

# YORKVILLE

U N I V E R S I T Y

## ACADEMIC CALENDAR 2025

British Columbia



Most Recent Revision January 2025

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## About the University

The term “University” is used under the written consent of the Minister of Advanced Education effective August 17, 2021, Yorkville University having undergone a quality assessment process and having 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 by both internal and external agents. 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 consecutive months, that student will be subject to the program requirements in effect at the time of re-admission to the University.

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 or professional certification sought.

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## 1. Academic Schedule/Important Dates

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

Yorkville University 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
2-Dec-24	Monday		Registration starts for 2025 undergraduate winter term (continuing students).	
13-Dec-24	Friday		<b>Deadline:</b> Registration for all programs winter 2025 term (continuing students). After this date, a late registration fee may apply.	
20-Dec-24	Friday		<b>Deadline:</b> 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 Observed) - 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			YU Holiday (New Year's Day) - University Closed
6-Jan-25	Monday	Term Begins (Winter)		
10-Jan-25	Friday		<b>Deadline:</b> Winter Term Course Add/Drop	
17-Feb-25	Monday		<b>Deadline:</b> Winter term Course Withdrawal	
17-Feb-25	Monday			Statutory Holiday (Family Day) - University Closed
3-Mar-25	Monday		Registration starts for 2025 undergraduate programs for spring term	
14-Mar-25	Friday		<b>Deadline:</b> Registration for 2025 undergraduate programs spring term (continuing students). After this date, late registration fees apply.	
21-Mar-25	Friday		<b>Deadline:</b> Tuition payment arrangement for undergraduate programs 2025 spring term (continuing students). After this date, late payment arrangement fees apply.	

Date	Day	Term Start/End	Deadlines	University Closed
30-Mar-25	Sunday	Term Ends (Winter)		
7-Apr-25	Monday	Term Begins (Spring)		
11-Apr-25	Friday		<b>Deadline:</b> Spring Term Course Add/Drop	
18-Apr-25	Friday			Statutory Holiday (Good Friday) - University Closed
19-May-25	Monday		<b>Deadline:</b> Spring term Course Withdrawal	
19-May-25	Monday			Statutory Holiday (Victoria Day) - University Closed
2-Jun-25	Monday		Registration starts for 2025 undergraduate programs for summer term (continuing students).	
13-Jun-25	Friday		<b>Deadline:</b> Registration for 2025 undergraduate programs summer term (continuing students). After this date, late registration fees apply.	
20-Jun-25	Friday		<b>Deadline:</b> Tuition payment arrangement for undergraduate programs 2025 summer term (continuing students). After this date, late payment arrangement fees apply.	
29-Jun-25	Sunday	Term Ends (Spring)		
1-Jul-25	Tuesday			Statutory Holiday (Canada Day Observed) - University Closed
7-Jul-25	Monday	Term Begins (Summer)		
11-Jul-25	Friday		<b>Deadline:</b> Summer Term Course Add/Drop	
4-Aug-25	Monday			YU Holiday (Civic Day/British Columbia Day/ New Brunswick Day) - University Closed
18-Aug-25	Monday		<b>Deadline:</b> Summer Term Course Withdrawal	
1-Sep-25	Monday			Statutory Holiday (Labour Day) - University Closed
2-Sep-25	Tuesday		Registration starts for 2025 undergraduate programs for fall term (continuing students).	
12-Sep-25	Friday		<b>Deadline:</b> Registration for 2025 undergraduate fall term (continuing students). After this date, late registration fees apply.	
19-Sep-25	Friday		<b>Deadline:</b> Tuition payment arrangement for undergraduate programs 2025 fall term (continuing students). After this date, late payment arrangement fees apply.	



Date	Day	Term Start/End	Deadlines	University Closed
28-Sep-25	Sunday	Term Ends (Summer)		
30-Sep-25	Tuesday			YU Holiday (National Day for Truth and Reconciliation observed) - University Closed
6-Oct-25	Monday	Term Begins (Fall)		
10-Oct-25	Friday		<b>Deadline:</b> Fall Term Course Add/Drop	
13-Oct-25	Monday			Statutory Holiday (Thanksgiving) - University Closed
17-Nov-25	Sunday		<b>Deadline:</b> Fall Term Course Withdrawal	
1-Dec-25	Monday		Registration starts for all programs for winter 2026 term (continuing students).	
12-Dec-25	Friday		<b>Deadline:</b> Registration for all programs winter 2026 term (continuing students). After this date, a late registration fee may apply.	
19-Dec-25	Friday		<b>Deadline:</b> Tuition payment arrangement for all programs 2026 winter term (continuing students). After this date, late payment arrangement fees apply.	
25-Dec-25	Thursday			Statutory Holiday (Christmas Day) - University Closed
26-Dec-25	Friday			Statutory Holiday (Boxing Day) - University Closed
29-Dec-25	Monday			YU Holiday - University Closed
28-Dec-25	Sunday	Term Ends (Fall)		
1-Jan-26	Thursday			Statutory Holiday (New Year's Day) - University Closed
5-Jan-26	Monday	Term Begins (Winter)		

## **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 the Provincial Senate. All programs adhere to Yorkville University's academic governance structure, which includes a curriculum committee, a faculty hiring committee, an admissions committee, a faculty council, 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 related to 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, 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.

## Academic Council of Yorkville Membership

<i>The table below reflects Academic Council membership at the time this Academic Calendar was published. For the most current membership list, see <a href="#">Faculty and Leadership   Yorkville University</a>.</i>	
President and Vice Chancellor	Dr. Julia Christensen Hughes (Chair)
Provost	Vacant (Vice-Chair)
Provincial VPAs and Campus Principals	Dr. Angela Antohi-Kominek (Ontario) Dr. Thomas Chase (British Columbia) Vacant VPA (New Brunswick) Dr. Karen Stevenson, Interim Campus Principal (New Brunswick)
Vice Presidents in the division of Academics (Senior and otherwise)	Cindy Crump Tyler Dunham 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. Nicholas McKenzie Dr. Leonard Danglli
<i>ii. Interior Design</i>	Reem Habib
<i>iii. MA in Counselling Psychology</i>	Dr. Tamara Dalrymple
<i>iv. Doctor of Counselling and Psychotherapy</i>	Dr. Yvonne Hindes
<i>v. Education</i>	Dr. Sepideh Mahani
<i>vi. Creative Arts</i>	Alexander (Sandy) Carson
<i>vii. Business Administration</i>	Dr. Stasia Elliot – Dean of Business, Ontario Dr. John Morrison – Associate Dean, BBA BC online Dr. Lisa Allen – Associate Dean, BBA BC on-campus
<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 Dr. Wendy Kraglund-Gauthier Dr. Elena Korbout Dr. Pavlos Gkasis Audrey Lowrie Dr. Ismaeil Fazel Dr. Mandev Singh Dr. Kate Carder Dr. Barb Bryden Dr. Phuong Anh Urga
<i>At least one student will be chosen by Campus Principals.</i>	Tanisha Syed (Ontario) Anastasia Machan (New Brunswick) 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
<i>ii. Academic Services</i>	Tristan Wright
<i>iii. Teaching and Learning</i>	Dr. Karen Stevenson
<i>iv. Office of Regulatory, Government, and Governance Affairs, to serve secretariat functions</i>	Dr. John Crossley
<i>v. 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: approval of new and revised curriculum, including new courses and major revisions to existing courses; approval of policies, procedures, and regulations related to the admission of students to, the progression of students through, and the graduation of students from programs offered at the campus; approval of terms of reference for governing and advisory committees and councils for each degree program; and review of quality assurance activities by programs at the campus. Records of Provincial Senate are reported to the Academic Council of Yorkville University.

Provincial Senate meets at least once each quarter.

#### **Provincial Senate Membership**

<b>Member</b>	<b>Member's Position at Yorkville University</b>
Dr. Thomas Chase	Vice-President Academic and Campus Principal, BC (Chair)
Dr. Nicholas McKenzie	Chair, Associate of Arts program
Dr. John Morrison	Associate Dean of Business (Online)
Dr. Lisa Allen	Associate Dean, BBA (On-Campus)
Dr. Ted James	Campus Registrar
Dr. Chris Amponsah	BBA Faculty Representative
Tazish Fareed	BBA Faculty Representative
Dr. Iqtidar Shah	BBA Faculty Representative
Dr. Ismaeil Fazel	Liberal Arts Faculty Representative
Jasreen Grewal	Liberal Arts Faculty Representative
Dr. Shahid Hassan	Liberal Arts Faculty Representative
Dr. Garima Kamboj	BBA Faculty Representative
Dr. Aman Kang	BBA Faculty Representative
Lok Pokhrel	Liberal Arts Faculty Representative
Dr. Naghmeah Babaee	Liberal Arts Faculty Representative
Aida Kazemi	BBA Faculty Representative
Dr. Kabeer Mohammed	BBA Faculty Representative
Harprinder Kaur	Student Representative
Amiteshwar Singh Saggu	Student Representative
Vacant	Provost
Lois Fleming	University Registrar, ex officio
Nell Beaudry	Instruction & Academic Support Librarian
Dr. Natasha Patrino Hannon	Vice President, Teaching & Learning, ex officio
Dr. John Crossley	Director, Academic Governance, Policies & Compliance, ex officio

Note: The table above reflects Yorkville University's BC Senate membership at the time this Academic Calendar was published. For the most current membership list, see [Faculty and Leadership | Yorkville University](#).

### **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 consult with faculty members via program faculty councils and with students via student advisory councils. Each program is 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.

See also [Core Values](#).

### **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 obtain educational requirements required 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 Authorization 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 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 mobilize 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 curricula; 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 their Program Leadership.

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 their Program Leadership.

### **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 University, and the University is committed to making these values an integral part of our culture. Yorkville University 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, antisemitism, islamophobia, anti-immigrant sentiment and other systems. Yorkville University is committed to working to remove barriers related to systems of marginalization. The University 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), the University 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 University 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. The University strives to create work and learning environments in which individuals can participate, maximize their contributions, and achieve their full potential. Yorkville University promotes environments where a plurality of lived experiences and diverse narratives are embraced. Equipping students with the skills for storytelling is significant with respect to the University's involvement in promoting equitable representation within the creative industries. Furthermore, Yorkville University 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 [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, 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 University 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 informally. 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. The 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 [Religious Observances 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.

In addition to reading the Academic Calendar, 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 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 familiarize 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. Decisions that are appealable might be made



under any one of a number of University policies, including, but not limited to, those policies governing harassment and discrimination, anti-violence, credit transfer, leaves of absence, 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**

The Standing Committee on Academic and Student Conduct Appeals (the “Standing Committee”) is the final appeal body for students contesting decisions made by University decision makers. Policies governing decisions that might be appealed include harassment and discrimination, anti-violence, substance abuse, credit transfer, leaves of absence, 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, students will not suffer financially and will be able to finish their studies with Yorkville University or will 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 students’ studies.

### **5.14. Rules and Enrolment 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 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 University email account. This email account allows students to access the Student Information System and Learning Management System. In addition, students' University email accounts will be used by professors, instructors, and other service areas to provide important information and resources that support academic success. Student email accounts are for the exclusive use of the student and access to the account should not be shared.

Students' University 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 University email address is the only email address that will be used by the University to communicate with them. Students must be sure to check their email often and communicate to the University through their @yorkvilleu.ca email address.

