

TRANSITION YEAR PROGRAM

**College of Continuing Education,
Dalhousie University**

STUDENT HANDBOOK

2010/11

“The Transition Year Program has been a life-changing experience for me. It has given me the confidence to dream of doing more with my life than I would have been able to do without a university education. It is an awesome, supportive program, and I highly recommend it.”

Paul John, Class of ‘04

INTRODUCTION

TYP Mandate: **To increase the access and the successful participation of Black and Aboriginal students at Dalhousie University.**

Welcome to the Transition Year Program, College of Continuing Education, Dalhousie University, and welcome to Halifax! We hope your TYP year will be productive and enjoyable in many ways.

This handbook gives some basic information and guidelines that can help you get off to a good start and successfully complete the Program. However, no handbook can cover all points or anticipate all questions. Since there is no "stupid question," please don't ever hesitate to contact an instructor as soon as you are puzzled or concerned. The TYP instructors and staff are here to do everything they can to help you make the most of your year. If we aren't able to deal directly with a problem, we can refer you to the appropriate person who will help you.

The Transition Year Program faculty and staff value teamwork. We share one major goal: to prepare you for admission to university by the end of your qualifying year. We invite you all to work closely and cooperatively with us, and with each other, to make this year a personal and professional success.

From the Director, Instructors and Staff

BRIEF HISTORY OF THE TYP

In 1968/69, Nova Scotian minority group leaders and the Dalhousie Association of Graduate Students urged all regional institutions of higher learning to support the efforts of Black and Aboriginal students to obtain a university education. Dalhousie University responded to their challenge by establishing a committee to consider the creation of a transition year program.

In its 1969 Report to the Faculty of Arts and Science, this committee confirmed that there were very few Black or Native persons from Nova Scotia with a university degree. The report cited economic disadvantage and a "long history of discrimination and social injustice directed against both these peoples" and the "special need for university-trained people in this segment of the population." In conclusion, the committee recommended the establishment of a transition year program. The committee set two long-term goals for the program: the further development of leadership and self-help capacity within these communities, and the alleviation of poverty through education.

Dalhousie's Transition Year Program (TYP) opened its doors in 1970. A contemporary Faculty

report described it as "a project totally new...to all of Canada...an attempt, daring yet modest, to respond to a social and educational responsibility." Because the program was clearly navigating uncharted waters, it remained classified as a pilot project until 1982. In the early 1980s, the University conducted a review of the TYP and concluded that the program should no longer be considered a pilot project. Consequently, it was upgraded and given the status of a department within the Faculty of Arts and Science (FASS).

In 1985, the Transition Year Program unit advised the Senate Academic Planning Committee that their "mandate is to facilitate and increase the participation of Black and Native students in post-secondary education." This was the mandate when the program began two decades ago in order to correct the disproportionately low enrolment of Black and Aboriginal students in Canadian universities. Unfortunately, the conditions which gave TYP its birth still exist and the original goal is still relevant.

In 1989, a presidential Task Force, *Breaking Barriers*, recommended that the TYP become part of Henson College at Dalhousie University. The Task Force also recommended that the TYP be given a further ten-year mandate. Dr. Howard Clark, Dalhousie's former president, accepted these and other recommendations, and the Transition Year Program joined Henson College (now the College of Continuing Education) in July 1990. In 2000 the University made a further financial commitment to the program.

The program's purpose remains essentially unchanged. As before, the program introduces its students to the university world in numerous ways, prepares them for admission to regular programs and helps them financially and academically as they progress toward a first degree.

The program's recent graduates are enrolled in widely varied undergraduate programs. Earlier TYP graduates have obtained bachelor's degrees at Dalhousie and other Canadian universities -- in arts, science, commerce, education, social work, law and physical education. Several TYP alumni have already earned master's degrees, while others continue to pursue advanced study. TYP alumni have successfully competed for managerial positions, founded their own businesses and have been selected to represent Canada abroad. Many have brought the benefits of university education to their communities, where they have served as federal human rights officers, RCMP officers, teachers, federal outreach program counsellors, lawyers, policy analysts for the Assembly of First Nations, parole officers for the John Howard Society, training officers and education counsellors for the Department of Indian Affairs, members of the National Assembly of Chiefs as well as band counsellors, managers and chiefs.

The journey of 1,000 miles begins with a single step.

