Management

(3 credits) (online) (elective)

This course introduces students to the fundamentals of project management as outlined in *A Guide to the Project Management Body of Knowledge: PMBOK® Guide*. In today's business environment, the successful management of projects has become a core competency for organizational leaders. BUSI3603 emphasizes the need for linking the strategic plans of organizations to project selection, organizational structures, and the sociocultural and technical dimensions of projects, as well as how a project manager's focus needs to shift at different stages of a project life cycle. Prerequisite(s): None.

BUSI 3613 Project Teams and Leadership

(3 credits) (online) (elective)

The development of project teams is an essential part of project leadership and management as described in the Human Resource Management and Communication Management knowledge areas within *A Guide to the Project Management Body of Knowledge: PMBOK® Guide*. Whether you work on a task force, committee, development team, or other type of project team, this course will outline strategies for becoming a harmonious team member and adaptable team leader. By using stories from

an assortment of projects, the course also provides multiple “real world” examples of inspired project leadership, timely project communications, and ongoing team selection, development and management; practices for improving project leadership are derived from these stories. Lastly, the factors which contribute to successful stakeholder management are also introduced.

Prerequisite(s): BUSI 2113 -Production and Operations Management; BUSI 3603 - Introduction to Project Management.

BUSI 3623 Project Planning Essentials

(3 credits) (online) (elective)

This course will guide students through a rigorous examination of all planning processes and process interactions during the project life cycle. They will determine the elements of the project management plan that are essential, while avoiding “analysis paralysis”. Students will collaborate with others to appraise the content and format of project management plans for small, medium and large projects. They will clarify the scope, schedule, cost and resources necessary for a sample project. Students will also create plans for the management of risk, quality, human resources, communications, and procurement for one or more sample projects. Prerequisite(s): BUSI 3603 - Introduction to Project Management; BUSI 3613 - Project Teams and Leadership

BUSI 3633 Project Execution, Monitoring, Control, and Closing

(3 credits) (online) (elective)

This course provides students with the practices and processes for launching, monitoring, controlling and closing projects. Special emphasis is given to the eleven processes included in the monitoring and controlling process groups. The course provides students with the processes and techniques used to harness change, and control ‘scope creep’, time delays and cost overruns. The course builds students’ understanding of, and appreciation for, the Earned Value Management System (EVMS) as a better alternative to the inadequate measures of “on time” or “on budget”. The course concludes with an automated simulation that tests students’ ability to make decisions which improve the probability of project success. Prerequisite(s): BUSI 3603 - Introduction to Project Management; BUSI 3613 - Project Teams and Leadership; BUSI 3623 - Project Planning Essentials.

BUSI 3643 Advanced Project Management

(3 credits) (online) (elective)

This course will provide students with an experiential opportunity to reinforce, synthesize, and build on the project management knowledge and skills they developed in previous courses. You will work in teams to develop a project management plan, and prepare for project execution, monitoring, control, and closedown. You will also explore international cultures and their impact on project leadership, communication and team dynamics. In addition, students will compare software tools that streamline project planning and monitoring, and will examine potential career paths and professional development in project management. Prerequisite(s): BUSI 3603 - Introduction to Project Management; BUSI 3613 - Project Teams and Leadership; BUSI 3623 - Project Planning Essentials; BUSI 3633 - Project Execution, Monitoring, Control, and Closing.

BUSI 3703 Advanced Operations and Supply Chain Management

(3 credits)

This course exposes students to advanced topics in operations and supply chain management, emphasizing supply chain performance evaluation. Students are taught to prepare detailed sales and operation plans, acceptance sampling plans, and lean operations plans. In addition, students will

perform reliability analysis as well as supply chain cost analysis. The course concludes by familiarizing students with pressing operational issues such as sustainable operations.

Prerequisites: BUSI 2113 – Production Operations Management

BUSI 3713 Logistics Management

(3 credits)

This course provides students with in-depth knowledge and a chance to apply logistics management concepts. Students study the key elements of organizational logistics including warehousing, inbound/outbound logistics, distribution channels, and transportation analysis. It prepares students to make decisions regarding the number, location, and layout of warehouses and material handling that determine options for transportation routes, modes, and providers (3PL/4PL). It places particular emphasis on major trends in logistics management including technologies (e.g., Warehouse Management Systems, transportation technologies) and reverse logistics.