## **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 program can be found in Section 10, below.

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

- Complete information about admission to Yorkville University programs is available from the admissions office:
  - **Toll Free:** (844) 865-6655
  - **Local:** (778) 329-0562
  - **Fax:** (778) 329-0541
  - **E-mail:** [admissions.bc@yorkvilleu.ca](mailto:admissions.bc@yorkvilleu.ca)
- An application fee and all relevant documents must be submitted before an application will be reviewed by the program admissions committee. Once the committee has reviewed submitted documents, both successful and unsuccessful applicants will be notified in writing by the Registrar's Office.
- Applicants are required to follow an online application process and to pay all published fees within the stated timelines.
- A student applying for entrance to a Yorkville University undergraduate program completes an online application form and submits it to the Admissions Office.
- The University has multiple admission deadlines in the academic year for undergraduate programs, depending on whether they are on a trimester or quarter term system. Application deadlines are indicated in the academic schedule (*see Section 1*). The University offers four (4) intakes per year for its undergraduate programs. Students may begin any program in January, April, July, or October. For specific dates please refer to the academic schedule (*see Section 1*).
- Meeting the minimum requirements does not guarantee admission to any program.
- Although the University's intention is to keep rules and regulations stable over multiple years, 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**

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

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

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.

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.

### **Letter of Permission**

Yorkville University students may only take courses at other post-secondary institutions for transfer credits through letters of permission. These courses will not be included in the calculation of the student's grade point average.

- Students are required to submit a letter of permission (LOP) application to the Registrar's Office, for courses they wish to take at another institution.
- Once the application has been approved, the Registrar's Office will issue the LOP to the student. It is the students' responsibility to present the LOP to the other institution.
- Students are responsible for ensuring transcripts for courses taken at another institution are sent directly to the Yorkville Registrar's Office to ensure their record is updated with the result of the course.
- Students must achieve a grade of at least C for transfer of credit.
- Note that in cases where external courses are sought beyond the regular course load, the same rules governing overload requests would apply (e.g. eligibility).
- Yorkville reserves the right not to accept the course for transfer credit if a letter of permission was not obtained, as outlined, prior to taking the course elsewhere.

### **Transfers within Yorkville University**

A student enrolled in a program based out of/granted consent from the province of British Columbia who wishes to attend a program based out of/granted consent from the province of Ontario cannot transfer directly. The student must withdraw from the program based in British Columbia and then reapply to the program based in Ontario. There is no direct transfer between British Columbia and Ontario as programs are offered through province-specific degree consents. Credits earned while enrolled in the British Columbia program will be assessed for transfer to the Ontario program in accordance with Yorkville University Ontario credit transfer and advanced standing policies.

#### **6.1.3. Mature Students**

A mature student is an applicant who has not achieved the British Columbia 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 they intend 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 British Columbia high school graduates through the successful completion of courses at the postsecondary level or through proficiency assessments.

#### **6.1.4. Prior Learning Recognition**

The Yorkville University British Columbia Senate has approved the following policy and procedures. However, section 2. b. (assessment of competencies via portfolio evaluation) has not been implemented pending development of administrative procedures and capacity. Thus, credit recognition via portfolio assessment is not currently available to students.

When determining whether and what credits will be recognized and awarded for prior learning in any degree program, Yorkville University reviews the following:

1. **Transcripts from universities, colleges, career colleges, professional bodies, and other recognized providers of post-secondary education.** These transcripts will be reviewed according to previously articulated credit transfer agreements between Yorkville University and the sending institutions or in recognized transfer guides and databases published by provincial or national agencies. Where formal credit transfer agreements do not exist, Yorkville University will assess transcripts on a course-by-course basis and may request that the students provide course outlines from previous institutions attended. In the case of foreign institutions, an evaluation by a recognized agency providing assessments of foreign credentials may be required.
2. **Evidence of prior learning expressed as competencies**, either through:
  - a. An established and recognized system or partnership agreement that describes competencies achieved through training and professional development. For example, Yorkville University may have negotiated the recognition of learning acquired through training in the Canadian Armed Forces to be equivalent to the learning outcomes of courses within a particular program.
  - b. *[Not currently available.]* Yorkville University's assessment of an applicant's portfolio of competencies. Applicants are required to provide documents or objects created by the applicant that demonstrate previous learning and accomplishment. These portfolios may include (among others) correspondence, reports, videos, illustrations, productions, or models. The portfolios will be assessed by Subject Matter Experts (SMEs) who may interview the applicant regarding the contents of the portfolio and how this demonstrates prior learning acquisition. The portfolios will be evaluated by the SMEs to determine whether their contents demonstrate the acquisition of learning that matches *sufficiently and appropriately the learning outcomes for credit to be granted.*
3. **Grades received in a credit challenge exam administered by Yorkville University.** The challenge exam may be written or oral and is constructed by faculty subject matter experts to examine the match between the student's acquired prior learning and the learning objectives of the relevant course(s). Challenge exams will be available only for introductory courses, but are currently available only for MATH 0910, Developmental Math.

#### **Types of Credit Recognition**

The University will award credit for prior learning in one of the following ways:

**Block transfer** – where completion by a student of a credential or a collection of courses at a recognized institution or agency is awarded credit for a predetermined group of courses at Yorkville University.

**Course-by-course transfer** – where completion by a student of a specific course at a recognized institution or agency is awarded credit for an equivalent specific course 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 enrol in the Yorkville course.

*[Not currently available.] Competencies-to-course credit* – where specific competencies acquired through learning in various situations is deemed to be equivalent to the learning outcomes of a specific course at Yorkville University.

### **Restrictions**

Yorkville University does **not** award Recognition of Prior Learning (RPL) in the following situations:

1. **Core courses** – Where students are required to take certain core courses as part of the residency requirement at the University. These may include capstone courses.
2. **Maximum credit** – Where there is a limit to the number of credits, applicants can earn as advance standing in a program at the University. The limit is 60 credits total for transfer credit from another post-secondary institution or training organization, and 30 credits total for learning obtained in other contexts.

*See Section 10.1.2.7 Credit Transfer Policies* for further information related to transfer credit, including credit transfer maximum, courses not eligible for credit, and grade requirement.

3. **Currency** – Where learning acquired through work or life experience may have occurred so long ago that it is no longer current and relevant. Generally, RPL focuses on learning that was acquired within the last 10 years. In certain areas, the time limit may be more recent.

### **Processes for Evaluating Credit**

Students wishing to receive RPL must request an evaluation using the appropriate form and supply all requested documentation. Students may be guided by their program advisor in preparing their submission.

RPL will be assessed by Yorkville University faculty who are subject matter experts (SMEs) in the program that will grant the credit. SMEs will be approved by the relevant program and will possess expertise in the learning objectives to be assessed and training in assessment methods.

SMEs will be responsible for reviewing the content, skills and assessment methods used in prior learning presented by the student for assessment. RPL will be granted where the SME determines the learning demonstrated in the documentation provided by the student is sufficient and appropriate for credit to be granted. Any credit granted will be documented in the University credit database.

Students who wish to dispute the outcome of an RPL assessment -- whether relating to credit transfer from another institution or relating to prior learning acquired in a non-institutional setting – may file an

appeal of the SME’s decision under the normal appeals process. The appeal will be handled by the Campus Registrar, who will refer it to the Appeals Committee in the appropriate program for review.

**6.1.5. 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 a 120-credit undergraduate 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.

**6.1.6. 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 ([Languages Canada](#)).
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
Graduate Programs	7.0 (no band below 6.5)	65 (no skills area score below 55)	70 (no component proficiency score below 60)	9 (no component score below 8)	130 (no subscore below 120)	4.4 (no subscore below 4.0)	95

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

### **Undergraduate programs – Conditional Admission 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.



**6.2. Enrolment Agreement**

New students complete an Enrolment Agreement at the beginning of their studies. Additionally, students who change programs are required to complete a new Enrolment Agreement to ensure their academic records reflect the updated program. Students are encouraged to save a copy of their respective agreements for reference throughout their studies with Yorkville University. The **Enrollment Agreement** is presented here:

 <p><b>YORKVILLE UNIVERSITY</b></p> <p><b>Enrollment Agreement</b></p> <p><b>BRITISH COLUMBIA</b></p>		
<p>This Enrollment Agreement ("Agreement") is entered into on _____ by and between Yorkville University ("Yorkville") with its principal office located at <b>88 6<sup>TH</sup> Street, New Westminster, BC.</b>, and the undersigned student ("Student").</p>		
<b>STUDENT INFORMATION</b>		
<b>Full Name:</b>		<b>Address:</b>
<b>Email Address:</b>		
<b>Student ID:</b>	<b>Phone Number:</b>	<b>Date of Birth:</b>
<b>PROGRAM OF STUDY</b>		
<p>The student agrees to enroll in the _____ commencing on _____. This agreement is valid for the first term of enrolment and shall not apply to a term that exceeds 12 months. Future acknowledgements made through the University's Student Information System automatically extend the agreement to include the new term registered. Should a material change to the contents of this agreement arise, the student will be made aware. Upon completion of the program, the student will be awarded the following degree _____</p> <p>Additional program requirements and curriculum details are outlined in Yorkville's official program documentation.</p>		
<b>TUITION AND FEES</b>		
<p>The student agrees to pay the \$300.00 Registration Fee (if applicable). The student agrees to pay all tuition and fees associated with the chosen program of study through their online portal. Failure to make timely payments may result in the student's dismissal from the program. Program tuition and payment details are available on the Yorkville University website at: <a href="https://www.yorkvilleu.ca/tuition">https://www.yorkvilleu.ca/tuition</a>. Current and historic tuition amounts will remain available on the University website.</p> <p>The student understands that the delivery of on-campus courses is subject to sufficient course enrolment and the discretion of the University, and that on-campus course bursaries are not transferrable to online course delivery.</p> <p><i>To calculate the tuition fee for the period of the current registration term, the student must go to their chosen program of study on the website, use the dollar amount of the credit hour provided and multiply it by the number of credits the student is taking that term. It should be noted that every course is equivalent to three</i></p>		

*credits. Tuition costs do not include other fees such as textbooks, expendable supplies, equipment, and resource fees. If the Student directly pays Yorkville University for materials, supplies or textbooks, Yorkville University will provide the materials, supplies, and textbooks to the student immediately on receipt of payment from the student.*

For further information about tuition, fees, and payment methods, please contact Yorkville University's Bursar's Office at 1-888-886-1882.

#### CREDIT TRANSFERS

At the time of registration, Yorkville will provide the student with notice identifying any credit transfer arrangements in place at the time of registration and providing information on such arrangements through the Student Information System.

#### WITHDRAWAL AND REFUNDS

Yorkville University's withdrawal and refund policies are outlined in official documents that can be accessed in the University's Academic Calendar: <https://www.yorkvilleu.ca/resources/>. By signing the enrolment agreement, the student acknowledges and agrees to those policies.

#### BRITISH COLUMBIA SPECIFIC PROCEDURES, POLICIES, ACKNOWLEDGEMENTS

The **Associate of Arts** is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective 2023-January-16 having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

The **Bachelor of Business Administration** degree is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective 2021-August-17 having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

#### UNIVERSITY-WIDE ACKNOWLEDGEMENTS

- I acknowledge registration and confirmation of courses will occur each term along with acknowledgement that this agreement and its content remains valid. My future acknowledgements made through the University's Student Information System automatically extend this agreement to include the new term registered.
- I agree to adhere to Yorkville's [Student Code of Conduct](#) and [Academic Integrity Policy](#). Violation of these policies may result in disciplinary action, including dismissal from the program.
- I agree acknowledge that I have reviewed all other relevant policies published in the Academic Calendar, which is located at the Yorkville website <https://www.yorkvilleu.ca/resources/>.
- I agree that if I have any concerns about my experience in my program of study, my first point of contact is Yorkville University. Additionally, if my concerns persist, I understand that I can contact the ministry in the province where my degree is conferred. For further information, please see [here](#).
- I attest that I have access to a computer and internet connectivity.

**PRIVACY POLICY**

Yorkville agrees to maintain the privacy statement and confidentiality of the student's personal and academic information in accordance with applicable Canadian laws, including the *Personal Information Protection and Electronic Documents Act* (PIPEDA).

**MISCELLANEOUS**

- a. This Agreement constitutes the entire understanding between the parties and supersedes all prior agreements or understandings, whether written or oral.
- b. Any modifications to this Agreement must be made in writing and signed by both parties.
- c. This Agreement shall be governed by and construed in accordance with the laws of the province of British Columbia, Canada.

