

# YORKVILLE

U N I V E R S I T Y

## ACADEMIC CALENDAR 2024

Ontario



Most Recent Revision: July 2024

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## **About the University**

The term university is used under the written consent of the Minister of Colleges and Universities, Yorkville University having undergone a quality assessment process and been found to meet the criteria established by the minister.

The University welcomes students from all parts of the world. Note, however, that the university reserves the right to refuse admission to any applicant. Note also that the language of instruction at Yorkville University is English.

**Emergency Management:** If events or conditions arise which affect the ability of the university to operate in the normal course of business and the delivery of academic programs and services is impacted, the university will work to provide students with options to address completion of their academic course work as promptly as possible. Note, however that the university does not accept responsibility and liability for loss or damage suffered or incurred by any student or other party as a result of delays in or interruption or termination of its services, courses, or classes, whatever the cause of the delay, interruption, or termination.

## **About the University Academic Calendar**

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

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

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

## **Student Responsibilities**

By registering with Yorkville University, each student is deemed to have agreed to be bound by the regulations and policies of the university, its campuses, Schools, Faculties, and Departments, as well as of the program in which that student is enrolled. The university makes the reasonable assumption that

students will familiarize themselves with the policies, regulations, general information, and specific academic program requirements published by the university in the Academic Calendar and elsewhere.

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

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

## Academic Calendar

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## 1. Academic Schedule/ Important Dates

Yorkville University undergraduate programs are organized in term of 12 weeks each, beginning in January, April, July, and October. The academic year begins in January and ends in December.

| Date      | Day       | Term Start/End       | Deadlines   | University Closed  |
|-----------|-----------|----------------------|---|--|
| 15-Dec-23 | Friday    |                      | Deadline: Registration for all programs winter 2024 term (continuing students). After this date, a late registration fee may apply                  |  |
| 22-Dec-23 | Friday    |                      | Deadline: Tuition payment arrangement for all programs 2024 winter term (continuing students). After this date, late payment arrangement fees apply |  |
| 25-Dec-23 | Monday    |                      |   | Statutory Holiday (Boxing Day) - University Closed             |
| 26-Dec-23 | Tuesday   |                      |   | Statutory Holiday (Christmas Day Observed) - University Closed |
| 27-Dec-23 | Wednesday |                      |   | YU Holiday - University Closed                                 |
| 31-Dec-23 | Sunday    | Term ends (Fall)     |   |  |
| 1-Jan-24  | Monday    |                      |   | YU Holiday (New Year's Day) - University Closed                |
| 8-Jan-24  | Monday    | Term Begins (Winter) |   |  |
| 12-Jan-24 | Friday    |                      | Deadline: Winter Term Course Add/Drop   |  |
| 21-Jan-24 | Sunday    |                      | Deadline: Scholarship applications for graduate programs starting in the 2024 winter term.  |  |
| 19-Feb-24 | Monday    |                      | Deadline: Winter term Course Withdrawal   | Statutory Holiday (Family Day) - University Closed             |
| 4-Mar-24  | Monday    |                      | Registration starts for 2024 undergraduate programs for spring term.  |  |

| Date      | Day      | Term Start/End       | Deadlines   | University Closed                                    |
|-----------|----------|----------------------|---|--|
| 15-Mar-24 | Friday   |                      | Deadline: Registration for 2024 undergraduate programs spring term (continuing students). After this date, late registration fees apply                       |  |
| 22-Mar-24 | Friday   |                      | Deadline: Tuition payment arrangement for undergraduate programs 2024 spring term (continuing students). After this date, late payment arrangement fees apply |  |
| 29-Mar-24 | Friday   |                      |   | Statutory Holiday (Good Friday) - University Closed  |
| 31-Mar-24 | Sunday   | Term Ends (Winter)   |   |  |
| 8-Apr-24  | Monday   | Term Begins (Spring) |   |  |
| 12-Apr-24 | Friday   |                      | Deadline: Spring Term Course Add/Drop   |  |
| 19-May-24 | Sunday   |                      | Deadline: Scholarship applications for graduate programs starting in the 2024 spring/summer term.   |  |
| 20-May-24 | Monday   |                      | Deadline: Spring term Course Withdrawal   | Statutory Holiday (Victoria Day) - University Closed |
| 3-Jun-24  | Monday   |                      | Registration starts for 2024 undergraduate programs for summer term (continuing students).  |  |
| 20-Jun-24 | Thursday |                      | Deadline: Registration for 2024 undergraduate programs summer term (continuing students). After this date, late registration fees apply                       |  |
| 21-Jun-24 | Friday   |                      | Deadline: Tuition payment arrangement for undergraduate programs 2024 summer term (continuing students). After this date, late payment arrangement fees apply |  |



| Date      | Day     | Term Start/End       | Deadlines  | University Closed   |
|-----------|---------|----------------------|--|---|
| 30-Jun-24 | Sunday  | Term Ends (Spring)   |  |   |
| 1-Jul-24  | Monday  |                      |  | Statutory Holiday (Canada Day Observed) - University Closed                         |
| 8-Jul-24  | Monday  | Term Begins (Summer) |  |   |
| 12-Jul-24 | Friday  |                      | Deadline: Summer Term Course Add/Drop  |   |
| 5-Aug-24  | Monday  |                      |  | YU Holiday (Civic Day/British Columbia Day/ New Brunswick Day) - University Closed  |
| 19-Aug-24 | Monday  |                      | Deadline: Summer Term Course Withdrawal  |   |
| 2-Sep-24  | Monday  |                      |  | Statutory Holiday (Labour Day) - University Closed                                  |
| 3-Sep-24  | Tuesday |                      | Registration starts for 2024 undergraduate programs for fall term (continuing students).   |   |
| 13-Sep-24 | Friday  |                      | Deadline: Registration for 2024 undergraduate fall term (continuing students). After this date, late registration fees apply.                                |   |
| 20-Sep-24 | Friday  |                      | Deadline: Tuition payment arrangement for undergraduate programs 2024 fall term (continuing students). After this date, late payment arrangement fees apply. |   |
| 29-Sep-24 | Sunday  | Term Ends (Summer)   |  |   |
| 30-Sep-24 | Monday  |                      |  | YU Holiday (National Day for Truth and Reconciliation observed) - University Closed |
| 7-Oct-24  | Monday  | Term Begins (Fall)   |  |   |

| Date      | Day       | Term Start/End       | Deadlines   | University Closed                                      |
|-----------|-----------|----------------------|---|--|
| 11-Oct-24 | Friday    |                      | Deadline: Fall Term Course Add/Drop   |  |
| 14-Oct-24 | Monday    |                      |   | Statutory Holiday (Thanksgiving) - University Closed   |
| 18-Nov-24 | Monday    |                      | Deadline: Fall Term Course Withdrawal   |  |
| 2-Dec-24  | Monday    |                      | Registration starts for all programs for winter 2025 term (continuing students).  |  |
| 13-Dec-24 | Friday    |                      | Deadline: Registration for all programs winter 2025 term (continuing students). After this date, a late registration fee may apply                  |  |
| 20-Dec-24 | Friday    |                      | Deadline: Tuition payment arrangement for all programs 2025 winter term (continuing students). After this date, late payment arrangement fees apply |  |
| 25-Dec-24 | Wednesday |                      |   | Statutory Holiday (Christmas Day) - University Closed  |
| 26-Dec-24 | Thursday  |                      |   | Statutory Holiday (Boxing Day) - University Closed     |
| 27-Dec-24 | Friday    |                      |   | YU Holiday - University Closed                         |
| 29-Dec-24 | Sunday    | Term Ends (Fall)     |   |  |
| 1-Jan-25  | Wednesday |                      |   | Statutory Holiday (New Year's Day) - University Closed |
| 6-Jan-25  | Monday    | Term Begins (Winter) |   |  |

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

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

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

### **2.1. Board of Governors**

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

The current members of the Board are:

- **Dr. Michael Markovitz**, Chair of the Board, Toronto, Ontario
- **Dr. Julia Christensen Hughes**, Vice-Chair of the Board, President & Vice Chancellor, Yorkville University
- **Dr. Roger Barnsley**, President Emeritus at Thompson Rivers University, Kamloops, British Columbia
- **Mr. Eric Roher**, Borden Ladner Gervais, LLP, Secretary of the Board, Toronto, Ontario
- **Dr. Verna A Magee-Shepherd**, Former Vice President and Interim President, BCIT
- **Dr. Jacquelyn Scott**, OC, President Emeritus, Cape Breton University, Sydney, Nova Scotia
- **Mr. Matt Kunica**, Partner, Birch Hill Equity Partners
- **Mr. Chris Voorpostel**, Vice President, Birch Hill Equity Partners

### **2.2. Academic Council of Yorkville**

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

The national Academic Council of Yorkville meets at least once each quarter. All national Academic Council of Yorkville meeting records are available on the Yorkville University Online Campus.

### Academic Council of Yorkville Membership

|   |   |
|---|---|
| <i>*President &amp; Vice-Chancellor is an invited guest in accordance with procedures established by the Council and ratified by the Council.</i>           |   |
| Provost   | Dr. Allyson Lowe (Chair)  |
| Provincial VPAs and Campus Principals   | Dr. Angela Antohi-Kominek (Ontario)<br>Dr. Thomas Chase (British Columbia)<br>Dr. Gary Hepburn (New Brunswick)  |
| Vice Presidents in the division of Academics  | Cindy Crump<br>Tyler Dunham<br>Dr. Natasha Hannon   |
| <i>Deans of Faculties of Yorkville University and program heads where faculties are not established;</i>  |   |
| i. <i>Liberal Arts</i>  | Dr. Nick McKenzie<br>Dr. Leonard Danglli  |
| ii. <i>Interior Design</i>  | Reem Habib  |
| iii. <i>Behavioural Sciences</i>  | Dr. Krista Schultz  |
| iv. <i>Education</i>  | Dr. Tim Goddard   |
| v. <i>Creative Arts</i>   | Alexander (Sandy) Carson  |
| vi. <i>Business Administration</i>  | Dr. Pavlos Gkasis – BBA Ontario<br>Dr. John Morrison – BBA Online   |
| <i>One faculty representative from each academic unit that mirrors the list above, chosen or elected by the faculty members of that program.</i>            | Dr. Andrew Cutler<br>Dr. Wendy Kraglund-Gauthier<br>Dr. Elena Korbout<br>Dr. Adnan Ul Haque<br>Audrey Lowrie<br>Dr. Ismaeil Fazel<br>Dr. Mandev Singh<br>Dr. Kate Carder<br>Dr. Barb Bryden |
| <i>At least one student will be chosen by Campus Principals.</i>  | Tanisha Syed (Ontario)<br>Anastasia Machan (New Brunswick)<br>Harprinder Kaur (British Columbia)  |
| <i>Members of the academic administrative staff chosen or elected in accordance with procedures established by the Council and ratified by the Council.</i> |   |
| i. <i>Registrar's Office</i>  | Lois Fleming  |
| ii. <i>Academic Services</i>  | Tristan Wright  |
| iii. <i>Teaching and Learning</i>   | Dr. Karen Stevenson   |
| iv. <i>Office of Regulatory, Government, and Governance Affairs, to serve secretariat functions</i>   | Dr. John Crossley   |
| v. <i>Members chosen at the discretion of the Chair</i>   | Lauren Duggal   |

### 2.3. Provincial Senate

A Provincial Senate composed of faculty, students, and academic administrators is responsible for: the development, assessment, and revision of academic programs and courses of study; the recruitment and support of faculty members; the encouragement of faculty research and professional development; and the creation and support of communities of practice for students and faculty members.

Provincial Senate meets at least once each quarter.

| <b>Members</b>            | <b>Member's Position at YU</b>                                |
|---------------------------|---|
| Dr. Angela Antohi-Kominek | Vice-President Academic and Campus Principal, Ontario (Chair) |
| Meaghan Ringwood          | Campus Registrar  |
| Dr. Pavlos Gkasis         | Associate Dean, BBA ON  |
| Dr. Leonard Dangli        | Interim Associate Dean, Liberal Arts                          |
| Reem Habib                | Program Chair, BID  |
| Dr. Andrew Cutler         | Faculty Representative, Liberal Arts                          |
| Dr. Adnan Ul Haque        | Faculty Representative, BBA                                   |
| Dr. Nikki Sohaee          | Faculty Representative, BBA                                   |
| Jim Helik                 | Faculty Representative, BBA                                   |
| Moby Chaudhry             | Faculty Representative, BID                                   |
| Elena Korbout             | Faculty Representative, BID                                   |
| Dr. Robert McClung        | Faculty Representative, Liberal Arts                          |
| Dr. Irene Torres-Arends   | Faculty Representative, Liberal Arts                          |
| Dr. Cagdas Dedeoglu       | Faculty Representative, Liberal Arts                          |
| Ralph Silva               | Faculty Representative, BCA                                   |
| Kate Carder               | Faculty Representative, BCA                                   |
| Sandy (Alexander Carson)  | Faculty Representative, BCA                                   |
| Bruno Lyra                | Faculty Representative, BCA                                   |
| Eryn Martyn               | Faculty Representative, BID                                   |
| Metanat Daghighy          | Student Representative, BID                                   |
| Tanisha Syed (BBA)        | Student Representative, BBA                                   |
| Kristen Karmazinuk        | Alumni Representative   |
| Dr. Allyson Lowe          | Provost and Executive Vice-President Academic, ex officio     |
| Lois Fleming              | University Registrar, ex officio                              |
| Sarah Van Sickle          | Resource Management Librarian, ex officio                     |
| Dr. Karen Stevenson       | Associate Vice President, Learning Design, ex officio         |
| Dr. Theon O'Connor        | Director, Student and Registrarial Services                   |
| Dr. John Crossley         | Interim Director Academic Governance and Policy               |

#### **2.4. Academic Governance at the Program Level**

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

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

#### **3.1. Vision**

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

#### **3.2. Mission**

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

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

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

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

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

#### **3.3. Core Values**

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

##### *Fuel Learning Potential*

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

##### *Own Our Impact*

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

##### *Build Inclusive Communities*

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

### *Embrace Purposeful Curiosity*

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

### **3.4. Signature Learning Outcomes**

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

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

See also [\*Signature Learning Outcomes\*](#).

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

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

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

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

In October 2011, the Lieutenant Governor of New Brunswick signed an order-in-council designating Yorkville University to offer the Master of Education (Adult Education) program. Classes began online in January 2012. In March 2012, Yorkville University was designated to offer the Bachelor of Business Administration program; classes began in October 2012. In December 2014, Yorkville University was designated to offer an additional Master of Education with a specialization in Leadership; classes began in May of 2015. In July 2020, the university was designated under the New Brunswick Degree Granting Act to offer a Doctor of Counselling and Psychotherapy degree.

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

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



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

This section addresses policies and associated procedures that affect the rights and responsibilities of students at Yorkville University. Full details of many of these policies, together with procedures and supporting documentation related to the policies are found at [Yorkville University: Resources](#) (scroll to the bottom of the web page).

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

### **5.1. Academic Freedom**

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

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

Academic freedom includes:

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

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

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

Academic freedom protects the intellectual independence, not only of faculty members and researchers, but also of students who may pursue knowledge and express ideas without interference

from authorities within the institution. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion.

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

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

Staff members are encouraged to pursue continuing intellectual development through study or research on a consistent basis.

## **5.2. Intellectual Property**

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

As an employer, Yorkville University claims ownership of all works created by regular employees and temporarily contracted persons, including faculty members, in the normal course of employment. Such works include: course curriculum; teaching and learning support materials and resources, including that

produced under contract; and administrative materials, such as assessment rubrics, tests, and examinations.

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

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

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

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

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

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

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

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

## **5.4. Ethical Standards**

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

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

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

## **5.5. Equity, Diversity, and Inclusion**

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

Yorkville recognizes that workplaces and post-secondary institutions historically have marginalized Equity-Seeking Groups. It is recognized that this marginalization has the potential impact of hindering an individual's ability to fully, freely and equitably participate within the workplace, academic environments and in society. Systems of marginalization include but are not limited to Ableism, Ageism, Classism, Biphobia, Homophobia, Transphobia, Sexism, Racism, Anti-Black Racism, Anti-Indigenous Sentiment, Anti-Semitism, Islamophobia, Anti-Immigrant Sentiment and other systems. Yorkville is committed to working to remove barriers related to systems of marginalization. Yorkville is also committed to the spirit of truth and reconciliation towards Indigenous Peoples. In addition to acknowledging the Indigenous communities on whose traditional territories we work and learn (including through the use of Land Acknowledgements), Yorkville will also strive to build relationships of recognition and respect with Indigenous Peoples. Yorkville strives to align itself with the United Nations Sustainable Development Goals related to providing inclusive and equitable quality education.

Yorkville is committed to ensuring that all Members of the Yorkville Community feel welcome and included in the workplace and academic environments. Yorkville will promote and support Equity, Diversity, and Inclusion to reflect and respond to the needs of our faculty, students, and staff. Yorkville strives to create work and learning environments in which individuals can participate, maximize their contributions, and achieve their full potential. Yorkville promotes environments where a plurality of Lived Experiences and diverse narratives are embraced. Equipping students with the skills for storytelling is especially unique with respect to Yorkville's involvement in promoting equitable

representation within the creative industries. Furthermore, Yorkville will work towards removing barriers to Equity, Diversity, and Inclusion in its workplace and learning environments.

Students with Equity, Diversity, and Inclusion issues or concerns should contact the [Office of Student Rights and Responsibilities](#). The complete official Equity, Diversity, and Inclusion Policy is available at [Yorkville University: Resources](#) and here: ([Equity, Diversity, and Inclusion Policy](#))

## **5.6. Gender Inclusion Policy**

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

Yorkville recognizes that individuals who do not conform to a gender binary and societal gender norms experience barriers, inequities and risks to their wellbeing based on prejudices. This has the potential impact of hindering the individual's ability to fully, freely and equitably participate within the Yorkville workplace and/or learning environment. Yorkville is committed to ensuring that all Members of the Yorkville Community feel welcome and included in the workplace and academic environments. Yorkville will promote and support gender Inclusion in all academic and corporate policies, procedures, programs, and services to reflect and respond to the needs of our faculty, students, and staff. Yorkville strives to create work and learning environments in which individuals can participate, maximize their contributions, and achieve their full potential. Yorkville promotes environments where a plurality of Lived Experiences is embraced, including Safe Spaces. Furthermore, Yorkville will work towards eliminating barriers to gender Inclusion in its workplace and learning environments.

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

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

## **5.7. Discrimination and Harassment**

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

Yorkville will not tolerate discrimination or harassment on the basis of differences in race, ancestry, place of origin, caste, colour, ethnic origin, national origin (New Brunswick), citizenship, creed, sex (includes pregnancy and breastfeeding), sexual orientation, gender identity, gender expression, age, marital status, family status, disability, record of offenses in employment (Ontario), political belief (British Columbia), political belief/activity (New Brunswick) or social condition (New Brunswick), or any other prohibited grounds of discrimination as prescribed by law. Yorkville encourages the reporting of all incidents of discrimination or harassment, regardless of who the offender may be.

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

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

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

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

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

## **5.8. Prevention of Sexual Misconduct and Violence**

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

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

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

## **5.9. Academic Accommodations and Accessibility**

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

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

1. Removing barriers to access.
2. Deploying inclusive supports that facilitate access for students with Disabilities.
3. Providing Academic Accommodations to students with Disabilities and students with other needs relating to Protected Grounds as per this Policy.

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

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

## **5.10. Accommodations for Religious Observances**

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



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

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

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

## **5.11. Student Conduct**

### **5.11.1. Academic Integrity and Honesty**

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

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

Students are expected to familiarize themselves with the complete official Academic Integrity and Honesty Policy, together with the associated Academic Integrity and Honesty Procedures, which are available at [Yorkville University: Resources](#). The complete policy defines Academic Offenses and associated penalties in detail. The procedures describe how offenses under the policy are investigated and prosecuted.

### **5.11.2. Non-Academic Code of Conduct**

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



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

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

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

Students should familiarize themselves with acceptable grounds for academic appeals, types of academic appeals, and appeal procedures. The complete official appeals policy and associated procedures can be found at [Yorkville University: Resources](#).

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

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

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

## **5.13. Institutional Closure**

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

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

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

### **5.15. Student ID**

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

### **5.16. Health Insurance**

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

### **5.17. Mandatory Use of Email Accounts**

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

An added benefit is that students' YU email address will provide them with the ability to use the Single Sign-On (SSO) feature which will provide immediate access to all accounts.

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

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

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

### **6.1. Undergraduate Admissions**

The university has established admission requirements for each undergraduate program. Specific requirements for admission to the Bachelor of Business Administration and Bachelor of Interior Design programs can be found in Section 10.

#### **6.1.1. General Admissions Procedures**

- Complete information about admission to Yorkville University programs is available from the admissions office:
  - Toll free: (877) 429-4029
  - Local: (647) 497-8940
  - Fax: (647) 943-4989
  - Email: [admissionson@yorkvilleu.ca](mailto:admissionson@yorkvilleu.ca)
- Applicants are required to follow an online application process and to pay all published fees within the stated timelines.
- A student applying for entrance to a Yorkville University undergraduate program completes an online application form and submits it to the admissions office.
- Yorkville University has multiple admission deadlines in the academic year for undergraduate programs, depending on whether they are on a trimester or quarter term system Yorkville University offers four (4) intakes per year for its undergraduate programs. Students may begin any program in January, April, July, or October.
- Meeting the minimum requirements does not guarantee admission to any program.
- Although Yorkville University's intention is to keep rules and regulations stable over a long period of time, some regulations may differ from one academic year to another. Students will normally follow the regulations in the academic calendar for the year in which they are admitted.
- The university reserves the right to refuse admission to individual applicants.

#### **6.1.2. Undergraduate Programs Credit Transfer and Advanced Standing**

The transfer of credits obtained at other post-secondary institutions is permitted, but all requests must be well documented. For undergraduate degree programs, the limit on the number of credits that will be awarded for prior diploma level study will not exceed:

- 65% of the course credits for a four-year degree program from a completed three-year diploma;
- 40% of the course credits for a four-year degree program from a completed two-year diploma program.

Each undergraduate program has its own credit transfer rules and graduation requirements, and some programs may require a higher percentage of courses to be completed at Yorkville University. See program-specific information in Section 10 of this academic calendar.

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

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

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

### **6.1.3. Mature Students**

A mature student is an applicant who has not achieved the Ontario Secondary School Diploma or its equivalent and who is at least 19 years of age on or before the commencement of the program in which he/she intends to enroll. Consistent with Ministry guidelines, Yorkville University's admissions policy for mature students creates a pathway for applicants who can demonstrate abilities equivalent to those of Ontario high school graduates through the successful completion of courses at the postsecondary level or through proficiency assessments.

### **6.1.4. International Students**

**For International Students attending Yorkville University on a study permit:**

Yorkville University's undergraduate programs are delivered on a quarter-term calendar. Students are admitted each quarter in January, April, July, and October.

An academic year is defined as three quarter-terms. International students may take a break in their fourth quarter-term. They may also choose to continue their studies in the fourth quarter-term, depending on course availability.

To meet full-time student status, international students must be registered in 3-4 courses a quarter-term, the majority of which are delivered on campus.