Prerequisites: BUSI 3703 – Advanced Operations and Supply Chain Management

BUSI 3723 Procurement

(3 credits)

This course introduces students to the procurement process, covering concepts such as: strategic sourcing and its importance, the bidding and contracting process, negotiations, and contract management. Students manage the entire cycle of supplier management, from evaluation and selection, to development and monitoring. It emphasizes challenging issues related to procurement, such as global sourcing and e-procurement. Prerequisites: BUSI 3703 – Advanced Operations and Supply Chain Management

BUSI 3733 Business Process Improvement

(3 credits)

This course focusses on business process improvement through total quality management and business process re-engineering. Business processes may experience improvement in two ways: continuous improvement through incremental steps (as part of a Total Quality Management strategy); or through radical and transformative changes to business processes (as part of Business Process Re-engineering). Students study both methods and how the two interact, or possibly conflict. They assess and evaluate processes through a product lifecycle, using a customer-focused approach, placing special emphasis service operations throughout the course. As students analyze these business processes, they identify areas of risk/improvement, and determine ways to manage them.

Prerequisites: BUSI 3713 – Logistics Management, BUSI 3723 - Procurement

BUSI 3743 Supply Chain Integration and Analytics

(3 credits)

This course integrates and applies concepts taught in earlier SMC specialization courses, providing hands-on experience with real projects and technologies in supply chain management. Students engage in higher level analyses, acknowledging the interactions among supply chain functions. Students come to realize the challenges, trade-offs, and interfaces with other organizational functions/ organizations. They also acknowledge the need for data analytics and technological skills to cope with the competitive environment. Accordingly, Enterprise Resource Planning is used as an integrative backbone to the course, combining functions and technologies. Prerequisites: BUSI 3733 Business Process Improvement

Integrative Project-Based Courses

BUSI 4003 Business Case Analysis

(3 credits) (online) (required)

This course presents frameworks for analysing and writing business cases. Students will learn how to respond to business cases using a framework that includes identification of key issues, exploration of research options, and development of supported solutions and recommendations. Students will also emerge from this course with the tools necessary to author teaching cases and solutions manuals. The skills learned in this course will support the case analysis focus of other courses across the BBA program. Pre-requisite(s): 21 credit hours of Business courses.

BUSI 4013 Business Organization Analysis

(3 credits) (online) (required)

Emphasis on developing analytic skills and giving practical experience in research and theorizing about organizations through the integration of core business courses studied in the BBA program. Objectives include: understanding various aspects of organization and a variety of theoretical frameworks contributed by business administration academic disciplines; analyzing organizational vision, mission, values and strategy, and their role in articulating the direction of a business; describing a business concept, organizational structure, external stakeholders and inter-organizational relations; understanding the role played by technology; and describing the impact of culture. Prerequisite (s): all Core Business courses required by BBA program. Prerequisite(s): Students must have completed 90 credit hours of the BBA program.

BUSI 4033 Business Improvement Project

(3 credits) (online) (required)

Focus on the selection, treatment, and solution of a complex problem in an organization through the development and preparation of a formal, analytical report. Working in small groups, students will: learn how to identify a problem and possible solutions; select the best solution, create a work plan, and apply primary and secondary research methods; structure an argument logically and persuasively; customize a message for multiple audiences; and strengthen critical-thinking skills through the evaluation of findings and the formulation of conclusions and recommendations. Prerequisite(s): Students must have completed 90 credit hours of the BBA program.

BUSI 4046 Final Business Plan

(6 credits) (online) (required)

Focused on sound decision-making in the context of organizing a new business, requiring the discipline of thinking through an entire planning process and developing concise and well-structured business plans. Students develop a business vision and create an effective business strategy for making this vision a reality, and are required to develop a complete business plan, based on a business opportunity selected by the student. The business opportunity may involve third parties whose cooperation and participation is essential to the success of the proposed enterprise. Prerequisite(s): BUSI 4033 - Students must have completed 90 credit hours of the BBA program.