TYP is a good place to start the rest of your life. The many valued relationships that you build with classmates and staff at TYP will help you pursue your goal of higher education at Dalhousie. TYP has shown me that through hard work and perseverance, our goals and dreams will follow not far behind. (Pamela Hurley, Class of '99)

The TYP offers a strong foundation that will enhance the university experience of its students. The close-knit atmosphere and one-on-one assistance from qualified staff made my year both enjoyable and rewarding. TYP helped me come closer in accomplishing my long-term goals. I recommend this program to all those dedicated to reaching their goals. (Pearlene Wright, Class of '00)

TRANSITION YEAR PROGRAM SYNOPSIS OF CORE COURSES

All TYP courses are full-year, university preparatory courses and are not for credit. Students who have tested strongly in Math and who wish to enter science, nursing or commerce, may be placed in Continuing Education's Academic or Pre-Calculus course instead of TYP Math, while those who have tested strongly in English may be permitted to take a first-year English class, after consultation with Lesley Choyce. Students with significant overall strengths may be given the opportunity to take a university credit course.

All TYP courses develop skills needed for successful university study, such as intellectual curiosity, the capacity for critical thinking and self-expression, and organizational skills. Succeeding in the program will give students a stronger sense of self-worth and the ability to become self-motivating. The program is more than a string of courses. It may include such activities as orientation sessions, academic counselling, field trips, an open house, tours of representative parts of the campus (the Arts Centre, Sports Complex, Computer Centre, etc.), workshops on topics such as educational and career expectations or the use of campus libraries, guest lectures and cultural events.

Each TYP student is assigned an advisor from the TYP faculty, and regular contacts between student and advisor continue throughout the year. As well, the Black Student Advising Centre and the Native Education Counselling Unit offer support services. Lauretta Sylliboy, the Halifax Native Education Counsellor can be reached at 494-8863 and located at 1220 LeMarchant Street. Oluronke Taiwo, the Black Student Advisor, is located on the 4th floor of the SUB and can be reached at 494-2210. In addition, personal counselling is also available through the Counselling Services Centre (4th Floor SUB 494-2081) to help students deal with any problems which may interfere with academic performance. All student counselling is kept strictly confidential.

TYP English 0002

The primary function of TYP English is to help students develop into effective writers and capable readers of a wide range of literary materials. This naturally involves considerable focus on the thinking process. Basic grammar is discussed and students undertake extensive practice in that area. The fundamentals of good essay writing are covered as well as more sophisticated aspects of argumentative writing and essay structure. Students are asked to read, discuss and write about a wide range of readings, primarily non-fiction. Finally, the course explores the basic study of fiction and poetry as it relates to the development of critical thinking and good writing skills.

Textbooks: *The Mi'kmaq Anthology*, Joe & Choyce, eds.
 The Bare Essentials, Norton & Green
 The Conscious Reader, Shrodes, Finestone, Shugrue & Belford
 Fire on the Water, Clarke
 Fit to Print, Buckley

TYP Math 0032

The course covers a diverse array of topics, including fractions, decimals, exponents, polynomials, algebra, graphing, probability and statistics. Homework is regularly assigned and marked, and several major exams are given during the year, including a three-hour final in April.

Textbook: *Developmental Mathematics*, Johnston, Willis & Hughes

TYP Black Studies 0004

The course will offer an historical survey of the economic, social and political structures of the Black experience, encompassing pre-colonial Africa and the Diaspora and the Nova Scotian experience. The course is divided into two halves. The first half provides an overview of African history and the African Diaspora: the integral contribution of African peoples to world history, spanning the origins of humanity to the twentieth century. Since comprehensive coverage of this vast terrain is impossible, the focus is on particular themes, including pre-colonial African civilizations, colonization and resistance to colonization, the historical origins of racism, the Haitian revolution, the Cuban revolution, political philosophies and struggles, and the international economic and political system.

The second half concentrates on exploring a particular aspect of the Diaspora: the dynamic African Nova Scotian experience. The history of Black Nova Scotia is examined in light of the

overall political and economic development of Canada in general, and Nova Scotia in particular. Themes that are emphasized include the origins of the Black Nova Scotian population, the role of Black labour in the economic development of the province, land issues, the Church, the relationship between Blacks and the Nova Scotian political economy, the social structure and demographics of the African Nova Scotian community. The aim is to illuminate and give the participants a sound understanding and appreciation of the Black Nova Scotian experience.

One of the fundamental goals of the course is to introduce students to an inter-disciplinary approach to historical study, while simultaneously examining the various analytical, critical and research skills that are necessary to chart the vast historical seas. The course operates in a seminar format and centres around discussion, debates and analysis of the assigned readings. Careful reading of the assigned material is essential to achieving success in the course. The course will provide students with a sound understanding of the African experience and equip them with the skills and knowledge to challenge the dominant view and discourse that prevails.

