

# YORKVILLE

U N I V E R S I T Y



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## YORKVILLE UNIVERSITY

# ACADEMIC CALENDAR 2019

New Brunswick

Most recent revision:  
April 2019



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# Academic Calendar

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## 1. Academic Schedule / Important Dates

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

<b>2019**</b>	
Tuesday, January 1	<b>New Year's Holiday – University Closed</b>
Monday, January 7	<b>Undergraduate and graduate programs winter term begins</b>
Monday, February 18	<b>Family Day – University Closed</b>
Friday, March 22	Registration deadline for 2019 undergraduate programs spring term (continuing students). After this date, late registration fees apply.
Friday, March 29	Tuition payment arrangement deadline for undergraduate programs 2019 spring term. After this date, late payment arrangement fees apply.
Sunday, March 31	<b>Undergraduate programs winter term ends</b>
Monday, April 8	<b>Undergraduate program spring term begins</b>
Friday, April 12	Registration deadline for all graduate programs 2019 spring/summer term (continuing students). After this date, late registration fees apply.
Friday, April 19	<b>Good Friday – University Closed</b>
Thursday, April 18	Tuition payment arrangement deadline for all graduate programs. 2018. After this date, late payment arrangement fees apply.
Sunday, April 21	<b>Graduate programs winter term ends</b>
Monday, April 22	<b>Easter Monday – University Closed</b>
Monday, April 29	Deadline scholarship applications for graduate programs starting in the 2019 spring/summer term.
Monday, May 6	<b>Graduate programs spring term begins</b>
Monday, May 20	<b>Victoria Day – University Closed</b>
Friday, June 14	Registration deadline for 2019 undergraduate programs summer term (continuing students). After this date, late registration fees apply.
Friday, June 21	Tuition payment arrangement deadline for undergraduate programs 2019 summer term. After this date, late payment arrangement fees apply.
Sunday, June 30	<b>Undergraduate program spring term ends</b>
Monday, July 1	<b>Canada Day Holiday – University Closed</b>
Monday, July 8	<b>Undergraduate program summer term begins</b>
Monday, August 5	<b>Civic Holiday – University Closed</b>
Friday, August 9	Registration deadline for 2019 fall term for graduate programs (continuing students). After this date, late registration fees apply.
Friday, August 16	Tuition payment arrangement deadline for all graduate programs 2019 fall term. After this date, late payment arrangement fees apply.

Sunday, August 18	<b>Graduate programs - spring/summer term ends</b>
Monday, August 26	Deadline for receipt of applications for admission to undergraduate programs starting in the 2019 fall term.
Monday, September 2	<b>Graduate programs fall term begins</b>
Monday, September 2	<b>Labour Day – University Closed</b>
Friday, September 13	Registration deadline for 2019 undergraduate fall term (continuing students). After this date, late registration fees apply.
Friday, September 20	Tuition payment arrangement deadline for undergraduate programs 2019 fall term. After this date, late payment arrangement fees apply.
Sunday, September 29	<b>Undergraduate program summer term ends</b>
Monday, October 7	<b>Undergraduate program fall term begins</b>
Monday, October 14	<b>Thanksgiving – University Closed</b>
Monday, November 11	<b>Remembrance Day Holiday – University Closed</b>
Friday, December 6	Registration deadline for all programs winter 2020 term (continuing students). After this date, a late registration fee may apply.
Friday, December 13	Tuition payment arrangement deadline for all programs 2020 winter term. After this date, late payment arrangement fees apply.
Sunday, December 15	<b>Graduate programs fall term ends.</b>
Sunday, December 29	<b>Undergraduate program fall term ends</b>
December 25-27	<b>University closed for holidays</b>
Monday, January 6	<b>Undergraduate and graduate 2020 winter term begins</b>

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

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

Yorkville University uses a modified bicameral model of governance: financial and administrative matters are the responsibility of the Board of Governors and academic and educational matters are the responsibility of the Academic Council.

### **2.1 Board of Governors**

The overall mandate of the board of governors is to ensure that the mission of the university is implemented through its various programs and activities. Its specific mandate is to address all matters related to the university's financial and administrative activities

The current members of the Board are:

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

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

**Ms. Erin Keough**, Online Learning Consultant, St. John's, Newfoundland and Labrador

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

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

**Dr. Terry Miosi**, Past Acting Director Ontario Post-secondary Education Quality Assessment Board Secretariat, Hamilton, Ontario

**Dr. Paul Roach**, Psychologist Saint John, New Brunswick

**Mr. Eric Roher**, Borden Ladner Gervais, LLP, Secretary of the Board, Toronto, Ontario

**Dr. Jacquelyn Scott**, OC, Former President, Cape Breton University, Vice-Chair of the Board, Sydney, Nova Scotia

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



## **2.2 Academic Council**

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

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

## **2.3 Academic Governance at the Program Level**

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

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

#### **3.1 Vision**

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

#### **3.2 Mission**

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

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

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

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

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

#### **3.3 Educational Objectives**

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

- i. *Knowledge*: This competency incorporates both breadth and depth in comprehending specific subject matter and its application to both well-defined and indeterminate or ill-defined problem situations; analysis of the efficacy of this knowledge; and an understanding of its continuing development through critical reflection and inquiry and its inter-relatedness to knowledge in other areas of professional specialization.
- ii. *Applied Research*: This competency reflects an understanding of the manner in which knowledge is created through systematic research and inquiry, how applied research is conducted, and how its outcomes can be used to revise existing knowledge and create new knowledge.
- iii. *Professional Capacity*: This competency addresses abilities to bridge theory and practice by developing plans and translating them into action in personal practice; to work collaboratively with others to develop plans and translate them into action within organizations or communities; and to use effective and respectful communication skills in responding to the needs and concerns of others.

- iv. *Communication:* This competency reflects abilities to communicate complex concepts and problem solutions to diverse audiences in both formal and informal professional contexts.
- v. *Capacity for Self-Reflection and Continuing Professional Development:* This competency addresses abilities to critically reflect on one's own actions and practices, to identify one's own strengths and limitations, and to develop plans for continuing professional development.

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

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

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

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

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

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

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

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

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

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

### **5.1 Academic Freedom**

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

Faculty members, staff, and students are encouraged to search for and disseminate knowledge, truth and understanding, to foster independent thinking and expression, and to engage in research within their discipline or within the scholarship of e-learning and e-teaching.

Academic freedom includes:

- the right of faculty members to teach and discuss all aspects of their subject with their students, while not introducing controversial matter which has no relation to their subject;
- the right of students to question all aspects of the subjects they are learning, while not introducing controversial matter which has no relation to these subjects;
- the right of faculty members, staff, and students to carry out research and to disseminate and publish the results thereof; to produce and perform creative works; to engage in service to the institution and the community; to acquire, preserve, and provide access to documentary material in all formats; and to participate in professional and representative academic bodies; and
- the right of faculty members, staff and students to speak and write as citizens without censorship from the institution; while, at all times, being accurate, exercising appropriate restraint, showing respect for the opinions of others, and making every effort to indicate that they are not speaking on behalf of the institution.

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

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

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

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

- Faculty hiring and assignments:
  - University policy ensures equal educational and employment opportunities to qualified individuals without regard to race, religion, age, national origin, ancestry, disability, gender, marital or parental status, or sexual orientation.
  - All faculty members shall be hired and their assignments and opportunities determined on the basis of their competence and appropriate knowledge in their field of expertise. Hiring policies and practices will foster appropriate plurality of methodologies and perspectives in course and program offerings.
  - The university will ensure a harassment-free environment in which to work and pursue educational goals.
  
- Faculty member responsibilities:
  - To introduce students to the spectrum of significant scholarly viewpoints on the subjects examined in their courses. Faculty members may not use their courses for the purpose of political, ideological, religious, or anti-religious indoctrination.
  - To create curricula and reading lists that reflect the uncertainty and unsettled character of human knowledge by providing students with dissenting sources and viewpoints where appropriate.
  - To grade students solely on the basis of their reasoned answers and appropriate knowledge of the subjects and disciplines they study, not on the basis of their political or religious beliefs.
  
- Support for research:
  - The university will make research funds available to individual faculty members to conduct scholarly research.
  - The university will make funds available for faculty members to present academic papers at professional conferences under their affiliation to Yorkville University.
  - Staff members are encouraged to pursue continuing intellectual development through study or research on a consistent basis.
  
- Faculty participation in governance:
  - The mandate of each faculty council is to review faculty procedures within the current policy framework and to make recommendations for improvements to the dean of the faculty, the committee of deans, the vice president academic, and the senate of the university in all areas that affect teaching and research within the faculty.
  - Each faculty council will provide critical input and advice, with the clear understanding that the Board of Governors has the final responsibility and accountability for decision making with public, administrative and fiduciary implications, and the senate has the final responsibility and accountability for decision making with academic implications.
  - Each faculty council will consist of the dean, and all core and associated faculty members.
  - From time to time, each faculty council may seek the guidance and input of: internal consultants, including the director of library services, the registrar, and the director of online education and learning technologies; students or graduates; and/or external consultants and experts in the disciplines taught and/or in the fields of e-learning and e-teaching.

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

## **5.2 Conflict of Interest**

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

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

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

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

## **5.3 Ethical Standards**

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

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

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

## **5.4 Harassment and Discrimination**

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

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

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

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

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

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



Yorkville University's online campus creates an environment that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. All persons in its learning, teaching, and working environments will:

- respect differences in people, their ideas, and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their age, ancestry, citizenship, colour, creed (faith), disability, ethnic origin, family status, gender or gender identity, marital status, place of origin, race, sexual orientation, or socio-economic status;
- respect the rights of others;
- show proper care and regard for university property and for the property of others;
- demonstrate honesty and integrity; and
- respect the needs of others to work and learn in an environment free from discrimination and harassment.

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

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

The human resources department of the university has the responsibility to designate resources for ensuring the implementation of and compliance with this policy; and will ensure that new employees receive a copy of this policy and that it is included in the orientation of new instructors and other university personnel.

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

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

Full details of complaint procedures, both informal and formal resolution procedures, and possible disciplinary actions may be obtained by contacting the human resources department of Yorkville University (1-866-838-6542).