IN WITNESS WHEREOF, the parties here to have executed this Enrollment Agreement as of the date first written above.

**Yorkville University**



**Lois Fleming, University Registrar**

**Date:**

Student digital signature to follow after this line:

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### **6.3. Re-admission Policies and Procedures - All University Programs**

Students who are dismissed from the 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 the 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 the 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 the 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). The University also accepts equivalent payment in other currencies. For further information about tuition, fees, and payment methods, contact the Student Finance at 1-778-329-0562 (if outside North America, call 1-844-865-6655).

Undergraduate programs run on a quarterly system with four full terms per year (fall, winter, spring, and summer). *Please see Section 10 of this Academic 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 Student Finance Office to make payment arrangements or for further information.

Tuition rates are confirmed three months prior to the start of each term. Changes to tuition rates will be announced at least three 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 Student Finance Office at 1-844-865-6655.

<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.  Enrolment for a subsequent term will be denied to students who fail to fulfill their financial obligations. A student may be dismissed if payment is not made on the scheduled date. Students who are dismissed from the program will be subject to withdrawal fees as per the policies below based on the date of dismissal. In addition, no diploma is released to a student with outstanding financial obligations to Yorkville. In all cases, a student remains responsible for tuition and other charges incurred.
<b>Application Fee</b>	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>International Student Tuition Deposit</b>	A tuition deposit must be paid once an international student has received a preliminary letter of acceptance. Tuition deposits vary by program and method of application to the University and are noted accordingly in all preliminary letters of acceptance. Please contact the International Admissions Office <a href="mailto:jaoao@yorkvilleu.ca">jaoao@yorkvilleu.ca</a> for up-to-date information on applicable international student tuition deposits.
<b>Course Tuition Fee</b>	See the website for current Course Tuition Fee rates.
<b>Continuous Enrolment Deposit</b>	A Continuous Enrolment 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.
<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 University 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 administration fee will also be assessed. A withdrawal administration 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 Student Finance Office. A refund cheque will be issued within 30 days of receipt of the request. Financial Aid refunds will be issued based in the applicable provincial regulations.
<b>Late Payment Fee</b>	A fee of \$35 will be applied to all NSF/Decline/Late Payments.
<b>Challenge Exam Fee</b>	There is \$75 challenge exam fee for each challenge exam attempt.
<b>Graduation Fee</b>	\$125 must accompany a student's Request to Graduate Form.
<b>Transcript Fee</b>	\$10 must accompany a student's Request for Transcript Form. A \$25 fee will be charged if the student requests the transcript to be couriered. Note: the student must be in good financial standing with the University prior to transcript being issued.
<b>Replacement Diploma</b>	All replacement diplomas cost \$50 each.



<b>International Student Fee</b>	An International Student fee is required on a per term basis. Please see the website for current rates.
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### **7.1.2. 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.**

### **7.1.3. International Student Cancellation Policy**

The required International Student Tuition Deposit is non-refundable, unless student is refused a study visa, in which case all but \$500 is refundable. Students will be required to provide proof that their visa application was denied in order to receive any refund.

### **7.1.4. International Student Program Withdrawal Policy**

The *International Student Program Withdrawal Policy* applies to students commencing studies with Yorkville University on or after April 8, 2024. The required International Student Tuition Deposit is non-refundable. The International Student Tuition Deposit amount will be applied to all charges assessed during the study period; remaining tuition deposit amounts at the time of program withdrawal will be retained as non-refundable. In exceptional circumstances, this policy may be appealed with appropriate documentation by contacting the Student Finance Office at the New Westminster Campus.

## **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 (Student Life) – ([TD Bank Student Loans and Lines of Credit](#))
- CIBC - ([CIBC Student Loans and Lines of Credit](#))
- Bank of Montreal (Brain Money) – ([BMO Student Loans and Lines of Credit](#))
- Royal Bank (Credit Line for Students) – ([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**

### **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 exams. Attendance, and active participation is required and monitored for courses delivered on-campus.

Online courses are delivered via a Learning Management System (LMS). 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 head 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 confidential feedback on their experiences throughout the course. Aggregated, non-identifiable results are provided to instructors, program leadership, and academic administrations.

## **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. Attendance**

Attending and participating in classes and learning activities are essential to students' successful achievement of learning outcomes. Yorkville University encourages and facilitates attendance and participation by creative curriculum design and delivery and by incorporating engaging, interactive, and student-centred learning activities and providing comprehensive academic and wellness support. In addition, various programs and courses establish participation requirements in accordance with University policies.

Students enrolled in courses delivered synchronously, whether in-person or online, are expected to attend all classes, seminars, tutorials, or other class meetings that are part of the course(s) in which they are registered.

Students enrolled in asynchronous online courses are expected to regularly access the learning management system and course content, and complete the required activities as outlined in the course syllabus to meet attendance obligations.

#### *Policies:*

1. *Attendance at the beginning of a course:* A registered student with no attendance by the end of the second week of a course will be considered a "no-show" and will be withdrawn from the course or have their registration in the course cancelled.

2. *Minimum attendance requirements to earn credit:* Yorkville University does not have a mandatory attendance rule for all programs. However, any program of study, with the approval of the relevant Provincial Senate, may establish minimal attendance requirements that must be met for a student to earn credit in a course, and/or b) qualify to sit the final exam or submit the final assignment in a course.

Where a program has established minimum attendance requirements, these are published in Section 10 of this Academic Calendar and noted on course syllabi.

3. *Attendance at classes:* Any program of study, with the approval of Provincial Senate, may establish rules and penalties related to unexcused absence, late arrival, and/or early departure from class.

Attendance requirements and associated penalties for failing to meet them are published in course syllabi.

The full attendance policy is available here: [Resources | Yorkville University](#)

### **8.2.2. 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.

### **8.2.3. 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 a referencing system such as APA for formatting documents and referencing the work of other authors. In programs where APA is used, students and faculty members should refer to the seventh edition of the *Publication Manual of the American Psychological Association*. However, each program 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 program 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).

#### **8.2.4. 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 grading scales that are consistent with scales used at the majority of universities in Canada.

**Letter grades:** The University has defined graduate-program and undergraduate-program standards for specific letter grades. *See sections 8.3.1 and 8.3.2, below*, for definitions of letter grades and the standards required to achieve each letter grade.

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

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

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

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

#### **Other notations used on student records and transcripts:**

**The letter grade "I" on a student's record or transcript** indicates that the student has not yet completed course work but is expected to do so by a deadline agreed between the student and the instructor. The letter grade of "I" 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 the program head and must be received by the Registrar no later than the last day of the course. Applications for incomplete grades will be approved only when a student has demonstrated an acceptable reason for being unable to complete the coursework as scheduled. Acceptable reasons, generally, are those that involve factors beyond the student's direct control. The "I" grade will be used when, in the opinion of the course instructor, there is an expectation that the work will

be completed within a defined period of time to be established as part of the *Request for Grade of "Incomplete" form*. If the delayed work is not completed by the specified date, the "I" grade will 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.

**Cumulative Grade Point Average (cGPA)** is calculated by summing the products of each course grade and the course credits for that course, then dividing this sum by the total number of credit hours attempted. Courses graded on a "pass/fail" basis, courses in which a student has withdrawn (signified by a grade of "W"), or courses with an "Incomplete" grade 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 program head or 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 re-admission; they must pay a continuous enrolment 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 three 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 6.3, 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 in Point 2 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 conditions that must be met by every student on academic probation is achievement of a cumulative GPA that meets the "good standing" requirements of the program in which 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 cGPA 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 cGPA 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 breach the University’s academic integrity policy may be academically dismissed. Students who have been academically dismissed can, in some circumstances, apply for re-admission to the University after 12 months have passed after their dismissal. Re-admission policy is found in Section 6.3 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*.

*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*.

**8.3.1. Undergraduate Program Grading Policies**

Grade Standards, Undergraduate Programs		
Definition	Specific Letter Grades and GPA and % Equivalencies	Standard Required to Achieve the Letter Grade
<p><b>A</b></p> <p>Excellent or Outstanding: Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.</p>	<p>A+ (4.3) 90 – 100%</p>	<p>Outstanding. Evidence of expertise in all key performance areas. The A+ is reserved for those few pieces of work and those rare overall achievements that are truly outstanding and exceed expectations.</p>
	<p>A (4.0) 85 – 89.9%</p>	<p>Excellent. Evidence of at least mastery in all key performance areas and of expertise in most.</p>
	<p>A- (3.7) 80 – 84.9%</p>	<p>Superior. Evidence of at least mastery in all key performance areas and of expertise in some.</p>
<p><b>B</b></p> <p>Good: Evidence of grasp of subject matter; evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.</p>	<p>B+ (3.3) 77 – 79.9%</p>	<p>Very good. Evidence of mastery in all key performance areas.</p>
	<p>B (3.0) 73 – 76.9%</p>	<p>Good. Evidence of at least competence in all key performance areas and of mastery in most.</p>
	<p>B- (2.7) 70 – 72.9%</p>	<p>More than competent. Evidence of at least competence in all key performance areas and of mastery in some.</p>
<p><b>C</b></p>	<p>C+ (2.3) 67 – 69.9%</p>	<p>Competent. Evidence of competence in all key performance areas.</p>



<b>Grade Standards, Undergraduate Programs</b>		
<b>Definition</b>	<b>Specific Letter Grades and GPA and % Equivalencies</b>	<b>Standard Required to Achieve the Letter Grade</b>
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.	C (2.0) 63 – 66.9%	Fairly Competent. Evidence of competence in most but not all key performance areas.
	C- (1.7) 60 – 62.9%%	Basic competence. Evidence of competence in some key performance areas.
D  Minimally acceptable: Some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability.	D+ (1.3) 57 – 59.9%%	Marginal Performance. Superficial ability but not competency in most key performance areas.
	D (1.0) 53 – 56.9%%	Minimal performance. Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.
	D- (0.7) 50 – 52.9%	Deficient performance. Superficial ability in only a few key performance areas and deficient performance in many areas.
F  Inadequate: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.	F (0.0) 0 – 49.9%%	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 three times).

To be named to the Honours List, a student's cumulative GPA at the end of a term must be 3.70 or higher. There must be no failures or incomplete grades during the term and no infringements of the *Academic Integrity and Honesty Policy* of Student Code of Conduct.

**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 three 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 their 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 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, the University would assure the continued availability of student records and transcripts.

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

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

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

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

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

Program heads review the evaluation results for each course in their program and discuss 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

### Telephone:

- Toll Free: 1-844-865-6655
- Local: 1-778-329-0562
- Fax: 778-329-0541

Department	Contact
General Inquiries	<a href="mailto:info@yorkvilleu.ca">info@yorkvilleu.ca</a>
Admissions	<a href="mailto:admissions.bc@yorkvilleu.ca">admissions.bc@yorkvilleu.ca</a>
Student Finance Office	<a href="mailto:studentfinance@yorkvilleu.ca">studentfinance@yorkvilleu.ca</a>
Registrar's Office Requests made outside of business hours will be responded to the next business day	<a href="mailto:registrar.bc@yorkvilleu.ca">registrar.bc@yorkvilleu.ca</a>
Bookstore	<a href="mailto:yorkville@nuskule.com">yorkville@nuskule.com</a> or <a href="#">Bookstore Website</a>
Library	<a href="mailto:librarian@yorkvilleu.ca">librarian@yorkvilleu.ca</a> or <a href="#">Contact a Librarian</a>
Program Advisors	<a href="mailto:studentservicesbc@yorkvilleu.ca">studentservicesbc@yorkvilleu.ca</a>
Academic Accommodations for Students with 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 <ul style="list-style-type: none"> <li>• Response will be made within 24 hours</li> </ul>	<a href="https://my.yorkvilleu.ca/ask/">https://my.yorkvilleu.ca/ask/</a> 1-877-320-1220
To contact faculty members	Please refer to e-mail addresses listed in the Online Campus
University Mailing Address:	Suite 300 – 88 Sixth Street New Westminster, BC, V3M 1G9

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

The Campus Registrar's Office manages the progression of students from admission through to graduation and maintains students' official academic records. The Registrar's Office processes student requests for official documentation related to their study at Yorkville University, including requests for transcripts and enrolment letters, manages the academic appeal process, and audits students' progression through their program to verify readiness to graduate. Registrar's Office staff are available weekdays, between 9:00 am and 5:00 pm (Pacific Time). Requests for advice or support can be made at any time by submitting a service request through AskYU.

