

YORKVILLE

U N I V E R S I T Y



YORKVILLE UNIVERSITY

ACADEMIC CALENDAR 2019

Ontario

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1. Academic Schedule / Important Dates

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

2019**	
Tuesday, January 1	New Year's Holiday – University Closed
Monday, January 7	Undergraduate programs winter term begins
Monday, February 18	Family Day – University Closed
Friday, March 22	Undergraduate programs winter term ends
Monday, March 25	Registration deadline for 2019 undergraduate programs spring term (continuing students). After this date, late registration fees apply.
Friday, March 29	Tuition payment arrangement deadline for undergraduate programs 2019 spring term. After this date, late payment arrangement fees apply.
Monday, April 8	Undergraduate program spring term begins
Friday, April 19	Good Friday – University Closed
Monday, May 20	Victoria Day – University Closed
Friday, June 21	Undergraduate program spring term ends
Monday, June 24	Registration deadline for 2019 undergraduate programs summer term (continuing students). After this date, late registration fees apply.
Friday, June 28	Tuition payment arrangement deadline for undergraduate programs 2019 summer term. After this date, late payment arrangement fees apply.
Monday, July 1	Canada Day Holiday – University Closed
Monday, July 8	Undergraduate program summer term begins
Monday, August 5	Civic Holiday – University Closed
Monday, September 2	Labour Day – University Closed
Sunday, September 20	Undergraduate program summer term ends
Monday, September 23	Registration deadline for 2019 undergraduate fall term (continuing students). After this date, late registration fees apply.
Friday, September 27	Tuition payment arrangement deadline for undergraduate programs 2019 fall term. After this date, late payment arrangement fees apply.
Monday, October 7	Undergraduate programs fall term begins
Monday, October 14	Thanksgiving – University Closed
Sunday, December 20	Undergraduate program fall term ends
Monday, December 23	Registration deadline for undergraduate programs winter 2019 term (continuing students). After this date, a late registration fee may apply.
December 25-26	University Closed for Holidays
Friday, December 27	YU Holiday – University Closed
Monday, December 30	Tuition payment arrangement deadline for undergraduate programs 2019 winter term. After this date, late payment arrangement fees apply.

Wednesday, January 1	New Year's Day -University Closed
Monday, January 6	Undergraduate program 2020 winter term begins

Dates are subject to change - as needed

2. Governance of the University

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

2.1 Board of Governors

The overall mandate of the Board of Governors is to ensure that the mission of the University is implemented through its various programs and activities. Its specific mandate is to address all matters related to the University's financial and administrative functions in all of its activities.

- **Dr. Michael Markovitz**, Chair of the Board Toronto, Ontario
- **Dr. Jacquelyn Scott, OC**, Vice-Chair of the Board, Former President, Cape Breton University Sydney, Nova Scotia
- **Dr. Seth Crowell**, Former Vice President Academic, Crandall University Moncton, New Brunswick
- **Dr. Rick Davey**, President, Yorkville University
- **Ms Erin Keough**, Online Learning Consultant, St. John's, Newfoundland and Labrador
- **Dr. Terry Miosi**, Past Acting Director Ontario Post-secondary Education Quality Assessment Board Secretariat Hamilton, Ontario
- **Dr. Paul Roach**, Psychologist, Saint John, New Brunswick
- **Mr. Eric Roher**, Borden Ladner Gervais, LLP, Secretary of the Board, Toronto, Ontario
- **Dr. Verna A Magee-Shepherd**, Former Vice President and Interim President, BCIT
- **Mr. Peter Yoon, Managing Director, Berkery Noyes, New York**

The Board annually elects a chair, vice chair, secretary, and treasurer from amongst its members.

For complete information on the Board of Governors and the governance of Yorkville University, please refer to the corporate bylaw on governance, available in the "about us" menu at www.yorkvilleu.ca.

2.2 Academic Council

An Academic Council comprised of faculty, students, and administration is responsible for the academic directions of Yorkville University's programs and academic services in Ontario.

Academic Council meets at least once per term (four times per year.)

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 and enhancing professional careers.

3.2 Mission

Yorkville University will provide access to rigorous and flexible professional curricula in areas that are personally 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.

Access includes but is not limited to providing academic programs to people who, for reasons of geographic remoteness, health and disability conditions, 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 in ways consistent with their preferred learning style and their professional and personal schedules.

These characteristics are enabled through appropriately credentialed faculty members dedicated to excellence in teaching practice and in the development and application of knowledge, and through providing innovative programs using existing and newly-emerging communications technologies and proven pedagogies.

3.3 Educational Objectives

The educational objectives of Yorkville University are to assist students to develop competencies in five general areas:

- i. *Knowledge*: This competency incorporates both breadth and depth in comprehending specific subject matter and its application to both well-defined and indeterminate or ill-defined problem situations; analysis of the efficacy of this knowledge; and an understanding of its continuing development through critical reflection and inquiry and its inter-relatedness to knowledge in other areas of professional specialization.
- ii. *Applied Research*: This competency reflects an understanding of the manner in which knowledge is created through systematic research and inquiry, how applied research is conducted, and how its outcomes can be used to revise existing knowledge and create new knowledge.
- iii. *Professional Capacity*: This competency addresses abilities to bridge theory and practice by developing plans and translating them into action in personal practice; to work collaboratively with others to develop plans and translate them into action within organizations or communities; and to use effective and respectful communication skills in responding to the needs and concerns of others.
- iv. *Communication*: This competency reflects abilities to communicate complex concepts and problem solutions to diverse audiences in both formal and informal professional contexts.

- v. *Capacity for Self-Reflection and Continuing Professional Development*: This competency addresses abilities to critically reflect on one's own actions and practices, to identify one's own strengths and limitations, and to develop plans for continuing professional development.

These five competencies provide a guide for designing and delivering individual courses and for assessing the work of students. One or more learning outcomes have been identified for each competency; each outcome is supported by one or more assessment criteria. Not all learning outcomes and assessment criteria are relevant to each individual course. These objectives and criteria are not exhaustive; specific course content and activities may dictate that they be rephrased or augmented to more accurately reflect the intended outcomes of a specific program or course.

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 level.

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 recognized by the New Brunswick Department of Education as an approved program for upgrading a teacher's certificate.

In 2007, the University acquired the Ontario-based RCC Institute of Technology (RCCIT). RCCIT is authorized under the Ontario *Post-secondary Choice and Excellence Act, 2000* to offer three undergraduate degrees: the Bachelor of Technology in Electronics Engineering; the Bachelor of Business Information Systems; and the Bachelor of Interior Design. These programs are offered in the metropolitan Toronto area and the Bachelor of Interior Design, and Bachelor of Business Information Systems courses are available online.

In October 2011, the Lieutenant Governor of New Brunswick signed an order-in-council designating Yorkville University to offer the Master of Education (Adult Education) program. Classes began online in January 2012. In March 2012, Yorkville University was designated to offer the Bachelor of Business Administration program; classes began in October 2012. In December 2014, Yorkville University was designated to offer an additional Master of Education with a specialization in Leadership; classes began in May of 2015. The University has also received permission from the New Brunswick Minister of Post-Secondary Education, Training, and Labour to develop a professional Doctorate in Counselling Psychology.

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 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. That same year, RCC Institute of Technology was amalgamated into the University and the RCC degree programs were transferred to Yorkville University.

5. University Policies and Regulations

This section addresses policies and associated procedures of Yorkville University, including policies related to faculty members, administrative staff, and students.

5.1 Academic Freedom

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

Faculty members, staff, and students are encouraged to search for and disseminate knowledge, truth and understanding, to foster independent thinking and expression, and to engage in research within their discipline or within the scholarship of e-learning and e-teaching.

Academic freedom includes:

- the right of faculty members to teach and discuss all aspects of their subject with their students, while not introducing controversial matter which has no relation to their subject;
- the right of students to question all aspects of the subjects they are learning, while not introducing controversial matter which has no relation to these subjects;
- 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; and
- the right of faculty members, staff and students to speak and write as citizens without censorship from the institution; while, at all times, being accurate, exercising appropriate restraint, showing respect for the opinions of others, and making every effort to indicate that they are not speaking on behalf of the institution.

Academic freedom does not include the right to use one's position to promote particular ideologies or religious beliefs.

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

Academic freedom protects the intellectual independence, not only of faculty members and researchers, but also of students who may pursue knowledge and express ideas without interference from authorities within the institution. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion.

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

- Faculty hiring and assignments:
 - University policy ensures equal educational and employment opportunities to qualified individuals without regard to race, religion, age, national origin, ancestry, disability, gender, marital or parental status, or sexual orientation.
 - 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. Faculty members may not use their courses for the purpose of political, ideological, religious, or anti-religious indoctrination.
 - 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 their political or religious beliefs.

- Support for research:
 - The University will make research funds available to individual faculty members to conduct scholarly research.
 - 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.

Details of policies and procedures that elucidate specific issues within the academic freedom statement (above) are provided in the following sections.

5.2 Conflict of Interest

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

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

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

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 program chair.

5.3 Ethical Standards

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

Members of the University must:

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

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

5.4 Harassment and Discrimination

Human rights legislation across Canada recognizes the right of individuals to freedom from harassment and prohibits discrimination on enumerated grounds, including age, ancestry, citizenship, colour, creed (faith), disability, ethnic origin, family status, gender or gender identity, marital status, sexual orientation, or socio-economic status.

Yorkville University is committed to providing a safe and respectful environment for the “University community” which for the purposes of this policy includes: students, employees, and faculty members; members of the Board of Governors, senate, executive committees, and all standing and ad hoc committees; members of societies and associations; and other users, including contractors, volunteers, visitors, or guests. Every member of the University community can expect to learn and work in an environment free from discrimination and harassment on the prohibited grounds outlined in the applicable provincial human rights legislation. Yorkville University will not tolerate discrimination or harassment in its education, employment, or business environments.

Every member of the University community to whom this policy applies has the right to complain about discrimination and/or harassment and may access the informal and formal complaint procedures outlined in this policy. Procedures have been developed to ensure that discrimination and harassment complaints are dealt with expeditiously, using appropriate resources.

Discrimination can be described as any action, conduct or behaviour related to a prohibited ground that results in unequal treatment or interferes with a person's right to equal treatment. Discrimination might be manifested by unequal treatment with respect to services, accommodations or employment. Discrimination may include a refusal to provide services; exclusion from employment; and/or a refusal to work with, teach, or study with someone, where such actions are related to a prohibited ground.

Harassment means engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. A single act or expression can constitute harassment, for example, if it is a serious violation. Harassment may be subtle or blunt. Some of the subtler forms of harassment may result in the creation of a "poisoned environment." Yorkville University does not tolerate any conduct that is contrary to an individual's right to freedom from harassment, regardless of its form. Examples of harassment include verbal or physical assault, hazing, threats, offensive graffiti, or imposing penalties or exclusion related to a prohibited ground. Harassment does not include the normal exercise of supervisory responsibilities, including training, direction, instruction, counselling, and discipline.

Sexual harassment means engaging in a course of vexatious comment or conduct of a gender- related or sexual nature that is known or ought reasonably to be known to be unwelcome. Sexual harassment may include, for example, degrading or demeaning jokes or innuendo; taunting; unwanted physical contact; display of offensive material; implied or expressed promises to reward or benefit someone in return for sexual favours; and implied or expressed threat to withhold a benefit or engage in reprisal against an individual if sexual favours are not given.

Yorkville University 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:

- 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 age, ancestry, citizenship, colour, creed (faith), disability, ethnic origin, family status, gender or gender identity, marital status, place of origin, race, sexual orientation, or socio-economic status;
- respect the rights of others;
- show proper care and regard for University property and for the property of others;
- demonstrate honesty and integrity; and
- respect the needs of others to work and learn in an environment free from discrimination and harassment.

Yorkville University has a duty to maintain an environment respectful of human rights and free of discrimination and harassment for all persons served by it. It must be vigilant of anything that might interfere with this duty. The University expects that all persons in its learning/working environment will:

- be aware of and sensitive to issues of discrimination and harassment;
- support individuals who are, or have been, targets of discrimination or harassment;

- prevent discrimination and harassment through training;
- take reasonable steps to remove any discriminatory barriers in University policy and practices;
- take all allegations of discrimination or harassment seriously and respond promptly;
- provide positive role models; and
- not demonstrate, allow, or condone behaviour contrary to this policy, including reprisal.

The Human Resources Department of the University has the responsibility to designate resources for ensuring the implementation of and compliance with this policy; and will ensure that new employees receive a copy of this policy and that it is included in the orientation of new instructors and other University personnel.

All those covered by this policy 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 talk to a student services advisor; faculty members should discuss such matters with their dean; and administrative personnel should forward their complaints to the human resources department. Every attempt should be made to resolve matters through an informal resolution. The first step is to inform the individual that his/her behaviour is inappropriate and must stop immediately.

All those 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 victim's consent.

Full details of complaint procedures, both informal and formal resolution procedures, and possible disciplinary actions may be obtained by contacting the Human Resources Department of Yorkville University (1-844-865-6655).

5.5 Intellectual Property

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

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

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

Course developers and teaching faculty members may use components of the online course materials they have developed to supplement courses taught elsewhere. Course materials embedded in the online

learning management system remain the property of Yorkville University and may not be used in whole or in part, without the express written consent of the University.

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

5.6 Student Conduct

5.6.1 Academic Integrity and Honesty

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

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

The University's commitment to academic integrity has practical effects in the definitions, policies, and procedures enumerated below.

5.6.2. Academic Offenses

The principal types of academic offenses 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 someone else's work as one's own. It includes, but is not limited to:
 - a. Quoting verbatim or almost verbatim from any source without using quotation marks or a block quotation, in such a way as to create the appearance that material written by someone else was written by the student.
 - b. Submitting someone else's work, in whatever form, without acknowledgement.
 - c. Purchasing or otherwise acquiring (e.g., from social media, "tutoring," or note-sharing websites) assignments and submitting them as one's own work.

Note that intention to deceive or to cheat is not a defining characteristic of plagiarism. It is the responsibility of every student to learn and apply proper practice for citing sources to avoid unintentionally causing the reader to believe that someone else's work is the work of the student.

2. **Self-plagiarism** or double-dipping: This is the act of submitting coursework that is identical or substantially similar to work that has already been submitted for credit at Yorkville or another institution. It is an academic offense unless it is explicitly required and/or approved by the course instructor.

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. Falsifying credentials, records, transcripts, or other documents or misrepresenting professional experience;
 - e. Employing any unauthorized academic assistance in completing assignments or examinations, including:
 - i. Downloading material from websites that offer “tutoring” services;
 - ii. Using professional editing services in such a way that the final product does not accurately represent the student’s academic abilities;
 - f. 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 serious 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.
 - 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.

