# YORKVILLE UNIVERSITY

# 2026
# Academic Calendar

## BRITISH COLUMBIA

# About Yorkville University

Yorkville University was established in 2003 and admitted its first students in 2004 in Fredericton, New Brunswick, where it launched the Master of Arts in Counselling Psychology. Since that time, the University has expanded its presence across Canada and now operates campuses and learning centres in Fredericton (NB), Toronto (ON), and New Westminster (BC), in addition to offering programs online to learners across the country and internationally.

In 2018, RCCIT (Radio College of Canada, founded in 1928) was amalgamated into its parent company, Yorkville University. This addition brought nearly a century of educational history into the University and integrated the Academy of Design, the School of Engineering Technology and Computing, and Toronto Film School, contributing to a broader and more interdisciplinary academic community.

Today, Yorkville University serves a diverse community of more than 25,000 students and alumni representing over 100 countries. The University offers professionally oriented undergraduate and graduate degree programs that are structured to support learners who balance academic goals with work, family responsibilities, and other commitments. Programs are delivered on campus and online, with small class environments that support meaningful engagement with faculty and peers.

Yorkville University is defined by its emphasis on accessibility, flexibility, and practical learning. Its program design, instructional approach, and campus settings reflect the needs of contemporary learners and the professional environments they aspire to enter. Through applied curricula, practitioner faculty, and learning pathways informed by industry expectations, the University strives to equip students with the knowledge and skills required to progress in their chosen fields.

**Language of Instruction**
The language of instruction at Yorkville University is English.

**Admission Decisions**
Yorkville University reserves the right to refuse admission to any applicant.

**Emergency Management**
If events or conditions arise that affect the University's ability to operate in the normal course of business and the delivery of academic programs or services is disrupted; the University will work to provide options to support students in the completion of academic coursework as promptly as possible. The University does not accept responsibility or liability for loss or damage resulting from delays, interruptions, or termination of services or classes, whatever the cause.

# 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 versions of the calendar.

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

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

# Student Responsibilities

By registering with Yorkville University, each student is deemed to have agreed to be bound by the regulations and policies of the University, its campuses, Schools, Faculties, and Departments, as well as of the program in which that student is enrolled. The University makes the reasonable assumption that students will familiarize themselves with the policies, regulations, general information, and specific academic program requirements published by the University in the Academic Calendar and elsewhere.

Students must meet the degree program requirements set out in the Academic Calendar in effect when they entered their program of study.  However, if a student interrupts their study for any reason for more than 12 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 Schedules/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](Resources | Yorkville University).

**Graduate Programs: Academic Schedule/Important Dates**
Yorkville University undergraduate programs are organized in term of 12 weeks each, beginning in January, April, July, and October. The academic year begins in January and ends in December.

| Academic Schedule/Important Dates – Undergraduate Programs | | | | |
|---|---|---|---|---|
| **Date** | **Day** | **Term Start/End** | **Deadlines** | **University Closed** |
| **1-Dec-25** | Monday | | Registration starts for 2026 undergraduate winter term (continuing students). | |
| **12-Dec-25** | Friday | | **Deadline:** Registration for all programs winter 2026 term (continuing students). After this date, a late registration fee may apply. | |
| **19-Dec-25** | Friday | | **Deadline:** Tuition payment arrangement for all programs 2026 winter term (continuing students). After this date, late payment arrangement fees apply. | |
| **24-Dec-25** | Wednesday | | | YU Holiday (Christmas Eve) - University Closed |
| **25-Dec-25** | Thursday | | | Statutory Holiday (Christmas Day) - University Closed |
| **26-Dec-25** | Friday | | | YU Holiday (Boxing Day) - University Closed |
| **28-Dec-25** | Sunday | Term Ends (Fall) | | |
| **1-Jan-26** | Thursday | | | Statutory Holiday (New Year's Day Observed) - University Closed |
| **5-Jan-26** | Monday | Term Begins (Winter) | | |

| Academic Schedule/Important Dates – Undergraduate Programs | | | | |
|---|---|---|---|---|
| Date | Day | Term Start/End | Deadlines | University Closed |
| **9-Jan-26** | Friday | | **Deadline:** Winter Term Course Add/Drop | |
| **15-Feb-26** | Sunday | | **Deadline:** Winter term Course Withdrawal | |
| **16-Feb-26** | Monday | | | Statutory Holiday (Family Day) - University Closed |
| **2-Mar-26** | Monday | | Registration starts for 2026 undergraduate programs for spring term. | |
| **13-Mar-26** | Friday | | **Deadline:** Registration for 2026 undergraduate programs spring term (continuing students). After this date, late registration fees apply. | |
| **20-Mar-26** | Friday | | **Deadline:** Tuition payment arrangement for undergraduate programs 2026 spring term (continuing students). After this date, late payment arrangement fees apply. | |
| **29-Mar-26** | Sunday | Term Ends (Winter) | | |
| **3-Apr-26** | Friday | | | Statutory Holiday (Good Friday) - University Closed |
| **6-Apr-26** | Monday | Term Begins (Spring) | | |
| **10-Apr-26** | Friday | | **Deadline:** Spring Term Course Add/Drop | |
| **17-May-26** | Sunday | | **Deadline:** Spring term Course Withdrawal | |
| **18-May-26** | Monday | | | Statutory Holiday (Victoria Day) - University Closed |
| **1-Jun-26** | Monday | | Registration starts for 2026 undergraduate programs for summer term (continuing students). | |

| Academic Schedule/Important Dates – Undergraduate Programs | | | | |
|---|---|---|---|---|
| **Date** | **Day** | **Term Start/End** | **Deadlines** | **University Closed** |
| **12-Jun-26** | Friday | | **Deadline:** Registration for 2026 undergraduate programs summer term (continuing students). After this date, late registration fees apply. | |
| **19-Jun-26** | Friday | | **Deadline:** Tuition payment arrangement for undergraduate programs 2026 summer term (continuing students). After this date, late payment arrangement fees apply. | |
| **28-Jun-26** | Sunday | Term Ends (Spring) | | |
| **1-Jul-26** | Wednesday | | | Statutory Holiday (Canada Day Observed) - University Closed |
| **6-Jul-26** | Monday | Term Begins (Summer) | | |
| **10-Jul-26** | Friday | | **Deadline:** Summer Term Course Add/Drop | |
| **3-Aug-26** | Monday | | | Statutory Holiday (Civic Day/British Columbia Day/ New Brunswick Day) - University Closed |
| **16-Aug-26** | Sunday | | **Deadline:** Summer Term Course Withdrawal | |
| **31 Aug-26** | Monday | | Registration starts for 2026 undergraduate programs for fall term (continuing students). | |
| **7-Sep-26** | Monday | Term Begins (Fall) - Graduate Programs | | Statutory Holiday (Labour Day) - University Closed |

| Academic Schedule/Important Dates – Undergraduate Programs | | | | |
|---|---|---|---|---|
| **Date** | **Day** | **Term Start/End** | **Deadlines** | **University Closed** |
| **11-Sep-26** | Friday | | **Deadline:** Registration for 2026 undergraduate fall term (continuing students). After this date, late registration fees apply. | |
| **18-Sep-26** | Friday | | **Deadline:** Tuition payment arrangement for undergraduate programs 2026 fall term (continuing students). After this date, late payment arrangement fees apply. | |
| **27-Sep-26** | Sunday | Term Ends (Summer) | | |
| **30-Sep-26** | Wednesday | | | YU Holiday (National Day for Truth and Reconciliation Observed) - University Closed |
| **5-Oct-26** | Monday | Term Begins (Fall) | | |
| **9-Oct-26** | Friday | | **Deadline:** Fall Term Course Add/Drop | |
| **12-Oct-26** | Monday | | | Statutory Holiday (Thanksgiving) - University Closed |
| **11-Nov-26** | Monday | | | YU Holiday (Remembrance Day) - University Closed |
| **15-Nov-26** | Sunday | | **Deadline:** Fall Term Course Withdrawal | |
| **30-Nov-26** | Monday | | Registration starts for all programs for winter 2027 term (continuing students). | |
| **11-Dec-26** | Friday | | **Deadline:** Registration for all programs winter 2027 term (continuing students). After this date, a late registration fee may apply. | |

| Academic Schedule/Important Dates – Undergraduate Programs | | | | |
|---|---|---|---|---|
| **Date** | **Day** | **Term Start/End** | **Deadlines** | **University Closed** |
| **18-Dec-26** | Friday | | **Deadline:** Tuition payment arrangement for all programs 2027 winter term (continuing students). After this date, late payment arrangement fees apply. | |
| **24-Dec-26** | Thursday | | | YU Holiday - University Closed |
| **25-Dec-26** | Friday | | | Statutory Holiday (Christmas Day) - University Closed |
| **27-Dec-26** | Sunday | Term Ends (Fall) | | |
| **28-Dec-26** | Monday | | | Statutory Holiday (Boxing Day observed) - University Closed |
| **1-Jan-27** | Friday | | | Statutory Holiday (New Year's Day) - University Closed |
| **4-Jan-27** | Monday | Term Begins (Winter) | | |

# 2. Governance of the University

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

## 2.1. Board of Governors

The Board of Governors oversees the affairs and operations of Yorkville University. It is responsible for the management, administration, and control of the property, revenue, business, and affairs of the University. The Board is advised by Academic Council with respect to: the mission, vision, and values of the University; establishing or discontinuing academic programs, faculties, schools, institutes, departments, or Chairs; policies 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**
- **Dr. Deborah Buszard**
- **Mr. Matt Kunica**
- **Mr. Eric Roher**
- **Mr. Chris Voorpostel**
- **Ms. Ruth Wittenberg**

Brief bios of board members are available [here](#).

## 2.2. Academic Council

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 Membership

| | |
|---|---|
| President and Vice Chancellor | Dr. Julia Christensen Hughes (Chair) |
| Provost | Dr. Eileen DeCourcy (Vice-Chair) |
| Senior Vice President, Governance, Regulatory, and Government Affairs | Tyler Dunham |
| Senior Vice President, Student Experience | Deanna McQuarrie |
| Provincial Campus Principal(s) & VPA(s) | Dr. Nora Houlahan (British Columbia)<br>Dr. Angela Antohi-Kominek (Ontario)<br>Dr. Michelle Grimes (New Brunswick) |
| Vice Presidents in the Division of Academics | Dr. Natasha Hannon, Teaching and Learning |

*Deans of Faculties of Yorkville University and Program Heads where faculties are not established.*

| | | |
|---|---|---|
| i. | *Liberal Arts* | Dr. Nick McKenzie<br>Dr. Leonard Danglli |
| ii. | *Interior Design* | Reem Habib |
| iii. | *MA in Counselling Psychology* | Dr. Tamara Dalrymple |
| iv. | *Doctor of Counselling and Psychotherapy* | Dr. Danelle Kabush |
| v. | *Education* | Dr. Karen Edge |
| vi. | *Creative Arts* | Alexander (Sandy) Carson |
| vii. | *Business Administration* | Dr. Oluchi Oti – Dean of Business, Ontario<br>Dr. Audrey Lowrie – Assistant Dean, Online<br>Dr. Laura Kinderman – Dean of Business, BC |
| viii. | *Master of Couple and Family Therapy* | Dr. Maliha Ibrahim<br>Dr. Mary Killmeyer (interim) |

| | |
|---|---|
| *At least one faculty representative from each academic program offered by Yorkville University, chosen by the faculty members of that program in accordance with procedures established by the Council.* | Dr. Andrew Cutler<br>Dr. Sepideh Mahani<br>Dr. Wendy Kraglund-Gauthier<br>Kateryna Franchuk<br>Dr. Mandev Singh<br>Dr. Kate Carder<br>Dr. Barb Bryden<br>Dr. Phuong Anh Urga<br>Dr. Jill Foley<br>TBD (Ontario) |
| *Students chosen or elected in accordance with procedures established by the Council and ratified by the Council.* | Nikesh Khadka (Ontario)<br>TBD (New Brunswick)<br>Jay Adalaja (British Columbia) |

*Members of the academic administrative staff chosen or elected in accordance with procedures established by the Council and ratified by the Council.*

| | |
|---|---|
| *i. Registrar's Office* | Neil Neebar |
| *ii. Teaching and Learning* | Dr. Karen Stevenson |
| *iii. Office of Regulatory, Government, and Governance Affairs* | Kale Robinson |
| *iv. Office of Regulatory, Government, and Governance Affairs, to serve secretariat functions* | Neetu Dhanju |
| *v. Members chosen at the discretion of the Chair* | Fleur Williamson |

## 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 | |
|---|---|
| **Members** | **Member's Position at Yorkville University** |
| Dr. Nora Houlahan | Principal and Vice President Academic, British Columbia (Chair) |
| Dr. Ted James | Campus Registrar |
| Dr. Nicholas McKenzie | Chair, Associate of Arts |
| Dr. Laura Kinderman | Dean, Business BC |
| Audrey Lowrie | Assistant Dean, Bachelor of Business Administration |
| Dr. Christian Tabi Amponsah | Interim Associate Chair, Project Management |
| Tu Dao | Associate Chair, Accounting |
| Tazish Fareed | Faculty Representative, BBA |
| Dr. Garima Kamboj | Faculty Representative, BBA |
| Dr. John Morrison | Faculty Representative, BBA |
| Jeremy Seymour | Faculty Representative, BBA |
| Dr. Bhupinder Chahal | Faculty Representative, BBA |
| Jasreen Grewal | Faculty Representative, Liberal Arts |
| TBD | Faculty Representative, BBA |
| TBD | Faculty Representative, BBA |
| TBD | Faculty Representative, Liberal Arts |
| Jay Pankajkumar Adalaja | Student Representative |
| Katugasthota Arachchige Lochane Supun Perera | Student Representative |
| TBD | Alumni Representative |
| Dr. Eileen De Courcy | Provost |
| Deanna McQuarrie | Senior Vice President, Student Experience |
| Neil Neebar | University Registrar |
| Niki Baumann | Student Success Librarian |
| Dr. Natasha Hannon | Vice President, Teaching & Learning |
| Dr. Karen Stevenson | Associate Vice President, Learning Design |
| Dr. Theon O'Connor (Covering for Tristan Wright) | Director, Student Experience |
| Neetu Dhanju | Director, Academic Governance, Policies & Compliance |
| Daniel Mullin | Policy Associate |

## 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 and Associate 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.