## **9.3. Student Services**

Staff in the Student Services office advise and assist students about progression through their programs and about a wide range of practical matters related to academic activities and services available to support students. Student Services staff are available weekdays, between 9:00 am and 5:00 pm (Pacific time). Requests for advice or support can be made at any time by submitting a service request through AskYU.

## **9.4. 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.

## **9.5. 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:

- Support with assignments and research projects online and in-person
- Questions about the library collection (e.g., Is this journal accessible in the collection?)
- Document delivery requests for research not held in the library collection
- Providing support for APA citation and Zotero bibliographic software
- Technical assistance related to accessing the library
- Creating library course guides and tutorial videos located on the library's home page
- Purchasing textbooks (where possible) for free access by students, staff, and faculty

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.

## **9.6. 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.

## **9.7. 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.

### **9.7.1. Student Orientation to Online Learning**

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.

### **9.7.2. Technical Support**

Technical support may be requested by submitting a service request through AskYU. Requests for assistance received outside normal business hours may not be handled until the next business day.

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

Yorkville University expects students and faculty members to provide their own computer in order to participate fully in course activities. They should have access to a computer (PC or Apple) capable of accessing the Internet comfortably. A high speed (cable, phone line, or fibre optics) Internet connection is required; video and web-conferencing are being used increasingly in many courses. Email capability and a current version of Microsoft Edge, Google Chrome or Safari are required. Microsoft Edge, Google Chrome, and Safari are available free of charge. Students are provided with access to Microsoft 365 and other necessary tools to create, send, and receive electronic documents. They are also equipped with the ability to send and receive email, attach electronic files, and browse 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, LMS support, and to open-source software that will protect their electronic files and communications.

Faculty members are responsible for becoming familiar with Brightspace (LMS) and must make every effort to keep up to date with the evolving technology used by the University to deliver courses.

## **9.8. 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 fair, inclusive, and equitable access in their learning.

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

### **9.9. 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 campus 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.

Note that all students have access to 24/7 wellness advice via the Telus Health keep.meSAFE app: [Student Support - Home](#).

For additional information or to seek assistance, students may contact a Wellness counsellor at [wellness@yorkvilleu.ca](mailto:wellness@yorkvilleu.ca) or visit [Mental Health & Wellness – Student Success Centre](#).

### **9.10. MyYU Online Student Portal**

Students are encouraged to participate in a supportive community through the 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.

### **9.11. 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](#).

### **9.12. Student Success Center**

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 MyYU, the Student Success Center is a free service available to students 24/7.

### **9.13. 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 BC Student Life team at: [studentservicesbc@yorkvilleu.ca](mailto:studentservicesbc@yorkvilleu.ca).



## **9.14. 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.

The Career Services team takes pride in its 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](#).

## **9.15. 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.

## **9.16. Forms**

Various forms are used to help the University serve students 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 at (778) 329-0541 or mailed to Suite 300 – 88 Sixth Street, New Westminster, BC, Canada. V3M 1G9. Forms are available to students in their MY PATH student portal. Forms are also available through the Registrar's Office, which can be contacted by phone at 1-844-865-6655 or at <https://my.yorkvilleu.ca/ask/>.

Forms available to students include:

- Transfer Credit Application Forms
- Student Conduct Incident Report
- Request for Grade of "Incomplete" Form
- Course Withdrawal Form
- Program Withdrawal Form
- Leave of Absence Request Form
- Transcript Request Form

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

As noted in section 8.3 of this Academic 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 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 student services or is given access to it online. Students can also 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.

### **9.16.2. 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.

### **9.16.3. 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.

**9.16.4. 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.

**9.16.5. 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.

**9.16.6. 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 British Columbia.

### **10.1. Bachelor of Business Administration**

This program is offered under the written consent of the Minister of Advanced Education and Skills Training effective August 17, 2021, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

#### **10.1.1. Bachelor of Business Administration**

The Bachelor of Business Administration programs at Yorkville University are offered in traditional classroom setting and fully online. The online program, while accessible to all learners, is particularly suited for working adults interested in broadening and developing their knowledge and skills in business management. The on-campus program, which is also accessible to all learners, facilitates full-time study and incorporates enhanced supports for international students. Students have the option of pursuing a general business education or specializing\* in Accounting, Energy Management, Project Management, or Supply Chain Management.

The BBA programs are rooted in fundamental and traditional business disciplines including accounting, economics, finance, and marketing; they focus on the roles played by ethics, sustainability, organizational behavior, HR development, and strategic management in creating successful businesses. The programs foster 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.

\* Note that before July 2019 only the BBA with specializations was available to students. To align the specialized and general BBAs and optimize student's choices, the introduction of the general BBA has been accompanied by changes to the way students progress through the specialized BBA. Students who were active in the BBA prior to any structural changes to the program will complete the program as it was designed at the time of their admission. *See section 10.1.2.2, below, for details.*

#### **10.1.2. Detailed Program Information: Bachelor of Business Administration**

##### **10.1.2.1. Program Requirements:**

The BBA is designed to provide students with the breadth of learning associated with an undergraduate education and the depth of specialized learning expected in a foundational study of business. The overall objective is to provide students with a sound understanding of and the ability to apply and integrate both the theory and practice of business management.

The Bachelor of Business Administration (BBA) comprises 40 three-credit courses (120 study credits). The program is structured in such a way that students progress from introductory (1000-level courses) through intermediate (2000- and 3000-level courses) to advanced (4000-level courses) knowledge and

competencies. Several of the courses at the intermediate and advanced level (3000 and 4000 level courses) are designed to integrate business theory and business practice.

To graduate with a Bachelor of Business Administration students must complete 7 courses at the introductory business level, 7 courses at the intermediate 1 business level, 4 courses at the intermediate 2 business level, and 6 courses at the advanced business level; in addition to the 7 business electives.

For students in the general BBA, completion of a business plan is the last requirement before graduation and is considered a capstone project that summarizes the business knowledge and skills gained by the student over the duration of the BBA program. Students in the BBA with specializations, in addition to completing a business plan, also complete a capstone course in their area of specialization.

To ensure that graduates from the BBA have breadth of knowledge outside the business administration, every student must complete 27 credits (9 courses) of Liberal Arts courses.

**General and Specialized\* Degree Paths:** Students who opt to pursue a specialization in Accounting, Energy Management, Project Management, or Supply Chain Management take a specialization course in each of terms 6 through 10; a total of five specialized courses in addition to two business electives of their choice. Students in the non-specialized, or general, BBA path take seven business elective courses of their choice.

\* Students who were active in the BBA with a specialization before October 2020 have the option of completing the program as was then designed. *See section 10.1.2.2, below, for details.*

\*\* Students in the Supply Chain Management or Accounting paths should take the extra elective as BUSI2173 Information Technology for Managers as this course is part of Yorkville’s designation agreements with Supply Chain Canada (SCC) and Chartered Professional Accountants (CPA).

**Bachelor of Business Administration Course List**

An Asterix (\*) beside the course number indicates that the course is designed to achieve the application and integration of business theory and practice.

<b>Introductory Business Courses (21 credits required)</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
BUSI1003	Math for Business	3
BUSI1013	Statistics for Business	3
BUSI 1083 (previously 1023)	Microeconomics	3
BUSI1033	Introduction to Business	3
BUSI1073	Business Writing and Communications	3
BUSI1093 (previously BUSI 2063)	Introduction to Marketing	3
BUSI1043	Introduction to Financial Accounting	3

<b>Intermediate 1 Business Courses (21 credits required)</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
BUSI2003	Macroeconomics in a Global Context	3
BUSI2013	Business Decisions Analysis	3
BUSI2023	Business Law	3
BUSI2033	Organizational Behaviour and Management	3
BUSI2043	International Business Environment	3
BUSI2083	Introduction to Managerial Accounting	3
BUSI2093	Introduction to Managerial Finance	3

<b>Intermediate 2 Business Courses (12 credits required)</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
BUSI2053*	Business Ethics	3
BUSI2113	Production and Operations Management	3
BUSI2103	Human Resources Management & Development	3
BUSI2173	Information Technology for Managers	3

**Business Electives (21 credits required)**  
*Students pursuing the BBA general path can take as an elective any BBA specialization course for which they have the necessary prerequisites. **Specialization students must take all their respective specialization courses***

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
BUSI 1063	Business and Sustainability	3
BUSI 2133*	Organizational Theory and Design	3
BUSI 2153	Entrepreneurship	3
BUSI 2163	Marketing Strategy	3
BUSI 3073	Critical Thinking	3
BUSI 3153	Social Entrepreneurship	3
BUSI 3173	Artificial Intelligence in Business	3

<b>Accounting Specialization</b>		
BUSI3403	Intermediate Accounting 1 -Assets	3
BUSI3413	Intermediate Managerial Accounting	3
BUSI3423	Intermediate Accounting 2- Liabilities and Equities	3
BUSI3433	Corporate Finance	3
BUSI3443	Accounting Capstone Project	3

<b>Energy Management Specialization</b>		
BUSI3503	Introduction to Energy Management	3
BUSI3513	Energy Policy, Legislation, and Social Environment	3
BUSI3523	Energy Systems Operation	3
BUSI3533	Energy Futures and Transitions	3
BUSI3543	Energy Strategy Capstone Project	3

<b>Project Management Specialization</b>		
BUSI3603	Introduction to Project Management	3
BUSI3613	Project Teams and Leadership	3
BUSI3623	Project Planning Essentials	3

BUSI3633	Project Execution, Monitoring, Control and Closing	3
BUSI3643	Advanced Project Management	
<b>Supply Chain Management Specialization</b>		
BUSI3703	Advanced Operations and Supply Chain Management	3
BUSI3713	Logistics Management	3
BUSI3723	Procurement	3
BUSI3733	Business Process Improvement	3
BUSI3743	Supply Chain Integration and Analytics	3

<b>Advanced Business Courses (18 credits required)</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
BUSI4013*	Business Organization Analysis	3
BUSI4023*	Contemporary Issues in Business: A Case Approach	3
BUSI4133*	Managing Organizational Change	3
BUSI4053*	Business Plan	3
BUSI4063*	Business Analytics and Intelligence	3
BUSI4153 *	Business Strategy	3

<b>Liberal Arts Electives (27 credits)</b>		
<b>Course Number</b>	<b>Course Title</b>	
ENGL101	Research and Composition (3 credits)	
ENGL111	Literature in Global Context (3 credits)	
ENGL190	Communications for the Creative Arts (3 credits)	
QRSS100	Qualitative Research Methods for Social Science (3 credits)	
COMM100	Cross Cultural Communication (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)	
ARTH110	Western Art – Prehistoric to Gothic (3 credits)	
ARTH120	Western Art – Renaissance to Contemporary (3 credits)	
CRIN110	Creativity and Innovation (3 credits)	
ENGL150	Professional Communication (3 credits)	
UNIV101	University Studies (3 credits)	
GEOG 210	Human Geography (3 credits)	
ENGL 250	The Workplace in Fiction (3 credits)	
HIST300	The History of Sports (3 credits)	
PHIL300	Philosophical Thought and Leisure (3 credits)	
SOCI200	Global Issues in Sociology (3 credits)	
PSYC102	Introduction to Psychology 1 (3 credits)	
PSYC103	Introduction to Psychology 2 (3 credits)	
PSYC200	Psychology of Everyday Life (3 credits)	
PSYC210/300	Contemporary Topics in Social Psychology (3 credits)	
HUMN100	Introduction to Beauty (3 credits)	
HUMN200	World Religions: A Comparative Study (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)