5.6.3 Procedures for Prosecuting Academic Offenses:

1. When an instructor concludes that a student has committed an academic offense, a *Student Conduct Incident Report* (obtained through the Registrar’s Office) will be completed and submitted by the instructor to the Registrar, together with relevant documentation supporting the instructor’s conclusion.
2. The Registrar will notify the student within one (1) business day that an Incident Report has been received, inform the student of the nature of the alleged offense, and advise the student about her/his rights to challenge the allegation and to appeal decisions. The student will be invited to comment on the incident and provide any additional relevant documents and arguments concerning the incident. The student must submit such comments, documents, and arguments to the Registrar within two business days.
3. If the student does not provide additional comments, documents, or arguments, the registrar’s office will send a letter to the student confirming the offence as reported. The letter will: identify the penalty that has been prescribed by policy or imposed by the Academic Head; provide a warning about the severity of penalties that would be imposed on the commission of future offences; explain to the student how she/he might appeal the penalty. Copies of the letter will be sent to the Academic Head of the program in which the student is enrolled and to the instructor who filed the *Student Conduct Incident Report*.

4. If the student does submit additional comments, documents, or arguments, the Registrar will present the complete file to the Dean, Chair, or Director (“Academic Head”) responsible for the course in which the offence occurred, who will review the file and render a decision about the incident and consequences. (If the instructor alleging that an academic offence has been committed is the Academic Head, then the Registrar will present the complete file to the Academic Head’s immediate supervisor, who will review the file and render a decision about the incident and punishment.) The decision of the Academic Head about the offence and any possible punishment will be conveyed by letter from the Registrar to the student. If the student believes there are grounds to appeal the decision (see *Student Grievances and Appeals*, below), she/he may present a case to the Standing Committee on Academic and Student Conduct Appeals which, will review the file and render a decision upholding, overturning, or modifying the decision made by the Academic Head. The appeal committee’s decision will be communicated by letter to the student. The decision of the Standing Committee on Academic and Student Conduct Appeals is final and cannot be appealed.

5.6.4 Penalties for Academic Offenses:

To encourage students to learn and to embrace academic integrity, the University will normally apply less severe penalties for first offenses, but will increase the severity of penalties for subsequent offenses. However, a Dean, Chair, or Director (Academic Head) may conclude that an academic offense, even a first offense, is so serious that it requires a more severe penalty than suggested below. 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.

First offence:

- 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.
- A copy of the *Student Conduct Incident Report* and related documentation, together with the final letter 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.

Second offence:

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

- 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.
- A copy of the *Student Conduct Incident Report* and related documentation, together with the final letter 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.

- The student may 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.”

- A copy of the *Student Conduct Incident Report* and related documentation, together with the final letter provided by the registrar’s office to the student will be placed permanently in the student’s academic file.

5.6.5 Non-Academic Conduct

By virtue of membership in the university’s academic community, students accept an obligation to conduct themselves as responsible members of that community. This requires the demonstration of mutual respect and civility in academic and professional discourse. A university is a marketplace of ideas and in the course of the search for truth, it is essential that freedom exists for contrary ideas to be expressed. Conduct that is determined to impair the opportunities of others to learn or that disrupts the orderly functions of the university will be deemed misconduct and will be subject to appropriate disciplinary action. Misconduct for which students are subject to disciplinary action includes but is not limited to:

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students, or any conduct which interferes with the educational process or institutional functions.
2. Harassment, sexual or otherwise, that has the effect of creating a hostile or offensive educational environment for any student, faculty member, or staff member.
3. Disruptive behaviour that hinders or interferes with the educational process.
4. Violation of any applicable professional codes of ethics or conduct.
5. Failure to promptly comply with any reasonable directive from faculty members or university officials.
6. Failure to maintain confidentiality and respect the privacy of personal or professional information communicated about clients, one’s employer, other students, faculty, staff, or their employers.
7. Falsification or invention of any information or document, including documents published online or in social media, or lying during a university investigation.

Procedures:

1. When a member of the university community suspects that a student has committed an offense under the Student Conduct policy, a Student Conduct Incident Report must be completed (obtained through the Registrar’s Office) and submitted along with relevant documentation to the Registrar who will notify the student.
2. The Registrar will notify the student of her/his rights and obligations and invite the student to comment on the incident and provide any additional relevant documents and arguments concerning the incident. The student must submit such comments, documents, and arguments to the Registrar within two business days.
3. If the student does not provide additional comments, documents, or arguments, the registrar’s office will send a letter to the student outlining the offence as reported. The letter will identify the penalty that has been applied and provide a warning about the severity of penalties that would be imposed on the commission of future offences.
4. If the student does submit additional comments, documents, or arguments, the Registrar will present the complete file to the Academic Head responsible for the course in which the offence occurred, who will review the file within two business days and render a decision about the incident and

punishment. The Academic Head's decision about the offence and any possible punishment will be conveyed by letter from the Registrar to the student. Note that if the instructor alleging that an academic offence has been committed is the Dean, then the Registrar will present the complete file to the Vice President, Academic who will review the file within two business days and render a decision about the incident and punishment.

Penalties: For non-academic conduct offences:

1. The Academic Head responsible for the course in which the offence occurred, shall recommend a penalty appropriate to the seriousness of the offence. Such penalties could range from reprimand to academic dismissal. Second and subsequent offences by a student will be met with progressively more serious penalties.
2. A copy of the Student Conduct Incident Report and related documentation, together with the final letter provided by the registrar's office to the student will be placed in the student's academic file. These documents will remain in the student's academic file until the student completes the program.

5.6.6 Student Grievances and Appeals

Where there are grounds for doing so, students have the right to appeal any decision by any faculty member, committee, or administrator at Yorkville University. Decisions that are appealable might be made under any one of a number of University policies, including, but not limited to, those policies governing harassment and discrimination, anti-violence, credit transfer, leaves of absence, withdrawal from a course or program, grading, academic integrity and honesty, professional suitability and ethics, academic standing (including probation), and academic dismissal. Decisions might be appealed on one or more of the following grounds:

- Procedure: Procedures were not correctly followed in making the decision. For example:
 - University policy was incorrectly interpreted and applied;
 - There was a fundamental procedural error seriously prejudicial to the student;
 - The decision maker erred in interpreting the facts or assessing the evidence.
- Student rights: The decision process or the decision infringed on the rights that the University guarantees to the student, including rights identified under the Academic Freedom policy and the Harassment and Discrimination policy;
- Natural justice: The decision-making process was not consistent with the generally understood principles of procedural fairness (natural justice). These include:
 - Right to be heard: the student did not have a fair opportunity to present her/his case;
 - Freedom from bias: The decision maker was not impartial;
 - Evidence-based decision-making: The decision was not based on evidence, but on speculation or suspicion; and/or
 - The decision was not communicated in a way that made clear what evidence was used in making the decision.
- Medical: An unforeseen medical condition affected the student's ability to meet her/his academic obligations.

- Compassion: Events and circumstances beyond control of the student seriously impaired the student's ability to meet her/his academic obligations.

Burden of proof: When appealing any decision, it is the student's responsibility to present evidence and argument addressing one or more of the grounds for appeal.

Types of Grievances and Appeals: Any decision by any faculty member, committee, or administrator may be appealed if a student believes there are grounds for doing so. Without limiting this general right of appeal, the most common types of academic appeals are identified below.

Grade appeals: When a student believes an instructor erred in assessing a piece of the student's course work, the following steps will be followed:

- Informal resolution is always preferred. Therefore, the student should first raise the matter with the instructor, giving reasons for believing the assessment to be wrong. The instructor will review the assessment. If the instructor agrees that an error was made, the grade will be changed. If the instructor concludes that an error was not made, the original grade will stand.
- If, after discussion with the instructor, the student believes there are grounds to appeal the instructor's decision (see grounds for appeal, above) the student can submit a formal appeal through the Registrar, who will present the matter to the Academic Head (or designate) responsible for the program in which the student is enrolled. (If the Academic Head is also the instructor who submitted the grade being appealed, the Registrar will resent the matter to the program head's immediate superior.) The Academic Head May:
 - Conclude that there are no grounds for the appeal and inform the student that the grade(s) assigned by the instructor will stand. (If the student believes there are grounds to appeal this decision by the Academic Head, s/he may appeal through the Registrar in writing within two (2) business days of the decision being made to the Standing Committee on Academic and Student Conduct Appeals.)
 - Agree that there are grounds to review the grade, in which case s/he may ask another appropriately qualified instructor or faculty member to assess clean copies (i.e., copies of the original work submitted by the student, but free of any instructor's comments or grades) of any of the student's work that is in question. The grade originally assigned may be raised, remain the same, or be lowered as a result of the review. (Note that if the assignment had previously been assessed a penalty, such as for late submission, that penalty would still apply to the re-graded assignment.) The final grade will not normally be appealable.

Grade appeals are often begun after a course has ended and final grades have been made available to the student. Final grades are released to students no later than 7 calendar days following the end date of each course. When a student believes there are grounds to appeal a course grade or grade assigned on a particular assignment in a course, the following steps will be followed:

- Within two days of the release of the final course grade, the student will submit to the Registrar a written appeal of the grade providing documentation, evidence, and argument addressing one or more of the grounds for appeal set out above and specifying the remedy sought. The Registrar will record an "incomplete" on the student's record pending the outcome of the review of the grade.

- The Registrar, having first confirmed that there are no arithmetical or reporting errors in the grade being appealed, will present the student's appeal to the Academic Head, who will review the course material and the student's documentation and may contact the student and/or the instructor for additional information. (If the Academic Head is also the instructor who submitted the grade being appealed, the Registrar will present the student's appeal to the Vice President Academic.) The Academic Head May:
 - Conclude that there are no grounds for the appeal and inform the student that the grade(s) assigned by the instructor will stand. (If the student believes there are grounds to appeal this decision by the Academic Head, s/he may appeal in writing within two (2) business days of the decision being made through the Registrar to the Standing Committee on Academic and Student Conduct Appeals.)
 - Agree that there are grounds to review the grade, in which case s/he may ask another appropriately qualified instructor or faculty member to assess clean copies (i.e., copies of the original work submitted by the student, but free of any instructor's comments or grades) of any of the student's work that is in question. The final grade will be determined by averaging the grades assigned on the two assessments and may be higher or lower than the original grade assigned. (Note that if the assignment had previously been assessed a penalty, such as for late submission, that penalty would still apply to the re-graded assignment.) The final grade will not normally be appealable.
 - The Academic Head will communicate a decision to the Registrar, who will notify the student and the instructor of the course or course-section.

If, after the Academic Head has given a decision to the Registrar, the student believes there are still grounds to appeal the grade (see grounds for appeal, above), she/he may present a case, through the Registrar, to the Standing Committee on Academic and Student Conduct Appeals which, will review the file and render a decision upholding, overturning, or modifying the Academic Head's decision. The appeal committee's decision will be communicated by letter to the student, the instructor, and the Academic Head. The decision of the Standing Committee on Academic and Student Conduct Appeals is final and cannot be appealed.

Appeals of decisions affecting academic standing: In the event that the Registrar notifies a student that s/he is not in good academic standing and has been placed on academic probation or academically dismissed, the following steps will be followed:

- Within two (2) business days of having been notified by the Registrar that s/he is not in good academic standing, the student may appeal the decision by writing to the Registrar providing documentation, evidence, and argument to support the appeal. Such documentation, evidence, and argument must address one or more of the grounds for appeal set out above.
- The Registrar will present the student's appeal to the head of the academic program in which the student is enrolled, who will review the case in light of the reasons for the student having been placed on probation or academically dismissed. The program head will advise the Registrar whether there are grounds for changing the decision.

- If, in the opinion of the program head, the decision to place the student on probation or to dismiss the student should stand, the student may, within two (2) business days appeal the decision through the Registrar to the Standing Committee on Academic and Student Conduct appeals, which will review the file and render a decision upholding, overturning, or modifying the decision. The Registrar will communicate the Committee's decision and reasons for the decision by letter to the student. The decision of the Standing Committee on Academic and Student Conduct Appeals is final and cannot be appealed.

Appeals of academic dishonesty, professional suitability, and non-academic conduct decisions: Decisions made under the *Academic Integrity and Honesty* policy, *Non-Academic Conduct* policy, or the *Policy for Assessing Conduct Related to Professional Suitability of Students in the Master of Arts in Counselling Psychology* may be appealed to the Standing Committee on Academic and Student Conduct Appeals in the following circumstances: the processes enumerated in the policy must be exhausted; the appeal is initiated through the Registrar within two (2) business days of the student having been notified of the final decision; the appeal presents documentation, evidence, and argument addressing one or more of the acceptable grounds for appeal as set out above.

5.6.7 Standing Committee on Academic and Student Conduct Appeals:

Purpose and Functions: The Standing Committee on Academic and Student Conduct Appeals is the final appeal body for students contesting decisions made by University decision makers. Policies governing decisions that might be appealed include harassment and discrimination, anti-violence, substance abuse, credit transfer, leaves of absence, 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.

Composition:

- Vice President Academic (Chair) or designate
- All Deans, Associate Deans, Chairs, and Directors of degree programs or academic support and service departments
- Registrar (non-voting secretary and support)
- Student advocates: senior student services and support staff familiar with University policies relating to student rights and responsibilities (non-voting support)

Process:

- The Registrar manages the flow of cases to the Standing Committee, including:
 - Communicating with the student appellant concerning: the student's rights under policy; the procedures to be followed to prepare an appeal; deadlines; outcomes of the appeal.
 - Preparing files for the Standing Committee, including, where appropriate, copies of student academic work and academic record and copies of correspondence and previous decisions relating to the matter being appealed.

- Maintaining records relating to each academic appeal.
- Implementing the outcomes of the appeal.
- Students appealing decisions will prepare a written request to the Standing Committee presenting arguments and evidence addressing one or more of the allowable grounds for appealing the decision and indicating the desired outcome.
- Grounds for appeal: Dissatisfaction with University policy, unhappiness with the outcome of a decision, and technicalities that do not materially affect a decision are not sufficient ground for appeal. Students appealing decisions should provide argument and evidence addressing one or more of the following grounds for appeal:
 - Procedure: Procedures were not correctly followed in making the decision. For example:
 - University policy was incorrectly interpreted and applied;
 - There was a fundamental procedural error seriously prejudicial to the student;
 - The decision maker erred in interpreting the facts or assessing the evidence.
 - Student rights: The decision process or the decision infringed on the rights that the University guarantees to the student, including rights identified under the Academic Freedom policy and the Harassment and Discrimination policy;
 - Natural justice: The decision-making process was not consistent with the generally understood principles of procedural fairness (natural justice). These include:
 - Right to be heard: the student did not have a fair opportunity to present her/his case;
 - Freedom from bias: The decision maker was not impartial;
 - Evidence-based decision- making:
 - The decision was not based on evidence, but on speculation or suspicion; and/or
 - The decision was not communicated in a way that made clear what evidence was used in making the decision.
 - Medical: An unforeseen medical condition affected the student's ability to meet her/his academic obligations.
 - Compassion: Events and circumstances beyond control of the student seriously impaired the student's ability to meet her/his academic or other obligations.
- Considering appeals:
 - Panels: For each appeal, the Standing Committee will strike a panel of three members – normally the Vice President Academic (panel chair) and two other members. No member of a panel will have previously been involved with the decision being appealed; nor shall any

member of the panel be a member of the Faculty, Department, or Program from which the appeal originates. If the Vice President Academic has previously been involved with the decision, another member of the Standing Committee will serve as panel chair.