Textbooks: *The Blacks in Canada*, Winks
 Other texts to be announced.

TYP Native Studies 0004

Course objective: The primary objective of this course is to learn that Native peoples have always been active, assertive contributors to the unfolding of Canadian history.

By examining the history of Native/White relations in Canada, specifically the Maritime region, we learn how policies and practices of Canadian government have contributed to the conditions and policies that govern Aboriginal communities/people today. We begin by learning about the historic construction of Aboriginal communities, including the teaching, learning and healing processes that kept them strong. We also study the present, where we investigate the interconnectedness of contemporary Native issues and historic policies and practices of Canadian government officials.

Textbooks: *Skyscrapers Hide the Heavens*, J.R. Miller
 April Raintree, Culleton
 A Recognition of Being, Anderson
 Enough Is Enough, Silman
 Keeper 'n Me, Wagamese

TYP Strategies for University Learning/Academic Writing 0005

This course is designed to help students improve their basic study skills and self-management strategies in order to increase productivity in the university setting. A wide range of topics will be

covered, including motivation, managing the workload, math strategies, learning from textbooks and lectures, writing exams, writing papers, and delivering effective presentations. Students will also be encouraged to examine learning styles and cultural influences on learning. Each group will consist of ten students and will meet twice a week. Where possible, the course will be tailored to help students with specific work assigned in other classes. The focus will remain, however, on the process of studying. Several guest speakers will work with students throughout the course. Students will meet individually with the instructor several times throughout the year to discuss and reflect on their progress. Evaluation is based on regularly assigned tasks and will result in a grade of pass or fail.

Textbook: *Learning for Success*
 The Canadian Practical Stylist with Readings

Electives may be chosen from the University's regular first-year courses, which provide an opportunity to explore areas of personal interest. However, students must speak with the Director or their advisor prior to selecting an elective.

Tutorials

All program tutorials scheduled as part of the TYP are mandatory. Students who request additional tutorial assistance must have their request supported by the instructor of the course. TYP pays the costs associated with obtaining tutorial service once the tutor is approved by the Director.

Process: Students may arrange for a tutor of their choosing provided that the tutor meets program requirements. He/she must provide the Director with a resume and a transcript of grades, and grades must be at an acceptable level. The maximum number of hours for individual tutorial support is three hours per week.

TYP STAFF

Staff members are drawn from the Dalhousie faculty, the university community, the wider community and from among Nova Scotia's Black and First Nations community members. Guest lecturers are often brought in as well to speak on specialized topics relating to Native and Black culture, literature and history.

Patricia Doyle-Bedwell, BA Hons, LLB, LLM, Associate Professor. Patricia is a Mi'kmaq woman from Bangor, Maine. She has a BA with Honours in Sociology, a law degree and Masters in Law degree from Dalhousie Law School. Patricia is the Director of TYP and is heavily involved in equity issues on campus and the broader community. She believes in education and hopes that all TYP students succeed in reaching their goals. Patricia is the past Chair of the Nova Scotia Advisory Council on the Status of Women and is married with one son.

The instructors in the program include:

Lesley Choyce, BA, MA, MA, English Instructor. Lesley holds two masters' degrees from Montclair State and City University of New York. He has taught at a dozen universities in the United States and in Canada and currently teaches in the English Department at Dalhousie as well as TYP. He is the author of more than 35 books of fiction, poetry and non-fiction.

Melanie Farrimond, MA, MA, PhD, Academic Writing/Study Skills Instructor. Melanie has two masters' degrees in French Studies and recently completed her PhD. in the same field. She has a post-graduate certificate in education and has taught Learning to Learn.

Terri Sabattis, BSW, MSW, Native Studies Instructor. Terri is a member of the Maliseet First Nations community at Oromocto, New Brunswick. She has six children and fourteen grandchildren. She has a CSW from Saint Thomas University in Fredericton, a BSW and a MSW from Dalhousie. She has a strong interest in the areas of using traditional methods as well as community resources in implementing modern-day curricula. Her research activities have been in Aboriginal women's health, historic treaties, ceremonial practices, and traditional methods of teaching, learning and healing. She is a member of the Advisory Committee for the Maritime Centre of Excellence in Women's Health. Her teaching philosophy is: "personally defined family, community and peer support groups are necessary to survive the realities of university life," as well as: "the lone goose gets cooked."