### **6.1.5. English Language Proficiency**

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

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

1. Completion of secondary education where English is the language of instruction.<sup>1</sup>
2. Successful completion of at least 12 credit hours of previous postsecondary education where English is the language of instruction.<sup>1</sup>
3. Successful completion with the equivalent of "B" standing of a post-secondary level English for Academic Purposes program accredited by Languages Canada ([Language Canada Website](#)).

4. Confirmation of an acceptable score<sup>2</sup> on a test of English language proficiency recognized by Yorkville University.<sup>3</sup>

| English Language Proficiency Tests: Minimum Scores Required for Admission |                         |                                    |  |                                |                             |                             |   |
|---|-------------------------|------------------------------------|--|--------------------------------|-----------------------------|-----------------------------|---|
|   | 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) |
| Undergrad. Programs   | 6.5 (no band below 6.0) | 58 (no skills area score below 50) | 60 (no component proficiency score below 50) | 8 (no component score below 7) | 120 (no subscore below 105) | 3.9 (no subscore below 3.7) | 80  |

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

**Undergraduate programs – Conditional Admission Requirements:**

Students admitted conditionally to start before January 1, 2025, must satisfy the following requirements.

Applicants to undergraduate programs who meet other admission requirements but have an IELTS score below 6.5 but no lower than 6.0 **and** have a minimum of 6.0 on all IELTS bands (or equivalent on another recognized English language proficiency test), will be admitted to the English for Academic Purposes (EAP), ENGL180 course to be completed in the first term of study along with specific other courses in the plan of study.

Students admitted conditionally to start after January 1, 2025, must satisfy the following requirements.

Applicants to undergraduate programs who meet other admission requirements but have an IELTS score below 6.5 but no lower than 6.0 **and** have a minimum of 6.0 on all IELTS bands (or

equivalent on another recognized English language proficiency test), may be admitted conditionally. Conditionally admitted students must meet the following requirements before being fully admitted to their program of study:

1. Students can only take three courses in their first term and ENGL101 must be one of those courses.
2. Students must achieve a minimum of a C+ (67%; 2.3 GPA) in ENGL101 as proof of their capability for university study in the English language.

Students who meet the above conditions after their first term of study are fully admitted into the program. Students who fail to achieve a C+ in ENGL101 are required to re-take the course at their own cost. A student has a maximum of two attempts to complete the ENGL101 requirement successfully.

For conditionally admitted students, the first term of study is prescribed by the University.

**Notes:**

1. Note, however, that 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.

**6.1.6. Academic Credit for Canadian Armed Forces training**

Serving or former members of the Canadian Armed Forces (CAF) who are admitted to a Yorkville University undergraduate program may receive up to 27 academic credits toward the Liberal Arts requirements of the program based on the learning already done by the student while completing formal CAF training. The number of credits awarded depends on the Liberal Arts requirements of the particular program and the level of CAF training completed and are determined on a case-by-case basis. Additional information is available on the university website and from admissions advisors.

**6.2. Re-admission Policies and Procedures**

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

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

Note also that admissions committees will not accept applications for re-admission, even from students eligible to apply, when the student was dismissed after progressive discipline for repeated academic offences such as plagiarism.

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

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

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

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

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

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

All fees and charges are quoted in Canadian dollars (CAD). Yorkville University also accepts equivalent payment in other currencies. For further information about tuition, fees, and payment methods, please contact the Bursar's Office at 1-877 429-4029.

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

Tuition fees are due prior to the start of each term. Students may request to pay tuition fees in monthly installments over the term -approval will be based on previous payment history. Arrangements for payment of tuition must be made at least two weeks prior to the start of each term. Please contact the Bursar's Office to make payment arrangements or for further information.

Tuition rates are confirmed three (3) months prior to the start of each term. Changes to tuition rates will be announced at least three (3) months prior to the start of the term to which they apply. Current tuition rates are available on the university's website, or from the Bursar's Office at 1-877 429-4029.

|  |  |
|--|--|
| <b>Delivery of Goods and Services Policy</b> | Students are required to purchase standard texts or special lesson manuals and lab/studio supplies as specified in the course syllabi.<br><br>Enrollment for a subsequent term will be denied to students who fail to fulfill their financial obligations. A student may be dismissed if payment is not made on the scheduled date. Students who are dismissed from the program will be subject to withdrawal fees as per the policies below based on the date of dismissal. In addition, no diploma is released to a student with outstanding financial obligations to Yorkville. In all cases, the student remains responsible for tuition and other charges incurred. |
| <b>Application Fee</b>                       | An Application Fee must accompany all admission or re-admission applications. This is a non-refundable fee that is not credited to the student's tuition. Up-to-date information on the Application Fee is available at <a href="https://www.yorkvilleu.ca/programs/">https://www.yorkvilleu.ca/programs/</a>  |
| <b>Registration Deposit (Seat Fee)</b>       | \$300 must be paid once the student has received a letter of acceptance. This is a non-refundable amount that will be credited towards the student's tuition.  |
| <b>Course Tuition Fee</b>                    | See the website for current Course Tuition Fee rates.  |
| <b>Continuous Enrolment Deposit</b>          | A Continuous Enrollment Deposit of \$300 will be assessed to all students who elect to take a term off. This deposit will be credited to the student's account as long as they return on schedule. If the  |



|                                  |  |
|----------------------------------|--|
|                                  | student does not return on schedule, they forfeit the deposit. This deposit will not be applicable to those students who are on an approved practicum deferral.  |
| <b>Re-entry Deposit</b>          | A re-entry deposit of \$300 will be collected for all students who withdrew from their studies and are now returning to the program. This deposit will be credited to their final term of study. It will be a onetime only credit.   |
| <b>Course/Section Change Fee</b> | A \$75 fee is assessed for all course cancellations, course additions, course changes, or section changes that occur after the registration deadline until the course start date. In the event a course change is required for academic reasons, the fee will not be applied.  |
| <b>Course Withdrawal Policy</b>  | Course withdrawal fees are based on the number of days that the student is enrolled in each course, starting on day 1. Students are charged on a pro-rata rate to the date the institution is notified in writing. The deadline for course withdrawal refunds in graduate programs is the 60% point in the course. The deadline for course withdrawal refunds in undergraduate programs is the 50% point in the course. A withdrawal admin fee will also be assessed. A withdrawal admin fee will be charged for each course withdrawal equal to 10% of the total course cost. |
| <b>Credit Balances</b>           | Credit balances resulting from cancellations, withdrawals, or other schedule changes will be applied to upcoming payments on the student's current or next term of study. Graduated or withdrawn students may request a credit balance be refunded by sending a written request to the Bursar. A refund cheque will be issued within 30 days of receipt of the request. Financial Aid refunds will be issued based in the applicable provincial regulations.   |
| <b>Late Payment Fee</b>          | A fee of \$35 will be applied to all NSF/Decline/Late Payments.  |
| <b>Graduation Fee</b>            | \$125 must accompany a student's Request to Graduate Form.   |
| <b>Transcript Fee</b>            | \$10 must accompany a student's Request for Transcript Form. A \$25 fee will be charged if the student requests the transcript to be couriered. Note: the student must be in good financial standing with the university prior to a transcript being issued.   |
| <b>Replacement Diploma</b>       | All replacement diplomas cost \$50 each.   |
| <b>International Student Fee</b> | An International Student fee is required on a per term basis. Please see the website for current rates.  |

### **7.1.1 Military Deployment Policy**

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

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

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

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

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

### **7.1.2. International Student Cancellation Policy**

International students who cancel their enrollment, for any reason, before the commencement of classes will receive a refund of any pre-paid tuition fees collected less a cancellation fee of \$500.

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

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

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

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

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

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

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

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

- TD Bank – [TD Bank Student Loans and Lines of Credit](#)
- CIBC - [CIBC Student Loans and Lines of Credit](#)
- Bank of Montreal – [BMO Student Loans and Lines of Credit](#)
- Royal Bank – [RBC Student Loans and Lines of Credit](#)

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

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

### **7.2.4. Lifelong Learning Plan (LLP)**

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

For more information, visit the [Lifelong Learning Plan](#).

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

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

### **8.1 Course Delivery**

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

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

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

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

#### **Timetables**

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

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

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

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

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

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

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

## **Syllabi**

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

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

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

## **Student End of Course Surveys**

At the end of each course, students will be asked to complete an end of course survey. These surveys give students the ability to provide feedback on their experiences throughout the course.

## **8.2. Assessment of Student Work**

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

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

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

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

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

Yorkville University uses *Turnitin*® software to screen student's academic submissions. This software is integrated with the online campus and allows comparison of student academic reports, major papers,

and other course submissions with over 20 billion archived web pages, over 220 million archived student papers, and over 90,000 journals, periodicals, and books. More information regarding this software is available online at [Turnitin Website](#).

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

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

### **8.2.3. Examinations**

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

## **8.3. Grading Policies**

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

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

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

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

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

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

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

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

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

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

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

**Designator of T – Transfer Credit:** An applicant intending to transfer credit from another institution must request a credit evaluation prior to the first semester and must provide an official transcript and calendar from the institution where the credit was earned. Yorkville may require additional material for

a credit evaluation by an approved external evaluation service (if credits were earned at a foreign institution). Students seeking to earn credit at another institution for transfer to Yorkville must have approval to do so in advance from the program director. (See Program Transfer Credit and Advanced Standing)

**Designator of P – Recognition of Prior Learning:** Students seeking proficiency credit for a course may request to take a proficiency examination provided they have not previously enrolled in the course at Yorkville. (See "[Examination Challenge for Credit](#)") Transfer or proficiency credit that satisfies graduation requirements is considered when determining a student's academic level and progress; however, this credit is not computed in grade point averages (GPAs).

**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. 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 are excluded from this calculation. The student's transcript will include a record of all courses taken and grades earned, including repeated courses.

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

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

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

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

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

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



standing. Students who do not maintain good academic standing will be placed on probation or academically dismissed.

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

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

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

1. Probationary standing for students readmitted after academic dismissal: Students who have been dismissed from their program because of continued poor academic performance can, in some circumstances, apply for re-admission to the program after a specified time has elapsed (*see section 6.2, above*). If readmitted, these students are placed on academic probation. The probationary period for students in this category will be the same as for someone who fails to maintain good academic standing as described below.
2. Failure to maintain good academic standing: The academic performance of each student is reviewed at the end of each term and students who are not in good standing (as defined by the program in which the student is enrolled) are placed on academic probation.

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

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

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

A student who has been placed on academic probation and whose cumulative GPA at the end of the subsequent term remains below the program's requirements for good academic standing will be academically dismissed and required to wait at least one year before applying for re-admission to the program. Note, however, that if a student's performance shows significant improvement such that the head of the program concludes that additional time is likely to bring the student into good academic standing, the head of the program may allow the student to continue on probation for an additional

term. Students for whom it is mathematically impossible to bring CPGA to good standing will not be granted such an extension. Only in exceptional circumstances will academic probation be extended for a second time.

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

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

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

**Academic dismissal** occurs when students fail to return to good academic standing after being placed on academic probation. Students who are in breach of the university's academic integrity policy may be academically dismissed. Students who have been academically dismissed can, in some circumstances, apply for re-admission to the university after twelve months has passed after their dismissal. Re-admission policy is found in Section 6.2 of the Academic Calendar.

#### **Graduation requirements:**

Section 10 of the academic calendar describes each university program's required course elements for students to graduate from that program of study.

*Graduation with Honours:* Any undergraduate students whose CGPA at graduation is between 3.70 and 3.99 and whose term record shows no failed courses or infringements of the Academic Integrity and Honesty policy will be recognized on their transcript and degree parchment as having *Graduated with Honours*.

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

*Graduation with Distinction:* Any undergraduate student whose CGPA at graduation is 4.0 or higher and whose term record shows no failed courses or infringements of the Academic Integrity and Honesty policy will be recognized on their transcript and degree parchment as having *Graduated with Distinction*.

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

### 8.3.1 Undergraduate Program Grading Policies

| Grade Standards, Undergraduate Programs   |   |  |
|---|---|--|
| Definition  | Letter Grades and GPA and % Equivalencies | Standard Required to Achieve the Letter Grade  |
| <p><b>A</b></p> <p>Excellent or Outstanding: Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.</p>                             | <p>A+ (4.3)<br/>90 – 100%</p>             | Outstanding. Evidence of expertise in all key performance areas. The A+ is reserved for those few pieces of work and those rare overall achievements that are truly outstanding and exceed expectations. |
|   | <p>A (4.0)<br/>85 – 89.9%</p>             | Excellent. Evidence of at least mastery in all key performance areas and of expertise in most.   |
|   | <p>A- (3.7)<br/>80 – 84.9%</p>            | Superior. Evidence of at least mastery in all key performance areas and of expertise in some.  |
| <p><b>B</b></p> <p>Good: Evidence of grasp of subject matter; evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.</p>   | <p>B+ (3.3)<br/>77 – 79.9%</p>            | Very good. Evidence of mastery in all key performance areas.   |
|   | <p>B (3.0)<br/>73 – 76.9%</p>             | Good. Evidence of at least competence in all key performance areas and of mastery in most.   |
|   | <p>B- (2.7)<br/>70 – 72.9%</p>            | More than competent. Evidence of at least competence in all key performance areas and of mastery in some.  |
| <p><b>C</b></p> <p>Satisfactory: Student who is profiting from the university experience; some evidence that critical and analytic skills have been developed; basic understanding of the subject matter and ability to develop solutions to simple problems in the material.</p> | <p>C+ (2.3)<br/>67 – 69.9%</p>            | Competent. Evidence of competence in all key performance areas.  |
|   | <p>C (2.0)<br/>63 – 66.9</p>              | Fairly Competent. Evidence of competence in most but not all key performance areas.  |
|   | <p>C- (1.7)<br/>60 – 62.9%</p>            | Basic competence. Evidence of competence in some key performance areas.  |
| <p><b>D</b></p> <p>Minimally acceptable: Some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability.</p>   | <p>D+ (1.3)<br/>57 – 59.9%</p>            | Marginal Performance. Superficial ability but not competency in most key performance areas.  |
|   | <p>D (1.0)<br/>53 – 56.9%</p>             | Minimal performance. Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.   |
|   | <p>D- (0.7)<br/>50 – 52.9%</p>            | Deficient performance. Superficial ability in only a few key performance areas and deficient performance in many areas.  |
| <p><b>F</b></p> <p>Inadequate: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.</p>  | <p>F (0.0)<br/>0 – 49.9%</p>              | Failure. Deficient performance in all key performance areas.   |

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

**Academic standing:**

To maintain *good academic standing*, students must maintain a cumulative GPA of 2.0 (C) or higher. A student may elect to repeat any course in order to raise their GPA to establish good academic standing, but no course may be repeated more than twice (i.e., taken more than 3 times).

To be named to the Dean's List, a student's Cumulative GPA at the end of a term must be 3.70 or higher and there must be no failures or incomplete grades during the term and no infringements of the Academic Integrity and Honesty Policy.

**Repeating courses:** *A student may repeat any passed course or a failed elective course in order to maintain good academic standing or improve the student's cumulative GPA, but no course may be repeated more than twice (i.e. taken more than 3 times). A student must repeat any required course in which they received a failing grade or in which a minimum grade is required to progress through or graduate from a program, but can repeat the course no more than twice. The transcript will contain a complete record of all courses taken and grades earned, but only the best grade earned in a repeated course will be used to calculate the cumulative GPA.*

**Academic warning and probation:**

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

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

- a) The student failed to achieve good academic standing after having been placed on academic probation;
- b) The student qualifies for dismissal under the University's Academic Integrity and Honesty Policy.

#### **8.4. Student Transcripts**

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

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

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

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

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

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

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

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

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

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

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

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

## **9. Services for Students**

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

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

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

**MyYU:** On every page of the online campus and in every course, students will find a link to MyYU. MyYU gives the student access to a wide variety of services, including the Student Success Centre (which includes many resources to help students master the skills required to succeed in their courses), Library, Registrar's Office, and the student's personal and confidential university records.

**AskYU:** Directly beside the links to MyYU in the online campus and in courses is a link to AskYU. Here students may ask for assistance with any problems they encounter, and the question will be directed to and addressed by the appropriate support department - library, registrar, information technology, program advisement, student finance, etc. Students can expect quick responses to AskYU inquiries.

## 9.1. University Directory

**Toll Free:** (877) 429-4029

**Local:** (647) 497-8940

**Fax:** (647) 943-4989

| Department  | Contact  |
|---|--|
| General Inquiries   | <a href="mailto:info@yorkvilleu.ca">info@yorkvilleu.ca</a>   |
| Admissions  | <a href="mailto:admissionson@yorkvilleu.ca">admissionson@yorkvilleu.ca</a>   |
| Bursar's Office   | <a href="mailto:bursar@yorkvilleu.ca">bursar@yorkvilleu.ca</a>   |
| Registrar's Office<br>Requests made outside of business hours<br>will be responded to the next business day | <a href="mailto:registrar.on@yorkvilleu.ca">registrar.on@yorkvilleu.ca</a>   |
| Bookstore   | <a href="mailto:yorkville@nuskule.com">yorkville@nuskule.com</a><br>or<br><a href="#">Bookstore Website</a>  |
| Library   | <a href="mailto:librarian@yorkvilleu.ca">librarian@yorkvilleu.ca</a><br>or<br><a href="#">Contact a Librarian</a>  |
| Academic accommodations for students with<br>disabilities   | <a href="mailto:accessibility@yorkvilleu.ca">accessibility@yorkvilleu.ca</a>   |
| Student Mental Health and Wellness Services   | <a href="mailto:wellness@yorkvilleu.ca">wellness@yorkvilleu.ca</a>   |
| Technical Services<br>Response will be made within 24 hours   | <a href="https://my.yorkvilleu.ca/ask/">https://my.yorkvilleu.ca/ask/</a><br>1-877-320-1220  |
| Office of the Vice President Academic   | <a href="mailto:vpaon@yorkvilleu.ca">vpaon@yorkvilleu.ca</a>   |
| To request a student card   | <a href="https://ask.yorkvilleu.ca/">https://ask.yorkvilleu.ca/</a><br><a href="https://ask.torontofilmschool.ca/">https://ask.torontofilmschool.ca/</a> |
| Program Advisors  | <a href="https://my.yorkvilleu.ca/ask/">https://my.yorkvilleu.ca/ask/</a>  |
| To contact faculty members  | Please refer to e-mail addresses listed in<br>the Online Campus  |
| University Mailing Address  | Yorkville University<br>2000 Steeles Ave. West<br>Concord, ON 4K 4N1   |

## **9.2. Registrar's Office**

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

## **9.3. The Online Campus**

A Learning Management System (LMS) streamlines online learning by providing a centralized platform for delivering, managing, and tracking educational content, facilitating communication, assessments, and resources for both students and faculty. IT and Learning Design teams deliver, manage, and track educational courses, ensuring an organized and effective learning experience.

## **9.4. University Library**

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

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

- Technical assistance related to accessing and using library resources
- Obtaining resources outside of the library collection
- Identifying search strategies for assignments and research
- Providing citation support
- Finding open-access resources

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

## **9.5. Textbooks**

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

## **9.6. Online Teaching and Learning**

Support for online teaching and learning is available through the Center for Teaching Excellence and Innovation and the Learning Design teams.

### **9.6.1. Student Online Orientation**

Yorkville University has created a self-directed learning module that orients new students to the process of online learning. The orientation is accessed through MY YU and is available for all registered students and faculty members.



### **9.6.2. Technical Support**

Technical support may be requested by a toll-free telephone line, on campus or through a designated helpdesk (web form). Requests for assistance received outside normal business hours may not be handled until the next business day.

### **9.6.3. Essential Computer Hardware and Software**

Yorkville University expects students and faculty members to provide their own computer in order to participate fully in course activities. They should have access to a computer (PC or Apple) capable of accessing the Internet comfortably. A high speed (cable, phone line, or fibre optics) Internet connection is required; video and web-conferencing are being used increasingly in many courses. E-mail capability and a current version of Microsoft Edge, Google Chrome or Safari are required. Microsoft Edge, Google Chrome, and Safari are available free of charge. Students should also be familiar with sending and receiving e-mail, attaching electronic files, and browsing web pages.

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

Faculty members and students will be given access to a library account, Moodle support, Microsoft Office 365 and to open-source software that will protect their electronic files and communications.

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

## **9.7. Housing Services**

The Yorkville University website provides housing listings to assist students in their search for accommodations. Students are responsible for ensuring that the housing options meet their needs.

Financial and leasing arrangements are made directly between students and property owners, many of whom require prepayment of the first and last month's rent.

Yorkville University also offers a Student Housing Guide to help students navigate the often-rigorous housing search process.

For more information on housing, please visit [Yorkville University: Resources](#).

## **9.8 Career Services**

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

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

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

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

### **9.9. Accessibility and Academic Accommodations**

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

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

### **9.10. Mental Health and Wellness Services**

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

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

For additional information or to seek assistance, students may contact the Wellness director or counsellor at [wellness@yorkvilleu.ca](mailto:wellness@yorkvilleu.ca) or the TELUS app [TELUS Student Support](#).

### **9.11. Student Success Centre**

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

Accessible through MY YU, the Student Success Center is a free service available to students 24/7.

### **9.12. Student Activities**

Yorkville University offers a variety of on-campus activities to keep students engaged with the Yorkville campus community. For more information about student life activities, please contact the Ontario Student Life team at: [studentlifeon@yorkvilleu.ca](mailto:studentlifeon@yorkvilleu.ca).

### **9.13. MYYU Online Student Portal**

MyYU portal, an online platform devoted to student support needs. The writing lab, financial services, the bookstore, career services, library services, accessibility and accommodations, and other resources are available via MyYU.

### **9.14. Online Community**

Students are encouraged to participate in a supportive community through an online chatroom/discussion board available to all students embedded in each course through all programs.

### **9.15. Forms**

Various forms are used to help the university administration run more efficiently. A form provides evidence that certain actions took place (or should have taken place). Students and faculty members should become familiar with the forms listed below. Most forms are available in the online campus as PDF files that can be printed, completed, and then faxed to Yorkville University (647) 943-4989 or mailed to 2000 Steeles Avenue West, Concord, Ontario, Canada, L4K 4N1. Forms are available to students in their MY PATH student portal. Forms are also available by email through the Registrar's Office at [registrar.on@yorkvilleu.ca](mailto:registrar.on@yorkvilleu.ca) or visit [Registrar's Office: Ontario](#) or <https://my.yorkvilleu.ca/ask/>.

Forms available online or from the Registrar's Office include:

- Course Withdrawal Form
- Program Withdrawal Form
- Leave of Absence Request Form
- Application to Graduate Form
- Transcript Request Form
- Grade Appeals Form
- Proctor Declaration Form
- Student Identification Request Form
- Request for Proof of Enrolment Letter

#### **9.15.1. Request for Grade of "Incomplete"**

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

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

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

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

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

1. Instructors are notified by the accommodations team of any students in their sections that require accommodations.
2. Instructor submits a request of incomplete before the date that the grades are pulled so a grade of incomplete can be added.

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

#### **9.15.2. Course Withdrawal Form**

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

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

#### **9.15.3. Program Withdrawal Form**

Students who must withdraw from a program, for whatever reason, must complete a *Program Withdrawal Form*. Refund of tuition is prorated by the amount of time that has elapsed from the beginning of the student's current course (for further details, please see the refund schedule in Section 7); no refund is available for admission or administrative fees.