## 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 in Educational Leadership with specializations in Educational Administration and Leadership in Learning; classes began in May of 2015. In May 2022, the University received approval to transform the 36-credit degree program to a 30-credit degree program and to introduce two pathways within the MEAE and MEEL programs (i.e., the option to complete a course-based or research-based program). In July 2020, the University was designated under the New Brunswick Degree Granting Act to offer a Doctor of Counselling and Psychotherapy degree. In July 2025, the University received designation in New Brunswick to offer a Master of Education in Curriculum and Pedagogy and a Master of Couple and Family Therapy.

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

In 2017, the Ontario Ministry of Advanced Education and Skills Development granted consent for Yorkville University to deliver online and on-campus in Ontario a Bachelor of Business Administration with a specialization in Project Management, and in December 2020 the University was given consent in Ontario to offer online and on-campus a Bachelor of Creative Arts. Most recently, in 2025, Yorkville received consent to offer a Master of Business Administration (MBA).

# 5. University Policies and Procedures

This section addresses policies and associated procedures related to the rights and responsibilities of students at Yorkville University. Full details of the policies, including related procedures and supporting documentation, are found at [Yorkville University: Resources](#) .

It is each student's responsibility 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 Policy

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

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

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

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

Academic freedom requires faculty members, staff, and students to 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 Policy

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

As an employer, Yorkville University claims ownership of all works created by regular employees and temporarily contracted persons, including faculty members, in the normal course of employment.  Such works include: course curriculum; teaching and learning support materials and resources, including that produced under contract; and administrative materials, such as assessment rubrics, tests, and examinations.

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

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

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

## 5.3. Conflict of Interest Policy

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

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

With respect to faculty members, additional conflicts may exist where a relationship to a student outside

the classroom other than that of teacher–student is present. It is the responsibility of the faculty member– not the student–to bring this type of conflict to the attention of the Dean/Program Director of the faculty.

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

## 5.4. Ethical Standards Policy

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 Policy

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 its 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 especially unique 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 concerns or questions should contact the Office of Student Rights and Responsibilities.

## 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 its 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 are 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 Policy

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 endeavour to:

- Respect differences in people, their ideas, and opinions.
- Treat one another with dignity and respect at all times, and especially when there is disagreement.
- Respect and treat others fairly, regardless of their race, ancestry, place of origin, caste, colour, ethnic origin, national origin, citizenship, creed, sex (includes pregnancy and breastfeeding),

sexual orientation, gender identity, gender expression, age, marital status, family status, disability, record of offenses in employment, political belief/activity, or social condition.

- Respect the rights of others.
- Show proper care and regard for Yorkville property and for the property of others.
- Demonstrate honesty and integrity.
- Respect the needs of others to work and learn in an environment free from discrimination and harassment.

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

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

The complete official *Discrimination and Harassment Policy* and Procedures, together with supporting documents, can 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.

## 5.8. Prevention of Sexual Violence Policy

Yorkville University is committed to providing its students with a working and educational environment free from sexual violence, which includes sexual assault, sexual harassment, and sexual solicitation/advance. Yorkville is further committed to treating its students who disclose and report incidents of sexual misconduct and sexual violence with dignity and respect. Yorkville University has adopted the *Prevention of Sexual 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 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 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.

Students needing to report an incident of sexual misconduct or sexual violence may do so in confidence by emailing studentrightsandresponsibilities@yorkvilleu.ca.

## 5.9. Academic Accommodations and Accessibility Policy

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 Policy

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 Policies

### 5.11.1. Academic Integrity and Honesty Policy

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.

### 5.11.1.2. Academic Offenses

The principal types of academic offences are identified below. However, students should note that all forms of cheating and academic fraud and misrepresentation, not only those listed here, will be dealt with according to the policy and procedures outlined below.

1. Plagiarism: Plagiarism is the act of representing the work, ideas, or words of any other person, machine, or application as one's own. It includes, but is not limited to:
   a) Quoting verbatim or with significant similarity from any source without citation, with incorrect citation, or in any way that creates the appearance that material written by any other person or application was written by the student.
   b) Submitting work produced by another person or application, in whatever form, without appropriately referencing the source.
   c) Purchasing or otherwise acquiring (e.g., from social media, "tutoring," or note-sharing websites) assignments and submitting them as one's own work.
2. Self-plagiarism or double-dipping: This is the act of students submitting coursework that is identical or substantially similar to work that they have already submitted for credit at Yorkville or another institution. It is an academic offence unless explicitly required or approved by the course instructor or program director.
3. Cheating: Anything done to dishonestly or unfairly gain unearned academic advantage, grades, or credits is a serious breach of academic integrity. Cheating includes, but is not limited to:
   a) Using unauthorized notes, texts, instructor's manuals, or other material during examinations or tests;
   b) Allowing another person to complete course assignments, tests, or examinations;

c) Obtaining an examination, test, or other course material through theft, collusion, purchase, gift, or any other way to dishonestly or unfairly gain academic advantage;

d) Collaborating with one or more other individuals on a work to be evaluated when the instructor has required the work to be completed on an individual basis;

e) Falsifying credentials, records, transcripts, or other documents or misrepresenting professional experience;

f) Employing any unauthorized academic assistance in completing assignments or examinations, including:

g) Downloading material from websites that offer "tutoring" services;

h) Using professional editing services in such a way that the final product does not accurately represent the student's academic abilities;

i) Tampering with, or altering, in any deceptive way, work subsequently presented for a review of the grade awarded.

4. Abetting plagiarism and/or cheating: It is a breach of academic integrity to encourage or facilitate academic dishonesty in others. Such activities might include:

a) Selling, giving, posting online, or otherwise distributing assignments, projects, exams, reports, or other work completed as a student at Yorkville when it can be reasonably assumed that such action will allow others to plagiarize or cheat. This includes posting, selling, trading, sharing, uploading or otherwise distributing the content mentioned above, on sites or platforms including, but not limited to, Course Hero, Chegg, and Facebook.

b) Knowingly allowing one's assignments, projects, exams, reports, or other work completed as a student at Yorkville to be copied by another person when it might be reasonably assumed that this will allow others to plagiarize or cheat.

c) Impersonating another person for the purposes of completing course assignments, tests, or examinations.

d) Colluding with one or more other students to prepare and submit substantially the same piece of work, without prior permission of the instructor.

***Penalties for Academic Offences:***

To encourage students to learn and to practice academic integrity, the University will normally apply less severe penalties for first offences and will increase the severity of penalties for subsequent offences. However, a Dean, Associate Dean, Chair, or Director (Academic Head) may conclude that an academic offence, even a first single offence or multiple offenses being discovered at or around the same time, are so serious that a more severe penalty than suggested below is required. In such cases, the Academic Head may impose the more serious penalty, having presented reasons for doing so. The student can appeal the Academic Head's decision to the University's Standing Committee on Academic and Student Conduct Appeals. The decision of the Standing Committee on Academic and Student Conduct Appeals is final and cannot be appealed. Note also that an Academic Head or the Standing Committee on Academic and Student Conduct Appeals might conclude that principles of fairness and natural justice require a penalty different from those identified below (e.g., suspension from a program rather than academic dismissal). Note that should an academic offence come to light after a course has ended, the University reserves the right to retroactively impose a penalty and, thus, change the grade on the student's record. The University also reserves the right to revoke an awarded credential should it be found that the credential would not have been awarded if the University had been aware of breaches of the Academic Integrity and Honesty policy.

*First offence:*

1. The student will receive a mark of "0" on the paper, test, exam, report, assignment, discussion question post, or other learning activity in which the academic offense was committed and may be

required to complete an educational workshop focusing on skills and knowledge related to academic integrity.

2. A copy of the *Student Conduct Incident Report* and related documentation, together with the final email provided by the Registrar's Office to the student will be placed permanently Yorkville's student information system.

*Second offence:*
The second offence need not be in the same course or term as the first offence to invoke these sanctions.

1. The student will receive a grade of "F" for the course in which the academic offense was committed and may be required to complete an educational workshop focusing on skills and knowledge related to academic integrity.
2. A copy of the Student Conduct Incident Report and related documentation, together with the final email provided by the Registrar's Office to the student will be placed permanently in the student's academic file and the offense will be noted in Yorkville's student information system

*Third offence:*
The third offence need not be in the same course or term as the first or second offence to invoke this sanction.

1. The student will be dismissed from the program of studies. Note that University policy on Re-admission to the University stipulates that "admissions committees will not accept applications for re-admission when the student was dismissed after progressive discipline for repeated academic offences such as plagiarism."
2. A copy of the academic incident or misconduct report and related documentation, together with the final email provided by the Registrar's Office to the student will be placed permanently in the student's academic file.

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](#); [Academic Integrity Policy](#) and [Academic Integrity. The Academic Integrity and Honesty Procedures](#) document defines Academic Offenses and associated penalties, and how offenses under the policy are investigated and prosecuted.

### 5.11.2. Student Code of Conduct Policy

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

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

## 5.12. Student Grievances and Appeals Policy

Where there are grounds for doing so, students have the right to appeal any decision by any faculty member, committee, or administrator at the University/School. Decisions that are appealable might be made under any one of a number of University/School policies, including, but not limited to, those policies

governing harassment and discrimination, anti-violence, credit transfer, leaves of absence, advanced standing, withdrawal from a course or program, grading, academic integrity and honesty, professional suitability and ethics, academic standing (including probation), and academic dismissal. Because appeals can come only from students, decisions relating to admission to academic programs are not appealable.

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

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

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

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

## 5.13. Institutional Closure Policy

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

## 5.14. Rules and Enrollment Conditions

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

## 5.15. Student ID

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

## 5.16. Health Insurance

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

## 5.17. Mandatory Use of Email Accounts

When students join Yorkville University, they will be assigned a Yorkville University email account. This email account allows students to access the Student Information System and Learning Management System. In addition, students' 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.

# 6. Admission Policies and Information

This section describes graduate admission policies and procedures for undergraduate programs at the British Columbia campus.

## 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:

- o  Telephone:        (778) 329-0562
- o  Toll free:        (844) 865-6655
- o  Fax:              (778) 329-0541
- o  Email:            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 Student

To broaden accessibility to its degree programs and recognize skills and abilities developed outside formal educational settings, Yorkville University creates admission pathways for mature applicants.

A mature applicant is any applicant who:
- Is at least twenty (20) years of age before the commencement of the program to which they seek admission, and
- Has been out of high school for at least twelve (12) months before the commencement of the program to which they seek admission, and
- Does not meet the normal academic requirements for admission to the program in which they want to enroll, either because:
  - They did not graduate from high school[*], or
  - They graduated from high school but lack the required graduating average grade, or
  - They graduated from high school but lack the specific high school courses or types of high school courses required by the program to which they seek admission.

To be admitted, mature applicants must:
1. Qualify by meeting the definition of a mature applicant, above.
2. Meet the English Language Proficiency requirements for admission to undergraduate programs. (See *Academic Calendar*, Section 6.1, "English Language Proficiency.") When the applicant attended but did not graduate from high school[*] where English was the language of instruction, the applicant will be required to demonstrate English language abilities equivalent to high school graduation[‡]. (Note that the Admissions Committee reserves the right to require further proof of language proficiency before permission will be granted to register in academic courses.) And
3. Meet the mathematics proficiency requirements of the program in which the applicant wishes to enroll. Where a program has not established distinct math proficiency requirements, applicants may still be required to demonstrate abilities equivalent to high school graduation[‡]. And
4. Meet any discipline-specific knowledge or skills requirements established by the program to which the applicant seeks admission.

Mature applicants who have not previously completed any post-secondary education will be required to demonstrate abilities equivalent to high school graduation[‡].

Mature applicants who have previously completed some post-secondary education will be assessed by the Admission Committee of the relevant degree program in light of the post-secondary education completed.
   a. Applicants who have successfully completed at least twelve credit hours of post-secondary education where English is the language of instruction have met the English language proficiency requirement for admission. (See *Academic Calendar*, Section 6.1, "English Language Proficiency")

> b. Applications will be assessed on a case-by-case basis to determine whether
>> i. Program-specific math proficiency requirements have been met.
>> ii. Discipline-specific knowledge or skills requirements established by the program to which the applicant seeks admission have been met.
>> iii. The applicant needs to demonstrate abilities equivalent to high school graduation‡.

All applications for admission as a mature student are reviewed by the Admissions Committee of the program to which the applicant seeks admission. Decisions of the Admissions Committee are final.

\* _Graduation from high school_ means successful completion of a high school program leading to the Ontario Secondary School Diploma, British Columbia Certificate of Graduation, or equivalent credential from another jurisdiction.

‡ _Demonstration of abilities equivalent to high school graduation_ means competing a test or tests that assess basic skills in a specific competency (such as the Wonderlic Advanced Skills Test in English or Mathematics) or that assess the overall scholastic ability of the applicant (such as the Wonderlic Scholastic Level Exam). The Admissions Committee of each degree program identifies the tests and the scores on tests required to demonstrate abilities equivalent to high school graduation.

The full policy on _Admission of Mature Students – Undergraduate Programs_ is available here: [Resources | Yorkville University](Resources | Yorkville University).