Isaac Saney, BA, MA, LLB, PhD Candidate. Black Studies Instructor.

Alan Surovell, BA, MA, Math Instructor. Alan was born in Washington, D.C., and raised in New York. He was involved in the Civil Rights movements during the 1960s and 1970s. After finishing his undergraduate degree in Math, he was drafted into the U.S. Army. Following his military experience, he returned to university to complete his Master's degree in math. Alan came to Canada in 1975 seeking a more humane society and has lived in Halifax ever since. Having

spent the next twelve years working with computers, he decided he preferred to work with people and joined the TYP as Math Instructor. He liked the people and remains to this day.

Wanda Ince, provides administrative support to the TYP. As a former graduate of the TYP, Wanda brings significant knowledge and experience to the program. You may contact Wanda at 494-3730 or by email wanda.ince@dal.ca.

Four TYP faculty members have offices in the TYP house, 1400 LeMarchant Street. Their telephone numbers and email addresses are as follows:

Lesley Choyce 494-6694 lchoyce@dal.ca, Melanie Farrimond 494-6694 mfarrimo@dal.ca, Terri Sabattis 494-1530 terri.sabattis@dal.ca, and Isaac Saney 494-1531 isaac.saney@dal.ca. The Director, Patricia Doyle-Bedwell, may be reached at 494-8810 or patricia.doyle.bedwell@dal.ca.

Many programs specify particular courses for entrance; these are called "prerequisites". Students who wish to enter specific degree programs after TYP should discuss program requirements with their TYP academic advisor or with the Director. Students may also contact First Year Academic Advisor, Quenta Adams, at 494-1924 about academic planning and programs.

The TYP house is open Monday to Friday from 8:30 a.m. to 5:00 p.m. Staff members have office hours (schedule available in September), and during these hours they remain in their offices so that students can drop by to ask questions, exchange ideas or get extra help. If you would like to see an instructor during or, if necessary, outside regular office hours, it is best to make an appointment in advance. To see the Director, please make an appointment.

GRADES AND GOALS

The academic year begins in September and ends in April. Once holidays are taken into account, approximately twenty-six weeks, or six months, are left for study. Therefore, university students must use their time efficiently and set realistic, practical goals for themselves. Attendance at all classes and events is essential for success, and for that reason attendance in each TYP class is mandatory.

The primary goal for TYP students is to successfully complete the core curriculum, develop the necessary skills to be successful in university, and to obtain our recommendation to enter Dalhousie's full university program or gain admission to another university.

What does this mean in practical terms? How does being ready for regular programs translate into grades? How does grading work?

First of all, you have the right to receive outlines of each class that show dates for assignments, tests, exams as well as how your grades will be calculated. If you disagree with a mark, please see the instructor.

As a TYP student you have the right to:

- Constructive and timely feedback on your assignments and papers
- You have the right to know how your instructor has calculated your mark
- You have the right to ask questions if you do not understand material covered in class
- You have the right to use instructors office hours

However, with rights come responsibilities.

- You must attend all classes/activities/workshops
- You must participated in class
- You must do assigned readings, assignments, test and exams
- You must be punctual.

Your attendance and progress will be carefully monitored throughout the academic year, and you will receive continuous feedback from staff members. This feedback will come in the form of constructive criticism, which points out areas of strength that you should build on and develop and areas of weakness that you should minimize. As always, be sure to see your instructor whenever you don't understand comments or grades.

For purposes of evaluation or assessment (grading), the TYP academic year is divided into two terms. The Fall term runs from September to December. The Winter term begins in January and ends in April. Halfway through both terms, you will receive an individual progress report.

The Study Break divides the second term in half. As its name suggests, the Study Break is a special week during which no classes are held so that students can spend all their time reading, using the libraries and preparing papers and reports.

At the end of the academic year, the TYP staff will examine your overall achievements. Students are required to achieve a **B average** in TYP with no failing grades in order to receive our recommendation for continued study. Particular emphasis will be placed on your level of competence at the end of the year and your ability to work at university level. If we conclude that you are ready to begin a full course load of university-level study, we will recommend that you be admitted to university.

In the TYP we use the following grading system as a guide. High school number/letter equivalents may not be the same at university. Your instructors will each explain how they arrive at grades. Ask if you have any questions.