General Studies

ENGL101 Research & Composition

(3 credits) (online) (Tier 1)

This course builds on the conventions and techniques of composition through critical writing. Students apply principles of logic, strategic thinking, and synthesis to prepare sound arguments supported by relevant, well documented research. Students are encouraged to write extensively, in persuasive and

analytic styles, on contemporary issues of interest to them, where individual style and unique thinking are demonstrated. Pre-requisite(s): None

QRSS100 Qualitative Research Methods for Social Science

(3 credits) (online) (Tier 1)

This course explores the qualitative research methods that researchers use to answer empirical questions within the sphere of the social sciences, as well as within business and the humanities. It will teach students the basic knowledge and skills required to do qualitative research and to be intelligent consumers of others' qualitative research. Topics include assessing existing research; collecting, analysing, and interpreting qualitative information; and methods to communicate research. By using a variety of research tools, students will explore how formulating sound qualitative research leads to objective and reliable outcomes. Students will also learn to identify ethical, ideological, empirical, and theoretical aspects of research, and recognize effective research. Pre-requisite(s): None

ARTH110 Western Art – Prehistoric to Gothic

(3 credits) (online) (Tier 1)

This course introduces students to the art and architecture of ancient societies from around the world, spanning pre-history to the fall of the Roman Empire. Using a broad, interdisciplinary approach, various art works are examined as emanations of a universal human condition and as unique expressions of culturally-specific worldviews. After exploring various definitions of 'art' and an overview of the earliest emergence of art and artistic traits in human history, focus then turns toward the complexities of the ancient mind and ancient civilizations. Through the art and architecture of each historical period, students learn the symbolic 'language' through which ancient societies transmitted their most profound ideas. Greater fluency in this ancient symbolic language allows students to understand the differences between sacred, traditional theological and profane art and the concepts that define their original purposes. Pre-requisite(s): None

ARTH120 Western Art – Renaissance to Contemporary

(3 credits) (online) (Tier 1)

The road to understanding modern and contemporary art begins with a study of the evolution of the modern mind. The course begins by analyzing the transition from a medieval worldview to the emergence of a scientific outlook in the late 1400s. The Renaissance and the resurgence of ancient Classical learning are also examined for their influences on artistic and architectural styles, and for their adoption of and challenge to the dominant theological doctrines of the early Modern era. Finally, the art of the 20th, 21st centuries is explored as both a culmination of Postmodernism and 'end' to the traditional narrative of art history, signaling a growing desire to be inclusive to new media and globally diverse artists. Pre-requisite(s): None

CRIN110 Creativity and Innovation

(3 credits) (online) (Tier 1)

This course examines concepts and techniques widely applicable to personal life and business: individual creativity and innovation in organizations. It offers alternatives to standard models of decision making and formal critical thinking by describing imaginative ways of approaching problems. Students learn techniques of problem identification, idea generation, idea selection, and idea implementation. The course teaches problem-solving practices and varied strategies that release individual creativity and encourage innovation within organizational structures. Emphasis is placed on how creative and innovative solutions can be found to problems that are inadequately addressed by Cartesian thinking processes and the debunking of common myths held about creative individuals and organizations.

Students are instructed in a variety of concepts and practical methods that they can apply to their studies, work, and personal lives. Pre-requisite(s): None

ENGL150 Professional Communication

(3 credits) (online) (Tier 1)

This course extends composition and research principles to writing in a career context. Students apply principles of economy and clarity to create business documents that are informative and persuasive. While the course focuses on business messaging, it also includes formal research report writing, as well as the planning and delivery of oral presentations. Pre-requisite(s): ENGL101

GEOG210 Human Geography

(3 credits) (online) (Tier 2)