### 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 enroll 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 cores 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.[1]
2. Successful completion of at least 12 credit hours of previous postsecondary education where English is the language of instruction. [1]
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[2] on a test of English language proficiency recognized by Yorkville University. [3]

**English Language Proficiency Tests: Minimum Scores Required for Undergraduate Admission**

| Test Type | IELTS | Pearson Test of English - Academic | CAEL CE & CAEL Online | Canadian Language Benchmark | Duolingo English Test | iTEP Academic | TOEFL iBT (See table below for min. component scores) |
|---|---|---|---|---|---|---|---|
| Requisite Score(s) | 6.5 (no band below 6.0) | 58 (no skills area score below 50) | 60 (no component proficiency score below 50) | 8 (no component score below 7) | 120 (no subscore below 105) | 3.9 (no subscore below 3.7) | 80 |

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

**Undergraduate Programs – Conditional Admission Requirements**
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.

## 6.2. Enrollment 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:

# YORKVILLE UNIVERSITY

## Enrollment Agreement
## BRITISH COLUMBIA

This Enrollment Agreement ("Agreement") is entered into on _____ by and between Yorkville University ("Yorkville") with its principal office located at **88 6TH Street, New Westminster, BC.,** and the undersigned student ("Student").

### STUDENT INFORMATION

| **Full Name:** | **Address:** |
| --- | --- |
| **Email Address:** | |

| **Student ID:** | **Phone Number:** | **Date of Birth:** |
| --- | --- | --- |

### PROGRAM OF STUDY

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 _____

Additional program requirements and curriculum details are outlined in Yorkville's official program documentation.

### TUITION AND FEES

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: https://www.yorkvilleu.ca/tuition. Current and historic tuition amounts will remain available on the University website.

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.

*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*

*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 COLUBIA 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** |
| --- |
| *Neil Neebar* |
| **Neil Neebar, University Registrar** |
| **Date:** |

Student digital signature to follow after this line:

_____

## 6.3. Re-Admission Policies and Procedures

### 6.3.1. General Policies and Procedures

Students who are dismissed from Yorkville University for any reason and who wish to return to their studies must apply for re-admission, following regular admission procedures. The program's Admissions Committee will consider such applications on a case-by-case basis. Please see program-specific conditions below.

Students who have been academically dismissed from Yorkville University and are eligible for re-admission will not be re-admitted for at least 12 months. Such students must provide a personal letter satisfactorily outlining why they think they will now be successful, and two letters of recommendation from employers or others. The program's 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 program Admissions Committees will not accept applications for re-admission, even from students eligible to apply, when the student was dismissed after progressive discipline for repeated academic offences such as plagiarism.

A student re-admitted after being academically dismissed from Yorkville University will automatically be placed on academic probation (see Section 8.3.1). Failure to meet the normal academic requirements of the program and any other probationary requirements established by the program's 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 an approved Leave of Absence and been absent from study for more than 12 consecutive months since their last attendance at Yorkville University, are required to seek re-admission. If re-admitted, such students will resume their studies without a probationary period unless they were on academic probation when they left the program, in which case they will complete their academic probation upon re-entering the program.

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

# 7. Financial Policies and Information

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

## 7.1. Tuition and Other Fees: General Information

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 Student Financial Services at 1-778-329-0562 (if outside North America, call 1-844-865-6655).

Yorkville University graduate programs are offered on a trimester system with three full terms per year (fall, winter, and spring). Undergraduate programs run on a quarterly system with four full terms per year (fall, winter, spring, and summer). Please see Section 10 of this calendar for specific program information.

Tuition fees are due no later than 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 Student Financial Services to make payment arrangements or for further information. Students are not permitted to register for or participate in a future term or a future course with an outstanding tuition balance.

Financial probation policy – Any student with more than one late tuition payment (declined payment, NSF, missed payment,) in a term will be placed on financial probation.   Any student with one or more credit card chargebacks will be placed on financial probation.

Students placed on financial probation will be required to prepay for their upcoming term under the financial probation policy.  Prepayments are due in full 1 week after the registration period ends.  Any student who is on financial probation and who has not made their prepayment by the due date will be removed from their courses.  Students will not be eligible to register for the upcoming term until the tuition payment is received in full.

Any student who completes a term with an outstanding balance will be subject to financial dismissal from the institution.  Full payment of the outstanding balance as well as prepayment of future term is required to be removed from financial dismissal.

*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.*

| | |
|---|---|
| **Delivery of Goods and Services Policy** | Students are required to purchase standard texts or special lesson manuals and lab/studio supplies as specified in the course syllabi.<br><br>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, the student remains responsible for tuition and other charges incurred. |
| **Application Fee** | 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 Our Programs. |
| **Registration Deposit (Seat Fee)** | $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. |
| **International Student Tuition Deposit** | 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 iaoao@yorkvilleu.ca for up-to-date information on applicable international student tuition deposits. |
| **Course Tuition Fee** | See the website for current Course Tuition Fee rates. |
| **Continuous Enrolment Deposit** | A Continuous Enrolment Deposit of $300 will be assessed to all students who elect to take a term off (leave of absence). This deposit will be credited to the student's account as long as they return on schedule. If the student does not return on schedule, they forfeit the deposit. This deposit will not be applicable to those students who are on an approved practicum deferral. |
| **Re-entry Deposit** | 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. |
| **Course/Section Change Fee** | A $75 fee is assessed for all course cancellations, course additions, or course 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. |

| | |
|---|---|
| **Course Withdrawal Policy** | Course withdrawal fees are based on the number of days that the student is enrolled in each course, starting on day 1. Students are charged on a pro-rata rate to the date the institution is notified in writing. The deadline for course withdrawal refunds in graduate programs is the 60% point in the course. The deadline for course withdrawal refunds in undergraduate programs is the 50% point in the course. A withdrawal admin fee will also be assessed. A withdrawal admin fee will be charged for each course withdrawal equal to 10% of the total course cost. |
| **Credit Balances** | Credit balances resulting from cancellations, withdrawals, or other schedule changes will be applied to upcoming payments on the student's current or next term of study. Graduated or withdrawn students may request a credit balance be refunded by sending a written request to the Bursar. A refund cheque will be issued within 30 days of receipt of the request. Financial Aid refunds will be issued based in the applicable provincial regulations. |
| **Late Payment Fee** | A fee of $150 will be applied to all non-payments which include missed payments, insufficient funds, declined payments and late payments. |
| **Graduation Fee** | $125 must accompany a student's Request to Graduate Form. |
| **Transcript Fee** | $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 the transcript being issued. |
| **Replacement Diploma** | All replacement diplomas cost $50 each. |
| **International Student Fee** | An International Student fee is required on a per term basis. Please see the website for current rates |

### 7.1.2. 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.

### 7.1.3. 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. 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.**

### 7.2.3. 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](#)

### 7.2.4. Registered Education Savings Plan (RESP)

Degree and diploma programs are eligible for RESP funds. A letter of acceptance from the institution 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.

### 7.2.5. 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](#).

### 7.2.6. Scholarships & Bursaries

Yorkville offers several scholarships and bursaries for students. Please refer to the [Scholarships and Bursaries](#) webpage for detailed qualification and application information.

### 7.2.6.1. Canadian Armed Forces Bursary Program

Yorkville offers bursaries for individuals who served in the Canadian Armed Forces, and their families:
- Anyone currently serving in the Canadian Forces or has served more than two years is eligible for a 25% tuition bursary.*
- Anyone currently employed by Military Family Resource Centres is eligible for a 15% tuition bursary.
- Children and spouses of all Canadian Forces members (listed above) are eligible for a 15% tuition bursary.**

These bursaries cannot be received in conjunction with any other bursaries offered by Yorkville University.

Notes:
* Proof of active service or history of service is required.
**While common-law relationships and step-parenting relationships will be honoured, proof of spousal relationship will be required. Proof of family connections will be required for all recipients.

**7.2.6.2. Indigenous Student Tuition Bursary**

In recognition of our commitment to Truth and Reconciliation, Yorkville University is proud to offer a bursary for our Indigenous students.

The Indigenous Student Tuition Bursary, which will cover 25% of qualifying students' tuition, will be available to all new and current Indigenous students who are enrolled in any of Yorkville's on-campus and online programs.

The Bursary is available to all Canadian citizens or permanent residents with Indigenous ancestry. Prospective students wishing to apply for the bursary are urged to contact our Admissions Advisors for more information, while current students can contact admissions@yorkvilleu.ca.

# 8. Academic Policies and Information

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

## 8.1. Course Delivery

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

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

Online courses are delivered via 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 readings and interactive learning activities. 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 interactive learning activities that require students to log into the LMS 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.

### 8.1.1. 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.

### 8.1.2. 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.

### 8.1.3. Syllabi

For students studying online, printable course syllabi are embedded in the online course. Students have access to the online course one week before the course start date.

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.

### 8.1.4. Attendance

Attending and participation 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-centered 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 or with synchronous components 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.

### Attendance Policies:

1. *Attendance monitoring for new Term 1 students:* A newly admitted Term 1 student who does not demonstrate engagement—such as attending synchronous sessions, submitting assignments, participating in discussions, or accessing course materials – by the end of Week 1 will be classified as Did Not Start (DNS). Enrollment will be cancelled in accordance with University procedures.

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 a) 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.

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

### Term Enrollment and Approved Leave

Students must maintain continuous enrollment by registering for courses each term. If they are unable to enroll, they must submit a formal request for a Leave of Absence or Scheduled Break prior to the start of the term. Students who fail to register and do not request approved leave by the end of Week 1 will be considered inactive and administratively withdrawn from their program. Reinstatement after withdrawal is subject to University policy and may require reapplication or academic approval.

### 8.1.5. 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 administration.

## 8.2. Assessment

### 8.2.1. Assessment of Student Participation

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

### 8.2.2. Assessment of Written Assignments

In all written assignments, students are expected to conform to rules regarding academic honesty and to avoid plagiarism (*see Section 5.11.1*). Students should become familiar with these regulations. Please consult specific program information provided by each Faculty or faculty member prior to beginning a program or course.

Yorkville University uses *Turnitin*© software to screen student's academic submissions in some programs. 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 or program. 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. Assignments will be marked in detail to identify improvements that need to be made to conform to the approved referencing style and the quality of the writing (e.g., grammar, composition, punctuation, and spelling).

### 8.2.3. Examinations

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

## 8.3. Grading Policies

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

### 8.3.1. Letter Grades

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

### 8.3.2. Passing Grades

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

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

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

### 8.3.3. Mastery/Competency Based Grading

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

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

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

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

### 8.3.4. 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.

## 8.3.5. Undergraduate Program Grading Standards

| Grade Standards - Undergraduate Programs | | |
|---|---|---|
| **Definition** | **Specific Letter Grades and GPA and & Equivalencies** | **Standard Required to Achieve the Letter Grade** |
| **A**<br>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. | A+<br>(4.3)<br>90 – 100% | Outstanding.<br>Evidence of expertise in all key performance areas. The A+ is reserved for those few pieces of work and those rare overall achievements that are truly outstanding and exceed expectations. |
| | A<br>(4.0)<br>85 – 89.9% | Excellent.<br>Evidence of at least mastery in all key performance areas and of expertise in most. |
| | A-<br>(3.7)<br>80 – 84.9% | Superior.<br>Evidence of at least mastery in all key performance areas and of expertise in some. |
| **B**<br>Good: Evidence of grasp of subject matter; evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature. | B+<br>(3.3)<br>77 – 79.9% | Very good.<br>Evidence of mastery in all key performance areas. |
| | B<br>(3.0)<br>73 – 76.9% | Good.<br>Evidence of at least competence in all key performance areas and of mastery in most. |
| | B-<br>(2.7)<br>70 – 72.9% | More than competent.<br>Evidence of at least competence in all key performance areas and of mastery in some. |
| **C**<br>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+<br>(2.3)<br>67 – 69.9% | Competent.<br>Evidence of competence in all key performance areas. |
| | C<br>(2.0)<br>63 – 66.9% | Fairly Competent.<br>Evidence of competence in most but not all key performance areas. |
| | C-<br>(1.7)<br>60 – 62.9%% | Basic competence.<br>Evidence of competence in some key performance areas. |
| **D**<br>Minimally acceptable: Some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability. | D+<br>(1.3)<br>57 – 59.9%% | Marginal Performance.<br>Superficial ability but not competency in most key performance areas. |
| | D<br>(1.0)<br>53 – 56.9%% | Minimal performance.<br>Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas. |
| | D<br>(1.0)<br>53 – 56.9%% | Deficient performance.<br>Superficial ability in only a few key |

| | | performance areas and deficient performance in many areas. |
|---|---|---|
| **F**<br>Inadequate: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature. | F<br>(0.0)<br>0 – 49.9%% | Failure.<br>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.

### *8.3.6. Good Academic Standing*

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

Academic Council of Yorkville University has established the following standards for good academic standing:
- Undergraduate programs: cGPA 2.0 (C, 63%)
- Graduate programs: cGPA 3.0 (B, 73%)

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

### 8.3.6.1. Academic Probation

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

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

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

2. **Failure to maintain good academic standing:** The academic performance of each student is reviewed at the end of each term and students who are not in good standing

(as defined by the program in which the student is enrolled) are placed on academic probation.

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

1. It is the responsibility of each student to be aware of any requirements specific to their programs.
2. 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.
3. The Registrar provides additional notifications throughout the probationary period.
4. 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.
5. When the conditions have been met, the student will be removed from academic probation.
6. 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 they will be required to wait at least one year before applying for re-admission to the program.
   a. Note, however, that if a student's performance shows significant improvement such that the head of the program concludes that additional time is likely to bring the student into good academic standing, the head of the program may allow the student to continue on probation for an additional term.
   b. Students for whom it is mathematically impossible to bring cGPA to good standing will not be granted such an extension.
   c. Only in exceptional circumstances will academic probation be extended for a second time.
7. The head of the academic program in which a probationary student is enrolled may impose additional probationary conditions, such as a reduction in the number of courses that may be taken while on probation, a requirement that the student take one or more specific courses while on probation, or academic skills remediation activities.
8. The maximum course load for a student on academic probation is the standard one-term course load as defined by the program in which the student is enrolled.
9. Decisions made under the *Academic Probation Policy*, including decisions to 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.

