



# 2026

# Academic Calendar

## ONTARIO

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## About Yorkville University



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

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

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

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

**Language of Instruction**

The language of instruction at Yorkville University is English.

**Admission Decisions**

Yorkville University reserves the right to refuse admission to any applicant.

**Emergency Management**

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

## **About the University Academic Calendar**

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

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

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

## **Student Responsibilities**

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

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

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

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# 1. Academic Schedules/Important Dates

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

## Undergraduate Programs: Academic Schedule/Important Dates

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

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

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

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

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

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

### Graduate Programs: Academic Schedule/Important Dates

Yorkville University organizes graduate programs into trimesters of 15 weeks each, beginning in January, May, and September.

Academic Schedule/Important Dates – Graduate Programs				
Date	Day	Term Start/End	Deadlines	University Closed
24-Nov-25	Monday		Registration of new students for Winter 2026 term (January 2026) begins.	
24-Dec-25	Wednesday			YU Holiday (Christmas Eve) - University Closed
25-Dec-25	Thursday			Statutory Holiday (Christmas Day) - University Closed
26-Dec-25	Friday			YU Holiday (Boxing Day) - University Closed
28-Dec-25	Sunday	Term Ends (Fall)		
1-Jan-26	Thursday			Statutory Holiday (New Year's Day Observed) - University Closed
5-Jan-26	Monday	Term Begins (Winter)	Session A seven-week courses and all fifteen-week courses begin	
3-Feb-26	Tuesday		<b>Deadline:</b> Winter Term Course Withdrawal - Session A seven-week courses	
16-Feb-26	Monday			Statutory Holiday (Family Day) - University Closed
22-Feb-26	Sunday	Session A ends	Session A seven-week courses end	
2-Mar-26	Monday		Registration starts for 2026 undergraduate programs for spring term.	
6-Mar-26	Friday		<b>Deadline:</b> Winter Term Course Withdrawal - Fifteen-week courses	
30-Mar-26	Monday		Registration starts for graduate programs 2026 spring/summer term (continuing students)	

Academic Schedule/Important Dates – Graduate Programs				
Date	Day	Term Start/End	Deadlines	University Closed
31-Mar-26	Tuesday		<b>Deadline:</b> Winter Term Course Withdrawal - Session B seven-week courses	
3-Apr-26	Friday			Statutory Holiday (Good Friday) - University Closed
10-Apr-26	Friday		<b>Deadline:</b> Registration for graduate programs 2026 spring/summer term (continuing students). After this date, late registration fees apply.	
17-Apr-26	Friday		<b>Deadline:</b> Tuition payment arrangement for all graduate programs 2026 spring/summer term (continuing students). After this date, late payment arrangement fees apply.	
19-Apr-26	Sunday	Term Ends (Winter)	Session B seven-week courses and all fifteen-week courses end.	
24-Apr-26	Friday		Registration of new students for Spring 2026 term (May 2026) ends.	
4-May-26	Monday	Term Begins (Spring/Summer)	Session A seven-week courses and all fifteen-week courses begin	
18-May-26	Monday			Statutory Holiday (Victoria Day) - University Closed
26-May-26	Tuesday		<b>Deadline:</b> Spring/Summer Term Course Withdrawal - Session A seven-week courses	
21-Jun-26	Sunday	Session A ends	Session A seven-week courses end	
29-Jun-26	Monday	Session B begins	Session B seven-week courses begin	
1-Jul-26	Wednesday			Statutory Holiday (Canada Day Observed) - University Closed
3-Jul-26	Friday		<b>Deadline:</b> Spring Term Course Withdrawal - Fifteen-week courses	

Academic Schedule/Important Dates – Graduate Programs				
Date	Day	Term Start/End	Deadlines	University Closed
22-Jul-26	Wednesday		Registration for 2026 fall term graduate programs begins. The Registrar's Office registers all graduate students into courses.	
27-Jul-26	Monday		Registration change period starts for 2026 fall term for graduate programs	
28-Jul-26	Tuesday		<b>Deadline:</b> Spring/Summer Term Course Withdrawal - Session B seven-week courses	
3-Aug-26	Monday			Statutory Holiday (Civic Day/British Columbia Day/ New Brunswick Day) - University Closed
7-Aug-25	Friday		<b>Deadline:</b> Registration for 2026 fall term for graduate programs. After this date, late registration fees apply.	
14-Aug-26	Friday		<b>Deadline:</b> Tuition payment arrangement for all graduate programs 2026 fall term. After this date, late payment arrangement fees apply.	
16-Aug-26	Sunday	Term Ends (Spring/Summer)	Session B seven-week courses and all fifteen-week courses end.	
25-Aug-26	Friday		Registration of new students for Fall 2026 term (September 2026) ends.	
7-Sep-26	Monday	Term Begins (Fall)	Session A seven-week courses and all fifteen-week courses begin	Statutory Holiday (Labour Day) - University Closed
30-Sep-26	Tuesday			YU Holiday (National Day for Truth and Reconciliation) - University Closed
6-Oct-26	Tuesday		<b>Deadline:</b> Fall Term Course Withdrawal - Session A seven-week courses	
12-Oct-26	Monday			Statutory Holiday (Thanksgiving) - University Closed



