YORKVILLE
UNIVERSITY

Academic Calendar 2026 - Addenda

New Brunswick

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1. Academic Schedules/Important Dates – Amended May 12, 2026

On May 12, 2026, a decision was made to extend the self-registration period for continuing students at YU.

New calendar entry:

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

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

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

Academic Schedule/Important Dates – Graduate Programs				
Date	**Day**	**Term (Start/End)**	**Deadline Description**	**University Closed**
5-Jan-26	Monday	Term Begins (Winter)		
18-Jan-26	Sunday		**Deadline**: Scholarship applications for graduate programs starting in the 2026 winter term	
25-Jan-26	Sunday		**Deadline**: Winter Term Course Withdrawal - MACP (Session A 5-week course)	
9-Feb-26	Monday	Term Begins (Winter) - MACP (Session B course - 5 weeks) Term Begins (Winter) - MACP (Session B course - 10 weeks)		
10-Feb-26	Tuesday		**Deadline**: Winter Term Course Withdrawal - MED & DCP (Session A course)	
15-Feb-26	Sunday		**Deadlin**e: Winter Term Course Withdrawal - MACP (Session A 10-week course).	
16-Feb-26	Monday			Statutory Holiday (Family Day) - University Closed
1-Mar-26	Sunday		**Deadline**: Fall Term Course Withdrawal - MACP (Session B 5-week course)	
2-Mar-26	Monday	Term Begins (Winter) - MEd/DCP (Session B)		
16-Mar-26	Monday	Term Begins (Winter) - MACP (Session C course - 5 weeks)		
22-Mar-26	Sunday		**Deadline**: Winter Term Course Withdrawal - MACP (Session B 10-week course)	

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

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

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

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

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

6.1.2. English Language Proficiency – Amended July 6, 2026

On July 6, 2026, Academic Council of Yorkville University approved to amend the TOEFL scale and associated score requirements in the University's English Language Proficiency Requirements, reflecting the implementation of the revised TOEFL scoring system

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

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

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

Notes:

1. The University reserves the right to require further proof of language proficiency before permission will be granted to register in academic courses.
2. Acceptable levels of proficiency are defined by the Academic Council of Yorkville University. The Academic Council defines a minimal score on a single test (normally the IELTS test). Acceptable scores on other tests are derived from an equivalency table approved by the University's Academic Cabinet and maintained by the University Registrar.
3. Acceptable tests of English language proficiency are those that have been approved by the University's Academic Cabinet.

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

Test Type	IELTS	Pearson Test of English - Academic	CAEL CE & CAEL Online	Canadian Language Benchmark	Duolingo English Test	iTEP Academic	TOEFL iBT (See table below for min. component scores)
Requisite Score(s)	7.0 (no band below 6.5)	65 (no skills area score below 55)	70 (no component proficiency score below 60)	9 (no component score below 8)	130 (no subscore below 120)	4.4 (no subscore below 4.0)	95 (Old Scale) 5 (New Scale)

Skills Area	IELTS Band Score	TOEFL Component Score (Old Scale)	TOEFL Component Score (New Scale)
Reading	6.5	19	4
Listening	6.5	20	4.5

Speaking	6.5	20	4
Writing	6.5	24	4.5

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

6.2. Behavioural Sciences Programs – Amended July 30, 2026

On May 15, 2026, The New Brunswick Provincial Senate approved a motion to amend the admissions requirements to ensure alignment between institutional practices and published academic calendar.

Additionally on July 30, 2026, That New Brunswick Senate approved the two undergraduate bridging courses supporting the new Pathway Three for the MACP program.

New calendar entry:

6.2.1. Master of Arts in Counselling Psychology

Admissions Requirements:

A bachelor's degree from a recognized post-secondary institution with evidence of undergraduate course work (preference 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).

- One year or equivalent (at least 150 hrs) completed paid, volunteer, and/or internship/practicum/co-op/clinical/field placement related to counselling and psychotherapy.
- A cumulative grade point average (CGPA) in undergraduate study of at least 3.0 on a 4.0 or 4.3 scale, or a GPA of at least 3.0 in the final 60 undergraduate credits taken. Applicants may be conditionally admitted with a GPA between 2.5 and 2.99 if strength of overall application is sufficient.