## **5.5 Intellectual Property**

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

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

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

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

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

## **5.6 Student Conduct**

### **5.6.1 Academic Integrity and Honesty**

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

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

The University's commitment to academic integrity has practical effect in the definitions, policies, and procedures enumerated below.

### 5.6.2 Academic Offenses

The principal types of academic offenses 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 someone else's work as one's own. It includes, but is not limited to:
  - a. Quoting verbatim or almost verbatim from any source without using quotation marks or a block quotation, in such a way as to create the appearance that material written by someone else was written by the student.
  - b. Submitting someone else's work, in whatever form, without acknowledgement.
  - c. Purchasing or otherwise acquiring (e.g., from social media, "tutoring," or note-sharing websites) assignments and submitting them as one's own work.

Note that intention to deceive or to cheat is not a defining characteristic of plagiarism. It is the responsibility of every student to learn and apply proper practice for citing sources to avoid unintentionally causing the reader to believe that someone else's work is the work of the student.

2. Self-plagiarism or double-dipping: This is the act of a student submitting coursework that is identical or substantially similar to work that s/he has submitted for credit in another course at Yorkville or another institution. It is an academic offense unless it is explicitly required and/or approved by the course instructor.
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. Falsifying credentials, records, transcripts, or other documents or misrepresenting professional experience;
  - e. Employing any unauthorized academic assistance in completing assignments or examinations, including:
    - i. Downloading material from websites that offer "tutoring" services;
    - ii. Using professional editing services in such a way that the final product does not accurately represent the student's academic abilities;
  - f. 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 serious 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.
  - 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.

### **5.6.3 Procedures for Prosecuting Academic Offenses:**

1. When an instructor concludes that a student has committed an academic offense, a *Student Conduct Incident Report* (obtained through the Registrar's Office) will be completed and submitted by the instructor to the Registrar, together with relevant documentation supporting the instructor's conclusion.
2. The Registrar will notify the student within 24 hours that an Incident Report has been received, inform the student of the nature of the alleged offense, and advise the student about her/his rights to challenge the allegation and to appeal decisions. The student will be invited to comment on the incident and provide any additional relevant documents and arguments concerning the incident. The student must submit such comments, documents, and arguments to the Registrar within two business days.
3. If the student does not provide additional comments, documents, or arguments, the registrar's office will send a letter to the student confirming the offence as reported. The letter will: identify the penalty that has been applied; provide a warning about the severity of penalties that would be imposed on the commission of future offences; explain to the student how she/he might appeal the decisions to confirm the offense and impose a punishment. Copies of the letter will be sent to the Academic Head of the program in which the student is enrolled and to the instructor who filed the *Student Conduct Incident Report*.
4. If the student does submit additional comments, documents, or arguments, the Registrar will present the complete file to the Dean, Chair, or Director ("Academic Head") responsible for the course in which the offence occurred, who will review the file within two business days and render a decision about the incident and consequences. (If the instructor alleging that an academic offence has been committed is the Academic Head, then the Registrar will present the complete file to the Academic Head's immediate supervisor, who will review the file within two business days and render a decision about the incident and punishment.) The decision of the Academic Head about the offence and any possible punishment will be conveyed by letter from the Registrar to the student. If the student believes there are grounds to appeal the decision (see *Student Grievances and Appeals*, below), she/he may present a case to the Standing Committee on Academic and Student Conduct Appeals which, within two business days, will review the file and

render a decision upholding, overturning, or modifying the decision made by the Academic Head. The appeal committee's decision will be communicated by letter to the student. The decision of the Standing Committee on Academic and Student Conduct Appeals is final and cannot be appealed.

#### 5.6.4 Penalties for Academic Offences:

To encourage students to learn and to embrace academic integrity, the University will normally apply less severe penalties for first offenses, but will increase the severity of penalties for subsequent offenses. However, a Dean, Chair, or Director (Academic Head) may conclude that an academic offense, even a first offense, is so serious that it requires a more severe penalty than suggested below. 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.

##### 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 offense 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 letter provided by the registrar's office to the student will be placed permanently in the student's academic file and the offense will be noted 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.

- The student will receive a grade of "F" for the course in which the academic offense was committed and may be required to complete an educational workshop focusing on skills and knowledge related to academic integrity.
- A copy of the *Student Conduct Incident Report* and related documentation, together with the final letter provided by the registrar's office to the student will be placed permanently in the student's academic file and the offense 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 letter provided by the registrar's office to the student will be placed permanently in the student's academic file.

#### 5.6.5 Non-Academic Conduct

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

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

Procedures:

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

be conveyed by letter from the Registrar to the student. Note that if the instructor alleging that an academic offence has been committed is the Dean, then the Registrar will present the complete file to the Vice President, Academic who will review the file within two business days and render a decision about the incident and punishment.

**Penalties: For non-academic conduct offences:**

1. The Academic Head responsible for the course in which the offence occurred, shall recommend a penalty appropriate to the seriousness of the offence. Such penalties could range from reprimand to academic dismissal. Second and subsequent offences by a student will be met with progressively more serious penalties.

A copy of the Student Conduct Incident Report and related documentation, together with the final letter provided by the registrar's office to the student will be placed in the student's academic file. These documents will remain in the student's academic file until the student completes the program.

**5.6.6 Student Grievances and Appeals:**

Where there are grounds for doing so, students have the right to appeal any decision by any faculty member, committee, or administrator at Yorkville University. Decisions that are appealable might be made under any one of a number of University policies, including, but not limited to, those policies governing harassment and discrimination, anti-violence, credit transfer, leaves of absence, withdrawal from a course or program, grading, academic integrity and honesty, professional suitability and ethics, academic standing (including probation), and academic dismissal. Decisions might be appealed on one or more of the following grounds:

- Procedure: Procedures were not correctly followed in making the decision. For example:
  - University policy was incorrectly interpreted and applied;
  - There was a fundamental procedural error seriously prejudicial to the student;
  - The decision maker erred in interpreting the facts or assessing the evidence.
- Student rights: The decision process or the decision infringed on the rights that the University guarantees to the student, including rights identified under the Academic Freedom policy and the Harassment and Discrimination policy;
- Natural justice: The decision-making process was not consistent with the generally understood principles of procedural fairness (natural justice). These include:
  - Right to be heard: the student did not have a fair opportunity to present her/his case;
  - Freedom from bias: The decision maker was not impartial;
  - Evidence-based decision-making:
    - The decision was not based on evidence, but on speculation or suspicion; and/or
    - The decision was not communicated in a way that made clear what evidence was used in making the decision.

- Medical: An unforeseen medical condition affected the student's ability to meet her/his academic obligations.
- Compassion: Events and circumstances beyond control of the student seriously impaired the student's ability to meet her/his academic obligations.

Burden of proof: When appealing any decision, it is the student's responsibility to present evidence and argument addressing one or more of the grounds for appeal.

Types of Grievances and Appeals: Any decision by any faculty member, committee, or administrator may be appealed if a student believes there are grounds for doing so. Without limiting this general right of appeal, the most common types of academic appeals are identified below.

Grade appeals: When a student believes an instructor erred in assessing a piece of the student's course work, the following steps will be followed:

- Informal resolution is always preferred. Therefore, the student should first raise the matter with the instructor, giving reasons for believing the assessment to be wrong. The instructor will review the assessment. If the instructor agrees that an error was made, the grade will be changed. If the instructor concludes that an error was not made, the original grade will stand.
- Informal resolution by the Academic Head is possible in some programs. Other programs, because of the compressed nature of courses, do not process formal grade appeals while a course is in progress and, so, the student will need to file a formal grade appeal with the registrar.) If, after discussion with the instructor, the student believes there are grounds to appeal the instructor's decision (see grounds for appeal, above) the student can submit the matter to the Academic Head (or designate) responsible for the program in which the student is enrolled. If the Academic Head is also the instructor who submitted the grade being appealed, the student will file a formal grade appeal through the Registrar.) The Academic Head May:
  - Conclude that there are no grounds for the appeal and inform the student that the grade(s) assigned by the instructor will stand. (If the student believes there are grounds to appeal this decision by the Academic Head, s/he may appeal through the Registrar in writing within two (2) business days of the decision being made to the Standing Committee on Academic and Student Conduct Appeals.)
  - Agree that there are grounds to review the grade, in which case s/he may ask another appropriately qualified instructor or faculty member to assess clean copies of any of the student's work that is in question. The final grade will be determined by averaging the grades assigned on the two assessments and may be higher or lower than the original grade assigned. The final grade will not normally be appealable.
- **Formal grade appeals** are considered after a course has ended and final grades have been made available to the student. Final grades are released to students no later than 7 calendar days following the end of each course. When a student believes there are grounds to appeal a course grade or grade assigned on a particular assignment in a course, the following steps will be followed:



- Within two days of the release of the final course grade, the student will submit to the Registrar a written appeal of the grade providing documentation, evidence, and argument addressing one or more of the grounds for appeal set out above and specifying the remedy sought. The Registrar will record an “incomplete” on the student’s record pending the outcome of the review of the grade.
- The Registrar, having first confirmed that there are no arithmetical or reporting errors in the grade being appealed, will present the student’s appeal to the Academic Head, who will review the course material and the student’s documentation and may contact the student and/or the instructor for additional information. (If the Academic Head is also the instructor who submitted the grade being appealed, the Registrar will present the student’s appeal to the Vice President Academic.) The Academic Head May:
  - Conclude that there are no grounds for the appeal and inform the student that the grade(s) assigned by the instructor will stand. (If the student believes there are grounds to appeal this decision by the Academic Head, s/he may appeal in writing within two (2) business days of the decision being made through the Registrar to the Standing Committee on Academic and Student Conduct Appeals.)
  - Agree that there are grounds to review the grade, in which case s/he may ask another appropriately qualified instructor or faculty member to assess clean copies of any of the student’s work that is in question. The final grade will be determined by averaging the grades assigned on the two assessments and may be higher or lower than the original grade assigned. The final grade will not normally be appealable.

Within two (2) business days of having received the appeal from the Registrar, the Academic Head will communicate a decision to the Registrar, who will notify the student and the instructor of the course or course-section.