Academic Schedule/Important Dates – Graduate Programs				
Date	Day	Term Start/End	Deadlines	University Closed
25-Oct-26	Sunday	Session A ends	Session A seven-week courses end	
2-Nov-26	Monday	Session B begins	Session B seven-week courses begin	
6-Nov-26	Friday		<b>Deadline:</b> Fall Term Course Withdrawal - Fifteen-week courses	
23-Nov-26	Monday		Registration starts for 2027 Winter term for graduate programs (continuing students).	
1-Dec-26	Tuesday		<b>Deadline:</b> Fall Term Course Withdrawal - Session B seven-week courses	
11-Dec-26	Friday		<b>Deadline:</b> Registration for 2027 winter term for graduate programs (continuing students). After this date, late registration fees apply.	
18-Dec-26	Friday		<b>Deadline:</b> Tuition payment arrangement for all graduate programs 2027 winter term. After this date, late payment arrangement fees apply.	
20-Dec-26	Sunday	Term Ends (Fall)	Session B seven-week courses and all fifteen-week courses end.	
24-Dec-26	Thursday			YU Holiday - University Closed
25-Dec-26	Friday			Statutory Holiday (Christmas Day) - University Closed
27-Dec-26	Sunday	Term Ends (Fall)		
28-Dec-26	Monday			Statutory Holiday (Boxing Day Observed) - University Closed
1-Jan-27	Friday			Statutory Holiday (New Year's Day) - University Closed
4-Jan-27	Monday	Term Begins (Winter)	Session A seven-week courses and all fifteen-week courses begin	

## 2. Governance of the University

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

### 2.1. Board of Governors

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

The current members of the Board are:

- **Dr. Michael Markovitz**, Chair of the Board, Toronto, Ontario
- **Dr. Julia Christensen Hughes**, Vice-Chair of the Board, President & Vice Chancellor, Yorkville University
- **Dr. Roger Barnsley**
- **Dr. Deborah Buszard**
- **Mr. Matt Kunica**
- **Mr. Eric Roher**
- **Mr. Chris Voorpostel**
- **Ms. Ruth Wittenberg**

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

### 2.2. Academic Council

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

## Academic Council Membership

The table below reflects Academic Council membership at the time this Academic Calendar was published.

President and Vice Chancellor	Dr. Julia Christensen Hughes (Chair)
Provost	Dr. Eileen DeCourcy (Vice-Chair)
Senior Vice President, Governance, Regulatory, and Government Affairs	Tyler Dunham
Senior Vice President, Student Experience	Deanna McQuarrie
Provincial Campus Principal(s) & VPA(s).	Dr. Angela Antohi-Kominek (Ontario) Dr. Nora Houlahan (British Columbia) Dr. Michelle Grimes (New Brunswick)
Vice Presidents in the Division of Academics	Dr. Natasha Hannon, Teaching and Learning
<i>Deans of Faculties of Yorkville University and Program Heads where faculties are not established.</i>	
i. Liberal Arts	Dr. Nick McKenzie Dr. Leonard Danglli
ii. Interior Design	Reem Habib
iii. MA in Counselling Psychology	Dr. Tamara Dalrymple
iv. Doctor of Counselling and Psychotherapy	Dr. Danelle Kabush
v. Education	Dr. Karen Edge
vi. Creative Arts	Alexander (Sandy) Carson
vii. Business Administration	Dr. Oluchi Oti – Dean of Business, Ontario Dr. Laura Kinderman – Dean of Business, BC TBD – Assistant Dean, BBA Online
viii. Master of Couple and Family Therapy	Dr. Maliha Ibrahim Dr. Mary Killmeyer (interim)
At least one faculty representative from each academic program offered by Yorkville University, chosen by the faculty members of that program in accordance with procedures established by the Council.	Dr. Andrew Cutler Dr. Sepideh Mahani Dr. Wendy Kraglund-Gauthier Kateryna Franchuk Dr. Mandev Singh Dr. Kate Carder Dr. Barb Bryden Dr. Phuong Anh Unga Dr. Jill Foley TBD (Ontario)
Students chosen or elected in accordance with procedures established by the Council and ratified by the Council.	Nikesh Khadka (Ontario) TBD (New Brunswick) Jay Adalaja (British Columbia)
Members of the academic administrative staff chosen or elected in accordance with procedures established by the Council and ratified by the Council.	
i. Registrar's Office	Neil Neebar
ii. Teaching and Learning	Dr. Karen Stevenson
iii. Office of Regulatory, Government, and Governance Affairs	Kale Robinson
iv. Office of Regulatory, Government, and Governance Affairs, to serve secretariat functions	Neetu Dhanju
v. Members chosen at the discretion of the Chair	Fleur Williamson

## 2.3. Provincial Senate

A Provincial Senate composed of faculty, students, and academic administrators is responsible for: approval of new and revised curriculum, including new courses and major revisions to existing courses; approval of policies, procedures, and regulations related to the admission of students to, the progression of students through, and the graduation of students from programs offered at the campus; approval of terms of reference for governing and advisory committees and councils for each degree program; and review of quality assurance activities by programs at the campus. Records of Provincial Senate are reported to the Academic Council of Yorkville University.

Provincial Senate meets at least once each quarter.