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

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

#### **9.15.5. Internal Transfer Form**

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

**9.15.6. Transcript Request Form**

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

## **10. Program Information**

This section provides detailed program information for all programs offered by Yorkville University in Ontario.

### **10.1. Bachelor of Business Administration (Project Management)**

Yorkville University currently offers a Bachelor of Business Administration degree in Ontario.

#### **10.1.1. Bachelor of Business Administration (Project Management)**

The Bachelor of Business Administration (Project Management) program at Yorkville University is oriented toward working adults interested in broadening and developing their knowledge and skills in business management. The Bachelor of Business Administration (Project Management) degree delivered in Ontario is the only undergraduate Bachelor of Business Administration degree dedicated in Project Management in Canada.

The Ontario Bachelor of Business Administration (Project Management) program is rooted in fundamental and traditional business disciplines including project management, accounting, economics, finance, and marketing; it focuses on the roles played by ethics, effective decision making, and leadership in creating successful businesses. The program fosters student skills in communications, decision making, problem solving, and teamwork. Emphasis is placed on helping students develop their abilities to use technology, analyze data, and manage resources in support of an organization's mission.

On April 7, 2017, Yorkville University received consent from the Ontario Minister of Advanced Education and Skills Development to offer a Bachelor of Business Administration (Project Management) degree. In selecting this program, prospective students are responsible for ensuring that the degree will be appropriate to their needs (e.g., acceptable to potential employers, professional licensing bodies, or other educational institutions).

#### **10.1.2. Detailed Program Information: Bachelor of Business Administration (Project Management)**

##### **10.1.2.1. Program Requirements for students beginning the BBA (PM) after October 1, 2024, and students opting to move to the BBA (PM)**

The curriculum design of the Bachelor of Business Administration (Project Management) has broad learning outcomes associated with an undergraduate degree as well as the more specific learning outcomes tied to an initial study in business and project management. The overall objective is to provide students with a sound foundation in the theory and practice of business management. The program emphasizes the application and integration of theory and practice. Using case study analysis and comprehensive project approaches, the program is designed to ensure students learn the contextual relevance of the concepts being studied.

The Bachelor of Business Administration (Project Management) comprises 120 study credits, consisting of twenty-two (22) three-credit business courses, eight (8) Liberal Arts courses, nine (9) project management-based courses (three credits each), and one (1) business plan course (three credits). Completion of the Business Plan course (BUSI 4053) and the Rescuing Failed Projects (BUSI 3893) course is the last requirement before graduation and these two are considered capstone courses that will summarize the business and project management knowledge and skills, respectively, gained by the student over the duration of the Bachelor of Business Administration (Project Management) program.

## Bachelor of Business Administration Program Structure Overview

|   |
|---|
| <p>Introduction and General Business Education Component</p> <ul style="list-style-type: none"> <li>• 6 academic courses</li> <li>• Total: 18 credits</li> </ul>  |
| <p>Core Business Component</p> <ul style="list-style-type: none"> <li>• 12 intermediate and advanced academic business and management courses <ul style="list-style-type: none"> <li>○ BUSI 4153 Business Strategy</li> </ul> </li> <li>• Total: 36 credits</li> </ul>  |
| <p>Application and Integration Component</p> <ul style="list-style-type: none"> <li>• 4 project-based academic courses (12 credits) (required) <ul style="list-style-type: none"> <li>○ BUSI 4013 Business Organization Analysis Project</li> <li>○ BUSI 4023 Contemporary Issues in Business: A Case Approach</li> <li>○ BUSI 4063 Business Analytics and Intelligence</li> <li>○ BUSI 4133 Managing Organizational Change</li> </ul> </li> <li>• 1 final business plan project course (3 credits) (required)</li> <li>• All courses in this category must be completed at Yorkville University.</li> <li>• Total: 15 credits</li> </ul> |
| <p>Specialization in Project Management</p> <ul style="list-style-type: none"> <li>• 9 courses that comprise the Project Management specialization</li> <li>• All credits of this specialization block must be taken at Yorkville University, three of which must be represented by the capstone project course</li> <li>• Total: 27 credits</li> </ul>   |
| <p>Liberal Arts</p> <ul style="list-style-type: none"> <li>• 8 Liberal Arts courses in addition to BUSI 2033</li> <li>• Total: 24 credits</li> </ul>  |

## Bachelor of Business Administration (Project Management) Program Structure - Detailed

|  |  |
|--|--|
| <p><b>Requisite Preparatory Course</b></p> <ul style="list-style-type: none"> <li>• <i>Required (unless exempted) (0 credits)</i></li> </ul> |  |
| <b>Course Number</b>   | <b>Course Title</b>  |
| MATH 0910  | Developmental Math   |
| <p><b>Introduction (18 credits or 6 courses)</b></p> <ul style="list-style-type: none"> <li>• <i>All Courses Required</i></li> </ul>         |  |
| <b>Course Number</b>   | <b>Course Title</b>  |
| BUSI 1003  | Math for Business (3 credits)                                      |
| BUSI 1013  | Statistics for Business (3 credits) (p/r = BUSI 1003)              |
| BUSI 1033  | Introduction to Business (3 credits)                               |
| BUSI 1043  | Introduction to Financial Accounting (3 credits) (p/r = BUSI 1003) |
| BUSI 1073  | Business Writing and Communications (3 credits)                    |
| BUSI 1083  | Microeconomics (3 credits)   |
| BUSI 1093  | Introduction to Marketing (3 credits)                              |

| <b>Core Business (36 credits or 12 courses)</b>                               |  |
|---|--|
| <ul style="list-style-type: none"> <li><i>All Courses Required</i></li> </ul> |  |
| <b>Course Number</b>  | <b>Course Title</b>  |
| BUSI 2003   | Macroeconomics in Global Context (3 credits)   |
| BUSI 2013   | Business Decision Analysis (3 credits) (p/r = 1013)  |
| BUSI 2023   | Business Law (3 credits)   |
| BUSI 2033   | Organizational Behaviour and Management  |
| BUSI 2043   | International Business Environment (3 credits)   |
| BUSI 2053   | Business Ethics (3 credits)  |
| BUSI 2083   | Introduction to Managerial Accounting (3 credits) (p/r = BUSI 1043)                        |
| BUSI 2093   | Introduction to Managerial Finance (3 credits) (p/r = BUSI 2083)                           |
| BUSI 2103   | Human Resources Management and Development (3 credits) (p/r = BUSI 2033)                   |
| BUSI 4153   | Business Strategy (3 credits) (p/r = BUSI 1043, 2033, 1093, 2073, 2083, 2093, 2103 & 2113) |
| BUSI 2153   | Entrepreneurship (3 credits) (p/r = BUSI 1083, 1043, 2033, 1093 & 2083)                    |
| BUSI 2163   | Marketing Strategy (3 credits) (p/r = BUSI 1093)   |

| <b>Application and Integration Component (15 credits consisting of four 3-credit project- based courses and one 3-credit business plan project)</b> |   |
|---|---|
| <ul style="list-style-type: none"> <li><i>Required Courses</i></li> </ul>   |   |
| <b>Course Number</b>  | <b>Course Title</b>   |
| BUSI 4013   | Business Organization Analysis Project (3 credits) (p/r = 90 credit hours of business and Project Management Courses)           |
| BUSI 4023   | Contemporary Issues in Business: A Case Approach (3 credits) (p/r = 21 credit hours of business and Project Management courses) |
| BUSI 4053   | Business Plan (3 credits) (p/r = 90 credit hours of business and Project Management Courses)                                    |
| BUSI 4083   | Information Technology and Business Analytics for Managers (3 credits)  |
| BUSI 4133   | Managing Organizational Change (3 credits) (p/r = 90 credit hours of business and Project Management Courses)                   |

| <b>Specialization (27 credits or 9 courses)</b> |   |
|---|---|
| <b>Course Number</b>                            | <b>Course Title</b>                                       |
| Project Management                              |   |
| BUSI 3063                                       | Introduction to Project Management (3 credits)            |
| BUSI 3823                                       | Communication Essentials for Project Managers (3 credits) |



| <b>Specialization (27 credits or 9 courses)</b>  |   |
|--|---|
| <b>Course Number</b>   | <b>Course Title</b>   |
| BUSI 3613  | Project Teams and Leadership (3 credits) (p/r = BUSI 3603 & 3823))                |
| BUSI 3623  | Project Planning Essentials (3 credits) (p/r = BUSI 3613)                         |
| BUSI 3853  | Risk Management (3 credits)   |
| BUSI 3863  | Project Scheduling and Cost (3 credits) (p/r = BUSI 3853)                         |
| BUSI 3633  | Project Execution, Monitoring, Control and Closing (3 credits) (p/r = BUSI 3863)) |
| BUSI 3883  | Agile Project Management (3 credits) (p/r = BUSI 3873)                            |
| BUSI 3893  | Rescuing Failed Projects (3 credits) (p/r = BUSI 3883)                            |
| <p><b>4. Liberal Arts Electives (24 credits in total, based on 8 (3 credit) courses)</b></p> <p style="padding-left: 40px;">2 courses at the Tier 1 level*</p> <p style="padding-left: 40px;">4 courses at the Tier 2 level</p> <p style="padding-left: 40px;">2 courses at the Tier 3 level</p> <p>*International students are required to take UNIV101 and may be required to meet additional requirements depending on the level of English language proficiency provided at the time of admission. <i>See Section 6.1.5 for conditional admission rules for students who do not fully meet English language proficiency requirements.</i></p> <p>* For a list of Liberal Arts Courses please refer to Section 10.4 of the Ontario Academic Calendar.</p> |   |

**10.1.2.2. Program Requirements for students who began the BBA before October 1, 2024**

The curriculum design of the BBA has broad learning outcomes associated with an undergraduate degree as well as the more specific learning outcomes tied to an initial study in business. The overall objective is to provide students with a sound foundation in the theory and practice of business management. The program emphasizes the application and integration of theory and practice. Using case study analysis and comprehensive project approaches, the program is designed to ensure students learn the contextual relevance of the concepts being studied.

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

**Bachelor of Business Administration Program Structure Overview**

|   |
|---|
| <p>1. Introduction and General Business Education Component</p> <ul style="list-style-type: none"> <li>• 7 academic courses</li> <li>• Total: 21 credits</li> </ul>   |
| <p>2. Core Business Component</p> <ul style="list-style-type: none"> <li>• 15 intermediate and advanced academic business and management courses <ul style="list-style-type: none"> <li>○ BUSI 4153 Business Strategy</li> </ul> </li> <li>• Total: 48 credits</li> </ul> |

|  |
|--|
| 3. Application and Integration Component   |
| <ul style="list-style-type: none"> <li>• 4 project-based academic courses (12 credits) (required) <ul style="list-style-type: none"> <li>○ BUSI 4013 Business Organization Analysis Project</li> <li>○ BUSI 4023 Contemporary Issues in Business: A Case Approach</li> <li>○ BUSI 4063 Business Analytics and Intelligence</li> <li>○ BUSI 4133 Managing Organizational Change</li> </ul> </li> <li>• 1 final business plan project course (3 credits) (required)</li> <li>• All courses in this category must be completed at Yorkville University.</li> <li>• Total: 12 credits</li> </ul> |
| 4. Specialization  |
| <ul style="list-style-type: none"> <li>• 5 courses that comprise the Project Management specialization</li> <li>• 6 credits of this specialization block must be taken at Yorkville University, three of which must be represented by the capstone project course</li> <li>• Total: 15 credits</li> </ul>  |
| 5. General Studies   |
| <ul style="list-style-type: none"> <li>• 8 General Studies courses in addition to BUSI 2033</li> <li>• Total: 24 credits</li> </ul>  |

### Bachelor of Business Administration Program Structure - Detailed

| <b>1. Prerequisite Preparatory Course</b>   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <i>Required (unless exempted)</i></li> </ul> |  |
| Course Number   | Course Title   |
| Math 0910   | Developmental Math   |
| <b>2. Introduction and General Business Education (21 credits or 7 courses)</b>       |  |
| <ul style="list-style-type: none"> <li>• <i>All Courses Required</i></li> </ul>       |  |
| Course Number   | Course Title   |
| BUSI 1003   | Math for Business (3 credits)  |
| BUSI 1013   | Statistics for Business (3 credits) (p/r = BUSI 1003)                    |
| BUSI 1033   | Introduction to Business (3 credits)                                     |
| BUSI 1043   | Introduction to Financial Accounting (3 credits) (p/r = BUSI 1003)       |
| BUSI 1073   | Business Writing and Communications (3 credits)                          |
| BUSI 1083   | Microeconomics (3 credits)   |
| BUSI 1093   | Introduction to Marketing (3 credits)                                    |
| <b>3. Core Business (45 credits or 15 courses)</b>                                    |  |
| <ul style="list-style-type: none"> <li>• <i>All Courses Required</i></li> </ul>       |  |
| Course Number   | Course Title   |
| BUSI 2003   | Macroeconomics in Global Context (3 credits)                             |
| BUSI 2013   | Business Decision Analysis (3 credits) (p/r = 1013)                      |
| BUSI 2023   | Business Law (3 credits)   |
| BUSI 2033   | Organizational Behaviour and Management                                  |
| BUSI 2043   | International Business Environment (3 credits)                           |
| BUSI 2053   | Business Ethics (3 credits)  |
| BUSI 2083   | Introduction to Managerial Accounting (3 credits) (p/r = BUSI 1043)      |
| BUSI 2093   | Introduction to Managerial Finance (3 credits) (p/r = BUSI 2083)         |
| BUSI 2103   | Human Resources Management and Development (3 credits) (p/r = BUSI 2033) |

|           |  |
|-----------|--|
| BUSI 2113 | Production/Operations Management (3 credits) (half term) (p/r = BUSI 1013)                 |
| BUSI 4153 | Business Strategy (3 credits) (p/r = BUSI 1043, 2033, 1093, 2073, 2083, 2093, 2103 & 2113) |
| BUSI 2133 | Organization Theory and Design (3 credits) (p/r = BUSI 2033)                               |
| BUSI 2153 | Entrepreneurship (3 credits) (p/r = BUSI 1083, 1043, 2033, 1093 & 2083)                    |
| BUSI 2163 | Marketing Strategy (3 credits) (p/r = BUSI 1093)   |
| BUSI 2173 | Information Technology for Managers (3 credits)  |

| <b>4. Application and Integration Component (15 credits consisting of four 3-credit project-based courses and one 3-credit business plan project)</b>                      |   |
|--|---|
| • <i>Required Courses</i>  |   |
| BUSI 4013  | Business Organization Analysis Project (3 credits) (p/r = 90 credit hours of business Courses)  |
| BUSI 4023  | Contemporary Issues in Business: A Case Approach (3 credits) (p/r = 21 credit hours of business courses)                              |
| BUSI 4053  | Business Plan (3 credits) (p/r=90 credits)  |
| BUSI 4133  | Managing Organizational Change (3 credits) (p/r = 90 credit hours of business courses)  |
| BUSI 4063  | Business Analytics and Intelligence (3 credits) (p/r=90 credit hours of business courses)   |
| <b>5. Specialization (15 credits or 5 courses)</b>   |   |
| Course Number  | Course Title  |
| Project Management   |   |
| BUSI 3603  | Introduction to Project Management (3 credits)  |
| BUSI 3613  | Project Teams and Leadership (3 credits) (p/r = BUSI 2113 & 3603)   |
| BUSI 3623  | Project Planning Essentials (3 credits) (p/r = BUSI 3603 & 3613)  |
| BUSI 3633  | Project Execution, Monitoring, Control and Closing (3 credits) (p/r = BUSI 3603, 3613 & 3623)   |
| BUSI 3643 or BUSI 3883   | Advanced Project Management (3 credits) (p/r = BUSI 3603, 3613, 3623 & 3633); OR Agile Project Management (3 credits) (p/r BUSI 3633) |
| <b>6. General Studies Electives (24 credits in total, based on 8 (3 credit) courses)</b>   |   |
| 2 courses at the Tier 1 level*   |   |
| 4 courses at the Tier 2 level  |   |
| 2 courses at the Tier 3 level  |   |
| *International students are required to take UNIV101; as well as ENGL180 or 101, depending on the level of English language proficiency provided at the time of admission. |   |
| Course Number  | Course Title  |
| ARTH110  | Western Art – Prehistoric to Gothic (3 credits)   |
| ARTH120  | Western Art – Renaissance to Contemporary (3 credits)   |
| ARTS101  | Principles of Art and Design (3 credits)  |
| ARTS102  | Arts Industries in Canada – an Introduction and Overview (3 credits)  |
| ARTS103  | Perspectives on Indigenous Arts (3 credits)   |
| COMM100  | Cross Cultural Communication (3 Credits)  |
| CRIN110  | Creativity and Innovation (3 credits)   |
| ENGL101  | Research and Composition (3 credits)  |

|          |  |
|----------|--|
| ENGL150  | Professional Communication (3 credits)                     |
| ENGL190  | Communications for the Creative Arts (3 credits)           |
| UNIV101  | University Studies   |
| QRSS100  | Qualitative Research Methods in Social Science (3 credits) |
| ENGL 250 | The Workplace in Fiction (3 credits)                       |
| GEOG 210 | Human Geography (3 credits)                                |
| HIST300  | The History of Sports (3 credits)                          |
| HUMN100  | Introduction to Beauty (3 credits)                         |
| HUMN200  | World Religions- A Comparative Study (3 credits)           |
| HUMN268  | Financial Literacy in a Canadian Context (3 credits)       |
| PHIL300  | Philosophical Thought and Leisure (3 credits)              |
| PSYC200  | Psychology of Everyday Life (3 credits)                    |
| PSYC210  | Contemporary Topics in Social Psychology (3 credits)       |
| PSYC330  | Psychology of Creativity (3 credits)                       |
| SOCI200  | Global Issues in Sociology                                 |
| SOCI300  | Sociology and Culture (3 credits)                          |
| HUMN422  | Topics in Technology and Society (3 credits)               |
| HUMN430  | Topics in Power and Society (3 credits)                    |
| HUMN440  | Smart and Sustainable Cities (3 Credits)                   |
| HUMN450  | Design Thinking (3 credits)                                |

### **10.1.2.3. BBA-Specific Admission Policies**

Completion of an Ontario High School diploma with at least a 65% average in six courses from the University or University/College streams, including:

- Grade 12 English (ENG4U or equivalent)
- A grade 12 math course at the U or M level
- Four other grade 12 courses at the U or M level

Equivalent Canadian and foreign high school credentials are accepted.

Applicants must establish proficiency in English sufficient for post-secondary study. *See Section 6.1.5 for English language proficiency requirements.*

### **Conditional Admission**

Applicants who do not meet the General Admission Requirements may still be considered for admission. Each applicant's file will be carefully reviewed to ensure there is sufficient evidence of their potential for academic success in the program. These applicants are subject to the same requirements related to academic standing.

### **10.1.2.4. Anticipated Completion Time**

The Bachelor of Business Administration (Project Management) program is a 120-credit hour program delivered over ten (10) terms. Students may complete the program in thirty (30) months as the university operates on a year-round basis. Students are expected to complete the program within eighty-four (84) months of starting their first class.

**10.1.2.5. Course Delivery**

The Bachelor of Business Administration (Project Management) courses are delivered both on-campus and online. New students will be enrolled in the program at the beginning of each quarterly term. Courses and prerequisites will be offered on a schedule intended to accommodate students starting in any of the quarterly terms. Individual plans of study will be prepared for each student that recommends the most effective and efficient sequence of courses to take over the course of their program. Each student's individual plan of study will be updated based on the courses in which he/she is enrolled each term.

**10.1.2.6. Assessment of Student Participation**

Please see [Section 8.2](#) for information regarding the assessment of student participation.

**10.1.2.7. Assessment of Written Assignments**

Please see [Section 8.2](#) for information regarding the assessment of written assignments.

**10.1.2.8. Credit Transfer Policies**

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

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

The general rules governing transfer of credits into the Bachelor of Business Administration (Project Management) are:

- The university may accept up to a maximum of 60 credits (50% of total credits required) in transfer toward the Bachelor of Business Administration (Project Management) degree for coursework.
- Credits being transferred to the Yorkville program must have been completed at a post-secondary institution recognized in that institution's home jurisdiction.
- Normally, only credits earned within ten years of a student's admission to Yorkville will be accepted, but the admissions committee may establish different rules for particular cases.
- Students must have achieved a satisfactory grade, as defined by the admissions committee, in the courses being considered for a transfer credit.
- For students who began the BBA (PM) after October 1, 2024, and students opting to move to the BBA(PM), transfer credit will not be granted for the following courses:
  - BUSI 3603 Introduction to Project Management
  - BUSI 3823 Communication Essentials for Project Managers
  - BUSI 3613 Project Teams and Leadership
  - BUSI 3623 Project Planning Essentials
  - BUSI 3853 Risk Management
  - BUSI 3863 Project Scheduling and Cost
  - BUSI 3633 Project Execution, Monitoring, Control, and Closing
  - BUSI 3883 Agile Project Management
  - BUSI 3893 Rescuing Failed Projects

- BUSI 4013 Business Organization Analysis Project
- BUSI 4023 Contemporary Issues in Business: A Case Approach
- BUSI 4053 Business Plan
- BUSI 4083 Information Technology and Business Analytics for Managers
- BUSI 4133 Managing Organizational Change
- BUSI 4153 Business Strategy
- For students who began the BBA before October 1, 2024, transfer credit will not be granted for the following courses:
  - BUSI 4013 Business Organization Analysis Project
  - BUSI 4023 Contemporary Issues in Business: A Case Approach
  - BUSI 4053 Business Plan
  - BUSI 4133 Managing Organizational Change
  - BUSI 4153 Business Strategy
  - BUSI 4063 Business Analytics and Intelligence
  - BUSI 3633 Project Execution, Monitoring, Control, and Closing (Capstone PM course)
  - BUSI 3643 Advanced Project Management
  - Applicants with completed 2-year diplomas and/or advanced diplomas in the field of business management may be eligible for transfer credits for BUSI 1073 and BUSI 1033.
- Official transcripts must be submitted at the time of application to Yorkville University for transfer credits to be considered by the university. Transcripts will be evaluated, and notification will be forwarded by the Registrar's Office concerning the student's status in the program, including the number of transfer credits awarded.
- Credits earned through transfer are not used to compute the student's GPA.

**10.1.2.9. Course Numbering**

Business courses numbered 1000, 2000, 3000, or 4000 are undergraduate level academic courses.