- Panels considering appeals of academic decisions must be selected from among the Deans, Associate Deans, Chairs, and Directors of degree programs; if it is possible, every panel should include at least one academic Dean.
- Every panel shall include a student advocate (non-voting).
- A panel may include members from any of the three Yorkville University campus Academic and Student Conduct Appeals committees, but should, if possible, have at least one member from the campus at which the appellant is registered.
- Natural justice: Panels considering appeals will follow the principles of natural justice to ensure due process and fairness.

Outcomes: Panels considering appeals might: deny the appeal and uphold the previous decision; accept the appeal and overturn the previous decision; or replace the previous decision with another decision. For each appeal, the Chair of the Standing Committee will prepare a written summary of the decision and the reasons for the decision. The summary will be communicated through the Registrar to the student making the appeal and the Academic Head of the program in which the student is enrolled.

5.7 Institutional Closure

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

5.8 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 faculty equipment.

Students are responsible for reading this Academic Calendar and knowing and following policies and procedures described herein.

5.8.1 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.

5.8.2 Health Insurance

International students studying on-campus must provide full emergency medical insurance as a condition of commencement of studies on-campus at Yorkville. Proof of valid emergency medical insurance must be submitted before the first day of class. International students who are unable to present proof of full

emergency medical insurance must enrol in Yorkville's Ingle International group policy for the duration of the academic year.

6. Admission Policies and Information

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

6.1 Undergraduate Admissions

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

6.1.1 General Admissions Procedures

- Complete information about admission to Yorkville University programs is available from the admissions office:

Toll Free: 1-877-569-5611

Local: 905-669-0544

Fax: 905-669-0551

E-mail: admissionson@yorkvilleu.ca

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

6.1.2 Undergraduate Programs Credit Transfer and Advanced Standing

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

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

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

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

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

6.1.3 Mature Students

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

6.1.4 International Students

For International Students attending Yorkville University on a study permit:

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

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

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

6.2 Re-admission Policies and Procedures

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

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

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

A student re-admitted after being academically dismissed from Yorkville University will automatically be placed on academic probation. Failure to meet the normal academic requirements of the program and any

other probationary requirements established by the admissions committee will result in final dismissal from the program and further applications for re-admission to the program will not be considered.

Students who voluntarily withdrew from a Yorkville University program and who have been absent from study for a period of at least 12 consecutive months since their last attendance at Yorkville University are required to seek re-admission. If re-admitted, such students will resume their studies without a probationary period.

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

7. Financial Policies and Information

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

7.1 Tuition and Other Fees

All fees and charges are quoted in Canadian dollars (CAD). Yorkville University also accepts equivalent payment in other currencies. For further information about tuition, fees, and payment methods, please contact the Bursar's Office at 1-844-865-6655.

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

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

Tuition rates are confirmed three (3) months prior to the start of each term. Changes to tuition rates will be announced at least three (3) months prior to the start of the term to which they apply. Current tuition rates are available on the University's website, or from the Bursar's Office at 1-888-886-1882.

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. Enrollment for a subsequent term will be denied to students who fail to fulfill their financial obligations. A student may be dismissed if payment is not made on the scheduled date. Students who are dismissed from the program will be subject to withdrawal fees as per the policies below based on the date of dismissal. In addition, no diploma is released to a student with outstanding financial obligations to Yorkville. In all cases, a student remains responsible for tuition and other charges incurred.
Application Fee	\$75 must accompany all admission or re-admission applications. This is a non-refundable fee that is not credited to the student's tuition.
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.
Course Tuition Fee	See the website for current Course Tuition Fee rates.
Continuous Enrolment Deposit	A Continuous Enrollment Deposit of \$300 will be assessed to all students who elect to take a term off. This deposit will be credited to the student's account as long as they return on schedule. If the student does not return on schedule they forfeit the deposit. This deposit will not be applicable to those students who are on an approved practicum deferral.

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 Cancellation / Addition Fee	A \$75 fee is assessed for all course cancellation and/or course additions 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 is the 60% 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 \$35 will be applied to all NSF/Decline/Late Payments.
Challenge Exam Fee	There is \$75 challenge exam fee for each challenge exam attempt.
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 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 equal to 25% of the term tuition fee.

7.1.1 Military Deployment Policy

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

Course Withdrawals: Canadian Forces members deployed during a course and unable to complete 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 deployed during a course and unable to complete 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 would be required to provide the University with proof of deployment.

7.1.2 International Student Cancellation Policy

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

7.2 Financial Aid & Awards

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

7.2.1 Canada Student Loans Program

Yorkville University is approved to participate in the Canada Student Loan 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 (www.alis.gov.ab.ca/studentsfinance/main.asp)

Manitoba (www.manitobastudentaid.ca)

Newfoundland & Labrador (<http://www.aesl.gov.nl.ca/studentaid/>)

New Brunswick (www.studentaid.gnb.ca/)

Northwest Territories (www.nwtsfa.gov.nt.ca)

Nova Scotia (<http://studentloans.ednet.ns.ca>)

Nunavut (<http://gov.nu.ca/family-services/programs-services/financial-assistance-nunavut-students-fans>)

Ontario (osap.gov.on.ca)

Prince Edward Island (www.studentloan.pe.ca)

Saskatchewan (<https://www.saskatchewan.ca/residents/education-and-learning/student-loans>)

Yukon (http://www.yukoncollege.yk.ca/student_info/pages/financial_assistance)

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

7.2.2 Student Line of Credit

Students of 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– <http://www.tdcanadatrust.com/products-services/borrowing/loans-lines-of-credit/student-line.jsp>
- CIBC - <https://www.cibc.com/ca/loans/student-loc.html>
- Bank of Montreal – <https://www.bmo.com/home/personal/banking/loans-loc/loc/student-line-of-credit>
- Royal Bank – <http://www.rbcroyalbank.com/personal-loans/student-line-of-credit.html>

7.2.3 Registered Education Savings Plan (RESP)

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

7.2.4 Lifelong Learning Plan (LLP)

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

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

8. Academic Policies and Information

8.1 Course Delivery

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

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

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

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

Timetables

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

Policy on Conflict Scheduling

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

Syllabi

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

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

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

Student End of Course Surveys

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

8.2 Assessment of Student Work

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

8.2.1 Assessment of Student Participation

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

8.2.2 Assessment of Written Assignments

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

Yorkville University uses *Turnitin*© software to screen student's academic submissions. This software is integrated with the online campus and allows comparison of student academic reports, major papers, and other course submissions with over 20 billion archived web pages, over 220 million archived student papers, and over 90,000 journals, periodicals, and books. More information regarding this software is available online at <http://turnitin.com>.

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

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

8.2.4 Examinations

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

8.3 Grading Policies

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

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

Mastery/Competency Based Grading

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

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

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

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

Other notations used on student records and transcripts:

The letter grade "I" on a student's record or transcript indicates incomplete work. The letter grade of "I" is used when a student completes an official *Request for Grade of "Incomplete" form*. Applications for an incomplete grade must be approved by the course instructor and the program head and must be received by the Registrar no later than the last day of the course. Applications for incomplete grades will be approved only when a student has demonstrated an acceptable reason for being unable to complete the coursework as scheduled. Acceptable reasons, generally, are those that involve factors beyond the student's direct control. The "I" grade will be used when, in the opinion of the course instructor, there is an expectation that the work will be completed within a defined period of time to be established as part of

the *Request for Grade of "Incomplete" form*. If the delayed work is not completed by the specified date, the "I" grade will automatically be replaced with an "F" grade.

Occasionally, the letter grade "I" is used by the Registrar when it is necessary to delay posting a final grade in a course because the student has appealed a grade or the grade is under review under the University's Academic Integrity and Honesty policy.

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 the 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 the course has elapsed, a grade of "F" will appear on the student's transcript; this grade will be included in the cumulative GPA.

Designator of T – Transfer Credit: An applicant intending to transfer credit from another institution must request a credit evaluation prior to the first semester and must provide an official transcript and calendar from the institution where the credit was earned. Yorkville may require additional material for a credit evaluation by an approved external evaluation service (if credits were earned at a foreign institution). Students seeking to earn credit at another institution for transfer to Yorkville must have approval to do so in advance from the program chair. (See Program Transfer Credit and Advanced Standing)

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

Grade Point Average (GPA): is computed by summing the products of each course grade and the course credits for that course and dividing the sum by the total number of credit hours attempted, excluding those courses graded on a "pass/fail" basis, or courses in which a student has withdrawn (signified by a grade of "W"). The student's transcript will contain a record of all courses taken and grades earned, including repeated courses.

Other Policies Related to Grading and Progressing through a Degree Program

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

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

Maximum course load: Each program identifies the maximum number of courses and/or credits in which a student may enroll concurrently in any term. Each program's maximum course load is specified in the

section of the Academic Calendar that describes the policies, rules, and curriculum particular to that program.

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

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

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

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

Academic probation

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

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

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

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

The essential condition that must be met by every student on academic probation is achievement of a cumulative GPA that meets the "good standing" requirements of the program in which s/he is enrolled. In some programs, students on academic probation must also earn satisfactory grades in each course taken while on probation.

A student who has been placed on academic probation and whose cumulative GPA at the end of the subsequent term remains below the program's requirements for good academic standing will be academically dismissed and required to wait at least one year before applying for re-admission to the program. Note, however, that if a student's performance shows significant improvement such that the head of the program concludes that additional time is likely to bring the student into good academic standing, the head of the program may allow the student to continue on probation for an additional term. Students for whom it is mathematically impossible to bring CPGA to good standing will not be granted such an extension. In no 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 and maintain good academic standing after being placed on academic probation. Students who are in breach of the University's academic integrity policy may be academically dismissed. Students who have been academically dismissed can, in some circumstances, apply for re-admission to the University after twelve months has passed after their dismissal. Re-admission policy is found in Section 6.2 of the Academic Calendar.

Graduation requirements are outlined in Section 10 and describe each university program's required course elements for students to graduate from that program of study.

8.3.1 Undergraduate Program Grading Policies

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

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

Academic standing: To maintain *good academic standing*, students must maintain a cumulative GPA of 2.0 (C) or higher. A student may elect to repeat any course in order to raise his/her GPA to establish good academic standing.

Repeating courses: A student may repeat any course in order to maintain good academic standing or improve the student's cumulative GPA. A student must repeat any required course in which s/he has received a failing grade or in which a minimum grade is required to progress through or graduate from a program. The transcript will contain a complete record of all courses taken and grades earned, but only the best grade earned in a repeated course will be used to calculate the cumulative GPA.

Academic probation, Bachelor of Business Administration:

- a) A student whose cumulative GPA at the end of the first complete term of study is below 0.7 and who successfully appeals being academically dismissed will be placed on academic probation.
- b) A student with a cumulative GPA of less than 2.0 at the end of any term will be placed on academic probation.
- c) Any student who is on academic probation and interrupts her/his studies (i.e., withdraws from all required courses) will be placed on academic probation when they re-start their studies.
- d) A student who has been re-admitted to the university after having been academically dismissed will be placed on academic probation.
- e) Any student who has been placed on academic probation for any reason and whose cumulative GPA at the end of the subsequent term, is still below 2.0 may be continued on academic probation for a second term if the head of the program in which the student is enrolled is satisfied that the student has shown significant progress toward returning to good academic standing. Academic probation will not be extended a second time.
- f) A student will be removed from academic probation when the student's cumulative GPA has been raised to at least 2.0 and all other standards have been met.

Academic probation, Bachelor of Interior Design: A student will be placed on academic probation if

- a) At the end of an academic term the student's cumulative GPA is less than 2.0 on the 4-point scale or 1.7 on the 4.3 scale.
- b) the student was on probation for one term and has any combination of a TGPA below 2.00 on the 4.0 scale or 1.7 on the 4.3 scale, or if the student interrupts their studies (withdrawal from all required courses) during the term

A student returns to good academic standing if the CGPA has been raised to at least 2.00 on the 4.0 scale or 1.7 on the 4.3 scale and all other standards have been met.

Academic dismissal, Bachelor of Business Administration: A student may be academically dismissed if:

- a) The student's cumulative GPA at the end of the first complete term of studies is below 0.7;
- b) The student failed to achieve good academic standing after having been placed on academic probation;
- c) The student qualifies for dismissal under the University's Academic Integrity and Honesty Policy.

Academic dismissal, Bachelor of Interior Design: A student may be academically dismissed if:

- a) The student's cumulative GPA at the end of the first complete term of studies is below 0.7 on the 4.3 scale or 1.0 on the 4.0 scale;

- b) the student was on probation for the previous term and has a CGPA below 2.00 on the 4.0 scale or 1.7 on the 4.3 scale at the end of the term;
- c) the student was on probation for two previous consecutive terms and has a TGPA below 2.00 on the 4.0 scale or 1.7 on the 4.3 scale at the end of the term.
- d) The student qualifies for dismissal under the University's Academic Integrity and Honesty Policy.

8.4 Student Transcripts

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

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

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

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

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

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

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

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

8.5 Student Evaluation of Courses and Course Instructors

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

Students are asked to complete a questionnaire prior to the release of final grades.

When the registrar's office receives the *Course Grading Confirmation Form*, course instructors are sent a summary of the course evaluation.

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

9. Services for Students

This section lists the various resources that are available to students and describes how students can access them.

9.1 University Directory

Telephone:

Toll Free: 1-877-569-5611

Local: 905-669-0544

Fax: 905-669-0551

Department	E-mail / Mailing
General Inquiries	Info@yorkvilleu.ca
Admissions	Admissions@yorkvilleu.ca
Bursar's Office	Bursar@yorkvilleu.ca
Registrar's Office Requests made outside of business hours will be responded to the next business day	Registrar.ON@yorkvilleu.ca
Bookstore	bookstore@yorkvilleu.ca
Library	kcoorsh@yorkvilleu.ca
Technical Services Response will be made within 24 hours	askyu@yorkvilleu.ca
Dean of Academics	akominek@yorkvilleu.ca
To request a student card	studentcards@yorkvilleu.ca
To contact faculty members	Please refer to e-mail addresses listed in the Online Campus
University Mailing Address:	Yorkville University 2000 Steeles Ave. West Concord, Ontario L4K 4N1

9.2 Registrar's Office

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

9.3 The Online Campus

Students and faculty members can obtain information and support through the online campus. A web-based environment, the online campus provides a single point of access to the course management system (CMS), the student lounge, student services, financial services, the bookstore and textbook exchange, career information exchange, library services, and other resources. The online campus is developed and maintained by the University's information technology and instructional design personnel.