Provincial Senate Membership	
Members	Member's Position at Yorkville University
Dr. Angela Antohi-Kominek	Principal and Vice President Academic, Ontario (Chair)
Reem Habib	Chair, Bachelor of Interior Design (Vice Chair)
Clair Malek	Campus Registrar
Dr. Oluchi Oti	Dean, Business
TBD	Associate Dean, Bachelor of Business Administration
Dr. Leonard Danglli	Assistant Dean, Liberal Arts
Alexander (Sandy) Carson	Chair, Bachelor of Creative Arts
Maha Dahroug	Associate Chair, Bachelor of Interior Design
Dr. Adnan ul Haque	Faculty Representative, BBA
Dr. Nikki Sohaee	Faculty Representative, BBA
Jim Helik	Faculty Representative, BBA
Dr. Carmen Victor	Faculty Representative, BCA
Kate Carder	Faculty Representative, BCA
Moby Chaudhry	Faculty Representative, BID
Kateryna Franchuk	Faculty Representative, BID
Erin Martyn	Faculty Representative, BID
Dr. Andrew Cutler	Faculty Representative, Liberal Arts
Irene Torres-Arends	Faculty Representative, Liberal Arts
Dr. Cagdas Dedeoglu	Faculty Representative, Liberal Arts
Kristen Karmazinuk	Alumni Representative, BBA
Nikesh Khadka	Student Representative, BBA
Metanat Daghighy	Student Representative, BID
Dr. Eileen De Courcy	Provost
Deanna McQuarrie	Senior Vice President, Student Experience
Neil Neebar	University Registrar
Sarah Van Sickle	Resource Management Librarian
Dr. Natasha Hannon	Vice President, Teaching & Learning

Provincial Senate Membership	
Members	Member's Position at Yorkville University
Dr. Karen Stevenson	Associate Vice President, Learning Design
Dr. Theon O'Connor	Director, Student Experience
Daniel Ortega Alcantar	Administrative Assistant, Academic
Neetu Dhanju	Director, Academic Governance, Policies & Compliance
Daniel Mullin	Policy Associate

Note: The table above reflects YU ON Senate membership at the time this Academic Calendar was published.

## 2.4. Academic Governance at the Program Level

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

## 3. Vision and Mission

### 3.1. Vision

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

### 3.2. Mission

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

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

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

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

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

### 3.3. Core Values

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

#### *Fuel Learning Potential*

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

#### *Own Our Impact*

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

#### *Build Inclusive Communities*

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

#### *Embrace Purposeful Curiosity*

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

See also [Core Values](#).

### 3.4. Signature Learning Outcomes

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

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

See also [Signature Learning Outcomes](#).



## 4. History of Yorkville University

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

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

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

In October 2011, the Lieutenant Governor of New Brunswick signed an order-in-council designating Yorkville University to offer the Master of Education (Adult Education) program. Classes began online in January 2012. In March 2012, Yorkville University was designated to offer the Bachelor of Business Administration program; classes began in October 2012. In December 2014, Yorkville University was designated to offer an additional Master of Education in Educational Leadership with specializations in Educational Administration and Leadership in Learning; classes began in May of 2015. In May 2022, the University received approval to transform the 36-credit degree program to a 30-credit degree program and to introduce two pathways within the MEAE and MEEL programs (i.e., the option to complete a course-based or research-based program). In July 2020, the University was designated under the New Brunswick Degree Granting Act to offer a Doctor of Counselling and Psychotherapy degree. In July 2025, the University received designation in New Brunswick to offer a Master of Education in Curriculum and Pedagogy and a Master of Couple and Family Therapy.

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

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

## 5. University Policies and Procedures

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

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

### 5.1. Academic Freedom Policy

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

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

Academic freedom includes:

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

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

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

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

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

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

## 5.2. Intellectual Property Policy

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

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

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

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

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

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

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

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

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

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

## 5.4. Ethical Standards Policy

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

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

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

## 5.5. Equity, Diversity, and Inclusion Policy

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

Yorkville recognizes that workplaces and post-secondary institutions historically have marginalized equity-seeking groups. It is recognized that this marginalization has the potential impact of hindering an individual's ability to fully, freely and equitably participate within the workplace, academic environments and in society. Systems of marginalization include but are not limited to ableism, ageism, classism, biphobia, homophobia, transphobia, sexism, racism, anti-black racism, anti-indigenous sentiment, antisemitism, islamophobia, anti-immigrant sentiment and other systems. Yorkville University is committed to working to remove barriers related to systems of marginalization. The University is also committed to the spirit of truth and reconciliation towards Indigenous Peoples. In addition to acknowledging the Indigenous communities on whose traditional territories we work and learn (including through the use of Land Acknowledgements), the University will also strive to build relationships of recognition and respect with Indigenous Peoples. Yorkville strives to align itself with the United Nations Sustainable Development Goals related to providing inclusive and equitable quality education.

Yorkville University is committed to ensuring that all members of the Yorkville community feel welcome and included in the workplace and academic environments. Yorkville will promote and support equity, diversity, and inclusion to reflect and respond to the needs of its faculty, students, and staff. The University strives to create work and learning environments in which individuals can participate, maximize their contributions, and achieve their full potential. Yorkville University promotes environments where a plurality of lived experiences and diverse narratives are embraced. Equipping students with the skills for storytelling is especially unique with respect to the University's involvement in promoting equitable representation within the creative industries. Furthermore, Yorkville University will work towards removing barriers to equity, diversity, and inclusion in its workplace and learning environments.