### 8.3.6.2. Academic Dismissal

**Academic dismissal** occurs when students fail to return to good academic standing after being placed on academic probation. Students who breach the University's *Academic Integrity Policy* may be academically dismissed. In some graduate programs, students may be dismissed for failure to meet program-specific progression requirements (identified in Section 10 of the academic calendar.) Students who have been academically dismissed can, in some

circumstances, apply for re-admission to the university after 12 months have passed after their dismissal. Re-admission policy is found in Section 6.3 of the academic calendar.

### 8.3.7. Representation of Final Numeric Grades

Final numeric course grades are recorded in the Student Information System (SIS) as whole numbers. Where a final course grade, as calculated in the LMS, includes a decimal value, the following standardized rounding practice shall apply:

- A grade of .5 or greater is rounded up to the nearest whole number.
- A grade of less than .5 is rounded down to the nearest whole number.

Where a temporary or alternate grade is required, or where no numeric grade is available, the appropriate alpha grade will be entered into the SIS. The SIS is the official system of record for final course grades.

## 8.4. Student Transcripts

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

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

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

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

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

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

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

### 8.4.1. Notations Used on Student Records and Transcripts

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

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

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

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

level course or 50% of an undergraduate-level course has elapsed, a grade of "F" will appear on the student's transcript; this grade will be included in the cumulative GPA.

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

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

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

**Designator of TC – Transfer Credit** indicates that a student has received a credit transfer from another institution, to satisfy a course required for the program. See Section for additional information regarding transfer credits. This credit is not computed in grade point averages (GPAs).

**Designator of AS – Advanced standing** indicates that a student has received recognition that the requirements of course have been met at another institution. Unlike a transfer credit, students do not receive the credits for the course but will instead have to choose another course to take its place to earn the appropriate number of credits to satisfy program requirements. See Section 6.1.2. for additional information regarding Advanced Standing.

**Designator of PR – Recognition of Prior Learning** indicates that a student has successfully received recognition via the University's prior learning assessment and recognition (PLAR) process. Please see for additional information about the PLAR process. This credit is not computed in grade point averages (GPAs).

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

## 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 Student End Of Course Survey during the final week(s) 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. All data is anonymous.

The head of each academic program reviews the evaluation results for each course and discusses any feedback, ideas for improvement and/or 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 the Program Advisor team who are knowledgeable about the program in which the student is 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**:  Located in the navigation bar in the LMS, 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**: Also located in the LMS navigation bar (under "Need Help?") 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**: 1-844-865-6655
**Fax**: 1-778-329-0541

| Department | Contact |
|---|---|
| General Inquiries | info@yorkvilleu.ca |
| Admissions | admissionsbc@yorkvilleu.ca |
| Bursar's Office | bursar@yorkvilleu.ca |
| Registrar's Office<br>Requests made outside of business hours will be responded to on next business day | registrar.bc@yorkvilleu.ca |
| Bookstore | yorkville@nuskule.com<br><br>or |

| | |
|---|---|
| | [Bookstore Website](#) |
| Library | [librarian@yorkvilleu.ca](mailto:librarian@yorkvilleu.ca) |
| | or |
| | [Contact a Librarian](#) |
| Academic accommodations for students with disabilities | [accessibility@yorkvilleu.ca](mailto:accessibility@yorkvilleu.ca) |
| Student Mental Health and Wellness Services | [wellness@yorkvilleu.ca](mailto:wellness@yorkvilleu.ca) |
| Technical Services <br> • Response will be made within 24 hours | [https://my.yorkvilleu.ca/ask](https://my.yorkvilleu.ca/ask) <br> 1-877-320-1220 |
| To contact faculty members | Please refer to e-mail addresses listed in the online campus |
| Mailing Address | Suite 300 – 88 Sixth Street <br> 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 service request. 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

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 Learning

Support for online learning are available through a variety of service options.

### 9.7.1. Student Online Orientation

Yorkville University has created a self-directed learning resource that orients new students to the process of online learning. The Student Online Orientation is located within the Learning Management System (LMS). Featuring self-paced modules, this resource ensures a smooth start to using the LMS for learning and assignment submission. The Online Orientation remains accessible throughout the student's academic journey for continuous support and resources.

### 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.

Students are 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 who 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 support students' mental health.
* Guide members of all school communities on how to respond to students in distress.
* Facilitate awareness-raising and education related to mental health and wellness.
* Support students in crisis or at high risk.

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 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 Centre

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

Accessible through MY YU, the Student Success Centre 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.

## 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.

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

For inquiries, please contact careerservices@yorkvilleu.ca. 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 thorough 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 administration run more efficiently. A form provides evidence that certain actions took place (or should have taken place). Students and faculty members should become familiar with the forms listed below. Forms are also available through the Registrar's Office at Registrars Office: BC. Forms can be downloaded, completed, and emailed to AskYU as indicated in the forms. Forms are also available to students in their MY PATH student portal.

Forms available online from the Registrar's Office include:

- Request for Grade of "Incomplete" Form
- Course Withdrawal Form
- Program Withdrawal Request Form
- Leave of Absence Request Form
- Transcript Request Form
- YU Student Change of Name Form
- Degree Reprint Request Form
- Graduation Request Form
- Graduate Re-Enrolment Form
- Internal Program Transfer Form

### 9.12.1. Request for Grade of "Incomplete" Form

As noted in Section 8.3 of this Calendar, in exceptional situations, students may request

permission to submit course work after the end of a course. Such requests are made by completing a *Request for Grade of "Incomplete" Form*. Note that an incomplete grade must either have been pre-approved by the Accessibility and Academic Accommodations Office or must be approved by the course instructor.

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

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

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

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 accommodation.
2. The instructor adds an Incomplete notation within the LMS gradebook prior to final course grade export.


In both cases, when the instructor has graded and applied the final grade to the learning management system, they must notify the Registrar's Office that the grade is ready to be updated. At that time, it will be changed in the student information system, and the "I" grade will then be replaced by the final grade.

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

### 9.12.2. 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.

### 9.12.3. YU Student Change of Name Form

Students who have gone through a legal name change can request to have their names updated for their YU email, MyPath Student profile and Brightspace profile, to reflect their updated name.

### 9.12.4. Degree Reprint Request Form

Students may request a reprint of their degree parchment. There is an associated cost to a degree reprint.

### 9.12.5. Graduation Request Form

Graduation request forms will be completed by students as soon as they have received their congratulatory email that confirms they have met all requirements. By completing this form, students will be ordering their degree parchment, and they may request up to 2 transcripts that can be requested. There is an associated cost to a graduation request.

### 9.12.6. Graduate Re-enrollment Form

After graduating, alumni may request to take extra courses are part of a non-degree seeking program.

### 9.12.7. Internal Program 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.

### 9.12.8. 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 $10 (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 facilitates full-time study and incorporates enhanced supports for international students. Both online and on-campus 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 students' 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 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 though 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 asterisk (\*) beside the course number indicates that the course is designed to achieve the application and integration of business theory and practice.

| Introductory Business Courses (21 credits required) | | |
|---|---|---|
| **Course #** | **Course Title** | **Credits** |
| BUSI 1003 | Math for Business | 3 |
| BUSI 1013 | Statistics for Business | 3 |
| BUSI 1083 (previously BUSI 1023) | Microeconomics | 3 |
| BUSI 10033 | Introduction to Business | 3 |

| BUSI 1073 | Business Writing and Communications | 3 |
|---|---|---|
| BUSI 1093 (previously BUSI 2063) | Introduction to Marketing | 3 |
| BUSI 1043 | Introduction to Financial Accounting | 3 |

| Intermediate 2 Business Courses (12 credits required) | | |
|---|---|---|
| Course # | Course Title | Credits |
| BUSI 2053* | Business Ethics | 3 |
| BUSI 2113 | Production and Operations Management | 3 |
| BUSI 2103 | Human Resources Management & Development | 3 |
| BUSI 2173 | Information Technology for Managers | 3 |

| Business Electives (21 credits required) Students pursing 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 | | |
|---|---|---|
| Course # | Course Title | Credits |
| BUSI 1063 | Business and Sustainability | 3 |
| BUSI 2133* | Organizational Theory and Design | 3 |
| BUSI 2153 | Entrepreneurship | 3 |
| BUSI 2163 | Marketing Strategy | 3 |
| BUSI 3003 | Relationship Selling | 3 |
| BUSI 3073 | Critical Thinking | 3 |
| BUSI 3153 | Social Entrepreneurship | 3 |
| BUSI 3173 | Artificial Intelligence in Business | 3 |

| Intermediate 2 Business Courses (12 credits required) | | |
|---|---|---|
| Course # | Course Title | Credits |
| BUSI 2053* | Business Ethics | 3 |
| BUSI 2113 | Production and Operations Management | 3 |
| BUSI 2103 | Human Resources Management & Development | 3 |
| BUSI 2173 | Information Technology for Managers | 3 |

| Accounting Specialization | | |
|---|---|---|
| Course # | Course Title | Credits |
| BUSI 3403 | Intermediate Accounting 1 -Assets | 3 |
| BUSI 3413 | Intermediate Managerial Accounting | 3 |
| BUSI 3423 | Intermediate Accounting 2- Liabilities and Equities | 3 |
| BUSI 3433 | Corporate Finance | 3 |
| BUSI 3443 | Accounting Capstone Project - Auditing | 3 |

| Energy Management Specialization | | |
|---|---|---|
| Course # | Course Title | Credits |
| BUSI 3503 | Introduction to Energy Management | 3 |
| BUSI 3513 | Energy Policy, Legislation, and Social Environment | 3 |
| BUSI 3523 | Energy Systems Operation | 3 |

| BUSI 3533 | Energy Futures and Transitions | 3 |
|---|---|---|
| BUSI 3543 | Energy Strategy Capstone Project | 3 |
| **Project Management Specialization** | | |
| **Course #** | **Course Title** | **Credits** |
| BUSI 3603 | Introduction to Project Management | 3 |
| BUSI 3613 | Project Teams and Leadership | 3 |
| BUSI 3623 | Project Planning Essentials | 3 |
| BUSI 3633 | Project Execution, Monitoring, Control and Closing | 3 |
| BUSI 3643 | Advanced Project Management | |
| **Supply Chain Management Specialization** | | |
| **Course #** | **Course Title** | **Credits** |
| BUSI 3703 | Advanced Operations and Supply Chain Management | 3 |
| BUSI 3713 | Logistics Management | 3 |
| BUSI 3723 | Procurement | 3 |
| BUSI 3733 | Business Process Improvement | 3 |
| BUSI 3743 | Supply Chain Integration and Analytics | 3 |
| **Advanced Business Courses (18 credits required)** | | |
| **Course #** | **Course Title** | **Credits** |
| BUSI 4013* | Business Organization Analysis | 3 |
| BUSI 4023* | Contemporary Issues in Business: A Case Approach | 3 |
| BUSI 4133* | Managing Organizational Change | 3 |
| BUSI 4053* | Business Plan | 3 |
| BUSI 4063* | Business Analytics and Intelligence | 3 |
| BUSI 4153 * | Business Strategy | 3 |

| **Liberal Arts Electives (27 credits)** | | | |
|---|---|---|---|
| **Course #** | **Course Title** | **Credits** | **Prerequisite** |
| ANTH 101 | Cultural Anthropology | 3 | None |
| ARTH 110 | Western Art – Prehistoric to Gothic | 3 | None |
| ARTH 120 | Western Art – Renaissance to Contemporary | 3 | None |
| ARTS 101 | Principles of Art and Design | 3 | None |
| ARTS 102 | Arts Industries in Canada – an Introduction and Overview | 3 | None |
| ARTS 103 | Perspectives on Indigenous Arts | 3 | None |
| COMM 100 | Cross Cultural Communication | 3 | None |
| CRIN 110 | Creativity and Innovation | 3 | None |
| ENG L101 | Research and Composition | 3 | None |
| ENGL 113 | Introduction to Storytelling | 3 | None |
| ENGL 150 | Professional Communication | 3 | None |
| HUMN 100 | Introduction to Beauty | 3 | None |
| HUMN 101 | Modes of Thinking and Learning | 3 | None |

| INDG 104 | Introduction to Indigenous Studies and Decolonization | 3 | None |
|---|---|---|---|
| PSYC 102 | Introduction to Psychology I | 3 | None |
| PSYC 103 | Introduction to Psychology II | 3 | None |
| QRSS 100 | Qualitative Research Methods in Social Science | 3 | None |
| SOCI 100 | Introduction to Sociology | 3 | None |
| UNIV 101 | University Studies | 3 | None |
| **Tier 2 (9 Credits)** | | | |
| BIOL200 | Ecology and Ecosystems | 3 | Any Tier 1 Course |
| ECON230 | Personal Finance | 3 | Any Tier 1 Course |
| ENSC200 | Environmental Science | 3 | Any Tier 1 Course |
| GEOG210 | Human Geography | 3 | Any Tier 1 Course |
| HIST300 | The History of Sports | 3 | Any Tier 1 Course |
| HUMN200 | World Religions- A Comparative Study | 3 | Any Tier 1 Course |
| HUMN201 | Youth Culture | 3 | Any Tier 1 Course |
| HUMN202 | East and South Asian Studies | 3 | INDG 104 |
| INDG201 | Calls to Action and Justice | 3 | HUMN 101 |
| PHIL201 | Ethical Reasoning | 3 | Any Tier 1 Course |
| PHIL300 | Philosophical Thought and Leisure | 3 | Any Tier 1 Course |
| POLI200 | Multinational Companies and Globalization | 3 | Any Tier 1 Course |
| PSYC200 | Psychology of Everyday Life | 3 | Any Tier 1 Course |
| PSYC300 | Contemporary Topics in Social Psychology | 3 | Any Tier 1 Course |
| PSYC330 | Psychology of Creativity | 3 | Any Tier 1 Course |
| SOCI200 | Global Issues in Sociology | 3 | Any Tier 1 Course |
| **Tier 3 (9 Credits)** | | | |
| HUMN422 | Topics in Technology and Society | 3 | Two Tier 2 Courses |
| HUMN430 | Topics in Power and Society | 3 | Two Tier 2 Courses |
| HUMN440 | Smart and Sustainable Cities | 3 | Two Tier 2 Courses |
| HUMN450 | Design Thinking | 3 | Two Tier 2 Courses |