9.4 University Library

Students and faculty members have access to Yorkville University's online library prior to the start date of each course (normally one calendar week before the course starts). Technical assistance can be obtained from student services or the Director of Library Services. Assistance in obtaining documents can be obtained from the University librarian.

Students and faculty members can request support and assistance in finding specific library resources by e-mail, web-form, or a toll-free telephone number. 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.

Access to appropriate Internet databases are provided to all registered students and faculty members. The online library also provides access to open source databases, web-based professional resources, and tools that support research, writing, and information literacy.

9.5 Textbooks

The bookstore (currently supported by NuSkule Inc.), provides the textbooks used in Yorkville University courses. Students may purchase their textbooks from this vendor or other sources.

9.6 Housing Services

The admissions department maintains a list of accommodations to assist students in locating suitable housing — generally shared apartments or rooms in private homes.

Financial and leasing arrangements are made between individual students and property owners, many of whom require prepayment of the first and last month's rent. Students who need help locating housing or who have problems related to their accommodations should contact Student services.

Students planning to relocate are urged to contact admissions and to visit the Yorkville University to make housing arrangements well in advance of their intended move.

9.7 Career Services

Yorkville maintains an active Career Support Centre whose sole objective is to support their graduates in their search for career related employment. Courses and workshops prepare graduating students about employment research, networking techniques, resume development and interviewing skills. Emphasis is placed on self-directed job search skills which will be useful to the graduates throughout their job search efforts.

Yorkville Career Services has built strong relationships with industry professionals to help with their recruitment needs. We provide our graduates with valuable resources, labour market information, career event opportunities, job search and recruitment materials, and resources to various web links. We are proud that our shared efforts will be of such importance to the overall success of Yorkville, students, alumni, and employers.

9.8 Learning Success Centre

The Yorkville University Learning Success Centre is an online platform offering relevant articles and videos on a wide range of topics geared at helping students be successful. It also connects students to one-on-one coaching and tutoring services. The Learning Success Center can be accessed online through MY YU; it is a free service to students and accessible 24/7.

9.9 Student Activities

Yorkville offers a wide range of on-campus activities and organizations in which students can participate. Most activities are planned by student leaders. Clubs and activities reflect students' interests and may change periodically. Questions and suggestions concerning student activities can be addressed to the Dean's Council student representatives. .

9.10 Online Teaching and Learning

Support for online teaching and learning is available through the technical services department, instructional design services, the student services department, and library services.

9.10.1 Orientation to Online Teaching and Learning at Yorkville University

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

9.10.2 Technical Support

Technical support may be requested by a toll-free telephone line, e-mail, or web-form. Requests for assistance received outside normal business hours may not be handled until the next business day.

9.10.3 Essential Computer Hardware and Software

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

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

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

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

9.11 Online Community

Students are encouraged to participate in a supportive community through an online chatroom/discussion board available to all students embedded in each course through all programs. Students are also able to take advantage of a textbook exchange in the online student orientation.

9.12 Forms

Various forms are used to help the University administration run more efficiently. A form provides evidence that certain actions took place (or should have taken place). Students and faculty members should become familiar with the forms listed below. Most forms are available in the online campus as PDF files that can be printed, completed and then faxed to Yorkville University (905-669-0551) or mailed to 2000 Steeles Avenue West, Concord, Ontario, Canada, L4K 4N1. Forms are also available by email through the Registrar's Office at askyu@yorkvilleu.ca.

Forms available in the online classroom or from the Registrar include:

- Transfer Credit Application Forms
- Student Conduct Incident Report
- Request for Grade of "Incomplete" Form
- Course Withdrawal Form
- Program Withdrawal Form
- Leave of Absence Request Form
- Application to Graduate Form
- Transcript Request Form
- Grade Appeals Form
- Proctor Declaration Form
- Student Identification Request Form
- Request for Proof of Enrolment Letter

9.12.1 Request for Grade of "Incomplete"

Students are required to complete a *Request for Grade of "Incomplete" Form* if they wish to have the completion due dates of assignments delayed beyond the deadlines indicated in course materials or by the professor.

Students must indicate what date they expect to have all course assignments submitted. If they do not submit their work by this date, they will automatically receive a grade of "F".

The procedure to apply for an incomplete grade is as follows:

- 1) Student obtains a *Request for Grade of "Incomplete" Form* from student services or is given access to it online.

- 2) Student completes "Section A" and emails the form to the professor.
- 3) The professor completes "Section B" and emails to the dean.
- 4) The dean approves by signing and emails to the Registrar.
- 5) The Registrar signs and emails a copy to the student and faculty member. A hard copy is placed in the student's file.

Note: If the request is based on medical reasons, the medical certificate, signed by a medical doctor must be faxed or emailed to student services.

Faculty members will be informed that the completion of this form must be done as soon as possible.

9.12.2 Course Withdrawal Form

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

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

9.12.3 Program Withdrawal Form

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

9.12.4 Leave of Absence Request Form

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

9.12.5 Internal Transfer Form

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

9.12.6 Application to Graduate Form

Students must complete an *Application to Graduate Form* in their final term. The form provides the University with the information necessary to complete the student's degree. The application must be accompanied by a fee of \$125 (CAD). This fee includes two official copies of the student's transcript.

9.12.7 Transcript Request Form

Students, former students, or graduates who wish to obtain official copies of their transcript must complete a *Transcript Request Form*. See Section 7 for information on transcript fees.

10. Program Information

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

10.1 Bachelor of Business Administration

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

10.1.1 Bachelor of Business Administration

The Bachelor of Business Administration program at Yorkville University is oriented toward working adults interested in broadening and developing their knowledge and skills in business management. The Bachelor of Business Administration delivered in Ontario offers a specialization in **Project Management**.

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

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

10.1.2 Detailed Program Information: Bachelor of Business Administration

10.1.2.1 Program Requirements

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

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

Bachelor of Business Administration Program Structure Overview

- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Introduction and General Business Education Component<ul style="list-style-type: none">• 7 academic courses |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<ul style="list-style-type: none"> • The following courses in this category must be completed at Yorkville University¹: <ul style="list-style-type: none"> ○ BUSI 1073 Business Writing and Communications ○ BUSI 1033 Introduction to Business • Total: 21 credits
<p>2. Core Business Component</p> <ul style="list-style-type: none"> • 15 intermediate and advanced academic business and management courses • The following courses in this category must be completed at Yorkville University: <ul style="list-style-type: none"> ○ BUSI 2053 Business Ethics ○ BUSI 2143 Entrepreneurship and Small Business Management ○ BUSI 2123 Business Strategy • Total: 45 credits
<p>3. Application and Integration Component</p> <ul style="list-style-type: none"> • 3 project-based academic courses (9 credits) (required) <ul style="list-style-type: none"> ○ BUSI 4013 Business Organization Analysis Project ○ BUSI 4023 Contemporary Issues in Business: A Case Approach ○ BUSI 4033 Business Improvement Project • 1 final business plan project course (6 credits) (required) • All courses in this category must be completed at Yorkville University. • Total: 15 credits
<p>4. Specialization</p> <ul style="list-style-type: none"> • 5 courses that comprise the Project Management specialization • 6 credits of this specialization block must be taken at Yorkville University, three of which must be represented by the capstone project course • Total: 15 credits
<p>5. General Studies</p> <ul style="list-style-type: none"> • 8 General Studies courses in addition to BUSI 2033 • Total: 24 credits

Bachelor of Business Administration Program Structure - Detailed

<p>1. Requisite Preparatory Course</p> <ul style="list-style-type: none"> • <i>Required (unless exempted)</i> 	
Course Number	Course Title
Math 0910	Developmental Math
<p>2. Introduction and General Business Education (21 credits or 7 courses)</p> <ul style="list-style-type: none"> • <i>All Courses Required</i> 	
Course Number	Course Title
BUSI 1003	Math for Business (3 credits)
BUSI 1013	Statistics for Business (3 credits) (p/r = BUSI 1003)
BUSI 1023	Introduction to Economics for Managers (3 credits)
BUSI 1033	Introduction to Business (3 credits) (must be completed at Yorkville University)
BUSI 1043	Introduction to Financial Accounting (3 credits) (p/r = BUSI 1003)

¹ Applicants with completed 2-year diplomas or advanced diplomas in the field of business management may be eligible for transfer credits for BUSI 1073 and BUSI 1033.

BUSI 1073	Business Writing and Communications (3 credits)
BUSI 2063	Introduction to Marketing (3 credits)

3. Core Business (45 credits or 15 courses)	
• <i>All Courses Required</i>	
Course Number	Course Title
BUSI 1063	Business and Sustainability (3 credits) (half term)
BUSI 2003	Macroeconomics in Global Context (3 credits)
BUSI 2013	Business Decision Analysis (3 credits) (p/r = 1013)
BUSI 2023	Business Law (3 credits)
BUSI 2033	Organizational Behaviour and Management
BUSI 2043	International Business Environment (3 credits)
BUSI 2053	Business Ethics (3 credits)
BUSI 2073	Management of Technology and Innovation (3 credits)
BUSI 2083	Introduction to Managerial Accounting (3 credits) (p/r = BUSI 1043)
BUSI 2093	Introduction to Managerial Finance (3 credits) (p/r = BUSI 2083)
BUSI 2103	Human Resources Management and Development (3 credits) (p/r = BUSI 2033)
BUSI 2113	Production/Operations Management (3 credits) (half term) (p/r = BUSI 1013)
BUSI 2123	Business Strategy (3 credits) (p/r = BUSI 1043, 2033, 2063, 2073, 2083, 2093, 2103 & 2113)
BUSI 2133	Organization Theory and Design (3 credits) (p/r = BUSI 2033)
BUSI 2143	Entrepreneurship and Small Business Management (3 credits) (p/r = BUSI 1023, 1043, 2033, 2063 & 2083)
BUSI 2163	Marketing Strategy (3 credits) (p/r = BUSI 2063)

4. Application and Integration Component (15 credits consisting of three 3-credit project-based courses and one 6-credit final business plan project)	
• <i>Required Courses</i>	
BUSI 4013	Business Organization Analysis Project (3 credits) (p/r = 90 credit hours of business Courses)
BUSI 4023	Contemporary Issues in Business: A Case Approach (3 credits) (p/r = 21 credit hours of business courses)
BUSI 4033	Business Improvement Project (3 credits) (p/r = 90 credit hours of business courses)
BUSI 4046	Final Business Plan (6 credits) p/r = 90 credit hours of business courses

5. Specialization (15 credits or 5 courses)	
Course Number	Course Title
Project Management	
BUSI 3603	Introduction to Project Management (3 credits)
BUSI 3613	Project Teams and Leadership (3 credits) (p/r = BUSI 2113 & 3603)
BUSI 3623	Project Planning Essentials (3 credits) (p/r = BUSI 3603 & 3613)

BUSI 3633	Project Execution, Monitoring, Control and Closing (3 credits) (p/r = BUSI 3603, 3613 & 3623)
BUSI 3643	Advanced Project Management (3 credits) (p/r = BUSI 3603, 3613, 3623 & 3633)
6. General Studies Electives (24 credits or 8 courses)	
Course Number	Course Title
ENGL101	Research and Composition (3 credits)
QRSS100	Qualitative Research Methods in Social Science (3 credits)
ARTH110	Western Art – Prehistoric to Gothic (3 credits)
ARTH120	Western Art – Renaissance to Contemporary (3 credits)
CRIN110	Creativity and Innovation (3 credits)
ENGL150	Professional Communication (3 credits)
GEOG 210	Human Geography (3 credits)
ECON211	Microeconomics (3 credits)
ENGL 250	The Workplace in Fiction (3 credits)
HIST300	The History of Sports (3 credits)
PHIL300	Philosophical Thought and Leisure (3 credits)
SOCI300	Sociology and Culture (3 credits)
PSYC200	Psychology of Everyday Life (3 credits)
HUMN422	Topics in Technology and Society (3 credits)
HUMN430	Topics in Power and Society (3 credits)
HUMN450	Design Thinking (3 credits)

10.1..2 BBA-Specific Admission Policies

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

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

Equivalent Canadian and foreign high school credentials are accepted.

English is the only language of instruction at Yorkville University. Applicants must establish proficiency in English sufficient for post-secondary study. Such proficiency may be established in one of the following ways:

- a. Completion of secondary education where English is the language of instruction.
- b. Successful completion of at least 12 credit hours of previous postsecondary education where English is the language of instruction.
- c. Successful completion with the equivalent of “B” standing of a post-secondary level English for Academic Purposes program accredited by [Languages Canada](#).
- d. Confirmation of an official TOEFL (Test of English as a Foreign Language) score of at least 80; or an IELTS (International English-Language Test System) overall bandwidth of at least 6.5; or a Canadian Academic English-Language Test (CAEL) score of 60 or higher; or a Canadian Language Benchmarks score of at least 7; or a score on any other test of English language proficiency that equates to level C1 or higher of the Common European Framework of

Reference for Languages (CEFR);; or a score equivalent to these scores on another test of English language proficiency recognized by and acceptable to the University.

Students with IELTS score of 5.5 or 6.0 or equivalent, applying to the Ontario BBA will be admitted to the English for Academic Purposes (EAP), ENGL180 course to be completed in the first term of study along with specific other courses in the plan of study. Students below 5.5 applying for the Ontario BBA program will be referred to an ESL partner program in Ontario.

Note: In all cases, the University reserves the right to require proof of language proficiency before permission will be granted to register in academic courses. Applicants from countries where English is the language of instruction, but is not the primary language of the general population, may be asked to demonstrate English-language proficiency.

Conditional Admission

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

10.1.1.3 Anticipated Completion Time

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

10.1.1.4 Course Delivery

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

10.1.1.5 Assessment of Student Participation

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

10.1.1.6 Assessment of Written Assignments

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

10.1.1.7 Credit Transfer Policies

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

Students entering the Bachelor of Business Administration program may transfer blocks of credits from degree and diploma programs recognized by and acceptable to the admissions committee. The block

transfers are generally applied to the elective component of the program. Students may also transfer credits where it can be demonstrated that a course previously completed is equivalent to a course in the Bachelor of Business Administration program.

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

- The University may accept up to a maximum of 60 credits (50% of total credits required) in transfer toward the BBA degree for coursework.
- Credits being transferred to the Yorkville program must have been completed at a post-secondary institution recognized in that institution's home jurisdiction.
- Normally, only credits earned within ten years of a student's admission to Yorkville will be accepted, but the admissions committee may establish different rules for particular cases.
- Students must have achieved a satisfactory grade, as defined by the admissions committee, in the courses being considered for a transfer credit.
- Transfer credit will not be granted for the following courses:
 - BUSI 1033 Introduction to Business
 - BUSI 1073 Business Writing and Communication
 - BUSI 2053 Business Ethics
 - BUSI 2123 Business Strategy
 - BUSI 2143 Entrepreneurship and Small Business Management
 - BUSI 4013 Business Organization Analysis Project
 - BUSI 4023 Business Case Analysis
 - BUSI 4033 Business Improvement Project
 - BUSI 4046 Final Business Plan
- Applicants with completed 2-year diplomas and/or advanced diplomas in the field of business management may be eligible for transfer credits for BUSI 1073 and BUSI 1033.
- Official transcripts must be submitted at the time of application to Yorkville University for transfer credits to be considered by the University. Transcripts will be evaluated and notification will be forwarded by the Registrar's Office concerning the student's status in the program, including the number of transfer credits awarded.
- Credits earned through transfer are not used to compute the student's GPA.