- Those ending in "0" are non-credit courses
- Those ending in "3" are three-credit courses

**10.1.2.10. Types of Credit Transfer**

Students who have successfully completed courses at another post-secondary institution that the admissions committee deems to be equivalent to courses in the Yorkville Bachelor of Business Administration (Project Management), may be given credit for the Yorkville course if the following requirements are met:

1. Sufficient information is provided to the admissions committee to allow the committee to assess the equivalency of the previously taken course with the Yorkville course thought to be its equivalent. Normally, this would include a course description and syllabus.
2. The student earned a satisfactory grade, as defined by the admissions committee, in the course for which equivalency is sought.
3. The course was completed within ten years of the student's application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)

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

**10.1.2.11. Graduation Requirements for students who began the BBA (PM) after October 1, 2024, and students opting to move to the BBA(PM)**

- The Bachelor of Business Administration (Project Management) requires a total of 120 study credits (excluding MATH0910, Requisite Pre-Math for Business) for graduation requirements to be met. These include the following: A minimum of 50% program credits must be completed through Yorkville University.
- The following courses must be completed through Yorkville University:
  - BUSI 3603 Introduction to Project Management
  - BUSI 3823 Communication Essentials for Project Managers
  - BUSI 3613 Project Teams and Leadership
  - BUSI 3623 Project Planning Essentials
  - BUSI 3853 Risk Management
  - BUSI 3863 Project Scheduling and Cost
  - BUSI 3633 Project Execution, Monitoring, Control, and Closing
  - BUSI 3883 Agile Project Management
  - BUSI 3893 Rescuing Failed Projects
  - BUSI 4013 Business Organization Analysis Project
  - BUSI 4023 Contemporary Issues in Business: A Case Approach
  - BUSI 4053 Business Plan
  - BUSI 4083 Information Technology and Business Analytics for Managers
  - BUSI 4133 Managing Organizational Change
- BUSI 4153 Business Strategy - Applicants with completed 2-year diplomas and advanced diplomas in the field of business management may be eligible for transfer credits for BUSI 1073 and BUSI 1033.
- The five required “Application and Integration” courses, with a cumulative value of 15 study credits, must be completed through Yorkville University.
- Two courses in the student’s specialization must be completed through Yorkville University.
- A cumulative grade point average (GPA) of 2.0 (“C”) or better must be obtained.

**10.1.2.12. Graduation Requirements for students who began the BBA before October 1, 2024**

The Bachelor’s Degree in Business (BBA) requires a total of 120 study credits (excluding MATH 0910, Requisite Pre-Math for Business), consisting of 35 three-credit courses, four project-based courses, and the production of a final business plan. Graduation requirements include the following:

- A minimum of 50% program credits must be completed through Yorkville University.
- The following courses must be completed through Yorkville University:
  - BUSI 1033 Introduction to Business
  - BUSI 1073 Business Writing and Communication
  - BUSI 3633 Project Execution, Monitoring, Control, and Closing (Capstone PM course)
  - BUSI 3643 Advanced Project Management
  - BUSI 4013 Business Organization Analysis
  - BUSI 4023 Contemporary Issues in Business: A Case Approach
  - BUSI 4153 Business Strategy
  - BUSI 4133 Managing Organizational Change
  - BUSI 4053 Business Plan



- BUSI 4063 Business Analytics and Intelligence
- Applicants with completed 2-year diplomas and advanced diplomas in the field of business management may be eligible for transfer credits for BUSI 1073 and BUSI 1033.
- The five required “Application and Integration” courses, with a cumulative value of 15 study credits, must be completed through Yorkville University.
- Two courses in the student’s specialization must be completed through Yorkville University.
- A cumulative grade point average (GPA) of 2.0 (“C”) or better must be obtained.

**10.1.2.13. Standard Course Load**

The standard course load for students studying in the Bachelor of Business Administration (Project Management) is 4 courses per term (12 credits). Students with a cumulative GPA of at least 3.50 may apply to the program director through the Registrar for permission to take up to 5 (five) courses concurrently.

**10.2. Bachelor of Interior Design**

**10.2.1. Bachelor of Interior Design**

The **Bachelor of Interior Design degree** offered by Yorkville University produces interior design professionals with broad technical skills and personal scope. Graduates of this program develop expertise in the latest technical and digital media, public health standards, safety, and welfare issues, and develop a deeper cultural and ecological awareness.

Students also gain an understanding of the business side of Interior Design. Graduates are equipped with well-developed visual literacy, collaborative team approaches, and creative problem-solving skills to prepare them for the next step in their career.

The curriculum is taught by a diverse faculty of industry-connected, working professionals who prepare students to become design leaders in the industry. Projects include the design of residences, hotels and restaurants, offices, and industrial spaces.

**Bachelor of Interior Design Accreditation**

The Interior Design program leading to a Bachelor of Interior Design is accredited by the Council for Interior Design Accreditation (CIDA), [CIDA Website](#). Address: 206 Grandville Ave., Suite 350. Grand Rapids, MI 49503-4014.

The Bachelor of Interior Design is currently listed with the Association of Registered Interior Designers of Ontario (ARIDO) as an ARIDO-recognized program.

**10.2.2. Detailed Program Information: Bachelor of Interior Design**

**10.2.2.1. Program Requirements**

| Course Code   | Course Name                            | Credits |
|---------------|--|---------|
| <b>Term 1</b> |  |         |
| ENGL101       | Research & Composition                 | 3       |
| DIDS1003      | Introduction to Interior Design Theory | 3       |



| Course Code   | Course Name                               | Credits   |
|---------------|---|-----------|
| DIDT1301      | Introduction to Drafting                  | 3         |
| DIDS1005      | Fundamentals of Space Planning            | 3         |
| DIDV130       | Digital Drawing & Colour Theory           | 3         |
|               | <b>Total:</b>                             | <b>15</b> |
| <b>Term 2</b> |   |           |
| DIDS107       | Design Studio: Residential                | 3         |
| DIDT142       | Manual & Digital Drawing Standards        | 3         |
| DIDV134       | Visual Communications - Rendering         | 3         |
| DIDE151       | Products & Materials - Foundation         | 3         |
| ARTH110       | Western Art – Prehistoric to Gothic       | 3         |
|               | <b>Total:</b>                             | <b>15</b> |
| <b>Term 3</b> |   |           |
| DIDS115       | Design Studio: Retail                     | 3         |
| DIDT145       | CADD                                      | 3         |
| DIDV135       | Visual Communications - Perspectives      | 3         |
| DIDE155       | Building Systems - Lighting               | 3         |
| ENGL150       | Professional Communication                | 3         |
|               | <b>Total:</b>                             | <b>15</b> |
| <b>Term 4</b> |   |           |
| DIDS203       | Design Studio: Restaurant                 | 3         |
| DIDT235       | Construction Drawings                     | 3         |
| DIDV225       | Visual Communications - Technique         | 3         |
| DIDE261       | Products & Materials: Residential         | 3         |
| ARTH120       | Western Art – Renaissance to Contemporary | 3         |
|               | <b>Total:</b>                             | <b>15</b> |
| <b>Term 5</b> |   |           |
| DIDS206       | Design Studio: Advanced Residential       | 3         |
| DIDV240       | Digital Presentation                      | 3         |
| DIDE255       | Building Systems - Structures             | 3         |
| DIDE4401      | Codes & Regulations 1                     | 3         |
|               | Liberal Arts (Tier 2)                     | 3         |
|               | <b>Total:</b>                             | <b>15</b> |

| Course Code    | Course Name                         | Credits   |
|----------------|-------------------------------------|-----------|
| <b>Term 6</b>  |                                     |           |
| DIDS210        | Design Studio: Workspace            | 3         |
| DIDV3222       | Revit                               | 3         |
| DIDE270        | Building Systems - Power/HVAC       | 3         |
| DIDP250        | Professional Practice               | 3         |
|                | Liberal Arts (Tier 2)               | 3         |
|                | <b>Total:</b>                       | <b>15</b> |
| <b>Term 7</b>  |                                     |           |
| DIDS310        | Design Studio: Moving Spaces        | 3         |
| DIDV230        | Digital Rendering                   | 3         |
| DIDH312        | Global Architecture & Design        | 3         |
|                | Liberal Arts (Tier 2)               | 3         |
|                | Liberal Arts (level 2)              | 3         |
|                | <b>Total:</b>                       | <b>15</b> |
| <b>Term 8</b>  |                                     |           |
| DIDS315        | Design Studio: Hospitality          | 3         |
| DIDE351        | Products and Materials: Commercial  | 3         |
| DIDE344        | Applied Lighting                    | 3         |
| DIDH211        | History of Furniture                | 3         |
|                | Liberal Arts (Tier 2)               | 3         |
|                | <b>Total:</b>                       | <b>15</b> |
| <b>Term 9</b>  |                                     |           |
| DIDS320        | Design Studio: Collaborative        | 3         |
| DIDE360        | Restoration                         | 3         |
| DIDH320        | Research Methods in Interior Design | 3         |
| DIDH330        | Canadian Architecture & Design      | 3         |
|                | Liberal Arts (Tier 2)               | 3         |
|                | <b>Total:</b>                       | <b>15</b> |
| <b>Term 10</b> |                                     |           |
| DIDS410        | Thesis 1: Research & Programming    | 3         |
| DIDE4402       | Codes & Regulations 2               | 3         |
| DIDH420        | Philosophy of Design                | 3         |

| Course Code           | Course Name                              | Credits    |
|-----------------------|--|------------|
| DIDP453               | Marketing Professional Services          | 3          |
|                       | Liberal Arts (Tier 3)                    | 3          |
|                       | <b>Total:</b>                            | <b>15</b>  |
| <b>Term 11</b>        |  |            |
| DIDS420               | Thesis 2: Concept and Design Development | 3          |
| DIDT430               | Advanced Specifications                  | 3          |
| DIDP451               | Project Coordination                     | 3          |
| DIDP450               | Internship 1                             | 3          |
|                       | Liberal Arts (Tier 3)                    | 3          |
|                       | <b>Total:</b>                            | <b>15</b>  |
| <b>Term 12</b>        |  |            |
| DIDS430               | Thesis 3: Presentation & Defense         | 3          |
| DIDT431               | Advanced Estimating & Budgeting          | 3          |
| DIDT432               | Documentation                            | 3          |
| DIDP452               | Internship 2                             | 3          |
|                       | Liberal Arts (Tier 3)                    | 3          |
|                       | <b>Total:</b>                            | <b>15</b>  |
| <b>PROGRAM TOTAL:</b> |  | <b>180</b> |

**10.2.2.2. Detailed Program of Study: Bachelor of Interior Design**  
(recommended sequence of courses for students who started their program July 2018)

| <b>Bachelor of Interior Design</b>   |   |    |
|--|---|----|
| <b>Effective July 2018</b>   |   |    |
| <b>Level 100 Courses: to be completed before beginning level 200 courses</b> |   |    |
| Code   | Title   | CR |
| ENGL101  | Research & Composition                          | 3  |
| DIDS111  | Introduction to Interior Design Theory          | 3  |
| DIDT110  | Drafting  | 3  |
| DIDS116  | Fundamentals of Space Planning                  | 3  |
| DIDV130  | Digital Drawing & Colour Theory                 | 3  |
| DIDT142  | Manual & Digital Drawing Standards              | 3  |
| DIDS107  | Design Studio: Residential                      | 3  |
| DIDV100  | Visual Communications - Perspective & Rendering | 3  |

| <b>Bachelor of Interior Design</b>   |   |   |
|--|---|---|
| <b>Effective July 2018</b>   |   |   |
| DIDE151  | Products & Materials - Foundation         | 3 |
| ARTH110  | Western Art- Prehistoric to Gothic        | 3 |
| DIDS115  | Design Studio: Retail                     | 3 |
| DIDT145  | CADD                                      | 3 |
| DIDV110  | Visual Communications - Technique         | 3 |
| DIDE155  | Building Systems - Lighting               | 3 |
| ENGL150  | Professional Writing                      | 3 |
|  |   |   |
| <b>Level 200 Courses: to be completed before beginning level 300 courses</b> |   |   |
| DIDS203  | Design Studio: Restaurant                 | 3 |
| DIDT235  | Construction Drawings                     | 3 |
| DIDV230  | Digital Rendering                         | 3 |
| DIDE261  | Products & Materials - Residential        | 3 |
| ARTH120  | Western Art - Renaissance to Contemporary | 3 |
| DIDS220  | Design Studio: Healthcare                 | 3 |
| DIDV240  | Digital Presentation                      | 3 |
| DIDE255  | Building Systems - Structures             | 3 |
| DIDE220  | Codes & Regulations 1                     | 3 |
|  | <i>Liberal Arts</i>                       | 3 |
| DIDS210  | Design Studio: Workspace (No PC)          | 3 |
| DIDT200  | Interior Detailing 1                      | 3 |
| DIDV200  | Building Information Modeling             | 3 |
| DIDE270  | Building Systems - Power / HVAC           | 3 |
|  | Liberal Arts                              | 3 |
|  |   |   |
| <b>Level 300 Courses: to be completed before beginning level 400 courses</b> |   |   |
| DIDS310  | Design Studio: Moving Spaces              | 3 |
| DIDH312  | Global Architecture & Design              | 3 |
| DIDP300  | Professional Practice 1                   | 3 |
|  | Liberal Arts                              | 3 |
|  | Liberal Arts                              | 3 |
| DIDS315  | Design Studio: Hospitality                | 3 |

| <b>Bachelor of Interior Design</b>      |  |            |
|---|--|------------|
| <b>Effective July 2018</b>              |  |            |
| DIDE344                                 | Applied Lighting                         | 3          |
| DIDE351                                 | Products & Materials - Commercial        | 3          |
| DIDH330                                 | Canadian Architecture & Design           | 3          |
|   | Liberal Arts                             | 3          |
| DIDS320                                 | Design Studio: Collaborative             | 3          |
| DIDT300                                 | Interior Detailing 2                     | 3          |
| DIDH320                                 | Research Methods in Interior Design      | 3          |
| DIDE360                                 | Restoration                              | 3          |
|   | Liberal Arts                             | 3          |
|   |  |            |
| <b>Level 400 Courses</b>                |  |            |
| DIDS410                                 | Thesis 1: Research and Programming       | 3          |
| DIDE400                                 | Codes & Regulations 2                    | 3          |
| DIDP400                                 | Professional Practice 2                  | 3          |
| DIDH420                                 | Philosophy of Design                     | 3          |
|   | Liberal Arts                             | 3          |
| DIDS420                                 | Thesis 2: Concept and Design Development | 3          |
| DIDT430                                 | Advanced Specifications                  | 3          |
| DIDH400                                 | Social Justice for the Built Environment | 3          |
| DIDP420                                 | Internship                               | 3          |
|   | Liberal Arts                             | 3          |
| DIDS430                                 | Thesis 3: Presentation & Defense         | 3          |
| DIDT432                                 | Documentation                            | 3          |
| DIDT431                                 | Advanced Estimating & Budgeting          | 3          |
| DIDP430                                 | Examination Preparation                  | 3          |
|   | Liberal Arts (Tier 3)                    | 3          |
| <b>Total Degree Requirement Credits</b> |  | <b>180</b> |

### **10.2.2.3. BID Specific Admission Policies**

Applicants from a variety of educational backgrounds will be considered for admission, including:

- High school graduates
- Graduates of degree programs in related or unrelated fields
- Graduates of Bachelor of Fine Arts or Architectural Design programs

- Graduates of Interior Design diploma (two year) or Interior Decorating diploma programs
- Graduates of three (3) year Interior Design diploma programs

Students entering the Bachelor of Interior Design degree program from high school are required to submit an Ontario Secondary School Diploma (OSSD) or equivalent with at least a 65% average in six (6) courses from the university or university/college stream, including:

- English, grade 12 at the U and/or M level or equivalent
- One grade 11 or 12 Math at the U and/or U/M level or equivalent
- Four (4) or Five (5) other grade 12 subjects at the U and/or U/M level or equivalent to a minimum of six (6) grade 12 courses.
- High school transcripts
- Resume and Statement of Interest

Applicants must establish proficiency in English sufficient for post-secondary study. *See Section 6.1.5 for English language proficiency requirement.*

Applicants who do not meet the General Admission Requirements may still be considered for admission. Each applicant's file will be carefully reviewed to ensure there is sufficient evidence of their potential for academic success in the program. These applicants are subject to the same requirements related to academic standing.

#### **10.2.2.4. Degree Program – Length of Completion**

The BID program is a four-year degree program that can be completed in four years. Students are required to complete the program within seven years of starting their first class.

The Bachelor of Interior Design at Yorkville University is a pre-professional program delivering students necessary skills to enter the workforce upon completion. Students are required to complete the program within 7 years (84 months) inclusive of the entire program of study, including internship.

If a student needs longer than seven years to complete the program, they may apply for an extension. Such an extension will only be considered for extraordinary circumstances and need to be reviewed and approved by the Program Chair and Vice President Academic. If the extension is denied, the student may be dismissed from the program.

#### **10.2.2.5. Bachelor of Interior Design Delivery Options**

Students in the Bachelor of Interior Design program may have the opportunity to register either in an in-class delivery of the course at the Steeles Campus or in an online delivery using asynchronous learning technologies.

The course learning outcomes are equivalent regardless of the delivery. See Academic Policies: [Course Delivery](#).

#### **10.2.2.6. Assessment of Student Participation**

Please see [Section 8.2](#) for information regarding the assessment of student participation.

#### **10.2.2.7. Assessment of Written Assignments**

Please see [Section 8.2](#) for information regarding the assessment of written assignments.

#### **10.2.2.8. Credit Transfer Policies**

The transfer of credits obtained at other post-secondary institutions is permitted, but all requests must be well documented.

In reviewing eligibility for transfer of external credits, the Admissions Committee adheres to the following guidelines:

- The university may accept a maximum of 50% of the total credits required in transfer toward the BID degree for coursework;
- Credits being transferred to the Yorkville degree program must have been completed at a postsecondary institution recognized in that institution's home jurisdiction;
- Course hours and credit hours contained by the external course must correspond to the targeted Yorkville course by an approximate 90%;
- Learning outcomes contained by the external course must match the Yorkville course in terms of topics and subject matter at 80%;
- Texts, assigned readings, student activities, assignments, and assessment used in the external course must meet the standards and expectations of the course for which equivalency is sought;
- Normally, only credits earned within ten years of a student's admission to Yorkville will be accepted, but the Admissions Committee may use discretion in particular cases;
- Students must have achieved a satisfactory grade of C by Yorkville standards in the individual courses being considered for transfer credit;
- Official transcripts must be submitted at the time of application for transfer credits to be considered by the Admissions Committee. Transcripts will be evaluated, and notification will be forwarded by the Office of the Registrar concerning the student's status in the program, including the number of transfer credits awarded;
- Credits earned through transfer are not used to compute the student's GPA;
- Foreign credentials may require an assessment from a third-party international credential assessment service.

#### **10.2.2.9. Types of Credit Transfer**

Students who have successfully completed courses at another post-secondary institution that the admissions committee deems to be equivalent to courses in the Yorkville BID, may be given credit for the Yorkville course if the following requirements are met:

1. Sufficient information is provided to the admissions committee to allow the committee to assess the equivalency of the previously taken course with the Yorkville course thought to be its equivalent. Normally, this would include a course description and syllabus.
2. The student earned a satisfactory grade, as defined by the admissions committee, in the course for which equivalency is sought.  
The course was completed within ten years of the student's application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)

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

**10.2.2.10. Examination Challenge for Credit**

Students who believe that they have mastered the learning objectives of a course, either through courses taken at another school for which transfer credit has not been given, or through self-study or life experiences, may apply for a challenge examination through the Office of the Registrar. Proficiency credit may be achieved through a written examination, presentation of a portfolio, the completion of assignment(s) and/or the development of product(s). Prior enrollment in a course renders it ineligible for challenge. Yorkville does not award advanced standing through proficiency for more than 50% of the total number of credits contained by a program. Certain courses (e.g., capstone courses) within a particular program are not eligible for challenge. In the case of written or oral examinations, a grade of 80% must be achieved for credit to be assigned.

To challenge a course for credit a student must submit to the Office of the Registrar an *Examination Challenge for Credit Application Form* with documentation that clearly supports the claim of mastery of a course's learning outcomes. All exam challenges must be completed before week one of a particular term if the targeted course is scheduled for study in that term, unless approved by the program director. Applications are assessed by a program's director to determine whether or not an examination challenge is warranted, and if so, the format of assessment. A fee of \$75 accompanies each course challenge. See program for procedure, and the list of course that can be challenged.

**10.2.2.11. Graduation Requirements**

The requirement for graduation is completion of all courses in the chosen program with a 2.0 CGPA or better. Electives if required, and any course with grades W or F must be retaken in order to graduate. A student is eligible for a degree after successfully completing all graduation requirements. These requirements include the completion of a minimum of 180 credits. To remain in good academic standing a student must maintain a 2.0 CGPA or better. A minimum of 65 credits must be achieved through coursework at Yorkville University.

**10.2.2.12. Student Course Load**

The standard course load for students studying in the BID is 5 courses (15 credits). Students with a cumulative GPA of at least 2.0 may apply to the program leader through the registrar for permission to take up to 6 (six) courses concurrently.



### 10.3. Bachelor of Creative Arts

#### 10.3.1. Detailed Program Information: Bachelor of Creative Arts

##### 10.3.1.1. Program Requirements

The BCA is a degree-completion program. BCA students who graduated from 6-term diploma programs (“Advanced Diploma” in the Ontario Qualifications Framework [OQF]) complete 60 credits to earn the BCA. Graduates from four-term programs (“Diploma II” in the OQF) complete 75 credits to earn the degree.

To earn the BCA, students complete the following:

- Bridging courses if entering on the basis of a four-term diploma (15 credits)
- Creative Arts core courses (36 credits): Twelve required 3-credit courses designed to generate the outcomes summarized above
- Liberal Arts (24 credits): Eight 3-credit courses distributed over the course of the program

Normal progressions through the program are shown below. Students requiring bridging courses must take ARTS 101 (Principles of Art & Design), ARTS 102 (Arts Industries in Canada), and three 100-level Liberal Arts courses prior to, or concurrent with, the progressions below. ENGL101, CRIN110 and ARTS 103 are not eligible 100-level Liberal Arts courses for the bridging courses.

**Bridging Courses - Exemptions:** The requirement to take the ARTS101 and ARTS102 courses may be replaced by applied creative arts courses already completed at another post-secondary institution (but not one taken as part of the qualifying diploma) or waived if the student has at least six months’ professional, applied, and/or employment experience in the creative arts. The 100-level Liberal Arts courses may be replaced by an undergraduate course already completed at Yorkville or another degree-granting institution.

