



# 2026

# Academic Calendar

**NEW BRUNSWICK**

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## About Yorkville University



Yorkville University was established in 2003 and admitted its first students in 2004 in Fredericton, New Brunswick, where it launched the Master of Arts in Counselling Psychology. Since that time, the University has expanded its presence across Canada and now operates campuses and learning centres in Fredericton (NB), Toronto (ON), and New Westminster (BC), in addition to offering programs online to learners across the country and internationally.

In 2018, RCCIT (Radio College of Canada, founded in 1928) was amalgamated into its parent company, Yorkville University. This addition brought nearly a century of educational history into the University and integrated the Academy of Design, the School of Engineering Technology and Computing, and Toronto Film School, contributing to a broader and more interdisciplinary academic community.

Today, Yorkville University serves a diverse community of more than 25,000 students and alumni representing over 100 countries. The University offers professionally oriented undergraduate and graduate degree programs that are structured to support learners who balance academic goals with work, family responsibilities, and other commitments. Programs are delivered on campus and online, with small class environments that support meaningful engagement with faculty and peers.

Yorkville University is defined by its emphasis on accessibility, flexibility, and practical learning. Its program design, instructional approach, and campus settings reflect the needs of contemporary learners and the professional environments they aspire to enter. Through applied curricula, practitioner faculty, and learning pathways informed by industry expectations, the University strives to equip students with the knowledge and skills required to progress in their chosen fields.

**Language of Instruction**

The language of instruction at Yorkville University is English.

**Admission Decisions**

Yorkville University reserves the right to refuse admission to any applicant.

**Emergency Management**

If events or conditions arise that affect the University's ability to operate in the normal course of business and the delivery of academic programs or services is disrupted, the University will work to provide options to support students in the completion of academic coursework as promptly as possible. The University does not accept responsibility or liability for loss or damage resulting from delays, interruptions, or termination of services or classes, whatever the cause.

## **About the University Academic Calendar**

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

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

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

## **Student Responsibilities**

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

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

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

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# 1. Academic Schedules/Important Dates

Note that the dates presented here were correct at the time this Academic Calendar was published. In the unlikely event that dates or deadlines change, the updated Academic Schedule will be found here: [Resources | Yorkville University](#).

Yorkville University organizes graduate programs into trimesters of 15 weeks each, beginning in January, May, and September.

Academic Schedule/Important Dates – Graduate Programs				
Date	Day	Term (Start/End)	Deadline Description	University Closed
24-Nov-25	Monday		Registration starts for 2026 graduate winter term (continuing students)	
5-Dec-25	Friday		<b>Deadline:</b> Registration for 2026 winter term for graduate programs (continuing students). After this date, late registration fees apply.	
12-Dec-25	Friday		<b>Deadline:</b> Tuition payment arrangement for all graduate programs 2026 winter term. After this date, late payment arrangement fees apply.	
14-Dec-25	Sunday	Term Ends (Fall)		
24-Dec-25	Wednesday			YU Holiday (Christmas Eve) - University Closed
25-Dec-25	Thursday			Statutory Holiday (Christmas Day) - University Closed
26-Dec-25	Friday			YU Holiday (Boxing Day) - University Closed
1-Jan-26	Thursday			Statutory Holiday (New Year's Day Observed) - University Closed
5-Jan-26	Monday	Term Begins (Winter)		
18-Jan-26	Sunday		<b>Deadline:</b> Scholarship applications for graduate programs starting in the 2026 winter term	

Academic Schedule/Important Dates – Graduate Programs				
Date	Day	Term (Start/End)	Deadline Description	University Closed
25-Jan-26	Sunday		<b>Deadline:</b> Winter Term Course Withdrawal - MACP (Session A 5-week course)	
9-Feb-26	Monday	Term Begins (Winter) - MACP (Session B course - 5 weeks)  Term Begins (Winter) - MACP (Session B course - 10 weeks)		
10-Feb-26	Tuesday		<b>Deadline:</b> Winter Term Course Withdrawal - MED & DCP (Session A course)	
15-Feb-26	Sunday		<b>Deadline:</b> Winter Term Course Withdrawal - MACP (Session A 10-week course).	
16-Feb-26	Monday			Statutory Holiday (Family Day) - University Closed
1-Mar-26	Sunday		<b>Deadline:</b> Fall Term Course Withdrawal - MACP (Session B 5-week course)	
2-Mar-26	Monday	Term Begins (Winter) - MEd/DCP (Session B)		
16-Mar-26	Monday	Term Begins (Winter) - MACP (Session C course - 5 weeks)		
22-Mar-26	Sunday		<b>Deadline:</b> Winter Term Course Withdrawal - MACP (Session B 10-week course)	
30-Mar-26	Monday		Registration starts for graduate programs 2026 spring/summer term (continuing students)	
3-Apr-26	Friday			Statutory Holiday (Good Friday) - University Closed

Academic Schedule/Important Dates – Graduate Programs				
Date	Day	Term (Start/End)	Deadline Description	University Closed
5-Apr-26	Sunday		<b>Deadline:</b> Winter Term Course Withdrawal - MACP (Session C 5-week course)	
6-Apr-26	Monday			Statutory Holiday (Easter Monday) - University Closed
7-Apr-26	Tuesday		<b>Deadline:</b> Winter Term Course Withdrawal - MED & DCP (Session B course)	
10-Apr-26	Friday		<b>Deadline:</b> Registration for graduate programs 2026 spring/summer term (continuing students). After this date, late registration fees apply.	
17-Apr-26	Friday		<b>Deadline:</b> Tuition payment arrangement for all graduate programs 2026 spring/summer term (continuing students). After this date, late payment arrangement fees apply.	
19-Apr-26	Sunday	Term Ends (Winter)		
4-May-26	Monday	Term Begins (Spring/Summer)		
17-May-26	Sunday		<b>Deadline:</b> Scholarship applications for graduate programs starting in the 2026 spring/summer term	
18-May-26	Monday			Statutory Holiday (Victoria Day) - University Closed

Academic Schedule/Important Dates – Graduate Programs				
Date	Day	Term (Start/End)	Deadline Description	University Closed
8-Jun-26	Monday	Term Begins (Spring/Summer) -MACP (Session B course - 5 weeks)  Term Begins (Spring/Summer) - MACP (Session B course - 10 weeks)		
9-Jun-26	Tuesday		<b>Deadline:</b> Spring/Summer Term Course Withdrawal - MED & DCP (Session A course)	
14-Jun-26	Sunday		<b>Deadline:</b> Spring/Summer Term Course Withdrawal - MACP (Session A 10week course)	
28-Jun-26	Sunday		<b>Deadline:</b> Spring/Summer Term Course Withdrawal - MACP (Session B 5-week course)	
29-Jun-26	Monday	Term Begins (Spring/Summer) - Med & DCP (Session B)		
1-Jul-26	Wednesday			Statutory Holiday (Canada Day Observed) - University Closed
13-Jul-26	Monday	Term Begins (Spring/Summer) - MACP (Session C course - 5 weeks)		
19-Jul-26	Sunday		<b>Deadline:</b> Spring/Summer Term Course Withdrawal - MACP (Session B 10-week course)	
22-Jul-26	Wednesday		Registration for 2026 fall term graduate programs begins. The Registrar's Office registers all graduate students into courses.	

Academic Schedule/Important Dates – Graduate Programs				
Date	Day	Term (Start/End)	Deadline Description	University Closed
27-Jul-26	Monday		Registration change period starts for 2026 fall term for graduate programs	
2-Aug-26	Sunday		<b>Deadline:</b> Spring/Summer Term Course Withdrawal - MACP (Session C 5-week course)	
3-Aug-26	Monday			Statutory Holiday (Civic Day/British Columbia Day/ New Brunswick Day) - University Closed
4-Aug-26	Tuesday		<b>Deadline:</b> Spring/Summer Term Course Withdrawal - MED & DCP (Session B course)	
7-Aug-26	Friday		<b>Deadline:</b> Registration for 2026 fall term for graduate programs). After this date, late registration fees apply.	
14-Aug-26	Friday		<b>Deadline:</b> Tuition payment arrangement for all graduate programs 2026 fall term. After this date, late payment arrangement fees apply.	
16-Aug-26	Sunday	Term Ends (Spring/Summer) - Graduate Programs		
7-Sep-26	Monday	Term Begins (Fall) - Graduate Programs		Statutory Holiday (Labour Day) - University Closed
20-Sep-26	Sunday		<b>Deadline:</b> Scholarship applications for graduate programs starting in the 2026 fall term	
27-Sep-26	Sunday		<b>Deadline:</b> Fall Term Course Withdrawal - MACP Session A (course - 5 weeks).	

Academic Schedule/Important Dates – Graduate Programs				
Date	Day	Term (Start/End)	Deadline Description	University Closed
<b>30-Sep-26</b>	Wednesday			YU Holiday (National Day for Truth and Reconciliation Observed) - University Closed
<b>6-Oct-26</b>	Tuesday		<b>Deadline:</b> Fall Term Course Withdrawal - MED & DCP (Session A course)	
<b>12-Oct-26</b>	Monday	Term Begins (Fall) - MACP (Session B course - 5 weeks)  Term Begins (Fall) - MACP (Session B course - 10 weeks)		
<b>12-Oct-26</b>	Monday			Statutory Holiday (Thanksgiving) - University Closed
<b>1-Nov-26</b>	Sunday		<b>Deadline:</b> Fall Term Course Withdrawal - MACP Session B (course - 5 weeks)	
<b>2-Nov-26</b>	Monday	Term Begins (Fall) - MED & DCP (Session B course)		
<b>16-Nov-26</b>	Monday	Term Begins (Fall) - MACP (Session C course - 5 weeks)		
<b>11-Nov-26</b>	Wednesday			Statutory Holiday (Remembrance Day Observed) - University Closed
<b>23-Nov-26</b>	Monday		<b>Deadline:</b> Fall Term Course Withdrawal - MACP Session B (course – 10 weeks)	
<b>30-Nov-26</b>	Monday		Registration starts for 2027 Winter term for graduate programs (continuing students).	

Academic Schedule/Important Dates – Graduate Programs				
Date	Day	Term (Start/End)	Deadline Description	University Closed
<b>1-Dec-26</b>	Tuesday		<b>Deadline:</b> Fall Term Course Withdrawal - MED & DCP (Session B course)	
<b>6-Dec-26</b>	Sunday		<b>Deadline:</b> Fall Term Course Withdrawal - MACP Session C (course - 5 weeks)	
<b>11-Dec-26</b>	Friday		<b>Deadline:</b> Registration for 2027 winter term for graduate programs (continuing students). After this date, late registration fees apply.	
<b>18-Dec-26</b>	Friday		<b>Deadline:</b> Tuition payment arrangement for all graduate programs 2027 winter term. After this date, late payment arrangement fees apply.	
<b>20-Dec-26</b>	Sunday	Term Ends (Fall)		
<b>24-Dec-26</b>	Thursday			YU Holiday - University Closed
<b>25-Dec-26</b>	Friday			Statutory Holiday (Christmas Day) - University Closed
<b>28-Dec-26</b>	Monday			Statutory Holiday (Boxing Day Observed) - University Closed
<b>1-Jan-27</b>	Friday			Statutory Holiday (New Year's Day) - University Closed
<b>4-Jan-27</b>	Monday	Term Begins (Winter)		



## 2. Governance of the University

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

### 2.1. Board of Governors

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

The current members of the Board are:

- **Dr. Michael Markovitz**, Chair of the Board, Toronto, Ontario
- **Dr. Julia Christensen Hughes**, Vice-Chair of the Board, President & Vice Chancellor, Yorkville University
- **Dr. Roger Barnsley**
- **Dr. Deborah Buszard**
- **Mr. Matt Kunica**
- **Mr. Eric Roher**
- **Mr. Chris Voorpostel**
- **Ms. Ruth Wittenberg**

Brief bios of board members are available [here](#).

### 2.2. Academic Council

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

The national Academic Council of Yorkville meets at least once each quarter.

### Academic Council Membership

The table below reflects Academic Council membership at the time this Academic Calendar was published.	
President and Vice Chancellor	Dr. Julia Christensen Hughes (Chair)
Provost	Dr. Eileen DeCourcy (Vice-Chair)
Senior Vice President, Governance, Regulatory, and Government Affairs	Tyler Dunham
Senior Vice President, Student Experience	Deanna McQuarrie
Provincial Campus Principal(s) & VPA(s).	Dr. Michelle Grimes (New Brunswick) Dr. Angela Antohi-Kominek (Ontario) Dr. Nora Houlahan (British Columbia)
Vice Presidents in the Division of Academics	Dr. Natasha Hannon, Teaching and Learning
<i>Deans of Faculties of Yorkville University and Program Heads where faculties are not established.</i>	
i. Liberal Arts	Dr. Nick McKenzie Dr. Leonard Danglli
ii. Interior Design	Reem Habib
iii. MA in Counselling Psychology	Dr. Tamara Dalrymple
iv. Doctor of Counselling and Psychotherapy	Dr. Danelle Kabush
v. Education	Dr. Karen Edge
vi. Creative Arts	Alexander (Sandy) Carson
vii. Business Administration	Dr. Oluchi Oti – Dean of Business, Ontario Dr. Laura Kinderman – Dean of Business, BC TBD – Assistant Dean, BBA Online
viii. Master of Couple and Family Therapy	Dr. Maliha Ibrahim Dr. Mary Killmeyer (interim)
At least one faculty representative from each academic program offered by Yorkville University, chosen by the faculty members of that program in accordance with procedures established by the Council.	Dr. Andrew Cutler Dr. Sepideh Mahani Dr. Wendy Kraglund-Gauthier Kateryna Franchuk Dr. Mandev Singh Dr. Kate Carder Dr. Barb Bryden Dr. Phuong Anh Unga Dr. Jill Foley TBD (Ontario) Nikesh Khadka (Ontario) TBD (New Brunswick) Jay Adalaja (British Columbia)
Students chosen or elected in accordance with procedures established by the Council and ratified by the Council.	
<i>Members of the academic administrative staff chosen or elected in accordance with procedures established by the Council and ratified by the Council.</i>	
i. Registrar's Office	Neil Neebar
ii. Teaching and Learning	Dr. Karen Stevenson
iii. Office of Regulatory, Government, and Governance Affairs	Kale Robinson
iv. Office of Regulatory, Government, and Governance Affairs, to serve secretariat functions	Neetu Dhanju
v. Members chosen at the discretion of the Chair	Fleur Williamson

## 2.3. Provincial Senate

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

Provincial Senate meets at least once each quarter.

Provincial Senate Membership	
Members	Member's Position at Yorkville University
Dr. Michelle Grimes	Campus Principal and Vice President Academic, New Brunswick (Chair)
Kelly Ettinger	Campus Registrar
Dr. Tamara Dalrymple	Dean, Master of Arts in Counselling Psychology Program
Dr. Karen Edge	Dean, Faculty of Education
Dr. Wendy Kraglund-Gauthier	Associate Dean (Research)
Dr. Sepideh Mahani	Associate Dean (Education)
Dr. Jeeyeon Ryu	Interim Associate Dean (General Education)
Dr. Danelle Kabush	Chair, Doctor of Counselling and Psychotherapy
Dr. Maliha Ibrahim	Chair, Master of Couple and Family Therapy
Dr. Mary Killmeyer	Interim Chair, Master of Couple and Family Therapy
Jeremy Seymour	Faculty Representative, BBA
Dr. Barb Bryden	Faculty Representative, DCP
Dr. Phuong-Anh Urga	Faculty Representative, DCP
Dr. Rochelle Ward	Faculty Representative, MACP
Dr. Bree Fissel	Faculty Representative, MACP
Dr. Deborah Seabrook	Faculty Representative, MACP
Dr. Jill Foley	Faculty Representative, MACP
Dr. Natalie Davey	Faculty Representative, MEd
Dr. Steve Noble	Faculty Representative, MEd
TBD	Alumni Representative
TBD	Student Representative
Anastasia Machan	Student Representative
Dr. Eileen De Courcy	Provost
Deanna McQuarrie	Senior Vice President, Student Experience
Neil Neebar	University Registrar
Paul Graham	University Librarian
Dr. Natasha Hannon	Vice President, Teaching & Learning
Dr. Karen Stevenson	Associate Vice President, Learning Design
Stacey Burgess	Director, Student and Campus Experience

Provincial Senate Membership	
Members	Member's Position at Yorkville University
Neetu Dhanju	Director, Academic Governance, Policies & Compliance
Daniel Mullin	Policy Associate

Note: The table above reflects YU NB Senate membership at the time this Academic Calendar was published.

## 2.4. Academic Governance at the Program Level

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

## 3. Vision and Mission

### 3.1. Vision

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

### 3.2. Mission

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

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

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

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

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

### 3.3. Core Values

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

#### *Fuel Learning Potential*

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

#### *Own Our Impact*

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

#### *Build Inclusive Communities*

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

#### *Embrace Purposeful Curiosity*

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

See also [Core Values](#).

### 3.4. Signature Learning Outcomes

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

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

See also [Signature Learning Outcomes](#).

## 4. History of Yorkville University

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

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

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

In October 2011, the Lieutenant Governor of New Brunswick signed an order-in-council designating Yorkville University to offer the Master of Education (Adult Education) program. Classes began online in January 2012. In March 2012, Yorkville University was designated to offer the Bachelor of Business Administration program; classes began in October 2012. In December 2014, Yorkville University was designated to offer an additional Master of Education in Educational Leadership with specializations in Educational Administration and Leadership in Learning; classes began in May of 2015. In May 2022, the University received approval to transform the 36-credit degree program to a 30-credit degree program and to introduce two pathways within the MEAE and MEEL programs (i.e., the option to complete a course-based or research-based program). In July 2020, the University was designated under the New Brunswick Degree Granting Act to offer a Doctor of Counselling and Psychotherapy degree. In July 2025, the University received designation in New Brunswick to offer a Master of Education in Curriculum and Pedagogy and a Master of Couple and Family Therapy.

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

In 2017, the Ontario Ministry of Advanced Education and Skills Development granted consent for Yorkville University to deliver online and on-campus in Ontario a Bachelor of Business Administration with a specialization in Project Management, and in December 2020 the University was given consent in Ontario to offer online and on-campus a Bachelor of Creative Arts. Most recently, in 2025, Yorkville received consent to offer a Master of Business Administration (MBA).



## 5. University Policies and Procedures

This section addresses policies and associated procedures related to the rights and responsibilities of students at Yorkville University. Full details of the policies, including related procedures and supporting documentation, are found at [Yorkville University: Resources](#).

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

### 5.1. Academic Freedom Policy

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

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

Academic freedom includes:

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

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

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

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

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

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

## 5.2. Intellectual Property Policy

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 employees and temporarily contracted persons, including faculty members, in the normal course of employment. Such works include: course curriculum; teaching and learning support materials and resources, including that produced under contract; and administrative materials, such as assessment rubrics, tests, and examinations.