### Typical Progression Through the BBA (General or with Specialization)

Term	Course #	Course Title	Credits
1	BUSI1033	Introduction to Business	3
		Liberal Arts – tier 1 course ( <i>UNIV 101 for international students</i> )	3
		Liberal Arts – tier 1 course	3
2	BUSI1003	Math for Business	3
	BUSI1073	Business Writing and Communication	3
	BUSI1083	Microeconomics	3
	BUSI1093	Introduction to Marketing	3
3	BUSI1013	Statistics for Business	3
	BUSI2053	Business Ethics	3
	BUSI2033	Organizational Behaviour and Management	3
		Liberal Arts – tier 1 course	3
4	BUSI1043	Introduction to Financial Accounting	3
	BUSI2003	Macroeconomics in Global Context	3
	BUSI2013	Business Decision Analysis	3
		Liberal Arts – tier 2 course	3
5	BUSI2113	Production and Operations Management	3
	BUSI2023	Business Law	3
	BUSI2083	Introduction to Managerial Accounting	3
		Business Elective	3
6	BUSI2043	International Business Environment	3
	BUSI2093	Introduction to Managerial Finance	3
		First Specialization Course or Business Elective	3
		Liberal Arts – tier 2 course	3
7	BUSI2173	Information Technology for Managers	3
	BUSI2103	Human Resource Management & Development	3
		Second Specialization Course or Business Elective	3
		Liberal Arts – tier 2 course	3
8	BUSI4153	Business Strategy	3
	BUSI4013	Business Organization Analysis	3
		Third Specialization Course or Business Elective	3
		Liberal Arts – tier 3 course	3
9	BUSI4023	Contemporary Issues in Business: A Case Approach	3



		Business Elective	3
		Fourth Specialization Course or Business Elective	3
		Liberal Arts – tier 3 course	3
10	BUSI4133	Managing Organizational Change	3
	BUSI4063	Business Analytics and Intelligence	3
		Fifth Specialization (Capstone) Course or Business Elective	3
		Liberal Arts – tier 3 course	3
11	BUSI4053	Business Plan	3

**10.1.2.2. BBA with Specialization: Requirements for Students Active in the Program Before October 2020**

Beginning in January 2021, students entering either the general BBA or the BBA with specializations will follow the program structure set out in section 10.1.2.1 of the Academic Calendar. Students already active in the BBA prior to any structural changes to the program will continue in the program structure in place at the time of their admission. Students would still be able to change their specializations, following the program structure at the time of their admission. Students in the BBA wishing to pursue specializations are encouraged to contact their Program Advisor for assistance in deciding which program of study suits them best.

Note that students in the BBA with specializations who discontinue study for any reason and subsequently apply for re-admission will be re-admitted to the program as structured at the time of their re-admission.

For students in the BBA with specializations who were active students at the time that the program structure changed and who choose to remain in their original program of study, the BBA with Specializations program structure is summarized below.

**BBA with Specializations Program Structure (admissions prior to October 2020)**

<b>Requisite Preparatory Course</b> <i>Required (unless exempted)</i>	
<b>Course Number</b>	<b>Course Title</b>
MATH 0910	Developmental Math
<b>Introduction and General Business Education (21 credits or 7 courses)</b> <i>All Courses Required</i>	
<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 1023	Introduction to Economics for Managers (3 credits)
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 2063	Introduction to Marketing (3 credits)

<b>Core Business (48 credits or 16 courses)</b> <i>All Courses Required</i>	
<b>Course Number</b>	<b>Course Title</b>
BUSI 1063	Business and Sustainability (3 credits)
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 2123	Business Strategy (3 credits) (p/r = BUSI 1043, 2033, 2063, 2173, 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 2063)
BUSI 2173	Information Technology for Managers (3 credits)

<b>Application and Integration Component (15 credits)</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 credit hours of Business Courses)
BUSI 4063	Business Intelligence and Analytics (3 credits) (p/r = 90 credit hours of Business Courses)
BUSI 4133	Managing Organizational Change (3 credits) (p/r = 90 credit hours of Business Courses)

<b>Specialization (15 credits or 5 courses)</b>	
<b>Course Number</b>	<b>Course Title</b>
<b>Accounting</b>	
BUSI 3403	Intermediate Accounting 1 – Assets (3 credits) (p/r = BUSI 1043 & 2083)
BUSI 3413	Intermediate Managerial Accounting (3 credits) (p/r = BUSI 2083)
BUSI 3423	Intermediate Accounting 2 – Liabilities and Equities (3 credits) (p/r = BUSI 3403)
BUSI 3433	Corporate Finance (3 credits) (p/r = BUSI 2093)
BUSI 3443	Accounting Capstone Project: Auditing (3 credits) (p/r = BUSI 3413, 3423, & 3433)
<b>Energy Management</b>	
BUSI 3503	Introduction to Energy Management (3 credits)

<b>Specialization (15 credits or 5 courses)</b>	
<b>Course Number</b>	<b>Course Title</b>
<b>Accounting</b>	
BUSI 3403	Intermediate Accounting 1 – Assets (3 credits) (p/r = BUSI 1043 & 2083)
BUSI 3413	Intermediate Managerial Accounting (3 credits) (p/r = BUSI 2083)
BUSI 3423	Intermediate Accounting 2 – Liabilities and Equities (3 credits) (p/r = BUSI 3403)
BUSI 3433	Corporate Finance (3 credits) (p/r = BUSI 2093)
BUSI 3443	Accounting Capstone Project: Auditing (3 credits) (p/r = BUSI 3413, 3423, & 3433)
<b>Energy Management</b>	
BUSI 3513	Energy Policy, Legislation, and Social Environment (3 credits) (p/r = BUSI 3503)
BUSI 3523	Energy Systems Operation (3 credits) (p/r = BUSI 3503)
BUSI 3533	Energy Futures and Transitions (3 credits) (p/r = BUSI 3513 & 3523)
BUSI 3543	Energy Strategy Capstone Project (3 credits) (p/r = BUSI 3533)
<b>Project Management</b>	
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	Advanced Project Management (3 credits) (p/r = BUSI 3603, 3613, 3623 & 3633)
<b>Supply Chain Management</b>	
BUSI 3703	Advanced Operations and Supply Chain Management (p/r = BUSI 2113)
BUSI 3713	Logistics Management (p/r = BUSI 3703)
BUSI 3723	Procurement (p/r = BUSI 3703)
BUSI 3733	Business Process Improvement (p/r = BUSI 3713 & 3723)
BUSI 3743	Supply Chain Integration and Analytics (p/r = BUSI 3733)

### **Liberal Arts (21 credits/ 7 courses)**

In addition to the business courses listed above, students must complete seven (7) Liberal Arts courses and BUSI 2033 (Organizational Behaviour and Management). For the purposes of the BBA with specializations, BUSI 2033 is credited as a tier 2 Liberal Arts course.

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

Completion of a Grade 12 program leading to a British Columbia Certificate of Graduation, or the equivalent, with at least a 65% average in the following:

- Foundations Math 12 or Pre-Calculus Math 12 or Principles Math 12, or equivalent
- English 12/English 12 First Peoples

*See Section 6.1.6 for English language proficiency requirements.*

## **Math Proficiency**

Applicants who do not meet the Grade 12 math requirement may be admitted to the BBA, but are required to meet one of the following conditions:

1. **Challenge Exam:** Complete a math challenge exam during their first term to fulfil this requirement, or
2. **Conditional Admission Path:** Enrol in and successfully complete MATH 0910 (0 Credit Hours) within their first two terms of study.

Students who must establish math proficiency should consult their admission or program advisor about the detailed requirements to be met.

## **Mature Students**

A mature student is an applicant who has not achieved the British Columbia 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 they intend 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 British Columbia high school graduates through the successful completion of courses at the postsecondary level or through proficiency assessments.

## **Conditional 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 6.1.6.
- Applicants who do not meet the math proficiency requirement may be admitted conditionally as described above.

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

Bachelor of Business Administration program is a 120-credit hour program delivered over 10 quarters. Students may complete the program in 30 months as the University operates on a year-round basis. Students are expected to complete the program within 84 months (7 years) of starting their first class.

If a student needs longer than seven years to complete the program, they may apply to the head of the Bachelor of Business Administration program for an extension of up to two calendar years. If the program head denies the application, the student will be dismissed from the program. If the program head allows the extension, they will establish a deadline for completion of the program.

### **10.1.2.5. Course Delivery**

BBA courses will be delivered in the traditional classroom (on campus) or fully 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 they are enrolled each term.

#### **10.1.2.6. Assessment of Student Participation**

*Please see Section 8.3 for information regarding the assessment of student participation.*

#### **10.1.2.7. Assessment of Written Assignments**

*Please see Section 8.3 for information regarding the assessment of written assignments.*

#### **10.1.2.8. Credit Transfer Policies**

The Bachelor of Business Administration is designed to optimize student mobility within the post-secondary education system. Students entering the BBA program may transfer blocks of 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 program.

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

- The University may accept up to a maximum of 60 credits (50% of total credits required) in transfer toward the BBA degree for coursework.
- Credits being transferred to the Yorkville program must have been completed at a post-secondary institution recognized in that institution's home jurisdiction.
- Normally, only credits earned within ten years of a student's admission to Yorkville will be accepted, but the admissions committee may establish different rules for particular cases.
- Students must have achieved a satisfactory grade, as defined by the admissions committee, in the courses being considered for a transfer credit.
- Transfer credit will not be granted for the following courses:
  - BUSI 4013 Business Organization Analysis Project
  - BUSI 4023 Contemporary Issues in Business: A Case Approach
  - BUSI 4133 Managing Organizational Change
  - BUSI 4053 Business Plan
  - BUSI 4063 Business Intelligence and Analytics
  - BUSI 4153 Business Strategy
- 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.
- To show equivalency to a Yorkville University course, sufficient information must be 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.
- Credits earned through transfer are not used to compute the student's GPA.

- 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.

Yorkville University is a proud and active member of the British Columbia Council on Admissions and Transfer. Its policies and practices follow the guidelines of BBCAT regarding course transfers and articulations, and it endeavours to ensure where possible and practical, students receive credit for post-secondary studies relevant to the degree undertaken at Yorkville.

[BC Transfer Guide.](#)

#### 10.1.2.9 Attendance Policy

- See section 8.2.1, above, for University policies on attendance.
- See [Resources | Yorkville University](#) for the complete Yorkville University British Columbia BBA attendance policy.

#### **Yorkville University BBA attendance policy (excerpt):**

Because learning takes place in the classroom, student attendance in class is critical for engagement with the course content, peers, and the instructor. Therefore, students must strive to attend all scheduled classes for the course.

1. *Minimum attendance requirements:* Students must be present for 75% of the course. For the purposes of the pilot, given that all courses meet once each week for three hours, any student who has more than three unexcused absences will have failed to meet the minimum attendance requirement for the course.
2. *Consequences of failing to meet the minimum attendance requirement:*
  - a. Should a student have more than three (3) unexcused absences during a course, the student may be subject to a penalty.
  - b. Available penalties include a deduction of points from the course grade, denying the student permission to complete the final graded component of the course (final exam, final project, or similar final assignment), or required withdrawal from the course.
    - i. Deducting points from a student's final grade is an appropriate penalty when a student has performed well in the course (i.e., clearly achieved most of the course's learning outcomes) despite having missed more than three classes. Deductions should not exceed 10 percentage points.
    - ii. Denying a student permission to complete the final graded component of the course is an appropriate penalty when a student has failed to attend a significant percentage of the classes and where there is evidence that the student has failed to achieve a significant number of the course's learning outcomes.
    - iii. Required withdrawal from the course is an appropriate penalty when the student has accumulated more than three unexcused absences during the first half of the course.
  - c. The course instructor has discretion to deduct points from the course grade as a penalty for failing to meet the minimum attendance requirement.