Applicants to the MACP program are required to provide the following:

- Completed online application
- Application fee of $150 (CAD)
- Official undergraduate transcript and proof of obtainment of a bachelor's degree*
- Submit a relevant work/volunteer experience attestation form including name(s) and email address(es) of work/volunteer experience verification contact(s)
- Resume or CV and statement of interest
- Two letters of reference from professional or academic sources
- Detailed course descriptions if applying for transfer credit consideration

*All official transcripts need to be sealed, stamped, and sent directly from the issuing institution to our Admissions Services Department for evaluation.

Yorkville University prides itself on attracting students to the MACP program from diverse backgrounds. Accordingly, we are pleased to accept applications from prospective students that meet the criteria in one of the following coursework admissions pathways. These coursework pathways ensure prospective students are prepared for graduate courses in the MACP program and subsequent practicum. All coursework pathways also ensure a minimum of one year or equivalent (at least 150 hrs) or equivalent paid and/or volunteer experience related to counselling and psychotherapy.

PATHWAY I
Undergraduate degree with a transferable major and have completed one year or equivalent (at least 150 hrs) of for-credit work-related experience integrated into the degree (e.g., practicum or internship placements in counselling, mental health, social work, nursing, child and youth care, or related allied health settings).
Coursework expected to include:

- Biological bases of behavior (e.g., physiological psychology, comparative psychology, neuropsychology, psychopharmacology).
- Cognitive-affective bases of behavior (e.g., learning, sensation, perception, cognition, thinking, motivation, emotion).
- Social basis of behavior (e.g., social psychology; cultural, ethnic, and group processes; sex roles; organizational and systems theory).
- Individual behavior (e.g., personality theory, human development, individual differences, abnormal psychology).

PATHWAY II
Undergraduate degree with a transferable major (see Pathway I for expected coursework) ***without*** for-credit equivalent work-related experience integrated into the degree *and* have completed one year or equivalent (at least 150 hrs.) of related experience (not for-credit).

PATHWAY III
Non-transferable major with a transferrable minor ***OR*** Non-transferrable major or minor, with at least 2 transferrable post-secondary university course/credits completed (with C grade or higher) *and* have completed one year or equivalent (at least 150 hrs.) of related experience.

Bridging Term
Applicants who do not meet the minimum requirement of two transferable post-secondary courses with a grade of C or higher may be considered for Pathway III conditional admission through completion of a designated bridging term prior to program commencement. Required bridging courses can be completed at Yorkville University. A grade of C or higher is required in each the program. A student has a maximum of two attempts to complete each bridging course successfully.

PATHWAY IV
Non-transferable undergraduate degree with additional training/certification in the form of a post-graduate certificate (or diploma) in the relevant field of study at a university or college (e.g., Graduate Diploma in Addiction and Mental Health Psychotherapy, Post-Master's Certificate in Counselling, Graduate Diploma in Psychosocial Rehabilitation) *and* have completed one year or equivalent (at least 150 hrs.) of related experience (may include co-op, field placement, clinical placement, or for-credit other work-related experience)

Examples of relevant work or volunteer experience may be found on the Yorkville University website under admissions.

6.3. Master of Education Programs – Amended April 1, 2026

On April 1, 2026, Academic Council of Yorkville University approved to amend the general grading policies with respect to Student Academic Progression (SAP).

