

YORKVILLE

U N I V E R S I T Y



ACADEMIC CALENDAR 2025 ADDENDA

New Brunswick

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6.2. Graduate Admissions: Doctor of Counselling and Psychotherapy – Amended June 5, 2025

At a special asynchronous meeting held June 5, 2025, the Yorkville University New Brunswick Senate approved amendments clarifying the admission requirements for the Doctor of Counselling and Psychotherapy. Details were added related to the qualifying master's degree (first bullet) and post-master's qualifying experience (third bullet).

Applicants are required to follow an online application process and to pay all published fees within the stated timelines. Admission to the DCP program is on a selective basis. Meeting minimum requirements does not guarantee admission. In keeping with the program's emphasis on diversity and social justice, preference may be given to admitting qualified applicants who are members of Indigenous, marginalized, and underserved communities.

Admission requirements:

- A master's degree in a relevant discipline or area of study from a recognized university. An eligible master's degree must have prepared the applicant to practice in a health care or allied health care profession governed by a regulatory/licensing body of counselling and psychotherapy, or in a professional field that typically requires a master's degree in a subject relevant to counselling and psychotherapy. Eligible master's degrees would typically include masters in counselling, psychotherapy, marriage/couples and family therapy, pastoral counselling, applied psychology, education, nursing, occupational therapy, social work, or a similar field. A cumulative grade point average (GPA) in the qualifying master's program of study sufficiently strong to indicate that the applicant can participate in a rigorous, doctoral-level program of academic study. This requires a master's program cumulative grade point average (GPA) of at least 3.3 on a 4.0 or a 4.3 scale, or the equivalent on other grading scales. Some applicants may be admitted on a probationary basis if their cumulative GPA is between a 3.0 and 3.3.
- Registry or certification in counselling or psychotherapy or a related field or status as a qualifying member.
- A minimum of 1,600 clinical hours of post-master's counselling experience accumulated over at least two years of practice.
- Clients: The clinical training component of the DCP requires that every student is professionally active and has clients. Normally, this requirement is met by the applicant being employed as a counsellor or psychotherapist either full-time or part-time. Alternatively, the applicant might be professionally active as a full- or part-time volunteer counsellor or psychotherapist.
- A 700-1000-word letter of intent substantiating interest and motives for participation (how the degree will advance the applicant's career) and indicating the applicant's anticipated area of counselling/psychotherapy specialization.

- Two letters of reference from professional or academic persons who can comment meaningfully on the motivation and ability of the applicant to undertake doctoral study. Normally, one of the references should be from an individual who supervised one of the applicant's practicums during the applicant's master's program.
- A résumé or CV.

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

8.3 Grading Policies – Amended July 3, 2025

On July 3, 2025, Academic Council of Yorkville University amended the general grading policies with respect to defining good academic standing and academic dismissal.

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

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

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

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

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

8.3.1 Graduate Program Grading Policies – Amended July 3, 2025

On July 3, 2025, Academic Council of Yorkville University approved the following additions and modifications to the academic calendar.

Passing Grades:

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

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

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

Repeating Courses:

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

8.3.2 Undergraduate Program Grading Policies – Amended July 3, 2025

On July 3, 2025, Academic Council of Yorkville University added the following to the academic calendar.

Passing Grades:

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

Academic Council of Yorkville University has established 50% (D-) as the normal passing grade for undergraduate courses.

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

10.2.3 Detailed Program Information: Master of Education Programs – Amended September 18, 2025

10.2.3.7 Course-based Program Requirements: Master of Education in Curriculum and Pedagogy

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

Core Courses:

EDUC 6013 – Research in Education

EDUC 6123 – Reflexive Inquiry

EDUC 6083 – Self-directed Inquiry

Required Courses:

EDCP 6613 – Historic and Emerging Curriculum Perspectives

EDUC 6063 – Assessment and Evaluation in Education

EDCP 6633 – Culturally Relevant Pedagogies and Curriculum

EDCP 6443 – Curriculum as Living Inquiry

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

- *Two electives must be selected from curriculum and pedagogy courses (i.e., courses coded EDCP).*
- One of the electives may be chosen from any Faculty of Education courses.

Elective offerings vary with term and enrolment. Course options include, but are not limited to:

EDCP 6623 – Pedagogy and Praxis

EDCP 6653 – Digital Pedagogies

EDCP 6673 – Creativity in Teaching and Learning

EDCP 6683 – Curriculum Development Across the Professions

EDEL 6113 – Educational Leadership: Perspectives and Practices

EDEL 6143 – Change and Transformation

EDEL 6153 – Ethical Leadership

EDEL 6173 – Administrators as Leaders

EDEL 6193 – Diversity and Leadership

EDEL 6223 – Supervision of Instruction

EDEL 6433 – Leadership & Community Engagement

EDEL 6453 – Leadership in Higher Education

EDEL 6463 – Leadership and Online Pedagogies

EDAE 6303 – Contexts of Adult Learning

EDAE 6323 – Foundations of Adult Education

EDAE 6343 – Program Development and Planning

EDAE 6363 – Diversity in Adult Education

EDAE 6373 – Learning and Teaching Online

EDAE 6383 – Transformative Learning in Adult Education

EDAE 6513 – Becoming a Critically Reflective Educator

EDAE 6523 – Adult Education for Sustainability and Global Citizenship

EDAE 6533 – Coaching and Mentoring in Adult Education

EDUC 6003 – Indigenous Perspectives in Canadian Education

EDUC 6043 – Learning and Organizations
EDUC 6643 – Decolonization and Indigenization of Curriculum, Teaching, and Learning
EDUC 6703 – Indigenous Pedagogies and Ways of Knowing
EDUC 6713 – Building and Strengthening Relationships in Indigenous Education

10.2.3.8 Research-based Program Requirements: Master of Education in Curriculum and Pedagogy

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

Core Courses:

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

Required Courses:

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

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

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

Master of Education, Special Requirements related to Graduate Research Thesis

[Yorkville University New Brunswick Academic Calendar (2025), pp. 91-93, applies to the research-based MEd (Curriculum and Pedagogy).]