| **Typical Progression Through the BBA (General or with Specialization)** | | | |
|---|---|---|---|
| **Term** | **Course #** | **Course Title** | **Credits** |
| Term 1 | BUSI 1033 | Introduction to Business | 3 |
| | Liberal Arts | Tier 1 course (UNIV 101 for international students) | 3 |
| | Liberal Arts | Tier 1 course | 3 |
| **Term** | **Course #** | **Course Title** | **Credits** |
| Term 2 | BUSI 1003 | Math for Business | 3 |
| | BUSI 1073 | Business Writing and Communication | 3 |
| | BUSI 1083 | Microeconomics | 3 |
| | BUSI 1093 | Introduction to Marketing | 3 |

| Term | Course # | Course Title | Credits |
|---|---|---|---|
| Term 3 | BUSI 1013 | Statistics for Business | 3 |
| | BUSI 2003 | Macroeconomics in Global Context | 3 |
| | BUSI 2033 | Organizational Behaviour and Management | 3 |
| | Liberal Arts | Tier 1 Course | 3 |

| Term | Course # | Course Title | Credits |
|---|---|---|---|
| Term 4 | BUSI 1043 | Introduction to Financial Accounting | 3 |
| | BUSI 2113 | Production and Operations Management | 3 |
| | BUSI 2013 | Business Decision Analysis | 3 |
| | Liberal Arts | Tier 1 Course | 3 |

| Term | Course # | Course Title | Credits |
|---|---|---|---|
| Term 5 | BUSI 2053 | Business Ethics | 3 |
| | BUSI 2023 | Business Law | 3 |
| | BUSI 2083 | Introduction to Managerial Accounting | 3 |
| | | Business Elective | 3 |

| Term | Course # | Course Title | Credits |
|---|---|---|---|
| Term 6 | BUSI 2043 | International Business Environment | 3 |
| | BUSI 2093 | Introduction to Managerial Finance | 3 |
| | | First Specialization Course or Business Elective | 3 |
| | Liberal Arts | Tier 2 Course | 3 |

| Term | Course # | Course Title | Credits |
|---|---|---|---|
| Term 7 | BUSI 2173 | Information Technology for Managers | 3 |
| | BUSI 2103 | Human Resource Management & Development | 3 |
| | | Second Specialization Course or Business Elective | 3 |
| | Liberal Arts | Tier 2 Course | 3 |

| Term | Course # | Course Title | Credits |
|---|---|---|---|
| Term 8 | BUSI 4153 | Business Strategy | 3 |
| | BUSI 4023 | Contemporary Issues in Business: A Case Approach | 3 |
| | | Third Specialization Course or Business Elective | 3 |
| | Liberal Arts | Tier 3 Course | 3 |

| Term | Course # | Course Title | Credits |
|---|---|---|---|
| Term 9 | BUSI 4013 | Business Organization Analysis | 3 |
| | | Business Elective | 3 |
| | | Fourth Specialization Course of Business Elective | 3 |
| | Liberal Arts | Tier 3 Course | 3 |

| Term | Course # | Course Title | Credits |
|---|---|---|---|
| Term 10 | BUSI 4133 | Managing Organizational Change | 3 |
| | BUSI 4063 | Business Analytics and Intelligence | 3 |
| | | Fifth Specialization (Capstone) Course of Business Elective | 3 |

| | Liberal Arts | Tier 3 Course | 3 |
|---|---|---|---|
| **Term** | **Course #** | **Course Title** | **Credits** |
| Term 11 | BUSI 4053 | 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 but will follow the program structure at the time of their change in program. 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)**

| Requisite Preparatory Course - Required (unless exempted) | | |
|---|---|---|
| **Course #** | **Course Title** | **Credits** |
| MATH 0910 | Developmental Math | |
| **Introduction and General Business Education (21 credits or 7 courses) - All Courses Required** | | |
| **Course #** | **Course Title** | **Credits** |
| BUSI 1003 | Math for Business | 3 |
| BUSI 1013 | Statistics for Business (p/r = BUSI 1003) | 3 |
| BUSI 1023 | Introduction to Economics for Managers | 3 |
| BUSI 1033 | Introduction to Business | 3 |
| BUSI 1043 | Introduction to Financial Accounting (p/r = BUSI 1003) | 3 |
| BUSI 1073 | Business Writing and Communications | 3 |
| BUSI 2063 | Introduction to Marketing | 3 |
| **Core Business (48 credits or 16 courses) - All Courses Required** | | |
| **Course #** | **Course Title** | **Credits** |
| BUSI 1063 | Business and Sustainability | 3 |
| BUSI 2003 | Macroeconomics in Global Context | 3 |
| BUSI 2013 | Business Decision Analysis (p/r = BUSI 1013) | 3 |

| BUSI 2023 | Business Law | 3 |
|---|---|---|
| BUSI 2033 | Organizational Behaviour and Management | |
| BUSI 2043 | International Business Environment | 3 |
| BUSI 2053 | Business Ethics | 3 |
| BUSI 2083 | Introduction to Managerial Accounting (p/r = BUSI 1043) | 3 |
| BUSI 2093 | Introduction to Managerial Finance (p/r = BUSI 2083) | 3 |
| BUSI 2103 | Human Resources Management and Development (p/r = BUSI 2033) | 3 |
| BUSI 2113 | Production/Operations Management (half term) (p/r = BUSI 1013) | 3 |
| BUSI 2123 | Business Strategy (p/r = BUSI 1043, BUSI 2033, BUSI 2063, BUSI 2173, BUSI 2083, BUSI 2093, BUSI 2103 & BUSI 2113) | 3 |
| BUSI 2133 | Organization Theory and Design (p/r = BUSI 2033) | 3 |
| BUSI 2153 | Entrepreneurship (p/r = BUSI 1083, 1043, 2033, 1093 & 2083) | 3 |
| BUSI 2163 | Marketing Strategy (p/r = BUSI 2063) | 3 |
| BUSI 2173 | Information Technology for Managers | 3 |

| Application and Integration Component (15 credits) - Required Courses | | |
|---|---|---|
| **Course #** | **Course Title** | **Credits** |
| BUSI 4013 | Business Organization Analysis Project (p/r = 90 credit hours of Business Courses) | 3 |
| BUSI 4023 | Contemporary Issues in Business: A Case Approach (p/r = 21 credit hours of Business Courses) | 3 |
| BUSI 4053 | Business Plan (p/r = 90 credit hours of Business Courses) | 3 |
| BUSI 4063 | Business Intelligence and Analytics (p/r = 90 credit hours of Business Courses) | 3 |
| BUSI 4133 | Managing Organizational Change (p/r = 90 credit hours of Business Courses) | 3 |

| Specialization (15 credits or courses) - Accounting | | |
|---|---|---|
| **Course #** | **Course Title** | **Credits** |
| BUSI 3403 | Intermediate Accounting 1 – Assets (p/r = BUSI 1043 & BUSI 2083) | 3 |
| BUSI 3413 | Intermediate Managerial Accounting (p/r = BUSI 2083) | 3 |
| BUSI 3423 | Intermediate Accounting 2 – Liabilities and Equities (p/r = BUSI 3403) | 3 |
| BUSI 3433 | Corporate Finance (p/r = BUSI 2093) | 3 |
| BUSI 3443 | Accounting Capstone Project: Auditing (p/r = BUSI 3413, BUSI 3423, & BUSI 3433) | 3 |

| Energy Management | | |
|---|---|---|
| **Course #** | **Course Title** | **Credits** |
| BUSI 3513 | Energy Policy, Legislation, and Social Environment (p/r = BUSI 3503) | 3 |
| BUSI 3523 | Energy Systems Operation (p/r = BUSI 3503) | 3 |
| BUSI 3533 | Energy Futures and Transitions (p/r = BUSI 3513 & 3523) | 3 |
| BUSI 3543 | Energy Strategy Capstone Project (p/r = BUSI 3533) | 3 |

| Project Management | | |
|---|---|---|
| **Course #** | **Course Title** | **Credits** |
| BUSI 3603 | Introduction to Project Management | 3 |
| BUSI 3613 | Project Teams and Leadership (p/r = BUSI 2113 & 3603) | 3 |
| BUSI 3623 | Project Planning Essentials (p/r = BUSI 3603 & 3613) | 3 |

| BUSI 3633 | Project Execution, Monitoring, Control and Closing (p/r = BUSI 3603, BUSI 3613 & BUSI 3623) | 3 |
|---|---|---|
| BUSI 3643 | Advanced Project Management (p/r = BUSI 3603, BUSI 3613, BUSI 3623 & BUSI 3633) | 3 |
| **Supply Chain Management** | | |
| **Course #** | **Course Title** | **Credits** |
| BUSI 3703 | Advanced Operations and Supply Chain Management (p/r = BUSI 2113) | 3 |
| BUSI 3713 | Logistics Management (p/r = BUSI 3703) | 3 |
| BUSI 3723 | Procurement (p/r = BUSI 3703) | 3 |
| BUSI 3733 | Business Process Improvement (p/r = BUSI 3713 & 3723) | 3 |
| BUSI 3743 | Supply Chain Integration and Analytics (p/r = BUSI 3733) | 3 |

## 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% in the following:

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

*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:** Pass a math challenge exam during their first term to fulfil this requirement, or
2. **Conditional Admission Path:** Enroll 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 (Academic), 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

The Bachelor of Business Administration program is a 120-credit hour program designed to be delivered over 10 terms. Students may complete the program in 30 months (2.5 years) 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:

    o BUSI 4013 Business Organization Analysis Project
    o BUSI 4023 Contemporary Issues in Business: A Case Approach
    o BUSI 4133 Managing Organizational Change
    o BUSI 4053 Business Plan
    o BUSI 4063 Business Intelligence and Analytics
    o 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 endeavors 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 8.1.4, 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):**

*The following does not apply to fully online BBA students registered for asynchronous courses.*

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.
- 4000-level 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 4 (four); students must apply to the program head, through the Registrar for permission to take 4 (four) 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 Associate of Arts (AOA):

| Term | Course # | Course or Activity Name |
|---|---|---|
| 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 113 | Introduction to Storytelling |
| 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 | | 1st Year Arts |
| 3 | | 1st Year Arts |
| 3 | | 1st Year Arts or Electives |
| 4 | BIOL 200 / BUSI 1013 | Ecology OR Statistics for Business |
| 4 | | 1st Year Arts or Electives |
| 4 | | 2nd Year Arts |

| Term | Course # | Course or Activity Name |
|------|----------|-------------------------|
| 4    |          | 2nd Year Arts           |
| 5    |          | 2nd Year Arts           |
| 5    |          | 2nd Year Arts           |
| 5    |          | 2nd Year Arts           |
| 5    |          | 2nd Year Arts           |

Course listings are outlined below (Section 11.2.). 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 (Academic) 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 (Academic) / 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 (Academic), 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 Ars 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 for information regarding the assessment of student participation.

### 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 post-secondary studies relevant to the degree undertaken at Yorkville.

### *10.2.2.7. Attendance Policy*

- See section 8.1.4, 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.

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.

### 10.2.2.8. 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

***Requisite Preparatory Course***

**MATH 0910 Developmental Math**
(0 credits) (required unless exempted)
This course introduces core mathematical concepts including numeracy, algebra, factorials, and pre-calculus to support success in quantitative business courses.
Prerequisite(s): None.

***Introductory Business Courses***

**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)
The course introduces the students to the concepts of applied statistics and data analysis used in business and economics, as well as managerial decision-making, using both quantitative and qualitative tools. It covers statistical topics that include: collecting and exploring data; basic inference; simple and multiple linear regression; analysis of variance; nonparametric methods; probability; and statistical computing.
Prerequisite(s): BUSI 1003 - Math for Business or MATH100 Pre-Calculus.

**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 business 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.
Prerequisite(s): None.

**BUSI 1063 Business and Sustainability**

(3 credits)

This course explores the impact of business activity on ecosystems and examines methods of approaching business activity from a sustainability perspective. Students investigate how ecosystem-based management (EBM) informs business decisions in today's context and examine the implications of EBM across various business actions and activities.

Pre-requisite(s): None.

**BUSI 1073 Business Writing and Communications**

(3 credits)

This course examines the distinction between academic and business writing and how to use APA format for writing essays and referencing and citing sources. Students explore communication in settings shaped by rapidly changing technologies and an increasingly diverse workforce, applying persuasive business writing and presentation techniques, preparing business reports, and communicating for teamwork and meetings with cross-cultural considerations.

Prerequisite(s): None.

**BUSI 1083 Microeconomics**

(3 credits)

This course introduces microeconomic concepts including consumer behaviour, production and costs, partial equilibrium analysis of pricing in competitive and monopolistic markets, general equilibrium, welfare, and externalities. Students examine the theory of the firm, competition, and monopoly through foundational models and principles.

Prerequisite(s): None.

Anti-requisite(s): BUSI 1023 Introduction to Economics for Managers.

**BUSI 1093 Introduction to Marketing**

(3 credits)

This course introduces basic concepts and principles of the marketing function, tracing the evolution of the Marketing discipline through to the current era of the Social Marketing Concept. Students examine the Marketing Mix, segmentation and positioning tools, and Canadian and international marketing structures and techniques including market analysis, forecasting, and consumer and industrial trends.

Prerequisite(s): None.

Anti-requisite: BUSI 2063 Introduction to Marketing.

***Intermediate 1 Business Courses***

**BUSI 2003 Macroeconomics in Global Context**

(3 credits)

This course explores how to interpret changes in key aggregate economic variables and apply macroeconomic tools to issues such as national output growth, unemployment, inflation, and global trade. Topics include business cycle fluctuations, public debt, fiscal and monetary policy, international trade policy, and basic models applied to North American and global economies.