10.1.1.8 Course Numbering

Business courses numbered 1000, 2000, or 3000 are undergraduate-level academic courses². Courses numbered 4000 are undergraduate-level project-based courses. Courses numbered 6000 are graduate-level academic courses. Courses numbered 7000 are graduate-level, field-based courses or graduate-level report courses.

- Those ending in "0" are non-credit courses
- Those ending in "3" are three-credit courses
- Those ending in "4" are four-credit courses
- Those ending in "6" are six-credit courses

10.1.1.9 Types of Credit Transfer

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

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

10.1.1.10 Graduation Requirements

The Bachelor's Degree in Business (BBA) requires a total of 120 study credits (excluding BUSI0913, Requisite Pre-Math for Business), consisting of 35 three-credit online courses, three project-based courses, and the production of a final business plan. Graduation requirements include the following:

- A minimum of 50% program credits must be completed through Yorkville University.
- A minimum of 60% of "Core Business" courses must be completed through Yorkville University.
- The following courses must be completed through Yorkville University:
 - BUSI 1033 Introduction to Business
 - BUSI 1073 Business Writing and Communication
 - BUSI 2123 Business Strategy
 - BUSI 4123 Business Ethics
 - BUSI 4133 Entrepreneurship and Small Business Management
- Applicants with completed 2-year diplomas and advanced diplomas in the field of business management may be eligible for transfer credits for BUSI 1073 and BUSI 1033.
- The four required "Application and Integration" courses, with a cumulative value of 15 study credits, must be completed through Yorkville University.
- Two courses in the student's specialization must be completed through Yorkville University.
- A cumulative grade point average (GPA) of 2.0 ("C") or better must be obtained.

10.1.1.11 Standard Course Load

The standard course load for students studying in the BBA is 4 courses (12 credits). Students with a cumulative GPA of at least 2.0 may apply to the Program Chair through the Registrar for permission to take up to 5 (five) courses concurrently.

10.2 Bachelor of Interior Design

10.2.1 Bachelor of Interior Design

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

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

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

Bachelor of Interior Design Accreditation

The Interior Design program leading to a Bachelor of Interior Design is accredited by the Council for Interior Design Accreditation (CIDA), www.accredit-id.org, 206 Grandville Avenue, Suite 350, Grand Rapids, MI, 49503-4014.

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

10.2.2 Detailed Program Information: Bachelor of Interior Design

10.2.2.1 Program Requirements

Bachelor of Interior Design Program of Study: recommended sequence of courses for students who began their program before July 2018

Course Code	Course Name	Credits
Term 1		
ENGL101	Research & Composition	3
DIDS1003	Introduction to Interior Design Theory	3
DIDT1301	Introduction to Drafting	3
DIDS1005	Fundamentals of Space Planning	3
DIDV130	Digital Drawing & Colour Theory	3
	Total:	15
Term 2		
DIDS107	Design Studio: Residential	3
DIDT142	Manual & Digital Drawing Standards	3
DIDV134	Visual Communications - Rendering	3
DIDE151	Products & Materials - Foundation	3
ARTH110	Western Art – Prehistoric to Gothic	3
	Total:	15
Term 3		
DIDS115	Design Studio: Retail	3

DIDT145	CADD	3
DIDV135	Visual Communications - Perspectives	3
DIDE155	Building Systems - Lighting	3
ENGL150	Professional Communication	3
	Total:	15



Term 4		
DIDS203	Design Studio: Restaurant	3
DIDT235	Construction Drawings	3
DIDV225	Visual Communications - Technique	3
DIDE261	Products & Materials: Residential	3
ARTH120	Western Art – Renaissance to Contemporary	3
	Total:	15

Term 5		
DIDS206	Design Studio: Advanced Residential	3
DIDV240	Digital Presentation	3
DIDE255	Building Systems - Structures	3
DIDE4401	Codes & Regulations 1	3
GES200	General Studies (Tier 2)	3
	Total:	15

Term 6		
DIDS210	Design Studio: Workspace	3
DIDV3222	Revit	3
DIDE270	Building Systems - Power/HVAC	3
DIDP250	Professional Practice	3
GES220	General Studies (Tier 2)	3
	Total:	15

Term 7		
DIDS310	Design Studio: Moving Spaces	3
DIDV230	Digital Rendering	3
DIDH312	Global Architecture & Design	3
GES230	General Studies (Tier 2)	3

GES235	General Studies (level 2)	3
	Total:	15
Term 8		
DIDS315	Design Studio: Hospitality	3
DIDE351	Products and Materials: Commercial	3
DIDE344	Applied Lighting	3
DIDH211	History of Furniture	3
GES240	General Studies (Tier 2)	3
	Total:	15
Term 9		
DIDS320	Design Studio: Collaborative	3
DIDE360	Restoration	3
DIDH320	Research Methods in Interior Design	3
DIDH330	Canadian Architecture & Design	3
GES245	General Studies (Tier 2)	3
	Total:	15
Term 10		
DIDS410	Thesis 1: Research & Programming	3
DIDE4402	Codes & Regulations 2	3
DIDH420	Philosophy of Design	3
DIDP453	Marketing Professional Services	3
GES400	General Studies (Tier 3)	3
	Total:	15
Term 11		
DIDS420	Thesis 2: Concept and Design Development	3
DIDT430	Advanced Specifications	3
DIDP451	Project Coordination	3
DIDP450	Internship 1	3
GES410	General Studies (Tier 3)	3
	Total:	15
Term 12		
DIDS430	Thesis 3: Presentation & Defense	3
DIDT431	Advanced Estimating & Budgeting	3

DIDT432	Documentation	3
DIDP452	Internship 2	3
GES420	General Studies (Tier 3)	3
	Total:	15
PROGRAM TOTAL:		180

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

Bachelor of Interior Design		
effective July 2018		
Level 100 Courses: to be completed before beginning level 200 courses		
Code	Title	CR
ENGL101	Research & Composition	3
DIDS111	Introduction to Interior Design Theory	3
DIDT110	Drafting	3
DIDS116	Fundamentals of Space Planning	3
DIDV130	Digital Drawing & Colour Theory	3
DIDT142	Manual & Digital Drawing Standards	3
DIDS107	Design Studio: Residential (No PC)	3
DIDV100	Visual Communications - Perspective & Rendering	3
DIDE151	Products & Materials - Foundation	3
ARTH110	Western Art- Prehistoric to Gothic	3
DIDS115	Design Studio: Retail (No PC)	3
DIDT145	CADD	3
DIDV110	Visual Communications - Technique	3
DIDE155	Building Systems - Lighting	3
ENGL150	Professional Writing	3
Level 200 Courses: to be completed before beginning level 300 courses		
DIDS203	Design Studio: Restaurant (No PC)	3
DIDT235	Construction Drawings	3
DIDV230	Digital Rendering	3
DIDE261	Products & Materials - Residential	3
ARTH120	Western Art - Renaissance to Contemporary	3
DIDS220	Design Studio: Healthcare (No PC)	3

DIDV240	Digital Presentation	3
DIDE255	Building Systems - Structures	3
DIDE220	Codes & Regulations 1	3
GES200	General Studies	3
DIDS210	Design Studio: Workspace (No PC)	3
DIDT200	Interior Detailing 1	3
DIDV200	Building Information Modeling	3
DIDE270	Building Systems - Power / HVAC	3
GES220	General Studies	3
Level 300 Courses: to be completed before beginning level 400 courses		
DIDS310	Design Studio: Moving Spaces (No PC)	3
DIDH312	Global Architecture & Design	3
DIDP300	Professional Practice 1	3
GES230	General Studies	3
GES235	General Studies	3
DIDS315	Design Studio: Hospitality (No PC)	3
DIDE344	Applied Lighting	3
DIDE351	Products & Materials - Commercial	3
DIDH330	Canadian Architecture & Design	3
GES240	General Studies	3
DIDS320	Design Studio: Collaborative (No PC)	3
DIDT300	Interior Detailing 2	3
DIDH320	Research Methods in Interior Design (No TC and no PC)	3
DIDE360	Restoration	3
GES245	General Studies	3
Level 400 Courses		
DIDS410	Thesis 1: Research and Programming (No TC and no PC)	3
DIDE400	Codes & Regulations 2	3
DIDP400	Professional Practice 2	3
DIDH420	Philosophy of Design	3
GES400	General Studies	3
DIDS420	Thesis 2: Concept and Design Development (No TC and no PC)	3

DIDT430	Advanced Specifications	3
DIDH400	Social Justice for the Built Environment (No TC and no PC)	3
DIDP420	Internship	3
GES410	General Studies	3
DIDS430	Thesis 3: Presentation & Defense (No TC and no PC)	3
DIDT432	Documentation (No TC and no PC)	3
DIDT431	Advanced Estimating & Budgeting	3
DIDP430	Examination Preparation	3
GES420	General Studies (Tier 3)	3
Total Degree Requirement Credits		180
	No TC - course not eligible for transfer of credit	
	No PC - course not eligible for examination challenge	

10.2.2.3 BID Specific Admission Policies

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

- High school graduates
- Graduates of degree programs in related or unrelated fields
- Graduates of Bachelor of Fine Arts or Architectural Design programs
- Graduates of Interior Design diploma (two year) or Interior Decorating diploma programs
- Graduates of three (3) year Interior Design diploma programs

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

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

English is the only language of instruction at Yorkville University. Applicants must establish proficiency in English sufficient for post-secondary study. Such proficiency may be established in one of the following ways:

- a. Completion of secondary education where English is the language of instruction.
- b. Successful completion of at least 12 credit hours of previous postsecondary education where English is the language of instruction.
- c. Successful completion with the equivalent of “B” standing of a post-secondary level English for Academic Purposes program accredited by [Languages Canada](#).
- d. Confirmation of an official TOEFL (Test of English as a Foreign Language) score of at least 80; or an IELTS (International English-Language Test System) overall bandwidth of at least 6.0; or a Canadian Academic English-Language Test (CAEL) score of 60 or higher; or

a Canadian Language Benchmarks score of at least 6; or a score on any other test of English language proficiency that equates to level C1 or higher of the Common European Framework of Reference for Languages (CEFR); or a score equivalent to these scores on another test of English language proficiency recognized by and acceptable to the University..

Students with IELTS score of 5.5 or equivalent, applying to the BID program will be admitted to the English for Academic Purposes (EAP), ENGL180 course to be completed in the first term of study along with specific other courses in the plan of study. Students below 5.5 applying for the Ontario BBA program will be referred to an ESL partner program in Ontario.

Note: In all cases, the University reserves the right to require proof of language proficiency before permission will be granted to register in academic courses. Applicants from countries where English is the language of instruction, but is not the primary language of the general population, may be asked to demonstrate English-language proficiency.

The following list includes other tests of the English language as recognized by the program as acceptable for admission.

Michigan English Language Assessment Battery - MELAB

Minimum:
MELAB 76

Canadian Test of English for Scholars and Trainees (CanTEST)

CanTEST reading/listening/speaking 4.5
CanTEST writing 4.0

Canadian Language Benchmark Assessment - CLBA

Minimum
Average on reading, listening and speaking 6

Pearson Test of English (PTE) Academic

Minimum:
PTE 55

Cambridge English Advanced (CAE)

Minimum:
CAE 176

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

10.2.2.4 Degree Program – Length of Completion

The BID program is a four-year degree program that can be completed in four years (12 terms). Students are expected to complete the program within seven years of starting their first class

10.2.2.5 Bachelor of Interior Design Delivery Options

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

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

10.2.2.6 Assessment of Student Participation

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

10.2.2.7 Assessment of Written Assignments

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

10.2.2.8 Credit Transfer Policies

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

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

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

Examination Challenge for Credit

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

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

10.2.2.9 Types of Credit Transfer

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

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

10.2.2.10 Graduation Requirements

The requirement for graduation is completion of all courses in the chosen program with a 2.0 CGPA in the 4.0 scale or 1.7 CGPA in the 4.3 scale, or better. Electives if required, and any course with grades W or F must be retaken in order to graduate.

A student is eligible for a degree after successfully completing all graduation requirements. These requirements include the completion of a minimum of 180 credits.

To remain in good academic standing a student must maintain a 2.0 CGPA in the 4.0 scale or 1.7 CGPA in the 4.3 scale, or better

A minimum of 63 credits must be achieved through coursework at Yorkville University.

10.2.2.11 Academic Dismissal

A student may be dismissed if:

- a. a student's CGPA at the end of the first completed term of studies is below 1.00 on the 4.0 scale or 0.7 on the 4.3 scale
- b. the student was on probation for the previous term and has a CGPA below 2.00 on the 4.0 scale or 1.7 on the 4.3 scale at the end of the term.
the student was on probation for two previous terms and has a TGPA below 2.00 on the 4.0 scale or 1.7 on the 4.3 scale at the end of the term.

10.2.2.12 Student Course Load

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

10.3 General Studies in Yorkville University's Degree Programs

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

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

10.3.1 Mission of General Studies

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

10.3.2 Objectives

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

10.3.3 General Studies Structure

Three-Tier Course Architecture for the General Studies Program

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

Tier I: Communications, Research and Thinking Courses

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

Tier II: Arts and Social Sciences Courses

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

Tier III: Integrated Studies Courses

Tier III courses are inherently interdisciplinary and require students to integrate skills, competencies, and knowledge acquired in Tiers I and II and to apply these to new areas of understanding. Students extend abstractions to make connections both within the subject area and beyond it, learning to transfer generalized principles and ideas from a specific instance to real-world issues, synthesizing and evaluating knowledge. Tier III courses have a 4XX-level course code.

10.3.4 Student Progress through General Studies

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

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

11. Course Descriptions

11.1 Bachelor of Business Administration

MATH 0910 Developmental Math

(0 credits) (required unless exempted)

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

BUSI 1003 Math for Business

(3 credits) (required)

A brief review of pre-calculus math. Topics include: logarithmic and exponential functions; limits; introduction to derivatives; linear systems; matrices; systems of linear inequalities; difference equations; arithmetic and geometric sequences; annuities; and installment buying. Applications to business and economics are emphasized throughout the course. Prerequisite(s): New Brunswick Advanced Math - 122 or equivalent.

BUSI 1013 Statistics for Business

(3 credits) (required)

Introduction to applied statistics and data analysis, as well as managerial decision-making, using both quantitative and qualitative tools. Statistical topics include: collecting and exploring data; basic inference; simple and multiple linear regression; analysis of variance; nonparametric methods; probability; and statistical computing. Students also examine how these tools are applied in strategic and functional analysis and decision making, especially regarding marketing and operations. Prerequisite(s): BUSI 1003 - Math for Business.