- If, after the Academic Head has given a decision to the Registrar, the student believes there are still grounds to appeal the grade (see grounds for appeal, above), she/he may present a case, through the Registrar, to the Standing Committee on Academic and Student Conduct Appeals which, within two business days, will review the file and render a decision upholding, overturning, or modifying the Academic Head’s decision. The appeal committee’s decision will be communicated by letter to the student, the instructor, and the Academic Head. The decision of the Standing Committee on Academic and Student Conduct Appeals is final and cannot be appealed.

Appeals of decisions affecting academic standing: In the event that the Registrar notifies a student that she/he is not in good academic standing and has been placed on academic probation or academically dismissed, the following steps will be followed:

- Within two (2) business days of having been placed on academic probation or academically dismissed, the student may appeal the decision by writing to the Registrar providing

documentation, evidence, and argument to support the appeal. Such documentation, evidence, and argument must address one or more of the grounds for appeal set out above.

- The Registrar will present the student's appeal to the Standing Committee on Academic and Student Conduct appeals, which, within two business days, will review the file and render a decision upholding, overturning, or modifying the decision. The Registrar will communicate the Committee's decision and reasons for the decision by letter to the student. The decision of the Standing Committee on Academic and Student Conduct Appeals is final and cannot be appealed.

Appeals of academic dishonesty, professional suitability, and non-academic conduct decisions: Decisions made under the *Academic Integrity and Honesty* policy, *Non-Academic Conduct* policy, or the *Policy for Assessing Conduct Related to Professional Suitability of Students in the Master of Arts in Counselling Psychology* may be appealed to the Standing Committee on Academic and Student Conduct Appeals in the following circumstances: the processes enumerated in the policy must be exhausted; the appeal is made in writing through the Registrar within two (2) business days of the student having been notified of the final decision; the appeal presents documentation, evidence, and argument addressing one or more of the acceptable grounds for appeal as set out above.

#### **5.6.7 Standing Committee on Academic and Student Conduct Appeals:**

Purpose and Functions: The Standing Committee on Academic and Student Conduct Appeals is the final appeal body for students contesting decisions made by University decision makers. Policies governing decisions that might be appealed include harassment and discrimination, anti-violence, substance abuse, credit transfer, leaves of absence, 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.

#### **Composition:**

- Vice President Academic (Chair)
- All Deans, Associate Deans, Chairs, and Directors of degree programs
- Associate Deans and Directors of Academic Support and Service departments
- Registrar (non-voting secretary and support)

Student advocates: senior student services and support staff familiar with University policies relating to student rights and responsibilities (non-voting support)

#### **Process:**

- The Registrar manages the flow of cases to the Standing Committee, including:
  - Communicating with the student appellant concerning: the student's rights under policy; the procedures to be followed to prepare an appeal; deadlines; outcomes of the appeal.
  - Preparing files for the Standing Committee, including, where appropriate, copies of student academic work and academic record and copies of correspondence and previous decisions relating to the matter being appealed.
  - Maintaining records relating to each academic appeal.
  - Implementing the outcomes of the appeal.

- Students appealing decisions will prepare a written request to the Standing Committee presenting arguments and evidence addressing one or more of the allowable grounds for appealing the decision and indicating the desired outcome.
- Grounds for appeal: Dissatisfaction with University policy, unhappiness with the outcome of a decision, and technicalities that do not materially affect a decision are not sufficient ground for appeal. Students appealing decisions should provide argument and evidence addressing one or more of the following grounds for appeal:
  - Procedure: Procedures were not correctly followed in making the decision. For example:
    - University policy was incorrectly interpreted and applied;
    - There was a fundamental procedural error seriously prejudicial to the student;
    - The decision maker erred in interpreting the facts or assessing the evidence.
  - Student rights: The decision process or the decision infringed on the rights that the University guarantees to the student, including rights identified under the Academic Freedom policy and the Harassment and Discrimination policy;
  - Natural justice: The decision-making process was not consistent with the generally understood principles of procedural fairness (natural justice). These include:
    - Right to be heard: the student did not have a fair opportunity to present her/his case;
    - Freedom from bias: The decision maker was not impartial;
    - Evidence-based decision- making:
      - The decision was not based on evidence, but on speculation or suspicion; and/or
      - The decision was not communicated in a way that made clear what evidence was used in making the decision.
  - Medical: An unforeseen medical condition affected the student's ability to meet her/his academic obligations.
  - Compassion: Events and circumstances beyond control of the student seriously impaired the student's ability to meet her/his academic or other obligations.
- Considering appeals:
  - Panels: For each appeal, the Standing Committee will strike a panel of three members – normally the Vice President Academic (panel chair) and two other members. No member of a panel will have previously been involved with the decision being appealed; nor shall any member of the panel be a member of the Faculty, Department, or Program from which the appeal originates. If the Vice President Academic has previously been involved with the decision, another member of the Standing Committee will serve as panel chair.

- Panels considering appeals of academic decisions must be selected from among the Deans, Associate Deans, Chairs, and Directors of degree programs; if it is possible, every panel should include at least one academic Dean.
- Every panel shall include a student advocate (non-voting).
- A panel may include members from any of the three Yorkville University campus Academic and Student Conduct Appeals committees, but should, if possible, have at least one member from the campus at which the appellant is registered.
- Natural justice: Panels considering appeals will follow the principles of natural justice to ensure due process and fairness.

Outcomes: Panels considering appeals might: deny the appeal and uphold the previous decision; accept the appeal and overturn the previous decision; or replace the previous decision with another decision. For each appeal, the Chair of the Standing Committee will prepare a written summary of the decision and the reasons for the decision. The summary will be communicated through the Registrar to the student making the appeal and the Academic Head of the program in which the student is enrolled.

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

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

### **6.1 Undergraduate Admissions**

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

#### **General Admissions Procedures**

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

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

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

Credits earned at another post-secondary institution may be applied toward a Yorkville University undergraduate program if approved by the program's admissions committee. To be accepted, such credits must normally have been completed within the last ten years at a recognized post-secondary education institution with grades that are acceptable to the program admission committee. See program-specific information in Section 10 of this academic calendar.

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

### **6.1.2 Mature Students**

Policy and procedure to be developed.

### **6.1.3 Prior Learning Recognition**

Policy and procedure to be developed.

## **6.2 Graduate Admissions**

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

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

Admission to a graduate program is on a selective basis. Meeting minimum requirements does not guarantee admission to a graduate program.

Minimum admission requirements include:

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

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

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

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

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

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

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

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

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

- The student has been accepted into a Yorkville University degree program and has been issued an offer of admission;
- The student has achieved a grade that is equivalent to a passing grade normally required of students in the Yorkville University graduate program into which admission is sought; and
- The transfer credit is approved by the dean of the faculty.

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

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

#### *Credit transfer from other Canadian universities*

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

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

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

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

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

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

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

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

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



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

Students who are dismissed from a Yorkville University program for any reason and who wish to return to their studies must apply for re-admission, following regular admission procedures. The program admissions committee will consider such applications on a case-by-case basis.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Military Deployment Policy**

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

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

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

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

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

## **7.2 Financial Aid & Awards**

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

### **7.2.1 Canada Student Loans Program**

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

Alberta ([www.alis.gov.ab.ca/studentsfinance/main.asp](http://www.alis.gov.ab.ca/studentsfinance/main.asp))

Manitoba ([www.manitobastudentaid.ca](http://www.manitobastudentaid.ca))

Newfoundland & Labrador ([www.ed.gov.nl.ca/studentaid/](http://www.ed.gov.nl.ca/studentaid/))

New Brunswick ([www.studentaid.gnb.ca/](http://www.studentaid.gnb.ca/))

Northwest Territories ([www.nwtsfa.gov.nt.ca](http://www.nwtsfa.gov.nt.ca))

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

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

Ontario ([osap.gov.on.ca](http://osap.gov.on.ca))

Prince Edward Island ([www.studentloan.pe.ca](http://www.studentloan.pe.ca))

Saskatchewan ([www.student-loans.sk.ca](http://www.student-loans.sk.ca))

Yukon ( [http://www.yukoncollege.yk.ca/student\\_info/pages/financial\\_assistance](http://www.yukoncollege.yk.ca/student_info/pages/financial_assistance) )

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

### 7.2.2 Student Line of Credit

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

- I. TD Bank (Student Life) – [www.tdbank.ca/student](http://www.tdbank.ca/student)
- II. CIBC - [www.cibc.com/ca/loans/edu-line-of-credit.html](http://www.cibc.com/ca/loans/edu-line-of-credit.html)
- III. Bank of Montreal (Brain Money) – [www.bmo.ca](http://www.bmo.ca)
- IV. Royal Bank (Credit Line for Students) – [www.royalbank.com/personalloans](http://www.royalbank.com/personalloans)

### 7.2.3 Registered Education Savings Plan (RESP)

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

### 7.2.4 Lifelong Learning Plan (LLP)

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

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

### 7.2.5 Scholarships

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

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

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

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

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

**Jacob Markovitz Memorial Scholarship**

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

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

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

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

**New Brunswick Provincial Employees Bursary Program**

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

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

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

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

### **8.1 Course Delivery**

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

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

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

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

#### **Timetables**

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

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

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

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

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

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

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

### **Syllabi**

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

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

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

## **8.2 Assessment of Student Work**

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

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

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

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

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

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



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

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

### **8.2.3 Examinations**

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

## **8.3 Grading Policies**

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

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

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

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

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

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

### **Other Notations Used on Student Records and Transcripts:**

**The letter grade "I" on a student's record or transcript** indicates incomplete work. The letter grade of "I" is used when a student completes an official *Request for Grade of "Incomplete" form*. Applications for an incomplete grade must be approved by the course instructor and the program head and must be received by the Registrar 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 automatically be replaced with an "F" grade.

**Occasionally, the letter grade "I" is used by the Registrar when it is necessary to delay posting a final grade in a course because the student has appealed a grade or the grade is under review under the University's Academic Integrity and Honesty policy.**

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

**Grade Point Average (GPA)** is computed by summing the products of each course grade and the course credits for that course and dividing the sum by the total number of credit hours attempted, excluding those courses graded on a "pass/fail" basis, or courses in which a student has withdrawn (signified by a grade of "W"), or courses currently with an "Incomplete" grade. The student's transcript will contain a record of all courses taken and grades earned, including repeated courses.