New calendar entry:

The Master of Education programs include:

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

Admissions Requirements:

- A bachelor's or first professional degree from a recognized University. Preference will be given to students who have successfully completed undergraduate courses in an area relevant to the program for which they are seeking admission.
- A cumulative grade point average (cGPA) in undergraduate study of at least 3.0 on a 4.0 or 4.3 scale, or a GPA of at least 3.0 in the final 60 undergraduate credits taken.
    - Applicants may be admitted with a GPA between 2.5 and 2.99 if there is clear evidence in their application leading the Admissions Committee to believe that the applicant is prepared for graduate study. Students admitted with a GPA below 3.0 will be subject to conditions established by the Admissions Committee and will not be allowed to continue in the program if such conditions are not met.
    - 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.
    - Applicants whose native language is not English or who have obtained a bachelor's or first professional degree in a language other than English are required to submit confirmation of an official test of ability to work and study in English – see requirements in Section 6.1.
- Two or more years of employment in education or an education-related field. In some cases, this employment requirement may be replaced by involvement and participation in volunteer, community-based activities.
    - Applicants seeking admission to the Educational Administration stream of the MEd (Educational Leadership) are expected to have gained their education-related experience in the K-12 school system.
- Two letters of reference from professional or academic sources, preferably from persons able to comment meaningfully on the motivation and ability of the applicant to undertake graduate study.
- A résumé or CV.
- A 700–1000-word letter of application substantiating future interests, motives for participation, and relevant work experience. In this letter, we ask applicants to comment on how their life experiences, work experiences, and/or education make them a suitable candidate for the program to which they are applying. Applicants may also wish to comment on how this program would assist them in meeting their career goals.
- Although standardized test results, such as the Graduate Record Examination (GRE) or the Miller Analogies Test, are not required as a precondition for admission to the program,

applicants are encouraged to submit these scores if they believe such test results would strengthen their application for admission.

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

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

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

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

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

6.3.1. Graduate Certificates in Education

6.3.1.1. Leadership in Social Justice

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

6.3.1.2. Teaching and Learning

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

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

Admissions Requirements:

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

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

6.7.2. Master of Arts in Counselling Psychology

MACP students are also subject to the following conditions:

- 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 being refused further registration from the program. Students who previously failed two courses will be refused further registration.
- Students will also not be re-admitted if they have been suspended pursuant to the Policy for Assessing Conduct Related to Professional Suitability of Students in the Master of Arts in Counselling Psychology. The MACP Professional Suitability Policy, the MACP Professional Suitability Procedures, and the Student Development Committee (SDC) Terms of Reference can be found on Yorkville's Resources website.

6.7.3. Doctor of Counselling and Psychotherapy

Students seeking re-admission will resume their studies with a probationary period, the requirements of which will be specified by the Behavioural Sciences program leadership. Students who previously failed two courses or the same course twice will be refused further registration.

6.7.4. Master of Education Programs

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

8.3. Grading Policies – Amended April 1, 2026

On April 1, 2026, Academic Council of Yorkville University approved to amend the general grading policies with respect to Student Academic Progression (SAP).

New calendar entry:

8.3.1. Grade Point Average

The Grade Point Average (GPA) is calculated by summing the products of each course grade and the course credits for that course, then dividing this sum by the total number of credit hours attempted. GPAs are calculated for degree students, and non-degree students. For non-degree students who have previously completed a degree at Yorkville, the cumulative GPA will not include previously completed courses taken as a degree student.

Two types of grade point averages are calculated:

- Term GPA (TGPA): The TGPA is calculated up to three times per year, based on marks obtained during each of the Winter term (January-April), Summer term (May-August) and Fall term (September-December)
- Cumulative GPA (CGPA): The CGPA is calculated on the same schedule as the TGPA and takes into consideration all the marks for all individual courses completed by the student to that point.
    - Courses that are not included in the GPA calculation are:
        - courses graded on a “pass/fail” basis
        - courses in which a student has withdrawn ("W")
        - courses with an incomplete ("I") grade
        - advanced standing credits (e.g., transfer credit (“TC”))

The transcript will include a record of all courses taken and grades earned, including repeated courses (see 8.5. Student Transcripts)

8.3.2. Letter Grades

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

8.3.3. Passing Grades

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

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

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

8.3.2.1. Student Academic Progression

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

There are four kinds of academic standing:

- Good Standing
- Probation
- Suspension
- Refused Further Registration

Academic standing is assessed for the first time at the end of the Term in which a student achieves final standing in at least one for credit course, excluding:

- courses graded on a “pass/fail” basis
- courses in which a student has withdrawn ("W")
- courses with an incomplete ("I") grade
- advanced standing credits (e.g., transfer credit (“TC”))

Academic standing is assessed at the end of each term using the cGPA.