BUSI 1023 Introduction to Economics for Managers

(3 credits) (required)

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

BUSI 1033 Introduction to Business

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

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

BUSI 1043 Introduction to Financial Accounting

(3 credits) (required)

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

BUSI 1073 Business Writing and Communications

(3 credits) (required)

Students learn how to leverage the online learning environment to be effective communicators across a number of mediums. Students emerge from this course with a solid understanding of how to effectively use the Yorkville University campus and environment to achieve success in their studies, and also develop their knowledge and application of the writing process, academic referencing using APA style format, effective communications styles particularly, persuasive business writing techniques, and cross-cultural communications. Prerequisite(s): None.

BUSI 2003 Macroeconomics in Global Context

(3 credits) (required)

An overview of macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Topics include: monetary and fiscal policies; public debt; and international economic issues. Basic models of macroeconomics are introduced and principles within the experience of the North American and other economies are illustrated.

BUSI 2013 Business Decisions Analysis

(3 credits) (required)

This course prepares students to make applied and informed business decisions through the use of modeling, analytical and problem-solving techniques. Specifically, students will develop an understanding of the concepts of certainty, uncertainty, probability and risk analysis; as well as basic probability concepts, random variables, descriptive measures, and properties of distribution, statistical decision theory, and Bayesian approaches. Based on this foundation, the course will then delve into discrete and continuous probability models and their applications to solving business problems. Prerequisite(s): BUSI 1013 - Statistics for Business

BUSI 2023 Business Law

(3 credits) (required)

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

BUSI 2033 Organizational Behaviour and Management

(3 credits) (required) (Tier 2 designated General Studies course)

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

BUSI 2043 International Business Environment

(3 credits) (required)

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

BUSI 2053 Business Ethics

(3 credits) (required)

Overview of the ethical dimension of business in the context of understanding ethical reasoning as a critical success factor for businesses. Students should develop moral sensibilities and an awareness of social responsibility within a business management perspective. Topics include: the relationship between business and society; the link between corporate strategy and social responsibility; the importance of corporate reputation; ethical decision-making; and the impact that business has on the environment. Prerequisite(s): None.

BUSI 2063 Introduction to Marketing

(3 credits) (required)

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

BUSI 2073 Management of Technology and Innovation

(3 credits) (required)

This course introduces students to fundamentals of information technology and information systems, and exposes them to the managerial implications of effective technology management. Topics covered include making information IT investment decisions, managing risks in IT systems adoption and implementation, integrating new technologies with existing systems, and maximizing the usage of data from IT systems to create corporate value. Prerequisite(s): None

BUSI 2083 Introduction to Managerial Accounting

(3 credits) (required)

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

BUSI 2093 Introduction to Managerial Finance

(3 credits) (required)

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

BUSI 2103 Human Resource Management and Development

(3 credits) (required)

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

BUSI 2113 Production and Operations Management

(3 credits)

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

BUSI 2123 Business Strategy

(3 credits)

Introduction to a strategic perspective on issues that concern contemporary businesses, drawing on and exploring concepts from a number of undergraduate business courses (marketing, finance, accounting, management, and organizational behaviour). Exploring appropriate methodologies/approaches to strategic analysis, students use material from other courses in the analysis and resolution of complex business situations. Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting; BUSI 2033 - Organizational Behaviour and Management; BUSI 2063 - Introduction to Marketing; BUSI 2073 - Management of Technology and Innovation; 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 2133 Organization Theory and Design

(3 credits)

Emphasizes developing approaches in different types of organizations (*e.g.*, not-for-profit) to deal effectively with the issues faced. Explores principles and practices of management and administration as they are adapted to: board-management-staff relations; board governance; recruiting and motivating; human resource management; accountability; organizing for and managing growth and change; analysis of an organization's market; and organizational strategic planning. Prerequisite(s): BUSI 2033 - Organizational Behaviour and Management.

BUSI 2143 Entrepreneurship and Small Business Management

(3 credits)

Focusing on the practical aspects of establishing and developing a business, emphasis is placed on analyzing the strengths and weaknesses of a newly formed business. Topics include: opportunity recognition, feasibility study, risk, venture capital sources, business economics, marketing requirements, negotiations, and resource needs. Case studies will be used. Prerequisite(s): BUSI 1023 - Introduction to Managerial Economics; BUSI 1043 - Introduction to Financial Accounting; BUSI 2033 - Organizational Behaviour and Management; BUSI 2063 - Introduction to Marketing; BUSI 2083 – Introduction to Managerial Accounting.

BUSI 2163 Marketing Strategy

(3 credit)

A course to develop the skills and approach required to formulate and effectively implement marketing strategies. The course reviews the theory and practice of identifying market opportunities, evaluating firm positioning, selecting and evaluating potential markets, and making effective marketing mix decisions through analysis of market research data. All elements of strategic decision making are examined, including market segmentation, market target choice, product and/or service offering(s), pricing, promotion, and distribution choices that support positioning decisions as well as after sales service, support and evaluation. Students develop hands-on knowledge of the impact of strategic marketing decisions on a firm's market position, bottom line, and investment attractiveness through interaction with hands-on business simulation software. Prerequisite(s): BUSI 2063 - Introduction to Marketing

BUSI 3403 Intermediate Accounting 1 - Assets

(3 credits)

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

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

BUSI 3413 Intermediate Managerial Accounting

(3 credits)

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

BUSI 3423 Intermediate Financial Accounting 2 - Liabilities and Equities

(3 credits)

This course continues to build on the integrated framework for analyzing, interpreting, and preparing financial statements learned through BUSI1043 - Introduction to Financial Accounting and BUSI3403 - Intermediate Accounting I: Assets. The objectives within this course are to identify, interpret and analyze complex measurement issues and accounting policy choices applicable to a given situation. Students will subsequently evaluate the effects of financial reporting issues and policies on the preparation of the Statement of Financial Position, Income Statement, and Statement of Cash Flows. Pre-requisite(s): BUSI 3403 - Intermediate Accounting 1: Assets

BUSI 3433 Corporate Finance

(3 credits)

This course will build on concepts from the introductory managerial finance course and explore in depth the areas of corporate finance, risk, diversification, portfolio analysis, and capital market theory. Specifically, the course places emphasis on developing the students' ability to understand, analyze, and integrate financial information towards sound financial decisions. Topics discussed will include the impact of interest rates, taxation, dividends, cash flow, and other business considerations on financial decision making and the role of financial institutions and regulations in corporate financial management.

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

BUSI 3443 Accounting Capstone Project - Auditing

(3 credits)

This course explains the significance of the auditing environment, public practice and professional responsibilities as well as basic audit concepts and techniques. The increasing complexity and speed of change in the business world has caused more estimation and uncertainty than ever before. In turn, this has caused higher difficulty for auditors to assess corporate risk, gather sufficient appropriate evidence and form a fair audit opinion on the financial statements. The requirements of this course combine the financial and managerial accounting knowledge learned to date and apply it to the world of auditing. Students will be required to leverage prior knowledge to be successful in this course. Prerequisite(s): BUSI 3413 – Intermediate Managerial Accounting, BUSI3423 – Intermediate Financial Accounting 2 – Liabilities and Equities, BUSI3433 – Corporate Finance

BUSI 3503 Introduction to Energy Management

(3 credits)

This course substantiates society's reliance on energy, across all aspects of life, and introduces business students to the nature of energy as a key aspect of business operations, from the energy supply sector to energy use across all aspects of business and society. It provides a historical overview of the energy economy, along with issues of energy resource planning, from conventional energy to renewable energy technologies, climate change mitigation, efficiency and conservation practices, and potential long-term energy transitions. The course also explores the full range of energy systems and applications, stakeholders and introduces relevant energy terminologies.

Prerequisite(s): None

BUSI 3513 Energy Policy, Legislation, and Social Environment

(3 credits)

This course examines International as well as Canadian federal, provincial, and local government policy, legislation, and regulations affecting the energy industry and energy consumers. Students will explore constitutional issues, the changing regulatory environment, and the impact of stakeholders including indigenous peoples and environmental groups through the examination of a current Canadian energy project. Current federal and provincial incentive programs will be examined and strategies for building political, social, and business linkages for energy products and applications in the context of the principles of sustainable enterprise will be developed. Pre-requisite(s): BUSI 3503 – Introduction to Energy Management

BUSI 3523 Energy Systems Operation

(3 credits)

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

BUSI 3533 Energy Futures and Transitions

(3 credits)

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

BUSI 3543 Energy Strategy Capstone Project

(3 credits)

This course provides students with an experiential opportunity to reinforce, synthesize, and build on the energy management knowledge and skills they developed in previous courses. Students will work in teams to develop an impact assessment of a current energy issue or project as it relates to business and industry strategy. Students will be required to apply knowledge from all four Energy Management courses in the development of their project. Pre- requisite(s): BUSI 3533 – Energy Futures and Transitions

BUSI 3603 Introduction to Project Management

(3 credits)

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

BUSI 3613 Project Teams and Leadership

(3 credits)

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

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

BUSI 3623 Project Planning Essentials

(3 credits)

This course will guide students through a rigorous examination of all planning processes and process interactions during the project life cycle. They will determine the elements of the project management plan that are essential, while avoiding “analysis paralysis”. Students will collaborate with others to appraise the content and format of project management plans for small, medium and large projects. They will clarify the scope, schedule, cost and resources necessary for a sample project. Students will also create plans for the management of risk, quality, human resources, communications, and procurement for one or more sample projects. Prerequisite(s): BUSI 3603 - Introduction to Project Management; BUSI 3613 - Project Teams and Leadership

BUSI 3633 Project Execution, Monitoring, Control, and Closing

(3 credits)

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

BUSI 3643 Advanced Project Management

(3 credits)

This course will provide students with an experiential opportunity to reinforce, synthesize, and build on the project management knowledge and skills they developed in previous courses. You will work in teams to develop a project management plan, and prepare for project execution, monitoring, control, and closedown. You will also explore international cultures and their impact on project leadership, communication and team dynamics. In addition, students will compare software tools that streamline project planning and monitoring, and will examine potential career paths and professional development in project management. Prerequisite(s): BUSI 3603 Introduction to Project Management; BUSI 3613 - Project Teams and Leadership; BUSI 3623 - Project Planning Essentials; BUSI 3633 - Project Execution, Monitoring, Control, and Closing.

BUSI 3703 Advanced Operations and Supply Chain Management

(3 credits)

This course exposes students to advanced topics in operations and supply chain management. Students prepare detailed sales and operation plans, acceptance sampling plans, reliability analysis reports, and lean operations plans. The course also covers broader topics such as supply chain cost analysis, location and layout decisions, and human resource operations (including learning curves). The course concludes by familiarizing students with pressing operational issues such as sustainable operations. Prerequisites: BUSI 2113 - Production Operations Management

BUSI 3713 Logistics Management

(3 credits)

This course provides students with in-depth knowledge and a chance to apply logistics management concepts. Students study the key elements of organizational logistics including warehousing, inbound/outbound logistics, distribution channels, and transportation analysis. It prepares students to make decisions regarding the number, location, and layout of warehouses and material handling that determine options for transportation routes, modes, and providers (3PL/4PL). It places particular emphasis on major trends in logistics management including technologies (e.g., Warehouse Management Systems, transportation technologies) and reverse logistics. Prerequisites: BUSI 3703 - Advanced Operations and Supply Chain Management. Prerequisites: BUSI 3703 - Advanced Operations and Supply Chain Management

BUSI 3723 Procurement

(3 credits)

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

BUSI 3733 Business Process Improvement

(3 credits)

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

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

BUSI 3743 Supply Chain Integration and Analytics

(3 credits)

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

BUSI 4013 Business Organization Analysis

(3 credits) (required)

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

BUSI 4023 Business Case Analysis

(3 credits) (required)

This course presents frameworks for analysing and writing business cases. Students will learn how to respond to business cases using a framework that includes identification of key issues, exploration of research options, and development of supported solutions and recommendations. Students will also emerge from this course with the tools necessary to author teaching cases and solutions manuals. The skills learned in this course will support the case analysis focus of other courses across the BBA program. Pre-requisite(s): 21 credit hours of Business courses.

BUSI 4033 Business Improvement Project

(3 credits) (required)

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

BUSI 4046 Final Business Plan

(6 credits) (required)

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

11.2 Bachelor of Interior Design

DIDE151 Products & Materials – Foundation

This course examines materials and products in a global context by exposing students to sustainable characteristics through life-cycle analysis. Emphasis is on determining the criteria for evaluating material and product usage based upon their inherent qualities, construction and manufacturing from a variety of perspectives.

CREDITS: 3

Pre-requisites: ENGL101

Co-Requisites: None

DIDE155 Building Systems - Lighting

Students will learn the principles and applications of lighting design and apply them to specific, specialized environmental situations including residential and small-scale commercial spaces. Emphasis is placed on creative lighting concepts, light level calculations, and the incorporation of custom lighting solutions and design. Students will also refine their skills in the development of architectural drawings related to lighting design and specifications.

CREDITS: 3

Pre-requisites: DIDT142

Co-Requisites: None

DIDE220 Codes and Regulations 1 (also offered as DIDE4401)

In this course, students will study current building codes, regulations and standards as they relate to the practice of interior design. Emphasis is on understanding the intent and interpretation of code regulations and applying basic knowledge to interior projects.

CREDITS: 3

Pre-requisites: None

Co-Requisites: None

DIDE255 Building Systems - Structures

This course covers basic structural theory and the major structural systems for buildings and an overview of building components with a focus on structural impact for interior design practice. Emphasis is on the application of knowledge through drawings and modeling as they relate to the design studio projects.

CREDITS: 3

Pre-requisites: DIDT145

Co-Requisites: None

DIDE261 Products & Materials: Residential

In this course, students will critically examine material and product use in a residential context. Emphasis is on material and product features, application, and installation with a focus on sustainable practices. Working from the foundation to the final details, students will holistically explore how specific materials and products support their design intent.

CREDITS: 3

Pre-requisites: DIDE151

Co-Requisites: None

DIDE270 Building Systems: Power / HVAC

This course emphasizes the function of environmental support systems as they relate to interior design practice and life safety support systems. Students learn to apply the underlying technical requirements for building systems (mechanical, electrical, and fire detection/suppression) and how they impact interior design decisions and construction drawings. Students also obtain an introduction to fundamental lighting criteria and considerations.

CREDITS: 3

Pre-requisites: DIDT145

Co-Requisites: None

DIDE344 Applied Lighting

In this course, students will appropriately select and apply lighting products and custom design elements to solve specific uses and special lighting situations. Emphasis is on the integration of creative lighting solutions with technical criteria related to user needs, source specification and specify layout and building systems coordination. Students will develop advanced drawings, details, and specifications to illustrate lighting intent, application, installation and construction coordination with related disciplines.