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

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

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

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

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

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

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

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

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

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

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

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

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

A student who has been placed on academic probation and whose cumulative GPA at the end of the subsequent term remains below the program's requirements for good academic standing will be academically dismissed and required to wait at least one year before applying for re-admission to the program. Note, however, that if a student's performance shows significant improvement such that the head of the program concludes that additional time is likely to bring the student into good academic standing, the head of the program may allow the student to continue on probation for an additional term. Students for whom it is mathematically impossible to bring CPGA to good standing will not be granted such an extension. In no circumstances will academic probation be extended for a second time.

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

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

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

**Academic dismissal** occurs when students fail to return to and maintain good academic standing after being placed on academic probation. Students who breach the University's academic integrity policy may be academically dismissed. Students who have been academically dismissed can, in some circumstances, apply for re-admission to the University after twelve months have passed after their dismissal. Re-admission policy is found in Section 6.4 of the Academic Calendar.

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

### 8.3.1 Graduate Program Grading Policies

Grade Standards, Graduate Programs		
Definition	Letter Grades and GPA and % Equivalencies	Standard Required to Achieve the Letter Grade
<p><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>	<p>Outstanding: Evidence of expertise in all key performance areas. The A+ is reserved for those few pieces of work and those rare overall achievements that are truly outstanding and exceed expectations.</p>
	<p>A (4.0) 85 – 89%</p>	<p>Excellent: Evidence of at least mastery in all key performance areas and of expertise in most.</p>
	<p>A- (3.7) 80 – 84%</p>	<p>Superior: Evidence of at least mastery in all key performance areas and of expertise in some.</p>
<p><b>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%</p>	<p>Very good: Evidence of mastery in all key performance areas.</p>
	<p>B (3.0) 73 – 76%</p>	<p>Good: Evidence of at least competence in all key performance areas and of mastery in some.</p>
	<p>B- (2.7) 70 – 72%</p>	<p>Satisfactory: Evidence of competence in all key performance areas.</p>
<p><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%</p>	<p>Evidence of competence in most but not all key performance areas.</p>
	<p>C (2.0) 63 – 66</p>	<p>Evidence of competence in some performance areas.</p>
	<p>C- (1.7) 60 – 62%</p>	<p>Evidence of competence in few key performance areas.</p>
<p><b>D</b></p> <p>Little proficiency: Some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability.</p>	<p>D+ (1.3) 57 – 59%</p>	<p>Superficial ability but not competency in most key performance areas.</p>
	<p>D (1.0) 53 – 56%</p>	<p>Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.</p>
	<p>D- (0.5) 50 – 52%</p>	<p>Superficial ability in only a few key performance areas and deficient performance in many areas.</p>
<p><b>F</b></p> <p>No proficiency: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.</p>	<p>F (0.0) 0 – 49%</p>	<p>Deficient performance in all key performance areas.</p>

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

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

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

**Master of Arts in Counselling Psychology, Special Requirements:** Students in PSYC 7106 (Practicum) PSYC 6246 (Counselling Skills and Competencies), and PSYC 6253 (Applying Cognitive-Behavioural Interventions) must earn at least 70% on each graded skills assessment component of the course. Even if a student's overall grade in the course is 70% or higher, if a grade on any skills assessment component of the course is below 70%, s/he will be required to repeat the course.

**Academic probation:** Students with a cumulative GPA of less than 3.0 will be put on academic probation and must regain good academic standing by the end of the probationary period defined by the program in which they study. The probationary period for the MACP is 9 credits and for the M.Ed. it is 6 credits.

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

**Academic dismissal:** Students with a cumulative GPA of less than 3.0 for a second consecutive term will be academically dismissed. Any student who was required to repeat a course and subsequently earns less than B- (70%) in any course will be academically dismissed.

### 8.3.2 Undergraduate Program Grading Policies

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

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

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

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

**Academic probation:**

- a) A student whose cumulative GPA at the end of the first complete term of study is below 0.7 and who successfully appeals being academically dismissed will be placed on academic probation.
- b) A student with a cumulative GPA of less than 2.0 at the end of any term will be placed on academic probation.
- c) Any student who is on academic probation and interrupts her/his studies (i.e., withdraws from all required courses) will be placed on academic probation when they re-start their studies.
- d) A student who has been re-admitted to the university after having been academically dismissed will be placed on academic probation.
- e) Any student who has been placed on academic probation for any reason and whose cumulative GPA at the end of the subsequent term, is still below 2.0 may be continued on academic probation for a second term if the head of the program in which the student is enrolled is satisfied that the student has shown significant progress toward returning to good academic standing. Academic probation will not be extended a second time.
- f) A student will be removed from academic probation when the student's cumulative GPA has been raised to at least 2.0 and all other standards have been met.

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

- a) The student's cumulative GPA at the end of the first complete term of studies is below 0.7;
- b) The student failed to achieve good academic standing after having been placed on academic probation;
- c) The student qualifies for dismissal under the University's Academic Integrity and Honesty Policy.

## **8.4 Student Transcripts**

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

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



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

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

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

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

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

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

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

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

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

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

## 9. Services for Students

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

### 9.1 University Directory

Department	Telephone	Email
<b>General Inquiries</b>	1-866-838-6542	<a href="mailto:info@yorkvilleu.ca">info@yorkvilleu.ca</a>
<b>Admissions</b>	1-866-838-6542	<a href="mailto:admissions@yorkvilleu.ca">admissions@yorkvilleu.ca</a>
<b>Bursar's Office</b>	1-888-886-1882	<a href="mailto:bursar@yorkvilleu.ca">bursar@yorkvilleu.ca</a>
<b>Registrar's Office</b> Requests made outside of business hours will be responded to on next business day	1-866-838-6542	<a href="mailto:student-services@yorkvilleu.ca">student-services@yorkvilleu.ca</a>
<b>Bookstore</b>	1-877-289-1151 (Canada) 1-514-289-1151 (International)	<a href="mailto:bookstore@yorkvilleu.ca">bookstore@yorkvilleu.ca</a>
<b>Library</b>	1-866-838-6542	<a href="mailto:librarian@yorkvilleu.ca">librarian@yorkvilleu.ca</a>
<b>Technical Services</b> Response will be made within 24 hours	1-866-838-6542	<a href="mailto:askyu@yorkvilleu.ca">askyu@yorkvilleu.ca</a>
<b>E-learning &amp; Instructional Design Services</b> Requests made outside of business hours will be responded to on next business day	1-866-838-6542	<a href="mailto:rreid@yorkvilleu.ca">rreid@yorkvilleu.ca</a> <a href="mailto:kadams@yorkvilleu.ca">kadams@yorkvilleu.ca</a>
<b>Office of Faculty Deans</b> <b>Behavioural Sciences</b> <b>Education</b> <b>Business</b>	1-506-454-1220 1-506-454-1220 1-506-454-1220	<a href="mailto:phall@yorkvilleu.ca">phall@yorkvilleu.ca</a> <a href="mailto:elyle@yorkvilleu.ca">elyle@yorkvilleu.ca</a> <a href="mailto:jcomeau@yorkvilleu.ca">jcomeau@yorkvilleu.ca</a>
<b>To contact faculty members</b>		Please refer to email addresses listed in the online campus
<b>University Telephone</b> <b>University Fax</b>	1-506-454-1220 1-506-454-1221	Mailing Address: Yorkville Landing, Suite 102 100 Woodside Lane Fredericton, NB Canada E3C 2R9

## **9.2 Registrar's Office**

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

## **9.3 The Online Campus**

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

## **9.4 University Library**

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

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

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

## **9.5 Textbooks**

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

## **9.6 Online Teaching and Learning**

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

### **9.6.1 Orientation to Online Teaching and Learning at Yorkville University**

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

### 9.6.2 Technical Support

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

The university provides open access software to protect your computer and to use the *Turnitin*<sup>®</sup> program to check plagiarism in written assignments.

### 9.6.3 Essential Computer Hardware and Software

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

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

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

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

### 9.7 Student Lounge

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

### 9.8 Forms

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

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

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

#### **9.8.1 Request for Grade of "Incomplete"**

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

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

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

- 1) Student obtains a *Request for Grade of "Incomplete" Form* from student services or is given access to it online.
- 2) Student completes "Section A" and emails the form to the professor.
- 3) The professor completes "Section B" and emails to the dean.
- 4) The dean approves by signing and emails to the registrar.
- 5) The registrar signs and emails a copy to the student and faculty member. A hard copy is placed in the student's file.

Note: If the request is based on medical reasons, the medical certificate, signed by a medical doctor must be faxed or emailed to student services.

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

#### **9.8.2 Course Withdrawal Form**

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

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

### **9.8.3 Program Withdrawal Form**

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

### **9.8.4 Leave of Absence Request Form**

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

### **9.8.5 Internal Transfer Form**

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

### **9.8.6 Application to Graduate Form**

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

### **9.8.7 Transcript Request Form**

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

## **10. Program Information**

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

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

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

#### **10.1.1 Master of Arts in Counselling Psychology**

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

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

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

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

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

#### **10.1.2 Financial Information**

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

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

### 10.1.3 Detailed Program Information: Master of Arts in Counselling Psychology

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

#### **10.1.3.1 Program Requirements**

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

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

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

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

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

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

#### **10.1.3.2 MACP-Specific Admission Policies**

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

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

- Test of English as a Foreign Language (TOEFL) with a score of at least 580 (written version) or 92 (Internet based version);
- Test of Written English (TWE) with a score of 5.0 or higher; or
- International English-Language Test System (IELTS) with an overall bandwidth of 7.0 or higher and no band below 6.5;



- Canadian Test of English for Scholars and Trainees (CanTest) with a minimum overall bandwidth of 4.5;
- Or a score equivalent to these scores on another test of English language proficiency recognized by and acceptable to the University.

The University reserves the right to refuse admission to any student whose proficiency in English is questionable and to ask any student whose written work is below acceptable standards to withdraw from the program.