Students with equity, diversity, and inclusion concerns or questions should contact the [Office of Student Rights and Responsibilities](#).

## 5.6. Gender Inclusion Policy

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

Yorkville recognizes that individuals who do not conform to a gender binary and societal gender norms experience barriers, inequities, and risks to their wellbeing based on prejudices. This has the potential impact of hindering the individual's ability to fully, freely, and equitably participate within the Yorkville workplace and/or learning environment.

Yorkville is committed to ensuring that all Members of the Yorkville community feel welcome and included in the workplace and academic environments. Yorkville will promote and support gender Inclusion in all academic and corporate policies, procedures, programs and services to reflect and respond to the needs of its faculty, students and staff. Yorkville strives to create work and learning environments in which individuals can participate, maximize their contributions, and achieve their full potential. Yorkville promotes environments where a plurality of lived experiences are embraced, including safe spaces. Furthermore, Yorkville will work towards eliminating barriers to gender inclusion in its workplace and learning environments.

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

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

## 5.7. Discrimination and Harassment Policy

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

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

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

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

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

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

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



## 5.8. Prevention of Sexual Violence Policy

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

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

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

## 5.9. Academic Accommodations and Accessibility Policy

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

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

1. Removing barriers to access.
2. Deploying inclusive supports that facilitate access for students with disabilities.
3. Providing academic accommodations to students with disabilities and students with other needs relating to protected grounds as per this policy.

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



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

## 5.10. Accommodations for Religious Observances Policy

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

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

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

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

## 5.11. Student Conduct Policies

### 5.11.1. Academic Integrity and Honesty Policy

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

All members of the University are obligated to maintain the highest standards of academic honesty and to foster these practices in others. All members of the academic community must ensure that

all materials used in courses or in assignments submitted for assessment adhere to established standards of academic honesty and to Canadian copyright law.

#### **5.11.1.1. Academic Offenses**

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

1. Plagiarism: Plagiarism is the act of representing the work, ideas, or words of any other person, machine, or application as one's own. It includes, but is not limited to:
  - a) Quoting verbatim or with significant similarity from any source without citation, with incorrect citation, or in any way that creates the appearance that material written by any other person or application was written by the student.
  - b) Submitting work produced by another person or application, in whatever form, without appropriately referencing the source.
  - c) Purchasing or otherwise acquiring (e.g., from social media, "tutoring," or note-sharing websites) assignments and submitting them as one's own work.
2. Self-plagiarism or double-dipping: This is the act of students submitting coursework that is identical or substantially similar to work that they have already submitted for credit at Yorkville or another institution. It is an academic offence unless explicitly required or approved by the course instructor or program director.
3. Cheating: Anything done to dishonestly or unfairly gain unearned academic advantage, grades, or credits is a serious breach of academic integrity. Cheating includes, but is not limited to:
  - a) Using unauthorized notes, texts, instructor's manuals, or other material during examinations or tests;
  - b) Allowing another person to complete course assignments, tests, or examinations;
  - c) Obtaining an examination, test, or other course material through theft, collusion, purchase, gift, or any other way to dishonestly or unfairly gain academic advantage;
  - d) Collaborating with one or more other individuals on a work to be evaluated when the instructor has required the work to be completed on an individual basis;
  - e) Falsifying credentials, records, transcripts, or other documents or misrepresenting professional experience;
  - f) Employing any unauthorized academic assistance in completing assignments or examinations, including:
  - g) Downloading material from websites that offer "tutoring" services;
  - h) Using professional editing services in such a way that the final product does not accurately represent the student's academic abilities;
  - i) Tampering with, or altering, in any deceptive way, work subsequently presented for a review of the grade awarded.
4. Abetting plagiarism and/or cheating: It is a breach of academic integrity to encourage or facilitate academic dishonesty in others. Such activities might include:
  - a) Selling, giving, posting online, or otherwise distributing assignments, projects, exams, reports, or other work completed as a student at Yorkville when it can be reasonably assumed that such action will allow others to plagiarize or cheat. This includes posting, selling, trading, sharing, uploading or otherwise distributing the content mentioned above, on sites or platforms including, but not limited to, Course Hero, Chegg, and Facebook.

- b) Knowingly allowing one's assignments, projects, exams, reports, or other work completed as a student at Yorkville to be copied by another person when it might be reasonably assumed that this will allow others to plagiarize or cheat.
- c) Impersonating another person for the purposes of completing course assignments, tests, or examinations.
- d) Colluding with one or more other students to prepare and submit substantially the same piece of work, without prior permission of the instructor.

***Penalties for Academic Offences:***

To encourage students to learn and to practice academic integrity, the University will normally apply less severe penalties for first offences and will increase the severity of penalties for subsequent offences. However, a Dean, Associate Dean, Chair, or Director (Academic Head) may conclude that an academic offence, even a first single offence or multiple offences being discovered at or around the same time, are so serious that a more severe penalty than suggested below is required. In such cases, the Academic Head may impose the more serious penalty, having presented reasons for doing so. The student can appeal the Academic Head's decision to the University's Standing Committee on Academic and Student Conduct Appeals. The decision of the Standing Committee on Academic and Student Conduct Appeals is final and cannot be appealed. Note also that an Academic Head or the Standing Committee on Academic and Student Conduct Appeals might conclude that principles of fairness and natural justice require a penalty different from those identified below (e.g., suspension from a program rather than academic dismissal).