Prerequisite(s): None.

### BUSI 2013 Business Decisions Analysis
(3 credits)
This course examines modeling, analytical and problem-solving techniques for business decision-making. Students explore certainty, uncertainty, probability and risk analysis, basic probability concepts, random variables, descriptive measures, and properties of distribution, along with statistical decision theory, Bayesian approaches, and discrete and continuous probability models applied to business problems.
Prerequisite(s): BUSI 1013 - Statistics for Business.

### BUSI 2023 Business Law
(3 credits)
This course introduces a basic understanding of fundamental structural legal frameworks under which firms must operate. Students examine the basic building blocks of business law, legal business structures including sole proprietorship, corporation, partnership, limited liability company, for profit, not-for-profit, and public firms, and legal issues such as contracts, intellectual property, and bankruptcy.
Prerequisite(s): None.

### BUSI 2033 Organizational Behaviour and Management
(3 credits)
This course examines interaction among individuals and organizations, and how this interaction can impact others or the organization itself. Topics include value systems, motivation, teams, communication, power and conflict, organizational culture and structure, leadership, ethics, and change, emphasizing how organizational effectiveness depends on leveraging the strengths of people within operations.
Prerequisite(s): None.

### BUSI 2043 International Business Environment
(3 credits)
This course introduces international business as it relates to the functional areas of managing business operations. Students examine how decisions are influenced by culture, ethics, CSR, sustainability, political economy, finance, economics, and marketing, and explore opportunities and problems in global contexts through case analyses of specific countries or regions.
Prerequisite(s): None.

### BUSI 2083 Introduction to Managerial Accounting
(3 credits)
This course examines how accounting information informs decision-making in business settings. Students explore product costing, job costing, activity-based costing, budgetary control, performance evaluation, flexible budgeting, and break-even analysis to support planning, coordination, and monitoring of organizational performance.
Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting.

**BUSI 2093 Introduction to Managerial Finance**
(3 credits)
This course examines foundational concepts in finance and investment decision-making. Students explore time value of money, cash flow analysis, risk and return, capital structure, dividend policy, financial planning, forecasting, asset valuation, working capital management, cost of capital, and performance assessment.
Prerequisite(s): BUSI 2083 – Introduction to Managerial Accounting.

***Intermediate 2 Business Courses***

**BUSI 2053 Business Ethics**
(3 credits)
This course examines ethical reasoning as a key factor in business success. Students explore the relationship between business and society, connections between corporate strategy and social responsibility, ethical decision-making, corporate reputation, and the environmental impact of business practices.
Prerequisite(s):  Students must have completed 45 credit hours of the BBA program.

**BUSI 2103 Human Resource Management and Development**
(3 credits)
This course examines the theory and practice of human resource management and its role in organizations. Students explore how to design, describe, and implement effective strategies, while identifying and developing specific management skills relevant to human resource functions.
Prerequisite(s): BUSI 2033 - Organizational Behaviour and Management.

**BUSI 2113 Production and Operations Management**
(3 credits)
This course examines how organizations plan and manage processes that transform inputs into goods and services. Students explore operations strategy, process design, capacity planning, location and layout, forecasting, scheduling, inventory control, quality assurance, and project management within both product-based and service-based environments.
Prerequisite(s): BUSI 1013 - Statistics for Business.

**BUSI 2173 Information Technology for Managers**
(3 credits)
This course examines how information systems support organizational strategy and decision-making. Students explore infrastructure components, system types, project management processes, and decision frameworks. Topics include system development, governance, ethical and social considerations, privacy, and information security in business environments.
Prerequisite(s): None.

*Business Electives Courses*

### BUSI 1063 Business 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 2133 Organization Theory and Design
(3 credits)
This course examines organizational approaches to managing environmental challenges. Students explore principles of design, strategy, and culture, along with governance, accountability, planning for growth and change, resource management, and market analysis to support strategic decision-making across diverse organizational contexts.
Prerequisite(s): BUSI 2033 - Organizational Behaviour and Management.

### BUSI 2153 Entrepreneurship
(3 credits) (required)
This course examines the business planning process and how new ventures are conceived, tested, financed, and grown in startup and corporate contexts. Students explore entrepreneuring and intrapreneuring across organizational contexts, including business models, customer development, financing, and strategic growth. Emphasis is placed on understanding the foundational elements of successful entrepreneurial initiatives.
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)

This course examines strategic marketing decision-making through the analysis of market opportunities, positioning, segmentation, and planning. Students explore pricing, promotion, product and service offerings, distribution, and forecasting to understand how marketing strategies influence organizational performance and competitive positioning.
Prerequisite(s): BUSI 2063 - Introduction to Marketing.

### BUSI 3003 Relationship Selling
(3 credits) (elective)
This course is an introductory course that explores the fundamentals of sales through the lens of relationship selling. The course provides students with a foundational understanding of the selling process and how it may be applied to a professional sales career. Students will be introduced to the range of career opportunities related to sales, understand ethical and effective relationship selling practices, and acquire necessary knowledge required to have a successful

selling career.
Prerequisite(s): BUSI1093 − Introduction to Marketing.

### BUSI 3073 Critical Thinking
(3 credits) (elective)
This course examines foundational critical thinking concepts and habits. Students explore how to evaluate information, build reasoned arguments, analyze issues without bias, recognize media influence, and apply standards for decision-making. Emphasis is placed on fair-minded thinking and rational problem-solving across academic and professional contexts.
Prerequisite(s): BUSI 1073 − Business Writing and Communication.

### BUSI 3153 Social Entrepreneurship
(3 credits) (elective)
This course examines how business approaches can address complex social challenges. Students explore the concept of social entrepreneurship through global and local issues, analyze case studies, and consider strategies for designing ventures that respond to societal needs using creative and solution-oriented thinking.
Prerequisite: BUSI 1093 − Introduction to Marketing.

### BUSI 3173 Artificial Intelligence for Business
(3 credits) (elective)
This course examines foundational concepts of artificial intelligence and its organizational impact. Students explore key elements of AI, analyze trends and adoption, and consider strategic approaches to managing technological change, ethical concerns, and decision-making in evolving business environments.
Prerequisite(s): BUSI 2173 − Information Technology for Managers.

### BUSI 3403 Intermediate Accounting 1 − Assets
(3 credits)
This course deepens students' understanding of financial reporting through the analysis and interpretation of financial data, with an emphasis on accounting policy choices. Students examine how different policies influence income measurement and the valuation of current and capital assets, building on foundational accounting concepts introduced in earlier coursework.
Prerequisite(s): BUSI 1043 − Introduction to Financial Accounting; BUSI 2083 − Introduction to Managerial Accounting.

### BUSI 3413 Intermediate Managerial Accounting
(3 credits)
This course examines how accounting information supports managerial decision-making. Students explore financial reports, statements, and analytical approaches used to plan, coordinate, evaluate, and monitor organizational performance, with emphasis on costing and cost analysis in both qualitative and quantitative contexts.
Prerequisite(s): BUSI 2083 −Introduction to Managerial Accounting.

**BUSI 3423 Intermediate Financial Accounting 2 - Liabilities and Equities**
(3 credits)
This course examines financial reporting and analysis related to liabilities and equity. Students explore complex measurement issues, accounting policy choices, and their impact on financial statements, including the Statement of Financial Position, Income Statement, and Statement of Cash Flows.
Prerequisite(s): BUSI 3403 - Intermediate Accounting 1: Assets

**BUSI 3433 Corporate Finance**
(3 credits)
This course examines corporate financial decision-making through analysis of risk, diversification, portfolio strategies, and market dynamics. Students explore how interest rates, taxation, dividends, cash flow, financial institutions, and regulations influence financial management and strategic planning within organizational contexts.
Prerequisite(s): BUSI 2093 – Introduction to Managerial Finance.

**BUSI 3443 Accounting Capstone Project – Auditing**
(3 credits)
This course examines the auditing environment and the professional responsibilities of auditors in public practice. Students explore audit concepts, risk assessment, and financial reporting issues within the context of assurance and other types of engagements. Emphasis is placed on applying financial accounting knowledge and professional judgment to evaluate evidence, assess internal controls, and form audit opinions in complex and uncertain business environments.
Prerequisite(s): BUSI 3413 – Intermediate Managerial Accounting, BUSI3423 – Intermediate Financial Accounting 2 – Liabilities and Equities, BUSI3433 – Corporate Finance.

**BUSI 3453 Advanced Financial Accounting (Spring 2026)**
(3 credits)
This course explores advanced reporting issues faced by Canadian corporations, governments, and non-profits. Students examine the application of International Financial Reporting Standards (IFRS) and Accounting Standards for Private Enterprises (ASPE) frameworks to strategic and passive investments and financial reporting by not-for-profit organizations. Topics include consolidated financial statements, intra-group transactions, interim and segmented reporting, cash flow amalgamation, foreign currency translation, hedging, and integrated foreign operations.
Prerequisite(s): Intermediate accounting 2 BUSI 3423

**BUSI 3463 Introduction to Individual Taxation (Spring 2026)**
(3 credits)
This course provides a comprehensive overview of the Canadian tax system under the Income Tax Act (ITA) with a primary focus on individuals. Key topics include residency rules, income types, allowable deductions, the distinction between business and accounting income, deferred taxes, and personal tax planning strategies. The course will also introduce taxation of corporations and trusts.
Prerequisite(s): Intermediate Accounting II, Liabilities and Equities BUSI 3423

**BUSI 3503 Introduction to Energy Management**

(3 credits)

The course examines society's dependence on energy and its significance in business operations. It introduces the historical development of energy systems, explores planning for various energy resources, and addresses renewable technologies, climate change mitigation, efficiency practices, environmental and societal impacts, and future energy transitions.

Prerequisite(s): None.

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

(3 credits)

The course explores Canadian and international policies, legislation, and regulations related to energy. It examines jurisdictional dynamics, regulatory changes, and the roles of Indigenous peoples, industry associations, and stakeholders. Students study provincial and territorial programs and strategies for linking energy systems with sustainable enterprise principles.

Prerequisite(s): BUSI 3503 – Introduction to Energy Management.

**BUSI 3523 Energy Systems Operation**

(3 credits)

The course examines how energy systems operate within the business cycle. It focuses on decision-making related to energy types, conservation, and production trade-offs, and explores how energy management connects to customer satisfaction, cost efficiency, performance, and product development through the use of recognized energy standards.

Prerequisite(s): BUSI 3503 – Introduction to Energy Management.

**BUSI 3533 Energy Futures and Transitions**

(3 credits)

The course examines global energy transitions, focusing on government policy, evolving energy types and technologies, and the shift toward a decarbonized world. It explores energy efficiency, renewable energy, sustainable development, circularity, and high-performance buildings to provide insight into future market trends.

Prerequisite(s): BUSI 3513 – Energy Policy, Legislation, and Social Environment, BUSI 3523 – Energy Systems Operation.

**BUSI 3543 Energy Strategy Capstone Project**

(3 credits)

The course builds on prior energy management knowledge by examining real and hypothetical initiatives through business and environmental impact assessments. It integrates interdisciplinary knowledge to explore strategic decision-making and investment planning within Canadian and international energy contexts.

Prerequisite(s): BUSI 3533 – Energy Futures and Transitions.

**BUSI 3603 Introduction to Project Management**

(3 credits)

Students examine project management fundamentals through the principles outlined in A Guide to the Project Management Body of Knowledge: PMBOK® Guide, focusing on strategic alignment with organizational goals, structures, and socio-cultural factors. The course

addresses how project leadership evolves across the project life cycle and connects with broader organizational planning.
Prerequisite(s): None.

### BUSI 3613 Project Teams and Leadership

(3 credits)
Students examine strategies for building and leading project teams, with emphasis on communication, ethical leadership, and adaptability. The course covers contemporary leadership styles, team development practices, and approaches for guiding teams in dynamic environments, including agile settings.
Prerequisite(s): BUSI 2113 – Production and Operations Management; BUSI 3603 – Introduction to Project Management.

### BUSI 3623 Project Planning Essentials

(3 credits)
Students examine and manage planning processes and their interactions throughout the project life cycle. The course focuses on evaluating project plans for various project sizes, defining scope, timeline, budget, and resources, and developing plans for risk, quality, human resources, communication, and procurement.
Prerequisite(s): BUSI 3603 – Introduction to Project Management; BUSI 3613 – Project Teams and Leadership.

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

(3 credits)
Students develop practical knowledge to execute, monitor, control, and close projects effectively. The course emphasizes integrated project planning, risk and cost management, and techniques for addressing changes, delays, and overruns. It also explores performance measurement approaches that support successful project delivery across all stages of the project life cycle.
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)
Students explore Agile project management principles and practices while examining evolving approaches to planning, execution, and leadership. The course emphasizes adaptability in dynamic and technological landscapes, compares project life cycle models, and considers cultural influences on communication and team dynamics across diverse project settings.
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)
Students examine advanced concepts in operations and supply chain management, with a focus on evaluating supply chain performance. The course includes planning for sales, operations, and lean systems, conducting reliability and cost analyses, and addressing

contemporary issues such as sustainability in operational practices.
Prerequisites: BUSI 2113 – Production Operations Management.

### BUSI 3713 Logistics Management
(3 credits)
Students study logistics management concepts with a focus on warehousing, transportation, distribution channels, and inbound/outbound logistics. The course emphasizes decision-making related to facility layout, routing, and provider selection, while exploring current trends such as reverse logistics and emerging technologies in logistics operations.
Prerequisites: BUSI 3703 – Advanced Operations and Supply Chain Management.

### BUSI 3723 Procurement
(3 credits)
Students examine the procurement process, including strategic sourcing, bidding, contracting, negotiations, and contract management. The course focuses on supplier evaluation, selection, development, and monitoring, while addressing complex issues such as global sourcing and electronic procurement.
Prerequisites: BUSI 3703 Advanced Operations and Supply Chain Management.