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

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

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

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

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

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

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

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

## 5.4. Ethical Standards Policy

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

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

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

## 5.5. Equity, Diversity, and Inclusion Policy

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

Yorkville recognizes that workplaces and post-secondary institutions historically have marginalized equity-seeking groups. It is recognized that this marginalization has the potential impact of hindering an individual's ability to fully, freely and equitably participate within the workplace, academic environments and in society. Systems of marginalization include but are not limited to ableism, ageism, classism, biphobia, homophobia, transphobia, sexism, racism, anti-black racism, anti-indigenous sentiment, antisemitism, islamophobia, anti-immigrant sentiment and other systems. Yorkville University is committed to working to remove barriers related to systems of marginalization. The University is also committed to the spirit of truth and reconciliation towards Indigenous Peoples. In addition to acknowledging the Indigenous communities on whose traditional territories we work and learn (including through the use of Land Acknowledgements), the University will also strive to build relationships of recognition and respect with Indigenous Peoples. Yorkville strives to align itself with the United Nations Sustainable Development Goals related to providing inclusive and equitable quality education.

Yorkville University is committed to ensuring that all members of the Yorkville Community feel welcome and included in the workplace and academic environments. Yorkville will promote and

support equity, diversity, and inclusion to reflect and respond to the needs of its faculty, students, and staff. The University strives to create work and learning environments in which individuals can participate, maximize their contributions, and achieve their full potential. Yorkville University promotes environments where a plurality of lived experiences and diverse narratives are embraced. Equipping students with the skills for storytelling is especially unique with respect to the University's involvement in promoting equitable representation within the creative industries. Furthermore, Yorkville University will work towards removing barriers to equity, diversity, and inclusion in its workplace and learning environments.

Students with equity, diversity, and inclusion concerns or questions should contact the [Office of Student Rights and Responsibilities](#).

## 5.6. Gender Inclusion Policy

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

Yorkville recognizes that individuals who do not conform to a gender binary and societal gender norms experience barriers, inequities, and risks to their wellbeing based on prejudices. This has the potential impact of hindering the individual's ability to fully, freely, and equitably participate within the Yorkville workplace and/or learning environment.

Yorkville is committed to ensuring that all Members of the Yorkville community feel welcome and included in the workplace and academic environments. Yorkville will promote and support gender Inclusion in all academic and corporate policies, procedures, programs and services to reflect and respond to the needs of its faculty, students and staff. Yorkville strives to create work and learning environments in which individuals can participate, maximize their contributions, and achieve their full potential. Yorkville promotes environments where a plurality of lived experiences are embraced, including safe spaces. Furthermore, Yorkville will work towards eliminating barriers to gender inclusion in its workplace and learning environments.

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

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

## 5.7. Discrimination and Harassment Policy

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

Yorkville will not tolerate discrimination or harassment on the basis of differences in race, ancestry, place of origin, caste, colour, ethnic origin, national origin (New Brunswick), citizenship, creed, sex

(includes pregnancy and breastfeeding), sexual orientation, gender identity, gender expression, age, marital status, family status, disability, record of offences in employment (Ontario), political belief (British Columbia), political belief/activity (New Brunswick) or social condition (New Brunswick), or any other prohibited grounds of discrimination as prescribed by law. Yorkville encourages the reporting of all incidents of discrimination or harassment, regardless of who the offender may be.

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

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

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

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

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

## 5.8. Prevention of Sexual Violence Policy

Yorkville University is committed to providing its students with a working and educational environment free from sexual violence, which includes sexual assault, sexual harassment, and

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

The complete official *Prevention of Sexual Violence Policy*, together with Procedures and supporting documentation are available at [Yorkville University: Resources: Policies, Procedures & Forms \(OSRR\) – MyYU](#); or here [Prevention of Sexual Violence Policy](#) and here [Prevention of Sexual Violence Procedures](#). They can also be requested by emailing [studentrightsandresponsibilities@yorkvilleu.ca](mailto:studentrightsandresponsibilities@yorkvilleu.ca).

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

## 5.9. Academic Accommodations and Accessibility Policy

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

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

1. Removing barriers to access.
2. Deploying inclusive supports that facilitate access for students with disabilities.
3. Providing academic accommodations to students with disabilities and students with other needs relating to protected grounds as per this policy.

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

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



## 5.10. Accommodations for Religious Observances Policy

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

It is important that no student be seriously disadvantaged because of their religious observances. However, in the scheduling of academic and other activities, it is also important to ensure that the accommodation of one group does not seriously disadvantage other groups within the Yorkville communities or cause undue hardship to Yorkville. When a student does not request accommodation within the period of time that corresponds to the initial 20% of the course's term or where accommodating the request would cause undue hardship to Yorkville or other students, the request might be denied. However, every reasonable effort will be made to provide accommodations. If compulsory activities are unavoidable, every reasonable opportunity will be given to these students to make up work that they miss. When the scheduling of tests or examinations cannot be avoided, students will be informed of the procedure to be followed to arrange to write at an alternate time.

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

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

## 5.11. Student Conduct Policies

### 5.11.1. Academic Integrity and Honesty Policy

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

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



### 5.11.1.1. Academic Offences

The principal types of academic offences are identified below. However, students should note that all forms of cheating and academic fraud and misrepresentation, not only those listed here, will be dealt with according to the policy and procedures outlined below.

1. Plagiarism: Plagiarism is the act of representing the work, ideas, or words of any other person, machine, or application as one's own. It includes, but is not limited to:
  - a) Quoting verbatim or with significant similarity from any source without citation, with incorrect citation, or in any way that creates the appearance that material written by any other person or application was written by the student.
  - b) Submitting work produced by another person or application, in whatever form, without appropriately referencing the source.
  - c) Purchasing or otherwise acquiring (e.g., from social media, "tutoring," or note-sharing websites) assignments and submitting them as one's own work.
2. Self-plagiarism or double-dipping: This is the act of students submitting coursework that is identical or substantially similar to work that they have already submitted for credit at Yorkville or another institution. It is an academic offence unless explicitly required or approved by the course instructor or program director.
3. Cheating: Anything done to dishonestly or unfairly gain unearned academic advantage, grades, or credits is a serious breach of academic integrity. Cheating includes, but is not limited to:
  - a) Using unauthorized notes, texts, instructor's manuals, or other material during examinations or tests;
  - b) Allowing another person to complete course assignments, tests, or examinations;
  - c) Obtaining an examination, test, or other course material through theft, collusion, purchase, gift, or any other way to dishonestly or unfairly gain academic advantage;
  - d) Collaborating with one or more other individuals on a work to be evaluated when the instructor has required the work to be completed on an individual basis;
  - e) Falsifying credentials, records, transcripts, or other documents or misrepresenting professional experience;
  - f) Employing any unauthorized academic assistance in completing assignments or examinations, including:
  - g) Downloading material from websites that offer "tutoring" services;
  - h) Using professional editing services in such a way that the final product does not accurately represent the student's academic abilities;
  - i) Tampering with, or altering, in any deceptive way, work subsequently presented for a review of the grade awarded.
4. Abetting plagiarism and/or cheating: It is a breach of academic integrity to encourage or facilitate academic dishonesty in others. Such activities might include:
  - a) Selling, giving, posting online, or otherwise distributing assignments, projects, exams, reports, or other work completed as a student at Yorkville when it can be reasonably assumed that such action will allow others to plagiarize or cheat. This includes posting, selling, trading, sharing, uploading or otherwise distributing the content mentioned above, on sites or platforms including, but not limited to, Course Hero, Chegg, and Facebook.
  - b) Knowingly allowing one's assignments, projects, exams, reports, or other work completed as a student at Yorkville to be copied by another person when it might be reasonably assumed that this will allow others to plagiarize or cheat.

- c) Impersonating another person for the purposes of completing course assignments, tests, or examinations.
- d) Colluding with one or more other students to prepare and submit substantially the same piece of work, without prior permission of the instructor.

***Penalties for Academic Offences:***

To encourage students to learn and to practice academic integrity, the University will normally apply less severe penalties for first offences and will increase the severity of penalties for subsequent offences. However, a Dean, Associate Dean, Chair, or Director (Academic Head) may conclude that an academic offence, even a first single offence or multiple offences being discovered at or around the same time, are so serious that a more severe penalty than suggested below is required. In such cases, the Academic Head may impose the more serious penalty, having presented reasons for doing so. The student can appeal the Academic Head's decision to the University's Standing Committee on Academic and Student Conduct Appeals. The decision of the Standing Committee on Academic and Student Conduct Appeals is final and cannot be appealed. Note also that an Academic Head or the Standing Committee on Academic and Student Conduct Appeals might conclude that principles of fairness and natural justice require a penalty different from those identified below (e.g., suspension from a program rather than academic dismissal).

Note that should an academic offence come to light after a course has ended, the University reserves the right to retroactively impose a penalty and, thus, change the grade on the student's record. The University also reserves the right to revoke an awarded credential should it be found that the credential would not have been awarded if the University had been aware of breaches of the Academic Integrity and Honesty policy.

***First offence:***

1. The student will receive a mark of "0" on the paper, test, exam, report, assignment, discussion question post, or other learning activity in which the academic offence was committed and may be required to complete an educational workshop focusing on skills and knowledge related to academic integrity.
2. A copy of the *Student Conduct Incident Report* and related documentation, together with the final email provided by the Registrar's Office to the student will be placed permanently in Yorkville's student information system.

***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 in which the academic offence was committed and may be required to complete an educational workshop focusing on skills and knowledge related to academic integrity.
2. A copy of the Student Conduct Incident Report and related documentation, together with the final email provided by the Registrar's Office to the student will be placed permanently in the student's academic file and the offence will be noted in Yorkville's student information system

***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 dismissed from the program of studies. Note that University policy on Re-admission to the University stipulates 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.”

2. A copy of the academic incident or misconduct report and related documentation, together with the final email provided by the Registrar’s Office to the student will be placed permanently in the student’s academic file.

Students are expected to familiarize themselves with the complete official *Academic Integrity and Honesty Policy*, together with the associated Academic Integrity and Honesty Procedures, which are available at [Yorkville University: Resources](#); [Academic Integrity Policy](#) and [Academic Integrity. The Academic Integrity and Honesty Procedures](#) document defines Academic Offences and associated penalties, and how offences under the policy are investigated and prosecuted.

### **5.11.2. Student Code of Conduct Policy**

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

Students are expected to familiarise themselves with and abide by the complete official Student Code of Conduct and associated Procedures, which are available at: [Yorkville University: Resources; Policies, Procedures & Forms \(OSRR\) – MyYU](#); or here [Student Code of Conduct](#) and here [Student Code of Conduct Procedures](#). They can also be requested by emailing [studentrightsandresponsibilities@yorkvilleu.ca](mailto:studentrightsandresponsibilities@yorkvilleu.ca).

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

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

Students should familiarize themselves with acceptable grounds for academic appeals, types of academic appeals, and appeal procedures. The complete official appeals policy and associated procedures can be found at [Yorkville University: Resources](#). For further information or to launch an appeal, contact [appeal.nb@yorkvilleu.ca](mailto:appeal.nb@yorkvilleu.ca).

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

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

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

### **5.13. Institutional Closure Policy**

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

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

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

### **5.15. Student ID**

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

### **5.16. Health Insurance**

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

## 5.17. Mandatory Use of Email Accounts

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

Students' University email address will provide them with the ability to use the Single Sign-On (SSO) feature which will provide immediate access to all accounts.

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

## 6. Graduate Admission Policies and Information

This section describes graduate admission policies and procedures for graduate programs at the New Brunswick campus.

### 6.1. General Graduate Admissions

The University has established admission requirements for each graduate program. Applicants are required to follow an online application process and pay all published fees within the stated timelines. 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, successful and unsuccessful applicants will be notified in writing.

Complete information about admission to Yorkville University programs is available from the Admissions Office:

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

#### 6.1.1. Concurrent Programs

Students may not be admitted to concurrent graduate programs.

#### 6.1.2. English Language Proficiency

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

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

1. Completion of a bachelor's or first professional degree where English is the language of instruction.<sup>1</sup>
2. Confirmation of an acceptable score<sup>2</sup> on a test of English language proficiency recognized by Yorkville University.<sup>3</sup>
3. For Canadian applicants who completed their bachelor's or first professional degree in French, and completion of a college certificate or diploma or their secondary (high school or equivalent) education in English.

#### Notes:

1. The University reserves the right to require further proof of language proficiency before permission will be granted to register in academic courses.
2. Acceptable levels of proficiency are defined by the Academic Council of Yorkville University. The Academic Council defines a minimal score on a single test (normally the IELTS test).

Acceptable scores on other tests are derived from an equivalency table approved by the University's Academic Cabinet and maintained by the University Registrar.

3. Acceptable tests of English language proficiency are those that have been approved by the University's Academic Cabinet.

**English Language Proficiency Tests: Minimum Scores Required for Graduate Admission (New Brunswick only)**

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

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

- NOTE: Original transcripts from former institutions of higher learning must be sent directly to the admissions office of Yorkville University.

## 6.2. Behavioural Sciences Programs

Applicants to all Behavioural Sciences programs must meet specific admission criteria for acceptance into the program, detailed below.

### **6.2.1. Master of Arts in Counselling Psychology**

#### **Admissions Requirements:**

- 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.
- A cumulative grade point average (cGPA) in undergraduate study of at least 3.0 on a 4.0 or 4.3 scale, or a GPA of at least 3.0 in the final 60 undergraduate credits taken.
  - o Applicants may be admitted with a GPA between 2.5 and 2.99 if there is clear evidence in their application leading the Admissions Committee to believe that the applicant is prepared for graduate study. Students admitted with a GPA below 3.0 will be subject to conditions established by the admissions committee and will not be allowed to continue in the program if such conditions are not met.
  - o 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.
  - o 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 – see requirements in Section 6.1.
- A minimum of one year or equivalent paid and/or volunteer experience related to counselling and psychotherapy.
- 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 to which they are applying. Applicants may also wish to comment on how this program would assist them in meeting their career goals.
- 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.

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



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

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

#### **Admission Requirements:**

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

### **6.2.3. Foundations of Counselling Graduate Certificate**

Candidates for the MACP who are unable to complete all of the requirements to graduate with the Master's credential may graduate with a Graduate Certificate in Foundations of Counselling. Note that this program is not open to general admission. Please see Section 10.1.6. for details.

## **6.3. Master of Education Programs**

The Master of Education programs include:

- Master of Education – Adult Education
- Master of Education – Educational Leadership: Educational Administration specialization

- Master of Education – Educational Leadership: Leadership in Learning specialization
- Master of Education – Curriculum and Pedagogy

#### Admissions Requirements:

- A bachelor's or first professional degree from a recognized University. Preference will be given to students who have successfully completed undergraduate courses in an area relevant to the program for which they are seeking admission.
- A cumulative grade point average (cGPA) in undergraduate study of at least 3.0 on a 4.0 or 4.3 scale, or a GPA of at least 3.0 in the final 60 undergraduate credits taken.
  - o Applicants may be admitted with a GPA between 2.5 and 2.99 if there is clear evidence in their application leading the Admissions Committee to believe that the applicant is prepared for graduate study. Students admitted with a GPA below 3.0 will be subject to conditions established by the admissions committee and will not be allowed to continue in the program if such conditions are not met.
  - o 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.
  - o 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 – see requirements in Section 6.1.
- 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.
  - o Applicants seeking admission to the Educational Administration stream of the MEd (Educational Leadership) are expected to have gained their education-related experience in the K-12 school system.
- 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 to which they are applying. Applicants may also wish to comment on how this program would assist them in meeting their career goals.
- 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.

**Flexible Admission:** Applicants who do not meet the standard admission requirements set out in Sections 6 and 10.2 of the Academic Calendar may be considered for admission under the Faculty of Education's *Flexible Admission Policy*. The objective of the *Flexible Admissions Policy* is in all cases to recognize prospective students with sufficient knowledge, skills, and abilities to complete a demanding academic course of study at graduate level. The Faculty Admissions Committee will

carry out an assessment of evidence of prior learning and professional accomplishments to assure a high probability of successful program completion for both the students and the University.

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

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

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

**Process:** The Faculty Admissions Committee, having decided that an applicant is eligible for Flexible Admission will recommend admission to the Director of Admissions, Campus Registrar and University Registrar. In order to demonstrate their academic ability at graduate level, all students admitted via the Flexible Admissions route will be admitted on the condition that the marks achieved in the first two courses will be a minimum B (73%).

### **6.3.1. Graduate Certificates in Education**

#### **6.3.1.1. Leadership in Social Justice**

The Graduate Certificate in Leadership in Social Justice (GCELSJ) helps leaders become agents of change by teaching them to develop policies and practices that foster equity, diversity, inclusion, and decolonization (EDID) in their professional contexts. With a focus on cultivating equitable and ethical leadership, the curriculum focuses on developing work cultures that reflect social consciousness and commitment to inclusive spaces. Graduates of the Graduate Certificate in Leadership in Social Justice are equipped to be the pioneers, safekeepers, and advocates of socially responsible and equitable organizational policies as they bring about a cultural shift within their organizations.

#### **6.3.1.2. Teaching and Learning**

The Graduate Certificate in Teaching and Learning (GCETL) helps skilled professionals become critically reflective educators who are prepared to enhance the adult learning experience in individual or group settings. Designed for educators with advanced skills or trades backgrounds, the program provides practical approaches to program development, pedagogical strategy, and assessment and evaluation.

Graduates of the Graduate Certificate in Teaching and Learning are efficient, effective, and engaging educators, well-versed in areas such as teaching styles, creating motivating learning environments, ethical concerns in teaching adults, and the use of technologies for teaching and learning.

### **Admissions Requirements:**

Applicants will be required to meet the same minimum admission standards as applicants to the Master of Education programs with the following exceptions:

- Applicants seeking standard or conditional admission based on cGPA of qualifying degree are required to have one year (not two) of experience.
- Applicants seeking FLEX admission are required to have five years (not 10) of experience.

## **6.4. Prior Learning Assessment & Recognition**

In general, prior learning is not recognized in graduate degrees and certificates except when it is certified by an official transcript from a recognized university showing the completion of a relevant academic course. Questions regarding prior learning assessment and recognition can be directed to the program leader (Dean or Chair).

## **6.5. Credit Transfer and Advanced Standing**

### **6.5.1. Master's Programs: General Policies and Procedures**

The purpose of evaluating and providing for the transfer of credits into Yorkville University master's 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.

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

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

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

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

Transfer credits are limited to a maximum of three (3) academic courses from external institutions. Some courses cannot be replaced by transfer credit (*see details under specific programs, below*) 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 as part of their admissions application. Program specific details for the MACP program may also be found in Section 6.5.1.1., below.

#### *Credit transfer from institutions located in the United States*

Credit transfer may be accepted from accredited USA degree-granting via a credential recognition and validation service. Students must submit detailed course outlines of all courses requested for transfer as part of their admissions application.

#### *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 credit recognition and validation service that can verify equivalency.

### **6.5.1.1. Master of Arts in Counselling Psychology**

In addition to the general policies and procedures, MACP students are subject to the following conditions:

- Advanced standing cannot be obtained for the following courses, which must be completed at Yorkville University:
  - o PSYC 6104 *A Biopsychosocial Approach to Counselling*;
  - o PSYC 6203 *Ethical Standards for Mental Health Providers*;
  - o PSYP 6203 *Professional Ethics for the Practice of Psychology*;
  - o PSYC 7113 *Practicum I*; and
  - o PSYC 7203 *Practicum II*.