Note that should an academic offence come to light after a course has ended, the University reserves the right to retroactively impose a penalty and, thus, change the grade on the student's record. The University also reserves the right to revoke an awarded credential should it be found that the credential would not have been awarded if the University had been aware of breaches of the Academic Integrity and Honesty policy.

***First offence:***

1. The student will receive a mark of "0" on the paper, test, exam, report, assignment, discussion question post, or other learning activity in which the academic offence was committed and may be required to complete an educational workshop focusing on skills and knowledge related to academic integrity.
2. A copy of the *Student Conduct Incident Report* and related documentation, together with the final email provided by the Registrar's Office to the student will be placed permanently Yorkville's student information system.

***Second offence:***

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

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

#### *Third offence:*

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

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

Students are expected to familiarize themselves with the complete official *Academic Integrity and Honesty Policy*, together with the associated Academic Integrity and Honesty Procedures, which are available at [Yorkville University: Resources; Academic Integrity Policy](#) and [Academic Integrity. The Academic Integrity and Honesty Procedures](#) document defines Academic Offences and associated penalties, and how offences under the policy are investigated and prosecuted.

#### **5.11.2. Student Code of Conduct Policy**

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

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

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

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

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

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

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

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

### **5.13. Institutional Closure Policy**

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

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

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

### **5.15. Student ID**

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

### **5.16. Health Insurance**

International students must be enrolled in Health Insurance through the University’s approved provider (StudyInsured). StudyInsured pays emergency benefits including eligible medical expenses, prescription drugs, paramedical services, psychiatric care or mental & emotional disorders and dental services and other non-emergency benefits. More information about StudyInsured policy and coverages can be found <https://studyinsured.com/yorkville/en>.

Students who choose to withdraw from any program should request that their StudyInsured be cancelled within the first three (3) weeks of the start date of the plan. Plans cannot be cancelled or refunded after three (3) weeks into the plan. Please also note that refunds will be processed only if no claims have been made with the insurer.

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

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

Students' University email address will provide them with the ability to use the Single Sign-On (SSO) feature which will provide immediate access to all accounts.

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

## 6. Undergraduate and Graduate Admission Policies and Information

This section describes undergraduate and graduate admission policies and procedures for undergraduate and graduate programs at the Ontario campus. Additional admission requirements are provided in Section 10.

### 6.1. Undergraduate Admissions

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

#### 6.1.1. General Admissions Procedures

Complete information about admission to Yorkville University programs is available from the Admissions Office:

- Telephone: (647) 497-8940
  - Toll free: (877) 429-4029
  - Fax: (647) 943-4989
  - Email: [admissionson@yorkvilleu.ca](mailto:admissionson@yorkvilleu.ca)
- 
- An application fee and all relevant documents must be submitted before an application will be reviewed by the program admissions committee. Once the committee has reviewed submitted documents, both successful and unsuccessful applicants will be notified in writing by the Registrar's Office.
  - Applicants are required to follow an online application process and to pay all published fees within the stated timelines.
  - A student applying for entrance to a Yorkville University undergraduate program completes an online application form and submits it to the Admissions Office.
  - The University has multiple admission deadlines in the academic year for undergraduate programs, depending on whether they are on a trimester or quarter term system. Application deadlines are indicated in the academic schedule (see *Section 1*). The University offers four (4) intakes per year for its undergraduate programs. Students may begin any program in January, April, July, or October. For specific dates please refer to the academic schedule (see *Section 1*).
  - Meeting the minimum requirements does not guarantee admission to any program.
  - Although the University's intention is to keep rules and regulations stable over multiple years, some regulations may differ from one academic year to another. Students will normally follow the regulations in the Academic Calendar for the year in which they are admitted.
  - The University reserves the right to refuse admission to individual applicants.

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

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

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

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

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

### **6.1.3. Mature Students**

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

A mature applicant is any applicant who:

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

To be admitted, mature applicants must:

1. Qualify by meeting the definition of a mature applicant, above.
2. Meet the English Language Proficiency requirements for admission to undergraduate programs. (See *Academic Calendar*, Section 6.1, "English Language Proficiency.") When the applicant attended but did not graduate from high school\* where English was the language of instruction, the applicant will be required to demonstrate English language abilities



equivalent to high school graduation<sup>‡</sup>. (Note that the Admissions Committee reserves the right to require further proof of language proficiency before permission will be granted to register in academic courses.) And

3. Meet the mathematics proficiency requirements of the program in which the applicant wishes to enroll. Where a program has not established distinct math proficiency requirements, applicants may still be required to demonstrate abilities equivalent to high school graduation<sup>‡</sup>. And
4. Meet any discipline-specific knowledge or skills requirements established by the program to which the applicant seeks admission.

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

Mature applicants who have previously completed some post-secondary education will be assessed by the Admission Committee of the relevant degree program considering the post-secondary education completed.

- a. Applicants who have successfully completed at least twelve credit hours of post-secondary education where English is the language of instruction have met the English language proficiency requirement for admission. (See *Academic Calendar*, Section 6.1, “English Language Proficiency”)
- b. Applications will be assessed on a case-by-case basis to determine whether
  - i. Program-specific math proficiency requirements have been met.
  - ii. Discipline-specific knowledge or skills requirements established by the program to which the applicant seeks admission have been met.
  - iii. The applicant needs to demonstrate abilities equivalent to high school graduation<sup>‡</sup>.