Assessment of Academic Standing
Academic standing is assessed by reviewing a student’s cumulative academic performance each term, including GPA, course completion, and progression requirements, to determine whether they are meeting the minimum standards for continued enrolment in their program.

Starting/ Previous Status	**Calculated Status At/Above Threshold**	**Calculated Status Below Threshold**	**Graduate Evaluation**
Blank	Good Standing	Probation	cGPA ≥ 3.0 (B, 73%)
Good Standing	Good Standing	Probation	cGPA ≥ 3.0 (B, 73%)
Probation	Good Standing	Suspension	cGPA ≥ 3.0 (B, 73%)
Suspension	Good Standing	Refuse Further Registration	cGPA ≥ 3.0 (B, 73%)

Additional requirements to manage overall academic performance and ability to remain enrolled in a program may be established if approved by the relevant Provincial Senate of Yorkville University. The following academic standings can also be applied because of other academic considerations:

- Probation:
    - Condition imposed upon admission
- Suspension:
    - Failed Admission Condition
- Refused Further Registration:
    - Two or more course failures in a program
    - Failure of an admission condition

8.3.2.2. Good Standing

Good 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 standing. Note that students may pass a course and still not be in good standing. Students who do not maintain good standing will be placed on probation.

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

- Graduate programs: cGPA 3.0 (B, 73%)

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

8.3.2.3. Probation

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

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

1. **Probationary standing for students readmitted after suspension**: Students who have been suspended from their program because of continued poor academic performance can, in some circumstances, apply for re-admission to the program after a specified time has elapsed (*see Section 6.4*). If readmitted, these students are placed on probation. The probationary period for students in this category will be the same as for someone who fails to maintain good 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 probation.

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

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

    c. Only in exceptional circumstances will probation be extended for a second time.
7. The head of the academic program in which a probationary student is enrolled may impose additional probationary conditions, such as a reduction in the number of courses that may be taken while on probation, a requirement that the student take one or more specific courses while on probation, or academic skills remediation activities.
8. The maximum course load for a student on probation is the standard one-term course load as defined by the program in which the student is enrolled.
9. Decisions made under the *Academic Probation Policy*, including decisions to suspend a student, may be appealed to the Standing Committee on Academic and Student Conduct Appeals, as set out in the University's policy on Student Grievances and Appeals.

8.3.2.4. Suspension

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

8.3.2.5. Refused Further Registration

Students who have been readmitted to the university after having been suspended and are unable to achieve a CGPA of 3.0 when academic standing is next assessed will be refused further registration in the program. Students who breach the University's *Academic Integrity Policy* may be expelled; such expulsion may be recorded on the student's academic record as a refused further registration as appropriate.

8.3.2.6. Program Withdrawal

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

8.3.2.7. Leave of Absence

A leave of absence allows a student to withdraw from their program for one or more academic terms without requiring application for re-admission, provided that the total period of absence does not exceed 12 months. Students must complete a *Leave of Absence Request Form* and pay a continuous enrolment fee for each term during which they are on leave of absence.

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

8.3.3. Mastery/Competency Based Grading

Some courses and/or some assignments are graded on a pass/fail basis.

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

F = Student has not met and mastered the goals, criteria, or competencies established for the assignment or course. (Beginning spring of 2024, this is indicated on records and transcripts as F#.)

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

8.3.4. Graduate Program Grading Standards

Grade Standards – Graduate Programs		
Definition	**Letter Grades and GPA and % Equivalencies**	**Standard Required to Achieve the Letter Grade**
A 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.	A+ (4.3) 90 – 100%	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.
	A (4.0) 85 – 89.9%	Excellent. Evidence of at least mastery in all key performance areas and of expertise in most.
	A- (3.7) 80 – 84.9%	Superior. Evidence of at least mastery in all key performance areas and of expertise in some.
B	B+ (3.3) 77 – 79.9%	Very good. Evidence of mastery in all key performance areas.
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.	B (3.0) 73 – 76.9%	Good. Evidence of at least competence in all key performance areas and of mastery in most.
	B- (2.7) 70 – 72.9%	Satisfactory. Evidence of competence in all key performance areas.
C Approaching proficiency: Student who may be profiting from the University experience but whose performance is	C+ (2.3) 67 – 69.9%	Evidence of competence in most but not all key performance areas.
	C (2.0) 63 – 66.9	Evidence of competence in some performance areas.