### BUSI 3733 Business Process Improvement
(3 credits)
Students examine methods for improving business processes through incremental and transformative change. The course emphasizes customer-focused evaluation across a product lifecycle, explores service operations, and identifies areas of risk and improvement while analyzing how different process strategies interact and influence operational outcomes.
Prerequisites: BUSI 3713 – Logistics Management, BUSI 3723 – Procurement.

### BUSI 3743 Supply Chain Integration and Analytics
(3 credits)
Students apply advanced concepts in supply chain management through integrated analysis of supply chain functions and their organizational interfaces. The course explores decision-making challenges, trade-offs, and the role of data and technology in navigating competitive environments, emphasizing cross-functional coordination and strategic planning.
Prerequisites: BUSI 3733 – Business Process Improvement.

### *Business Electives Courses*

### BUSI 2123 Business Strategy
(3 credits) (required)
*This course has been re-numbered. See BUSI 4153.*

### BUSI 4013 Business Organization Analysis
(3 credits) (required)
This course introduces students to processes, methods, and issues related to raising and managing the finances required for enterprises. Topics include sources of public funding and preparation of effective applications for funding; fundraising; private investment; strategic and tactical planning; risk assessment and

management; making business plans; expenditure management.
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 examines current topics in the business environment through case-based analysis. Students apply structured frameworks to identify key issues, explore research options, and develop evidence-based solutions. Emphasis is placed on critical thinking, discussion, and evaluation of real-world business scenarios.
Prerequisite(s): Students must have completed 60 credit hours of the BBA program.

### BUSI 4133 Managing Organizational Change
(3 credits) (required)
This course examines the complexities of managing organizational change, including analysis, planning, and implementation. Students explore factors driving transformation, change management models, readiness strategies, and approaches to reducing resistance within evolving organizational environments.
Prerequisite(s): Students must have completed 90 credit hours of the BBA program.

### BUSI 4046 Final Business Plan
(3 credits)
*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)
This course explores decision-making in the context of new business development, emphasizing strategic planning and the creation of structured business plans. Students examine business visioning, strategy formulation, and key considerations for launching viable 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)
This course introduces a strategic perspective on contemporary business issues. Students examine methodologies for strategic analysis and apply interdisciplinary concepts to evaluate and address complex organizational challenges.
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.

### BUSI 4063 Business Analytics and Intelligence
(3 credits)
This course introduces concepts and strategies for using data to support business

decision-making. Students examine data analysis processes and modeling techniques, including descriptive, predictive, and prescriptive approaches, while exploring current trends in business intelligence and analytics.
Prerequisite(s): BUSI 1013 - Statistics for Business; Students must have completed 90 credit hours of the BBA program.

## 11.2. Liberal Arts

*Tier 1 Courses*

**ANTH 101 Cultural Anthropology**
(3 credits) (Tier 1)
This course introduces cultural anthropology as a foundational subfield of anthropology and examines human beliefs, diverse cultures, and social organization across the world. Students analyze how humans in different geographical contexts shape and interact with the social and physical world around them.
Prerequisite(s): None.

**ARTH 110 Western Art – Prehistoric to Gothic**
(3 credits) (Tier 1)
This course introduces the art and architecture of ancient civilizations around the world, from pre-history and the fall of the Roman Empire to the Gothic period. Through the art and architecture of each period, students examine how visual forms reflect universal human experiences and distinct culturally specific worldviews while exploring the complexities of the ancient mind.
Prerequisite(s): None.

**ARTH 120 Western Art – Renaissance to Contemporary**
(3 credits) (Tier 1)
This course traces the evolution of artistic thought from the medieval period to the present. Starting with the Renaissance, students explore shifts in worldview leading up to the art of the 20th and 21st centuries, culminating to Postmodernism's growing desire to emphasize the inclusivity of new media and globally diverse artists.
Prerequisite(s): None.

**ARTS 101 Principles of Art and Design**
(3 credits) (online) (Tier 1)
This course introduces the foundational principles of art and design as essential elements across creative disciplines. Through an interdisciplinary lens, students explore the various applications of these principles across various cultural and historical contexts while making universal human connections.
Prerequisite(s): None.

**ARTS 102 Arts Industries in Canada – an Introduction and Overview**
(3 credits) (online) (Tier 1)
This course introduces the scope of Canadian art industries, examining the factors that shape them and their importance to the Canadian economy. Students investigate diverse creative

sectors, such as visual arts, performance, media, and literary arts, while exploring the structures and practices that shape professional creative work in Canada.
Prerequisite(s): None.

### ARTS 103 Perspectives on Indigenous Arts
(3 credits) (Tier 1)
This course surveys the artistic and cultural practices of Indigenous peoples worldwide. Students examine the meaning of Indigeneity and the impact of Indigenous cultural and artistic endeavours, such as illustration, craft, and performance, across varying historical, geographic, and cultural contexts.
Pre-requisite(s): None

### COMM 100 Introduction to Cross Cultural Communication
(3 credits) (Tier 1)
This course introduces foundational and applied aspects of cross-cultural communication through the lens of diversity and subcultures in a global world. While exploring the key concepts of language, culture, and discourse, students practice communication skills required for navigating various multicultural settings.
Prerequisite(s): None.

### CRIN 110 Creativity and Innovation
(3 credits) (Tier 1)
This course investigates individual creativity and innovation within organizational contexts. By exploring alternative modes of creative thinking, students examine imaginative approaches to problem-solving. Additionally, the course challenges barriers and myths about creative individuals and organizations, emphasizing the release of individual creativity and innovation within organizational structures.
Pre-requisite(s): None.

### ENGL 101 Research & Composition
(3 credits) (Tier 1)
This course builds on the conventions and techniques of composition through critical writing. Students apply principles of logic, strategic thinking, and synthesis to prepare sound arguments supported by relevant, well documented research. Students are encouraged to write extensively, in persuasive and analytic styles, on contemporary issues of interest to them, where individual style and unique thinking are demonstrated.
Prerequisite(s): None.

### ENGL 150 Professional Communication
(3 credits) (Tier 1)
This course extends composition and research principles to writing in a career context. By examining written and spoken communication concepts in business and professional settings, students apply principles of economy and clarity to create business documents and professional communications that are informative and persuasive.
For BID students – Prerequisite(s): ENGL101.
For BBA students – Pre-requisite(s): None.

### HUMN 100 Introduction to Beauty

(3 credits) (Tier 1)

This course investigates the concept of beauty through historical, cultural, and interdisciplinary lenses. Students examine its influence across visual art, design, aesthetics, and media, engaging with diverse perspectives. Topics include nature, embodiment, and the role of beauty in everyday experience.

Prerequisite(s): None.

### HUMN 101 Modes of Thinking and Learning

(3 credits) (Tier 1)

This course is a practical exploration of some of the core tenets of critical thinking and learning, as experienced throughout everyday life, and through different cultural lenses. These tenets are explored from within a variety of disciplines.

Prerequisite(s): None.

### INDG 104 Introduction to Indigenous Studies and Decolonization

(3 credits) (Tier 1)

This course provides students with an introduction to the Indigenous Peoples in what is now called Canada, including their worldviews, history, culture, and experiences. Students explore the historical and ongoing impact of colonialism on Indigenous Peoples, as well as learn about resistance movements, Truth and Reconciliation, and the active process of decolonization and Indigenization.

Prerequisite(s): None.

### MATH 100 Pre-Calculus

(3 credits) (Tier 1)

This course reviews foundational pre-calculus concepts to support readiness for calculus. Topics include algebraic, exponential, logarithmic, and trigonometric functions; their graphs and inverses; and trigonometric identities. Students examine these functions in mathematical contexts that reflect real-world applications.

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

### PSYC 102 Introduction to Psychology I

(3 credits) (Tier 1)

This course introduces foundational concepts in psychology. Covering topics such as biopsychology, sensation and perception, learning, memory, motivation, emotion, language, and human development, students build a strong foundation in psychological science. Prerequisite(s): None.

### PSYC 103 Introduction to Psychology II

(3 credits) (Tier 1)

This course delves into key concepts in psychology, exploring personality, social interactions, and definitions of normality and mental disorders. Students connect and explore psychology theory to everyday life in a changing world.

Prerequisite(s): None.

### QRSS 100 Qualitative Research Methods for Social Science
(3 credits) (Tier 1)
This course introduces qualitative research methods used across the social sciences, business, and humanities. Students learn to assess existing studies, collect and interpret qualitative data, and communicate findings. Emphasis is placed on identifying ethical, empirical, ideological, and theoretical dimensions that contribute to sound and reliable research.
Prerequisite(s): None.

### SOCI 100 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

### UNIV 101 University Studies
This course introduces students to strategies for fostering belonging and engagement in a culturally diverse academic setting. Students explore communication practices, institutional expectations, and essential personal, social, and academic skills required to successfully navigate undergraduate academic environments.
Prerequisite(s): None.

*Tier 2 Courses*

### BIOL 200 Ecology and Ecosystems
(3 credits) (Tier 2)
This course examines foundational ecological concepts and principles, biological system processes, and core research methods used by ecologists, including observation, experimentation, modelling, sampling, and data analysis. Students survey ecosystem dynamics and evaluate human impacts while reviewing future research directions for biodiversity, ecosystem services, and sustainability.
Pre-requisite(s): One Tier 1 course.

### ECON 230 Personal Finance
(3 credits) (Tier 2)
This course introduces personal financial management through the study of economic models and the Canadian economic system. Students examine gross domestic product, business cycles, inflation, interest rates, financial statements, the time value of money, and investment strategies related to wealth accumulation.
Pre-requisite(s): One Tier 1 course.

### ENGL 113 Introduction to Storytelling
(3 credits) (Tier 2)
This course examines storytelling as a broad strategy for making and sharing meaning across cultures and contexts. Students develop storytelling as a daily practice to enhance communication, persuasion, public speaking, self-presentation, and critical thinking, drawing on Indigenous and Western frameworks alongside personal cultural knowledge.
Prerequisite(s): One Tier 1 course.

**ENGL 190 Communications for the Creative Arts**
(3 credits) (Tier 2)
This course examines reading and writing as foundations for communication in creative fields. Students explore business, academic, and creative writing across genres, developing voice and style through collaborative and self-directed learning. Content draws from music, history, social discourse, and cultural expression to support written communication.
Prerequisite(s): One Tier 1 course.

**ENSC 200 Environmental Science**
(3 credits) (Tier 2)
This course examines climate change, pollution, soil degradation, environmental hazards, and human impact on ecosystems. Students explore biodiversity through observation and analysis, and consider the importance of renewable energy and sustainable practices in relation to ecosystem health and long-term environmental preservation.
Prerequisite(s): One Tier 1 course.

**GEOG 210 Human Geography**
(3 credits) (Tier 2)
This course explores the relationships between human societies and their spatial environments. It examines how geographic factors shape cultural, political, economic, and demographic patterns, and analyzes the distribution and use of natural and human resources. Ecological challenges and their global implications are also considered.
Prerequisite(s): One Tier 1 course.

**HIST 300 The History of Sport**
(3 credits) (Tier 2)
This course investigates the historical development of sport and athletics, integrating the study of recreational practices with historiographical analysis. Students examine how historical narratives are constructed and interpreted, and explore the social and ethical dimensions of sport as a reflection of broader human experiences.
Prerequisite(s): One Tier 1 course.

**HUMN 200 World Religions: A Comparative Study**
(3 credits) (Tier 2)
This course examines religious traditions from around the world through comparative analysis, focusing on historical development, key figures, and knowledge systems. It also explores religion's role and influence on culture, both in the past and contemporarily.
Prerequisite(s): One Tier 1 course.

**HUMN 201 Youth Culture**
(3 credits) (Tier 2)
This interdisciplinary course examines global youth cultures and identities through sociological and anthropological perspectives. It explores themes such as social activism, music affiliations, socio-economic influences, and youth empowerment, with attention to cultural contexts in Canada and internationally.
Prerequisite(s): One Tier 1 course.

### HUMN 202 East and South Asian Studies

(3 credits) (Tier 2)

This course explores art, culture, language, religion, and politics in East and South Asia, focusing on historical and contemporary contexts. Drawing from interdisciplinary perspectives, it examines diversity, regional connections, and major events in countries such as China and India during colonial and post-colonial periods.

Prerequisite(s): One Tier 1 course.

### INDG 201 Call to Action and Justice

(3 credits) (Tier 2)

This course guides students toward meaningful engagement with the TRC's Calls to Action and MMIWG2S+ Calls for Justice by challenging performative allyship and moving beyond awareness. Students examine relational accountability, ethical collaboration, and institutional responsibility, applying reflective and advocacy-based approaches to reconciliation and justice in personal, professional, and community contexts.

Prerequisite(s): INDG 104 – Introduction to Indigenous Studies and Decolonization.

### PHIL 201 Ethical Reasoning

(3 credits) (Tier 2)

Students read, discuss, and analyze various ethical systems of thought, applying them to complex ethical dilemmas. By evaluating how ethical arguments are constructed and applied to issues, students develop reasoned, well-organized ethical arguments.

Prerequisite(s): HUMN 101 – Modes of Thinking and Learning.

### PHIL 300 Philosophical Thought and Leisure

(3 credits) (Tier 2)

This course applies philosophy and philosophical thinking to the study of leisure, exploring its role in shaping conceptions of the good life. Students examine key philosophical issues such as ethics, education, religion, aesthetics, art, health, politics, and consumerism through the lens of leisure and its relationship to broader human values and experiences.

Prerequisite(s): One Tier 1 course.

### POLI 200 Multinational Companies and Globalization

(3 credits) (Tier 2)

This course examines the role of multinational companies in shaping globalization. Students explore macroenvironmental influences on corporate decision-making, the evolving relationships between MNCs and national governments, and the economic, political, technological, and cultural dimensions of globalization. Topics include regulation, societal impact, and critiques of global corporate expansion.