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

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

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

The full policy on *Admission of Mature Students – Undergraduate Programs* is available here: [Resources | Yorkville University](#).

#### **6.1.4. International Students**

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

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

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

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

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

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

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

1. Completion of secondary education where English is the language of instruction.<sup>1</sup>
2. Successful completion of at least 12 credit hours of previous postsecondary education where English is the language of instruction.<sup>1</sup>
3. Successful completion with the equivalent of "B" standing of a post-secondary level English for Academic Purposes program accredited by Languages Canada ([Languages Canada](#)).
4. Confirmation of an acceptable score<sup>2</sup> on a test of English language proficiency recognized by Yorkville University.<sup>3</sup>

### English Language Proficiency Tests: Minimum Scores Required for Undergraduate Program Admission

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

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

### Undergraduate Programs – Conditional Admission Requirements

Applicants to undergraduate programs who meet other admission requirements but have an IELTS score below 6.5 but no lower than 6.0 **and** have a minimum of 6.0 on all IELTS bands (or equivalent on another recognized English language proficiency test), may be admitted conditionally. Conditionally admitted students must meet the following requirements before being fully admitted to their program of study:

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

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

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

## 6.2. Graduate Admissions

### 6.2.1. General Admissions Procedures, All Graduate Programs

An application fee and all relevant documents must be submitted before an application will be reviewed by the program admissions committee. Once the committee has reviewed submitted documents, both successful and unsuccessful applicants will be notified in writing.

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

- **Toll free:** (877) 429-4029
- **Local:** (647) 497-8940
- **Fax:** (647) 943-4989
- **Email:** [admissionson@yorkvilleu.ca](mailto:admissionson@yorkvilleu.ca)

#### **English Language Proficiency**

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

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

1. Completion of a bachelor's or first professional degree where English is the language of instruction.<sup>1</sup>
2. Confirmation of an acceptable score<sup>2</sup> on a test of English language proficiency recognized by Yorkville University.<sup>3</sup>
3. Successful completion with the equivalent of "B" standing of a post-secondary level English for Academic Purposes program accredited by Languages Canada (Languages Canada).
4. For Canadian applicants who completed their bachelor's or first professional degree in French, completion of a college certificate or diploma or their secondary education in English.

#### **English Language Proficiency Tests: Minimum Scores Required for Graduate Program Admission**

Test Type	IELTS	Pearson Test of English - Academic	CAEL CE & CAEL Online	Canadian Language Benchmark	Duolingo English Test	iTEP Academic	TOEFL iBT (See table below for min. component scores)
Requisite Score(s)	6.5 (no band below 6.0)	65 (no skills area score below 55)	70 (no component proficiency score below 60)	9 (no component score below 8)	130 (no sub score below 120)	4.4 (no sub score below 4.0)	95

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

Notes:

1. The university reserves the right to require further proof of language proficiency before permission will be granted to register in academic courses.
2. Acceptable levels of proficiency are defined by the Academic Council of Yorkville University. The Academic Council defines a minimal score on a single test (normally the IELTS test). Acceptable scores on other tests are derived from an equivalency table approved by the university's Academic Cabinet and maintained by the university registrar.
3. Acceptable tests of English language proficiency are those that have been approved by the university's Academic Cabinet.

### **6.2.2. Master's Programs**

Applicants to all master's programs must meet general admission criteria for acceptance into a master's program. Criteria for specific programs, where these differ from the criteria described below, may be found in Section 10.

Applicants are required to follow an online application process and to pay all published fees within the stated timelines.

Admission to a master's program is selective. Meeting minimum requirements does not guarantee admission to a graduate program.

Minimum admission requirements include:

- A bachelor's or first professional degree from a recognized university. Preference will be given to students who have successfully completed undergraduate courses in an area relevant to the program for which they are seeking admission. Original transcripts from former institutions of higher learning must be sent directly to the admissions office of Yorkville University.
- A grade point average (GPA) in their undergraduate study sufficiently strong to support the ability to participate in a rigorous, graduate level program of academic study; this is normally shown by an applicant's cumulative GPA (average on all undergraduate courses) or the GPA on the final 60 undergraduate credits taken. Generally, master's programs require an

undergraduate cumulative grade point average (GPA) of at least 3.0 on a 4.0 or 4.3 scale. Applicants may be admitted with a GPA between 2.5 and 2.99 if there is clear evidence in their application leading the admissions committee to believe that the applicant is prepared for graduate study. Students admitted with a GPA below 3.0 will be subject to conditions established by the admissions committee and will not be allowed to continue in the program if such conditions are not met. Applicants whose cumulative GPA in their undergraduate study is below 2.5 on a 4 or 4.3 scale are not considered for conditional admission under this general policy and will not be admitted.