### **10.1.3.3 Anticipated Completion Time**

The MACP program is designed to be completed in seven trimesters or 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, s/he may apply to the Dean of the Faculty of Behavioural Sciences for an extension of up to two calendar years. If the Dean denies the application, the student will be dismissed from the program. If the Dean allows the extension, s/he will establish a deadline for completion of the program. Students should consult the Faculty of Behavioural Sciences about guidelines and procedures for applying for extensions of anticipated completion time.

### **10.1.3.4 Enrolment Plan**

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

### **10.1.3.5 Course Delivery**

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

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

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

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

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

#### **10.1.3.6 Assessment of Student Participation**

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

#### **10.1.3.7 Assessment of Written Assignments**

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

#### **10.1.3.8 Advanced Standing Policies**

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

In the MACP program, advanced standing may be obtained for a maximum of three academic courses. Advanced standing cannot be obtained for the following courses, which all students are required to complete at Yorkville University: PSYC 6104, A Biopsychosocial Approach to Counselling; PSYC 6113, Theories of Personality; PSYC 6203, Ethical Standards for Mental Health Providers; and PSYC 7106, Practicum.

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

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

#### **10.1.3.9 Graduation Requirements**

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

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

#### **10.1.3.10 Student Course Load**

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

## **10.2 Faculty of Education**

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

### **10.2.1 Master of Education**

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

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

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

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

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

### **10.2.2 Financial Information**

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

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

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

**10.2.3.1 Program Requirements: Master of Education in Adult Education**

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

Core Courses:

EDUC 6013 – Research in Education (3 credits)

EDUC 6023 – Proposal Writing in Education (3 credits) (prerequisite for capstone)

EDUC 6123 – Reflexive Inquiry (3 credits)

Required Courses:

EDAE 6323 – Foundations of Adult Education (3 credits)

EDAE 6303 – Contexts of Adult Learning (3 credits)

EDAE 6343 – Program Development and Planning (3 credits)

EDAE 6363 – Diversity in Adult Education (3 credits)

In addition to the core and required courses, students must also complete three electives:

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

EDUC 6033 – Action Research

EDUC 6043 – Learning and Organizations (3 credits)

EDUC 6053 – Contemporary Issues in Education (3 credits) (independent study)

EDAE 6333 – Adult Learning Theory (3 credits)

EDAE 6353 – Evaluation and Assessment in Adult Education (3 credits)

EDAE 6373 – Learning and Teaching Online (3 credits)

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

EDAE 6393 – Philosophy and Ethics in Adult Education (3 credits)

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

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

EDUC 7016 – Major Academic Report (6 credits)

**or**

EDUC 7026 – Action Research Project (6 credits)

Students are deemed eligible to begin their capstone after having successfully completed at least eight (8) academic courses, including all core and required courses. In addition, students must be in good standing academically and with the University bursar.

### **10.2.3.2 Program Requirements: Master of Education in Educational Leadership**

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

#### Core Courses:

EDUC 6013 – Research in Education (3 credits)

EDUC 6023 – Proposal Writing in Education (3 credits) (prerequisite for capstone)

EDUC 6043 – Learning and Organizations (3 credits)

EDUC 6123 – Reflexive Inquiry (3 credits)

#### Required Courses:

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

EDEL 6143 – Change and Transformation (3 credits)

EDEL 6193 – Diversity and Leadership (3 credits)

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

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

EDUC 6033 – Action Research (3 credits)

EDUC 6053 – Contemporary Issues in Education (3 credits)

EDEL 6153 – Ethical Leadership and Social Justice (3 credits)

EDEL 6213 – Assessment and Evaluation in Education (3 credits)

EDEL 6223 – Supervision of Instruction (3 credits)

EDEL 6173 – Administrators as Leaders (3 credits)

EDEL 6183 – School Culture and Community (3 credits)

EDEL 6423 – Organizational Behaviour (3 credits)

EDEL 6433 – Stakeholder Engagement (3 credits)

EDEL 6443 – Curriculum as Living Inquiry (3 credits)

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

EDUC 7016 – Major Academic Report (6 credits)

Or

EDUC 7026 – Action Research Project (6 credits)

Students are deemed eligible to begin their capstone after having successfully completed at least eight (8) academic courses, including all core and required courses. In addition, students must be in good standing academically and with the University bursar.

To graduate with designation in Educational Administration, learners must complete two of the electives from among the following courses: EDEL 6173, EDEL 6183, EDEL 6213, EDEL 6223 and EDEL 6443.

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

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

### 10.2.3.3 M.Ed. - Specific Admission Policies

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

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

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

1. Test of English as a Foreign Language (TOEFL) with a minimum score of 580 (written version) or 92 (internet based version);
2. Test of Written English (TWE) with a minimum score of 5.0;
3. International English-Language Test System (IELTS) with a minimum overall band width of 7.0 or higher;
4. Canadian Test of English for Scholars and Trainees (CanTest) with a minimum overall bandwidth of 4.5;
5. Or a score equivalent to these scores on another test of English language proficiency recognized by and acceptable to the University.

The university reserves the right to refuse admission to any student whose proficiency in English is questionable and to ask any student whose written work is below acceptable standards to withdraw from the program.

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

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

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

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

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

#### **10.2.3.4 Anticipated Completion Time**

The Master of Education program is designed to be completed in six trimesters or 24 months. Students must 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, s/he 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, s/he will establish a deadline for completion of the program. Students should consult the Faculty of Education about guidelines and procedures for applying for extensions of anticipated completion time.

#### **10.2.3.5 Enrolment Plan**

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

#### **10.2.3.6 Course Delivery**

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

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

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

#### **10.2.3.7 Assessment of Student Participation**

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

#### **10.2.3.8 Assessment of Written Assignments**

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

#### **10.2.3.9 Assessment of the Major Academic Report**

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

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

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

#### **10.2.3.10 Assessment of Action Research Project**

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



### **10.2.3.11 Advanced Standing Policies**

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

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

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

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

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

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

### **10.2.3.12 Graduation Requirements**

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

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

- Ten (10) three-credit academic courses; and
- Independent scholarly work through either a six-credit major academic report or a six-credit action research project.

The ten (10) academic courses in the **Adult Education** specialization consist of:

- Seven (7) core and required courses in areas supporting adult education; and
- Three (3) elective courses, two of which must be from the specialized area of study.

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

- Seven (7) core and required courses in areas supporting educational leadership; and
- Three (3) elective courses, two of which must be from the specialized area of study.

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

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

#### **10.2.3.13 Student Course Load**

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

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

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

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

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

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

#### **10.3.2 Financial Information**

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

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

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

**10.3.3.1 Program Requirements**

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

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

**Bachelor of Business Administration Program Structure Overview**

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

**Bachelor of Business Administration Program Structure - Detailed**

<p><b>1. Requisite Preparatory Course</b></p> <ul style="list-style-type: none"> <li>• <i>Required (unless exempted)</i></li> </ul>	
Course Number	Course Title
Math 0910	Developmental Math
<p><b>2. Introduction and General Business Education (21 credits or 7 courses)</b></p>	

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

• <i>All Courses Required</i>	
Course Number	Course Title
BUSI 1003	Math for Business (3 credits) (full term)
BUSI 1013	Statistics for Business (3 credits) (full term) (p/r = BUSI 1003)
BUSI 1023	Introduction to Economics for Managers (3 credits) (half term)
BUSI 1033	Introduction to Business (3 credits) (full term) (must be completed at Yorkville University)
BUSI 1043	Introduction to Financial Accounting (3 credits) (full term) (p/r = BUSI 1003)
BUSI 1073	Business Writing and Communications (3 credits) (half term/full term)
BUSI 2063	Introduction to Marketing (3 credits) (half term)

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

4. <b>Application and Integration Component (15 credits consisting of three 3-credit project-based courses and one 6-credit final business plan project)</b>	
• <i>Required Courses</i>	
BUSI 4013	Business Organization Analysis (3 credits) (half term) (p/r = 90 credit hours of business courses)
BUSI 4023	Contemporary Issues in Business: A Case Approach
BUSI 4033	Business Improvement Project (3 credits) (half term) (p/r = 90 credit hours of Business Courses)
BUSI 4046	Final Business Plan (6 credits) (full term) (p/r = 90 credit hours of Business Courses)

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

<b>6. General Studies Electives (21 credits or 7 courses)</b>	
Course Number	Course Title
ENGL 101	Research and Composition (3 credits)
QRSS 100	Qualitative Research Methods for Social Science (3 credits)
ARTH 110	Western Art – Prehistoric to Gothic (3 credits)
ARTH 120	Western Art – Renaissance to Contemporary (3 credits)
CRIN 110	Creativity and Innovation (3 credits)
ENGL 150	Professional Communication (3 credits)
GEOG 210	Human Geography (3 credits)
ECON 211	Microeconomics (3 credits)
ENGL 250	The Workplace in Fiction (3 credits)
HIST 300	The History of Sports (3 credits)
PHIL 300	Philosophical Thought and Leisure (3 credits)
SOCI 300	Sociology and Culture (3 credits)
PSYC 200	Psychology of Everyday Life (3 credits)
HUMN 422	Topics in Technology and Society (3 credits)
HUMN 430	Topics in Power and Society (3 credits)
HUMN 450	Design Thinking (3 credits)

### 10.3.3.2 BBA-Specific Admission Policies

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

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

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

### **Conditional Admission**

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

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

### **10.3.3.3 Anticipated Completion Time**

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

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

### **10.3.3.4 Enrolment Plan**

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

### **10.3.3.5 Course Delivery**

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

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

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

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

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

### **10.3.3.8 Credit Transfer Policies**

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

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

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

- The university may accept up to a maximum of 60 credits (50% of total credits required) in transfer toward the BBA degree for coursework.
- Credits being transferred to the Yorkville program must have been completed at a post-secondary institution recognized in that institution's home jurisdiction.
- Normally, only credits earned within ten years of a student's admission to Yorkville will be accepted, but the admissions committee may establish different rules for particular cases.
- Students must have achieved a satisfactory grade, as defined by the admissions committee, in the courses being considered for a transfer credit.
- Transfer credit will not be granted for the following courses:
  - BUIS 1033 Introduction to Business
  - BUSI 1073 Business Writing and Communication
  - BUSI 2053 Business Ethics
  - BUSI 2123 Business Strategy
  - BUSI 2143 Entrepreneurship and Small Business Management
  - BUSI 4013 Business Organization Analysis Project
  - BUSI 4023 Contemporary Issues in Business: A Case Approach
  - BUSI 4033 Business Improvement Project
  - BUSI 4046 Final Business Plan
- For students entering the program with a 2 or 3 year business management program from a recognized institution, completion of the following introductory courses through Yorkville University may not be required:
  - BUSI1033 Introduction to Business
  - BUSI1073 Business Writing and Communications



- Official transcripts must be submitted at the time of application to Yorkville University for transfer credits to be considered by the university. Transcripts will be evaluated and notification will be forwarded by the registrar's office concerning the student's status in the program, including the number of transfer credits awarded.
- Credits earned through transfer are not used to compute the student's GPA.