- d. If the course instructor concludes that denial of permission to complete the final graded assignment or required withdrawal from the course is the appropriate penalty, the instructor will recommend the penalty to their program head, who will make the final decision and communicate it to the student and the Registrar.

**3. Implementation:**

- a. Students with approved academic accommodations: When a student has an approved academic accommodation plan that explicitly addresses attendance, late arrival, or early departure, the requirements of the academic accommodation plan take precedence over this policy.
- b. Recording and reporting attendance:
  - i. Instructors will record attendance at each class and will maintain a detailed record of attendance, noting the specific dates of excused and unexcused absences.
  - ii. When an instructor records a second unexcused absence for a student, the instructor will inform the student that they are at risk of failing to meet the attendance requirement and will notify Student Services of a student at risk.
  - iii. When an instructor records a third unexcused absence for a student, the instructor will provide the student with a written warning, copied to Student Services, making it clear that they have reached the limit of allowable absences.
  - iv. Students have a right to review their attendance record and may ask for corrections if they believe the instructor has erred in recording an unexcused absence.
- c. Absences during class:
  - i. Late arrivals include arriving at class after it has begun and returning from a scheduled break after the class has recommenced.
  - ii. Early departures include leaving a class before its scheduled end or before a scheduled break.
  - iii. For students in on-campus BBA and AA courses at the Yorkville University BC campus, a course instructor may record an absence for a student who, because of late arrivals and/or early departures, is absent for more than 20% of the scheduled class.
- d. Excused absences:
  - i. If a student knows in advance, they will be unable to attend a class, they must notify their instructor by email before the start of class for their absence to be considered an "excused" absence.
  - ii. When circumstances beyond a student's control (illness, personal or family emergency, or other extenuating circumstances) prevent a student from attending a class and prevent the student from notifying the instructor in advance, the absence will be excused.
  - iii. Absences for human rights grounds: Absences are excused absences if the student has requested accommodation for religious observance as specified in the *Accommodations for Religious Observances Policy* (Yorkville University Senate, March 23, 2016) or if academic accommodation has been approved on other human rights grounds.

#### **10.1.2.10.      *Graduation Requirements***

The bachelor's degree in business (BBA) requires a total of 120 study credits (excluding MATH0910, Requisite Pre-Math for Business). Graduation requirements include the following:

- A minimum of 50% program credits must be completed through Yorkville University.
- A minimum of 60% of Intermediate and Advanced courses must be completed through Yorkville University.
- BUSI 4153 Business Strategy must be completed through Yorkville University:
- 4000-level "Application and Integration" courses (with a cumulative value of 15 study credits) must be completed through Yorkville University.
- For students in the BBA with specializations degree path, at least 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.

#### **10.1.2.11.      *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.

#### **10.1.2.12.      *Student Course Load***

The standard course load for students studying online in the BBA is 3 courses (9 credits) per term. The maximum number of courses that can be taken is 4 (four). Students with a cumulative GPA of at least 2.0 may apply to the program head through the Registrar for permission to take more than 4 courses concurrently.

The standard course load for students studying on-campus in the BBA is 4 courses (12 credits). The maximum number of courses that can be taken concurrently is 5 (five); students must apply to the program head, through the Registrar for permission to take 5 (five) courses concurrently.

### **10.2. Associate of Arts**

This program is offered under the written consent of the Minister of Post-Secondary Education and Future Skills effective January 16, 2023, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).



### **10.2.1. Associate of Arts**

The Associate of Arts program at Yorkville University is accessible to all learners and is particularly suited for those interested in building their university skill set via a foundational study of humanities, social sciences, and science. Students who complete Yorkville University’s Associate of Arts program have the opportunity to transfer directly into the third year of a four-year University bachelor’s program via articulation pathways. Prospective students are encouraged to use the [BC Transfer Guide](#) to explore these pathways.

The Associate of Arts equips students to analyze, synthesize, and integrate knowledge from a variety of disciplines, and provides an opportunity for students to think critically about issues, problem solve challenges, and apply learnings in collaborative and individual settings.

### **10.2.2. Detailed Program Information: Associate of Arts**

The Associate of Arts is a 60-credit (20 course) program made of up first and second year courses. At least 18 credits (6 courses) must be taken from second year courses and in two or more subject areas.

Students are required to fulfill the following requirements to complete their degree:

- 6 credits (2-courses) in first year English
- 9 credits (3-courses) in science which includes at least one (1) 3-credit course in Mathematics or Computing Science or Statistics, and at least one (1) 3-credit course in a laboratory science.
- 36 credits in Arts, which includes:
  - 6 credits (2 courses) in the Social Sciences
  - 6 credits (2 courses) in Humanities
  - 25 additional credits in Arts
- 9 additional credits (3-courses) in Arts, Science, or other areas.

Typical progression through the AOA:

<b>Term</b>	<b>Course</b>
1	ENGL 101 Research & Composition
1	HUMN 101 Modes of Thinking and Learning
1	SOCI 100 Introduction to Sociology
1	BUSI 1033 Introduction to Business
2	ENGL 190 Communication for the Creative Arts
2	MATH 100 Pre-Calculus
2	INDG 104 Introduction to Indigenous Studies and Decolonization
2	PSYC 200 Psychology of Everyday Life
3	ENSC 200 Environmental Science
3	1 <sup>st</sup> Year Arts
3	1 <sup>st</sup> Year Arts

Term	Course
3	1 <sup>st</sup> Year Arts or Electives
4	BIOL 200 Ecology <i>OR</i> BUSI 1013 Statistics for Business
4	1 <sup>st</sup> Year Arts or Electives
4	2 <sup>nd</sup> Year Arts
4	2 <sup>nd</sup> Year Arts
5	2 <sup>nd</sup> Year Arts
5	2 <sup>nd</sup> Year Arts
5	2 <sup>nd</sup> Year Arts
5	2 <sup>nd</sup> Year Arts

Course listings are outlined below (Section 11.3). Note that not every course will be offered every term.

### **10.2.2.1. AOA Specific Admission Policies**

#### High School Applicants

Completion of a Grade 12 program leading to a British Columbia Certificate of Graduation, or the equivalent, with at least:

- Standard BC Gr 12 Math (i.e.: Precalculus 11 (60%) or Foundations of Math 12 (73%)) as pre-req for MATH100
- A 65% average in English 12/English First Peoples

#### **Math Proficiency**

Applicants to the Associate of Arts program are required to have achieved a British Columbia Certificate of graduation, or the equivalent, with at least:

- Standard BC GR 12 Math (i.e., Precalculus 11 (60%) or Foundations of Math 12 (73%)).

Students who do not meet the math entry requirement may be conditionally admitted into the Associate of Arts. The pathway for math conditional admission is as follows:

#### **Students who meet the Grade 12 math equivalent requirement:**

- Students who meet all admissions requirements (i.e. Math and English) take the normal term one course load (ENGL 101, HUMN 101, SOCI 100, BUSI 1033). These students will take MATH 100 in term 2.
- Students who have an IELTS score between 6 and 6.5 (but meet math requirement) take the conditional admit path with a 3-course load in term 1 (ENGL 101, HUMN 101, UNVI 101). These students will take MATH 100 in term 2.

#### **Students who do not meet the Grade 12 math equivalent requirement:**

Students will be required to write a math challenge exam during their first term. Term 1 course load will be dependent on whether the student is a conditional admit due to IELTS / English requirements (per above). All students will be in path #1 or #2 above for term 1.

- Students who pass the challenge exam will take MATH 100 in term 2 with rest of cohort. Full course list (ENGL 190, MATH 100, INDG 104, PSYC 200)
- Students who do not pass the challenge exam will be placed in MATH 0910 Developmental Math in their second term for 0 credits (in place of MATH100). Full course list (ENGL 190, MATH 0910, INDG 104, PSYC 200). Students will be required to complete MATH 100 in a later term when it is offered.

### Mature Students

A mature student is an applicant who has not achieved the British Columbia 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 they intend 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 British Columbia high school graduates through the successful completion of courses at the postsecondary level or through proficiency assessments.

### Conditional 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 6.1.6.*
- Applicants who do not meet the math proficiency requirement may be admitted conditionally as described above.

### **10.2.2.2. Anticipated Completion Time**

The Associate of Arts program is a 60-credit hour program. Students may complete the program in 18 months (including a 1 term break) as the University operates on a year-round basis. Students are expected to complete the program within 42 months of starting their first class.

If a student needs longer than 42 months to complete the program, they may apply to the head of the Associate of Arts program for an extension of up to one calendar year (12 months). If the program head denies the application, the student will be dismissed from the program. If the program head allows the extension, they will establish a deadline for completion of the program.

### **10.2.2.3. Course Delivery**

Associate of Arts Courses will be delivered in the traditional classroom (on campus) format. New students will be enrolled in the program twice per year (October and April). Courses are sequenced to ensure that students meet the Associate of Arts degree requirements.

### **10.2.2.4. Assessment of Student Participation**

Please see Section 8.3

### **10.2.2.5. Assessment of Written Assignments**

Please see Section 8.3 for information regarding the assessment of written assignments.

### **10.2.2.6. Credit Transfer Policies**

The Associate of Arts program accepts transfer credits where it can be demonstrated that a course previously completed is equivalent to a course in Yorkville's Associate of Arts. Transfer credits will only be accepted if they meet the specific requirements for an Associate of Arts degree as outlined in the BC Transfer Guide (and listed above in section 10.2.2), and students should be aware that not all transfer credits will be accepted if their acceptance means students will be unable to meet the specific Associate of Arts requirements.

The general rules governing transfer credits into the AoA are:

- The University may accept up to a maximum of 30 credits (50% of the total credits required) in transfer towards the AoA.
- Credits being transferred to Yorkville's AoA 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 those courses being considered for transfer credit.
- 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.
- To show equivalency to a Yorkville University course, sufficient information must be 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.
- Credits earned through transfer are not used to compute the student's GPA.

- 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

Yorkville University is a proud and active member of the British Columbia Council on Admissions and Transfer. Its policies and practices follow the guidelines of BBCAT regarding course transfers and articulations, and it endeavours to ensure where possible and practical, students receive credit for postsecondary studies relevant to the degree undertaken at Yorkville.

#### 10.2.2.7 Attendance Policy

- See section 8.2.1, above, for University policies on attendance.
- See [Resources | Yorkville University](#) for the complete Yorkville University British Columbia Associate or Arts attendance policy.

#### **Yorkville University Associate of Arts attendance policy (excerpt):**

Because learning takes place in the classroom, student attendance in class is critical for engagement with the course content, peers, and the instructor. Therefore, students must strive to attend all scheduled classes for the course.

4. *Minimum attendance requirements:* Students must be present for 75% of the course. For the purposes of the pilot, given that all courses meet once each week for three hours, any student who has more than three unexcused absences will have failed to meet the minimum attendance requirement for the course.
5. *Consequences of failing to meet the minimum attendance requirement:*
  - a. Should a student have more than three (3) unexcused absences during a course, the student may be subject to a penalty.
  - b. Available penalties include a deduction of points from the course grade, denying the student permission to complete the final graded component of the course (final exam, final project, or similar final assignment), or required withdrawal from the course.
    - i. Deducting points from a student's final grade is an appropriate penalty when a student has performed well in the course (i.e., clearly achieved most of the course's learning outcomes) despite having missed more than three classes. Deductions should not exceed 10 percentage points.
    - ii. Denying a student's permission to complete the final graded component of the course is an appropriate penalty when a student has failed to attend a significant percentage of the classes and where there is evidence that the student has failed to achieve a significant number of the course's learning outcomes.
    - iii. Required withdrawal from the course is an appropriate penalty when the student has accumulated more than three unexcused absences during the first half of the course.
  - c. The course instructor has discretion to deduct points from the course grade as a penalty for failing to meet the minimum attendance requirement.

- d. If the course instructor concludes that denial of permission to complete the final graded assignment or required withdrawal from the course is the appropriate penalty, the instructor will recommend the penalty to their program head, who will make the final decision and communicate it to the student and the Registrar.