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

### **6.5.1.2. Master of Education Programs**

In addition to the general policies and procedures outlined in Section 6.6.1., Master of Education students are subject to the following conditions:

- Transfer credit is generally considered for comparable graduate courses completed with a grade of B or higher within five years from the date of first enrolment in Yorkville University's MEd In exceptional circumstances, and when the courses are not vulnerable to stale-dating, courses completed within 10 years will be considered. Under no circumstances will transfer

- credit be given to any course completed longer ago than 10 years.
- Students seeking transfer credits for OCT-certified and PQP courses need to provide:
  - o Ontario Teaching Record;
  - o Verification from the service provider of completed PQP work; and
  - o Extended syllabi detailing notional hours and comparable workload for all courses not included in a current MoU.
- No transfer credits are provided for the following courses, which must be completed at Yorkville University:
  - o EDUC 6013 Research Methods in Education
  - o EDUC 6083 Self-directed Inquiry
  - o EDUC 6093 Advanced Research Methods in Education and
  - o EDUC 7000 Graduate Research Thesis.
- Students who have successfully completed a Faculty of Education Graduate Certificate may transfer up to five (5) academic courses via the Faculty's Laddering policy. Please see Section 10.4.4. for additional details.

## 6.6. Non-Degree Students

### 6.6.1. Non-degree Admissions into Master's Courses

A non-degree (or unspecified) student is a student who is admitted to take up to three specific courses in a master's program at 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 issuing university.

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

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

### 6.6.2. Non-degree Admissions into Doctoral Courses

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

## **6.7. Re-Admission Policies and Procedures**

### **6.7.1. General Policies and Procedures**

Students who are dismissed from Yorkville University for any reason and who wish to return to their studies must apply for re-admission, following regular admission procedures. The program's Admissions Committee will consider such applications on a case-by-case basis. Please see program-specific conditions below.

Students who have been academically dismissed from Yorkville University and are eligible for re-admission will not be re-admitted for at least 12 months. Such students must provide a personal letter satisfactorily outlining why they think they will now be successful, and two letters of recommendation from employers or others. The program's 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 program Admissions Committees will not accept applications for re-admission, even from students eligible to apply, when the student was dismissed after progressive discipline for repeated academic offences such as plagiarism.

A student re-admitted after being academically dismissed from Yorkville University will automatically be placed on academic probation (see Section 8.3.1). Failure to meet the normal academic requirements of the program and any other probationary requirements established by the program's Admissions Committee will result in final dismissal and further applications for re-admission will not be considered.

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

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.

### **6.7.2. Master of Arts in Counselling Psychology**

MACP students are also subject to the following conditions:

- Students who are dismissed twice from the program due to poor academic performance may not be readmitted.
- Students who withdraw from the program and re-enter the program within a one-year period or reapply to the program (after one year) are automatically assigned probationary status as warranted based on prior academic performance.

- If re-admitted with probationary status based on prior academic performance, any one additional course fail will result in permanent dismissal from the program. Students who previously failed two courses will not be readmitted.
- Students will also not 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. The MACP Professional Suitability Policy, the [MACP Professional Suitability Procedures](#), and the Student Development Committee (SDC) Terms of Reference can be found on [Yorkville's Resources](#) website.

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

Students seeking re-admission will resume their studies with a probationary period, the requirements of which will be specified by the Behavioural Sciences program leadership. Students who previously failed two courses or the same course twice will not be readmitted.

#### **6.7.4. Master of Education Programs**

Students in Master of Education programs are subject to the general policies and procedures outlined in Section 6.7.1.



## 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: General Information

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

Yorkville University graduate programs are offered on a trimester system with three full terms per year (fall, winter, and spring). Undergraduate programs run on a quarterly system with four full terms per year (fall, winter, spring, and summer). Please see Section 10 of this calendar for specific program information.

Tuition fees are due no later than 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.

Students are not permitted to register for or participate in a future term or a future course with an outstanding tuition balance.

Financial probation policy – Any student with more than one late tuition payment (declined payment, NSF, missed payment,) in a term will be placed on financial probation. Any student with one or more credit card chargebacks will be placed on financial probation.

Students placed on financial probation will be required to prepay for their upcoming term under the financial probation policy. Prepayments are due in full 1 week after the registration period ends. Any student who is on financial probation and who has not made their prepayment by the due date will be removed from their courses. Students will not be eligible to register for the upcoming term until the tuition payment is received in full.

Any student who completes a term with an outstanding balance will be subject to financial dismissal from the institution. Full payment of the outstanding balance as well as prepayment of future term is required to be removed from financial dismissal.

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

Students in the capstone courses will be given a one-term extension in which the continuous enrolment fee will be waived. If the requirement for extension exceeds one term, the continuous enrolment of \$300 per term will apply. Capstone students are eligible to request two additional term extensions at the continuous enrolment fee after which, if they have not completed, they will be

withdrawn from the course. Students are reminded that all course work must be completed within five years of program start. Those who exceed the five years will be withdrawn from the program. Students in the MEd thesis stream pay a continuous enrolment fee of \$300 per term beginning in Term 4 and continuing to Term 9.

<b>Delivery of Goods and Services Policy</b>	<p>Students are required to purchase standard texts or special lesson manuals, and lab/studio supplies as specified in the course syllabi.</p> <p>Enrolment for a subsequent term will be denied to students who fail to fulfill their financial obligations. A student may be dismissed if payment is not made on the scheduled date. Students who are dismissed from the program will be subject to withdrawal fees as per the policies below based on the date of dismissal. In addition, no diploma is released to a student with outstanding financial obligations to Yorkville. In all cases, the student remains responsible for tuition and other charges incurred.</p>
<b>Application Fee</b>	An Application Fee must accompany all admission or re-admission applications. This is a non-refundable fee that is not credited to the student's tuition. Up-to-date information on the Application Fee is available at <a href="#">Our Programs</a> .
<b>Registration Deposit (Seat Fee)</b>	\$300 must be paid once the student has received a letter of acceptance. This is a non-refundable amount that will be credited towards the student's tuition.
<b>Course Tuition Fee</b>	See the website for current <a href="#">Course Tuition Fee</a> rates.
<b>Continuous Enrolment Deposit</b>	A Continuous Enrolment Deposit of \$300 will be assessed to all students who elect to take a term off (leave of absence). This deposit will be credited to the student's account as long as they return on schedule. If the student does not return on schedule, they forfeit the deposit. This deposit will not be applicable to those students who are on an approved practicum deferral.
<b>Re-entry Deposit</b>	A re-entry deposit of \$300 will be collected for all students who withdrew from their studies and are now returning to the program. This deposit will be credited to their final term of study. It will be a onetime only credit.
<b>Course/Section Change Fee</b>	A \$75 fee is assessed for all course cancellations, course additions, or course changes that occur after the registration deadline until the course start date. In the event a course change is required for academic reasons, the fee will not be applied.

<b>Course Withdrawal Policy</b>	Course withdrawal fees are based on the number of days that the student is enrolled in each course, starting on day 1. Students are charged on a pro-rata rate to the date the institution is notified in writing. The deadline for course withdrawal refunds in graduate programs is the 60% point in the course. The deadline for course withdrawal refunds in undergraduate programs is the 50% point in the course. A withdrawal admin fee will also be assessed. A withdrawal admin fee will be charged for each course withdrawal equal to 10% of the total course cost.
<b>Credit Balances</b>	Credit balances resulting from cancellations, withdrawals, or other schedule changes will be applied to upcoming payments on the student's current or next term of study. Graduated or withdrawn students may request a credit balance be refunded by sending a written request to the Bursar. A refund cheque will be issued within 30 days of receipt of the request. Financial Aid refunds will be issued based in the applicable provincial regulations.
<b>Late Payment Fee</b>	A fee of \$150 will be applied to all non-payments which include missed payments, insufficient funds, declined payments and late payments.
<b>Graduation Fee</b>	\$125 must accompany a student's Request to Graduate Form.
<b>Transcript Fee</b>	\$10 must accompany a student's Request for Transcript Form. A \$25 fee will be charged if the student requests the transcript to be couriered. Note: the student must be in good financial standing with the University prior to the transcript being issued.
<b>Replacement Diploma</b>	All replacement diplomas cost \$50 each.

### ***7.1.1. Master of Arts in Counselling Psychology***

Tuition fees for practicum components in the MACP program 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.

### ***7.1.2. Master of Education Programs***

Students in the MEd thesis stream pay a continuous enrolment fee of \$300 per thesis extension term, if required, after completing the first 3 terms of thesis.

### **7.1.3. Military Deployment Policy**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Degree and diploma programs are eligible for RESP funds. A letter of acceptance from the institution 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](#).

### **7.2.5. Scholarships & Bursaries**

Yorkville offers several scholarships and bursaries for students. Please refer to the [Scholarships and Bursaries](#) webpage for detailed qualification and application information.

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

In memory of their father, Michael C. Markovitz, PhD, 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 needs-based scholarship available to new students entering their first trimester of study in any of the Master of Education programs or the Master of Arts in Counselling Psychology at Yorkville University. The equivalent of one scholarship will be awarded in each master's program in each academic trimester; and will be the equivalent to one year of full tuition.

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

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

Inquiries related to the scholarship and/or application process:

- Master of Education (all programs) students may submit inquiries [here](#).
- Master of Arts in Counselling Psychology students may submit inquiries [here](#).

Completed scholarship applications must be submitted no later than the first week of courses in the applicant's entering trimester. *See the Academic Calendar in Section 1 for specific dates.* The decision about the scholarship will be made at the beginning of the applicants' second trimester; all applicants will be informed of the decision at that time. If you are granted a scholarship:

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

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

#### **7.2.5.2. Canadian Armed Forces Bursary Program**

Yorkville offers bursaries for individuals who served in the Canadian Armed Forces, and their families:

- Anyone currently serving in the Canadian Forces or has served more than two years is eligible for a 25% tuition bursary.\*
- Anyone currently employed by Military Family Resource Centres is eligible for a 15% tuition bursary.

- Children and spouses of all Canadian Forces members (listed above) are eligible for a 15% tuition bursary.\*\*

These bursaries cannot be received in conjunction with any other bursaries offered by Yorkville University.

Notes:

\* Proof of active service or history of service is required.

\*\*While common-law relationships and step-parenting relationships will be honoured, proof of spousal relationship will be required. Proof of family connections will be required for all recipients.

#### **7.2.5.3. Indigenous Student Tuition Bursary**

In recognition of our commitment to Truth and Reconciliation, Yorkville University is proud to offer a bursary for our Indigenous students.

The Indigenous Student Tuition Bursary, which will cover 25% of qualifying students' tuition, will be available to all new and current Indigenous students who are enrolled in any of Yorkville's on-campus and online programs.

The Bursary is available to all Canadian citizens or permanent residents with Indigenous ancestry. Prospective students wishing to apply for the bursary are urged to contact our Admissions Advisors for more information, while current students can contact [admissions@yorkvilleu.ca](mailto:admissions@yorkvilleu.ca).

#### **7.2.5.4. 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 30% tuition-reduction/bursary when enrolled in the Master of Arts in Counselling Psychology program, one of the Master of Education programs, or in one of the Graduate Certificates in Education.

Applicants for the bursary must be employed by one of the mentioned departments at the time they apply and must remain employed by one of the mentioned departments during the time of their studies.

#### **7.2.5.5. New Brunswick Community College (NBCC) Bursary Program**

Faculty, staff and graduates of NBCC can receive a bursary of 30 percent of tuition costs when admitted to any Yorkville University's undergraduate or graduate programs. Prospective students wishing to apply for the bursary are urged to contact our Admissions Advisors for more information.

## 8. Academic Policies and Information

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

### 8.1. Course Delivery

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

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

Online courses are delivered via a Learning Management System (LMS). The courses use many of the same teaching and learning methods used in on-campus courses, but there is greater emphasis on self-directed learning through readings and interactive learning activities. For the most part, courses are delivered asynchronously; that is, there is no set time when students must attend class, which provides significant scheduling flexibility for the student. However, there are weekly participation requirements that must be met and interactive learning activities that require students to log into the LMS regularly and frequently.

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

#### 8.1.1. Student 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's Office for permission to exceed the standard course load in any one term or



the maximum number of concurrent courses, using the Concurrent Course Request Form ([see Registrar's Office website --> Forms](#)). Eligibility requirements for students who wish to take additional courses is set by each program.

- To be eligible 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. Students who are on academic probation or otherwise not in good academic standing may not exceed their program's standard course load.

### **8.1.2. Syllabi**

For students studying online, printable course syllabi are embedded in the online course. Students have access to the online course one week before the course start date.

Students are encouraged to keep their course syllabi for possible use in obtaining advanced standing/transfer credit from another post-secondary institution.

### **8.1.3. Attendance**

Attending and participation in classes and learning activities are essential to students' successful achievement of learning outcomes. Yorkville University encourages and facilitates attendance and participation by creative curriculum design and delivery and by incorporating engaging, interactive, and student-centered learning activities and providing comprehensive academic and wellness support. In addition, various programs and courses establish participation requirements in accordance with University policies.

Students enrolled in courses delivered synchronously or with synchronous components are expected to attend all classes, seminars, tutorials, or other class meetings that are part of the course(s) in which they are registered.

Students enrolled in asynchronous online courses are expected to regularly access the learning management system and course content, and complete the required activities as outlined in the course syllabus to meet attendance obligations.

#### **Attendance Policies:**

1. *Attendance at the beginning of a course:* A registered student with no attendance by the end of the second week of a course will be considered a "no-show" and will be withdrawn from the course or have their registration in the course cancelled.

2. *Minimum attendance requirements to earn credit:* Yorkville University does not have a mandatory attendance rule for all programs. However, any program of study, with the approval of the relevant Provincial Senate, may establish minimal attendance requirements that must be met for a student to a) earn credit in a course, and/or b) qualify to sit the final exam or submit the final assignment in a course.

Where a program has established minimum attendance requirements, these are published in Section 10 of this Academic Calendar and noted on course syllabi.

3. *Attendance at classes:* Any program of study, with the approval of Provincial Senate, may establish rules and penalties related to unexcused absence, late arrival, and/or early departure from class.

Attendance requirements and associated penalties for failing to meet them are published in course syllabi.

The full attendance policy is available here: [Resources | Yorkville University](#)

## **8.2. Assessment**

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

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

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

In all written assignments, students are expected to conform to rules regarding academic honesty and to avoid plagiarism (see *Section 5.11.1.*). Students should become familiar with these regulations. 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 in some programs. This software is integrated with the online campus and allows comparison of student academic reports, major papers, and other course submissions with over 20 billion archived web pages, over 220 million archived student papers, and over 90,000 journals, periodicals, and books. More information regarding this software is available online at [Turnitin Website](#).

Faculty members are responsible for evaluating course assignments and reports and providing written feedback to students. When citing the work of other authors, students must use the approved referencing style for their Faculty or program. 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. Assignments will be marked in detail to identify improvements that need to be made to conform to the approved referencing style and the quality of the writing (e.g., grammar, composition, punctuation, and spelling).

### **8.2.3. Examinations**

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

## **8.3. Grading Policies**

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

### **8.3.1. Letter Grades**

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

### **8.3.2. Passing Grades**

Except where a course is graded on a pass/fail standard, a student must earn a passing grade to earn credit for the course.

Academic Council of Yorkville University has established 70% (B-) as the normal passing grade for graduate courses.

However, any program may establish different requirements for passing grades if those are approved by the relevant Provincial Senate of Yorkville University.

#### **8.3.2.1. Good Academic Standing**

**Good academic standing** is a level of performance that must be maintained for a student to continue in or graduate from a program. 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.

Academic Council of Yorkville University has established the following standards for good academic standing:

- Undergraduate programs: cGPA 2.0 (C, 63%)
- Graduate programs: cGPA 3.0 (B, 73%)

However, any program may establish different requirements for good academic standing if those are approved by the relevant Provincial Senate of Yorkville University.

### 8.3.2.2. Academic Probation

Academic probation is a notice to the student of unsatisfactory academic performance (below a cGPA of 3.0) and a warning that the student needs to improve performance to avoid dismissal.

There are two main circumstances that might lead to a student being on academic probation.

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

The general rules and procedures governing students who are placed on academic probation upon re-admission or for failure to maintain good academic standing are outlined below. Note that some programs have additional or special requirements related to academic standing, probation, and dismissal.

1. It is the responsibility of each student to be aware of any requirements specific to their programs.
2. A student placed on academic probation is formally notified by the Registrar's Office that they are on probation and of the conditions that must be met while on probation.
3. The Registrar provides additional notifications throughout the probationary period.
4. The essential conditions that must be met by every student on academic probation is achievement of a cumulative GPA that meets the "good standing" requirements of the program in which they are enrolled. In some programs, students on academic probation must also earn satisfactory grades in each course taken while on probation.
5. When the conditions have been met, the student will be removed from academic probation.
6. A student who has been placed on academic probation and whose cGPA at the end of the subsequent term remains below the program's requirements for good academic standing will be academically dismissed, and they will be required to wait at least one year before applying for re-admission to the program.
  - a. Note, however, that if a student's performance shows significant improvement such that the head of the program concludes that additional time is likely to bring the student into good academic standing, the head of the program may allow the student to continue on probation for an additional term.
  - b. Students for whom it is mathematically impossible to bring cGPA to good standing will not be granted such an extension.

- c. Only in exceptional circumstances will academic probation be extended for a second time.
- 7. 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.
- 8. 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.
- 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.

#### **8.3.2.3. Academic Dismissal**

**Academic dismissal** occurs when students fail to return to good academic standing after being placed on academic probation. Students who breach the University's *Academic Integrity Policy* may be academically dismissed. In some graduate programs, students may be dismissed for failure to meet program-specific progression requirements (identified in Section 10 of the academic calendar.) Students who have been academically dismissed can, in some circumstances, apply for re-admission to the university after 12 months have passed after their dismissal. Re-admission policy is found in Section 6.4 of the academic calendar.

#### **8.3.2.4. 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, prior to the deadline for withdrawal.

#### **8.3.2.5. Leave of Absence**

A leave of absence allows a student to withdraw for one or more terms of the program without applying for re-admission. Students must complete a *Leave of Absence Request Form* and pay a continuous enrolment fee for each term during which they are on leave of absence.

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

#### **8.3.3. 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. (Beginning spring of 2024, this is indicated on records and transcripts as F#.)

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 (GPA). However, a student is required to pass all pass/fail components of a course in order to gain credit for the course.

#### 8.3.4. Graduate Program Grading Standards

Grade Standards – Graduate Programs		
Definition	Letter Grades and GPA and % Equivalencies	Standard Required to Achieve the Letter Grade
<p><b>A</b></p> <p>Outstanding or excellent: Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.</p>	<p>A+ (4.3) 90 – 100%</p>	Outstanding. Evidence of expertise in all key performance areas. The A+ is reserved for those few pieces of work and those rare overall achievements that are truly outstanding and exceed expectations.
	<p>A (4.0) 85 – 89.9%</p>	Excellent. Evidence of at least mastery in all key performance areas and of expertise in most.
	<p>A- (3.7) 80 – 84.9%</p>	Superior. Evidence of at least mastery in all key performance areas and of expertise in some.
<p><b>B</b></p> <p>Proficient: Evidence of grasp of subject matter; evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature. Graduate students must meet or exceed this standard to maintain good academic standing and to graduate from their programs.</p>	<p>B+ (3.3) 77 – 79.9%</p>	Very good. Evidence of mastery in all key performance areas.
	<p>B (3.0) 73 – 76.9%</p>	Good. Evidence of at least competence in all key performance areas and of mastery in most.
	<p>B- (2.7) 70 – 72.9%</p>	Satisfactory. Evidence of competence in all key performance areas.
<p><b>C</b></p> <p>Approaching proficiency: Student who may be profiting from the University experience but whose performance is not satisfactory; some evidence that critical and analytic skills have been developed; basic understanding of the subject matter and ability to develop solutions to simple problems in the material.</p>	<p>C+ (2.3) 67 – 69.9%</p>	Evidence of competence in most but not all key performance areas.
	<p>C (2.0) 63 – 66.9</p>	Evidence of competence in some performance areas.
	<p>C- (1.7) 60 – 62.9%</p>	Evidence of competence in few key performance areas.
<p><b>D</b></p>	<p>D+ (1.3) 57 – 59.9%</p>	Superficial ability but not competency in most key performance areas.