### **Types of Credit Transfer**

1. Block Transfer for holders of diplomas and degrees: Students who have earned a two or three year (or longer) diploma or a degree may be awarded 36 credits toward the Yorkville University BBA program elective courses if the following requirements are met:
  - a. The diploma or degree was awarded by a post-secondary institution recognized in that institution's home jurisdiction.
  - b. The program of study is accepted by the BBA admissions committee as a program that is eligible for inclusion in the block credit transfer policy. Such programs must normally be applied in nature and it must be clear to the admissions committee how the area previously studied will be integrated with the study of business administration.
  - c. The diploma or degree was awarded within ten years of the student's application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)
2. Block transfers for students with significant previous post-secondary study: Students who have not earned a diploma or a degree but who have completed at least 24 credit hours of university-level post-secondary study may be awarded 24 to 36 credits toward the Yorkville University BBA program elective courses if the following requirements are met:
  - a. The credit hours were earned at a post-secondary institution recognized in that institution's home jurisdiction.
  - b. The program of study is accepted by the BBA admissions committee as a program that is eligible for inclusion in the block credit transfer policy. Such programs must normally be applied in nature and it must be clear to the admissions committee how the area previously studied will be integrated with the study of business administration.
  - c. The credit hours were earned within ten years of the student's application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)
3. Credits for courses equivalent to BBA courses: Students who have successfully completed courses at another post-secondary institution that the admissions committee deems to be equivalent to courses in the Yorkville BBA, may be given credit for the Yorkville course if the following requirements are met:
  - a. Sufficient information is provided to the admissions committee to allow the committee to assess the equivalency of the previously taken course with the Yorkville course thought to be its equivalent. Normally, this would include a course description and syllabus.
  - b. The student earned a satisfactory grade, as defined by the admissions committee, in the course for which equivalency is sought.

- c. The course was completed within ten years of the student's application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)

### **10.3.3.9 Graduation Requirements**

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

- Achievement of a 2.0 minimum cumulative grade point average.
- Completion of 50% of program credits through Yorkville University.
- Completion of the following introductory and advanced business courses through Yorkville University:
  - BUSI 1033 Introduction to Business
  - BUSI 1073 Business Writing and Communication
  - BUSI 2053 Business Ethics
  - BUSI 2123 Business Strategy
  - BUSI 2143 Entrepreneurship and Small Business Management
- For students entering the program with a 2 or 3 year business management program from a recognized institution, completion of the following introductory courses through Yorkville University may not be required:
  - BUSI1033 Introduction to Business
  - BUSI1073 Business Writing and Communications
- Completion of all 4000 level application and integration courses, a total of 15 credits, through Yorkville University.

### **Graduation (with Distinction)**

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

### **10.3.3.10 Student Course Load**

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

## **11. Course Descriptions**

### **11.1 Course Numbering**

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

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

### **11.2 Faculty of Behavioural Sciences**

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

(4 credits) (required)

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

#### **PSYC 6113 Theories of Personality**

(3 credits) (required)

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

#### **PSYC 6123 Psychological Assessment**

(3 credits) (required)

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

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

(3 credits) (required)

Counselling Methodologies: Psychodynamic and Humanistic Modalities (PSYC 6153) is a review of the most important contemporary psychodynamic and humanistic approaches of counselling and psychotherapy, focusing on: underlying philosophical assumptions, major concepts, views of personality, the therapeutic process, the counsellor's role, typical interventions, and targeted outcomes. The current approaches to counselling and psychotherapy selected for this course will also be explored with respect to the relations between theorists and their theories, as well as between counsellors and their clients. Cross-cultural and gender-related aspects will be considered for each of the counselling schools under study. Students will endeavour to recognize the links between theory and practice, between constructs and applied techniques or interventions. Students will integrate the course material from: the textbook, supplementary articles, professor's notes, and online class discussions. Students will also be encouraged to conduct their own further research on topics of interest, by accessing library resources and pertinent professional Internet sites. Students will examine the similarities and differences among approaches, and thus lay the foundation for the development of a personally meaningful approach to counselling.

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

(3 credits) (required)

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

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

(3 credits) (required)

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

### **PSYC 6213 Research Methodology**

(3 credits) (required)

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

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

**PSYC 6223 Group Counselling**

(3 credits) (required)

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

**PSYC 6246 Counselling Skills and Competencies**

(6 credits) (required)

This course provides students the opportunity to learn basic counselling skills and competencies essential to initiating and maintaining relationships with clients, regardless of specific theoretical orientation. Students engage in case conceptualization using one of four theoretical perspectives (Person-Centred Therapy; Cognitive-Behavioural Therapy; Structural Family Therapy; or Solution-Focused Therapy) and apply this theoretical approach in a counselling session with a client. By means of weekly structured practice assignments students learn how to identify and conduct competent counselling interviews. (Note: Students must earn at least 70% on each graded component of this course. Even if a student’s overall grade in the course is 70% or higher, if a grade on any component of the course is below 70%, s/he will be required to repeat the course.)

**PSYC 6253 Applying Cognitive-Behavioural Interventions**

(3 credits) (required)

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

**PSYC6263 Couples and Family Systems**

(3 credits) (required)

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

**PSYC 6273 Cultural Diversity in Counselling**

(3 credits) (required)

The cultural differences among people must be taken into account when structuring counselling interventions. Identity formation, worldview, communication style, and acculturation will be studied from the perspective of the significant cultural minorities found in Canada. This course is designed to enhance students' understanding of the role of personal, ethnic, social, and cultural factors in multicultural counselling and mental health service delivery.

**PSYC 6333 Psychopathology for Counsellors**

(3 credits) (elective)

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

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

**PSYC 6353 Addiction Counselling**

(3 credits) (elective)

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

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

(3 credits) (elective)

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

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

(3 credits) (elective)

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

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

### **PSYC 7100 Orientation to the Practicum**

(0 credits) (required)

In this required four-part non-credit course, practicum expectations are introduced and explored. Students begin to develop practicum specific resumes and cover letters and set specific learning goals for their practicum. The pre-practicum series of courses is designed to expose students to progressive sets of information preparing them for their practicum search, practicum application, the 7106 course, on-site practicum experience, and entry to practice. This course is supplemental to the course work completed during the MACP program; each of the four parts enriches and enhances students' learning and contributes to their readiness for the practicum and a new career as a counsellor. The course begins in students' second trimester and continues to the end of their fifth trimester. Students engage in a variety of activities including attending live office hours, reviewing narrated PowerPoints and questions submitted to the various Ask Questions forums, and monitoring [Course Bulletins & News](#) posts from the Field Training (FT) team.

PSYC7100 is presented over four trimesters. Each trimester focusses on specific themes.

- PSYC7100A –Planning for Practicum: Delivered and completed when students are in trimester two (T2) of the MACP program;
- PSYC7100B –Professionalism in the Counselling Profession: Delivered and completed when students are in trimester three (T3) of the MACP program;

- PSYC7100C –Supervision and Counselling Competencies: Delivered and completed when students are in trimester four (T4) of the MACP program; and
- PSYC7100D –Submitting a Successful Practicum Application Package: Delivered and completed when students are in trimester five (T5) of the MACP program.

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

### **PSYC 7106 Practicum**

(6 credits) (required)

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

## **11.3 Faculty of Education**

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

#### **EDUC 6003 Indigenous Perspectives in Canadian Education**

(3 credits) (elective)

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



**EDUC 6013 Research in Education**

(3 credits) (core)

Research in Education familiarizes students with methods of educational research. Its primary focus is to help them understand both quantitative and qualitative research and to acquire the knowledge and skills necessary to read, understand, and critically evaluate published research. Mixed methods and critical approaches are also explored. Research methods, information gathering strategies, and analysis procedures are examined. Students will begin to think about possible topics for their capstone projects.

**EDUC 6023 Proposal Writing in Education**

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

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

**EDUC 6033 Action Research**

(3 credits) (elective)

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

**EDUC 6043 Learning and Organizations**

(3 credits) (required for Educational Leadership; elective for Adult Education)

*Learning and Organizations* provides an opportunity for students to examine the emergence of the learning organization and explore ways to build sustainable learning dynamics and foster spaces where people flourish. Attention will be given to the ways knowledge management and technology help organizations become learning organizations.