Grades in Percentage	Grade	Grade Point Value	Grade Meanings
90-100	A+	4.3	Excellent
85-89	A	4.0	
80-84	A-	3.7	Good
77-79	B+	3.3	
73-76	B	3.0	
70-72	B-	2.7	Satisfactory
65-69	C+	2.3	
60-64	C	2.0	
55-59	C-	1.7	
50-54	D	1.0	Marginal pass
49 & below	F	0.0	Inadequate

To be reasonably certain of being admitted to university, you must pass all your TYP courses and have a B or better average overall. Anything less will not be strong enough to allow you to

reach your goal. Students who take and pass an elective will have this treated as a bonus, or a positive factor, when the TYP staff determines whether students have obtained a B average.

Achieving a B average may seem like an unobtainable goal. In high school, a pass may have seemed enough. At university, however, students strive to realize their full potential. In many university programs, students must achieve a B average in order to choose a major, gain an advanced major or an honours degree, or continue their studies in Education or Social Work. Success depends to a very large extent on how much effort you put into your work.

There is no quota system within the TYP, and students are not in competition with each other. All those who successfully complete the program will be recommended for admission to Dalhousie University.

STUDENT RESPONSIBILITIES

Every organized human activity is governed by a set of procedures and takes place within an established framework. Campus life is no exception. The following list of basic TYP student responsibilities will help you understand what will be expected of you.

1. Students are expected to be punctual and attend **all** events (classes, tutorials, tours, meetings, trips, lectures, appointments, etc.) which are scheduled as part of the Transition Year Program. Each instructor will set a time limit for late arrival, beyond which students may be considered absent for attendance purposes. Each instructor will establish his/her own classroom protocol. It is your responsibility to know the time classes begin and the protocol expected.
2. Learning is a progressive, cumulative process. It is therefore the **student's responsibility** to keep up-to-date on class work at all times and to prepare and pass in assignments personally, on or before the deadline. If an assignment is handed in after the deadline, either the assignment will have marks deducted for lateness, or the instructor will refuse to accept the work. Each instructor will inform you of his/her policy at the start of term. In the event of an excused absence, students will be given a reasonable amount of time to bring themselves up-to-date, pass in assignments or write exams. In all courses, no papers or assignments will be accepted after one week from the due date, unless the student provides a letter from his/her physician to the Director. Do not email assignments/papers to instructors, check with them first.
3. Normally, students are excused from TYP activities only when they are too ill to participate in these activities. To be excused because of illness, students must provide their instructor(s) with a doctor's statement indicating the period of time during which they were too ill to attend university (doctors' notes may also be handed in at TYP office). The University Health Clinic is located on the ground floor of Howe Hall. In addition, but only in a very small number of truly exceptional situations, students may be excused if circumstances totally beyond their control make attendance impossible or impose severe hardship. For exceptional circumstances other than illness, appropriate documentation, depending on the situation, will be required. **It is the responsibility of each student to demonstrate to the instructor's satisfaction that such conditions apply.** Students who will be away from classes for any length of time, or whose return will be delayed, must contact the office, day or night, and leave a message. If calling from outside the metro area, students may call collect during the day.

Academic Probation/Dismissal from Program

Our past experience has shown that most students who miss a number of classes in the TYP have been unable to complete the program successfully. Dismissal from the program may occur for accumulated absences. Absences are classified as **unexcused, excused medical and excused non-medical**. Students who accumulate more than **5 classes per term** of unexcused absences are required to meet with the instructors to discuss their situation. Students who miss **10 unexcused classes** will be placed on strict probation. With the first attendance violation of their probation, they will be dismissed from the program. A student may be placed on probation for any or all of the following: poor attendance, missing assignments, poor academic performance, unacceptable behaviour.

If at any time your attendance, academic performance or your classroom behaviour becomes unsatisfactory, you may be placed on probation and given an appropriate amount of time to correct the situation. During the probationary period you will be expected to meet weekly with each of your professors to ensure that everything possible is being done to overcome the identified problems. If your performance does not show improvement in the suggested areas by the end of the probation period, you will be required to leave the program (dismissed). Where there are extenuating circumstances, they must be made known to staff prior to dismissal.

A student dismissed from the program receives written notification of the reasons for the dismissal. If a student disagrees with the decision, s/he must write to the Director explaining their situation and the staff will review the student's situations. If the decision still stands, the student may appeal to the Dean of the College of Continuing Education or the Senate Academic Appeals Committee. Students may not attend TYP classes during such an appeal. A Student Advocacy service is available for students who may need assistance in these matters. You may call Student Services for information (494-2404).

It is your responsibility to discuss any of these regulations with your advisor or the Director if you do not understand them.