Little proficiency: Some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability.	D (1.0) 53 – 56.9%	Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.
	D- (0.7) 50 – 52.9%	Superficial ability in only a few key performance areas and deficient performance in many areas.
F  No proficiency: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.	F (0.0) 0 – 49.9%	Deficient performance in all key performance areas.  Deficient performance in all key performance areas.

**Note:** Student records and transcripts that include courses taken before 2014 report grades based on a 4.0, rather than a 4.3, GPA scale.

**Note:** Additional grading requirements are required for Master of Arts in Counselling Psychology (MACP) – see Section 10.1.4.

### **8.3.5. Student Academic Progression**

Student academic progression is assessed based on a student's level of performance throughout their program, commonly referred to as Academic Standing.

### **8.3.6. Repeating Courses**

A student who does not earn a passing grade in a course must repeat that course. If the grade on the second attempt is also below the passing grade, the student will be academically dismissed. A student may elect to repeat any course once in order to raise their GPA to establish good academic standing. Only in exceptional circumstances and with the approval of the head of the program may a course be repeated more than once.

**Note:** Programs in Behavioural Sciences have additional restrictions for repeating courses. For MACP, see Section 10.1.4. For DCP, see Section 10.2.6.

### **8.3.7. Representation of Final Numeric Grades**

Final numeric course grades are recorded in the Student Information System (SIS) as whole numbers. Where a final course grade, as calculated in the LMS, includes a decimal value, the following standardized rounding practice shall apply:

- A grade of .5 or greater is rounded up to the nearest whole number.
- A grade of less than .5 is rounded down to the nearest whole number.

Where a temporary or alternate grade is required, or where no numeric grade is available, the appropriate alpha grade will be entered into the SIS. The SIS is the official system of record for final course grades.

## **8.4. Graduation Requirements**

To graduate, students must meet specific requirements for their programs (outlined below), submit a *Request to Graduate Form*, and pay the \$125 graduation fee prior to the graduation deadline in their final term of study (see Section 1, Academic Schedules/Important Dates). Degrees and final transcripts will be issued once the requirements are met. 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.

### **8.4.1. Master of Arts in Counselling Psychology**

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

- PSYC 6104 – A Biopsychosocial Approach to Counselling (4 credits)
- PSYC 6246 - Counselling Skills and Competencies (6 credits)
- PSYC 6256 – Applying Interventions (6 credits)
- Eight (8) required 3-credit academic courses (listed in Section 10.1.2.3)
- One 3-credit elective course (listed in Section /10.1.2.3)
- PSYC 7113 – Practicum I (3 credits)
- PSYC 7203 – Practicum II (3 credits)

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

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

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

Students must earn 60 academic credits by completing eighteen (18) 3-credit courses, and one (1) 6-credit course. The Applied Scholarship Project must be successfully presented to and defended before a panel of three examiners. All courses must be at the doctoral level (course numbers beginning with an 8). Students must complete all courses with a cumulative GPA of 3.0 or higher and obtain no mark in an individual course below "B-" (70%).



### **8.4.3. Foundations of Counselling Graduate Certificate**

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

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

- **PSYC 6104** – A Biopsychosocial Approach to Counselling
- **PSYC 6213** – Research Methodology
- **PSYC 6203** – Ethical Standards for Mental Health Service Providers OR **PSYP 6203** Professional Ethics for the Practice of Psychology
- **PSYC 6153** – Counselling Methodologies – Humanistic and Psychodynamic Modalities
- **PSYC 6163** – Counselling Methodologies – Behavioral and Cognitive Modalities
- **PSYC 6246** – Counselling Skills and Competencies

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

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

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

### **8.4.4. Master of Education Programs**

To earn the Master of Education (MEd) degree with specialization in Adult Education, Educational Leadership, or Curriculum and Pedagogy, course-based students are required to complete 30 credits of study consisting of ten (10) three-credit academic courses, seven of which are core and required and three of which are elective. A student must complete the required core and elective components for the program with a cumulative GPA of 3.0 or better to graduate.

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

To earn the Master of Education (MEd) degree with specialization in **Curriculum and Pedagogy**, research-based students are required to complete 30 credits of study consisting of six (6) 3-credit academic courses (**five** of which are core and required and **one** of which is elective) and a 12-credit Graduate Research Thesis.

*Please see Section 10.3.1 "Program Requirements" or Section 11.3 "Course Descriptions" for a full list of courses for the MEd in Adult Education and the MEd in Educational Leadership programs.*

#### **8.4.5. Graduate Certificates in Education**

To earn the Graduate Certificate in Education, students are required to complete 15 credits of study consisting of five (5) 3-credit academic courses, four of which are required and one of which is elective. A student must complete the required core and elective components for their program of study with a cumulative GPA of 3.0 or better to graduate.

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

#### **8.4.6. Graduate Recognition**

*Graduation with Honours:* Any student whose cGPA at graduation is between 3.70 and 3.99 and whose term record shows no failed courses or infringements of the *Academic Integrity and Honesty policy* of Student Code of Conduct will be recognized on their transcript and (where allowed by Provincial regulations) degree parchment as having *Graduated with Honours*.

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

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

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

## 8.5. Student Transcripts

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

The Registrar's Office and Chief Information Officer are responsible for the generation, handling, and security of all student transcripts.

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

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

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

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

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

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

### 8.5.1. Notations Used on Student Records and Transcripts

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

- When a student completes an official *Request for Grade of "Incomplete" form*. Applications for an incomplete grade must be approved by the course instructor and must be received by the Registrar's Office no later than the last day of the course. Applications for incomplete grades will be approved only when a student has demonstrated an acceptable reason for

being unable to complete the coursework as scheduled. Acceptable reasons, generally, are those that involve factors beyond the student's direct control. The "I" grade will be used when, in the opinion of the course instructor, there is an expectation that the work will be completed within a defined period of time to be established as part of the *Request for Grade of "Incomplete" form*. If the delayed work is not completed by the specified date, the "I" grade will be replaced with the grade earned without that assignment.

- When a student has a pre-approved academic accommodation plan approved by the Accessibility and Academic Accommodations Office requiring additional time to complete course work. The grade "I" will be used to facilitate the approved accommodation. If the required course work is not completed by the date envisioned by the pre-approved academic accommodation plan, the "I" grade will be replaced with the grade earned without that assignment.
- When a student has appealed a grade, or the grade is under review under the University's *Academic Integrity and Honesty Policy*. The Registrar will enter the letter grade "I" until the appeal or review process is completed at which time the grade will be replaced with the grade earned in the course.

**The letter grade "IP" on a student's record or transcript** indicates that the associated course continues to the next term.

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

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

**Required course withdrawal:** A grade of "W" may be entered on a student's record or transcript when the student has been required by the University to withdraw from a course. Several policies and academic regulations allow the University to require a student to withdraw from courses, including (but not limited to) the Non-academic Code of Conduct (Student Code of Conduct) and the *Prevention of Sexual Misconduct and Violence Policy*. In addition, regulations governing progression through some degree programs allow the University to require a student to withdraw from a course.

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

**Designator of TC – Transfer Credit** indicates that a student has received a credit transfer from another institution, to satisfy a course required for the program. See Section 6.6 for additional information regarding transfer credits—This credit is not computed in grade point averages (GPAs).

**Designator of AS – Advanced standing** indicates that a student has received recognition that the requirements of course have been met at another institution. Unlike a transfer credit, students do not receive the credits for the course but will instead have to choose another course to take its place to earn the appropriate number of credits to satisfy program requirements. See Section 6.5 for additional information regarding Advanced Standing.

**Designator of PR – Recognition of Prior Learning** indicates that a student has successfully received recognition via the University's prior learning assessment and recognition (PLAR) process. Please see Section 6.6. for additional information about the PLAR process. This credit is not computed in grade point averages (GPAs).

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

## 8.6. Student Evaluation of Courses and Course Instructors

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

Students are asked to complete a Student End Of Course Survey during the final week(s) of the course and prior to the release of final grades. When the Registrar's Office receives the *Course Grading Confirmation Form*, course instructors are sent a summary of the course evaluation. All data is anonymous.

The head of each academic program reviews the evaluation results for each course and discusses any feedback, ideas for improvement and/or concerns with the course instructor.

## 9. Services for Students

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

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

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

**MyYU:** Located in the navigation bar in the LMS, students will find a link to MyYU. MyYU gives the student access to a wide variety of services, including the Student Success Centre (which includes many resources to help students master the skills required to succeed in their courses), Library, Registrar's Office, and the student's personal and confidential University records.

**AskYU:** Also located in the LMS navigation bar (under "Need Help?") is a link to AskYU. Here students may ask for assistance with any problems they encounter, and the question will be directed to and addressed by the appropriate support department - library, Registrar, information technology, program advisement, student finance, etc. Students can expect quick responses to AskYU inquiries.

### 9.1. University Directory

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

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

Department	Contact
General Inquiries	<a href="mailto:info@yorkvilleu.ca">info@yorkvilleu.ca</a>
Admissions	<a href="mailto:admissionsnb@yorkvilleu.ca">admissionsnb@yorkvilleu.ca</a>
Bursar's Office	<a href="mailto:bursar@yorkvilleu.ca">bursar@yorkvilleu.ca</a>
Registrar's Office Requests made outside of business hours will be responded to on next business day	<a href="mailto:registrar.nb@yorkvilleu.ca">registrar.nb@yorkvilleu.ca</a>
Bookstore	<a href="mailto:yorkville@nuskule.com">yorkville@nuskule.com</a>

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

## 9.2. Registrar's Office

The Campus Registrar's Office manages the progression of students from admission through to graduation and maintains students' official academic records. The Registrar's Office processes student requests for official documentation related to their study at Yorkville University, including requests for transcripts and enrolment letters, manages the academic appeal process, and audits students' progression through their program to verify readiness to graduate. 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 by submitting a service request through AskYU.

## 9.3. Student Services

Staff in the Student Services office advise and assist students about progression through their programs and about a wide range of practical matters related to academic activities and services available to support students. Student Services 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 by submitting a service request through AskYU.

## 9.4. University Library

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

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

- Support with assignments and research projects online and in-person
- Questions about the library collection (e.g., Is this journal accessible in the collection?)
- Document delivery requests for research not held in the library collection
- Providing support for APA citation and Zotero bibliographic software
- Technical assistance related to accessing the library
- Creating library course guides and tutorial videos located on the library's home page

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

## 9.5. Textbooks

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

## 9.6. Online Learning

Support for online learning are available through a variety of service options.

### 9.6.1. Student Online Orientation

Yorkville University has created a self-directed learning resource that orients new students to the process of online learning. The Student Online Orientation is located within the Learning Management System (LMS). Featuring self-paced modules, this resource ensures a smooth start to using the LMS for learning and assignment submission. The Online Orientation remains accessible throughout the student's academic journey for continuous support and resources.

### 9.6.2. Technical Support

Technical support may be requested by submitting a service request through [AskYU](#). Requests for assistance received outside normal business hours may not be handled until the next business day.

### 9.6.3. Essential Computer Hardware and Software

Yorkville University expects students and faculty members to provide their own computer in order to participate fully in course activities. They should have access to a computer (PC or Apple)



capable of accessing the Internet comfortably. A high speed (cable, phone line, or fibre optics) Internet connection is required; video and web-conferencing are being used increasingly in many courses. Email capability and a current version of Microsoft Edge, Google Chrome or Safari are required. Microsoft Edge, Google Chrome, and Safari are available free of charge. Students are provided with access to Microsoft 365 and other necessary tools to create, send, and receive electronic documents. They are also equipped with the ability to send and receive email, attach electronic files, and browse web pages.

Additionally, students should become familiar with using the "track changes" feature of *Microsoft Word* in order to receive feedback from instructors for their written assignments.

Students are given access to a library account, LMS support, and to open-source software that will protect their electronic files and communications.

Faculty members are responsible for becoming familiar with Brightspace (LMS) and must make every effort to keep up to date with the evolving technology used by the University to deliver courses.

## 9.7. Accessibility and Academic Accommodations

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

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

## 9.8. Mental Health and Wellness Services

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

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

Note that all students have access to 24/7 wellness advice via the Telus Health keep.meSAFE app: [Student Support - Home](#).

For additional information or to seek assistance, students may contact a Wellness counsellor at [wellness@yorkvilleu.ca](mailto:wellness@yorkvilleu.ca) or visit [Mental Health & Wellness – Student Success Centre](#).

## 9.9. MyYU Online Student Portal

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

## 9.10. Student Success Centre

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

Accessible through MY YU, the [Student Success Centre](#) is a free service available to students 24/7.

## 9.11. Career Services

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

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

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

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

## 9.12. Forms

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

[Forms available online](#) from the Registrar's Office include:

- Request for Grade of "Incomplete" Form

- Course Withdrawal Form
- Program Withdrawal Request Form
- Leave of Absence Request Form
- Transcript Request Form
- YU Student Change of Name Form
- Concurrent Course Request Form
- Degree Reprint Request Form
- Graduation Request Form
- Graduate Re-Enrolment Form
- Internal Program Transfer Form
- Placement Hold Request Form (MACP Practicum)

### **9.12.1. Request for Grade of "Incomplete" Form**

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

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

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

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

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

1. Instructors are notified by the accommodations team of any students in their sections that require accommodation.
2. The instructor adds an Incomplete notation within the LMS gradebook prior to final course grade export.

In both cases, when the instructor has graded and applied the final grade to the learning management system, they must notify the Registrar's Office that the grade is ready to be updated. At that time, it will be changed in the student information system, and the "I" grade will then be replaced by the final grade.

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

#### **9.12.2. Course Withdrawal Form**

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

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

#### **9.12.3. Program Withdrawal Request 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.

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

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

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

#### **9.12.5. YU Student Change of Name Form**

Students who have gone through a legal name change can request to have their names updated for their YU email, MyPath Student profile and Brightspace profile, to reflect their updated name.

#### **9.12.6. Concurrent Course Request Form**

Students may request to be enrolled in more credit hours that constitutes a full-time course load designated by program. This request is considered on a case-by-case basis and requires specific requirements to be met which include a completion of a minimum number of credits, an appropriate GCPA and no previous course failures or academic incidents on record. You may submit the request during the registration period and once submitted, students will be notified whether they have been approved. Students are only permitted to take two courses per session if approved for concurrent courses.

#### **9.12.7. Degree Reprint Request Form**

Students may request a reprint of their degree parchment. There is an associated cost to a degree reprint.

#### **9.12.8. Graduation Request Form**

Graduation request forms will be completed by students as soon as they have received their congratulatory email that confirms they have met all requirements. By completing this form, students will be ordering their degree parchment, and they may request up to 2 transcripts that can be requested. There is an associated cost to a graduation request.

#### **9.12.9. Graduate Re-enrollment Form**

After graduating, alumni may request to take extra courses are part of a non-degree seeking program.

#### **9.12.10. Internal Program 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.

#### **9.12.11. 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 \$10 (CAD) for each copy. Yorkville University will mail official copies of such transcripts to other institutions without additional cost.

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

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

MACP students are not required to pay a continuous enrolment fee while on the practicum placement hold.

## 10. Program Information

This section provides program specific information for all programs offered online from the New Brunswick Campus of Yorkville University.

### 10.1. 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 counselling 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 offers a flexible online learning experience, and a state-of-art curriculum designed to equip aspiring counsellors in Canada with the skills and knowledge needed to make a meaningful impact in their field.

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.

#### **10.1.1. 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:

Trimester #	Course Code	Course Name	Credits	Prerequisites
<b>Trimester 1</b>	PSYC 6104	A Biopsychosocial Approach to Counselling	4	
	PSYC 6213	Research Methodology	3	PYSC 6104
<b>Trimester 2</b>	PSYC 6203 OR PSYP 6203	Ethical Standards for Mental Health Service Providers OR Professional Ethics for the Practice of Psychology	3	PSYC 6213
	PSYC 6153	Counselling Methodology – Humanistic & Psychodynamic Modalities	3	PSYC 6213
	PSYC 6163	Counselling Methodologies – Behavioural & Cognitive Modalities	3	PSYC 6213
<b>Trimester 3</b>	PSYC 6246	Counselling Skills & Competencies	6	PSYC 6203 OR PSYP 6203 + PSYC 6153 + PSYC 6163
	PSYC 6233	Assessment in Counselling	3	PSYC 6246
<b>Trimester 4</b>	PSYC 6273	Cultural Diversity in Counselling	3	PSYC 6213
	PSYC 6256	Applying Interventions	6	PSYC 6203 OR PSYP 6203 + PSYC 6246
<b>Trimester 5</b>	PSYC Elective	Elective	3	PYSC 6213 PYSC 6233
	PSYC 6223	Group Counselling	3	PSYC 6246 PSYC 6233
	PSYC 6263	Couples & Family Systems	3	PSYC 6233 PSYC 6246
<b>Trimester 6 &amp; 7</b>	PSYC 7113/7203	Practicum	6	All Courses
<b>Electives</b>	PSYC 6333	Psychopathology for Counsellors	3	PSYC 6213 PSYC 6233
	PSYC 6353	Addiction Counselling	3	PSYC 6213 PSYC 6233
	PSYC 6373	Counselling in the School Environment	3	PSYC 6213 PSYC 6233
	PSYC 6383	Crisis & Trauma in Counselling	3	PSYC 6213 PSYC 6233 PSYC6256

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

Competency training referred to above is provided at no additional cost to the student by the MACP Student Development Committee (SDC).

### **10.1.2. Course Delivery**

Courses in the Master of Arts in Counselling Psychology are delivered online. 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 20-22 students. A faculty member is assigned as the course instructor for each section of a course.

Most courses are delivered asynchronously. Some courses include mandatory synchronous components offered through an online video platform that are scheduled by the instructors at the start of the course. Synchronous live components of the practicum courses include Instructor meetings, group work, video case presentations, formative evaluations and summative evaluations,

Courses are delivered sequentially over a 15-week term. Most terms, students take three courses, each lasting five weeks, but in three terms during the program students will take two courses in a term, one lasting ten weeks and one lasting five weeks.

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

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

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

#### **10.1.2.1. 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 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 two (2) courses concurrently. Note, however, that the Faculty of Behavioural Sciences has established limitations on the ability to take concurrent courses and conditions that must met before a student will be allowed to take two courses concurrently. Note that students on academic probation or who have failed a course are not eligible for concurrent courses.

### **10.1.3. Anticipated Completion Time**

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

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

### **10.1.4. MACP-specific Policies**

**Grading Requirements:** MACP students are required to complete and pass all graded skills assessments in the following courses: PSYC6246 (Counselling Skills and Competencies), PSYC6256 (Interventions), PSYC7113 (Practicum I), and PSYC7203 (Practicum II). Students are also required to participate in all graded discussion questions in all courses throughout the program.