CREDITS: 3

Pre-requisites: DIDE155

Co-Requisites: None

DIDE351 Products and Materials: Commercial

In this course, students will critically examine material and product use in a commercial context. Emphasis is on the integration of advanced critical thinking approaches to materials and products specifications, features, application, and installation with a focus on sustainable practices. Working from the foundation to the final details, students will holistically explore how specific products and materials support their design intent and consumer need.

CREDITS: 3

Pre-requisites: DIDE261

Co-Requisites: None

DIDE360 Restoration

In this course, students are exposed to the methods and strategies of historic restoration as they relate to interior and exterior architecture. Emphasis is on developing awareness and understanding of the impact that the preservation of historic structures has within social, economic, and sustainability contexts.

CREDITS: 3

Pre-requisites: None

Co-Requisites: None

DIDE400 Codes and Regulations 2 (also offered as DIDE4402)

In this course, students will continue their study and application of current building codes, regulations and standards as they relate to the practice of interior design. Emphasis is on the advanced analysis, application and documentation of regulatory information to interior design projects.

CREDITS: 3

Pre-requisites: DIDE4401

Co-Requisites: None

DIDE4401 Codes & Regulations 1

In this course, students will study current building codes, regulations and standards as they relate to the practice of interior design. Emphasis is on understanding the intent and interpretation of code regulations and applying basic knowledge to interior projects.

CREDITS: 3

Pre-requisites: None

Co-Requisites: None

DIDE4402 Codes & Regulations 2

In this course, students will continue their study and application of current building codes, regulations and standards as they relate to the practice of interior design. Emphasis is on the advanced analysis, application and documentation of regulatory information to interior design projects.

CREDITS: 3

Pre-requisites: DIDE4401

Co-Requisites: None

DIDH211 History of Furniture

In this course, students will study furniture design and styles within the context of critical analysis and historic influence. Emphasis is on the appreciation of historical precedents to better understand furniture design, construction, production, and manufacturing.

CREDITS: 3

Pre-requisites: ENGL101

Co-Requisites: None

DIDH330 Canadian Architecture & Design

In this course, students will explore examples of vernacular architecture and notable practices to inform their understanding of historic and contemporary precedents in Canada. Emphasis is on the contextual investigation of Indigenous and Post-Colonial architecture and interiors through research, observation and analysis. Focus is on the relevance of Canadian contributions to the North American and global study and practice of architecture and design.

CREDITS: 3

Pre-requisites: ART120

Co-Requisites: None

DIDH320 Research Methods in Interior Design

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

CREDITS: 3

Pre-requisites: DIDS315, ENGL101

Co-Requisites: None

DIDH312 Global Architecture & Design

In this course, students will investigate global architecture and design with a focus on understanding the interrelationships between the built environments and underlying social, cultural, economic, political, technical and environmental issues. Emphasis is on the investigation and understanding of architecture and design as a reflection of the values and events that form a society and the role that design has to influence change.

CREDITS: 3

Pre-requisites: ARTH120

Co-Requisites: None

DIDH400 Social Justice for the Built Environment

In this advanced course, students are exposed to current topics and case studies that explore the complex relationships within the Built Environment, global systems of oppression, and activism. Emphasis is placed on the role and value of public service, through the investigation of ethics, laws, codes, standards and guidelines that impact and shape the human experience of interior space. Through independent and collaborative assignments, students gather human-centered evidence to critically assess how Architecture and Interior Design contributes to the justice or oppression of marginalized populations.

CREDITS: 3

Pre-requisites: DIDS410, DIDE400

Co-Requisites:

DIDH420 Philosophy of Design

In this course, students will be exposed to a variety of theoretical and philosophical constructs related to the study of architecture and design. Emphasis is on building awareness and understanding of the relevance of design, and social theories within the context of the built environment.

CREDITS: 3

Pre-requisites: DIDS310, ENGL101

Co-Requisites: None

DIDP300 Professional Practice 1

In this course, students are introduced to the scope and complexity of professional interior design profession. Emphasis is on researching the historical elements and current professional issues, creating a personal design philosophy, understanding professional ethics and debating professional practice positions through peer to peer interaction

CREDITS: 3

Pre-requisites: DIDV240

Co-Requisites: None

DIDP400 Professional Practice 2

In this course, students continue to explore of the complexity of the interior design profession through the development of entry-level industry skills. Emphasis is on professional representation and branding, fee structures and contract administration. Students will be introduced to a professional portfolio and will further develop their design philosophy through creative representation.

CREDITS: 3

Pre-requisites: DIDP300

Co-Requisites: None

DIDP420 Internship

In this course, students prepare for and complete an internship within a professional environment. Students engage in experiential learning by completing 200 hours in a supervised internship (180 intern hours and 20 volunteer hours) to gain industry experience as a pre-professional. Emphasis is on diversified learning experiences and exposure to a variety of career options and individual pathways to careers available. The student will also gain alternate points of view and the value of lifelong learning and community experience.

CREDITS: 3

Pre-requisites: DIDP400

Co-requisites: none

DIDP430 Examination Preparation

In this advanced course, students consolidate their theoretical, technical, and applied knowledge, gained throughout their program of study, as they prepare for the three-part professional licensure examination as established by CIDQ (Council for Interior Design Qualification). Emphasis is placed on seven comprehensive content areas as found in Part One, specifically the IDFX (Interior Design Fundamentals Exam), which focuses on the learning within education versus practice. Students are assessed through discussions and/or activities, independent assignments, quizzes, and a final exam that simulates the national IDFX exam in subject-specific content and format.

CREDITS: 3

Pre-requisites: DIDP400

Co-Requisites: None

DIDP450 Internship 1

In this course, the student performs a self-assessment of their skills and career goals, in preparation for an internship experience in a professional environment. Emphasis is on developing a personal marketing strategy that will result in a meaningful internship placement. Students will research their local professional community and identify potential learning environments that will expose the student to different career options.

CREDITS: 3

Pre-requisites: DIDH320, DIDP453

Co-Requisites: None

DIDP451 Project Coordination

In this course, students continue to advance their project administration and coordination knowledge. Emphasis is on the understanding of processes related to project administration within the context of the interior design profession. Students will investigate project scheduling, administration and coordination through analysis of purpose, applications, benefits and the role played by the interior designer.

CREDITS: 3

Pre-requisites: DIDP453

Co-Requisites: None

DIDP452 Internship 2

Building on the student's experience gained within DIDP450 Internship 1, DIDP452 Internship 2 advances the student's experience within their placement opportunities. The student will engage in experiential learning opportunities in a professional environment spending 180 hours in a monitored professional environment to further gain the necessary experience to transition from student to pre-professional. Emphasis is on diversified learning experiences and exposure to a variety of career options and individual pathways to careers available. The student will also gain alternate points of view and the value of lifelong learning and community experience.

CREDITS: 3

Pre-requisites: DIDP450

Co-Requisites: None

DIDP453 Marketing Professional Services

In this course, students investigate the marketing process as a means of understanding how to best present themselves as a design professional. Emphasis is on the refinement of a comprehensive pre-professional portfolio that illustrates their knowledge, skill, and individual vision as a precursor to degree completion.

CREDITS: 3

Pre-requisites: DIDP250

Co-Requisites: None

DIDS111 Introduction to Interior Design Theory

This course introduces the fundamental concepts and terminology of design, and the analysis of space, form, and order, relating them to the study and practice of interior design. Emphasis is on analysis and criticism through the study of fundamental design principles, and acquainting students with the design process and critical interior design theories related to the interaction of people and interior architectural space.

CREDITS: 3

Pre-requisites: None

Co-Requisites: None

DIDS116 Fundamentals of Space Planning

This introductory course establishes design vocabulary and encourages critical exploration of interior environments within the forum of space planning. Students will learn the fundamental building blocks of space planning that apply to all design sectors: anthropometrics; ethnographic observations; site analysis; human factors; barrier-free and universal design considerations; design codes and standards.

Programming methodology is examined as part of the designer's toolkit and a means of integrating user needs with desired spatial qualities.

CREDITS: 3

Pre-requisites: None

Co-Requisites: None

DIDS107 Design Studio: Residential

In this course, the student will develop an understanding of the concepts of space utilization and organization as well as the specific criteria of individual spatial problems. Students develop a conceptual approach to a small-scale residential space. Emphasis is on the integration of human behavioral theory within 3 dimensional spatial contexts and space planning.

CREDITS: 3

Pre-requisites: DIDT110, DIDS116

Co-Requisites: None

DIDS115 Design Studio: Retail

In this course, the student will acquire knowledge of retail design considerations and apply these principles to a commercial project focusing on the display and merchandising of products in a global marketplace. Emphasis is on programming skills, space planning and circulation strategies, and the creation of an interior environment that successfully focuses on the display and merchandising of product within established codes and architectural limitations.

CREDITS: 3

Pre-requisites: DIDV100, DIDT142

Co-Requisites: None

DIDS203 Design Studio: Restaurant

In this course, the student will acquire knowledge of restaurant design considerations and apply these principles to a commercial project focusing on branding and dining as the entertainment experience. Emphasis is on programming skills, space planning and circulation strategies, and the creation of an interior environment that successfully focuses on the users' experience and brand identity within established codes and architectural limitations.

CREDITS: 3

Pre-requisites: DIDS115, DIDT145

Co-Requisites: None

DIDS210 Design Studio: Workspace

In this course, students will work within the specific program requirement of a corporate office client to create an efficient, functional and comfortable workplace. Emphasis is on programming and planning methodology for commercial spaces, consideration of architectural limitations that apply to the design solution, and developing an awareness of system furniture and office ergonomics.

CREDITS: 3

Pre-requisites: DIDT235

Co-Requisites: None

DIDS220 Healthcare Studio

In this course, students will research and acquire knowledge of healthcare design and apply these principles to a small commercial project focusing on a healing environment. Emphasis is on applied research and theoretical advances within the healthcare environment, applied building code knowledge, space planning, privacy and circulation strategies, universal design and the creation of an interior environment that successfully focuses on the contribution of design to healing.

CREDITS: 3

Pre-requisites: DIDS203, DIDT145, DIDV230

Co-Requisites: None

DIDS310 Design Studio: Moving Spaces

In this course, students will examine mobile, deployable and compact spaces with a focus on design solutions for highly specialized conditions. Emphasis is on the research, programmatic, and conceptual development of spaces that serve contemporary social issues for emergency shelter. Students apply integrated design-team strategies for innovative and sustainable design solutions.

CREDITS: 3

Pre-requisites: DIDS210

Co-Requisites: None

DIDS315 Design Studio: Hospitality

In this course, students will apply advanced design methodology using collaborative approaches to a hospitality project. Emphasis is on the integration of evidence-based design research and design criteria governing the planning, spatial articulation, and materials used in the renovation of an existing boutique hotel. Design development is informed by a comprehensive design concept and presentation media that illustrates advanced processes, and architectural definition.

CREDITS: 3

Pre-requisites: DIDS310

Co-Requisites: None

DIDS320 Design Studio: Collaborative

In this course, students participate in an interdisciplinary collaborative project as approved by the department chair. Emphasis is placed on the creative aspect of the chosen project, the ability of the team to provide a cohesive rationale for the project's exploration and desired outcome, and a program for their research that culminates in the final project results.

CREDITS: 3

Pre-requisites: DIDS315, DIDV230

Co-Requisites: None

DIDS410 Thesis 1: Research & Programming

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

CREDITS: 3

Pre-requisites: All Studio courses, DIDH320

Co-Requisites: DIDE4402

DIDS420 Thesis 2: Concept & Design Development

In the second of the thesis course series, students build on the foundation and successful completion of DIDS410 Thesis 1: Research & Programming. Students will develop advanced conceptual frameworks to inform the direction of the design and presentation of their thesis projects. Emphasis is on the generation of a comprehensive design concept that is integrated theoretically and spatially through the development of schematic diagrams and sketches, and refined using industry- standard architectural and design drawings.

CREDITS: 3

Pre-requisites: DIDS410

Co-Requisites: DIDT430

DIDS430 Thesis 3: Presentation & Defense

In this final of the thesis course series, students develop the final presentation of their thesis project. Emphasis is on the documentation of the project as a whole, using a planned methodology to illustrate all phases of the design process. Students prepare a written thesis document that accompanies a professional visual and verbal presentation used to defend their thesis. The final project represents students' highest achievement, demonstrating their knowledge and skills as a pre-professional designer.

CREDITS: 3

Pre-requisites: DIDS420, DIDT430

Co-Requisites: DIDT431 & DIDT432

DIDT110 Drafting

In this course, the student will develop basic skills in architectural drafting and use of equipment, as well as terminology. The student will also develop drawing and sketching skills required to illustrate ideas using architectural/design style graphic methods.

CREDITS: 3

Pre-requisites: None

Co-Requisites: None

DIDT142 Manual & Digital Drawing Standards

In this course, the student will develop skills in preparing both manual and digital production drawings. Students will take their advanced manual technical skills into an introduction of CADD. The course will focus on introductory to intermediate level commands and techniques using the current industry-standard version of AutoCAD. Emphasis is on the transfer of drafting knowledge from previous courses into CADD based skills through a series of in-class problem solving exercises and through the production of architectural drawings.

CREDITS: 3

Pre-requisites: DIDT110, DIDS116

Co-Requisites: None

DIDT145 CADD

In this course, students will continue to explore and utilize computer aided drawing technology. This course focuses on intermediate to advanced level commands, techniques, and protocols as well as productivity enhancing features with an emphasis on professional level utilization for two dimensional presentation and construction drawings.

CREDITS: 3

Pre-requisites: DIDT142

Co-Requisites: None

DIDT200 Interior Detailing 1

Students explore aspects of the built environment from the perspective of construction, including the building envelope and structural systems, associated technologies, and finish materials. Students develop a set of field study as-built drawings for a residential space, as well as interior elevations, a millwork drawing package and an architectural model. Students will generate a term-long Detail Journal, where they will employ sketching, creative thinking, and technical knowledge. Through investigation, research and discussion, students employ an intermediate technical vocabulary, stressing the manipulation of materials and technologies.

CREDITS: 3

Pre-requisites: DIDT235, DIDS203

Co-Requisites: None

DIDT235 Construction Drawings

In this course, the student will develop knowledge and skills in the areas of architectural construction drawings and details. Analytical skills and processes provide a foundation for the application of knowledge from previous courses to technical architectural drawings using industry standards and tools. Emphasis is placed on the illustration of appropriate materials, assemblies and components for a set of interior detailed construction drawings.

CREDITS: 3

Pre-requisites: DIDT145

Co-Requisites: None

DIDT300 Interior Detailing 2

Through continuous exploration of the built environment from the perspective of construction, including the building envelope and structural systems, associated technologies, and finish materials, students will develop a set of field study as-built drawings for a commercial interior. Sketching, creative thinking, and modeling will assess student comprehension through application. Through investigation, research and discussion, students employ an intermediate technical vocabulary, stressing the manipulation of materials and technologies.