Prerequisite(s): One Tier 1 course.

### PSYC 200 Psychology of Everyday Life

(3 credits) (Tier 2)

This course introduces core domains of psychology through the lens of scientific inquiry. Students learn how research methods and scientific reasoning inform areas such as health, consciousness, memory, development, emotion, personality, psychological disorders, therapy, and social behavior, emphasizing psychology's role in understanding and influencing human experience.

Prerequisite(s): One Tier 1 course.

**PSYC 210/300 Contemporary Topics in Social Psychology**

(3 credits) (Tier 2)

This course explores how thoughts, emotions, and behaviors are influenced by the real or imagined presence of others. Students engage with current social issues through psychological research, applying critical thinking to media representations and learning to access and evaluate scientific sources within the field of social psychology.

Prerequisite(s): One Tier 1 course.

*Note: Beginning the spring 2025 term, this course will be re-numbered from PSYC 210 to PSYC 300.*

**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.

Prerequisite(s): One Tier 1 course.

**SOCI 200 Global Issues in Sociology**

(3 credits) (Tier 2)

This course examines contemporary global issues through sociological perspectives, integrating theory, empirical evidence, and case studies. Students apply the sociological imagination to topics such as migration, social mobility, climate change, pandemics, digital technology, mass media, and the digital divide to understand their impact on everyday life.

Prerequisite(s): One Tier 1 courses.

**SOCI 220 Digital Media and Society**

(3 credits) (Tier 2)

This course examines the influence of digital media on society at individual, institutional, and global levels. Students explore foundational communication theories related to media structures, identity, governance, and societal change, applying these frameworks to critically assess how evolving technologies shape relationships and cultural dynamics.

Prerequisite(s): One Tier 1 course.

*Tier 3 Courses*

**HUMN 422 Topics in Technology and Society**

(3 credits) (Tier 3)

This interdisciplinary and integrative course investigates the relationship between technology and society, with a particular focus on the sustainability of technology and the use of technology for sustainable development. In addition, the course examines the political, economic, and psychological factors that shape the complex interplay between societal and technological development.

Prerequisite(s): Two Tier 2 courses.

**HUMN 430 Topics in Power and Society**

(3 credits) (Tier 3)

This interdisciplinary and integrative course considers the meaning and exercise of power among individuals and groups. Students explore taxonomies of power, its social origins, and the

dynamics of compliance. Drawing on diverse social science perspectives, the course highlights power as a defining characteristic in all human activities.
Prerequisite(s): Two Tier 2 courses.

**HUMN 440: Smart and Sustainable Cities**
(3 credits) (Tier 3)
This course examines the development of smart cities through the integration of information and communication technologies, internet-connected systems, and urban analytics. Students explore, evaluate, and critique how these innovations meet social, environmental, and economic sustainability goals to enhance urban life now and in the future.
Prerequisite(s): Two Tier 2 courses.

**HUMN 450 Design Thinking**
(3 credits) (Tier 3)
Design thinking is a creative problem-solving process used in a wide variety of disciplines. This course explores theories and philosophies that form the foundation of the design thinking process, building towards a practical application of the methods to tackle, rethink, or solve a problem.
Prerequisite(s): Two Tier 2 courses.

# 12. Personnel Roster

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

## 12.1. Senior Leadership

| | |
|---|---|
| Julia Christensen Hughes | President & Vice Chancellor<br>MBA, PhD, York University |
| Eileen De Courcy | Provost<br>PhD, University of Toronto (OISE) |
| Ian Freedman | Chief Executive Officer<br>LLB, University of Toronto |
| Katie Reese | Chief Operating Officer<br>BComm, Queen's University |
| Lydia He | Chief Marketing and Revenue Officer<br>PhD, University of Toronto |
| Shannon Carvell | Chief Financial Officer<br>CA, Institute of Chartered Accountants of Ontario<br>CPA, American Institute of Certified Public Accountants |
| Fleur Williamson | Chief People Officer, People and Culture<br>MBA, Deakin University |
| Jassi Kaur | Chief Information Officer<br>BSc, Toronto Metropolitan University |
| Annette Cusworth | Senior Vice President, New Program Development<br>CPA, CA., Chartered Professional Accountants, British Columbia |
| Tyler Dunham | Senior Vice President, Governance, Regulatory &<br>Government Affairs<br>MEd, Yorkville University |
| Deanna McQuarrie | Senior Vice President, Student Experience<br>MS Ed, Monmouth University |

## 12.2. Academic Leadership

Angela Antohi-Kominek      Principal & Vice President Academic, Ontario
EdD, PMP, The University of Western Ontario

Michelle Grimes      Principal & Vice President Academic, New Brunswick
PhD, Niagara University

Nora Houlahan      Principal & Vice President Academic, British Columbia
EdD, University of British Columbia

Natasha Hannon      Vice President, Teaching & Learning
PhD, The University of Western Ontario

Kale Robinson      Associate Vice President, Regulatory Affairs
MA, Carleton University

Karen Stevenson      Associate Vice President, Learning Design
EdD, Western University

**Bachelor of Business Administration**

Laura Kinderman      Dean
PhD, Queen's University

Audrey Lowrie      Assistant Dean
MA, The University of Glasgow

Tu Dao      Associate Chair, Accounting
MBA, Heriot-Watt University

Christian Tabi Amponsah      Interim Associate Chair, Project Management
PhD, Capella University

**Associate of Arts**

Nicholas McKenzie      Chair
PhD, University of Manitoba

## 12.3. Faculty Members

### 12.3.1. Continuing Full Time

| Name | Credential | University of Highest Credential |
|------|-----------|----------------------------------|
| Abhijeet Singh | PhD | Kadi Sarva Vishwavidyalaya |
| Aida Kazemi | MA | Simon Fraser University |
| Aman Kang | PhD | Punjabi University |
| Amir Teymourian | DBA | Swiss School of Business and Management Geneva |
| Behnoosh Khoramrooz | MEd | University of Victoria |
| Carla Weaver | PsyD | Southern California University |
| Donna Chowdhury | PhD | University of Auckland |
| Garima Kamboj | PhD | Panjab University |
| Ismaeil Fazel | PhD | University of British Columbia |
| James McKinnon | PhD | University of Toronto |
| Jasreen Grewal | MA, MEd | Panjab University |
| Jeremy Seymour | MBA | University of New Brunswick |
| Jody Guy-Merritt | PhD | University of Newcastle |
| John Morrison | PhD | University of New Brunswick |
| Katherine Carpenter | MBA | University of Victoria |
| Lisa Allen | EdD | University of British Columbia |
| Louise Olivier | PhD | Northwest University |
| Mandev Singh | PhD | Punjab Technical University |
| Michelle Huggins | PhD | Latin American Faculty of Social Sciences |
| Mona Hoorvash | PhD | Shiraz University |
| Navid Mollaee Kohne Sara | PhD | Yazd University |
| Niloofar Ashktorab | PhD | Shiraz University |
| Nishant Kalia | MBA | University of British Columbia |
| Priya Pandey | MBA | Gujarat Technological University |
| Rosalie Chevalley | DSc | Ecole Polytechnique Fédérale de Lausanne |
| Silas Krabbe | MEd | University of British Columbia |
| Sriram Ananthan | PhD | Periyar University |
| Tania Carter | MA | University of Toronto |
| Tazish Fareed | MBA | Thompson Rivers University |
| Thomas Jones | MBA | Royal Roads University |
| Tuyen Riddell | MBA | University of Phoenix |
| Umeka Naidoo | EdD | University of Calgary |

### 12.3.2. Continuing Part Time

| Name | Credential | University of Highest Credential |
| --- | --- | --- |
| Abhinav Tomer | MBA | Vancouver Island University |
| Bhupinder Chahal | PhD | Bharati Vidyapeeth Deemed University |
| Calla Lu Zhang | MEd | Simon Fraser University |
| Fatima Catalan | MBA | Athabasca University |
| Ghoncheh Moshiri | DBA | Islamic Azad University |
| Joe Verna | MBA | University of Regina |
| Kelly Arnold | MBA | Université de Moncton |
| Maria Tepina | PhD | South Federal University |
| Rami Mustafa | EdD | University of Exeter |
| Shabnam Javanmard | PhD | Allameh Tabataba'l University |
| Shimaa El Sherif | PhD | University of Calgary |
| Syed Asad | MA | City University of New York |
| Wallace Chan | MA | University of Hong Kong |

### 12.3.3. Part Time

| Name | Credential | University of Highest Credential |
| --- | --- | --- |
| Adel Yavarinasab | PhD | University of British Columbia |
| Albert Seah | PhD | Tarlac State University |
| Albert Wong | PhD | University of Windsor |
| Ali Alnaggar | MEng | University of British Columbia |
| Alieu Senghore | MSc | University of British Columbia |
| Amanda Cabrera | MA | University of London |
| Amandeep Malik | MBA | Vancouver Island University |
| Amanpreet Kaur | MBA | University Canada West |
| Amit Kohli | PhD | National Institute of Technology, Kurukshetra |
| Andy Melinkov | PhD | National University of Kyiv |
| Aniket Mahanti | PhD | University of Calgary |
| Ayush Mukherjree | MA | Azim Premji University |
| Bola Otaraki | MBA | University of Lagos |
| Branka Gataric | MBA | Laurentian University |
| Brent Powell | PhD | Tennessee Temple University |
| Costa Karavas | MSc | McGill University |
| Daman Singh | MBA | Leeds University Business School |
| Dani Zheleva | MA | Sofia University |
| Daniel Lowe | JD | Dalhousie Schulich School of Law |
| Danny Hu | MBA | University of Victoria |

| Name | Credential | University of Highest Credential |
|------|------------|--------------------------------|
| Darcia Roache | PhD | University of Saskatchewan |
| Dave Sanyal | MAcc | University of Calcutta |
| Dilraj Kaur | PhD | Punjab Agricultural University |
| Don Moore | MBA | Université de Moncton |
| Erica Bears | MBA | Royal Roads University |
| Ernie Gran | MBA | Athabasca University |
| Esam Mustafa | PhD | Tun Hussein Onn University of Malaysia |
| Eva Graham | PhD | Simon Fraser University |
| Farnoosh Bagheri | PhD | Iran University of Science and Technology |
| Farnoosh Farzaneh | MBA | University Canada West |
| Firoozeh Kolahi | MBA | Simon Fraser University |
| Gary Marshall | DBA | Walden University |
| Geoffrey Vanderpal | DBA | Nova Southeastern University |
| Gerald Ingersoll | MBA | Athabasca University |
| Golsa Saadi | MBA | University Canada West |
| Gordana Pesakovic | PhD | University of Belgrade |
| Hamid Kazemi | PhD | Allameh Tabatabai University |
| Helen Lyons | BSc (Hons) | Queens University |
| Hossein Hakimpour | PhD | University of Technology Malaysia |
| Imran Tanveer | MSc | Boston University |
| Iqtidar Shah | PhD | University of Thessaly |
| James Lipot | MBA | University of Phoenix |
| James Randall | MBA | Queen's University |
| James Wang | MBA | Queen's University |
| Jamil Ammar | PhD | Edinburgh University |
| Jasmine Alam | PhD | University of Pennsylvania |
| Jeffrey O'Leary | DBA | Trident University International |
| Joe Saunders | MBA | University of Phoenix |
| John Chetro-Szivos | PhD | University of Massachusetts |
| Julia Meyers | PhD | Simon Fraser University |
| Justin Medak | MBA | McMaster University |
| Jyoti Kohli | MEd | Simon Fraser University |
| Kabeer Muhammad | PhD | Dauphine University |
| Karen Ervin | MBA | Kennesaw State University |
| Karen Stevenson | EdD | Western University |
| Kasa Adamu Gayus | PhD | Covenant University |
| Katherine Avgeropoulos | MBA | York University |
| Kenneth Eng | MBA | Heriot Watt University |
| Kishore Anand | PhD | Tata Institute of Social Sciences |

| Name | Credential | University of Highest Credential |
|---|---|---|
| Leon Guendoo | PhD | Capella University |
| Liang Cao | PhD | Simon Fraser University |
| Linus Anandaraj | MBA | University of Phoenix |
| Louis Blais | MBA | Athabasca University |
| Lyra Shi | MA | University of British Columbia |
| Masomeh Nejad | PhD | Simon Fraser University |
| Maxwell Addington | MFA | New York University |
| Mazyar Zahedi-Seresht | PhD | Kharazmi University |
| Mohammed Alam | PhD | Lund University |
| Mojgan Afshari | PhD | University Putra Malaysia |
| Mostafa Nazari | PhD | University of Tehran |
| Naghmeh Babaee | PhD | University of Manitoba |
| Narjes Hashemi | MA | McGill University |
| Navdeep Kaur | PhD | Panjab University |
| Parm Birring | MBA | University of Illinois |
| Paul Fontaine | PhD | McGill University |
| Pegah Yaghmaie | PhD | University of Hasselt |
| Peter Goel | MBA | University of Windsor |
| Pheba Philip | MBA | London School of Commerce |
| Philip Jailing | MPAcc | University of Saskatchewan |
| Rabia Aziz | MA | Queen's University |
| Richard Kemick | PhD | University of Calgary |
| Richard Viflanzoff | MBA | Athabasca University |
| Rita Onolemhemhen | PhD | University of Ibadan |
| Ross Ghouchani | PhD | Concordia University |
| Ruth-Anne Boyd | Med | Yorkville University |
| Sara Schermer | MEd | University of Hong Kong |
| Sarvananthan Jeganathan | DBA | Manipal GlobalNxt University |
| Shelley Rinehart | PhD | University of Oklahoma |
| Stephen Carges | DBA | California Southern University |
| Swati Passi | MBA | Apeejay School of Management |
| Upasana Thakkar | PhD | University of British Columbia |
| Wenqing Zhang | PhD | McGill University |
| Zahra Alimorad | PhD | Shiraz University |
| Zahra Mahyari | PhD | Simon Fraser University |