Non-completion or receiving a failing grade (below 70%) for skills assessment, or non-participation for any graded DQ, will result in a grade of "F" (0%) for the course.

During the withdrawal period: students may elect to withdraw from the course if they miss a DQ or skills assessment, prior to receiving their grade. Please reach out to a Program Advisor for more details.

After the withdrawal deadline: students will not be able to withdraw and will receive a failing grade for the course. Withdrawal deadlines can be found in Section 1 of this Academic Calendar. Students who fail a course because of an incomplete/failed skills assessment or due to non-participation of a DQ will be required to retake the course. No refund amount will be issued for failed courses or course withdrawals after the withdrawal deadline.

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

**Academic dismissal:** MACP students with a cumulative GPA of less than 3.0 for a second consecutive term will be academically dismissed. Any student who was required to repeat a course and subsequently earns less than B- (70%) in any course will be academically dismissed. (In other words, any student who fails any two courses - regardless of whether a failed course was successfully repeated - will be academically dismissed.) Students may also face academic dismissal for breaches of the *Academic Integrity and Honesty* policy.

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

#### **Preamble and Purpose**

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

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

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

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

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

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

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

#### **10.1.6. Graduation with a Graduate Certificate in Foundations of Counselling:**

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

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

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

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

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

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

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

The Doctor of Counselling and Psychotherapy (DCP) is a professional doctoral program intended to be at the forefront of the emergence of counselling and psychotherapy as a profession distinct and separate from other health and helping professions. The DCP degree program has a focus on leadership, social justice, and cultural competence, with graduates of the DCP acquiring the

knowledge and skills required to help define the identity of the counselling and psychotherapy profession and to be leaders in the establishment of the profession across Canada. They bring the tools of applied scholarship to bear on problems of practice in counselling and psychotherapy. They understand the necessary relationship between individuals' wellness, personal growth, mental health, social justice, and are attentive to inclusiveness, cultural responsibility, and service to underserved communities.

Because of its facilitated online learning format, this program is accessible to people who are qualified or already registered, certified, or regulated counsellors and psychotherapists or professionals in a related field that permits them to provide counselling/psychotherapy services. It is designed for those who are seeking the opportunity to apply scholarship to the improvement of their professional practice and extend their careers into successful, community-minded practices in which they increasingly assume leadership roles in the developing profession.

### **10.2.1. Program Structure**

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

### **10.2.2. Program Requirements**

In order to graduate with a Doctor of Counselling and Psychotherapy degree, students must successfully complete all courses and submit and defend their Applied Scholarship Project to a panel of reviewers.

The following sequence of courses are required:

Progression Through the Doctor of Counselling and Psychotherapy Program			
Term	Course #	Course or Activity Name	Credits
1	DCP 8413	Professional Identity & Ethical Practice	3
1	DCP 8453	Advanced Methods in Applied Research	3
1	DCP 8806	Applied Scholarship Project (begins)	
2	DCP 8513	Professional Growth & Well-Being: Self of the Therapist	3
2	DCP 8613	Doctoral Case Conference 1: Reflective Practice	3
2	DCP 8806	Applied Scholarship Project (continues)	
3	DCP 8443	Theories & Models of Counselling & Psychotherapy	3
3	DCP 8623	Doctoral Case Conference 2: Advanced Competencies I	3
3	DCP 8806	Applied Scholarship Project (continues)	
4	DCP 8653	Supervision	3

Progression Through the Doctor of Counselling and Psychotherapy Program			
Term	Course #	Course or Activity Name	Credits
4	DCP 8633	Doctoral Case Conference 3: Case Studies	3
4	DCP 8806	Applied Scholarship Project (continues)	
5	DCP 8523	Evidence-Based Practice: Therapeutic Applications of Research	3
5	DCP 8643	Doctoral Case Conference 4: Advanced Competencies II	3
5	DCP 8806	Applied Scholarship Project (continues)	
6	DCP 8463	Assessment, Case Conceptualization, and Therapy Planning	3
6	DCP 8713	Practices in Mental Health Counselling & Psychotherapy	3
6	DCP 8806	Applied Scholarship Project (continues)	
7	DCP 8473	Systems Theory & Transformational Models	3
7	DCP 8733	Doctoral Seminar 1: Integrative & Systemic Practice	3
7	DCP 8806	Applied Scholarship Project (continues)	
8	DCP 8493	Planning, Consultation, & Evaluation Models	3
8	DCP 8743	Doctoral Seminar 2: Diversity and Underserved Communities	3
8	DCP 8806	Applied Scholarship Project (continues)	
9	DCP 8763	Practitioner Leadership Development I	3
9	DCP 8773	Practitioner Leadership Development II	3
9	DCP 8806	Applied Scholarship Project (continues)	
10	DCP 8806	Applied Scholarship Project	6

### **10.2.3. Special Components of the DCP**

#### **10.2.3.1. Applied Scholarship Project**

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

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

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

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

- Term 4: Students submit their proposal/written prospectus and must successfully defend it in front of their instructor and a 2-member panel drawn from members of the Faculty of Behavioural Sciences. Defences are scheduled for 45-60 minutes. Students who fail their first defence may revise and resubmit their proposal/prospectus. Resubmission is normally required before the end of term 4. Students are normally permitted only two attempts at the proposal and defence.
- Term 4: An introduction and statement of the problem paper identifying the problem of practice to be addressed.
- Term 5: Students submit an annotated bibliography that will guide their literature review.
- Term 6: A literature review relating to the problem of practice, identifying what scholarship exists related to the problem of practice and based on that scholarship, refining the definition of the problem of practice, and articulating an ASP topic.
- Term 7: Students submit the methodology section of their paper.
- Term 9: Students submit the first draft of their ASP.
- Term 10: Final compilation, revision, and defence of the ASP. Defences are scheduled for 120 minutes. Students who fail the defence are entitled to incorporate feedback provided by the examining committee and attempt the defence again. Students are only permitted two attempts at the defence; the outcome of the second attempt is final.

#### **10.2.3.2. Mentoring**

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

#### **10.2.4. Course Delivery**

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

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

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

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

#### **10.2.4.1. Student Course Load**

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

#### **10.2.5. Anticipated Completion Time**

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

#### **10.2.6. DCP-specific Policies**

##### **10.2.6.1. Repeating Courses**

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

#### **10.2.6.2. Academic Dismissal**

Students who fail to maintain good academic standing for two consecutive terms will be academically dismissed. Doctoral students who fail any two courses will be academically dismissed, regardless of whether a failed course was successfully repeated. Students who are in breach of the University's academic integrity policy may be academically dismissed. Students who have been academically dismissed can, in some circumstances, apply for re-admission to the University as described in Section 6.4 of the Academic Calendar.

#### **10.2.6.3. Advanced Standing & Credit Transfer**

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



### 10.3. Faculty of Education

The Faculty of Education offers a Master of Education in Adult Education, Master of Education in Curriculum and Pedagogy, a Master of Education in Educational Leadership (MEd) with specializations in Leadership and Learning and in Educational Administration.

#### **10.3.1. Master of Education Programs**

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

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

The course-based pathway requires students to complete ten (10) 3-credit graduate courses. The research-based pathway requires students to complete six (6) 3-credit graduate courses and a 12-credit graduate research thesis. Students in the research-based pathway require a cGPA of 3.70 to enrol in EDUC 6093 and then in EDUC 7000.

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

Yorkville University's Faculty of Education academic year is organized into trimesters (terms) of 15 weeks each, beginning in September, January, and May. Full-time students in the Master of Education programs enroll in two seven-week, three-credit courses each trimester. These courses are taken one at a time, in sequence, and the program can be completed in as few as 20 months.

Faculty members are highly qualified in their fields, each with an earned advanced degree and practical, professional experience in their area of specialization. In addition, they have expertise in e-learning and e-teaching methodologies. Their pedagogical 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.

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

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

**Core Courses:**

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

**Required Courses:**

EDAE 6303 – Contexts of Adult Learning (3 credits)  
EDAE 6323 – Foundations of Adult Education (3 credits)  
EDAE 6343 – Program Development and Planning in Adult Education (3 credits)  
EDAE 6363 – Diversity in Adult Education (3 credits)

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

EDAE 6373 – Learning and Teaching Online (3 credits)  
EDAE 6383 – Transformative Learning in Adult Education (3 credits)  
EDAE 6513 – Becoming a Critically Reflective Educator (3 credits)  
EDAE 6523 – Adult Education for Sustainability and Global Citizenship (3 credits)  
EDAE 6533 – Coaching and Mentoring in Adult Education (3 credits)  
EDEL 6113 – Educational Leadership: Perspectives and Practices (3 credits)  
EDEL 6143 – Change and Transformation (3 credits)  
EDEL 6153 – Ethical Leadership (3 credits)  
EDEL 6173 – Administrators as Leaders (3 credits)  
EDEL 6193 – Diversity and Leadership (3 credits)  
EDEL 6223 – Supervision of Instruction (3 credits)  
EDEL 6433 – Leadership & Community Engagement (3 credits)  
EDEL 6453 – Leadership in Higher Education (3 credits)  
EDEL 6463 – Leadership & Online Pedagogies (3 credits)

EDCP 6443 – Curriculum as Living Inquiry (3 credits)  
EDCP 6613 – Historic and Emerging Curriculum Perspectives (3 credits)  
EDCP 6623 – Pedagogy and Praxis (3 credits)  
EDCP 6633 – Culturally Relevant Pedagogies and Curriculum (3 credits)  
EDCP 6653 – Digital Pedagogies (3 credits)  
EDCP 6673 – Creativity in Teaching and Learning (3 credits)  
EDCP 6683 – Curriculum Development Across Professions (3 credits)

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

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

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

#### **Core Courses:**

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

#### **Required Courses:**

EDAE 6323 – Foundations of Adult Education (3 credits)  
EDAE 6363 – Diversity in Adult Education (3 credits)

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

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

EDAE 6303 – Contexts of Adult Education (3 credits)  
EDAE 6343 – Program Development and Planning in Adult Education (3 credits)  
EDAE 6373 – Learning and Teaching Online (3 credits)  
EDAE 6383 – Transformative Learning in Adult Education (3 credits)  
EDAE 6513 – Becoming a Critically Reflective Educator (3 credits)  
EDAE 6523 – Adult Education for Sustainability and Global Citizenship (3 credits)  
EDAE 6533 – Coaching and Mentoring in Adult Education (3 credits)  
EDEL 6113 – Educational Leadership: Perspectives and Practices (3 credits)  
EDEL 6143 – Change and Transformation (3 credits)  
EDEL 6153 – Ethical Leadership (3 credits)  
EDEL 6173 – Administrators as Leaders (3 credits)  
EDEL 6193 – Diversity and Leadership (3 credits)  
EDEL 6223 – Supervision of Instruction (3 credits)  
EDEL 6433 – Leadership & Community Engagement (3 credits)  
EDEL 6453 – Leadership in Higher Education (3 credits)  
EDEL 6463 – Leadership & Online Pedagogies (3 credits)

EDCP 6443 – Curriculum as Living Inquiry (3 credits)  
EDCP 6613 – Historic and Emerging Curriculum Perspectives (3 credits)  
EDCP 6623 – Pedagogy and Praxis (3 credits)  
EDCP 6633 – Culturally Relevant Pedagogies and Curriculum (3 credits)  
EDCP 6653 – Digital Pedagogies (3 credits)  
EDCP 6673 – Creativity in Teaching and Learning (3 credits)  
EDCP 6683 – Curriculum Development Across Professions (3 credits)

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

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

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

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

#### **Core Courses:**

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

#### **Required Courses:**

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

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

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

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

EDCP 6443 – Curriculum as Living Inquiry (3 credits)  
EDCP 6613 – Historic and Emerging Curriculum Perspectives (3 credits)

EDCP 6623 – Pedagogy and Praxis (3 credits)  
 EDCP 6633 – Culturally Relevant Pedagogies and Curriculum (3 credits)  
 EDCP 6653 – Digital Pedagogies (3 credits)  
 EDCP 6673 – Creativity in Teaching and Learning (3 credits)  
 EDCP 6683 – Curriculum Development Across Professions (3 credits)

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

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

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

##### **Core Courses:**

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

##### **Required Courses:**

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

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

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

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

EDAE 6303 – Contexts of Adult Learning (3 credits)  
 EDAA 6323 – Foundations of Adult Education (3 credits)  
 EDAA 6343 – Program Development and Planning in Adult Education (3 credits)  
 EDAA 6363 – Diversity in Adult Education (3 credits)  
 EDAA 6373 – Learning and Teaching Online (3 credits)

EDAE 6383 – Transformative Learning in Adult Education (3 credits)  
EDAE 6513 – Becoming a Critically Reflective Educator (3 credits)  
EDAE 6523 – Adult Education for Sustainability and Global Citizenship (3 credits)

EDCP 6443 – Curriculum as Living Inquiry (3 credits)  
EDCP 6613 – Historic and Emerging Curriculum Perspectives (3 credits)  
EDCP 6623 – Pedagogy and Praxis (3 credits)  
EDCP 6633 – Culturally Relevant Pedagogies and Curriculum (3 credits)  
EDCP 6653 – Digital Pedagogies (3 credits)  
EDCP 6673 – Creativity in Teaching and Learning (3 credits)  
EDCP 6683 – Curriculum Development Across Professions (3 credits)

EDAE 6533 – Coaching and Mentoring in Adult Education (3 credits)  
EDUC 6003 – Indigenous Perspectives in Canadian Education (3 credits)  
EDUC 6063 – Assessment and Evaluation in Education (3 credits)  
EDUC 6123 – Reflexive Inquiry (3 credits)  
EDUC 6643 – Decolonizing and Indigenizing Curriculum, Teaching, & Learning (3 credits)  
EDUC 6703 – Indigenous Pedagogies and Ways of Knowing (3 credits)  
EDUC 6713 – Building and Strengthening Relationships in Indigenous Education (3 credits)

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

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

##### **Core Courses:**

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

##### **Required Courses:**

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

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

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

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

EDCP 6443 – Curriculum as Living Inquiry (3 credits)  
EDCP 6613 – Historic and Emerging Curriculum Perspectives (3 credits)  
EDCP 6623 – Pedagogy and Praxis (3 credits)  
EDCP 6633 – Culturally Relevant Pedagogies and Curriculum (3 credits)  
EDCP 6653 – Digital Pedagogies (3 credits)  
EDCP 6673 – Creativity in Teaching and Learning (3 credits)  
EDCP 6683 – Curriculum Development Across Professions (3 credits)

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

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

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

##### **Core Courses:**

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

##### **Required Courses:**

EDEL 6113 – Educational Leadership: Perspectives and Practices (3 credits)  
EDEL 6193 – Diversity and Leadership (3 credits)

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

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

EDEL 6143 – Change and Transformation (3 credits)  
 EDEL 6153 – Ethical Leadership (3 credits)  
 EDEL 6173 – Administrators as Leaders (3 credits)  
 EDEL 6223 – Supervision of Instruction (3 credits)  
 EDEL 6433 – Leadership & Community Engagement (3 credits)  
 EDEL 6453 – Leadership in Higher Education (3 credits)  
 EDEL 6463 – Leadership and Online Pedagogies (3 credits)

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

EDCP 6443 – Curriculum as Living Inquiry (3 credits)  
 EDCP 6613 – Historic and Emerging Curriculum Perspectives (3 credits)  
 EDCP 6623 – Pedagogy and Praxis (3 credits)  
 EDCP 6633 – Culturally Relevant Pedagogies and Curriculum (3 credits)  
 EDCP 6653 – Digital Pedagogies (3 credits)  
 EDCP 6673 – Creativity in Teaching and Learning (3 credits)  
 EDCP 6683 – Curriculum Development Across Professions (3 credits)

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

To be qualified to administer as a principal in NB, students must complete EDUC 6063, EDEL 6713 and EDEL 6223.

Please visit the [NB Office of Teacher Certification](#) for more details.

### **10.3.1.7. Master of Education in Curriculum and Pedagogy: Course-based Program Requirements**

To graduate with a course-based MEd (Curriculum and Pedagogy), students must successfully complete the following courses.

#### **Core Courses:**

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



**Required Courses:**

EDCP 6613 – Historic and Emerging Curriculum Perspectives (3 credits)  
EDCP 6633 – Culturally Relevant Pedagogies and Curriculum (3 credits)  
EDCP 6443 – Curriculum as Living Inquiry (3 credits)  
EDUC 6063 – Assessment and Evaluation in Education (3 credits)

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

EDCP 6623 – Pedagogy and Praxis (3 credits)  
EDCP 6653 – Digital Pedagogies (3 credits)  
EDCP 6673 – Creativity in Teaching and Learning (3 credits)  
EDCP 6683 – Curriculum Development Across Professions (3 credits)

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

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

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

**10.3.1.8. Master of Education in Curriculum and Pedagogy: Research-based Program Requirements**

To graduate with a research-based MEd (Curriculum and Pedagogy), students must successfully complete the following courses.

**Core Courses:**

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

**Required Courses:**

EDCP 6613 – Historic and Emerging Curriculum Perspectives (3 credits)  
EDCP 6443 – Curriculum as Living Inquiry (3 credits)  
EDUC 6063 – Assessment and Evaluation in Education (3 credits)

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

In addition to the core and required courses, students must also complete one elective from the following EDCP course offerings. Elective offerings vary with term and enrolment. Course options include, but are not limited to:

EDCP 6623 – Pedagogy and Praxis (3 credits)  
EDCP 6633 – Culturally Relevant Pedagogies and Curriculum (3 credits)  
EDCP 6653 – Digital Pedagogies (3 credits)  
EDCP 6673 – Creativity in Teaching and Learning (3 credits)  
EDCP 6683 – Curriculum Development Across Professions (3 credits)

**10.3.2. Course Delivery**

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

Other than the thesis research project, all courses in the Master of Education programs are delivered online via Yorkville's LMS. Students can expect to dedicate approximately 15 to 20 hours per week to successfully complete the requirements for each academic course. This study time includes: review of assigned course material (textbook and journal readings, videos, etc.); additional reading and research; assignments for assessment by the course instructor; online discussion (postings and responses to postings of other students); and online communication with the professor and peers as required.

**10.3.3. Student Course Load**

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

#### **10.3.4. Anticipated Completion Time**

The Master of Education programs are designed to be completed in as few as 20 months. Research pathway students are advised that the thesis process may take longer, depending on the nature of their research. A limited number of extensions are available. Students normally complete the program within a maximum of five years from their initial enrolment date.

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

#### **10.3.5. Master of Education Research Thesis Special Requirements**

A cGPA of 3.70 M. Ed. course work is required to enrol on EDUC 6093: Advanced Research Methods and EDUC 7000: Thesis.

#### **Thesis Examination and Oral Defence:**

**Note:** Additional details on the thesis process are provided in the *Thesis Guidelines*, available from the Faculty of Education's Associate Dean (Research).

The intention of the thesis written examination and oral defence is two-fold: it provides graduate students with an opportunity to defend their research, and it serves as a celebration of the student's knowledge in their areas of inquiry. All students in the research-based pathway are required to complete both the written thesis examination and oral defence before the degree may be conferred. Both requirements help promote the quality of graduate research undertaken by students in the program.

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

The examination committee should consist of:

- Supervisor
- Supervisory committee
- The internal examiner who is a member of the Faculty of Education whose research aligns with the thesis to be defended but who has not served on the student's supervisory committee
- The external examiner who has a well-established research profile in the student's area of inquiry and who has experience evaluating these at the graduate level
- An additional member of University academic staff to serve as non-voting Neutral Chair.