**6. Implementation:**

- a. Students with approved academic accommodations: When a student has an approved academic accommodation plan that explicitly addresses attendance, late arrival, or early departure, the requirements of the academic accommodation plan take precedence over this policy.
- b. Recording and reporting attendance:
  - i. Instructors will record attendance at each class and will maintain a detailed record of attendance, noting the specific dates of excused and unexcused absences.
  - ii. When an instructor records a second unexcused absence for a student, the instructor will inform the student that they are at risk of failing to meet the attendance requirement and will notify Student Services of a student at risk.
  - iii. When an instructor records a third unexcused absence for a student, the instructor will provide the student with a written warning, copied to Student Services, making it clear that they have reached the limit of allowable absences.
  - iv. Students have a right to review their attendance record and may ask for corrections if they believe the instructor has erred in recording an unexcused absence.
- c. Absences during class:
  - i. Late arrivals include arriving at class after it has begun and returning from a scheduled break after the class has recommenced.
  - ii. Early departures include leaving a class before its scheduled end or before a scheduled break.
  - iii. For students in on-campus BBA and AA courses at the Yorkville University BC campus, a course instructor may record an absence for a student who, because of late arrivals and/or early departures, is absent for more than 20% of the scheduled class.
- d. Excused absences:
  - i. If a student knows in advance, they will be unable to attend a class, they must notify their instructor by email before the start of class for their absence to be considered an "excused" absence.
  - ii. When circumstances beyond a student's control (illness, personal or family emergency, or other extenuating circumstances) prevent a student from attending a class and prevent the student from notifying the instructor in advance, the absence will be excused.
  - iii. Absences for human rights grounds: Absences are excused absences if the student has requested accommodation for religious observance as specified in the *Accommodations for Religious Observances Policy* (Yorkville University Senate, March 23, 2016) or if academic accommodation has been approved on other human rights grounds.

**10.2.2.8.      *Graduation Requirements***

The Associate of Arts degree requires a total of 60 study credits. Alongside fulfilling the program requirements outlined above, graduation requirements include the following: A minimum of 50% of program credits must be completed through Yorkville University.

## **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 the courses listed below are available in the Bachelor of Business Administration (Project 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.

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

(3 credits)

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): Standard British Columbia Grade 12 Math (i.e.: Precalculus 11 (60%)) or equivalent.

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

(3 credits)

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 or MATH100 Pre-Calculus.

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

(3 credits)

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.

**Note that this course is being phased out. Students entering the BBA after October 2019 will complete BUSI 1083 Microeconomics.**



**BUSI 1033 Introduction to Business**

(3 credits)

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)

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)

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)

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 several 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.

**BUSI1083 Microeconomics**

(3 credits)

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)

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. Anti-requisite: BUSI 2063 Introduction to Marketing.

### **BUSI 2003 Macroeconomics in Global Context**

(3 credits)

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 Decisions Analysis**

(3 credits)

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)

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)

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)

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)

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): Students must have completed 45 credit hours of the BBA program.

**BUSI 2063 Introduction to Marketing**

(3 credits)

This course has been re-numbered. See BUSI 1093.

**BUSI 2083 Introduction to Managerial Accounting**

(3 credits)

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)

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)

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 several concepts and techniques.

Prerequisite(s): BUSI 1013 - Statistics for Business.

### **BUSI 2123 Business Strategy**

(3 credits)

This course has been re-numbered. See BUSI 4153.

### **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) (required)

Focusing on the practical aspects of establishing and developing a business, emphasis is placed on analyzing the strengths and weaknesses of a newly formed business. Topics include: opportunity recognition, feasibility study, risk, venture capital sources, business economics, marketing requirements, negotiations, and resource needs. Case studies will be used. Prerequisite(s): BUSI 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 credits)

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

interaction with hands-on business simulation software. Prerequisite(s): BUSI 2063 - Introduction to Marketing.

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

(3 credits)

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) (elective)

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.

Pre-requisite(s): BUSI 1073 - Business Writing and Communication

### **BUSI 3153 Social Entrepreneurship**

(3 credits) (elective)

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. Pre-requisite: –BUSI 1093 – Introduction to Marketing

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

(3 credits) (elective)

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 the AI knowledge and apply an AI strategy to an organization as the final deliverable. Pre-requisite(s): BUSI 2173 - IT for Managers

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

(3 credits)

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

Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting; BUSI 2083 – Introduction to Managerial Accounting

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

(3 credits)

This course focuses on how managers use accounting information to make effective business decisions. Students will study different types of reports, financial statements, and analytical tools, which may be used by managers to effectively plan, coordinate, evaluate and monitor qualitative and quantitative metrics within an organization. In this intermediate managerial accounting course, students will focus on costing and cost analysis. Pre- prerequisite(s): BUSI 2083 - Introduction to Managerial Accounting

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

(3 credits)

This course continues to build on the integrated framework for analyzing, interpreting, and preparing financial statements learned through BUSI1043 - Introduction to Financial Accounting and BUSI3403 - Intermediate Accounting I: Assets. The objectives within this course are to identify, interpret and analyze complex measurement issues and accounting policy choices applicable to a given situation.

Students will subsequently evaluate the effects of financial reporting issues and policies on the preparation of the Statement of Financial Position, Income Statement, and Statement of Cash Flows.

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

### **BUSI 3433 Corporate Finance**

(3 credits)

This course will build on concepts from the introductory managerial finance course and explore in depth the areas of corporate finance, risk, diversification, portfolio analysis, and capital market theory.

Specifically, the course places emphasis on developing the students' ability to understand, analyze, and integrate financial information towards sound financial decisions. Topics discussed will include the impact of interest rates, taxation, dividends, cash flow, and other business considerations on financial decision making and the role of financial institutions and regulations in corporate financial management.

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

### **BUSI 3443 Accounting Capstone Project – Auditing**

(3 credits)

This course explains the significance of the auditing environment, public practice, and professional responsibilities as well as basic audit concepts and techniques. The increasing complexity and speed of change in the business world has caused more estimation and uncertainty than ever before. In turn, this has caused higher difficulty for auditors to assess corporate risk, gather sufficient appropriate evidence and form a fair audit opinion on the financial statements. The requirements of this course combine the financial and managerial accounting knowledge learned to date and apply it to the world of auditing.

Students will be required to leverage prior knowledge to be successful in this course. Prerequisite(s):

BUSI 3413 – Intermediate Managerial Accounting, BUSI3423 – Intermediate Financial Accounting 2 – Liabilities and Equities, BUSI3433 – Corporate Finance

### **BUSI 3503 Introduction to Energy Management**

(3 credits)

This course recognizes society's present reliance on energy, across all aspects of life, and introduces business students to the nature of energy as a key aspect of business operations, from the energy business to energy inputs across all aspects of business and society. It provides a historical overview of energy's role in society, before focusing on issues of energy resource planning, from conventional energy to current clean energy technologies, climate change mitigation, conservation practices, and likely long-term energy transitions. The course also explores the full range of energy systems and applications, stakeholders and introduces relevant energy terminologies. Prerequisite(s): None

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

(3 credits)

This course examines Canadian federal, provincial, and local government, as well as international policy, legislation, and regulations affecting the energy industry and energy consumers. Students will explore jurisdictional issues, the changing regulatory environment, business, and the impact of, or to, Indigenous peoples, industry associations, and relevant stakeholders, through the examination of current Canadian energy policies. Provincial and territorial regulations and incentive programs will be examined in detail. Strategies for building political, economic, social, environmental, and business linkages for energy systems and applications in the context of the principles of sustainable enterprise will be developed. Pre-requisite(s): BUSI 3503 – Introduction to Energy Management

### **BUSI 3523 Energy Systems Operation**

(3 credits)

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

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

(3 credits)

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

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

(3 credits)

This course provides students with an opportunity to experientially reinforce, synthesize, and build on the energy management knowledge and skills they developed in the previous four EM courses. In the first half of the course students will work in teams to develop a business and environmental impact assessment of an existing “real-world” energy management initiative as it relates to the business and industry strategy of the proponent organization, based on publicly available information. In the second half of the course students will apply inter-disciplinary knowledge individually for the development of a hypothetical business case for a major Canadian or international energy management initiative of their selection. The purpose of the business case is to support a financial investment decision by a proponent, investor(s), and energy management program of an energy utility and/or government, if applicable. Prerequisite(s): BUSI 3533 – Energy Futures and Transitions

### **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. The objective of the course is to equip you with the concepts, tools, processes, and techniques needed to effectively lead a project team. It is intended to provide you with contemporary leadership styles, team building, and best practices that can be unleashed for effective project management. The course also provides multiple “real world” cases of inspired project leadership, timely project communications and ethical leadership, and ends with approaches to creating and delivering in an agile team environment.

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

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

(3 credits)

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

Prerequisites: BUSI 2113 - Production Operations Management

### **BUSI 3713 Logistics Management**

(3 credits)

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

Prerequisites: BUSI 3703 - Advanced Operations and Supply Chain Management

**BUSI 3723 Procurement**

(3 credits)

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

**BUSI 3733 Business Process Improvement**

(3 credits)

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

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

**BUSI 3743 Supply Chain Integration and Analytics**

(3 credits)

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

**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): Prerequisite(s): Students must have completed 90 credit hours of the BBA program.

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

(3 credits) (required)

This course will use a case analysis approach to present current and relevant topics in today's business environment. Students will study five topics relevant to the current business environment. For each topic, they will engage in discussion and debate with peers and analyse a current business case.

Students will respond to business cases using a framework that includes identification of key issues, exploration of research options, and development of supported solutions and recommendations. Prerequisite(s): Students must have completed 60 credit hours of the BBA program.

### **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 4046 Final Business Plan**

(6 credits) (required)

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

**Note that this course has been phased out. Students entering the BBA after October 2019 will complete BUSI 4053 Business Plan**

### **BUSI 4053 Business Plan**

(3 credits)

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 4153 Business Strategy (Formerly BUSI 2123)**

(3 credits) (required)

Introduction to a strategic perspective on issues that concern contemporary businesses, drawing on and exploring concepts from a number of undergraduate business courses (marketing, finance, accounting, management, and organizational behaviour). Exploring appropriate methodologies/approaches to strategic analysis, students use material from other courses in the analysis and resolution of complex business situations. Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting; BUSI 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.

### **BUSI4063 Business Analytics and Intelligence**

(3 credits)

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.

## **11.2. Liberal Arts**

### **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. Pre-requisite(s): None

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

(3 credits) (Tier 1)

The road to understanding modern and contemporary art begins with a study of the evolution of the modern mind. The course begins by analyzing the transition from a medieval worldview to the emergence of a scientific outlook in the late 1400s. The Renaissance and the resurgence of ancient Classical learning are also examined for their influences on artistic and architectural styles, and for their adoption of and challenge to the dominant theological doctrines of the early Modern era. Finally, the art of the 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.