**Liberal Arts Electives:** See section 10.4 of this calendar for an overview of the Liberal Arts component of undergraduate degree programs at Yorkville University. See section 11.4 for a list and descriptions of Liberal Arts courses.

| <b>Term 1</b> | ENGL 190: Communications for the Creative Arts                               |
|---------------|--|
|               | BCAR 3013: Creative Arts in Cultural Context                                 |
|               | BCAR 3023: Creative Arts in Ethical and Legal Context                        |
| <b>Term 2</b> | CRIN 110: Creativity and Innovation  |
|               | BCAR 3043: Research Methods for the Creative Arts                            |
|               | BCAR 3053: Managing Talent and Arts Administration                           |
| <b>Term 3</b> | ARTS 103: Perspectives on Indigenous Arts                                    |
|               | BCAR 3063: Creative Arts in Political and Public Policy Context              |
|               | BCAR 3073: Managing Projects in the Creative Arts                            |
|               | PSYC 330: Psychology of Creativity   |
| <b>Term 4</b> | Scheduled Break  |
| <b>Term 5</b> | BCAR 4013: Financial Leadership for the Creative Arts                        |
|               | BCAR 4023: Criticism – Methods of Evaluating and Assessing Creative Activity |
|               | BCAR 4033: Entrepreneurship and the Creative Arts                            |
|               | Liberal Arts elective, tier 2  |
|               | BCAR 4043: Global Perspectives on the Creative Arts                          |

| TABLE 1: STANDARD PROGRESSION |                                 |
|-------------------------------|---------------------------------|
|                               |                                 |
| Term 6                        | BCAR 4113: Graduating Project 1 |
|                               | Liberal Arts elective, tier 2   |
| Term 7                        | Liberal Arts elective, tier 3   |
|                               | BCAR 4123 Graduating Project 2  |
|                               | Liberal Arts elective, tier 3   |

| TABLE 2: PART-TIME PROGRESSION |  |
|--------------------------------|--|
|                                |  |
| Term 1                         | ENGL 190: Communications for the Creative Arts                               |
|                                | BCAR 3013: Creative Arts in Cultural Context                                 |
| Term 2                         | BCAR 3023: Creative Arts in Ethical and Legal Context                        |
|                                | CRIN 110: Creativity and Innovation  |
| Term 3                         | BCAR 3043: Research Methods for the Creative Arts                            |
|                                | BCAR 3053: Managing Talent and Arts Administration                           |
| Term 4                         | ARTS 103: Perspectives on Indigenous Arts                                    |
|                                | BCAR 3063: Creative Arts in Political and Public Policy Context              |
| Term 5                         | BCAR 3073: Managing Projects in the Creative Arts                            |
|                                | PSYC 330: Psychology of Creativity   |
| Term 6                         | BCAR 4013: Financial Leadership for the Creative Arts                        |
|                                | BCAR 4023: Criticism – Methods of Evaluating and Assessing Creative Activity |
| Term 7                         | BCAR 4033: Entrepreneurship and the Creative Arts                            |
|                                | Liberal Arts elective, tier 2  |
| Term 8                         | BCAR 4043: Global Perspectives on the Creative Arts                          |
|                                | Liberal Arts elective, tier 2  |
| Term 9                         | BCAR 4113: Graduating Project 1  |
|                                | Liberal Arts elective, tier 3  |
| Term 10                        | BCAR 4123 Graduating Project 2   |
|                                | Liberal Arts elective, tier 3  |

\* Bachelor of Creative Arts students may apply to complete a self-sourced internship in place of taking the Graduating Project 1 and 2 courses. All proposed internships must be approved by the BCA Curriculum Committee. Please contact the BCA Program Director for Internship Guidelines.

### 10.3.1.2. *BCA-Specific Admission Policies*

An applicant may be admitted to the Bachelor of Creative Arts if they meet one of the following sets of requirements:

#### Admission path 1:

- Completion in good academic standing of a three-year (six-term) diploma from a Canadian college of applied arts and technology or private career college legally recognized in the applicant's home province (or the equivalent from a post-secondary education institution legally recognized in a jurisdiction outside Canada).
  - The diploma must have been earned in one of the creative arts, which include but may not be limited to: music, dance, drama and theatre, writing, interior design and decorating, painting, sculpture, photography, graphics and computer graphics, animation, game design, crafts, industrial design, fashion and costume design, motion pictures, television, radio, video, sound recording.

- The applicant must have graduated with a GPA of at least 2.0 (or the equivalent).

**Note:** At its January 15, 2021, meeting, the BCA Admissions Committee decided that applicants who have completed an applied undergraduate degree in creative arts at an acceptable post-secondary institution are also eligible for admission via this path. The degree must have been earned in an applied creative art as specified above and the applicant must have graduated with a GPA of at least 2.0 (or the equivalent).

**Admission path 2:**

- Completion in good academic standing of a two-year (four-term) diploma from a Canadian college of applied arts and technology or private career college legally recognized in the applicant's home province (or the equivalent from a post-secondary education institution legally recognized in a jurisdiction outside Canada).
    - The diploma must have been earned in one of the creative arts, which include but may not be limited to: music, dance, drama and theatre, writing, interior design and decorating, painting, sculpture, photography, graphics and computer graphics, animation, game design, crafts, industrial design, fashion and costume design, motion pictures, television, radio, video, sound recording.
    - The applicant must have graduated with a GPA of at least 2.0 (or the equivalent).
    - Equivalent credentials earned in a country other than Canada are accepted.
  - **AND** one of:
    - The Completion of the equivalent of six credits of studio/applied course work in the applicant's creative arts specialization or a closely related field over and above course work completed to earn the qualifying diploma;
      - Courses must have been completed at a public university, college of applied arts and technology, or private career college legally recognized in the applicant's home province or country;
      - A grade of at least C must have been earned in the studio/applied courses;
      - Students who have not completed six semester hours of additional studio/applied credits but have met other admission requirements may satisfy this admission requirement by agreeing to complete up to two studio/applied arts courses at the Yorkville University. (The specific courses will be decided on a case-by-case basis.)
- Or**
- Six months' professional, applied, and/or employment experience in the applicant's area of creative
- **AND** Completion of nine semester hours of university-level undergraduate study.
    - Courses must have been completed at a public or private university legally recognized in the applicant's home province or country.
    - Courses must cover at least two of the following broad areas of study: social sciences, humanities, sciences (including mathematics), fine arts.
    - A grade of at least C must have been earned in each of the courses.
    - Students who have not completed nine semester hours of university-level undergraduate study but have met other admission requirements may satisfy this admission requirement by agreeing to complete additional breadth courses at Yorkville University.

Note: The Admissions Committee has approved the following set of Yorkville University courses to satisfy the requirements for additional creative arts training and additional university-level courses:

- Additional university-level courses:
  - Any three Liberal Arts 100-level courses
- Additional applied arts courses:
  - ARTS 101: Principles of Art and Design
  - ARTS 102: Arts Industries in Canada – an Introduction and Overview

### **Conditional Admission**

- The BCA Admissions Committee may admit students conditionally and/or may establish probationary conditions on admission.
- Applicants seeking to establish English language proficiency by providing TOEFL, IELTS, or CAEL scores (or scores from other tests of English language proficiency recognized by the university) but whose scores fall below the standards required for admission may be considered for conditional admission. *See Section 6.1.5.*

### **Documentation Required to Support Application for Admission:**

- Official transcripts for all post-secondary education and professional training completed.
- A letter of intent which provides a sample of writing that can contribute to the committee's assessment of an applicant's ability to succeed in university studies.
- A curriculum vitae or resume which provides insight into how the BCA builds upon previous post-secondary study
- Official name change document should transcripts and other supporting documents be in a name different than the name on application.
- For applicants seeking admission on the basis of 4-term diploma plus additional experience, evidence of the additional experience in the form of portfolios, catalogues, publications, reviews, testimonials, and/or employer references.

#### **10.3.1.3.      *Anticipated Completion Time***

Students are expected to complete the program within 48 months of starting their first class. If a student needs longer than 48 months to complete the program, they may apply to the Director of the BCA for an extension of up to two calendar years. If the Director denies the application, the student will be dismissed from the program. If the Director allows the extension, a new deadline will be established for completion of the program.

#### **10.3.1.4.      *Course Delivery***

BCA courses are delivered both on-campus and online. New students are enrolled in the program at the beginning of each quarterly term. Courses and prerequisites are offered on a schedule intended to accommodate students starting in any of the quarterly terms. Individual plans of study are prepared for each student, recommending the most effective and efficient sequence of courses to take over the course of their program. Each student's individual plan of study is updated based on the courses in which he/she is enrolled each term.

#### **10.3.1.5.      *Assessment of Student Participation***

Please see [Section 8.2](#) for information regarding the assessment of student participation.

#### **10.3.1.6.      *Assessment of Written Assignments***

Please see [Section 8.2](#) for information regarding the assessment of written assignments.

#### **10.3.1.7. Credit Transfer**

Students who have successfully completed courses at another post-secondary institution that the admissions committee deems to be equivalent to courses in the Yorkville BBA, may be given credit for the Yorkville course if the following requirements are met:

- a) Sufficient information is provided to the admissions committee to allow the committee to assess the equivalency of the previously taken course with the Yorkville course thought to be its equivalent. Normally, this would include a course description and syllabus.
- b) The student earned a satisfactory grade, as defined by the admissions committee, in the course for which equivalency is sought.
- c) The course was completed within ten years of the student's application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)

Limitations on course-equivalency credit transfer:

- Students must complete 50% of the degree program at Yorkville University;
- BCAR 4113 and BCAR 4123, the Graduating Project, must be completed through Yorkville University;
- For a student to graduate with a Yorkville University degree, at least 50% of the degree credits must be completed at Yorkville University; thus, for the BCA, at least 30 credits must be completed at Yorkville University.

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

#### **10.3.1.8. Promotion and Graduation Requirements**

Students' progression through the Bachelor of Creative Arts is governed by the program's structure of prerequisites, which requires students to successfully complete some courses before advancing to other courses, by the university's policy requiring students to maintain good academic standing, and by university policies and practices with respect to assessing and grading student work. *See section 8 of this calendar for relevant academic policies and regulations.*

To graduate from the Bachelor of Creative Arts, students must complete 60 credits of course work, 36 of which must be earned in core BCA courses and 24 of which must be earned in "breadth" courses. Students admitted on the basis a four-term creative arts diploma must complete an initial 15 credits "bridge". In addition, they must satisfy the following requirements:

- Achievement of a 2.0 (C or 60%) minimum cumulative grade point average.
- Completion of 50% of program credits through Yorkville University.
- Completion of BCAR 4113 and BCAR 4123, the Graduating Project, through Yorkville University.

#### **10.3.1.9. Standard Course Load**

The standard course load for students studying full time in the BCA 3 or 4 courses (9 or 12 credits). Students with a cumulative GPA of at least 2.0 may apply to the Program Director through the Registrar for permission to take additional courses during any specific term but may not take more than 4 (four) courses concurrently.

## **10.4. Liberal Arts in Yorkville University's Degree Programs**

Liberal Arts comprises a significant component of Yorkville's undergraduate professional degree programs. Its purpose is to give breadth to students' education, in keeping with accepted norms of a liberal education and the meaning of an undergraduate degree. The Liberal Arts component complements the core professional nature of the degree programs by creating a broader social and human context for the degrees.

The Liberal Arts program has a three-tiered hierarchical structure - foundational, subject-specific, and integrative – introducing students to increasingly complex and intellectually interdependent competencies. The intended outcome of Liberal Arts courses is to give students the intellectual skills and mindset that allows them to realize the benefits of their core technical training as well-rounded citizens in a complex world.

### **10.4.1. Mission of Liberal Arts**

To develop skills and competencies that promote professional standing and social consciousness.

### **10.4.2. Objectives**

- To enhance students' understanding and engagement with their world in a manner that makes them better self-reflective citizens and life-long learners.
- To enhance students' critical thinking, analytical reasoning, research, and inquiry skills;
- To develop information literacy, problem-solving abilities, ethical reasoning, and integrative learning.

### **10.4.3. Liberal Arts Structure**

#### **Three-Tier Course Architecture for the Liberal Arts Program**

The Liberal Arts cluster of courses is presented at three levels from foundational to integrative. As students move through their programs of study, learning experiences become more complex and the skills and competencies addressed are more advanced.

#### **Tier I: Communications, Research and Thinking Courses**

Tier I courses emphasize foundational skills and competencies. They are offered early in the students' program and provide the basis upon which more advanced learning is built. They include analytical, research, critical thinking, and communication skills and competencies. Tier I courses have a 1XX-level course code.

#### **Tier II: Arts and Social Sciences Courses**

Tier II courses are breadth of knowledge courses in subject-specific areas of Arts and Social Sciences. They are designed to encourage students to analyse concepts, build analyses and arguments, and to undertake research particular to established academic disciplines. Tier II courses have a 2XX-level or a 3XX-level course code.

#### **Tier III: Integrated Studies Courses**

Tier III courses are inherently interdisciplinary and require students to integrate skills, competencies, and knowledge acquired in Tiers I and II and to apply these to new areas of understanding. Students extend abstractions to make connections both within the subject area and beyond it, learning to

transfer generalized principles and ideas from a specific instance to real-world issues, synthesizing and evaluating knowledge. Tier III courses have a 4XX-level course code.

| Course Number | Course Title   | Tier Level |
|---------------|--|------------|
| ARTH110       | Western Art – Prehistoric to Gothic (3 credits)                      | 1          |
| ARTH120       | Western Art – Renaissance to Contemporary (3 credits)                | 1          |
| ARTS101       | Principles of Art and Design (3 credits)                             | 1          |
| ARTS102       | Arts Industries in Canada – an Introduction and Overview (3 credits) | 1          |
| ARTS103       | Perspectives on Indigenous Arts (3 credits)                          | 1          |
| COMM100       | Cross Cultural Communication (3 Credits)                             | 1          |
| CRIN110       | Creativity and Innovation (3 credits)                                | 1          |
| ENGL101       | Research and Composition (3 credits)                                 | 1          |
| ENGL150       | Professional Communication (3 credits)                               | 1          |
| ENGL180       | English For Academic Purposes (3 credits)                            | 1          |
| ENGL190       | Communications for the Creative Arts (3 credits)                     | 1          |
| HUMN100       | Introduction to Beauty (3 credits)                                   | 1          |
| QRSS100       | Qualitative Research Methods in Social Science (3 credits)           | 1          |
| UNIV101       | University Studies (3 credits)                                       | 1          |
| ENGL 250      | The Workplace in Fiction (3 credits)                                 | 2          |
| GEOG 210      | Human Geography (3 credits)  | 2          |
| HIST300       | The History of Sports (3 credits)                                    | 2          |
| HUMN200       | World Religions- A Comparative Study (3 credits)                     | 2          |
| HUMN268       | Financial Literacy in a Canadian Context (3 credits)                 | 2          |
| PHIL300       | Philosophical Thought and Leisure (3 credits)                        | 2          |
| PSYC200       | Psychology of Everyday Life (3 credits)                              | 2          |
| PSYC210       | Contemporary Topics in Social Psychology (3 credits)                 | 2          |
| PSYC330       | Psychology of Creativity (3 credits)                                 | 2          |
| SOCI200       | Global Issues in Sociology (3 credits)                               | 2          |
| SOCI300       | Sociology and Culture (3 credits)                                    | 2          |
| HUMN422       | Topics in Technology and Society (3 credits)                         | 3          |
| HUMN430       | Topics in Power and Society (3 credits)                              | 3          |
| HUMN440       | Smart and Sustainable Cities (3 Credits)                             | 3          |
| HUMN450       | Design Thinking (3 credits)  | 3          |

NB: ENGL180 is administered via the English Pathway initiative.

#### ***10.4.4. Student Progress through Liberal Arts***

As students move from foundational courses through breadth of knowledge courses to integration courses, Yorkville University provides a framework that thoughtfully and deliberately identifies the objectives and work requirements for each level and each course.

Guidelines for the structure and content of Liberal Arts courses have been developed. These specifications provide guidance to faculty who are developing and delivering courses and address the development of learning objectives for each level and for each course, the quantity and type of course work to be expected of students, and the types of assessment and feedback to be provided to students.



#### **10.4.5 Transfer Credits**

Students who apply for transfer of credit in core subject areas may apply for transfer of credit in Liberal Arts.

Tier 1 Liberal Arts courses are foundational in nature and most often certain courses have been pre-selected by the core program as requirements. These courses may not be eligible for transfer of credit unless the courses align per the Transfer of Credit policy. To evaluate for this a course-by-course assessment will be conducted by the Liberal Arts Transfer Credit Review Committee or designate in the Campus Registrar's office.

Tier 2 Liberal Arts courses aim to provide the breadth of the Liberal Arts component. Courses in this category can be selected by students from the inventory of course offerings. Students who have a completed post-secondary credential may be eligible for transfer of credit. These courses are eligible for transfer of credit and may be awarded in a block depending on the length and type of previous undergraduate experience but not to exceed 50% of the total Liberal Arts requirements.

Tier 3 Liberal Arts courses aim to provide breadth and depth to Liberal Arts. Hence, these courses are part of the Liberal Arts residency requirements at Yorkville University.

In rare circumstances, a student may have a completed undergraduate credential from a recognized university with a similar Liberal Arts structure. In these cases, the Campus Registrar designate will review for course-by-course transfer of credit. When needed the Campus Registrar will send the file for assessment to the Liberal Arts Transfer Credit Review Committee. The Liberal Arts Transfer Credit Review Committee reserves the right to audit the assignment of transfer of credits by the Campus Registrar's Office.

Any transfer of credits earned at the Tier 1, 2, or 3 levels when added to any core program transfer credits should not exceed the residency requirements of the program the student is enrolled in. All general transfer credits are processed by the Campus Registrar's Office.

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

Requirements for Credit Transfer:

Students who have successfully completed courses at another post-secondary institution that the admissions committee deems to be equivalent to courses in Yorkville's Liberal Arts program, may be given credit for the Yorkville course if the following requirements are met:

1. Sufficient information is provided to the Liberal Arts Transfer Credit Review Committee or designate to allow the committee/designate to assess the equivalency of the previously taken course with the Yorkville course thought to be its equivalent. Normally, this would include a course description and syllabus.
2. The student earned a satisfactory grade, as defined by the Liberal Arts Transfer Credit Review Committee, in the course for which equivalency is sought.
3. The course was completed within ten years of the student's application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)



## **11. Course Descriptions**

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

### **11.1 Bachelor of Business Administration**

Note: Not all of the courses listed below are available in the Bachelor of Business Administration (Project Management)

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

(3 credits) (required)

A brief review of pre-calculus math. Topics include: logarithmic and exponential functions; limits; introduction to derivatives; linear systems; matrices; systems of linear inequalities; difference equations; arithmetic and geometric sequences; annuities; and installment buying. Applications to business and economics are emphasized throughout the course. Prerequisite(s): None.

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

(3 credits) (required)

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

Prerequisite(s): BUSI 1003 - Math for Business.

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

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

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

#### **BUSI 1043 Introduction to Financial Accounting**

(3 credits) (required)

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

**BUSI 1063 Business and Sustainability**

(3 credits) (required)

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

**BUSI 1073 Business Writing and Communications**

(3 credits) (required)

Students learn the distinction between academic and business writing and how to use APA format for writing essays and referencing and citing sources. They learn how to effectively communicate in business settings characterized by rapidly changing technologies and an increasingly diverse workforce. The course emphasizes oral and written communication across a number of mediums and business applications. Students develop skills in business writing and presentations and learn how to effectively communicate at work including the following: communicating good and bad news; applying persuasive business writing and presentation techniques; preparing business reports; and communicating for teamwork and meetings with cross-cultural considerations. Prerequisite(s): None.

**BUSI 1083 Microeconomics**

(3 credits) (required)

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

**BUSI 1093 Introduction to Marketing**

(3 credits) (required)

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

**BUSI 2003 Macroeconomics in Global Context**

(3 credits) (required)

An overview of macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Topics include: monetary and fiscal policies; public debt; and international economic issues. Basic models of macroeconomics are introduced and principles within the experience of the North American and other economies are illustrated. Prerequisite(s): None.

**BUSI 2013 Business Decision Analysis**

(3 credits) (required)

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

Prerequisite(s): BUSI 1013 - Statistics for Business

**BUSI 2023 Business Law**

(3 credits) (required)

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

**BUSI 2033 Organizational Behaviour and Management**

(3 credits) (required) (Tier 2 designated Liberal Arts course)

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

**BUSI 2043 International Business Environment**

(3 credits) (required)

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

**BUSI 2053 Business Ethics**

(3 credits) (required)

Overview of the ethical dimension of business in the context of understanding ethical reasoning as a critical success factor for businesses. Students should develop moral sensibilities and an awareness of social responsibility within a business management perspective. Topics include: the relationship between business and society; the link between corporate strategy and social responsibility; the

importance of corporate reputation; ethical decision-making; and the impact that business has on the environment. Prerequisite(s): None.

### **BUSI 2083 Introduction to Managerial Accounting**

(3 credits) (required)

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

### **BUSI 2093 Introduction to Managerial Finance**

(3 credits) (required)

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

### **BUSI 2103 Human Resource Management and Development**

(3 credits) (required)

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

### **BUSI 2113 Production and Operations Management**

(3 credits)

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

### **BUSI 2133 Organization Theory and Design**

(3 credits)

Emphasizes developing approaches in different types of organizations (*e.g.*, not-for-profit) to deal effectively with the issues faced. Explores principles and practices of management and administration as they are adapted to: board-management-staff relations; board governance; recruiting and

motivating; human resource management; accountability; organizing for and managing growth and change; analysis of an organization's market; and organizational strategic planning. Prerequisite(s): BUSI 2033 - Organizational Behaviour and Management.

### **BUSI 2153 Entrepreneurship**

(3 credits)

Focusing on the practical aspects of establishing and developing a business, emphasis is placed on analyzing the strengths and weaknesses of a newly formed business. Topics include: opportunity recognition, feasibility study, risk, venture capital sources, business economics, marketing requirements, negotiations, and resource needs. Case studies will be used. Prerequisite(s): BUSI 1083- Microeconomics, BUSI 1043 - Introduction to Financial Accounting; BUSI 2033 - Organizational Behaviour and Management; BUSI 1093 - Introduction to Marketing; BUSI 2083 – Introduction to Managerial Accounting.

### **BUSI 2163 Marketing Strategy**

(3 credit)

A course to develop the skills and approach required to formulate and effectively implement marketing strategies. The course reviews the theory and practice of identifying market opportunities, evaluating firm positioning, selecting and evaluating potential markets, and making effective marketing mix decisions through analysis of market research data. All elements of strategic decision making are examined, including market segmentation, market target choice, product and/or service offering(s), pricing, promotion, and distribution choices that support positioning decisions as well as after sales service, support and evaluation. Students develop hands-on knowledge of the impact of strategic marketing decisions on a firm's market position, bottom line, and investment attractiveness through interaction with hands-on business simulation software. Prerequisite(s): BUSI 1093 - Introduction to Marketing

### **BUSI 2173 Information Technology for Managers**

(3 credits) (required)

Information technology is a vital strategic tool to gain competitive advantage. As such, this course prepares business professionals to understand and manage informational and technological systems, tools, partners and projects. Students will be introduced to the infrastructural elements of technological systems, as well as several types of such systems including decision support systems, informational and database systems, and e-commerce/e-business. To be better able to manage these vital projects effectively, the course will introduce students to the system development lifecycle and the basics of managing IT projects. Finally, pressing issues on information security, privacy, as well as ethical and social considerations will be discussed. Prerequisite(s): None

### **BUSI 3073 Critical Thinking**

(3 credits)

Students learn foundational critical thinking skills that will serve them throughout the BBA program and in their business careers. This course introduces students to the practice of critical thinking through evaluating and practicing making reasoned decisions using logic and research, and questioning arguments and conclusions. Students analyze current issues without bias and propose rational solutions. The course focuses on identifying and developing critical thinking habits and skills; evaluating thinking and information; building arguments using factual evidence; conducting skeptical but unbiased analysis of arguments; understanding and recognizing media bias and propaganda; applying standards for

evaluating critical thinking; and applying critical thinking to make decisions and solve problems. Students also commit to become fair-minded critical thinkers. Prerequisite(s): BUSI 1073 - Business Writing and Communication

### **BUSI 3153 Social Entrepreneurship**

(3 credits)

This course provides an introduction to social entrepreneurship. It examines how business solutions can be used to solve non-business problems—especially some of society's most pressing problems, known as “wicked problems”. Various case studies are highlighted throughout the course and attention is paid to both global and domestic social issues in the community. Students apply a creative approach to solving problems in a simulation and have an opportunity to design their own social venture.