While much is expected from TYP students, faculty and staff consistently support student efforts, encourage excellence and, above all, strive to treat each student with courtesy and respect. Students are expected to treat instructors and staff in a like manner.

CAMPUS RESOURCES

LINKS: BLAC insert www.dal.ca/blac

To successfully complete the TYP, you will need to be seriously committed to your studies and put them first at all times. Although the TYP is more than a full-time job, there will still be time for healthy recreation (a movie, a swim at Dalplex, a visit with friends, etc.). There will not, however, be enough time for major commitments beyond the Transition Year Program. During their TYP year, students are asked to avoid more than minimal hours for part-time work or other commitments. The Transition Year Program will assist you to find on-campus employment either within the program or elsewhere at Dalhousie. Please note that all students are advised to keep student employment hours to a maximum of 10 per week.

Dr. Farrimond and Prof. Doyle-Bedwell act as faculty advisors to the TYP student association. The student association organizes and plans activities such as dances, potlucks, movie night or Grawood night. Early in the term, the students will select a president, vice president, secretary and treasurer. At our first meeting, we will go over the instructions of organizing meetings with other student groups on campus. Watch for notices!

CKDU – FM 88.1 -weblink

Dal has its own radio station and they are always looking for on air program ideas. See Patti if you are interest in volunteering. It's **your radio** station.

Student Financial Aid

The two primary funding sources for students are band councils for the First Nations students and Dalhousie for African Canadian students. The sources differ, as do the funding amounts. For example, if you live in residence your residence costs are paid for by Dalhousie if you are a African Nova Scotian student and by your band office if you are a Native student.

All TYP students who need funding for their TYP year must complete a financial aid application. **Because funds are limited, TYP cannot meet all your financial requests.** For example, we place limits on funding for rent. We do not cover cable T.V., Visa, MasterCard, loans or other expenses that do not relate directly to educational costs. We expect parents, spouses/common law partners or roommates to pay their share of expenses.

Each student receiving TYP support will receive the following:

- Tuition fee waiver
- Books

- Supplies (\$100 max.)
- Transportation – the form of a U-bus pass that all Dalhousie students receive
- Phone \$40, personal needs/clothes \$50, food (depends on numbers) oil, heat, electricity
- If required, a small living allowance that covers rent up to \$500, food, child care, phone and personal needs.

Amounts allocated to students for living allowances will vary depending upon each student's personal and family situation. We depend on students to be honest and up front about their finances and any other financial support they may receive from other sources.

Each individual has a different situation. If you run into financial difficulties, please let the Director know as soon as possible. Other resources may be available. If you are aboriginal and not funded by your band, please see the Director as soon as possible.

All TYP students receive health insurance. If your family requires health insurance, you may add them to your coverage. Please see the Director before October 1st.

All TYP students may use Dalplex by showing their Dal ID. Family memberships cost extra. Please call Dalplex at 494-3372 to find more information. TYP does not cover the extra costs.

IMPORTANT DATES IN THE 2010/2011 ACADEMIC CALENDAR

September	7	Opening Ceremony and Orientation Day.
	9	TYP classes begin.
	9	Last day for late registration.
	24	Last day to cancel registration.
October		Mi'kmaq History Month Mi'kmaq History month writing prize
	1	Mi'kmaq Treaty Day: Events planned for celebration of Treaty Day (information to follow).
	11	Thanksgiving day (University closed).

November	2	Mid-term reports will be given to all students.
	8	Last day to drop full-year classes without a “W.” Last day to drop Fall classes with a “W.”
	11	Remembrance Day (University closed).
December	7	Last day of classes.
	9-20	Examination period.
January	5	Classes resume.
	16	TYP celebrates Martin Luther King Day.
February		Black History Month Black History Month writing prize
	1	Last day to drop Winter classes without a “W.”
	4	Munro Day (University closed).
	21	Study Break begins
	28	Classes resume
March	22	Native Studies Presentation
April	8	Last day of classes.
	11	Examination period begins
	22	Good Friday (University closed).
	27	Examinations end
	.	
		TYP Closing: Certificate and Awards Ceremony (date to be announced).

Special Awards and Prizes

Mi'kmaq History Month Writing Prize	October
Creative Writing Prize: First, Second, Third place	November
TYP Alumni Scholarships and Awards	January
Black History Month Writing Prize	February
Morris Saffron Award (for Highest Academic Achievement in TYP)	April
Jonathan Skeete Memorial Prize (for High Academic Achievement and Community Involvement in TYP)	April