Human geography examines how people, their communities, and cultures interact within physical geographic space. It looks at how the spatial environment affects key categories of human activities. The course includes an overview of the location, flow, and uses of the earth's principle resources, both natural and human. How the physical characteristics of the earth's surface affect political, social, cultural, demographic, and economic dynamics throughout the world is emphasized, and the potential effects of ecological threats are explored. Pre-requisite(s): One Tier 1 course

ECON211 Microeconomics

(3 credits) (online) (Tier 2)

This course teaches the theory and concepts of microeconomics within the context of market decisions. It examines the concepts of supply and demand; pricing and elasticity; consumer behaviour and its impact on economic decisions; market structures that form the basis for various levels of competition; different types of markets, including labour and factor markets; and the role of government as it relates to microeconomic policy. It synthesizes theoretical concepts and examples of everyday events. Pre-requisite(s): One Tier 1 course

ENGL250 The Workplace in Fiction

(3 credits) (online) (Tier 2)

This course explores the workplace through its expression in the imaginative fiction of literature, film, and essays. Students will study poems, plays, short stories, films, and essays with themes or storylines that emanate from the workplace. Students will read, view, interpret, and analyze fiction relating to the workplace in order to understand the connections between occupation and personal identity and the connections between social and personal significance. Students will note and discuss trends in society that are illustrated by business and workplace attitudes and portrayed in creative fiction. Pre-requisite(s): One Tier 1 course

HIST300 The History of Sport

(3 credits) (online) (Tier 2)

This course explores the history of sport and athletics, ranging from the oldest forms of recreation to modern professional sports. It examines the established historical record, but also examines how we determine these facts through interpretation. By synthesizing the practice of sports with various theories of practicing history, students learn to evaluate historical claims that are often disguised in the playful focus of sports. Through such an analysis of historical sports, students develop a critical awareness of the social and ethical issues around such key aspects of human and social life. Pre-requisite(s): One Tier 1 course

PHIL300 Philosophical Thought and Leisure

(3 credits) (online) (Tier 2)

This course uses philosophy and philosophical thinking and applies it to an examination of leisure. Students will learn to adopt a philosophical approach, examining and reflecting upon the role of leisure today in what makes the *good life*. The relationship between philosophy, the *good life*, and leisure act as a framework for examining key philosophical issues, such as ethics, education, religion, aesthetics and art, health, politics, and consumerism. Pre-requisite(s): One Tier 1 course

SOCI300 Sociology and Culture

(3 credits) (online) (Tier 2)

This course explores some of the major issues affecting society and culture. It draws upon the discipline of sociology providing students with analytic tools to critically explore their contemporary social and cultural world. The course includes topics such as culture, socialization, social structure and class, stratification, institutions, urbanization and the environment as they affect Canadian society. Pre-requisite(s): One Tier 1 course

PSYC200 Psychology of Everyday Life

(3 credits) (online) (Tier 2)

This course provides an overview of the field of psychology as it pertains to everyday life. Research methods and scientific reasoning form the foundation of the discipline, and the course begins by asking: How is psychology a science, and why is this important? The course covers several domains of the discipline: health psychology, consciousness, memory, life span development, motivation and emotion, personality, psychological disorders, therapy, and social psychology. While specific topics will vary from domain to domain, students will explore how each domain relies on the same underlying scientific principles and research methods to answer questions about the mind and behaviour. Within each domain, certain overlapping themes will also be highlighted. The course is grounded on the premise that within these domains, psychology is a route for effecting change and gaining some measure of control over our lives. Pre-requisite(s): One Tier 1 course

HUMN422 Topics in Technology and Society

(3 credits) (online) (Tier 3)

In this interdisciplinary, integrative course, the relationship between technology and society is investigated through readings, reflection, assignments, class discussion, and a formal research essay. The course identifies conditions that have promoted technological development and assesses its social, political, environmental, psychological, and economic effects. Issues of power and control and consideration of the effects of technologies on the human condition are primary themes. Written discussions, assignments, and the writing of a formal research essay draw together students' prior learning in other general education courses. Pre-requisite(s): Two Tier 2 courses

HUMN430 Topics in Power and Society

(3 credits) (online) (Tier 3)