Prerequisite(s): BUSI 2153 - Entrepreneurship

### **BUSI 3173 Artificial Intelligence for Business**

(3 credits)

This course provides a fundamental overview of Artificial Intelligence and an introduction to the possibilities of how AI can be leveraged in an organization. It also covers the key elements of AI and what is required to support and manage an evolving landscape of AI transformation. Students analyze industry trends, adoption and implications of AI and apply critical thinking and decision making as it relates to AI. Students build on AI knowledge and apply an AI strategy to an organization as the final deliverable. Prerequisite(s): BUSI2173 - IT for Managers

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

(3 credits)

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

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

(3 credits)

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

Prerequisite(s): BUSI 2113 -Production and Operations Management; BUSI 3603 - Introduction to Project Management. OR BUSI 3603 – Introduction to Project Management; BUSI 3823 - Communication Essentials for Project Management.

### **BUSI 3623 Project Planning Essentials**

(3 credits)

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

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

(3 credits)

This course provides students with the practices and processes for launching, monitoring, controlling and closing projects. Special emphasis is given to the eleven processes included in the monitoring and controlling process groups. The course provides students with the processes and techniques used to harness change, and control ‘scope creep’, time delays and cost overruns. The course builds students’ understanding of, and appreciation for, the Earned Value Management System (EVMS) as a better alternative to the inadequate measures of “on time” or “on budget”. The course concludes with an automated simulation that tests students’ ability to make decisions which improve the probability of project success. Prerequisite(s): BUSI 3603 - Introduction to Project Management; BUSI 3613 - Project Teams and Leadership; BUSI 3623 - Project Planning Essentials. Or BUSI 3863 – Project Scheduling and Cost

### **BUSI 3643 Advanced Project Management**

(3 credits)

This course provides students with an experiential opportunity to reinforce, synthesize, and build on the project management knowledge and skills they developed in previous courses. The course focuses on new advances in project management and how to effectively manage projects using different project management approaches. Students will compare project management life cycle models that streamline project planning and monitoring in complex and uncertain situations. The course also explores international cultures and their impact on project leadership, communication, and team dynamics. Students will work in teams to develop a project management plan, and prepare for project execution, monitoring, control, and closedown. Finally, students will examine potential career paths and professional development opportunities.

Prerequisite(s): BUSI 3603 Introduction to Project Management; BUSI 3613 - Project Teams and Leadership; BUSI 3623 - Project Planning Essentials; BUSI 3633 - Project Execution, Monitoring, Control, and Closing.

### **BUSI 3823 Communication Essentials for Project Management (3 credits)**

Students learn about the fundamental principles of effective communication within the context of project management. The emphasis of the course is on verbal and non-verbal communication through various mediums and channels to prepare students for practical project applications. Students will learn essential considerations in communication, effective communication strategies, conflict resolution through dialogues, techniques, and tools to facilitate successful project outcomes. Students will be prepared to deliver sensitive and non-sensitive news via different channels. Students learn about interpersonal communication, team communication, stakeholder management, conflict resolution and



negotiation, and presentation skills to ensure teamwork and meetings with cross-cultural considerations for project success.

Prerequisite(s): None

Pending approval by university Senate.

### **BUSI 3853 Risk Management**

(3 credits)

Risk and quality management are two key knowledge areas widely recognized by the Project Management Institute (PMI). This course extensively covers the core principles, analytical tools and strategies employed in both areas. The course specifically covers risk planning and concept of quality integrated into project planning, execution, and control. It also covers the risk identification, risk quantification and qualitative analysis, types of risk, risk response and risk control. It addresses the organizational and customers' perspective on quality, cost of quality and tools to sustain and improve quality in projects. The course emphasizes the strategic integration of risk and quality management in projects with organizational objectives and structures, empowering students to become effective project leaders.

Prerequisite(s): None

Pending approval by university Senate.

### **BUSI 3863 Project Scheduling and Cost**

(3 credits)

This course is designed to offer comprehensive training in managing effective project schedules and costs throughout a project lifecycle. Based on the principles delineated by the globally acclaimed "*A Guide to The Project Management Body of Knowledge: PMBOK® Guide*" this course enables students to understand the successful execution of projects through effective Project Scheduling and Cost Management. Students will learn about complex and dynamic business environments, which use project scheduling and cost management to achieve strategic objectives, mitigate risk, optimize resources utilization, and create value for stakeholders while fostering organizational success.

Prerequisite(s): BUSI 3853 Risk Management

Pending approval by university Senate.

### **BUSI 3883 Agile Project Management**

(3 credits)

This course aims at providing students with a comprehensive understanding of Agile Project Management concepts, principles, and practices. It also provides opportunities for students to use Agile software, through their applications of practical scenarios in their Learning Activities, Major Project and guest speakers (if applicable) who are practitioners in the field of Agile Project Management.

Agile projects apply agile principles, which have their origins in software development. Today, its applications are spread across a variety of industries because of its efficiency and high-value delivery. Students in this course will have the opportunity to delve into the principles of Agile, explore popular frameworks such as Scrum and Kanban, and learn how to apply Agile practices in real-world project scenarios, using appropriate agile software.

Prerequisite(s): BUSI 3633 Project Execution, Monitoring, Control, and Closing

Pending approval by university Senate.



### **BUSI 3893 Rescuing Failed Projects – Project Management Capstone**

(3 credits)

This capstone course serves as the culmination of the Bachelor of Business Administration in Project Management. It is designed to integrate the knowledge and skills acquired throughout the academic program and provides an immersive practical experience in rescuing failed projects. Students will engage in case studies, simulations, and real-world scenarios to develop skills to identify, analyze, and implement recovery plans for projects that have faced challenges or have failed. For their capstone project, students will conduct audits of real-world case studies, using PMBOK processes and standards as best practices for project implementation.

Prerequisite(s): BUSI 3643 Advanced Project Management OR BUSI 3883 Agile Project Management  
Pending approval by university Senate.

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

(3 credits) (required)

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

### **BUSI 4023 Contemporary Issues in Business**

(3 credits) (required)

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

### **BUSI 4053 Business Plan**

(3 credits) (required)

Focused on sound decision-making in the context of organizing a new business, requiring the discipline of thinking through an entire planning process and developing concise and well-structured business plans. Students develop a business vision and create an effective business strategy for making this vision a reality, and are required to develop a complete business plan, based on a business opportunity selected by the student. The business opportunity may involve third parties whose cooperation and participation are essential to the success of the proposed enterprise. Prerequisite(s): BUSI 4133 – Managing Organizational Change; Students must have completed 90 credit hours of the BBA program.

### **BUSI 4063 Business Analytics and Intelligence**

(3 credits) (required)

This course prepares students by providing concepts, analytical tools, technologies, and strategies that enable businesses to use various data sources, to produce information from data sources by proper analysis, and to provide business intelligence. After introducing the fundamental terminology and a review of access process to various data sources and R data analysis and visualization, business analytics processes for data cleaning, exploration, visualization, and modeling are discussed. The course utilizes techniques such as statistical analysis, descriptive and predictive models, classification, clustering, supervised Machine Learning. As new constructs and techniques are introduced, the students will apply the learned topics using applied business examples in R. At the end of the course, latest technological trends, such as Unsupervised Machine Learning and Future trends in business intelligence and analytics are discussed. Prerequisite(s): BUSI1013 - Statistics for Business; Students must have completed 90 credit hours of the BBA program.

### **BUSI 4083 Information Technology and Business Analytics for Managers**

(3 credits)

Information Technology (IT) serves as a crucial strategic asset for gaining a competitive edge. This course is designed to equip business professionals with the knowledge and skills necessary to comprehend and oversee IT systems, tools, and projects. Students will receive an introduction to the foundational aspects of IT systems, covering various types, including computer networks, database systems, enterprise applications, business intelligence, and decision support systems. To effectively manage pivotal IT projects, students will delve into topics like the system development lifecycle and the decision-making process of whether to build or buy IT solutions. Additionally, the course will address critical issues related to information security, privacy, and explore ethical and social considerations.

Prerequisite(s): BUSI 1013 Statistics for Business

Pending approval by university Senate.

### **BUSI 4133 Managing Organizational Change**

(3 credits) (required)

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

### **BUSI 4153 Business Strategy**

(3 credits)

Introduction to a strategic perspective on issues that concern contemporary businesses, drawing on and exploring concepts from a number of undergraduate business courses (marketing, finance, accounting, management, and organizational behaviour). Exploring appropriate methodologies/approaches to strategic analysis, students use material from other courses in the analysis and resolution of complex business situations. Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting; BUSI 2033 - Organizational Behaviour and Management; BUSI 1093 - Introduction to Marketing; BUSI 2173 – Information Technology for Managers; BUSI 2083 – Introduction to Managerial Accounting; BUSI 2093 -

Introduction to Managerial Finance; BUSI 2103 - Human Resources Management and Development; BUSI 2113 - Production/Operations Management.

**MATH 0910 Developmental Math**

(0 credits) (required unless exempted)

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

## **11.2. Bachelor of Interior Design**

### **DIDE151 Products & Materials – Foundation**

(3 credits)

This course examines materials and products in a global context by exposing students to sustainable characteristics through life-cycle analysis. Emphasis is on determining the criteria for evaluating material and product usage based upon their inherent qualities, construction and manufacturing from a variety of perspectives. Prerequisite(s): ENGL101. Co-requisites: None

### **DIDE155 Building Systems - Lighting**

(3 credits)

Students will learn the principles and applications of lighting design and apply them to specific, specialized environmental situations including residential and small-scale commercial spaces. Emphasis is placed on creative lighting concepts, light level calculations, and the incorporation of custom lighting solutions and design. Students will also refine their skills in the development of architectural drawings related to lighting design and specifications. Prerequisite(s): DIDE142. Co-requisites: None

### **DIDE220 Codes and Regulations 1 (also offered as DIDE4401)**

(3 credits)

In this course, students will study current building codes, regulations and standards as they relate to the practice of interior design. Emphasis is on understanding the intent and interpretation of code regulations and applying basic knowledge to interior projects. Pre-requisite(s): DIDE203. Co-requisites: None

### **DIDE255 Building Systems - Structures**

(3 credits)

This course covers basic structural theory and the major structural systems for buildings and an overview of building components with a focus on structural impact for interior design practice. Emphasis is on the application of knowledge through drawings and modeling as they relate to the design studio projects. Prerequisite(s): DIDE145. Co-requisites: None

### **DIDE261 Products & Materials: Residential**

(3 credits)

In this course, students will critically examine material and product use in a residential context. Emphasis is on material and product features, application, and installation with a focus on sustainable practices. Working from the foundation to the final details, students will holistically explore how specific materials and products support their design intent. Prerequisite(s): DIDE151. Co-requisites: None

### **DIDE270 Building Systems: Power / HVAC**

(3 credits)

This course emphasizes the function of environmental support systems as they relate to interior design practice and life safety support systems. Students learn to apply the underlying technical requirements for building systems (mechanical, electrical, and fire detection/suppression) and how they impact

interior design decisions and construction drawings. Students also obtain an introduction to fundamental lighting criteria and considerations. Prerequisite(s): DIDT145. Co-requisites: None

### **DIDE344 Applied Lighting**

(3 credits)

In this course, students will appropriately select and apply lighting products and custom design elements to solve specific uses and special lighting situations. Emphasis is on the integration of creative lighting solutions with technical criteria related to user needs, source specification and specify layout and building systems coordination. Students will develop advanced drawings, details, and specifications to illustrate lighting intent, application, installation and construction coordination with related disciplines. Prerequisite(s): DIDE155. Co-requisites: None

### **DIDE351 Products and Materials: Commercial**

(3 credits)

In this course, students will critically examine material and product use in a commercial context. Emphasis is on the integration of advanced critical thinking approaches to materials and products specifications, features, application, and installation with a focus on sustainable practices. Working from the foundation to the final details, students will holistically explore how specific products and materials support their design intent and consumer need. Prerequisite(s): DIDE261. Co-requisites: None

### **DIDE360 Restoration**

(3 credits)

In this course, students are exposed to the methods and strategies of historic restoration as they relate to interior and exterior architecture. Emphasis is on developing awareness and understanding of the impact that the preservation of historic structures has within social, economic, and sustainability contexts. Prerequisite(s): ENGL101. Co-requisites: None

### **DIDE400 Codes and Regulations 2**

(3 credits)

In this course, students will continue their study and application of current building codes, regulations and standards as they relate to the practice of interior design. Emphasis is on the advanced analysis, application and documentation of regulatory information to interior design projects. Prerequisite(s): DIDE220. Co-requisites: DIDS410

### **DIDE4401 Codes & Regulations 1**

(3 credits)

In this course, students will study current building codes, regulations and standards as they relate to the practice of interior design. Emphasis is on understanding the intent and interpretation of code regulations and applying basic knowledge to interior projects. Prerequisite(s): None. Co-requisites: None

### **DIDE4402 Codes & Regulations 2**

(3 credits)

In this course, students will continue their study and application of current building codes, regulations and standards as they relate to the practice of interior design. Emphasis is on the advanced analysis, application and documentation of regulatory information to interior design projects. Prerequisite(s): DIDE4401. Co-requisites: None

**DIDH330 Canadian Architecture & Design**

(3 credits)

In this course, students will explore examples of vernacular architecture and notable practices to inform their understanding of historic and contemporary precedents in Canada. Emphasis is on the contextual investigation of Indigenous and Post-Colonial architecture and interiors through research, observation and analysis. Focus is on the relevance of Canadian contributions to the North American and global study and practice of architecture and design. Prerequisite(s): ART120. Co-requisites: None

**DIDH320 Research Methods in Interior Design**

(3 credits)

This course addresses the role of research design methods in interior design identifying the relationship between research and practice in the profession. Emphasis is on the choice and attributes of tools for research methodologies with a focus on critical analysis of evidence-based research data.

Prerequisite(s): DIDS315, ENGL101. Co-requisites: None

**DIDH312 Global Architecture & Design**

(3 credits)

In this course, students will investigate global architecture and design with a focus on understanding the interrelationships between the built environments and underlying social, cultural, economic, political, technical, and environmental issues. Emphasis is on the investigation and understanding of architecture and design as a reflection of the values and events that form a society and the role that design has to influence change. Prerequisites: ARTH120. Co-requisites: None

**DIDH400 Social Justice for the Built Environment**

(3 credits)

In this advanced course, students are exposed to current topics and case studies that explore the complex relationships within the Built Environment, global systems of oppression, and activism. Emphasis is placed on the role and value of public service, through the investigation of ethics, laws, codes, standards, and guidelines that impact and shape the human experience of interior space. Through independent and collaborative assignments, students gather human-centered evidence to critically assess how Architecture and Interior Design contributes to the justice or oppression of marginalized populations. Prerequisite(s): DIDS410, DIDE400. Co-requisites: None

**DIDH420 Philosophy of Design**

(3 credits)

In this course, students will be exposed to a variety of theoretical and philosophical constructs related to the study of architecture and design. Emphasis is on building awareness and understanding of the relevance of design, and social theories within the context of the built environment. Prerequisite(s): DIDH320. Co-requisites: None

**DIDP300 Professional Practice 1**

(3 credits)

In this course, students are introduced to the scope and complexity of professional interior design profession. Emphasis is on researching the historical elements and current professional issues, creating a personal design philosophy, understanding professional ethics and debating professional practice positions through peer to peer interaction. Prerequisite(s): DIDV240. Co-requisites: None

**DIDP400 Professional Practice 2**

(3 credits)

In this course, students continue to explore of the complexity of the interior design profession through the development of entry-level industry skills. Emphasis is on professional representation and branding, fee structures and contract administration. Students will be introduced to a professional portfolio and will further develop their design philosophy through creative representation. Prerequisite(s): DIDP300. Co-requisites: None

**DIDP420 Internship**

(3 credits)

In this course, students prepare for and complete an internship within a professional environment. Students engage in experiential learning by completing 200 hours in a supervised internship (180 intern hours and 20 volunteer hours) to gain industry experience as a pre-professional. Emphasis is on diversified learning experiences and exposure to a variety of career options and individual pathways to careers available. The student will also gain alternate points of view and the value of lifelong learning and community experience. Prerequisite(s): DIDP400. Co-requisites: none

**DIDP430 Examination Preparation**

(3 credits)

In this advanced course, students consolidate their theoretical, technical, and applied knowledge, gained throughout their program of study, as they prepare for the three-part professional licensure examination as established by CIDQ (Council for Interior Design Qualification). Emphasis is placed on seven comprehensive content areas as found in Part One, specifically the IDFX (Interior Design Fundamentals Exam), which focuses on the learning within education versus practice. Students are assessed through discussions and/or activities, independent assignments, quizzes, and a final exam that simulates the national IDFX exam in subject-specific content and format. Prerequisite(s): DIDP400. Co-requisites: None

**DIDP450 Internship 1**

(3 credits)

In this course, the student performs a self-assessment of their skills and career goals, in preparation for an internship experience in a professional environment. Emphasis is on developing a personal marketing strategy that will result in a meaningful internship placement. Students will research their local professional community and identify potential learning environments that will expose the student to different career options. Prerequisite(s): DIDH320, DIDP453. Co-requisites: None

**DIDP451 Project Coordination**

(3 credits)

In this course, students continue to advance their project administration and coordination knowledge. Emphasis is on the understanding of processes related to project administration within the context of the interior design profession. Students will investigate project scheduling, administration and coordination through analysis of purpose, applications, benefits and the role played by the interior designer. Prerequisite(s): DIDP453. Co-requisites: None

**DIDP452 Internship 2**

(3 credits)

Building on the student's experience gained within DIDP450 Internship 1, DIDP452 Internship 2 advances the student's experience within their placement opportunities. The student will engage in experiential learning opportunities in a professional environment spending 180 hours in a monitored professional environment to further gain the necessary experience to transition from student to pre-professional. Emphasis is on diversified learning experiences and exposure to a variety of career options and individual pathways to careers available. The student will also gain alternate points of view and the value of lifelong learning and community experience. Prerequisite(s): DIDP450. Co-requisites: None

**DIDP453 Marketing Professional Services**

(3 credits)

In this course, students investigate the marketing process as a means of understanding how to best present themselves as a design professional. Emphasis is on the refinement of a comprehensive pre-professional portfolio that illustrates their knowledge, skill, and individual vision as a precursor to degree completion. Prerequisite(s): DIDP250. Co-requisites: None

**DIDS111 Introduction to Interior Design Theory**

(3 credits)

This course introduces the fundamental concepts and terminology of design, and the analysis of space, form, and order, relating them to the study and practice of interior design. Emphasis is on analysis and criticism through the study of fundamental design principles, and acquainting students with the design process and critical interior design theories related to the interaction of people and interior architectural space. Prerequisite(s): None. Co-requisites: None

**DIDS116 Fundamentals of Space Planning**

(3 credits)

This introductory course establishes design vocabulary and encourages critical exploration of interior environments within the forum of space planning. Students will learn the fundamental building blocks of space planning that apply to all design sectors: anthropometrics; ethnographic observations; site analysis; human factors; barrier-free and universal design considerations; design codes and standards. Programming methodology is examined as part of the designer's toolkit and a means of integrating user needs with desired spatial qualities. Prerequisite(s): None. Co-requisites: None

**DIDS107 Design Studio: Residential**

(3 credits)

In this course, the student will develop an understanding of the concepts of space utilization and organization as well as the specific criteria of individual spatial problems. Students develop a conceptual approach to a small-scale residential space. Emphasis is on the integration of human behavioral theory within 3 dimensional spatial contexts and space planning. Prerequisite(s): DDT110, DIDS116. Co-requisites: None

**DIDS115 Design Studio: Retail**

(3 credits)

In this course, the student will acquire knowledge of retail design considerations and apply these principles to a commercial project focusing on the display and merchandising of products in a global



marketplace. Emphasis is on programming skills, space planning and circulation strategies, and the creation of an interior environment that successfully focuses on the display and merchandising of product within established codes and architectural limitations. Prerequisite(s): DIDV100, DIDT142. Co-requisites: None

### **DIDS203 Design Studio: Restaurant**

(3 credits)

In this course, the student will acquire knowledge of restaurant design considerations and apply these principles to a commercial project focusing on branding and dining as the entertainment experience. Emphasis is on programming skills, space planning and circulation strategies, and the creation of an interior environment that successfully focuses on the users' experience and brand identity within established codes and architectural limitations. Prerequisite(s): DIDS115, DIDT145. Co-requisites: None

### **DIDS210 Design Studio: Workspace**

(3 credits)

In this course, students will work within the specific program requirement of a corporate office client to create an efficient, functional and comfortable workplace. Emphasis is on programming and planning methodology for commercial spaces, consideration of architectural limitations that apply to the design solution and developing an awareness of system furniture and office ergonomics. Prerequisite(s): DIDT235, DIDS220. Co-requisites: None

### **DIDS220 Healthcare Studio**

(3 credits)

In this course, students will research and acquire knowledge of healthcare design and apply these principles to a small commercial project focusing on a healing environment. Emphasis is on applied research and theoretical advances within the healthcare environment, applied building code knowledge, space planning, privacy and circulation strategies, universal design and the creation of an interior environment that successfully focuses on the contribution of design to healing. Prerequisite(s): DIDS203, DIDT145. Co-requisites: None

### **DIDS310 Design Studio: Moving Spaces**

(3 credits)

In this course, students will examine mobile, deployable and compact spaces with a focus on design solutions for highly specialized conditions. Emphasis is on the research, programmatic, and conceptual development of spaces that serve contemporary social issues for emergency shelter. Students apply integrated design-team strategies for innovative and sustainable design solutions. Prerequisite(s): DIDS210. Co-requisites: None

### **DIDS315 Design Studio: Hospitality**

(3 credits)

In this course, students will apply advanced design methodology using collaborative approaches to a hospitality project. Emphasis is on the integration of evidence-based design research and design criteria governing the planning, spatial articulation, and materials used in the renovation of an existing boutique hotel. Design development is informed by a comprehensive design concept and presentation media that illustrates advanced processes, and architectural definition. Prerequisite(s): DIDS310. Co-requisites: None

**DIDS320 Design Studio: Collaborative**

(3 credits)

In this course, students participate in an interdisciplinary collaborative project as approved by the program director. Emphasis is placed on the creative aspect of the chosen project, the ability of the team to provide a cohesive rationale for the project's exploration and desired outcome, and a program for their research that culminates in the final project results. Prerequisite(s): DIDS315. Co-requisites: None

**DIDS410 Thesis 1: Research & Programming**

(3 credits)

Upon completion of all previous studios, students will begin the first of a three-course thesis sequence and begin the research and programming phase of their final thesis project. Using research methodologies, emphasis is on the analysis and critical review of supporting information from the social sciences. Design methodology is applied to a topic and project of personal and professional relevance, while addressing a social and/or environmental need. The resulting research and programming synthesis informs the conceptual and design development of the project in subsequent courses. Prerequisite(s): All Studio courses, DIDH320. Co-requisites: DIDE400, DIDE4402

**DIDS420 Thesis 2: Concept & Design Development**

(3 credits)