Thesis examination begins when the thesis is distributed to an internal and external examiner by a Neutral Chair. The internal and external examiners may not discuss the thesis amongst themselves,

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

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

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

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

Once the written assessment receives a **Pass with No Revisions** or **Pass with Minor Revisions**, the oral defence of the thesis is undertaken by the candidate.

#### 10.3.5.1. Processes and Procedures for Oral Defence

It is the responsibility of the supervisor, in consultation with the Neutral Chair and the Associate Dean (Research) to schedule the oral defence. Normally, the oral defence is held no more than four (4) weeks after approval is granted. The Oral Defence is held online via Zoom or Teams. Normally, at least two weeks' notice is given to the University community concerning the date, time, and place of the oral defence.

Public notice of oral defence includes, but is not limited to, a notice posted to the Yorkville University's Events site (<https://www.yorkvilleu.ca/events/>) and Yorkville's learning management system.

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

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

Examiners must be present, either in person or via virtual conferencing, during the entire public presentation and questioning process as well as the post-examination discussion and vote. In the rare situation where an examiner cannot attend the scheduled oral defence, they will submit their examination questions to the Neutral Chair. The Neutral Chair will ask the questions but provide no additional commentary.

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

The oral defence is normally open to the public but only members of the examination committee may question the student during the examination. Once the examination panel has concluded questions, if time permits, the floor may be opened to guests prior to in-camera deliberation. The Neutral Chair will moderate discussions from guests.

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

#### **10.3.5.2. Recommendations at the Conclusion of Oral Defence**

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

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

The post-examination recommendation to the Associate Dean (Research) must be unanimous. If it is not unanimous, the Associate Dean (Research) will decide the outcome of the thesis and the oral defence. In the instance that the Associate Dean (Research) is a part of the supervisory committee or an internal examiner, the Dean of Education or Program Chair in attendance will render the decision.

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

#### **10.3.5.3. Retake of Failed Examination**

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

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

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

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

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

### **10.4. Graduate Certificates in Education**

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

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

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

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

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

#### **10.4.1. Detailed Program Information: Graduate Certificates in Education**

The Graduate Certificate in Leadership in Social Justice (GCELSJ) helps leaders become agents of change by teaching them to develop policies and practices that foster equity, diversity, inclusion, and decolonization (EDID) in their professional contexts. With a focus on cultivating equitable and ethical leadership, the curriculum focuses on developing work cultures that reflect social consciousness and commitment to inclusive spaces. Graduates of the Graduate Certificate in Leadership in Social Justice are equipped to be the pioneers, safekeepers, and advocates of socially responsible and equitable organizational policies as they bring about a cultural shift within their organizations.

The Graduate Certificate in Teaching and Learning (GCETL) helps skilled professionals become critically reflective educators who are prepared to enhance the adult learning experience in individual or group settings. Designed for educators with advanced skills or trades backgrounds,

the program provides practical approaches to program development, pedagogical strategy, and assessment and evaluation.

Graduates of the Graduate Certificate in Teaching and Learning are efficient, effective, and engaging educators, well-versed in areas such as teaching styles, creating motivating learning environments, ethical concerns in teaching adults, and the use of technologies for teaching and learning.

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

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

##### **Required Courses:**

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

EDEL 6153 – Ethical Leadership (3 credits)

EDEL 6193 – Diversity in Leadership (3 credits)

EDCP 6443 – Curriculum as Living Inquiry (3 credits)

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

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

EDEL 6143 – Change and Transformation (3 credits)

EDEL 6173 – Administrators as Leaders (3 credits)

EDEL 6223 – Supervision of Instruction (3 credits)

EDEL 6433 – Leadership & Community Engagement (3 credits)

EDEL 6453 – Leadership in Higher Education (3 credits)

EDEL 6463 – Leadership and Online Pedagogies (3 credits)

EDAE 6303 – Contexts of Adult Learning (3 credits)

EDAE 6323 – Foundations of Adult Education (3 credits)

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

EDAE 6363 – Diversity in Adult Education (3 credits)

EDAE 6373 – Learning and Teaching Online (3 credits)

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

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

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

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

EDCP 6613 – Historic and Emerging Curriculum Perspectives (3 credits)

EDCP 6623 – Pedagogy and Praxis (3 credits)

EDCP 6633 – Culturally Relevant Pedagogies and Curriculum (3 credits)

EDCP 6653 – Digital Pedagogies (3 credits)

EDCP 6673 – Creativity in Teaching and Learning (3 credits)

EDCP 6683 – Curriculum Development Across Professions (3 credits)

EDUC 6013 – Research in Education (3 credits)

EDUC 6043 – Learning and Organizations (3 credits)

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

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

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

##### **Required Courses:**

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

In addition to the core courses, students must also complete one elective from the following courses.

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

EDAE 6303 – Contexts of Adult Education (3 credits)  
EDAE 6363 – Diversity in Adult Education (3 credits)  
EDAE 6373 – Learning and Teaching Online (3 credits)  
EDAE 6383 – Transformative Learning in Adult Education (3 credits)  
EDAE 6523 – Adult Education for Sustainability and Global Citizenship (3 credits)  
EDAE 6533 – Coaching and Mentoring in Adult Education (3 credits)  
EDEL 6113 – Educational Leadership: Perspectives and Practices (3 credits)

EDEL 6143 – Change and Transformation (3 credits)  
EDEL 6153 – Ethical Leadership (3 credits)  
EDEL 6173 – Administrators as Leaders (3 credits)  
EDEL 6193 – Diversity and Leadership (3 credits)  
EDEL 6223 – Supervision of Instruction (3 credits)  
EDEL 6433 – Leadership & Community Engagement (3 credits)  
EDEL 6453 – Leadership in Higher Education (3 credits)  
EDEL 6463 – Leadership & Online Pedagogies (3 credits)

EDCP 6443 – Curriculum as Living Inquiry (3 credits)  
EDCP 6613 – Historic and Emerging Curriculum Perspectives (3 credits)  
EDCP 6623 – Pedagogy and Praxis (3 credits)  
EDCP 6633 – Culturally Relevant Pedagogies and Curriculum (3 credits)  
EDCP 6653 – Digital Pedagogies (3 credits)  
EDCP 6673 – Creativity in Teaching and Learning (3 credits)  
EDCP 6683 – Curriculum Development Across Professions (3 credits)

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



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

#### ***10.4.2. Course Delivery***

Courses in the Graduate Certificate in Education programs are fully online and asynchronous. New students may enroll in the program in September. Each course is subdivided into sections. A faculty member is assigned as a course instructor for each section of a course.

Students can expect to dedicate approximately 15 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, and other multimedia resources); additional reading and research; assignments for assessment by the course instructor; online discussion (postings and responses to postings of other students); and online communication with the professor as required.

##### ***10.4.2.1. Student Course Load***

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

#### ***10.4.3. Anticipated Completion Time***

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

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

#### ***10.4.4. Graduate Programs Credential Laddering***

Credential Laddering allows students to progress through consecutive programs while receiving course credit for the same course(s).

Yorkville University students who successfully complete the Graduate Certificate in Education in Leadership in Social Justice or the Graduate Certificate in Education in Teaching and Learning may be granted credit for courses they successfully completed in the graduate certificate program to a maximum of five (5) courses.

Students who received transfer credits towards courses in the Master of Education Graduate Certificate programs will not be granted credit towards the Master of Education programs for the same courses.

Students are limited to a maximum of five (5) courses transferred to the Master of Education in Adult Education, Master of Education in Educational Leadership or Master of Education in Curriculum and Pedagogy program.

\*Please note that the number of transferable credits varies depending on the specific program and pathway into which a student is being admitted.

Students granted credits for less than three (3) courses from the Graduate Certificate in Education programs offered at Yorkville University and have successfully completed graduate courses at other institutions, may apply for additional transfer credit consideration to a total maximum of three (3) courses. Refer to 6.2.1. Graduate Programs Credit Transfer and Advanced Standing Policies.

## 11. Course Descriptions

**Note:** The courses listed below have been approved by a Senate or Academic Council of Yorkville University. Specific courses may not be offered every semester or at all campuses of Yorkville University. Students should refer to the requirements for their program of study in Section 10 of this Academic Calendar.

### 11.1. Course Numbering

Courses numbered 6xxx are masters-level academic courses. Courses numbered 7xxx are masters-level, field-based courses or graduate-level report courses. Courses numbered 8xxx are doctoral-level courses.

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

### 11.2. Faculty of Behavioural Sciences

#### 11.2.1. Master of Arts in Counselling Psychology (MACP)

*Courses PSYC 6104 and PSYC 6213 have to be completed before all subsequent courses. All courses have must be completed prior to PSYC 7113 and PSYC 7203. Courses PSYC 6246, PSYC 6256, PSYC 7113 and PSYC 7203 have mandatory synchronous components offered through an online video platform that are scheduled by the instructors at the start of the course.*

#### **PSYC 6104 A Biopsychosocial Approach to Counselling**

(4 credits) (required)

This course explores counselling psychology through a biopsychosocial framework, integrating physical, mental, and social health disciplines creating an interdisciplinary model from these three pillars. It examines issues such as anxiety, depression, and neurocognitive factors, alongside a Culturally Responsive and Socially Just model. Students analyze therapeutic relationships, counsellor identity, case conceptualization, and treatment approaches within a Canadian context.

#### **PSYC 6153 Counselling Methodologies – Psychodynamic and Humanistic Modalities**

(3 credits) (required)

This course examines key approaches of psychodynamic and humanistic approaches to counselling and psychotherapy, emphasizing philosophical foundations, personality theories, therapeutic processes, intervention strategies, and targeted outcomes. It explores the interplay between theory and practice, considers cross-cultural and gender dimensions, and encourages comparative analysis to support the development of individualized counselling approaches.

Prerequisite(s): PSYC 6104 A Biopsychosocial Approach to Counselling and PSYC 6213 Research Methodology.

**PSYC 6163 Counselling Methodologies – Behavioural and Cognitive Modalities**

(3 credits) (required)

This course explores foundational theories and methods shaping contemporary psychotherapy, with a focused study of cognitive behavioural therapy. Students are introduced to core interviewing and counselling skills through structured practice and examine research on common factors across therapeutic modalities.

Prerequisite(s): PSYC 6104 A Biopsychosocial Approach to Counselling and PSYC 6213 Research Methodology.

**PSYC 6203 Ethical Standards for Mental Health Service Providers**

(3 credits) (required by students expecting to practice in a location other than the province of Alberta)

This course examines ethical principles and decision-making frameworks within counselling practice. Students explore professional standards, confidentiality, informed consent, boundaries, cultural responsiveness, and contemporary ethical challenges. Emphasis is placed on integrating theory and practical skills to navigate complex dilemmas in diverse counselling contexts.

Prerequisite(s): PSYC 6104 A Biopsychosocial Approach to Counselling and PSYC 6213 Research Methodology.

**PSYP 6203 Professional Ethics for the Practice of Psychology**

(3 credits) (required for students seeking to practice in the province of Alberta)

This course explores ethical, legal, and professional standards in psychological practice, emphasizing competency, informed consent, confidentiality, dual relationships, professional boundaries, and diversity. Students examine the current Canadian Code of Ethics for Psychologists and the current Standards of Practice as defined by the College of Alberta Psychologists (CAP) and apply these to ethical dilemmas, focusing on ethical decision-making and regulatory compliance.

Prerequisite(s): PSYC 6104 A Biopsychosocial Approach to Counselling and PSYC 6213 Research Methodology.

**PSYC 6213 Research Methodology**

(3 credits) (required)

This course introduces students to the principles of scientific inquiry within counselling, emphasizing research evaluation, ethical considerations, and foundational research design skills. Through critical engagement with existing studies, the course examines how to interpret and apply research findings in professional contexts.

Pre-requisite(s): PSYC 6104 A Biopsychosocial Approach to Counselling.

**PSYC 6223 Group Counselling**

(3 credits) (required)

This course explores group counselling as a therapeutic modality, emphasizing interpersonal dynamics, ethical considerations, and facilitation techniques. Students examine diverse theoretical frameworks and developmental stages while practicing basic group facilitation skills such as active listening, role-playing, and managing group processes across varied populations and types of issues. Prerequisite(s): PSYC 6153 Counselling Methodologies- Humanistic & Psychodynamic Modalities, PSYC 6163 Counselling Methodologies- Behavioural & Cognitive Modalities, and PSYC 6246 Counselling Skills & Competencies.

**PSYC 6233 Assessment in Counselling**

(3 credits) (required)

This course explores foundational concepts and principles of psychological assessment, including test selection, administration, scoring, and interpretation in clinical contexts. Students examine psychometric instruments and their properties, ethical, social, and cultural considerations, and the role of assessment data in clinical decision-making across standardized and non-standardized approaches.

Prerequisite(s): PSYC 6246 Counselling Skills & Competencies.

**PSYC 6246 Counselling Skills and Competencies**

(6 credits) (required)

This course introduces foundational counselling skills and competencies for building and maintaining client relationships across theoretical approaches. Students engage in case conceptualizations using selected theoretical frameworks and apply one theoretical approach in a counselling session with a client. The focus is on how to identify and conduct competent counselling interviews. (Note: Students must earn at least 70% on each graded component of this course. Even if a student's overall grade in the course is 70% or higher, if a grade on any component of the course is below 70%, they will be required to repeat the course.)

Prerequisite(s): PSYC 6203 Ethical Standards for Mental Health Service Providers OR PSYP 6203 Professional Ethics for the Practice of Psychology; PSYC 6153 Counselling Methodologies- Humanistic & Psychodynamic Modalities; and PSYC 6163 Counselling Methodologies- Behavioural & Cognitive Modalities.

**PSYC 6256 Applying Interventions**

(6 credits) (required)

This course provides practice in the planning and implementation of client change interventions in counselling and psychotherapy using both humanistic and cognitive-behavioural framework. Students work in a variety of simulated contexts to gain practice using a range of frequently used counselling interventions that have demonstrated clinical efficacy.

Pre-requisites: PSYC 6203 Ethical Standards for Mental Health Service Providers OR PSYP 6203 Professional Ethics for the Practice of Psychology AND PSYC 6246 Counselling Skills and Competencies.

**PSYC6263 Couples and Family Systems**

(3 credits) (required)

This course explores the interpersonal and intrapersonal dynamics within intimate relationships and family systems. Topics include family interaction and communication patterns, conflict resolution, the impact of children on relationships, and other factors that influence family systems systemic. Ethical considerations related to intimate partner violence and domestic abuse are also considered.

Prerequisite(s): PSYC 6233 Group Counselling and PSYC 6246 Counselling Skills & Competencies.

**PSYC 6273 Cultural Diversity in Counselling**

(3 credits) (required)

This course focuses on multicultural counselling and mental health service delivery. Students examine identity formation, worldview, communication styles, and acculturation from the perspective of cultural minorities in Canada. The course emphasizes multicultural competence as

a foundational element in mental health service delivery and interpersonal dynamics across diverse identities, including gender, age, sexual orientation, race, able-bodied status, and cultural affiliation. Prerequisite(s): PSYC 6213 Research Methodology.

### **PSYC 6333 Psychopathology for Counsellors**

(3 credits) (elective)

This course examines the conceptual foundations of adult psychopathology, emphasizing the definition of the disorder with regards to symptoms and diagnostic criteria, progression, prevalence, origins, and treatments. It focuses on the counsellor's role in interdisciplinary collaboration with other mental health professions as well as treatment planning and making referrals where appropriate.

Prerequisite(s): PSYC 6213 Research Methodology and PSYC 6233 Assessment in Counselling.

### **PSYC 6353 Addiction Counselling**

(3 credits) (elective)

This course explores foundational concepts in the assessment and treatment of addictions. It examines diverse evaluation strategies and problem areas that may co-exist or underlie addictions. Students analyze psychotherapeutic modalities and approaches, as well as the various treatment setting options.

Prerequisite(s): PSYC 6213 Research Methodology and PSYC 6233 Assessment in Counselling.

### **PSYC 6373 Counselling in School Environments**

(3 credits) (elective)

This course explores ethical, cultural, and practical considerations in the context of school counselling. It examines child and adolescent development stages, common reasons for referral, and how therapeutic theories and techniques apply to children and adolescents. Students investigate the significant roles of colleagues, parents, and community members in facilitating the personal, socio-emotional, behavioral, and academic growth of children and youth.

Prerequisite(s): PSYC 6213 Research Methodology and PSYC 6233 Assessment in Counselling.

### **PSYC 6383 Crisis and Trauma Counselling**

(3 credits) (elective)

This course introduces students to theoretical foundations and practical approaches to addressing trauma when working with clients. Topics include trauma typologies, critical incident stress management, ethical considerations of client resourcing and stabilization, theoretical frameworks, assessment and diagnosis, treatment and intervention strategies, prevention models, as well as therapist self-care in relation to vicarious trauma.

Prerequisite (s): PSYC 6213 Research Methodology and PSYC 6233 Assessment in Counselling, PSYC6256 Applying Interventions.

### **PSYC 7113 Practicum I**

(3 credits) (required)

This course supports students during their practicum placement and emphasizes the development of counselling competencies in practice. The focus is 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. (Note: Students must earn at least 70% on each graded component of this course. Even if a student's overall grade in the course is 70% or higher, if a grade on any component of the course is below 70%, they will be required to repeat the course. Prerequisite(s): All courses.

### **PSYC 7203 Practicum II**

(3 credits) (required)

This course is a continuation of PSYC 7113 Practicum I.

This course continues to support students in their practicum placement with an emphasis on deepening counselling competencies through sustained practice. The focus is 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.

#### **11.2.2. Doctor of Counselling and Psychotherapy (DCP)**

*\* Please note courses marked with the asterisk\* have mandatory synchronous components offered through an online video platform and are scheduled by the instructors at the start of the course. While the University strives to accommodate students' schedules whenever possible, these particular courses may not offer flexibility in choosing or changing synchronous session times. The University appreciates your understanding and adaptability with scheduling, as these synchronous components are designed to optimize the overall learning experience by facilitating real-time interaction with instructors and peers.*

### **DCP 8413 Professional Identity & Ethical Practice**

(3 credits)

This course examines some of the key components related to the professional identity of counselling within a Canadian context. It situates counselling within the broader mental health context and explores the similarities and differences between mental health specialties. It also examines the role that ethics plays in shaping professional identity.

### **DCP 8443 Theories & Models of Counselling & Psychotherapy**

(3 credits)

This course focuses on the application of counselling and psychotherapy theories through case conceptualization and clinical planning. Students develop a complete treatment plan that includes assessment, goal setting, and discharge planning, all grounded in theoretical perspectives in counselling and psychotherapy. They support clinical decisions with empirical and scholarly evidence and examine ethical, cultural and practical considerations within professional counselling relationships.

### **DCP 8453 Advanced Methods in Applied Research**

(3 credits)

This course prepares students to understand and apply the scholarship and empirical literature to professional practice in counselling and psychotherapy. Students engage with advanced applied research methods, critically examine research and explore how it can be translated and applied to practical challenges within the discipline.

**DCP 8463 Assessment, Case Conceptualization, and Therapy Planning**

(3 credits)

This course develops advanced assessment skills for therapeutic practice.