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.	C- (1.7) 60 – 62.9%	Evidence of competence in few key performance areas.
D	D+ (1.3) 57 – 59.9%	Superficial ability but not competency in most key performance areas.
Little proficiency: Some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability.	D (1.0) 53 – 56.9%	Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.
	D- (0.7) 50 – 52.9%	Superficial ability in only a few key performance areas and deficient performance in many areas.
F		Deficient performance in all key performance areas.
No proficiency: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.	F (0.0) 0 – 49.9%	Deficient performance in all key performance areas.

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

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

8.3.5. Student Academic Progression

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

8.3.6. Repeating Courses

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

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

8.5. Student Transcripts – Amended April 1, 2026.

On April 1, 2026, Academic Council of Yorkville University approved to amend the general grading policies with respect to Student Academic Progression (SAP).

New calendar entry:

Student transcripts consist of student grade history, academic standing, academic actions such as granting degrees, advanced course standing, special academic status/honours and enrolment status.

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

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

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

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

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

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

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

8.5.1. Notations Used on Student Records and Transcripts

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

- When a student completes an official *Request for Grade of "Incomplete" form*. Applications for an incomplete grade must be approved by the course instructor and must be received by the Registrar's Office no later than the last day of the course. Applications for incomplete grades will be approved only when a student has demonstrated an acceptable reason for being unable to complete the coursework as scheduled. Acceptable reasons, generally, are those that involve factors beyond the student's direct control. The "I" grade will be used when, in the opinion of the course instructor, there is an expectation that the work will be completed within a defined period of time to be established as part of the *Request for Grade of "Incomplete" form*. If the delayed work is not completed by the specified date, the "I" grade will be replaced with the grade earned without that assignment.
- When a student has a pre-approved academic accommodation plan approved by the Accessibility and Academic Accommodations Office requiring additional time to complete course work. The grade "I" will be used to facilitate the approved accommodation. If the required course work is not completed by the date envisioned by the pre-approved academic accommodation plan, the "I" grade will be replaced with the grade earned without that assignment.
- When a student has appealed a grade, or the grade is under review under the University's *Academic Integrity and Honesty Policy*. The Registrar will enter the letter grade "I" until the appeal or review process is completed at which time the grade will be replaced with the grade earned in the course.

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

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

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

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

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

Advanced Standing: Refers to the formal recognition of prior learning that reduces the number of courses or credits a learner must complete within a program. It may be granted based on previous postsecondary study or demonstrated equivalent knowledge skills or competencies. Types of advanced standing include:

- **Block Transfer: Designator of BT –** refers to a form of advanced standing. Block of Transfer is granted when institutions compare whole programs and award credit based on total hours or credits, rather than for individual courses. Accounts for some portion of credential at YU (no course-by-course equivalency).

- **Transfer Credit: Designator of TC –**refers to the granting of specific course credit for previously completed postsecondary level credit studies achieved in formal learning settings. The Transfer Credit awarded may apply to core courses or to elective courses. It can take the form of assigned credit, which is credit for a specific course, or unassigned credit, which is elective credit in a specific subject and year level. Transfer Credit may result in achieving a higher level of studies at a subsequent institution. Assigning Transfer Credit helps students achieve educational goals by satisfying specific requirements for a credential, course prerequisites, and progression through a program; and/or by affecting a student's enrolment priority (through the advanced access to upper-level courses or levels in a program).

- **Course Exemption: Designator of CE** Refers to when the appropriate authority at an institution grants permission for exemption from a particular program requirement or regulation as a result of a transfer credit or advanced standing assessment review. Sometimes, institutions may grant a Waiver or Exemption for reasons unrelated to transfer credit or advanced standing. The student may be required to replace the exempted course with another option.