**EDUC 6053 Contemporary Issues in Education**

(3 credits) (elective)

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

### **EDUC 6123 Reflexive Inquiry**

(3 credits) (core)

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

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

### **EDUC 7016 Major Academic Report**

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

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

### **EDUC 7026 Action Research Project**

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

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

### **11.3.2 Master of Education in Adult Education Course Descriptions**

#### **EDAE 6303 Contexts of Adult Learning**

(3 credits) (required)

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

#### **EDAE 6323 Foundations of Adult Education**

(3 credits) (required)

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

#### **EDAE 6333 Adult Learning Theory**

(3 credits) (elective)

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

#### **EDAE 6343 Program Development and Planning**

(3 credits) (required)

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

#### **EDAE 6353 Evaluation and Assessment in Adult Education**

(3 credits) (elective)

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

**EDAE 6363 Diversity in Adult Education**

(3 credits) (required)

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

**EDAE 6373 Learning and Teaching Online**

(3 credits) (elective)

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

**EDAE 6383 Transformative Learning in Adult Education**

(3 credits) (elective)

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

**EDAE 6393 Philosophy and Ethics in Adult Education**

(3 credits) (elective)

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

**EDAE 6513 Becoming a Critically Reflective Educator**

(3 credits) (elective)

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

### 11.3.3 Master of Education in Educational Leadership Course Descriptions

#### **EDEL 6113 Educational Leadership: Perspectives and Practices**

(3 credits) (required)

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

#### **EDEL 6143 Change and Transformation**

(3 credits) (required)

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

#### **EDEL 6153 Ethical Leadership and Social Justice**

(3 credits) (elective)

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

#### **EDEL 6173 Administrators as Leaders**

(3 credits) (elective)

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

#### **EDEL 6183 School Culture and Community**

(3 credits) (elective)

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

#### **EDEL 6193 Diversity and Leadership**

(3 credits) (required)

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

**EDEL 6213 Assessment and Evaluation in Education**

(3 credits) (elective)

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

**EDEL 6223 Supervision of Instruction**

(3 credits) (elective)

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

**EDEL 6423 Organizational Behaviour**

(3 credits) (elective)

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

**EDEL 6433 Stakeholder Engagement**

(3 credits) (elective)

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

**EDEL 6443 Curriculum as Living Inquiry**

(3 credits) (elective)

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

## **11.4 Bachelor of Business Administration (course descriptions)**

### **MATH 0910 Developmental Math**

(0 credits) (required unless exempted)

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

### **Introduction and General Business Education**

#### **BUSI 1003 Math for Business**

(3 credits) (required)

A brief review of pre-calculus math. Topics include: logarithmic and exponential functions; limits; introduction to derivatives; linear systems; matrices; systems of linear inequalities; difference equations; arithmetic and geometric sequences; annuities; and installment buying. Applications to business and economics are emphasized throughout the course. Prerequisite(s): New Brunswick Advanced Math - 122 or equivalent.

#### **BUSI 1013 Statistics for Business**

(3 credits) (required)

Introduction to applied statistics and data analysis, as well as managerial decision-making, using both quantitative and qualitative tools. Statistical topics include: collecting and exploring data; basic inference; simple and multiple linear regression; analysis of variance; nonparametric methods; probability; and statistical computing. Students also examine how these tools are applied in strategic and functional analysis and decision making, especially regarding marketing and operations. Prerequisite(s): BUSI 1003 - Math for Business.

#### **BUSI 1023 Introduction to Economics for Managers**

(3 credits) (required)

Introductory topics include: basic theory of consumer behavior; production and costs; partial equilibrium analysis of pricing in competitive and monopolistic markets; general equilibrium; welfare; and externalities. Students are introduced to the theory of the firm, competition, and monopoly. Prerequisite(s): None.

#### **BUSI 1033 Introduction to Business**

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

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

**BUSI 1043 Introduction to Financial Accounting**

(3 credits) (required)

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

**BUSI 1073 Business Writing and Communications**

(3 credits) (required)

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

**BUSI 2063 Introduction to Marketing**

(3 credits) (required)

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

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

(3 credits) (required)

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

**BUSI 2003 Macroeconomics in Global Context**

(3 credits) (required)

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



**BUSI 2013 Business Decisions Analysis**

(3 credits) (required)

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

Prerequisite(s): BUSI 1013 - Statistics for Business

**BUSI 2023 Business Law**

(3 credits) (required)

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

**BUSI 2033 Organizational Behaviour and Management**

(3 credits) (required)

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

**BUSI 2043 International Business Environment**

(3 credits) (required)

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

**BUSI 2053 Business Ethics**

(3 credits) (required)

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

**BUSI 2073 Management of Technology and Innovation**

(3 credits) (required)

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

**BUSI 2083 Introduction to Managerial Accounting**

(3 credits) (required)

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

**BUSI 2093 Introduction to Managerial Finance**

(3 credits) (required)

Introduction to major concepts in finance and investments, such as the time value of money, discounted cash flows, and risk and return. Further examination of how firms decide to finance projects they assess as being worthwhile and how to make investment decisions. Consideration is given to capital structure, dividend policy, financial instruments, risk-return trade-offs, financial planning, forecasting, the cost of capital, asset valuation, working capital management, and performance assessment. Prerequisite(s): BUSI 2083 – Introduction to Managerial Accounting.

**BUSI 2103 Human Resource Management and Development**

(3 credits) (required)

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

**BUSI 2113 Production and Operations Management**

(3 credits) (required)

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

**BUSI 2123 Business Strategy**

(3 credits) (required)

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

**BUSI 2133 Organization Theory and Design**

(3 credits) (required)

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

**BUSI 2143 Entrepreneurship and Small Business Management**

(3 credits) (required)

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

**BUSI 2163 Marketing Strategy**

(3 credit) (required)

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

## **Business Elective Courses**

### **BUSI 3403 Intermediate Accounting 1 - Assets**

(3 credits) (elective)

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

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

### **BUSI 3413 Intermediate Managerial Accounting**

(3 credits) (elective)

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

### **BUSI 3423 Intermediate Financial Accounting 2 - Liabilities and Equities**

(3 credits) (elective)

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

Pre-requisite(s): BUSI 3403-Intermediate Accounting 1 - Assets

### **BUSI 3433 Corporate Finance**

(3 credits) (elective)

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

Prerequisite(s): BUSI 2093 - Introduction to Managerial Finance

**BUSI 3443 Accounting Capstone Project - Auditing**

(3 credits) (elective)

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

**BUSI 3503 Introduction to Energy Management**

(3 credits) (elective)

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

**BUSI 3513 Energy Policy, Legislation, and Social Environment**

(3 credits) (elective)

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

**BUSI 3523 Energy Systems Operation**

(3 credits) (elective)

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

### **BUSI 3533 Energy Futures and Transitions**

(3 credits) (elective)

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

### **BUSI 3543 Energy Strategy Capstone Project**

(3 credits) (elective)

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

### **BUSI 3603 Introduction to Project Management**

(3 credits) (elective)

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

### **BUSI 3613 Project Teams and Leadership**

(3 credits) (elective)

The development of project teams is an essential part of project leadership and management as described in the Human Resource Management and Communication Management knowledge areas within *A Guide to the Project Management Body of Knowledge: PMBOK® Guide*. Whether you work on a task force, committee, development team, or other type of project team, this course will outline strategies for becoming a harmonious team member and adaptable team leader. By using stories from an assortment of projects, the course also provides multiple "real world" examples of inspired project leadership, timely project communications, and ongoing team selection, development and management; practices for improving project leadership are derived from these stories. Lastly, the factors which contribute to successful stakeholder management are also introduced.

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

**BUSI 3623 Project Planning Essentials**

(3 credits) (elective)

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

**BUSI 3633 Project Execution, Monitoring, Control, and Closing**

(3 credits) (elective)

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

**BUSI 3643 Advanced Project Management**

(3 credits) (elective)

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

**BUSI 3703 Advanced Operations and Supply Chain Management**

(3 credits)

This course exposes students to advanced topics in operations and supply chain management, emphasizing supply chain performance evaluation. Students are taught to prepare detailed sales and operation plans, acceptance sampling plans, and lean operations plans. In addition, students will perform reliability analysis as well as supply chain cost analysis. The course concludes by familiarizing students with pressing operational issues such as sustainable operations.

Prerequisites: BUSI 2113 – Production Operations Management

### **BUSI 3713 Logistics Management**

(3 credits)

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

Prerequisites: BUSI 3703 – Advanced Operations and Supply Chain Management

### **BUSI 3723 Procurement**

(3 credits)

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

### **BUSI 3733 Business Process Improvement**

(3 credits)

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

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

### **BUSI 3743 Supply Chain Integration and Analytics**

(3 credits)

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



### **Integrative Project-Based Courses**

#### **BUSI 4013 Business Organization Analysis**

(3 credits) (required)

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

#### **BUSI 4023 Contemporary Issues in Business: A Case Approach**

(3 credits) (required)

This course will use a case analysis approach to present current and relevant topics in today's business environment. Students will study five topics relevant to the current business environment. For each topic, they will engage in discussion and debate with peers, and analyse a current business case. Students will respond to business cases using a framework that includes identification of key issues, exploration of research options, and development of supported solutions and recommendations. Prerequisite(s): 21 credit hours of Introduction and General Business Education courses.

#### **BUSI 4033 Business Improvement Project**

(3 credits) (required)

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

#### **BUSI 4046 Final Business Plan**

(6 credits) (required)

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

### 11.4.1. General Studies

#### **ENGL101 Research & Composition**

(3 credits) (Tier 1)

This course builds on the conventions and techniques of composition through critical writing. Students apply principles of logic, strategic thinking, and synthesis to prepare sound arguments supported by relevant, well documented research. Students are encouraged to write extensively, in persuasive and analytic styles, on contemporary issues of interest to them, where individual style and unique thinking are demonstrated. Pre-requisite(s): None

#### **QRSS100 Qualitative Research Methods for Social Science**

(3 credits) (Tier 1)

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

#### **ARTH110 Western Art – Prehistoric to Gothic**

(3 credits) (Tier 1)

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

#### **ARTH120 Western Art – Renaissance to Contemporary**

(3 credits) (Tier 1)

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

**CRIN110 Creativity and Innovation**

(3 credits) (Tier 1)

This course examines concepts and techniques widely applicable to personal life and business: individual creativity and innovation in organizations. It offers alternatives to standard models of decision making and formal critical thinking by describing imaginative ways of approaching problems. Students learn techniques of problem identification, idea generation, idea selection, and idea implementation. The course teaches problem-solving practices and varied strategies that release individual creativity and encourage innovation within organizational structures. Emphasis is placed on how creative and innovative solutions can be found to problems that are inadequately addressed by Cartesian thinking processes and the debunking of common myths held about creative individuals and organizations. Students are instructed in a variety of concepts and practical methods that they can apply to their studies, work, and personal lives. Pre-requisite(s): None

**ENGL150 Professional Communication**

(3 credits) (Tier 1)

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

**GEOG210 Human Geography**

(3 credits) (Tier 2)

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

**ECON211 Microeconomics**

(3 credits) (Tier 2)