Students critically examine how assessment informs relationship-building, case conceptualization, treatment planning, and outcome monitoring. The course emphasizes ethical and culturally responsive approaches that guide collaboration and adaptation throughout the therapeutic process.

**DCP 8473 Systems Theory & Transformational Models\***

(3 credits)

This course examines advanced applications of systems theory and transformational and systemic models of change, with a primary focus on couples and family therapy.

Students develop skills in systemic and transformational research-informed interventions within culturally responsive contexts and additionally explore applications to individual and community-based issues.

**DCP 8493 Planning, Consultation, and Evaluation Models**

(3 credits)

This course examines contemporary approaches to program development and project management within counselling, educational, and psychological contexts. Students apply an evidence-based model associated with innovation and planned change to design, plan, and organize a project, product or service addressing a specific issue, population, and setting. The course emphasizes emerging trends and developmentally-oriented prevention projects.

**DCP 8513 Professional Growth & Well-Being: Self of the Therapist**

(3 credits)

This course provides an advanced understanding and application of personal attributes and professional practices essential for effective counselling across diverse settings. Students engage in self-assessment and examine ongoing professional self-monitoring of mental well-being in relation to therapeutic capacity, with a focus on the personal adjustment and the maintenance of healthy counselling relationships.

**DCP 8523 Evidence-Based Practice: Therapeutic Applications of Research**

(3 credits)

This course provides students with advanced understanding and implementation of evidence-based practices. Students work in consultation teams to identify best practices for client issues, localize or adapt interventions for multicultural effectiveness, and consider how this knowledge might be applied within collaborative work with clients.

**DCP 8613 Doctoral Case Conference 1: Reflective Practice\***

(3 credits)

This course develops skills in reflective practice within counselling and psychotherapy. Structured learning activities and faculty mentorship support the refinement of reflective competencies.



**DCP 8623 Doctoral Case Conference 2: Advanced Competencies I\***

(3 credits)

This course supports the development of advanced competencies in case conceptualization and the integration of selected theoretical orientations. Students incorporate mentoring feedback to the analysis of case scenarios, strengthening their ability to connect theory with professional counselling and psychotherapy practice.

**DCP 8643 Doctoral Case Conference 4: Advanced Competencies II**

(3 credits)

This course deepens students' ability to organize and synthesize complex client-centred information. Students critically examine evidence-based practice in relation to professional identity, ethical decision-making, interdisciplinary collaboration, and the scientist-practitioner model. They explore scholarly discourse and cultural adaptations of evidence-based interventions for mental health and substance use disorders, and develop applied skills through case conceptualization discussions.

**DCP 8653 Supervision\***

(3 credits)

This course critically examines major theories of supervision in counselling and psychotherapy. Students explore ethical and legal considerations, supervisory relationships, and various models and interventions used across clinical, educational, organizational, and mental and behavioural health settings. Current research in counselling supervision is thoughtfully reviewed and integrated into the study of supervisory practice.

**DCP 8633 Doctoral Case Conference 3: Case Studies\***

(3 credits)

During this course, students expand their supervisory and consultation skills within the broader context of their personality, experiences, culture, and background. This course includes concepts, processes, and styles of advanced supervision and skills consultation. Students participate in live coaching sessions giving them the opportunity to gain experience with counsellors-in-training.

**DCP 8713 Advanced Practices in Mental Health Counselling & Psychotherapy**

(3 credits)

This course provides students with opportunities to build upon their current competencies in counselling and psychotherapy. The topics explored include counsellor identity development, theoretical orientation in counselling and psychotherapy, the therapeutic relationship, and advanced case conceptualization.

**DCP 8733 Doctoral Seminar 1: Integrative and Systemic Practice\***

(3 credits)

This course develops advanced skills for the direct practice of integrated behavioural health in primary care. Students explore provider roles, models of care, and cross-cultural considerations. They develop skills in engagement, assessment, intervention planning, implementation, and evaluation, with a focus on supporting individuals across a spectrum of physical and behavioural health conditions.

**DCP 8743 Doctoral Seminar 2: Diversity and Underserved Communities \***

(3 credits)

This course examines counselling approaches for working with diverse clients, with an emphasis on underserved or marginalized communities. Students explore the culture-infused counselling framework developed by Canadian scholars, with a focus on multicultural competency development and evidence based, culturally responsive practices.

**DCP 8763 Practitioner Leadership Development I**

(3 credits)

This course examines foundational research in professional leadership and advocacy within the professional counselling and psychotherapy practice. Students analyze ethical leadership principles and apply cultural responsible advocacy strategies to support professional development and organizational growth in complex, evolving systems.

**DCP 8773 Practitioner Leadership Development II**

(3 credits)

This course emphasizes the critical understanding and applications of adult learning theories within the professional counselling and psychotherapy practice. Students integrate adult learning principles and best practices to support the development of professional identity, leadership capacity, and evidence-informed expertise within their field.

**DCP 8806 Applied Scholarship**

(6 credits)

This course provides structured support for the Applied Scholarship Project (ASP) and professional development. It facilitates the integration of personal theory into practice. Students engage in preparatory work for the ASP, including drafting key components and completing a final defence. The course spans the program and includes ongoing advisement with faculty.

## **11.3. Faculty of Education**

### **11.3.1. Master of Education Shared Courses**

**EDUC 6003 Indigenous Perspectives in Canadian Education**

(3 credits)

This course examines the traditional, historical, and contemporary contexts of Indigenous education in Canada. Emphasis is placed on the role of education and educators in advancing reconciliation and decolonization through critical engagement with Indigenous pedagogies, epistemologies, and methodologies.

**EDUC 6013 Research in Education**

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

This course introduces students to a range of educational research methodologies, including quantitative, qualitative, mixed methods, arts-based, and community based participatory approaches. Emphasis is placed on understanding research terminology, evaluating published studies, and exploring data collection and analysis strategies for diverse research questions. Required in all MEd program streams.

**EDUC 6043 Learning and Organizations**

(3 credits)

This course examines the emergence of the learning organization and its role in supporting collaboration, adaptability, and professional growth across individuals and teams. Emphasis is placed on how knowledge management and technology shape sustainable learning dynamics within organizational contexts.

**EDUC 6063 Assessment and Evaluation in Education**

(3 credits)

This course introduces diagnostic, formative, and summative assessment methods. Students explore pedagogical strategies that support ethical interpretation, self-regulation, reflective practice, and knowledge curation. Emphasis is placed on differentiating assessment and evaluation principles for individual and program-level performance within educational contexts.

**EDUC 6083 Self-Directed Inquiry**

(3 credits)

This course is designed to be the culmination of the Master of Education journey for students in the course-based pathway. Students design and present a self-directed professional inquiry aligned with their area of interest and program designation. Emphasis is placed on critical and creative thinking, individualized expression, and the ability to conceptualize and communicate research effectively within the context of professional practice in education. Prerequisite: Completion of first nine courses in course-based program streams. Not available as an elective in research based program streams. Required in all course-based MEd program streams.

**EDUC 6093 Advanced Research Methods in Education**

(3 credits)

This course examines advanced research methodologies in education, including critical, community-based, arts-integrated, qualitative, and quantitative approaches. Students engage in reflexive inquiry to situate themselves theoretically and methodologically, while developing the capacity to critique existing research and to conceptualize, conduct, and analyze original research within scholarly and dialogic contexts. Prerequisites: Completion of first five courses in research-based program streams and cGPA of 3.70. Not normally available as an elective in course-based program streams. Required in all research-based MEd program streams.

**EDUC 6123 Reflexive Inquiry**

(3 credits)

This course introduces reflexive inquiry as a methodological framework to examine how lived experience, positionality, and reflexivity shape knowledge and relational engagement. Through critical reflection and dialogic exploration of binaries such as theory/practice and self/other, students cultivate social consciousness, accountability, and ongoing professional development.

**EDUC 6643 Decolonizing and Indigenizing Curriculum, Teaching, and Learning**

(3 credits)

This course examines colonial ideologies and pedagogical biases that affect Indigenous Ways of Being within educational systems. Students learn to develop curricula, programs, and services that

integrate Indigenous knowledges, perspectives, values, and cultural understandings in pedagogy, policy, and daily practice.

### **EDUC 6703 Indigenous Pedagogies and Ways of Knowing**

(3 credits)

This course introduces Indigenous teaching and learning practices from the perspectives of Indigenous education, scholarship, and Indigenous Knowledge Holders. Through exploration of orality, storytelling, and Indigenous languages, Indigenous literature, and Indigenous arts, students explore alternative approaches to integrating Indigenous Ways of Knowing into instruction, evaluation, and assessment across diverse educational contexts.

### **EDUC 6713 Building and Strengthening Relationships in Indigenous Education**

(3 credits)

This course explores Indigenous education through Indigenous, settler, and immigrant perspectives. Guided by Indigenous principles and reconciliation frameworks, students examine decolonizing and Indigenizing approaches to creating ethical spaces of relationality and building respectful intercultural relationships within educational curricula, programming, and policy.

### **EDUC 7000 Graduate Research Thesis**

(12 credits)

This multi-term thesis course supports students in producing original scholarly research aligned with their area of interest and program designation within the research-based pathway. Guided by a supervisor and committee, students demonstrate familiarity with relevant literature, apply appropriate methodologies, and engage in critical analysis. The completed thesis undergoes internal and external evaluation as part of the program's academic requirements. As EDUC 7000 is a multi-term course, the course code for each term will be noted sequentially (EDUC 7000\_01, EDUC 7000\_02, etc.). Prerequisites: Completion of six courses in research-based program streams and cGPA of 3.70. Required in all research-based MEd program streams. Not available as an elective in course-based program streams.

As EDUC 7000 is a multi-term course, the course code for each term will be noted sequentially (EDUC 7000 01, EDUC 7000 02, etc.).

## ***11.3.2. Master of Education in Adult Education Course Descriptions***

### **EDAE 6303 Contexts of Adult Learning**

(3 credits)

This course examines diverse contexts of adult learning, emphasizing the situational nature of education that influences learner success. Students explore formal, informal, and community-based learning environments, including communities of practice, experiential, networked, and place-based approaches. Theoretical frameworks include social learning, self-direction, and connectivism, with attention to learning in local, workplace, and online settings.

### **EDAE 6323 Foundations of Adult Education**

(3 credits)

This course explores the conceptual, historical, and philosophical foundations of adult education, emphasizing its societal purposes. Students examine the interplay between theory and practice,

reflecting on their own perspectives and approaches in relation to foundational ideas that shape the field.

### **EDAE 6343 Program Development and Planning in Adult Education**

(3 credits)

This course introduces theoretical and conceptual frameworks for developing and planning adult education programs. Students examine approaches to program development, including needs assessment, learning objectives, instructional planning, and evaluation strategies, while applying these principles to the creation of educational programs.

### **EDAE 6363 Diversity in Adult Education**

(3 credits)

This course examines diversity as a social construction within diverse cultural contexts of adult education. Students explore concepts such as social identity, intersectionality, privilege, and power. Topics include race, ethnicity, gender, sexual orientation, Indigenous knowledge, inclusiveness, universal design for learning, and globalization as they relate to adult learning environments.

### **EDAE 6373 Learning and Teaching Online**

(3 credits)

This course examines the theoretical foundations of technology-based learning and teaching in adult education. Students explore instructional design, assessment strategies, and digital infrastructures, while critically engaging with concepts such as openness and generative tools for teaching and learning. Emphasis is placed on designing, implementing, and evaluating online learning environments within contemporary educational contexts.

### **EDAE 6383 Transformative Learning in Adult Education**

(3 credits)

This course explores the foundations and dimensions of transformative learning in adult education. Students examine its historical development, theoretical frameworks, research contributions, practical applications, and emerging perspectives, while distinguishing it from other learning approaches and considering how it can be fostered in educational practice.

### **EDAE 6513 Becoming a Critically Reflective Educator**

(3 credits)

This course examines diverse teaching and facilitation approaches that support adult learning in individual and group settings. Topics include teaching styles, motivational strategies, ethical considerations, method selection, technology integration, and performance assessment, with a focus on enhancing instructional effectiveness in adult education contexts.

### **EDAE 6523 Adult Education for Sustainability and Global Citizenship**

(3 credits)

This course explores the integration of sustainability and global citizenship within adult education. Students examine concepts such as affective and dialogic learning, inclusivity, and systemic thinking, while analyzing how sustainable development and global consciousness align with educational theory and practice across institutional and community contexts.

**EDAE 6533 – Coaching and Mentoring in Adult Education**

(3 credits)

This course examines coaching and mentoring within adult education, focusing on theoretical foundations and current models. Students explore strategies applicable to professional settings and reflect on approaches suited to their organizational contexts, with emphasis on supporting ongoing professional development through guided learning relationships.

**11.3.3. Master of Education in Educational Leadership Course Descriptions****EDEL 6113 Educational Leadership: Perspectives and Practices**

(3 credits)

This course introduces key theories of educational leadership and examines how they relate to current practices in administration and leadership. It emphasizes the connection between theoretical understanding and practical application, serving as a foundation for further study in the field.

**EDEL 6143 Change and Transformation**

(3 credits)

This course examines approaches to managing personal, professional, and organizational change. It focuses on collaborative methods, interest-based strategies, and dynamic change theory, with attention to preventing fatigue associated with ongoing transformation.

**EDEL 6153 Ethical Leadership**

(3 credits)

This course explores ethical leadership through critical pedagogy and ethics, emphasizing the role of education in developing intellectual awareness and a commitment to socially just practices.

**EDEL 6173 Administrators as Leaders**

(3 credits)

This course focuses on leadership and management in educational settings, with emphasis on instructional leadership, shared vision development, and fostering cultures of continuous learning and professional growth.

**EDEL 6193 Diversity and Leadership**

(3 credits)

This course examines diversity as a social construct in relation to identity and social location. Topics include intersectionality, privilege, race, ethnicity, gender, sexual orientation, multiculturalism, inclusiveness, universal design, globalization, and leadership.

**EDEL 6223 Supervision of Instruction**

(3 credits)

This course introduces institutional contexts for instructional supervision and explores supervisory approaches that support professional development in educational settings.

**EDEL 6433 Leadership and Community Engagement**

(3 credits)

This course explores the role of leadership in building meaningful connections within communities. It addresses the complexities of community involvement, the various forms it may take, and the relationship between leadership, critical reflection, and thoughtful practice in educational and nonprofit contexts. The course name for EDEL6433 will appear on Transcript and Term Record as Stakeholder Engagement for students who have taken this course prior to April 30, 2021.

**EDEL 6453 Leadership in Higher Education**

(3 credits)

This course examines leadership across post-secondary environments, focusing on strategic planning, communication, collaboration, diversity, intellectual engagement, recruitment, retention, financial oversight, change leadership, and crisis management in the context of global and technological influences.

**EDEL 6463 Leadership and Online Pedagogies**

(3 credits)

This course examines leadership in online education through the lens of K-12, higher education, and organizational learning and pedagogical theory. With an emphasis on innovation, accessibility, and inclusion, students explore strategic program development, evidence-based instructional design, emerging technologies, digital equity, policy, and data-informed change, preparing to guide educational teams through evolving online teaching environments.

**11.3.4. Master of Education in Curriculum and Pedagogy Course Descriptions****EDCP 6443 Curriculum as Living Inquiry**

(3 credits)

This course introduces curriculum as a dynamic and relational process. Students examine concepts of self, self-in-relation, *currere*, and hidden curriculum to explore how lived experience informs curricular initiatives and program planning across diverse educational contexts.

**EDCP 6613 Historic and Emerging Curriculum Perspectives**

(3 credits)

This course introduces the historical and emerging development of curriculum theories and practices through global and Canadian perspectives. Students examine curricular and pedagogical issues, challenges, and questions as they relate to diverse educational contexts and the broader purposes and meanings of education.

**EDCP 6623 Pedagogy and Praxis**

(3 credits)

This course explores the relationship between pedagogy and praxis by examining how beliefs about teaching and learning are enacted in educational practice. Emphasis is placed on examining the various ways pedagogy informs praxis across diverse educational contexts.

**EDCP 6633 Culturally Relevant Pedagogies and Curriculum**

(3 credits)

This course examines culturally relevant approaches to teaching and curriculum. It focuses on historical and ongoing forms of colonialism, marginalization, Indigenization, and decolonization, while addressing identity, intersectionality, privilege, race, ethnicity, gender, sexual orientation, and cultural knowledge systems.

**EDCP 6653 Digital Pedagogies**

(3 credits)

This course examines how digital tools and processes influences pedagogical practices and supports learner engagement in both face-to-face and online learning environments. Through dialogic inquiry, students explore how to cultivate socially just education and inclusive design, while analyzing contemporary learning theories and pedagogies that support equitable, person-centered instructional approaches in K-12, higher education, and workplace training contexts.

**EDCP 6673 Creativity in Teaching and Learning**

(3 credits)

This course explores the role of creativity in teaching and learning. Students experiment with theoretical and pedagogical practices that support creative engagement and examine strategies for sustaining personal creativity as part of ongoing professional development.

**EDCP 6683 Curriculum Development Across the Professions**

(3 credits)

This course examines foundational, contemporary, and emerging approaches to curriculum development. Students learn to analyze how curriculum is applied across varied educational contexts by considering the needs of diverse learners and educators.



## 12. Personnel Roster

The information in this section was accurate at the time of publication.

For the most current listing of senior leadership, academic leadership and full-time faculty [see Senior Leadership | Yorkville University](#).