- **Recognition of Prior Learning: Designator of PR –**Refers to a set of processes that allows individuals to identify, document, be assessed, and gain recognition for their prior learning. The focus is on the learning, rather than the context of the learning. Knowledge, skills, and abilities gained from life experiences may be formal, informal, or non-formal. RPL processes may serve several purposes, including: licensure, credit or advanced standing at an academic institution, employment, career planning, recruitment or self-knowledge.

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

10. Program Information – Amended April 1, 2026

On April 1, 2026, Academic Council of Yorkville University approved to amend the general grading policies with respect to Student Academic Progression (SAP).

New calendar entry:

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

10.1. Master of Arts in Counselling Psychology

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

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

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

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

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

10.1.1. Program Requirements

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

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

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

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

10.1.2. Course Delivery

Courses in the Master of Arts in Counselling Psychology are delivered online. New students may enroll in the program three times per year (January, May, or September). Each course is subdivided into sections; each section has a maximum of 20-22 students. A faculty member is assigned as the course instructor for each section of a course.

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

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

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

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

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

10.1.2.1. Student Course Load

The standard course load for students in the MACP is 3 courses (9 credits) taken sequentially. The maximum number of courses that can be taken concurrently is one (1). Students with a cumulative

GPA of at least 3.0 may apply to the Dean through the Registrar for permission to take up to two (2) courses concurrently. Note, however, that the Faculty of Behavioural Sciences has established limitations on the ability to take concurrent courses and conditions that must met before a student will be allowed to take two courses concurrently. Note that students on academic probation or who have failed a course are not eligible for concurrent courses.

10.1.3. Anticipated Completion Time

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

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

10.1.4. MACP-specific Policies

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

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

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

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

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

Refused Further Registration: MACP students with a cumulative GPA of less than 3.0 for a second consecutive term will be refused further registration. Any student who was required to repeat a course and subsequently earns less than B- (70%) in any course will be refused further registration. (In other words, any student who fails any two courses - regardless of whether a failed course was successfully repeated - will be refused further registration.) Students may also face expulsion for

breaches of the *Academic Integrity and Honesty* policy, such expulsion is recorded on the student's academic record as a suspension or refused further registration as appropriate.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10.2. Doctor of Counselling and Psychotherapy

The Doctor of Counselling and Psychotherapy (DCP) is a professional doctoral program intended to be at the forefront of the emergence of counselling and psychotherapy as a profession distinct and separate from other health and helping professions. The DCP degree program has a focus on leadership, social justice, and cultural competence, with graduates of the DCP acquiring the knowledge and skills required to help define the identity of the counselling and psychotherapy profession and to be leaders in the establishment of the profession across Canada. They bring the tools of applied scholarship to bear on problems of practice in counselling and psychotherapy. They understand the necessary relationship between individuals' wellness, personal growth, mental health, social justice, and are attentive to inclusiveness, cultural responsibility, and service to underserved communities.

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

10.2.1. Program Structure

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

10.2.2. Program Requirements

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

The following sequence of courses are required:

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

Progression Through the Doctor of Counselling and Psychotherapy Program			
Term	**Course #**	**Course or Activity Name**	**Credits**
3	DCP 8443	Theories & Models of Counselling & Psychotherapy	3
3	DCP 8623	Doctoral Case Conference 2: Advanced Competencies I	3
3	DCP 8806	Applied Scholarship Project (continues)	
4	DCP 8653	Supervision	3
4	DCP 8633	Doctoral Case Conference 3: Case Studies	3
4	DCP 8806	Applied Scholarship Project (continues)	
5	DCP 8523	Evidence-Based Practice: Therapeutic Applications of Research	3
5	DCP 8643	Doctoral Case Conference 4: Advanced Competencies II	3
5	DCP 8806	Applied Scholarship Project (continues)	
6	DCP 8463	Assessment, Case Conceptualization, and Therapy Planning	3
6	DCP 8713	Practices in Mental Health Counselling & Psychotherapy	3
6	DCP 8806	Applied Scholarship Project (continues)	
7	DCP 8473	Systems Theory & Transformational Models	3
7	DCP 8733	Doctoral Seminar 1: Integrative & Systemic Practice	3
7	DCP 8806	Applied Scholarship Project (continues)	
8	DCP 8493	Planning, Consultation, & Evaluation Models	3
8	DCP 8743	Doctoral Seminar 2: Diversity and Underserved Communities	3
8	DCP 8806	Applied Scholarship Project (continues)	
9	DCP 8763	Practitioner Leadership Development I	3
9	DCP 8773	Practitioner Leadership Development II	3
9	DCP 8806	Applied Scholarship Project (continues)	
10	DCP 8806	Applied Scholarship Project	6