- Although standardized test results, such as the Graduate Record Examination (GRE) or the Miller Analogies Test, are not generally required as a precondition for admission to a graduate program, applicants are encouraged to submit these scores if they believe such test results would strengthen their application for admission.
- Two letters of reference from professional or academic sources, preferably from persons able to comment meaningfully on the motivation and ability of the applicant to undertake graduate study.
- A résumé or CV.
- A 700–1000-word letter of application substantiating future interests, motives for participation, and relevant work experience. In this letter, we ask applicants to comment on how their life experiences, work experiences, and/or education make them a suitable candidate for the program. Applicants may also wish to comment on how this program would assist them in meeting their career goals.

### **6.2.3. Graduate Programs Credit Transfer and Advanced Standing Policies**

Each university program publishes advanced standing policies that include the program's requirements with respect to the transfer of credit and recognition of prior learning. See *Section 10 for details*.

In general, prior learning is not recognized in graduate degrees and diplomas except when it is certified by an official transcript from a recognized university showing the completion of a relevant academic course.

In general, advanced standing or transfer credits may be provided to students for graduate courses completed at other institutions provided that the course is comparable to a course offered by Yorkville University and the following conditions have been met:

- The admissions committee has reviewed the application file, and the student is admissible to a Yorkville University degree program.
- The student has achieved a grade that is equivalent to a passing grade normally required of students in the Yorkville University graduate program into which admission is sought; and
- The transfer credit is approved by the dean of the faculty.

Note that credits will not be awarded for any course taken at another university when that course was previously recognized for credits toward a completed degree program. The student will not be required to repeat the course at Yorkville, but they will be required to take another course to replace the one already completed elsewhere.

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

The purpose of evaluating and providing for the transfer of credits into Yorkville University graduate programs is to give students reasonable recognition for academic work that has been successfully completed at another institution and to reduce the likelihood of students having to repeat academic work in which they have already demonstrated competence. Transfer credit is limited to a maximum of three academic courses. Some courses cannot be replaced by transfer credit (see *details under specific programs in Section 10*). No transfer of credit will be provided for field-based courses or for major academic papers, reports, or case presentations.

*Credit transfer from other Canadian universities*

Credit transfer will be provided for courses that are part of a recognized degree program that match or are equivalent to courses offered in the Yorkville University degree program to which the student is applying. Students must submit detailed course outlines of all courses requested for transfer.

*Credit transfer from institutions located in the United States*

Credit transfer will generally be accepted from accredited USA degree-granting institutions with transfer agreements with appropriate state universities. Students must submit detailed course outlines of all courses requested for transfer.

*Credit transfer from an institution located outside of Canada and the United States*

A student wishing to transfer credits from graduate studies completed at educational institutions outside of Canada and the USA, where equivalency is difficult to substantiate, may be required to provide, at the applicant's expense, supplementary documentary evidence from an agency that can verify equivalency.

#### **6.2.4. Non-degree Students**

A non-degree (or unspecified) student is a student admitted to take up to three specific courses from Yorkville University. To be admitted as a non-degree student, the applicant must meet the minimal GPA required for admission to the program. Upon successful completion of the course, a non-degree student may request transfer of the course credit to a program at another university. In such cases, Yorkville University will send an official copy of the student's transcript to the other university upon payment of the normal transcript fee charged by the university.

If a non-degree student wants to become a degree-seeking student, they must submit a complete application for admission to the program. The decision to admit or not admit the applicant will be based on the applicant's entire academic record.

When a non-degree student has been admitted as a regular degree-seeking student, the relevant program admissions committee will assess the student's record to decide what previously completed Yorkville University courses will be recognized for credit toward the degree program. No guarantee is made that such a transfer of credit will be approved.

## 6.3. Re-Admission Policies and Procedures

### 6.3.1. General Policies and Procedures

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

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

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

A student re-admitted after being academically dismissed from Yorkville University will automatically be placed on academic probation (see Section 8.3.1). Failure to meet the normal academic requirements of the program and any other probationary requirements established by the program's Admissions Committee will result in final dismissal and further applications for re-admission will not be considered.

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

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



## 7. Financial Policies and Information

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

### 7.1. Tuition and Other Fees: General Information

All fees and charges are quoted in Canadian dollars (CAD). The University also accepts equivalent payment in other currencies. For further information about tuition, fees, and payment methods, contact Student Financial Services at 1-778-329-0562 (if outside North America, call 1-844-865-6655).

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

Tuition fees are due no later than the start of each term. Students may request to pay tuition fees in monthly installments over the term – approval will be based on previous payment history. Arrangements for payment of tuition must be made at least two weeks prior to the start of each term. Please contact Student Financial Services to make payment arrangements or for further information.

Students are not permitted to register for or participate in a future term or a future course with an outstanding tuition balance.

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

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

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

*Tuition rates are confirmed three months prior to the start of each term. Changes to tuition rates will be announced at least three months prior to the start of the term to which they apply. Current tuition rates are available on the University's website, or from the Student Finance Office at 1-844-865-6655.*