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

**ENGL250 The Workplace in Fiction**

(3 credits) (Tier 2)

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

**HIST300 The History of Sport**

(3 credits) (Tier 2)

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

**PHIL300 Philosophical Thought and Leisure**

(3 credits) (Tier 2)

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

**SOCI300 Sociology and Culture**

(3 credits) (Tier 2)

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

**PSYC200 Psychology of Everyday Life**

(3 credits) (Tier 2)

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

**HUMN422 Topics in Technology and Society**

(3 credits) (Tier 3)

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

**HUMN430 Topics in Power and Society**

(3 credits) (Tier 3)

In this interdisciplinary, integrative course, power, its meaning and its exercise between human beings and groups is investigated through readings, reflection, assignments, class discussion, and a formal research essay. The course describes a variety of taxonomies by which power can be defined and understood. Students look to the socially-based sources of power as well as the reasons individuals and groups acquiesce to power. Power is shown as a defining characteristic in all human activities by drawing on a wide array of social science and humanities scholarly material. Pre-requisite(s): Two Tier 2 courses

**HUMN450 Design Thinking**

(3 credits) (Tier 3)

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

## **12. Personnel Roster**

### **12.1 Senior Administration**

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

### **Faculty of Behavioural Sciences**

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



Tyla Charbonneau	Ph.D.	University of Calgary
Donte Corey	Ph.D.	North Carolina State University
Amanda Costin	Ph.D.	Kent State University
Christine Courbasson	Ph.D.	York University
Alice Crawford	Ed.D.	Argosy University, Schaumburg
Penny Dahlen	Ed.D.	Idaho State University
Tamara Denton	Ed.D.	Argosy University, Schaumburg
Elin Der-Hacopian	PsyD	Alliant International University
Ivana Djuraskovic	Ph.D.	University of Calgary
Peter Doherty	Ph.D.	Alliant International University
Neil Duchac	Ph.D.	The University of Toledo
Dita Andersson Everett	Ph.D.	Boston College
Kevin Feisthamel	Ph.D.	The University of Akron
Susan Foster	Ph.D.	University of New Orleans
Cindy Fouhy	Ph.D.	Capella University
Scott Friedman	PsyD	Drexel University
Glenn Gelman	PsyD	Chicago School of Professional Psychology
Lauren Gentile	Ph.D.	Northeastern University
Reba Glidewell	Ph.D.	The University of Southern Mississippi
Giselle Gourrier	PsyD	California School of Professional Psychology
Stephanie Grunewald	Ph.D.	Loyola University Chicago
Ron Hallman	Ph.D.	Capella University
Dionna Hancock-Johnson	Ed.D.	Argosy University, Washington D.C
Yvonne Hinds	Ph.D.	University of Calgary
Chantell Hines	Ph.D.	Capella University
Holly Johnson	Ph.D.	Regent University
Krista Krebs	Ph.D.	Iowa State University
Victoria Kress	Ph.D.	University of Akron
Lori La Civita	Ph.D.	Capella University
Terry Lane	Ph.D.	McGill University
Thomasina Lawson	Ph.D.	Mercer University
Jennifer Lee	Ph.D.	University of Toledo
Melissa Lee-Tammeus	Ph.D.	Walden University
Stephen Lifrak	Ph.D.	University of Rhode Island
Lauren Linn		Hofstra University
Rebecca Loehrer	Ph.D.	Texas A&M University
Gina LoSasso Langan	Ph.D.	Wayne State University
Traci Lowenthal	PsyD	University of La Verne
Kimberly Manley	Ph.D.	Capella University
Suzanne Manning	Ph.D.	University of North Texas
Michele Mannion	Ph.D.	The Pennsylvania State University
Sabah Master	Ph.D.	University of Ottawa
Angela McCoy-Speight	Ph.D.	Walden University
Lori Milo	Ph.D.	The University of Akron



Roberta Neault	Ph.D.	The University of Akron
Kimberly Nelson	Ph.D.	University of North Colorado
Jack Olszewski	Ph.D.	Northcentral University
Shannon Peck	Ph.D.	The University of Southern Mississippi
Lisa Priebe	Ph.D.	Saybrook University
Kristina Reihl	Ph.D.	Nova Southeastern University
Jill Rettinger	Ph.D.	Carleton University
Robert Roughley	Ph.D.	University of Calgary
Elisha Rubin	Ph.D.	University of Southern California
Renee Schmidt	Ph.D.	University of Regina
Katherine Sorsdahl	Ph.D.	University of Cape Town
Sarah Spencer	Ph.D.	Regent University
Nicole Stargell	Ph.D.	University of North Carolina at Greensboro
Dominique Tarber	PsyD	Radford University
Yuradol Thompson	Ph.D.	Walden University
Phuong-Anh Urga	Ph.D.	Rutgers, The State University of New Jersey
Fiona Vajk	Ph.D.	University of Colorado at Boulder
Richard Van Haveren	Ph.D.	Oklahoma State University
Kimberley Vaughan	Ph.D.	University of Calgary
George Davy Vera	Ph.D.	University of New Orleans
Grace Viere	Ph.D.	University of Virginia
Alyssa Weiss-Quittner	Ph.D.	Nova Southeastern University
Samantha Wheeler	Ph.D.	Western Michigan University
Rob Wolf	Ph.D.	The Chicago School of Professional Psychology
Don Zeman	Ph.D.	University of Calgary

### 12.2.2 Faculty of Education

#### **Core Faculty Members**

Name	Title	Credential	University of Highest Credential
Ellyn Lyle	Dean	Ph.D.	Memorial University
Sepideh Mahani	Associate Dean	Ph.D.	North Central University
Rita Kop	Research Manager	Ph.D.	Swansea University
Georgann Cope-Watson	Chair of Adult Education	Ph.D.	Brock University
Wendy Kraglund-Gauthier	Capstone Coordinator	Ph.D.	South Australia University

#### **Associated Faculty Members**

Name	Credential	University of Highest Credential
Darryl Bautista	Ph.D.	OISE/University of Toronto
Chris Boulter	Ph.D.	University of South Australia
Diane Burt	Ed.D.,	Fielding Graduate University

Deb Clendenneng	Ph.D.	University of Ottawa
Mary Drinkwater	Ph.D.	OISE/ University of Toronto
Lois Edge	Ph.D.	University of Alberta
Barbara Elliot	Ph.D.	Walden University
Susan Elliot-Johns	Ph.D.	McGill University
Joanne Evans-Coleman	Ph.D.	University of Minnesota
Dee Giffin Flaherty	Ph.D.	Antioch University
Lorraine Godden	Ph.D.	Queens University
Loretta Howard	Ed.D.	OISE/ University of Toronto
Erin Keith	Ed.D.	Western University
Paul Kolenick	Ed.D.	University of British Columbia
Randee Lawrence	Ed.D.	Northern Illinois University
Jennifer Long	Ph.D.	Western University
Nagwa Medahed	Ph.D.	University of Pittsburgh
Steven Noble	Ph.D.	University of British Columbia
Linda Rappel	Ph.D.	University of Calgary
Andree Robinson	Ed.D.	Azusa Pacific University
Carmen Schlamb	Ph.D.	Nippising University
Mary Gene Saudelli	Ph.D.	Brock University
Debra Walker	Ed.D.	Athabasca University

### 12.2.3 Bachelor of Business Administration

#### **Core Faculty Members**

Name	Credential	University of Highest Credential
Justin Medak	MBA, CPA, PMP	McMaster University
Lisa Allen	M.Ed.	University of British Columbia
Audrey Lowrie	MA (Hons)	Glasgow University

#### **Associated Faculty Members**

Name	Credential	University of Highest Credential
Mohammed Alam	Ph.D.	Lund University
Dwayne Branch	Ph.D.	McMaster University
Diane Burt	Ph.D.	Fielding Graduate University
John Chetro-Szivos	Ph.D.	University of Massachusetts
Matthew Cheung	M.Sc.	York University
Christine Costa	MBA	McMaster University
Karen Ervin	MBA	Kennesaw State University
Paul Finlayson	MBA	York University
Fred Fisher	MBA	Queen's University
Brad Gaetz	MBA	Athabasca University
Allison Goldman	MS	University of Charleston
Leon Guendoo	Ph.D.	Capella University
Gerald Ingersoll	Ph.D.	Athabasca University

Sarvanathan Jeganathan	MPM/MBA	University of Wales
Hussain Kabani	CPA, MBA	Keller Graduate School of Management
Karim Kabani	MS Information Systems	Northwestern University
Rossie Kadiyska	MBA/LLM	University of Warwick
Elizabeth Kannangara	MBA	Royal Roads University
Brent Koritko	CPA, BComm	McMaster University
Natalie Kwadrans	CMA, MBA	Athabasca University
James Krause	Ph.D.	TUI International University
Goran Krstic	Ph.D.	University of Sunderland
Martin Lees	Ph.D.	Walden University
James Lipot	DA	Walden University
Helen Lyons	BA	Queens University
Aniket Mahanti	Ph.D.	University of Calgary
Tom McKaig	Diplome d'Etudes Politiques Approfondie	University of Strasbourg
Don Moore	MBA	Université de Moncton
James Moore	Ph.D.	North Central University
Nathanael Moulson	DBA	Walden University
Andrea Murphy	MBA	McMaster University
Umeka Naidoo	MBA	University of Liverpool
Daniel Nicholes	Ph.D.	Carnegie Mellon University
Jeffrey O'Leary	MBA	Brock University
Cesar Ortiz-Moya	Master Economics	Universidad d Zaragoza
Gordana Pesakovic	Ph.D.	University of Belgrade (Yugoslavia)
James Randall	MBA	Queen's University
Eva Reddington	MBA	Schulich School of Business
Shelly Rinehart	Ph.D.	University of Oklahoma
Lori Sabatello	MBA	Dowling College (USA)
Farshad Sarmad	DBA	International School of Management, France
Amr Shokry	MA	Durham Business School (United Kingdom)
Roger Thompson	MBA	University of Toronto
Steve Visniski	MBA	University of Phoenix
Albert Wong	Ph.D.	University of Windsor
Ghassem Zarbi	Ph.D.	Sophia University
Wenqing Zhang	Ph.D.	McGill University