10.2.3. Special Components of the DCP

10.2.3.1. Applied Scholarship Project

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

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

b. The student's local context (area of specialization within counselling and psychotherapy and/or the community/population affected)
c. The profession and practice of counselling and psychotherapy.

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

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

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

10.2.3.2. Mentoring

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

10.2.4. Course Delivery

New students may enroll in the program three times per year (January, May, or September). Each course is subdivided into sections; each section has a maximum of 16 students. A faculty member

is assigned as the course instructor for each section of a course. Students are also assigned a faculty advisor for their ASP project.

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

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

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

10.2.4.1. Student Course Load

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

10.2.5. Anticipated Completion Time

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

10.2.6. DCP-specific Policies

10.2.6.1. Repeating Courses

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

10.2.6.2. Suspension and Refused Further Registration

Students who are on probation that fail to return to good standing will be suspended for one calendar year.

Doctoral students who fail any two courses will be refused further registration, regardless of whether a failed course was successfully repeated. Students who are in breach of the University's academic integrity policy may be expelled; such expulsion will be recorded as suspended or refused further registration as appropriate.

Students who have been suspended can, in some circumstances, apply for re-admission to the University as described in Section 6.7. of the Academic Calendar.

10.2.6.3. Advanced Standing & Credit Transfer

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

10.3. Faculty of Education

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

10.3.1. Master of Education Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Please visit the **NB Office of Teacher Certification** for more details.

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

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

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

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

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

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

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

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

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

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

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

Core Courses:

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

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

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

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

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

10.3.2. Course Delivery

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

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

10.3.3. Student Course Load

The standard course load for students in the Master of Education is 2 courses (6 credits) per term taken sequentially. The maximum number of courses that can be taken concurrently is one (1). Students 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.

10.3.4. Anticipated Completion Time

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

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

10.3.5. Master of Education Research Thesis Special Requirements

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

Thesis Examination and Oral Defence:

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

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

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

The examination committee should consist of:

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

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

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

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

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

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

10.3.5.1. Processes and Procedures for Oral Defence

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

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

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

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

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

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

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

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

10.3.5.2. Recommendations at the Conclusion of Oral Defence

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

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

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

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

10.3.5.3. Retake of Failed Examination

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

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

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

10.3.5.4. Appeals of Decisions Regarding Thesis Examinations

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

10.4. Graduate Certificates in Education

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

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

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

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

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

10.4.1. Detailed Program Information: Graduate Certificates in Education

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

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

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

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

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

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

Required Courses:
EDUC 6003 – Indigenous Perspectives in Canadian Education (3 credits)
EDEL 6153 – Ethical Leadership (3 credits)
EDEL 6193 – Diversity in Leadership (3 credits)
EDCP 6443 – Curriculum as Living Inquiry (3 credits)

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

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

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

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

EDUC 6013 – Research in Education (3 credits)

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

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

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

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

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

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

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

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

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

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

10.4.2. Course Delivery

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

Students can expect to dedicate approximately 15 to 20 hours per week to successfully complete the requirements for each academic course. This study time includes: review of assigned course material (textbook and journal readings, and other multimedia resources); additional reading and research; assignments for assessment by the course instructor; online discussion (postings and responses to postings of other students); and online communication with the professor as required.

10.4.2.1. Student Course Load

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

10.4.3. Anticipated Completion Time

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

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

10.4.4. Graduate Programs Credential Laddering

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

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

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

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

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

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