In this interdisciplinary, integrative course, power, its meaning and its exercise between human beings and groups is investigated through readings, reflection, assignments, class discussion, and a formal research essay. The course describes a variety of taxonomies by which power can be defined and understood. Students look to the socially-based sources of power as well as the reasons individuals and groups acquiesce to power. Power is shown as a defining characteristic in all human activities by

drawing on a wide array of social science and humanities scholarly material. Pre-requisite(s): Two Tier 2 courses

HUMN450 Design Thinking

(3 credits) (online) (Tier 3)

Design thinking is a creative problem-solving process used in a wide variety of disciplines. This course gives students a broad conceptual understanding of the theories and philosophies that form the foundation of the design thinking process, building towards a practical application of the methods to tackle, rethink, or solve a problem. Pre-requisite(s): Two Tier 2 courses

12. Personnel Roster

12.1 Senior Administration

Rick Davey	President, Yorkville University Ed.D., OISE/University of Toronto
John Crossley	Provost and Vice President Academic, New Brunswick Ph.D., University of Toronto
Karim Sukhiani	University Registrar B. Eng., Lakehead University
Lan Hu	Campus Registrar – Admissions M.A., University of Newcastle upon Tyne
Kady McDonnell	Campus Registrar - Records and Student Services M.Ed., Yorkville University
Paul Graham	University Librarian M.L.S., Dalhousie University
Miranda Smith	Senior Technology Officer A.I.T., Information Technology Institute, Toronto.
Ron Richard	Associate Dean, Instructional Design Ph.D., McGill University
Jill Cummings	Associate Dean, Faculty Development Ph.D., University of Toronto
Gordon Glazier	Senior Vice President Finance B.Comm., University of Toronto
Walter Lee	Senior Vice President Marketing & Student Enrolment M.Ed., University of New Brunswick

Faculty of Behavioural Sciences

Peter Hall	Dean Ph.D., Northcentral University
David Chapman	Associate Dean Ph.D., University of St. Thomas
John McLaughlin	Dean Emeritus Ed.D., California Coast University
Mary van Gaal	Associate Director Field Training (Pre-Practicum) M.A., Dalhousie University

Rochelle Collings Associate Director Field Training (Practicum)
M.A., Yorkville University

Faculty of Education

Ellyn Lyle Dean
Ph.D., Memorial University

Sepideh Mahani Associate Dean
Ph.D., North Central University

Faculty of Business Administration

Jana Comeau Dean
MBA, International Business, University of New Brunswick

Eman Nasr Associate Dean
PhD Management, Wilfrid Laurier University

12.2 Faculty Members

12.2.1 Faculty of Behavioural Sciences

Core Faculty Members

Elaine Baltzer – Ph. D., Capella University
Barbara Bryden – Ph.D., University of Calgary
Robert Roughley – Ph.D., University of Calgary
Helen Massfeller – Ph.D., University of Alberta
Alex Munteanu – Ph.D., University of British Columbia

Associated Faculty Members

Kristen Aberle - Psy.D., Roosevelt University
Audrey Atkinson – Psy.D., Regent University
William Attridge – Ph.D., Texas A&M University - Commerce
Brooke Bauman – Ph.D., Capella University
Kathleen Beauchemin - Ph.D., University of Alberta
Kathy Blaydes-Walczak - Ed.D., Argosy University, Sarasota
Nicole Bradley - Ph.D., Kent State University
Krista Bridgmon – Ph.D., Northern Arizona University
Andy Brown – Ed.D., Argosy University, - Sarasota
Anne Cabanilla – Psy.D., University of Northern Colorado
Elizabeth Carges – Ph.D., University of Central Florida
DeVonne Carney – Ed.D., Argosy University, Sarasota
Karin Celosse – Psy.D., Chicago School of Professional Psychology
Jo Chang – Ed.D., Argosy University, Northern Virginia
Eileen Chaves – Ph.D., University of Denver
Donte Corey – Ph.D., North Carolina State University
Amanda Costin – Ph.D., Kent State University