### 12.1. Senior Leadership

Julia Christensen Hughes	President & Vice Chancellor MBA, PhD, York University
Eileen De Courcy	Provost PhD, University of Toronto (OISE)
Ian Freedman	Chief Executive Officer LLB, University of Toronto
Katie Reese	Chief Operating Officer BComm, Queen's University
Lydia He	Chief Marketing and Revenue Officer PhD, University of Toronto
Shannon Carvell	Chief Financial Officer CA, Institute of Chartered Accountants of Ontario CPA, American Institute of Certified Public Accountants
Fleur Williamson	Chief People Officer, People and Culture MBA, Deakin University
Jassi Kaur	Chief Information Officer BSc, Toronto Metropolitan University
Annette Cusworth	Senior Vice President, New Program Development CPA, CA., Chartered Professional Accountants, British Columbia
Tyler Dunham	Senior Vice President, Governance, Regulatory & Government Affairs MEd, Yorkville University
Deanna McQuarrie	Senior Vice President, Student Experience MS Ed, Monmouth University

## 12.2. Academic Leadership

Angela Antohi-Kominek	Principal & Vice President Academic, Ontario EdD, PMP, The University of Western Ontario
Michelle Grimes	Principal & Vice President Academic, New Brunswick PhD, Niagara University
Nora Houlahan	Principal & Vice President Academic, British Columbia EdD, University of British Columbia
Natasha Hannon	Vice President, Teaching & Learning PhD, The University of Western Ontario
Kale Robinson	Associate Vice President, Regulatory Affairs MA, Carleton University
Karen Stevenson	Associate Vice President, Learning Design EdD, Western University

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

Danelle Kabush	Chair PhD, University of Ottawa
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### **Master of Arts in Counselling Psychology**

Tamara Dalrymple	Dean PsyD, California Southern University
Rochelle Ward	Director, Field Training DCP, Yorkville University
Jill Foley	Director, Student Experience DCP, Yorkville University
Rosina Mete	Director, Scholarly and Mental Health Initiatives PhD, Niagara University
Gwen Zegestowsky	Director, Faculty Recruitment and Training PsyD, Widener University

## **Faculty of Education**

Karen Edge	Dean, Education PhD, OISE/University of Toronto
Sepideh Mahani	Associate Dean (Education) and Chair, Educational Leadership PhD, Northcentral University
Wendy Kraglund-Guthier	Associate Dean (Research) and Chair, Adult Education PhD, University of South Australia
Jeeyeon Ryu	Interim Associate Dean (General Education) PhD, University of British Columbia

## 12.3. Faculty Members

### 12.3.1. Master of Arts in Counselling Psychology

Name	Credential	University of Highest Credential
Aaron Smith	PhD	Wilfrid Laurier University
Abby Baumgart	PhD	Walden University
Abby Dougherty	PhD	Walden University
Adam Bazini	PhD	Barry University
Afarin Rajaei	PhD	East Carolina University
Africa Rainey	EdD	Argosy University
Alannah McEvoy	PhD	McMaster University
Alexandra Snead	PhD	University of Houston
Alisha Davis	PhD	Capella University
Alisha Powell	PhD	Walden University
Allison Foscett	PhD	University of Alberta
Alyssa Weiss	PhD	Nova Southeastern University
Amanda Costin	PhD	Kent State University
Amanda Evans	PhD	Auburn University
Amelia Kelley	PhD	Capella University
Amira Sheikh	PsyD	Chicago School of Professional Psychology
Amjed Abojedi	PhD	University of Jordan
Andy Brown	EdD	Argosy University, Sarasota
Angela Banks-Johnson	PhD	University of Virginia
Angela McCoy-Speight	PhD	Walden University
Angela Newbill	PhD	Argosy University
Angela Vassallo	PhD	Walden University
Angelia Lomax	PhD	Liberty University
Anthony DiGiacomo	PhD	McMaster University
April Crable	PhD	Regent University
April Glenn	EdD	University of West Florida
Araksya Arutyunyan	PsyD	California State University
Arcella Daniels	PhD	The University of Southern Mississippi
Arielle Bendit	PhD	Florida Atlantic University
Ashley McErlean	PhD	Capella University
Ashley Poklar	PhD	Cleveland State University
Aslaug Woelstad	PhD	Fielding Graduate University
Audrey Atkinson	PsyD	Regent University
Avery Rosser	PhD	University of Georgia
Avideh Najibzadeh	PhD	Islamic Azad University

Name	Credential	University of Highest Credential
Barb Bryden	PhD	University of Calgary
Benedict Ezeoke	EdD	Argosy University
Beth Triano	DCP	Yorkville University
Bola Ogun	PhD	Capella University
Brandi Chamberlin	PhD	Liberty University
Bree Fiissel	PhD	University of Regina
Brenda Bentley	PhD	Curtin University
Brenda Haggett	DCP	Yorkville University
Brighton Earley	PsyD	The Wright Institute
Brooke Bauman	PhD	Capella University
Carolyn Ortega	PsyD	Argosy University
Carolyn Phillips	DCP	Yorkville University
Carrie DuPont	PhD	Walden University
Carrie VanMeter	PhD	The University of Toledo
Cassandra Chambers	PhD	Holy Cross College
Caterina Zeppieri	DCP	Yorkville University
Cecilia Jaramillo	PhD	Atlantic International University
Cerise Lewis	PhD	Capella University
Charlotte Redden Hamilton	PhD	University of Virginia
Charmaine Conner	PhD	University of North Texas
Chelsea Threadgill	PhD	Walden University
Chelsey Zoldan-Calhoun	PhD	University of Akron
Cheryl Welch	PhD	Capella University
Christie Jenkins	PhD	University of Toledo
Christine Abassary	PhD	University of New Mexico
Christine Duquette	PhD	Touro University
Cindi Saj	PhD	University of Manitoba
Cindy McIntire	PhD	Capella University
Clarissa Mulligan	PhD	Capella University
Claudia Calder	PhD	Auburn University
Colette Brooks	PhD	University of Cumberlands
Cynthia Palmisano	PsyD	California School of Professional Psychology
Dana Griffin	EdD	Argosy University
Daniela Rabellino	PhD	University of Turin, Italy
Danielle Langford	EdD	Argosy University
David Chapman	PhD	University of St. Thomas
David Hart	PhD	Capella University
David Manning	PhD	Walden University
Deanna Burgess	PhD	Penn State

Name	Credential	University of Highest Credential
Deanna McCulloch	PhD	Adams State University
DeAnna Wilson	PhD	Ohio University
Deborah Seabrook	PhD	Concordia University
Denisa Millette	PhD	Capella University
Denise Mannell	PhD	Capella University
DeVonne Carney	EdD	Argosy University
Don Zeman	PhD	University of Calgary
Donna James	DSW	University of Tennessee
Dwayne White	PhD	Auburn University
Earl Grey	PhD	Capella University
Edward Scott Hamilton	PhD	Walden University
Elaine Baltzer	PhD	Capella University
Elaine Baltze	PhD	Capella University
Elin Der-Hacopian	PsyD	Alliant International University
Elisha Rubin	PhD	University of Southern California
Elizabeth Kane	PhD	Capella University
Erica Holmes	PsyD	California School of Professional Psychology
Erin Pannell	EdD	Argosy University
Felix Morton	PhD	North Carolina State University, Raleigh
Fiona Vajk	PhD	University of Colorado Boulder
Frances Kelley	PhD	University of Maryland
Fred Dombrowski	PhD	Capella University
Glenn Gelman	PsyD	Chicago School of Professional Psychology
Grace Viere	PhD	University of Virginia
Gwen Zegestowsky	PsyD	Widener University
Harmony McGuire	PhD	University of the Cumberland
Heath Walters	PhD	Regent University
Heather Dannison	PhD	University of Memphis
Heather Paessler-Chesterton	PhD	Regent University
Heidi Wennesheimer	PhD	Walden University
Hein Swanepoel	PhD	California Southern University
Hildy Bennett	EdD	University of Cambridge
Holly Johnson	PhD	Regent University
Holly Scott	PhD	Ohio University
Huda Shaikh	PhD	University of Texas at San Antonio
Imman Musa	PhD	Saint Louis University
Inverpal Braich	PsyD	California Southern University
Ivana Djuraskovic	PhD	University of Calgary
Jake Protivnak	PhD	Ohio University

Name	Credential	University of Highest Credential
Jamison Law	EdD	Argosy University
Jana Whiddon	PhD	Barry University
Jason Manning-Beekman	EdD	Liberty University
Jaymie VanMeter	PhD	Walden University
Jean Miller	PhD	University of Phoenix
Jemiela Castleberry	DBH	Arizona State University
Jennifer Boswell	PhD	Sam Houston State University
Jennifer Friedrich	PhD	Saybrook Graduate School
Jennifer Lee	PhD	University of Toledo
Jessica Cole	PhD	Mississippi College
Jessica Ricci	DCP	Yorkville University
Jill Jackowski	PsyD	University of Hartford
Jill Rettinger	PhD	Carleton University
Jillian Foley	DCP	Yorkville University
Jo Chang	EdD	Argosy University, Washington
Jocelyn Sherman	PhD	Capella University
Jodi Basch	PhD	Queens University
Jodie Castellani	PhD	University of Tennessee
Jodie Lockey-Duesling	DCP	Yorkville University
Jody Huntington	PhD	University of Northern Colorado
Joe McSpillman	PhD	Idaho State University
Joel Geleynse	PhD	University of the Cumberlands
John Harrichand	PhD	Liberty University
Josh Harrison	PhD	Xavier University
Juan Santos	PhD	University of the Cumberlands
Julia Dell'Aquila	PhD	Texas A&A University
Julia Dunlop	EdD	Western University
Juliana Tobon	PhD	Western University
Julie Davis	PhD	Western Michigan University
Julie Yliniemi	PhD	North Dakota State University
Kaitlyn Hillier	PhD	Walden University
Karen Taylor	DSSc	Royal Roads University
Karena Heyward	PhD	The College of William & Mary, Williamsburg
Karyn Delichte	PhD	Alliant International University
Kasey Rae Murphy	PsyD	Rivier University
Katherine Sorsdahl	PhD	University of Cape Town
Kathryn Dardeck	EdD	University of Massachusetts
Kathryn Holleran	PhD	University of Alberta
Kathryn Van Asselt	PhD	University of Northern Colorado

Name	Credential	University of Highest Credential
Katie Miley	PhD	Adler School of Professional Psychology
Katrina Billingsley	PhD	North Carolina State University
Katrina Landry	PhD	Capella University
Kelly Collins	PhD	Regent University
Kelly James	PhD	Regent University
Kevin Feisthamel	PhD	The University of Akron
Kierrah Flipping	PhD	Capella University
Kim Vaughan	PhD	University of Calgary
Kimberley Dockery	PhD	Nova Southern University
Kirstin Dolby	PhD	Regent University
Konja Klepper	PhD	University of Wyoming
Krista Bridgmon	PhD	Northern Arizona University
Kristina Reihl	PhD	Nova Southeastern University
Kyana Dyaji	EdD	American International College
La Vera Brown	PhD	North Carolina State University
Lacrecia Dangerfield	EdD	Argosy University
LaShonda Akins	EdD	Argosy University
LaTisha Brown	PhD	North Carolina
Latoya Smith	PhD	Regent University
Lauren Gentile	PhD	Northeastern University
Leili Heidema	PsyD	California Southern University
Lindy Lewis	PhD	University of Maryland
Lisa Surrency	PhD	University of Holy Cross
Liz Carges	PhD	University of Central Florida
Ljubica Spiro	PhD	Kent State University
Lotes Nelson	PhD	Walden University
Lynn Davis	PhD	University of Calgary
Lynne Hale	PhD	University of North Texas
Maliha Ibrahim	PhD	Drexel University
Maranda Griffin	PhD	Auburn University
Marc Mestyanek	PhD	University of Cumberlands
Maria Perrotta	PhD	Walden University
Mariam Ayoub	PhD	OISE/University of Toronto
Marilyn Haight	PhD	Texas Tech University
Marilyn Montgomery	PhD	Texas Tech University
Mary (Kate) Brammer	PhD	University of New Mexico
Mary Killmeyer	DMFT	Nova Southeastern University
Mary Pudmoreff	PhD	University of Alberta
Matthew Glowiak	PhD	Walden University



Name	Credential	University of Highest Credential
Matthew Paylo	PhD	University of Virginia
Megan Mahon	PhD	University of Toledo
Melissa Lee Tammeus	PhD	Walden University
Mercianna Oliver	PhD	Mercer University
Michael Lewis	PhD	Ohio State University
Michele Mannion	PhD	The Pennsylvania State University
Michelle Croce	PsyD	Union Institute and University
Mihkaya Best	PhD	The University of Toledo, Ohio
Mita Johnson	EdD	Argosy University
Monica Gray	EdD	Argosy University
Natalie Mikic	PsyD	Psychology Universite de Sherbrooke
Nate Fuks	PhD	McGill University
Neil Duchac	PhD	The University of Toledo
Nicole Bradley	PhD	Kent State University
Nicole Linardi	PhD	Nova Southeastern University
Nicole Stargell	PhD	Greensboro
Nikita Singh	DCP	Yorkville University
Nivischi Edwards	PhD	University of Central Florida
Olivia Stewart	DCP	Yorkville University
Pamela Meaney-Pieroway	PhD	University of Louisiana
Patrick Preston	PsyD	Antioch New England Graduate School
Paula Britton	PhD	University of Akron
Paula Coutinho	PhD	Regent University
Pauline O'Brien	EdD	University of Toronto
Pearnel Bell	PhD	Capella University
Penny Dahlen	EdD	Idaho State University
Penny Lane Hamblin	EdD	Argosy University
Phuong-Anh Unga	PhD	Rutgers University
Pishoy Wasfy	DCP	Yorkville University
Rachel Dunn	PhD	Nova Southeastern University, Davie
Rachel Jacoby	PhD	University of Toledo
Rachel Skerrett	PhD	Grand Canyon University
Rahul Jain	PhD	University of Rajasthan
Reba Glidewell	PhD	The University of Southern Mississippi
Rebecca Loehrer	PhD	University of North Texas
Rhemma Payne	PhD	Walden University
Rhonda Neswald	PhD	University of New Mexico
Richard Van Haveren	PhD	Oklahoma State University
Rob Wolf	PhD	The Chicago School of Professional Psychology

Name	Credential	University of Highest Credential
Robert Roughley	PhD	University of Calgary
Robyn Emde	PhD	Walden University
Rodney Luster	PhD	Capella University
Roger Wilson	PhD	California Southern University
Ron Hallman	PhD	Capella University
Rosanne Nunnery	PhD	Mississippi State University
Rosina Mete	PhD	Niagara University
Ryan Day	PhD	Auburn University
Ryan Elnar	PhD	Ateneo de Davao University
Sadie Bianco	EdD	Argosy University
Sally Nazari	PsyD	Argosy University
Sanaz Adibian	PhD	Argosy University
Sarah Dalton	PhD	Duquesne University
Sarah Hope	PhD	University of Akron
Sasha Johnson	PhD	Capella University
Scott Friedman	PsyD	Hahnemann University, Philadelphia
Shaelyn Kraemer	DCP	Yorkville University
Shana Helmholdt	PhD	Illinois School of Professional Psychology
Shanel Robinson	PhD	Auburn University
Shannon Raikes	PhD	Capella University
Shay Carper	PhD	Sam Houston State University
Shelley Coleman	PhD	University of the Cumberland
Sheryl Symister-Allen	PsyD	California Southern University
Sonja Bethune	PsyD	California School of Professional Psychology
Stacey Reicherzer	PhD	St. Mary's University
Stacey Hatch	PhD	Queens University
Stacy Davenport	PsyD	California Southern University
Stacy Overton	PhD	University of Northern Colorado
Stephanie Chalk	PhD	James Madison University
Stephanie Morgan	EdD	University of the Cumberland
Stephanie Scott	PhD	Capella University
Stephen Lirak	PhD	University of Rhode Island
Sue Francis	EdD	Argosy University
Sue Sadik	PhD	University of South Carolina
Susan Foster	PhD	University of New Orleans
Susan Rarick	PhD	Lehigh University
Suzanne Manning	PhD	University of North Texas
Talia Singer	PhD	Walden University
Tambria Hunt	PhD	Walden University, Minneapolis

Name	Credential	University of Highest Credential
Tara Matthews	PhD	Capella University
Taylor Nelson Falardeau	PhD	University of Toledo
Terry Lane	PhD	McGill University
Theresa Zolner	PhD	University of Saskatchewan
Tiffany Darby	PhD	Ken State University
Tiffany Hairston	PhD	University of Toledo
Tina Fitts	PhD	Barry University
Tina Sacin	PhD	University of Central Florida
Tom Alexander	PhD	Capella University
Tom Hegblom	PhD	Walden University
Tommy Wells	EdD	Vanderbilt University
Toni Forbes	PhD	University of North Dakota
Traci Lowenthal	PsyD	University of La Verne
Tracy Masterson	PhD	Kent State University
Tricia Chandler	PhD	Saybrook University
Vicki Guilbeau	PhD	University of Holy Cross
Victoria Kress	PhD	The University of Akron
Wendy Nickerson	PhD	Florida Institute of Technology
Weston Edwards	PhD	University of Minnesota
Yelena Gidenko	PhD	Capella University
Yulanda Tyre	PhD	Auburn University

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

Name	Credential	University of Highest Credential
Barb Bryden	PhD	University of Calgary
Jo Chang	EdD	Argosy University, Washington
Ron Hallman	PhD	Capella University
Phuong-Anh Urga	PhD	Rutgers University
Tom Alexander	PhD	Capella University
Elin Der-Hacopian	PsyD	Alliant International University
Amanda Evans	PhD	Auburn University
Tom Hegblom	PhD	Walden University
Konja Klepper	PhD	University of Wyoming
Cerise Lewis	PhD	Capella University
Rhemma Payne	PhD	Walden University
Karen Taylor	DSSc	Royal Roads University
Aslaug Woelstad	PhD	Fielding Graduate University
Mariam Ayoub	PhD	OISE/University of Toronto

Name	Credential	University of Highest Credential
Rosina Mete	PhD	Niagara University
Rachel Skerrett	PhD	Grand Canyon University

### 12.3.3. Faculty of Education

#### Core Faculty Members

Name	Title	Credential	University of Highest Credential
Sepideh Mahani	Associate Dean (Education) and Chair, Educational Leadership	PhD	Northcentral University
Wendy Kraglund-Gauthier	Associate Dean (Research) and Chair, Adult Education	PhD	University of South Australia
Jeeyeon Ryu	Interim Associate Dean (General Education)	PhD	University of British Columbia
Gabrielle Hughes	Core Faculty	DPhil	University of Oxford

#### Associated Faculty Members

Name	Credential	University of Highest Credential
Diane Burt	EdD	Fielding Graduate University
Deb Clendinneng	PhD	University of Ottawa
Rupert Collister	PhD	New South Wales Australia
Georgeann Cope Watson	PhD	Brock University
Joanie Crandall	PhD	University of Saskatchewan
Kathryn Lawson	EdD	University of Calgary
Natalie Davey	PhD	York University
Daniel Diaz	PhD	University of California
Mary Drinkwater	PhD	OISE/ University of Toronto
Lois Edge	PhD	University of Alberta
Barbara Elliott	PhD	Walden University
Lorraine Godden	PhD	Queens University
Janet Groen	EdD	University of Toronto
T. J. Hoogsteen	EdD	University of Western Ontario
Joy Kcenia Polanco O'Neil	PhD	Prescott College
Paul Kolenick	EdD	University of British Columbia
Rita Kop	PhD	Swansea University
Margaret Latta	PhD	University of Calgary
Jennifer Long	PhD	Western University
Doris MacKinnon	PhD	University of Calgary

Name	Credential	University of Highest Credential
Katie Maxwell	EdD	Western University
Debbie McCleary	PhD	Niagara University
Nagwa Megahed	PhD	University of Pittsburgh
Kayla Murphy	EdD	Western University
Steven Noble	PhD	University of British Columbia
Christina Phillips	PhD	University of Toronto
Bernie Potvin	PhD	University of Alberta
Linda Rappel	EdD	University of Calgary
Jordan Raymond	PhD	University of Saskatchewan
Nicki Rehn	EdD	Murdoch University
Nakita Savant	EdD	St. Mary's University of Minneapolis
Kimberley Smaniotto-Holmes	PhD	University of Calgary
Jennifer Vogel	PhD	American University

### Course Leads

Name	Credential	University of Highest Credential
Diane Burt	EdD	Fielding Graduate University
Rupert Collister	PhD	New South Wales Australia
Georgeann Cope-Watson	PhD	Brock University
Kathryn Lawson	EdD	University of Calgary
Natalie Davey	PhD	York University
Mary Drinkwater	PhD	OISE/ University of Toronto
Lois Edge	PhD	University of Alberta
T.J. Hoogsteen	EdD	University of Western Ontario
Gabrielle Hughes	PhD	Oxford University
Joy Kcenia Polanco O'Neil	PhD	Prescott College
Paul Kolenick	EdD	University of British Columbia
Doris MacKinnon	PhD	University of Calgary
Katie Maxwell	EdD	Western University
Nagwa Megahed	PhD	University of Pittsburgh
Steven Noble	PhD	University of British Columbia
Nicki Rehn	EdD	Murdoch University
Jenn Vogel	PhD	American University