In the second of the thesis course series, students build on the foundation and successful completion of DIDS410 Thesis 1: Research & Programming. Students will develop advanced conceptual frameworks to inform the direction of the design and presentation of their thesis projects. Emphasis is on the generation of a comprehensive design concept that is integrated theoretically and spatially through the development of schematic diagrams and sketches and refined using industry- standard architectural and design drawings. Prerequisite(s): DIDS410, DIDE400. Co-requisites: None

**DIDS430 Thesis 3: Presentation & Defense**

(3 credits)

In this final of the thesis course series, students develop the final presentation of their thesis project. Emphasis is on the documentation of the project as a whole, using a planned methodology to illustrate all phases of the design process. Students prepare a written thesis document that accompanies a professional visual and verbal presentation used to defend their thesis. The final project represents students' highest achievement, demonstrating their knowledge and skills as a pre-professional designer. Prerequisite(s): DIDS420, DIDS430, DIDH400. Co-requisites: None

**DIDT110 Drafting**

(3 credits)

In this course, the student will develop basic skills in architectural drafting and use of equipment, as well as terminology. The student will also develop drawing and sketching skills required to illustrate ideas using architectural/design style graphic methods. Prerequisite(s): None. Co-requisites: None

**DIDT142 Manual & Digital Drawing Standards**

(3 credits)

In this course, the student will develop skills in preparing both manual and digital production drawings. Students will take their advanced manual technical skills into an introduction of CADD. The course will

focus on introductory to intermediate level commands and techniques using the current industry-standard version of AutoCAD. Emphasis is on the transfer of drafting knowledge from previous courses into CADD based skills through a series of in-class problem solving exercises and through the production of architectural drawings. Prerequisite(s): DIDT110, DIDS116. Co-requisites: None

### **DIDT145 CADD**

(3 credits)

In this course, students will continue to explore and utilize computer aided drawing technology. This course focuses on intermediate to advanced level commands, techniques, and protocols as well as productivity enhancing features with an emphasis on professional level utilization for two-dimensional presentation and construction drawings. Prerequisite(s): DIDT142. Co-requisites: None

### **DIDT200 Interior Detailing 1**

(3 credits)

Students explore aspects of the built environment from the perspective of construction, including the building envelope and structural systems, associated technologies, and finish materials. Students develop a set of field study as-built drawings for a residential space, as well as interior elevations, a millwork drawing package and an architectural model. Students will generate a term-long Detail Journal, where they will employ sketching, creative thinking, and technical knowledge. Through investigation, research and discussion, students employ an intermediate technical vocabulary, stressing the manipulation of materials and technologies. Prerequisite(s): DIDT235, DIDS203. Co-requisites: None

### **DIDT235 Construction Drawings**

(3 credits)

In this course, the student will develop knowledge and skills in the areas of architectural construction drawings and details. Analytical skills and processes provide a foundation for the application of knowledge from previous courses to technical architectural drawings using industry standards and tools. Emphasis is placed on the illustration of appropriate materials, assemblies and components for a set of interior detailed construction drawings. Prerequisite(s): DIDT145, DIDS115. Co-requisites: None

### **DIDT300 Interior Detailing 2**

(3 credits)

Through continuous exploration of the built environment from the perspective of construction, including the building envelope and structural systems, associated technologies, and finish materials, students will develop a set of field study as-built drawings for a commercial interior. Sketching, creative thinking, and modeling will assess student comprehension through application. Through investigation, research and discussion, students employ an intermediate technical vocabulary, stressing the manipulation of materials and technologies. Prerequisite(s): DIDT200. Co-requisites: None

### **DIDT430 Advanced Specifications**

(3 credits)

In this course, students will develop advanced knowledge and skill in the writing of specifications for an interior design project. Emphasis is on understanding the issues involved in specifying, identifying appropriate documentation formats, and practical application of that knowledge in their thesis project. Prerequisite(s): DIDS410, DIDE400, DIDE4402. Co-requisites: None

**DIDT431 Advanced Estimating & Budgeting**

(3 credits)

In this course, students investigate the issues and process involved in the preparation of a cost estimate budget for an interior design project. Emphasis is on development of a comprehensive cost estimate package relating to the focus of their thesis design project. Prerequisite(s): DIDS420, DIDT430, DIDH400. Co-requisites: None

**DIDT432 Documentation**

(3 credits)

In this course, students will examine commercial building construction and detailing with a focus on integration of building systems with interior construction. Emphasis is on the completion of details, interior construction, and finish drawings for their thesis design project. Prerequisite(s): DIDS420, DIDT430, DIDH400. Co-requisites: None

**DIDV100 Visual Communications: Perspective and Rendering**

(3 credits)

In this course, students are introduced to rendering techniques to reflect the visual qualities of the built environment. Using a variety of materials, emphasis is on the integration of colour rendering to two dimensional plans and elevations. Students will demonstrate the development of one and two-point perspectives, while integrating illustrative techniques to represent scale, proportion, materiality and advanced light modelling. Prerequisite(s): DIDT110. Co-requisites: None

**DIDV110 Visual Communications – Technique**

(3 credits)

This course builds on the drawing and rendering techniques developed previously through an investigation of advanced techniques, mixed media, and graphics software. Emphasis is on the use of appropriate media to support project type and illustrative intent. Students will refine their presentation skills through the use of advanced mixed media approaches to effectively convey design concept integration throughout project design. Prerequisite(s): DIDV100. Co-requisites: None

**DIDV130 Digital Drawing & Colour Theory**

(3 credits)

This course introduces basic computer applications for digital drawing and colour theory. Students will develop essential skills in the use of digital software applications while incorporating colour principles, theory, and systems as it applies to design composition, human perception and environmental psychology. Prerequisite(s): None. Co-requisites: None

**DIDV135 Visual Communications – Perspectives**

(3 credits)

In this course, students will expand and refine their skills in perspective drawing and rendering techniques. Emphasis is on the progression of sketching skills, architectural diagramming, and the detailed construction of perspective drawings with an emphasis on complex three-dimensional spaces. Students will integrate illustrative techniques to represent scale, proportion, and advanced light modeling to portray the qualities of the built environment. The course builds upon previous knowledge in presentation composition to support design studio projects. Prerequisite(s): DIDV134. Co-requisites: None

**DIDV200 Building Information Modeling**

(3 credits)

In this course, students are introduced to the principles and uses of Building Information Modeling (BIM) software as utilized in the profession. Emphasis is on the use of modeling commands and protocols resulting in professional-level deliverables including presentation drawings and construction documents. Prerequisite(s): DIDT235, DIDS115. Co-requisites: none

**DIDV225 Visual Communications – Technique**

(3 credits)

This course builds on the drawing and rendering techniques developed previously through an investigation of advanced techniques, mixed media, and graphics software. Emphasis is on the use of appropriate media to support project type and illustrative intent. Students will refine their presentation skills through the use of advanced mixed media approaches to effectively convey design concept integration throughout project design. Prerequisite(s): DIDV135. Co-requisites: None

**DIDV230 Digital Rendering**

(3 credits)

In this course, the student will develop skills in preparing 3D digital production models and renderings. The student will learn to use a variety of professional level computer rendering software programs to enhance their ability to produce realistic illustrations of 3 dimensional models. Emphasis is on the production of detailed images that accurately represent materiality and spatial quality through realistic lighting and environmental influences. Students will also learn to use computer modelling and rendering as a tool to investigate and evaluate design solutions as part of the design process. Prerequisite(s): DIDT145, DIDV110. Co-requisites: None

**DIDV240 Digital Presentation**

(3 credits)

Students expand their presentation skills using digital software applications and apply those skills to the development of a variety of industry standard presentation methods and techniques. Emphasis is on advanced image manipulation and demonstrating when and where to apply the appropriate presentation technique. Students explore and develop their own personal presentation strengths by furthering their visual and graphic presentation skills, as well as adding to the development of their critical analysis and creative thinking skills. Prerequisite(s): DIDV230. Co-requisites: None

**DIDV322 Revit**

(3 credits)

In this course, students are introduced to the principles and uses of Building Information Modeling (BIM) software as utilized in the profession. Emphasis is on the use of modeling commands and protocols resulting in professional-level deliverables including presentation drawings and construction documents. Prerequisite(s): DIDT235. Co-requisites: None

## **11.3 Bachelor of Creative Arts**

### **BCAR 3013: Creative Arts in Cultural Context**

(core, required; 3 credits)

This course provides an overview of social and cultural factors that influence and shape creativity and aesthetic perceptions. Students discuss theoretical perspectives on the relationship between culture and the arts and the effects of colonization, decolonization, and globalization on creativity and the arts. Particular attention is paid to the multi-cultural and Indigenous contexts of the creative arts in Canada. Prerequisite(s): none.

### **BCAR 3023: Creative Arts in Ethical and Legal Context**

(core, required; 3 credits)

This course introduces students to the key ethical and legal rules, processes, and structures that affect creative artists in Canada. Topics include: the nature of ethical rules and legal rules; codes of ethics; cross-cultural ethical concerns; relevant laws relating to agency, contract, defamation, harassment, liability, and negligence. Prerequisite(s): none.

### **BCAR 3043: Research Methods for the Creative Arts**

(core, required; 3 credits)

The focus of this course is accessing, assessing, and working with specialized information related to the arts. Topics include: accessing and evaluating publicly available information from government, industry, academic, and other sources; using Internet sources prudently and appropriately; generating data and information from surveys, focus groups, and interviews; effective communication of research results and analysis. During this course, each student will define and prepare a preliminary proposal for the graduating project to be completed in the final two terms of study. Prerequisite(s): None.

### **BCAR 3053: Managing Talent and Arts Administration**

(core, required; 3 credits)

This course introduces students to practices and issues related to managing people and interpersonal relations across the creative arts. In the overall context of creating a vision and fostering innovation and creativity, topics include: managing artists and arts-based organizations, coaching, and motivating others, building effective teams, and managing negotiations, conflicts, crises, and social media. Prerequisite(s): none.

### **BCAR 3063: Creative Arts in Political and Public Policy Context**

(core, required; 3 credits)

This course introduces students to the public policy, statutory, regulatory, and political environment of the creative arts in Canada. Topics include: the roles of federal, provincial, and municipal governments with respect to the creative arts; the effect of the Charter of Rights and Freedoms on the creative arts; the making of arts policy in Canada, including the role of arts organizations and lobbyists; government arts agencies, including agencies for funding the arts; protection and regulation of intellectual property rights in Canada. Prerequisite(s): None

**BCAR 3073: Managing Projects in the Creative Arts**

(core, required; 3 credits)

Many – perhaps most - undertakings in the creative arts are, essentially, projects. That is, they have a specific purpose, goal, or outcome, a life span with a terminal date, and typically bring together people and resources uniquely dedicated to achieving the desired outcome. In sum, these undertakings are neither permanent nor routine. This course takes students through the basic processes of managing projects in the creative arts - initiation, planning, implementation/execution, monitoring/controlling, and closing – and introduces them to some of the tools that facilitate effective planning and resource management. Prerequisite(s): None.

**BCAR 4013: Financial Leadership for the Creative Arts**

(core, required; 3 credits)

This course introduces students to processes, methods, and issues related to raising and managing the finances required for artistic activities and enterprises. Topics include: sources of public funding and preparation of effective applications for funding; fundraising; strategic and tactical planning, risk assessment and management; making business plans; expenditure management. Prerequisite(s): None.

**BCAR 4023: Criticism – Methods of Evaluating and Assessing Creative Activity**

(core, required; 3 credits)

In this course, students examine theories and practices of criticism in the arts. Students read and discuss examples of criticism representing significant contemporary frameworks for understanding the arts (e.g., postmodernism). Students also develop and present critiques of contemporary works or bodies of work for class discussion. Prerequisite(s): BCAR3043: Research Methods for the Creative Arts

**BCAR 4033: Entrepreneurship and the Creative Arts**

(core, required; 3 credits)

Building on previous courses in talent and financial management, this course focuses on the practical aspects of initiating, establishing, and developing artistic enterprises and activities. Topics include: opportunity recognition, feasibility study, risk, funding sources, marketing requirements, negotiations, and resource needs. Case studies are used. Prerequisite(s): None.

**BCAR 4043: Global Perspectives on the Creative Arts**

(core, required; 3 credits)

In this course students examine the global nature of the creative arts. Topics include: the evolution of “the audience” for arts; the effects of globalization on theory and practice in creative arts; globalizing trends in entrepreneurship and management (finance, talent, distribution, marketing) in the creative arts. Prerequisite(s): BCAR 3013: Creative Arts in Cultural Context.

**BCAR 4113: Graduating Project 1**

(core, required; 3 credits)

This self-directed, thesis-style course allows students to draw together skills, knowledge, and insights acquired in previous courses and apply them to a topic related to the student’s professional specialization. Projects might be scholarly, taking the form of a senior undergraduate thesis, or they might be applied and professional, taking the form of a plan for a creative undertaking. Students are encouraged to work in groups and will come together in seminars to present and discuss their projects

at crucial stages of development: topic identification; research outline; writing/production outline; final presentation. Prerequisite(s): BCAR 4023: Criticism.

\*As a self-directed course there will be no weekly meetings for this class, rather occasional check-ins and arranged meetings with instructors as requested/needed.

### **BCAR 4123 Graduating Project 2**

(core, required; 3 credits)

This course continues work begun in BCAR 4113: Graduating Project 1. Prerequisite(s): BCAR 4113: Graduating Project 1.

\*As a self-directed course there will be no weekly meetings for this class, rather occasional check-ins and arranged meetings with instructors as requested/needed.

## **11.4 Liberal Arts Program**

### **ANTH101 Cultural Anthropology**

(3 credits) (Tier 1)

This course, introducing cultural anthropology as one of the four subfields of anthropology, explores human beliefs, diverse cultures, and social organization across the globe. The course involves various readings and project-based learning opportunities, and it helps students analyze how humans shape as well as interact with the social and physical world around them in different geographical contexts.

Prerequisite(s): None

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

(3 credits) (Tier 1)

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

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

(3 credits) (Tier 1)

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



For BID students - Prerequisite(s): ARTH110. For BBA Students – Prerequisite(s): None.

### **ARTS101 Principles of Art and Design**

(3 credits) (Tier 1)

This course introduces students to the underlying principles of art and design. In this course, students will develop a critical understanding of the principles that form the foundation of many creative arts. Using a broad, interdisciplinary approach, various creative and artistic disciplines are examined as variations of applications of such artistic principles. These principles are in many ways the building blocks of all artistic creations, and to learn them is to better understand art creation itself. Students will explore various explanations of these 'art principles' and what these might look like in different times and spaces while making universal human connections. Prerequisite(s): None

### **ARTS102 Arts Industries in Canada – an Introduction and Overview**

(3 credits) (Tier 1)

This course introduces students to the variety of art industries in Canada and furthermore describes the scope of the creative and artistic industries in Canada. Students develop a critical understanding of the factors that shape creative industries and the importance of these creative industries to the Canadian economy. Taking a broad view, the courses will examine a majority of the creative arts such as fine art, design studies, music, drama, dance, cinematics and photography, crafts, and creative/imaginative writing. Not only will students develop a deep understanding of the breadth of the Canadian arts industry, but also how to negotiate the art professional working landscape. Prerequisite(s): None

### **ARTS103 Perspectives on Indigenous Arts**

(3 credits) (Tier 1)

This course is a survey of the cultural and art practices of various Indigenous People found around the globe. While fostering an appreciation for cultural and artistic endeavors, students develop an understanding of the term *Indigenous*. The course explores various Indigenous arts which include illustration, craft, and performance. The course considers what the Indigenous arts might look like in different time periods, locations, and in different cultural and contextual motivations. Prerequisite(s): None.

### **BIOL200 Ecology and Ecosystems**

(3 credits) (Tier 1)

We are living in exciting times for ecological science. Along with significant challenges that we are facing such as climate change or global biodiversity loss, we have accumulated enough knowledge and experiences to understand basic concepts to be implemented in conservation and restoration activities. This course will develop an introductory understanding of the main ecological concepts and principles, further our understanding of the processes that occur in biological systems, and introduce main research methods used by ecologists, including observation, experimentation, modeling, sampling, and data analysis. Students will get a unique hands-on experience surveying their local ecosystems and will be able to assess the impacts of human-induced change. They will have a chance to reflect on the importance of understanding characteristics of the ecosystem for its proper restoration and monitoring; to learn about the legal and policy frameworks that direct and influence these processes; and review future research directions for biodiversity, ecosystem services, and sustainability. Pre-requisite(s): None

**COMM100 Cross Cultural Communication**

(3 credits) (Tier 1)

This course introduces students to the fundamental concepts as well as practical aspects of cross-cultural communication. The course involves a survey of the key concepts in cross-cultural communication, which could be applied to a wide range of communication contexts both academic and workplace. To understand culture in terms of diversity and subcultures in a global context, the course features cross-cultural communication in relation to language, culture, and discourse practices. The course utilizes a practice-oriented format to develop cross-cultural communication skills by means of presentations, analysis, and application. Prerequisite(s): None

**CRIN110 Creativity and Innovation**

(3 credits) (Tier 1)

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

**ENGL101 Research & Composition**

(3 credits) (Tier 1)

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

**ENGL150 Professional Communication**

(3 credits) (Tier 1)

This course extends composition and research principles to writing in a career context. Students apply principles of economy and clarity to create business documents that are informative and persuasive. While the course focuses on business messaging, it also includes formal research report writing, as well as the planning and delivery of oral presentations. For BID students - Pre-requisite(s): ENGL101. For BBA students. Prerequisite(s): None

**ENGL 180: English For Academic Purposes**

(3 credits) (Tier 1)

This course assists students to adjust to an English academic environment and to build foundations of critical thinking, writing, and public speaking. Students apply principles of logic, strategic thinking, and synthesis to prepare sound arguments supported by relevant, well-documented research. Students are encouraged to write extensively, in persuasive and analytic styles, on contemporary issues of interest

within the general business, design, and professional context. Students participate in group discussions, activities, and peer work. Prerequisite(s): None

### **ENGL190 Communications for the Creative Arts**

(3 credits) (Tier 1)

The course builds on the art and science of reading and writing to prepare learners for effective communication in a creative field of study and work. This entails activities and assignments based on music, political speeches, social media, poetry, and history that hone the capacity for literary products in various genres of business, academic and creative writing. Learners will develop their own voice and style in an interactive and collaborative self-directed learning environment. Prerequisite(s): None

### **ENSC200 Environmental Science**

(3 credits) (Tier 1)

Students will learn about climate change, water and air pollution, soil degradation, environmental hazards, and human footprints on the planet in 11 weeks. The students will also learn about ecosystems and biodiversity through observation and data collection and analysis in class and lab. This course will help students to understand the importance of moving toward renewable energy sources and sustainable practices to preserve the environment. Prerequisite(s): None

### **ENGL250 The Workplace in Fiction**

(3 credits) (Tier 2)

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

### **GEOG210 Human Geography**

(3 credits) (Tier 2)

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

### **HIST300 The History of Sport**

(3 credits) (Tier 2)

This course explores the history of sport and athletics, ranging from the oldest forms of recreation to modern professional sports. It examines the established historical record, but also examines how we determine these facts through interpretation. By synthesizing the practice of sports with various theories of practicing history, students learn to evaluate historical claims that are often disguised in the playful focus of sports. Through such an analysis of historical sports, students develop a critical

awareness of the social and ethical issues around such key aspects of human and social life.

Prerequisite(s): One Tier 1 course

### **HUMN100 Introduction to Beauty**

(3 credits) (Tier 1)

In this course, students will gain insight into how the concept of beauty has shaped and motivated our world. Addressing beauty from both historical and contemporary perspectives, this course will focus on the intersections of beauty with visual art and design, philosophies of aesthetics, and media studies. Including opportunities to explore beauty as it relates to screen media, performing arts, literature, and/or music, this interdisciplinary approach will create a personal and cultural investigation on how beauty sparks action and inspiration. Global, Indigenous, and Western views on beauty will be included to examine themes such as the natural world, the body, and the value of beauty in our everyday lives. Prerequisite(s): None

### **HUMN101 Modes of Thinking and Learning**

(3 credits) (Tier 1)

A practical exploration of some of the core tenets of critical thinking and learning, as experienced throughout everyday life, and through different cultural lenses. The overarching theme is “What is Truth?” These tenets are explored from within a variety of disciplines, from Philosophy (the development of reasoning and argumentation, logical expression); Psychology (how humans think and learn), Science (basic epistemology, or ways of knowing), and History (how we learn about and from our collective pasts). Each exploration will adopt both the traditional (“Western” or “classical”) foundation, as well as less conventional but equally valid modes, such as indigenous perspectives on knowledge and learning, mental health’s impact on intelligence, adult learning theory, and media’s influence on “truth”. Prerequisite(s): None

### **HUMN200 World Religions: A Comparative Study**

(3 credits) (Tier 2)

The comparative study of religion investigates both the differences and common ground among the world’s religions. The course examines the relationship of world religions in the context of their history, leaders, and knowledge systems to modern science. In the spirit of inquiry, expanding the imagination, knowledge, and understanding the course explores the relevance of religion to contemporary facets of Canadian culture. Prerequisite(s): One Tier 1 course.

### **HUMN201 Youth Culture**

(3 credits) (Tier 1)

This course offers a survey of social-cultural themes related to youth culture and identities globally. The course is essentially interdisciplinary, and it adopts sociological and anthropological perspectives to examine some key issues including social activism, music orientations, and socio-economic trends. Students will also explore the emerging phenomenon of youth empowerment by reviewing cases from Canada and other countries. Students will investigate various dimensions of youth cultures by working on projects and experiential learning activities. Prerequisite(s): None

**HUMN202 East and South Asian Studies**

(3 credits) (Tier 1)

This course examines art, culture, language, religion, and politics in historical and contemporary East and South Asian contexts. Drawing on inter-disciplinary studies in political sciences, education, sociology, and art history, the course will focus on the diversity and connections within and among the peoples and places in East and South Asian countries such as China and India. The course will also examine major historical and cultural events in East and South Asian countries in the colonial and post-colonial era. The course is offered over 11 weeks, with one unit per week. Week 7 is designated to reading and reviewing previous units. Prerequisite(s): None

**HUMN268 – Financial Literacy in a Canadian Context**

(3 credits) (Tier 2)

This course introduces students to the essentials of personal financial management. Content will include the basics of the Canadian economic system with a focus on concepts such as taxation, gross domestic product, business cycles, inflation, and interest rates. Students will explore the time value of money, personal debt, and credit, how investment strategies are derived, wealth accumulation objectives, and a variety of mechanisms used to achieve personal financial success. Prerequisite(s): One Tier 1 course.