Christine Courbasson - Ph.D., York University
Alice Crawford - Ed.D., Argosy University, Schaumburg
Penny Dahlen – Ed.D., Idaho State University
Tamara Denton – Ed.D., Argosy University - Schaumburg
Elin Der-Hacopian – Psy.D., Alliant International University
Ivana Djuraskovic – Ph.D., University of Calgary
Peter Doherty – Ph.D., Alliant International University
Neil Duchac – Ph.D., The University of Toledo
Dita Andersson Everett – Ph.D., Boston College
Kevin Feisthamel - Ph.D., The University of Akron
Susan Foster – Ph.D., University of New Orleans
Cindy Fouhy – Ph.D., Capella University
Scott Friedman - Psy.D., Drexel University
Glenn Gelman – Psy.D., Chicago School of Professional Psychology
Lauren Gentile – Ph.D., Northeastern University
Reba Glidewell – Ph.D., The University of Southern Mississippi
Giselle Gourrier – Psy.D., California School of Professional Psychology
Stephanie Grunewald – Ph.D., Loyola University Chicago
Ron Hallman – Ph.D., Capella University
Dionna Hancock-Johnson – Ed.D., Iowa State University
Yvonne Hindes – Ph.D., University of Calgary
Chantell Hines – Ph.D., Capella University
Holly Johnson – Ph.D. Regent University
Victoria Kress – Ph.D., The University of Akron
Lori La Civita – Ph.D., Capella University
Terry Lane – Ph.D., McGill University
Thomasina Lawson – Ph.D., Mercer University
Jennifer Lee – Ph.D., University of Toledo
Melissa Lee-Tammeus – Ph.D., Walden University
Stephen Lifrak – Ph.D., University of Rhode Island
Lauren Linn – Ph.D., Hofstra University
Rebecca Loehrer – Ph.D., Texas A & M University
Gina LoSasso Langan – Ph.D., Wayne State University
Traci Lowenthal – Psy.D., University of La Verne
Kimberly Manley – Ph.D., Capella University
Suzanne Manning - Ph.D., University of North Texas
Michele Mannion – Ph.D., The Pennsylvania State University
Angela McCoy-Speight – Ph.D., Walden University
Lori Milo – Ph.D., The University of Akron
Sally Nazari – Psy.D., Argosy University, Washington D.C.
Roberta Neault – Ph.D., Simon Fraser University
Kimberly Nelson, Ph.D., University of North Colorado
Jack Olszewski - Ph.D., Northcentral University
Shannon Peck – Ph.D., The University of Southern Mississippi
Yuradol Powers – Ph.D., Waldon University
Kristina Reihl – Ph.D., Nova Southeastern University
Jill Rettinger – Ph.D., Carleton University
Elisha Rubin – Ph.D., University of Southern California

Renee Schmidt - Ph.D., University of Regina
Kimber Shelton - Ph.D., The University of Georgia
Lori Soli – Ph.D., Oregon State University
Katherine Sorsdahl – Ph.D., University of Cape Town
Nicole Stargell – Ph.D., University of North Carolina at Greensboro
Faith Teel – Ph.D., Texas A&M University - Commerce
Phuong-Anh Urga – Ph.D., Rutgers - The State University of New Jersey
Fiona Vajk – Ph.D., University of Colorado at Boulder
Richard Van Haveren – Ph.D., Oklahoma State University
Kim Vaughan – Ph.D., University of Calgary
George Davy Vera – Ph.D., University of New Orleans
Grace Viere – Ph.D., University of Virginia
Alyssa Weiss-Quittner – Ph.D., Nova Southeastern University
Samantha Wheeler – Ph.D., Western Michigan University
Seth Williams – Ph.D., Argosy University Twin Cities
Rob Wolf – Ph.D., The Chicago School of Professional Psychology
Don Zeman – Ph.D., University of Calgary

12.2.2 Faculty of Education

Core Faculty Members

Rita Kop – Ph.D., Swansea University
Georgann Cope-Watson – Ph.D., Brock University
Wendy Kraglund-Gauthier – South Australia University