CREDITS: 3

Pre-requisites: None

Co-Requisites: None

DIDT430 Advanced Specifications

In this course, students will develop advanced knowledge and skill in the writing of specifications for an interior design project. Emphasis is on understanding the issues involved in specifying, identifying appropriate documentation formats, and practical application of that knowledge in their thesis project.

CREDITS: 3

Pre-requisites: DIDS410, DIDE4402

Co-Requisites: DIDS420

DIDT431 Advanced Estimating & Budgeting

In this course, students investigate the issues and process involved in the preparation of a cost estimate budget for an interior design project. Emphasis is on development of a comprehensive cost estimate package relating to the focus of their thesis design project.

CREDITS: 3

Pre-requisites: DIDS420, DIDT430

Co-Requisites: DIDS430, DIDT432

DIDT432 Documentation

In this course, students will examine commercial building construction and detailing with a focus on integration of building systems with interior construction. Emphasis is on the completion of details, interior construction, and finish drawings for their thesis design project.

CREDITS: 3

Pre-requisites: DIDS420, DIDT235, DIDT430

Co-Requisites: DIDS430 & DIDT431

DIDV130 Digital Drawing & Colour Theory

This course introduces basic computer applications for digital drawing and colour theory. Students will develop essential skills in the use of digital software applications while incorporating colour principles, theory, and systems as it applies to design composition, human perception and environmental psychology.

CREDITS: 3

Pre-requisites: None

Co-Requisites: None

DIDV100 Visual Communications: Perspective and Rendering

In this course, students are introduced to rendering techniques to reflect the visual qualities of the built environment. Using a variety of materials, emphasis is on the integration of colour rendering to two dimensional plans and elevations. Students will demonstrate the development of one and two-point perspectives, while integrating illustrative techniques to represent scale, proportion, materiality and advanced light modelling.

CREDITS: 3

Pre-requisites: DIDT110

Co-Requisites: None

DIDV135 Visual Communications – Perspectives

In this course, students will expand and refine their skills in perspective drawing and rendering techniques. Emphasis is on the progression of sketching skills, architectural diagramming, and the detailed construction of perspective drawings with an emphasis on complex three-dimensional spaces. Students will integrate illustrative techniques to represent scale, proportion, and advanced light modeling to portray the qualities of the built environment. The course builds upon previous knowledge in presentation composition to support design studio projects.

CREDITS: 3

Pre-requisites: DIDV134

Co-Requisites: None

DIDV200 Building Information Modeling

In this course, students are introduced to the principles and uses of Building Information Modeling (BIM) software as utilized in the profession. Emphasis is on the use of modeling commands and protocols resulting in professional-level deliverables including presentation drawings and construction documents.

CREDITS: 3

Pre-requisites: DIDT235, DIDS115

Co-requisites: none

DIDV225 Visual Communications – Technique

This course builds on the drawing and rendering techniques developed previously through an investigation of advanced techniques, mixed media, and graphics software. Emphasis is on the use of appropriate media to support project type and illustrative intent. Students will refine their presentation skills through the use of advanced mixed media approaches to effectively convey design concept integration throughout project design.

CREDITS: 3

Pre-requisites: DIDV135

Co-Requisites: None

DIDV230 Digital Rendering

In this course, the student will develop skills in preparing 3D digital production models and renderings. The student will learn to use a variety of professional level computer rendering software programs to enhance their ability to produce realistic illustrations of 3 dimensional models. Emphasis is on the production of detailed images that accurately represent materiality and spatial quality through realistic lighting and environmental influences. Students will also learn to use computer modelling and rendering as a tool to investigate and evaluate design solutions as part of the design process.

CREDITS: 3

Pre-requisites: DIDV225

Co-Requisites: None

DIDV240 Digital Presentation

Students expand their presentation skills using digital software applications and apply those skills to the development of a variety of industry standard presentation methods and techniques. Emphasis is on advanced image manipulation and demonstrating when and where to apply the appropriate presentation technique. Students explore and develop their own personal presentation strengths by furthering their visual and graphic presentation skills, as well as adding to the development of their critical analysis and creative thinking skills.

CREDITS: 3

Pre-requisites: DIDV225

Co-Requisites: None

DIDV3222 Revit

In this course, students are introduced to the principles and uses of Building Information Modeling (BIM) software as utilized in the profession. Emphasis is on the use of modeling commands and protocols resulting in professional-level deliverables including presentation drawings and construction documents.

CREDITS: 3

Pre-requisites: DIDT235

Co-Requisites: None

11.3 General Studies Program

GENERAL STUDIES COURSES

ENGL101 Research & Composition

(3 credits) (online) (Tier 1)

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

QRSS100 Qualitative Research Methods for Social Science

(3 credits) (online) (Tier 1)

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

ARTH110 Western Art – Prehistoric to Gothic

(3 credits) (online) (Tier 1)

This course introduces students to the art and architecture of ancient societies from around the world, spanning pre-history to the fall of the Roman Empire. Using a broad, interdisciplinary approach, various art works are examined as emanations of a universal human condition and as unique expressions of culturally specific worldviews. After exploring various definitions of 'art' and an overview of the earliest emergence of art and artistic traits in human history, focus then turns toward the complexities of the ancient mind and ancient civilizations. Through the art and architecture of each historical period, students learn the symbolic 'language' through which ancient societies transmitted their most profound ideas. Greater fluency in this ancient symbolic language allows students to understand the differences between sacred, traditional theological and profane art and the concepts that define their original purposes. For BID students - Pre-requisite(s): ENGL101. For BBA Students – Pre-requisite(s): None

ARTH120 Western Art – Renaissance to Contemporary

(3 credits) (online) (Tier 1)

The road to understanding modern and contemporary art begins with a study of the evolution of the modern mind. The course begins by analyzing the transition from a medieval worldview to the emergence of a scientific outlook in the late 1400s. The Renaissance and the resurgence of ancient Classical learning are also examined for their influences on artistic and architectural styles, and for their adoption of and challenge to the dominant theological doctrines of the early Modern era. Finally, the art of the 20th, 21st centuries is explored as both a culmination of Postmodernism and 'end' to the traditional narrative of art history, signalling a growing desire to be inclusive to new media and globally diverse artists. For BID students - Pre-requisite(s): ARTH110. For BBA Students – Pre-requisite(s): None.

CRIN110 Creativity and Innovation

(3 credits) (online) (Tier 1)

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

ENGL150 Professional Communication

(3 credits) (online) (Tier 1)

This course extends composition and research principles to writing in a career context. Students apply principles of economy and clarity to create business documents that are informative and persuasive. While the course focuses on business messaging, it also includes formal research report writing, as well as the planning and delivery of oral presentations. Pre-requisite(s): ENGL101

GEOG210 Human Geography

(3 credits) (online) (Tier 2)

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

ECON211 Microeconomics

(3 credits) (online) (Tier 2)

This course teaches the theory and concepts of microeconomics within the context of market decisions. It examines the concepts of supply and demand; pricing and elasticity; consumer behaviour and its impact on economic decisions; market structures that form the basis for various levels of competition; different types of markets, including labour and factor markets; and the role of government as it relates to microeconomic policy. It synthesizes theoretical concepts and examples of everyday events. Pre-requisite(s): One Tier 1 course

ENGL250 The Workplace in Fiction

(3 credits) (online) (Tier 2)

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

HIST300 The History of Sport

(3 credits) (online) (Tier 2)

This course explores the history of sport and athletics, ranging from the oldest forms of recreation to modern professional sports. It examines the established historical record, but also examines how we determine these facts through interpretation. By synthesizing the practice of sports with various theories of practicing history, students learn to evaluate historical claims that are often disguised in the playful focus of sports. Through such an analysis of historical sports, students develop a critical awareness of the social and ethical issues around such key aspects of human and social life. Pre-requisite(s): One Tier 1 course

PHIL300 Philosophical Thought and Leisure

(3 credits) (online) (Tier 2)

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

SOCI300 Sociology and Culture

(3 credits) (online) (Tier 2)

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

Pre-requisite(s): One Tier 1 course

PSYC200 Psychology of Everyday Life

(3 credits) (online) (Tier 2)

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

HUMN422 Topics in Technology and Society

(3 credits) (online) (Tier 3)

In this interdisciplinary, integrative course, the relationship between technology and society is investigated through readings, reflection, assignments, class discussion, and a formal research essay. The course identifies conditions that have promoted technological development and assesses its social, political, environmental, psychological, and economic effects. Issues of power and control and consideration of the effects of technologies on the human condition are primary themes. Written discussions, assignments, and

the writing of a formal research essay draw together students' prior learning in other general education courses. Pre-requisite(s): Two Tier 2 courses

HUMN430 Topics in Power and Society

(3 credits) (online) (Tier 3)

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

HUMN450 Design Thinking

(3 credits) (online) (Tier 3)

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

12. Personnel Roster

12.1 Senior Administration

Name	Position
Rick Davey	President, Yorkville University Ed.D., OISE/University of Toronto
John Crossley	Vice President Academic Services Ph.D., University of Toronto
Muhammed Kabir	Campus Provost/Vice President Academic Ph.D., McMaster University
Angela Kominek	Dean of Academics M.Ed., Yorkville University
Karim Sukhiani	University Registrar B. Eng., Lakehead University
Gordon Glazier	Senior Vice President Finance B. Comm., University of Toronto CPA, CMA
Walter Lee	Senior Vice President Marketing & Enrolment Ed.D. (Higher Education Leadership), University of Calgary
Paul Graham	University Librarian M.L.S., Dalhousie University
Kathy Coorsh	Librarian, Steeles Campus M.L.S., McGill University
Ron Richard	Associate Dean, Instructional Design Ph.D., McGill University
Jill Cummings	Associate Dean, Faculty Development Ph.D., University of Toronto
Mike Haney	Chief Information Officer
Greg Nichol	Director, Student Finance

12.2 Faculty Members

12.2.1 Business Administration Faculty Members

Last name	First name	University	Highest Credential
Alam	Nurul	Lund University (Sweden)	Ph.D. (Business Administration)
Aziz	Iram	York University	MA (Economics)
Culli	Gjergji	University of Tirana, Albania	Ph.D.
Elkhazin	Izzeddin	Western University (London, ON)	MBA
Gkasis	Pavlos	Aristotle University of Thessaloiki, Greece	Ph.D.
Habib	Anwar	University of Dhaka (Bangladesh)	MBA
Habib	Syeda Fahmida	SMC University (Switzerland)	DBA
McKaig	Tom	University of Strasbourg	DEA (Political Science)
Narankhuu	Bolor	Lund University, Sweden	Ph.D.
Prokop	Adam	Queen's University (ON)	MBA, MSc (Supply Chain Mngt.), MFin
Saunders	Joe	University of Phoenix, USA	MBA
Seah	Gilbert	University of Toronto	MBA
Sharma	Raj	Brunel University, Uxbridge, UK	Master of Science in Data Communications Systems
Sher	Ali	George Washington University (Washington, DC, USA)	Ph.D.
Sohaee	Negar	Colorado Technical University, Colorado, USA	DBA
Sutherland	Violet	Western Michigan University	MBA
Tanvir	Iram	Johns Hopkins University (USA)	MS (Marketing), MBA
Tariq	Abdul Naveed	University Putra Malaysia (UPM), Malaysia	Ph.D.
Toor	Arif	Memorial University (NFLD)	Med., MBA
Weerasinghe	Dileeni	University of Guelph (ON)	MBA

12.2.2 Design Faculty Members

Last name	First name	University	Highest Credential
Bagshaw	Amy	State University of New York at Stony Brook	MFA
Bliss	William	Kent State University (USA)	M.Arch.
Bustamante	Sancho	Ryerson university	B.Tech. - Architectural Science
Caponi	Christine	State University of New York (USA)	M.Arch.
Crawford	Sheri	Savannah College of Art & Design	MA. ID
Di Maio	Sabrina	University of British Columbia	MFA
Erin	Jenner	Savannah College of Art & Design	MA. ID
Fobler-Cressy	Penelope	Savannah College of Art & Design	MA. ID
Gavriliu	Nedi	National University of Arts, Bucharest	MFA, M Th.
Guido	Michael	University of Toronto	Master of Architecture
Gunn	Michele	Ryerson University	BID
Hall	Susan Jane	Washington State University	MA (ID)
Isherwood	Barbara	University of Toronto	MA
Jahani	Ehsan	Oxford Brookes University (UK)	M.Arch.
Jalalpour	Golnaz	Art and Architecture School of Azad Islamic University, Iran	MA - Industrial design
Jolley	Brentwood	Clemson university, SC, USA	Master of Architecture
Karimi	Maryam	University of Waterloo	M.Arch.
Kiersch Bohnett	Nancy	Savannah College of Art & Design	MA (ID), NCIDQ
Korbout	Elena	Northumbria University (UK)	MA (Des), MES
Larrea	Virginia	University of New Mexico	M.Arch.
Martyn	Erin	Savannah College of Art and Design, Savannah, GA	MFA (ID)
Mawby	Michelle	Fresno Pacific University (CA, USA)	BA
Moore	Aleksandra	Argosy University (FL)	Ed.D.
Moshaver	Sam	University of Montreal	Ph.D. (Environmental Design) (candidate)
Nouri	Dalia	Bagdad University, Iraq	M.Sc. (Arch)
Roland	Adam	Savannah College of Art & Design	MA. ID
Salman	Maha	University of Huddersfield, School of Art, Design and Architecture	Ph.D.
Volmer	Afsaneh	Ecole Superieure de design Industriel, Paris, France	DEA - Master of Woven Design of Woven Fabric
VonKaenel	Brandy	University of Colorado	M. Arch. and MUD

12.2.3 General Studies

Last name	First name	University	Highest Credential
Adams	Katherine	University of New Brunswick	M.Ed.
Bagshaw	Amy	State University of New York at Stony Brook	MFA
Buker	Peter	Queens	Ph.D.
Culter	Andrew	Carleton University	Ph.D. (Philosophy)
Daeizadeh	Zohreh	Lorestan University (Iran)	MA (English and Literature)
Fisher-Townsend	Barbara	The University of New Brunswick, NB	Ph.D. - Sociology
Fuyarckuk	Andrew	University of Toronto	Ph.D. (Philosophy)
Gavriliu	Nedi	National University of Arts, Bucharest	MFA, M Th.
Khan	Jalal	New York University	Ph.D.
Leffers	Donald	York University	Ph.D. (Geography)
Miaadi	Manel	University of Arts and Humanities of Sfax, Tunisia	MA (Linguistics and English)
Newell	Victoria	Medaille College (NY, USA)	MA
O'Connor	Wendy	Carlton University (Ottawa)	Ph.D.
Pett	Alexandra	University of Calgary	Ph.D. - English
Rabhari-Jawoko	Mojgan	University of Bristol (England)	Ph.D.
Skeaff	Karen	Northwestern University (USA)	Ph.D.
Torres Arends	Irene	University at Buffalo - School of Law	LL.M., Ph.D.(c)
Zakaria	Patty	Wayne State University (USA)	Ph.D.