**HUMN422 Topics in Technology and Society**

(3 credits) (Tier 3)

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

**HUMN430 Topics in Power and Society**

(3 credits) (Tier 3)

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

**HUMN440 Smart and Sustainable Cities**

(3 credits) (Tier 3)

In this course students explore, evaluate, and critique the concepts and possibilities for creating smart cities to meet social, environmental, and economic sustainability goals. Smart cities use digitized electronic information and communication technologies (ICT), internet of things (IoT) devices and networks, urban analytics, and 'smart governance' to monitor, manage, and enhance urban services; improve urban livability; facilitate urban environmental sustainability; and improve the economic efficiency and productivity of cities. Combining smart city methods with public policy goals based on

sustainability objectives, two primary innovations in cities - the exploding possibilities created by ICT and the ethical necessity of focusing on sustainability in city functions -are investigated. This course will look at the theories, strategies, and existing frameworks of smart and sustainable city innovations as they can enhance urban life now and into the future. Prerequisite(s): Two Tier 2 courses

### **HUMN450 Design Thinking**

(3 credits) (Tier 3)

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

### **INDG104 Introduction to Indigenous Studies and Decolonization**

(3 credits) (Tier 1)

This course provides students with an introduction to the Indigenous peoples in what is now called Canada, including their worldviews, history, culture, and experiences. Students explore the historical and ongoing impact of colonialism on Indigenous peoples, as well as learn about resistance movements, Truth and Reconciliation, and the active process of decolonization and Indigenization. Prerequisite(s): None

### **MATH100 Pre-Calculus**

(3 credits) (Tier 1)

A review of pre-calculus math, to prepare students for a calculus course. Topics will include various functions (algebraic, exponential, logarithmic, trigonometric) and their graphs; inverse functions; and trigonometric identities. Students will regularly be challenged to address real-world problems that include incorporating the functions studied in each unit. Prerequisite(s): None

### **PHIL300 Philosophical Thought and Leisure**

(3 credits) (Tier 2)

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

### **POLI200 Multinational Companies and Globalization**

(3 credits) (Tier 1)

Multinational companies (MNCs) and their expansion in global markets has catalyzed the process of globalization. This course is designed to examine the impact of globalization driven by MNCs. The learners will examine the macroenvironmental changes influencing MNCs, their decisions and outcomes, and review the relationship between MNCs, national governments, and societies. Evolution of MNCs, their contribution to economic growth, and criticisms faced will also be debated. The topics discussed include globalization and its drivers; facets of globalization: economic, political, technological, and cultural; evolving relationship between MNCs and nations; impact of MNCs in home and host countries; and regulation of MNCs by national governments and international NGOs. Prerequisite(s): None

**PSYC101 Psychology**

(3 credits) (Tier 1)

This course provides a foundation for the understanding, prediction, and direction of behavior. Organized within a framework encompassing foundations, general topics and applications, the course provides an understanding of how psychological principles and concepts relate to professional and personal life. Using psychology to specifically improve the quality of our lives, students examine the various schools of psychology in their application to research methods, learning, memory, sensation and perception, personality, human development, stress, and psychological disorders. In a collaborative and dynamic learning environment, students complete cases studies, conduct basic research, and evaluate findings. Prerequisite(s): None

**PSYC200 Psychology of Everyday Life**

(3 credits) (Tier 2)

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

**PSYC210 Contemporary Topics in Social Psychology**

(3 credits) (Tier 2)

Social psychology is the scientific study of how our thoughts, feelings, and behaviors are impacted by either being or imagining that we are in the presence of others. This course engages students in contemporary issues in social psychology that are happening in the world today. Instructors will provide examples of timely social issues in the news and relate it to current research in psychology. Students will apply critical thinking to social issues in the media through a psychological lens by learning to use scientific databases and objective sources of psychology information. Prerequisite(s): One Tier 1 course

**PSYC330 The Psychology of Creativity**

(3 credits) (Tier 2)

In this course, students explore the workings of the creative mind. The course examines the perceptual, cognitive, motivational, educational, and cultural factors that influence creativity. Exploring both the individual and social creative processes, this course will help students understand creative elements that shape individuals' aesthetic judgements. Prerequisite(s): One Tier 1 course

**QRSS100 Qualitative Research Methods for Social Science**

(3 credits) (Tier 1)

This course explores the qualitative research methods that researchers use to answer empirical questions within the sphere of the social sciences, as well as within business and the humanities. It will teach students the basic knowledge and skills required to do qualitative research and to be intelligent consumers of others' qualitative research. Topics include assessing existing research; collecting,



analysing, and interpreting qualitative information; and methods to communicate research. By using a variety of research tools, students will explore how formulating sound qualitative research leads to objective and reliable outcomes. Students will also learn to identify ethical, ideological, empirical, and theoretical aspects of research, and recognize effective research. Prerequisite(s): None

### **SOCI100 Introduction to Sociology**

(3 credits) (Tier 1)

This course explores the foundations of sociology by providing students with analytic tools to critically explore their contemporary social and cultural world. The course includes topics such as: culture, socialization, social structure, race, gender and class, stratification, institutions, urbanization, and the environment as they affect Canadian society and the world at large. Prerequisite(s): None

### **SOCI200 Global Issues in Sociology**

(3 credits) (Tier 2)

This course brings together key perspectives in sociology to provide students with an overview of contemporary global issues influencing people's everyday lives. By combining theoretically oriented explanations, empirical evidence, and case studies within the field, students will learn to use the sociological imagination to address current events and issues affecting the world around us. Some topics covered in the course include migration and social mobility; climate change and natural disasters; pandemics and diseases; digital technology and mass media; and the digital divide. Prerequisite(s): One Tier 1 course.

### **SOCI220 Digital Media and Society**

(3 credits) (Tier 1)

This course offers students an overview of digital media and how technologies are impacting society on micro, macro, and global levels. It examines the pervasive impact that digital media is having on society, with specific interest in the implications and applications of social media. Focus is given to investigating the theoretical and cultural aspects of digital media with an aim toward understanding how this form of communication has changed the relationship between individuals, organizations, and society.

This course will introduce students to fundamental communication concepts with which they can critically evaluate digital media's ability to create political, economic, and social change. Students will examine fundamental communication theories that relate to media ownership and control, media and democracy, media and identity, and media governance. Students will apply these theories to understand digital media and its effects on individuals, groups, and societies. Prerequisite(s): None

### **SOCI300 Sociology and Culture**

(3 credits) (Tier 2)

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



**UNIV101 University Studies**

(3 credits) (Tier 1)

University Studies offers students the opportunity to become familiar with the undergraduate academic environment and learn how to navigate institutional procedures and services. Students learn essential academic and personal skills that will allow them to perform successfully in a highly demanding academic setting. Particular focus will be placed on the effective use of technology and social media. The multiple learning formats included in the course will facilitate the transition to the diverse learning-delivery methods commonly used in Canadian colleges and universities. Prerequisite(s): None

## **12. Personnel Roster**

### **12.1 Senior Administration**

|                          |   |
|--------------------------|---|
| Julia Christensen Hughes | President & Vice Chancellor, Yorkville University<br>MBA, Ph.D., York University  |
| Ashley Dafel             | Chief Executive Officer,<br>MBA, Northwestern University  |
| Allyson Lowe             | Provost and Executive Vice President<br>Ph.D., The Ohio State University  |
| Angela Antohi-Kominek    | Vice President Academic and Principal, Ontario<br>Ed.D., PMP, The University of Western Ontario   |
| Drew Campbell            | Vice President, Marketing and Communications<br>B.Sc., Wilfrid Laurier University   |
| Shannon Carvell          | Chief Financial Officer<br>CA, Institute of Chartered Accountants of Ontario<br>CPA, American Institute of Certified Public Accountants |
| Thomas Chase             | Vice President Academic and Principal, British Columbia<br>Ph.D., University of Glasgow   |
| Cindy Crump              | Vice President, Student Experience<br>MAEd, St. Francis Xavier University   |
| Tyler Dunham             | Senior Vice President, Governance, Regulatory & Government Affairs<br>M.Ed., Yorkville University                                       |
| Mayer Elharar            | Vice President, Transformation<br>M.A., York University   |
| Hadi Farashahi           | Chief Transformation Officer<br>MBA, University of Toronto  |
| Lois Fleming             | University Registrar<br>M.A., Athabasca University  |
| Chris Gain               | Chief Information Officer<br>MBA, York University – Schulich School of Business   |
| Paul Graham              | University Librarian<br>M.L.S., Dalhousie University  |

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|------------------|---|
| Natasha Hannon   | Vice President, Teaching & Learning<br>Ph.D., The University of Western Ontario               |
| Lydia He         | Chief Marketing and Revenue Officer<br>Ph.D., University of Toronto                           |
| Gary Hepburn     | Vice President Academic and Principal, New Brunswick<br>Ph.D., University of British Columbia |
| Katie Reese      | Senior Vice President, Program Development<br>B.Comm., Queen's University                     |
| Karen Stevenson  | Associate Vice President, Learning Design<br>EdD, Western University                          |
| Fleur Williamson | Interim Senior Vice President, People and Culture<br>MBA, Deakin University                   |

## **12.2 Faculty Members**

### ***12.2.1 Business Administration Faculty Members***

| <b>Last Name</b> | <b>First Name</b> | <b>University</b>                                    | <b>Highest Credential</b>                          |
|------------------|-------------------|--|--|
| Abdelghani       | Mehailia          | Iowa State University, USA                           | Ph.D. (Applied Mathematics)                        |
| Agarwal          | Baishali          | University of Calcutta, India                        | Ph.D. (Business Management)                        |
| Akhter           | Tahmina           | University of Waterloo, Ontario                      | Ph.D. (Applied Mathematics)                        |
| Amirpouyan       | Amirpouyan        | Multimedia University, Malaysia                      | Ph.D. (Strategic Management)                       |
| Azad             | Nader             | McMaster University, Ontario                         | Post Doctoral Degree (Operations Management)       |
| Aziz             | Imran             | York University, Ontario                             | Ph.D. (Economics)                                  |
| Ahmad            | Aizad             | University of Salford, UK                            | MBA  |
| Bhojwani-Chen    | Hanika            | Wilfrid Laurier University, Waterloo, Ontario        | MBA  |
| Campbell         | Chantelle A.      | Ryerson University, Ontario                          | M.A. (Criminology)                                 |
| Culli            | Gjergji           | University of Tirana, Albania                        | Ph.D. (Mathematics and Statistics)                 |
| Cureteanu        | Radu              | West University of Timisoara, Romania                | Ph.D. (Management, Economic Sciences)              |
| Drakakis         | Joanna            | William Taft University, CO, USA                     | MBA  |
| Ferdousi         | Shawkat           | Institute of Business of Administration (IBA), Paris | Ph.D. (Finance and economics/Economic Development) |

| Last Name    | First Name                  | University  | Highest Credential  |
|--------------|-----------------------------|---|---|
| Gkasis       | Pavlos                      | Aristotle University of Thessaloniki, Greece                                | Ph.D. (Economics)   |
| Grosman      | Simi                        | York University, Ontario  | MBA (Marketing)   |
| Gill         | Varinder                    | Punjab University   | PhD (Economics)   |
| Habib        | Sheikh<br>Mohammad<br>Anwar | University of Dhaka, Bangladesh   | MBA   |
| Habib<br>Haq | Fahmida<br>Irfan            | SMA University, Switzerland   | DBA   |
| Haq          | Irfan Ul                    | Anglia Ruskin University, UK  | MBA   |
| Haque        | Adnan Ul                    | University of Wales Trinity Saint David, UK                                 | DBA (Organizational<br>Behavior)                            |
| Helik        | James                       | University of Toronto, Ontario  | MSc. PI.  |
| Islam        | Ebadul                      | The University of the Incarnate Word, San<br>Antonio, Texas, USA            | Ph.D.   |
| Jafri        | Noman                       | Lahore University of Management Science,<br>Pakistan                        | PMP, MBA  |
| Jeganathan   | Sarvananthan<br>(Sarva)     | University of Southern Queensland,<br>Australia and university of Wales, UK | MPM, MBA  |
| Kamala       | Peter                       | University of South Africa  | Doctor of Commerce and<br>Accounting                        |
| Kilfoyle     | Eksa                        | York University, Ontario  | Ph.D. (Business<br>Administration/Accounting)               |
| Moayeri      | Farhad                      | University of Toronto, Ontario  | Ph.D.   |
| Narankhuu    | Bolor                       | Lund University, Sweden   | Ph.D. (Economics)   |
| Nisham       | Nishreena                   | University of Wales Trinity Saint David,<br>United Kingdom                  | DBA, SIX SIGMA Certified                                    |
| Osman        | Mahenoor<br>(Tania)         | Henderson State University, USA   | MBA   |
| Papaoannou   | Agoro                       | Osgoode Hall Law School, York University,<br>Ontario                        | LL.M (International Business<br>Law)                        |
| Ramchandani  | Pradeep                     | University of Waterloo, Ontario   | Ph.D. (Mathematics)   |
| Ramdayal     | Tulsie                      | Cape Breton University, Nova Scotia   | MBA   |
| Saunders     | Joe                         | University of Phoenix, and Western<br>California State University, USA      | MBA (Global Management),<br>MBA (Finance and<br>Accounting) |
| Selvaraj     | Sujatha                     | Alagappa University, India  | Ph.D. (Bank Management),<br>PMP Candidate                   |
| Sharma       | Raj                         | Brunel University, Uxbridge, and Heriott-<br>Watt University, UK            | M.Sc. (Data<br>Communications Systems)<br>and MBA (General) |
| Sharma       | Ravi                        | Niagara University, NY, USA<br>New York Institute of Technology, NY, USA    | M.Sc. (Ed.)<br>M. Mech. Eng.                                |
| Sher         | Ali                         | George Washington University,<br>Washington, DC, USA                        | Ph.D. (Engineering<br>Management)                           |
| Sohaee       | Negar (Nikki)               | Colorado Technical University, Colorado,<br>USA                             | DBA   |

| Last Name  | First Name   | University                                | Highest Credential                             |
|------------|--------------|---|--|
| Sutherland | Violet       | Western Michigan University, USA          | MBA  |
| Tanvir     | Iram         | Johns Hopkins University, USA             | MS (Marketing), MBA                            |
| Tariq      | Abdul Naveed | University Putra Malaysia (UPM), Malaysia | Ph.D.  |
| Toor       | Arif         | University of Toronto, Ontario            | Ph.D. (Leadership, Adult and Higher Education) |
| Uppal      | Rashpal      | Athabasca University, Alberta, Canada     | MBA, CITP, CSCMP, CCI, LSSGB                   |
| Yosipovich | Yoav         | Queen's University, Ontario               | MBA  |

### 12.2.2. Interior Design Faculty Members

| Last Name  | First Name     | University   | Highest Credential                                |
|------------|----------------|--|---|
| Abdulridha | Ban Abdulazeez | Baghdad University, Iraq   | MA Sc. (Architectural Engineering)                |
| Al-Nijaidi | Hazim Rashed   | Oxford-Brookes University, UK  | Ph.D. (Architectural Design)                      |
| Al Rawi    | Reem           | Carleton University, Canada  | M. Arch   |
| Alz        | Taghreed       | OCAD University  | M Des (Inclusive Design)                          |
| Arboscello | Nina           | Savannah College of Art and Design, USA  | MA (Interior Design)                              |
| Bertussi   | Michele        | University of Barcelona, Spain   | MID, Master's in Interior Design                  |
| Bohnett    | Nancy          | Savannah College of Art and Design, USA  | M. Arch   |
| Boron      | Katerzyna      | Academy of Fine Art Krakow, Poland   | M.A. Interior Design                              |
| Chaudhry   | Moby           | Southern Illinois University, Carbondale, Illinois, USA  | M. Arch   |
| Cheng      | Thomas         | Southern California Institute of Architecture, USA   | M. Arch   |
| Dilmaghani | Azin           | McGill University, Montreal, QC  | M. Arch   |
| Dahroug    | Maha           | New York School of Interior Design   | MPS-S   |
| El-Kady    | Dina           | Auburn University, USA   | M.Sc. (Interior Design)                           |
| El-Osmani  | Nawwar         | University of Balamand (ALBA)  | MFA, (Master of Interior Architecture and Design) |
| Fakharian  | Behrang        | University of Paris  | Ph.D.   |
| Franchuk   | Kateryna       | Toronto Metropolitan University  | MID, Master of Interior Design                    |
| Ghalib     | Ahmed F.       | Inclusive Design Research Center (IDRC), Ontario College of Art & Design University (OCADU), Ontario, Canada | Master Design (M Des), Inclusive Design           |
| Guney      | Aysegul        | Istanbul Technical University  | M.Sc. Interior Architectural Design               |
| Habib      | Reem           | Lebanese University of Fine Arts, Lebanon  | M.A. Interior Architecture                        |
| Jacob      | Marco          | University of Toronto, Ontario, Canada   | M. Arch   |
| Jalalpour  | Golnaz         | Art and Architecture School of Azad Islamic University, Iran   | M.A. - Industrial design                          |

|                  |                   |   |   |
|------------------|-------------------|---|---|
| Kilinc           | Asli              | Mimar Sinan Fine Art University                         | Ph.D.   |
| Korbout          | Elena             | Northumbria University, UK                              | M.A. (Des), MES                                 |
| Li               | Yiran             | University of British Columbia                          | Master of Urban Design                          |
| Martyn           | Erin              | Savannah College of Art and Design,<br>Savannah, USA    | MFA (Interior Design)                           |
| Miri             | Elahesadat        | Boston Architectural College                            | Master of Interior Design                       |
| Moore            | Aleksandra        | Argosy University, FL, USA                              | Ed.D.   |
| Nejadriahi       | Halleh            | Eastern Mediterranean University, Cyprus                | Ph.D. (Architecture)                            |
| Roland           | Adam              | Savannah College of Art and design, Georgia             | M. Arch   |
| Tian             | Ran               | Pratt Institute School of Architecture                  | M. Arch   |
| Volmer           | Afsaneh           | École Supérieure de design Industrial, Paris,<br>France | DEA - Master of Woven<br>Design of Woven Fabric |
| VonKaenel        | Brandy            | University of Colorado, USA                             | M. Arch and MUD                                 |
| <b>Last Name</b> | <b>First Name</b> | <b>University</b>                                       | <b>Highest Credential</b>                       |
| Jolley           | Brentwood         | Clemson university, SC, USA                             | M. Arch   |

### 12.2.3 Bachelor of Creative Arts Faculty Members

| Last Name | First Name | University   | Highest Credential                |
|-----------|------------|--|-----------------------------------|
| Birdwise  | Scott      | York University, ON, Canada                              | Ph.D. (Cinema & Media Studies)    |
| Carder    | Kate       | Western University, ON, Canada                           | MFA (Studio Practice)             |
| Carson    | Alexander  | Transart Institute, Liverpool John Moores University, UK | MFA (Creative Practice)           |
| DeSilva   | Paul       | York University, ON, Canada                              | Ph.D. (Communication and Culture) |
| Lennox    | Derrek     | Schulich School of Business, York University, ON, Canada | MBA                               |
| Lyra      | Bruno      | Pontifical Catholic University                           | LLB                               |
| McClure   | Chris      | Georgetown University, DC, USA                           | Ph.D. (Government)                |
| Sacco     | Daniel     | York University, ON, Canada                              | Ph.D. (Communication and Culture) |
| Shepherd  | Nada       | Ivey Business School, Western University, ON Canada      | EMBA                              |
| Silva     | Ralph      | Ryerson University, ON, Canada                           | MFA (Documentary Media)           |
| Warrack   | James      | York University, ON, Canada                              | M.A. (Interdisciplinary Studies)  |

### 12.2.4 Liberal Arts Faculty Members

| Last Name | First Name | University                     | Highest Credential |
|-----------|------------|--------------------------------|--------------------|
| Alaimo    | Vincenzo   | Queen's University, ON, Canada | M.A.               |

| Last Name          | First Name           | University  | Highest Credential                                    |
|--------------------|----------------------|---|---|
| Bertuzzo           | Marco                | University of Art London (Saint Martins College)  | MFA   |
| Carder             | Kate                 | University of Western Ontario, ON, Canada         | MFA   |
| Cutler             | Andrew               | Carleton University, ON, Canada                   | Ph.D. (Philosophy)                                    |
| Daeizadeh          | Zohreh               | Lorestan University, Iran                         | M.A. (English and Literature)                         |
| Dedeoglu           | Cagdas               | Istanbul University, Turkey                       | Ph.D. (Political Science and International Relations) |
| Dragan<br>Batancev | Dragan               | Concordia University, Quebec, Canada              | Ph.D., M.A.(History), B.A.                            |
| Delaney            | Brent                | York University, ON, Canada                       | Ph.D. (Philosophy)                                    |
| Danglli            | Leonard              | University of Tirana, Albania                     | Ph.D. (Linguistics)                                   |
| El-Tobgy           | Amy                  | Washington State University, USA                  | M.A. (Communications)                                 |
| Fuyarckuk          | Andrew               | University of Toronto, ON, Canada                 | Ph.D. (Theology)                                      |
| Gavriliu           | Nedi                 | National University of Arts, Romania              | MFA, M Th.  |
| Gorea              | Michelle             | Queen's University, ON, Canada                    | Ph.D. (Sociology)                                     |
| Handa              | Mansi                | University of Delhi, India                        | Ph.D. (Philosophy)                                    |
| Hosseini           | Saeideh              | Ohio University, USA                              | Ph.D. (Curriculum and Instruction)                    |
| Joseph             | Fooladi              | University of Leicester, UK                       | M.A.; B.A.(Linguistics)                               |
| Kazeminava         | Rokhsareh<br>(Sarah) | University of Birmingham, UK                      | Ph.D.   |
| Laundry            | Arron                | Open University, UK                               | M.Ed.   |
| Laurin             | Timothy              | York University, ON, Canada                       | MFA   |
| Leffers            | Donald               | York University, ON, Canada                       | Ph.D. (Geography)                                     |
| Leow               | Kenneth              | University of Rochester, USA                      | Ph.D. (Psychology)                                    |
| Leow               | Serena               | Lancaster University, Lancashire, England         | Ph.D. (Communications)                                |
| McClung            | Robert               | Walden University, USA                            | Ed.D. (College Teaching and Learning)                 |
| McKenzie           | Nicholas             | University of Manitoba, MN, Canada                | PhD (Peace and Conflict Studies)                      |
| Miaadi             | Manel                | Sfax University of Arts and Humanities, Tunisia   | MA (Applied Linguistics)                              |
| Nartey             | Humphrey             | University of Ottawa, ON, Canada                  | Ph.D. (Human Kinetics)                                |
| Newland            | Matthew              | Carleton University, ON, Canada                   | Ph.D. (Philosophy)                                    |
| O'Connor           | Wendy                | Carlton University, ON, Canada                    | Ph.D. (Psychology)                                    |
| Rauf               | Mohammed<br>Adil     | AIOU Pakistan, University of Waterloo, ON, Canada | M.S. (Environmental Design), MES, PMP                 |
| Farsad             | Rokhsareh            | Tehran Azad University, Iran                      | M.A., B.A.(Literature)                                |
| Shekari            | Edalat (Ed)          | McMaster University, ON, Canada                   | Ph.D. (Applied Linguistics)                           |
| Sherman            | Jocelyn              | Capella University, USA                           | M.A.(Psychology)                                      |
| Schraeder          | Zac                  | Yorkville University, ON, Canada                  | M.A.  |
| Szczepanski        | Julianna             | Yorkville University, ON, Canada                  | M.Ed., MACP   |
| Torres Arends      | Irene                | University at Buffalo - School of Law, USA        | LL.M., M.Sc., Ph.D.                                   |
| Sookanan           | Randy                | University of Leicester, UK                       | M.A.  |
| Zakaria            | Patty                | Wayne State University, USA                       | Ph.D. (Political Science)                             |