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

(3 credits) (online) (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. Pre-requisite(s): None

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

(3 credits) (online) (Tier 1)

This course introduces students to the variety and scope of art industries in Canada. Students develop a critical appreciation of the factors that shape creative industries and the importance of these creative industries to the Canadian economy. Drawing upon a broad spectrum of the arts, including fine art, design studies, music, drama, dance, screen media, photography, and creative/imaginative writing, students explore the breadth of the Canadian Arts industry, and how to negotiate the professional arts working landscape. Pre-requisite(s): None

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

(3 credits) (Tier 1)

This course is a survey of the cultural/art practices of various indigenous people found around the globe. In this course, students will develop an understanding of the term indigenous, while fostering an appreciation for their cultural and artistic endeavors. Students will explore various indigenous arts, including illustration, craft, and performance and explore what these might look like in different time periods, locations, and with differing cultural and contextual motivations. Pre-requisite(s): None

### **BIOL200 Ecology and Ecosystems**

(3 credits) (Tier 2)

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 such as academic and workplace. To understand culture in terms of diversity and subcultures in a globalized world, 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. Pre-requisite(s): None

### **ECON230 Personal Finance**

This course introduces students to the essentials of personal financial management. Content will include understanding the various economic models and the fundamentals of the Canadian economic system, with a focus on concepts such as gross domestic product, business cycles, inflation, and interest rates. Students will be exposed to the basics of accounting with an overview of financial statements such as the Balance Sheet and Income Statement. The concept of the time value of money and how investment strategies are derived from this. Additionally, wealth accumulation objective and investment strategies used to achieve this goal. Pre-requisite(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. Pre-requisite(s): None

### **ENGL150 Professional Communication**

(3 credits) (Tier 1)

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

### **ENGL111 Literature in Global Context**

(3 credits) (Tier 1)

In this course, students read, discuss, and analyze representative works of world literature. They will understand these works in the context of their cultural and historical traditions and will appreciate how these works dialogue with each other. By understanding how literature fits within certain worldviews yet moves beyond them, students come to see the relevance of literature to ethical and personal development. Pre-requisite(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. Pre-requisite(s): None

### **ENSC200 Environmental Science**

(3 credits) (Tier 2)

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. Pre-requisite(s): None

### **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 principal 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. Pre-requisite(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. Pre-requisite(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.” Pre-requisite(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. Their history, leaders, knowledge systems and relationship to modern science are studied. In addition, the relevance of religion to various facets of Canada’s history and culture are explored with a view to foster the spirit of inquiry, expanding the imagination, knowledge, and understanding. The academic skills developed in the course contribute to the formation of cross-disciplinary competencies valued at both the academy and the workplace. Pre-requisite(s): One Tier 1 course.

### **HUMN201 Youth Culture**

(3 credits) (Tier 2)

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. Pre-requisite(s): None

### **HUMN202 East and South Asian Studies**

(3 credits) (Tier 2)

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. Pre-requisite(s): None



**HUMN422 Topics in Technology and Society**

(3 credits) (Tier 3)

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

**HUMN430 Topics in Power and Society**

(3 credits) (Tier 3)

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

**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 class 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. Pre-requisite(s): Two Tier 2 courses

**HUMN450 Design Thinking**

(3 credits) (Tier 3)

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

**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. Pre-requisite(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. Pre-requisite(s): Standard BC Gr 12 Math (i.e.: Precalculus 11 (60%) or Foundations of Math 12 (73%))

**QRSS100 Qualitative Research Methods for Social Science**

(3 credits) (Tier 1)

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

**POLI200 Multinational Companies and Globalization**

(3 credits) (Tier 2)

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. Pre-requisite(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. Pre-requisite(s): None

**PSYC102 Introduction to Psychology I**

(3 credits) (Tier 1)

The course begins with an overview of psychology, its history, and its scientific approaches and research methods, and then covers several fundamental topics including biopsychology, sensation & perception, consciousness, memory, learning, language, thinking, and more! Pre-requisite(s): None

### **PSYC103 Introduction to Psychology II**

(3 credits) (Tier 1)

This course provides an overview of seven key areas within psychology: intelligence, personality, emotion and motivation, health, social, developmental, and clinical psychology. Throughout the term, we will explore fundamental questions about human nature, such as why we cooperate at times and harm each other at others, and what constitutes "normal" behavior. Our goal is to make theoretical concepts relevant to everyday life, encouraging you to actively consider these connections. Pre-requisite(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. Pre-requisite(s): One Tier 1 course

### **PSYC210/300 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. Pre-requisite(s): One Tier 1 course

- **Note:** Beginning the spring 2025 term, this course will be re-numbered from PSYC210 to PSYC300.

### **PSYC 330 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 and that shape individuals' aesthetic judgements.

### **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. Pre-requisite(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. Pre-requisite(s): One Tier 1 courses

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

(3 credits) (Tier 2)

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. Pre-requisite(s): None

### **UNIV101 University Studies**

University Studies 101 aims to foster a sense of belonging, promote engagement in a diverse classroom, articulate expectations of a Canadian academic institution, as well as help students develop communication skills, and prepare them for future courses at Yorkville University. Prerequisite(s): None

## **12. Personnel Roster**

The information in this section was accurate at the time of publication. For the most current listing of academic leadership and full-time faculty see [Faculty and Leadership | Yorkville University](#).

### **12.1. Senior Administration**

Julia Christensen Hughes	President & Vice Chancellor, Yorkville University MBA, PhD, York University
Vacant	Provost
Angela Antohi-Kominek	Vice President Academic and Principal, Ontario EdD, PMP, The University of Western
Dana Brown	Interim Provost PhD, Massachusetts Institute of Technology
Drew Campbell	Vice President, Marketing and Communications BSc, Wilfrid Laurier University
Shannon Carvell	Chief Financial Officer CA, Institute of Chartered Accountants of Ontario CPA, American Institute of Certified Public Accountants
Thomas Chase	Vice President Academic and Principal, British Columbia PhD, University of Glasgow
Cindy Crump	Vice President, Student Experience MAEd, St. Francis Xavier University
Annette Cusworth	Senior Vice President, New Program Development CPA, CA., Chartered Professional Accountants, British Columbia
Tyler Dunham	Senior Vice President, Governance, Regulatory & Government Affairs MEd, Yorkville University
Lois Fleming	University Registrar MA, Athabasca University
Chris Gain	Chief Information Officer MBA, York University, Schulich School of Business
Paul Graham	University Librarian MLS, Dalhousie University

Natasha Hannon	Vice President, Teaching & Learning PhD, The University of Western Ontario
Lydia He	Chief Marketing and Revenue Officer PhD, University of Toronto
Katie Reese	Chief Operating Officer BComm, Queen's University
Krista Schultz	Associate Vice-President, Strategic Partnerships and Alumni EdD, University of Western Ontario
Karen Stevenson	Associate Vice President, Learning Design EdD, Western University
Fleur Williamson	Chief People Officer, People and Culture MBA, Deakin University
Rena Nano	Vice President Financial Planning & Analysis Honours B.com, Laurentian University
Liam Dutton	Interim VP, Student Recruitment Bachelor of Education, Acadia University

## **12.2. Faculty Members**

<b>Program Leadership</b>	<b>Title</b>	<b>Credential</b>
Nicholas McKenzie	Chair, Associate of Arts	PhD, University of Manitoba
John Morrison	Associate Dean, BBA Online	PhD, University of New Brunswick
Lisa Allen	Associate Dean, BBA On-campus	EdD, University of British Columbia
Audrey Lowrie	Assistant Dean, BBA Online	MA-The University of Glasgow

### **Continuing Full Time**

<b>Name</b>	<b>Credential</b>	<b>Institution</b>
Mona Hoorvash	PhD	Shiraz University
James McKinnon	PhD	University of Toronto
Narjes Hashemi	MA	McGill University
Behnoosh Khoramrooz	MEd	University of Victoria
Rosalie Chevalley	DSc	Ecole Polytechnique Fédérale de Lausanne
Navid Mollae Kohne Sara	PhD	Yazd University
Donna Chowdhury	MBA	University of Greenwich
Sriram Ananthan	PhD	Periyar University
Niloofar Ashktorab	PhD	Shiraz University
Amir Teymourian	DBA	Swiss School of Business and Management Geneva

Name	Credential	Institution
Abhijeet Singh	PhD	Kadi Sarva Vishwavidyalaya
Umeka Naidoo	EdD	University of Calgary
Jody Guy-Merritt	DBA	University of Newcastle
Carla Weaver	PsyD	Southern California Southern University
Katherine Carpenter	MBA	University of Victoria
Priya Pandey	MBA	Gujarat Technological University
Louise Olivier	PhD	Northwest University
Silas Krabbe	MEd	University of British Columbia
Aida Kazemi	MA	Simon Fraser University
Aman Kang	PhD	Punjabi University
Christian Tabi Amponsah	PhD	Capella University
Garima Kamboj	PhD	Panjab University
Ismaeil Fazel	PhD	University of British Columbia
Jasreen Grewal	MA, MEd	Panjab University
Michelle Huggins	PhD	Latin American Faculty of Social Sciences
Mandev Singh	PhD	Punjab Technical University
Nishant Kalia	MBA	University of British Columbia
Tazish Fareed	MBA	Thompson Rivers University
Thomas Jones	MBA	Royal Roads University
Tuyen Riddell	MBA	University of Phoenix

#### Continuing Part Time

Name	Credential	Institution
Rami Mustafa	EdD	University of Exeter
Maria Tepina	PhD	South Federal University
Fatima Catalan	MBA	Athabasca University
Shimaa El Sherif	PhD	University of Calgary
Ghoncheh Moshiri	DBA	Islamic Azad University
Bhupinder Chahal	PhD	Bharati Vidyapeeth Deemed University
Joe Verna	MBA	University of Regina
Kelly Arnold	MBA	Université de Moncton
Shabnam Javanmard	PhD	Allameh Tabataba'i University
Melissa Forsyth	MA	Queen's University

#### Part Time

Name	Credential	Institution
Ali Alnaggar	MEng	University of British Columbia
Amanda Cabrera	MA	University of London
Amandeep Malik	MBA	Vancouver Island University

<b>Name</b>	<b>Credential</b>	<b>Institution</b>
Amit Kohli	PhD	National Institute of Technology, Kurukshetra
Branka Gataric	MBA	Laurentian University
Brent Powell	PhD	Tennessee Temple University
Brian Amouzgar	PhD	Walden University
Calla Lu Zhang	MEd	Simon Fraser University
Danny Hu	MBA	University of Victoria
Dani Zheleva	MA	Sofia University
Dave Sanyal	MAcc	University of Calcutta
Ethan Feng	MA	Concordia University
Faiyaz Moosa	MPA	University of Saskatchewan
Farnoosh Bagheri	PhD	Iran University of Science and Technology
Farnoosh Farzaneh	MBA	University Canada West
Farshad Sarmad	DBA	International School of Management
Firoozeh Kolahi	MBA	Simon Fraser University
Golsa Saadi	MBA	University Canada West
Hamid Kazemi	PhD	Allameh Tabatabai University
Hossein Hakimpour	PhD	University of Technology Malaysia
Imran Tanveer	MSc	Boston University
Iqtidar Shah	PhD	University of Thessaly
James Wang	MBA	Queen's University
Jeffrey O'Leary	MBA	Brock University
John Chetro-Szivos	PhD	University of Massachusetts
Jyoti Kohli	MEd	Simon Fraser University
Kabeer Muhammad	PhD	Dauphine University
Karen Stevenson	EdD	Western University
Kasa Adamu Gayus	PhD	Covenant University
Kenneth Eng	MBA	Heriot Watt University
Kishore Anand	MBA	Xavier Institute of Social Service
Liang Cao	PhD	Simon Fraser University
Linus Anandaraj	MBA	University of Phoenix
Masomeh Nejad	PhD	Simon Fraser University
Maxwell Addington	MFA	New York University
Mazyar Zahedi-Seresht	PhD	Kharazmi University
Mojgan Afshari	PhD	University Putra Malaysia
Mostafa Nazari	PhD	University of Tehran
Naghmeb Babae	PhD	University of Manitoba
Navdeep Kaur	PhD	Panjab University
Pegah Yaghmaie	PhD	University of Hasselt
Rabia Aziz	MA	Queen's University
Richard Kemick	PhD	University of Calgary
Richard Viflanzoff	MBA	Athabasca University
Rita Onolemhemen	PhD	University of Ibadan



<b>Name</b>	<b>Credential</b>	<b>Institution</b>
Sanam Vaghefi	PhD	University of Victoria
Sara Schermer	MEd	The Education University of Hong Kong
Sohail Majoka	MSc	University of the Punjab
Sourabh Aggarwal	MAS	Fairleigh Dickinson University
Syed Asad	MA	City University of New York
Tetsuro Shigematsu	PhD	University of British Columbia
Tristan Wright	MEd	Yorkville University
Venus Wong	PhD	University of Hong Kong
Wallace Chan	MA	University of Hong Kong
Zahra Alimorad	PhD	Shiraz University
Zahra Mahyari	PhD	Simon Fraser University