10.2.3.14 Graduation Requirements

[The highlighted words are added to the Academic Calendar.]

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 (MEd) degree with specialization in Adult Education, Educational Leadership, or Curriculum and Pedagogy, course-based students are required to complete 30 credits of study consisting of ten (10) three-credit academic courses, seven of which are core and required and three of which are elective.

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

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

Please see Section 10.2.3.1 "Program Requirements" or Section 11.3 "Course Descriptions" for a full list of courses for the MEd in Adult Education, MEd in Educational Leadership, and MEd in Curriculum and Pedagogy 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.

11.2.2. Master of Arts in Counselling Psychology (MACP) Course Descriptions – Amended May 22, 2025

At its meeting of May 22, 2025, the Yorkville University, New Brunswick, Senate approved adding PSYC 6256 (Applying Interventions) as a prerequisite for PSYC 6383 (Crisis and Trauma Counselling).

PSYC 6383 Crisis and Trauma Counselling

(3 credits) (elective)

This course is designed to provide graduate students in the counselling psychology program with both a theoretical and practical understanding of issues surrounding trauma and a basic introduction into accepted approaches to working with clients who have experienced trauma in their lives. Using current available research literature, this course will introduce students to the definition and types of trauma, critical incident stress management/debriefing (CISM/CISD), client resourcing and stabilization (ethical considerations), theoretical frameworks, assessments/diagnosis, effective treatments/interventions, prevention, and therapist self-care (vicarious trauma). Prerequisites: PSYC 6213, 6233, and 6256.

11.3.4. Master of Education in Curriculum and Pedagogy Course Descriptions – Amended September 18, 2025

EDCP 6443: Curriculum as Living Inquiry

(3 credits)

Curriculum as Living Inquiry introduces students to curriculum as dynamically re/conceptualized and relationally understood. Drawing from both foundational and current

scholars, students will differentiate between curriculum as plan and curriculum as process as they explore the notion of *currere*, interrogate hidden curriculum, and investigate those made invisible by curriculum. The roles of self and self-in-relation are central considerations as students from diverse education contexts explore various approaches to including lived experience in curricular initiatives or program planning.

EDCP 6613 Historic and Emerging Curriculum Perspectives

(3 credits)

Historic and Emerging Curriculum Perspectives explores local and global philosophical, historical, and social influences on the development of diverse curriculum theory and practices. Drawing from both foundational and contemporary literature, students will examine trends and tensions that arise in discussions about the purposes and meanings of education. Students will be encouraged to explore global perspectives, their implications within the educational practices in Canada, and the specific curricular and pedagogical issues, challenges, and questions within their own education contexts.

EDCP 6623 Pedagogy and Praxis

(3 credits)

Pedagogy and Praxis requires students to practice reflexive approaches to inquiry and development. Understanding praxis as the theoretical enactment of beliefs about teaching and learning, students will engage in Self-Study methodology (S-STEP) to examine the various ways pedagogy is continuously re/developed and how pedagogy informs praxis.

EDCP 6633 Culturally Relevant Pedagogies and Curriculum

(3 credits)

Culturally Relevant Pedagogies and Curriculum engages a dialogic model to centre discussions that help students develop a greater understanding of historical and continuing forms of colonialism and colonization, marginalization and minoritization, Indigenization and decolonization. Students will examine issues of identity and intersectionality; privilege and power; race and ethnicity; gender and sexual orientation; and cultural knowledge systems.

EDCP 6653 Digital Pedagogies

Digital Pedagogies provides students with an overview of how the infusion of technology has influenced pedagogical processes in face-to-face and online learning contexts. This course engages dialogic inquiry to cultivate socially just learning contexts and foster a move toward an open, equitable, instructional role in technologically supported contexts. Emphasis is placed on how contemporary learning theories and novel pedagogies enable educators to provide person-centric, socially supported learning that integrates inclusiveness and universal design for learning. This course prepares students to be effective and ethical educators as they work to advance educative practice, support student engagement, and transform learning.

EDCP 6673 Creativity in Teaching and Learning

Creativity in Teaching and Learning focuses on the importance of fostering creativity in both teaching and learning experiences. Through exploration of current literature and experimentation with practices, students will learn to create more effective educative contexts. Students will specifically examine and practice ways of teaching that promote greater creativity and engagement with the aesthetic. They will also generate plans for continued development of their own creativity as a part of continuous professional development.

EDCP 6683 Curriculum Development Across the Professions

Curriculum Development Across the Professions offers students the opportunity to explore traditional, current, and pioneering approaches to curriculum development. They will examine applications across a range of contexts, in consideration of a range of learners and teachers, and in relation to various content. In communities of praxis, students will undertake analysis of curriculum development in their unique professional contexts.