Associated Faculty Members

Darryl Bautista – Ph.D., OISE/University of Toronto
Diane Burt – Ed.D., Fielding Graduate University
Deb Clendenneng – PhD, University of Ottawa
Jill Cummings – Ph.D., University of Toronto
Lois Edge – Ph.D., University of Alberta
Barbara Elliot – Ph.D., Walden University
Susan Elliot-Johns – Ph.D., McGill University
Joanne Evans-Coleman – Ph.D., University of Minnesota
Dee Giffin Flaherty – Ph.D., Antioch University
Lorraine Godden – Ph.D., Queens University
Loretta Howard – Ed.D., OISE/ University of Toronto
Gillian Judson – Ph.D., Simon Fraser University
Erin Keith – Ed.D., Western University
Paul Kolenick, Ed.D., University of British Columbia
Randee Lawrence – Ed.D., Northern Illinois University
Tammy Madsen – Ph.D. Walden University
Nagwa Medahed – Ph.D., University of Pittsburgh
Steven Noble, Ph.D., University of British Columbia
Linda Rappel – Ph.D., University of Calgary
Andree Robinson-Neal – Ed.D., Azusa Pacific University
Carmen Schlamb – Ph.D., Nippising University
Mary Gene Saudelli – Ph.D., Brock University

Tarae Terry – Ed.D., Drexel University
Debra Walker – Ed.D., Athabasca University
Chi Yan Lam – Ph.D., Queen’s University

12.2.3 Faculty of Business Administration

Core Faculty Members

Justin Medakiewicz – MBA, CA, PMP, McMaster University
Lisa Allen – Med, University of British Columbia
Audrey Lowrie – MA, Glasgow University

Associated Faculty Members

Dwayne Branch – Ph.D., McMaster University
Diane Burt – Ph.D., Fielding Graduate University
John Chetro-Szivos – Ph.D., University of Massachusetts
Matthew Cheung – M.Sc., York University
Christine Costa – MBA, McMaster University
Karen Ervin – MBA, Kennesaw State University
Paul Finlayson – MBA, York University
Fred Fisher – MBA, Queen’s University
Brad Gaetz – MBA, Athabasca University
Allison Goldman – MS, University of Charleston
Leon Guendoo – Ph.D., Capella University
Gerald Ingersoll – MBA, Athabasca University
Sarvanathan Jeganathan – MPM/MBA, University of Wales
Hussain Kabani – CPA, MBA, Keller Graduate School of Management
Rossie Kadiyska – MBA/LLM, University of Warwick
Elizabeth Kannangara – MBA, Royal Roads University
Brent Koritko – CPA, BComm, McMaster University
Natalie Kwadrans – CMA, MBA, Athabasca University
James Krause – PhD, TUI International University
Goran Krstic – PhD, University of Sunderland
Martin Lees – Ph.D., Walden University
James Lipot, DA, Walden University
Audrey Lowrie – MA, Glasgow University
Helen Lyons – BA, Queens University
Aniket Mahanti – PhD, University of Calgary
Tom McKaig – Diplome d’Etudes Politiques Approfondie, University of Strasbourg
Justin Medak – MBA, McMaster University, CPA, PMP
Don Moore – MBA, Université de Moncton
James Moore – PhD, North Central University
Nathanael Moulson – DBA, Walden University
Andrea Murphy – MBA, McMaster University
Umeka Naidoo – MBA, University of Liverpool
Daniel Nicholes – Ph.D., Carnegie Mellon University
Jeffrey O’Leary – MBA, Brock University
Cesar Ortiz-Moya – Master Economics, Universidad d Zaragoza
James Randall – MBA, Queen’s University

Eva Reddington – MBA, Schulich School of Business
Shelly Rinehart – Ph.D., University of Oklahoma
Farshad Sarmad – DBA, International School of Management, France
Roger Thompson – MBA, University of Toronto
Steve Visniski – MBA, University of Phoenix
Albert Wong – Ph.D., University of Windsor
Alexandra Wong – MBA/LLB, York University/National University of Singapore
Ghassem Zarbi – Ph.D., Sophia University
Wenqing Zhang – Ph.D., McGill University