<b>Delivery of Goods and Services Policy</b>	<p>Students are required to purchase standard texts or special lesson manuals and lab/studio supplies as specified in the course syllabi.</p> <p>Enrollment for a subsequent term will be denied to students who fail to fulfill their financial obligations. A student may be dismissed if payment is not made on the scheduled date. Students who are dismissed from the program will be subject to withdrawal fees as per the policies below based on the date of dismissal. In addition, no diploma is released to a student with outstanding financial obligations to Yorkville. In all cases, the student remains responsible for tuition and other charges incurred.</p>
<b>Application Fee</b>	An Application Fee must accompany all admission or re-admission applications. This is a non-refundable fee that is not credited to the student's tuition. Up-to-date information on the Application Fee is available at <a href="#">Our Programs</a> .
<b>Registration Deposit (Seat Fee)</b>	\$300 must be paid once the student has received a letter of acceptance. This is a non-refundable amount that will be credited towards the student's tuition.
<b>Course Tuition Fee</b>	See the website for current <a href="#">Course Tuition Fee</a> rates.
<b>Continuous Enrollment Deposit</b>	A Continuous Enrollment Deposit of \$300 will be assessed to all students who elect to take a term off (leave of absence). This deposit will be credited to the student's account as long as they return on schedule. If the student does not return on schedule, they forfeit the deposit. This deposit will not be applicable to those students who are on an approved practicum deferral.
<b>Re-entry Deposit</b>	A re-entry deposit of \$300 will be collected for all students who withdrew from their studies and are now returning to the program. This deposit will be credited to their final term of study. It will be a onetime only credit.
<b>Course/Section Change Fee</b>	A \$75 fee is assessed for all course cancellations, course additions, or course changes that occur after the registration deadline until the course start date. In the event a course change is required for academic reasons, the fee will not be applied.
<b>Course Withdrawal Policy</b>	Course withdrawal fees are based on the number of days that the student is enrolled in each course, starting on day 1. Students are charged on a pro-rata rate to the date the institution is notified in writing. The deadline for course withdrawal refunds in graduate programs is the 60% point in the course. The deadline for course withdrawal refunds in undergraduate programs is the 50% point in the course. A withdrawal admin fee will also be assessed. A withdrawal admin fee will be charged for each course withdrawal equal to 10% of the total course cost.

<b>Credit Balances</b>	Credit balances resulting from cancellations, withdrawals, or other schedule changes will be applied to upcoming payments on the student's current or next term of study. Graduated or withdrawn students may request a credit balance be refunded by sending a written request to the Bursar. A refund cheque will be issued within 30 days of receipt of the request. Financial Aid refunds will be issued based in the applicable provincial regulations.
<b>Late Payment Fee</b>	A fee of \$150 will be applied to all non-payments which include missed payments, insufficient funds, declined payments and late payments.
<b>Graduation Fee</b>	\$125 must accompany a student's Request to Graduate Form.
<b>Transcript Fee</b>	\$10 must accompany a student's Request for Transcript Form. A \$25 fee will be charged if the student requests the transcript to be couriered. Note: the student must be in good financial standing with the University prior to the transcript being issued.
<b>Replacement Diploma</b>	All replacement diplomas cost \$50 each.
<b>International Student Fee</b>	An International Student fee is required on a per term basis. Please see the website for current rates.

### **7.1.1. Military Deployment Policy**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **7.2.4. 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](#).

### **7.2.5. Scholarships & Bursaries**

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

#### **7.2.5.1. Canadian Armed Forces Bursary Program**

Yorkville offers bursaries for individuals who served in the Canadian Armed Forces, and their families:

- Anyone currently serving in the Canadian Forces or has served more than two years is eligible for a 25% tuition bursary.\*
- Anyone currently employed by Military Family Resource Centres is eligible for a 15% tuition bursary.
- Children and spouses of all Canadian Forces members (listed above) are eligible for a 15% tuition bursary.\*\*

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

Notes:

\* Proof of active service or history of service is required.

\*\*While common-law relationships and step-parenting relationships will be honoured, proof of spousal relationship will be required. Proof of family connections will be required for all recipients.

#### **7.2.5.2. Indigenous Student Tuition Bursary**

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

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

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

## 8. Academic Policies and Information

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

### 8.1. Course Delivery

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

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

Online courses are delivered via a Learning Management System (LMS). The courses use many of the same teaching and learning methods used in on-campus courses, but there is greater emphasis on self-directed learning through readings and interactive learning activities. For the most part, courses are delivered asynchronously; that is, there is no set time when students must attend class, which provides significant scheduling flexibility for the student. However, there are weekly participation requirements that must be met and interactive learning activities that require students to log into the LMS regularly and frequently.

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

#### 8.1.1. Student Course Loads

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

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

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

**Permission to take courses above the standard or maximum course load:** A student may apply through the Registrar's Office for permission to exceed the standard course load in any one term or the maximum number of concurrent courses, using the Concurrent Course Request Form ([Registrar's Office Ontario - MyYU](#)). Eligibility requirements for students who wish to take additional courses is set by each program.

- To be eligible 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. Students who are on academic probation or otherwise not in good academic standing may not exceed their program's standard course load.

### **8.1.2. Syllabi**

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

Students are encouraged to keep their course syllabi for possible use in obtaining advanced standing/transfer credit from another post-secondary institution.

### **8.1.3. Attendance**

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

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

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

#### **Attendance Policies:**

1. *Attendance monitoring for new Term 1 students:* A newly admitted Term 1 student who does not demonstrate engagement—such as attending synchronous sessions, submitting assignments, participating in discussions, or accessing course materials – by the end of Week 1 will be



classified as Did Not Start (DNS). Enrollment will be cancelled in accordance with University procedures.

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

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

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

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

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

### ***Term Enrollment and Approved Leave***

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

## **8.2. Assessment**

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

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

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

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

Yorkville University uses *Turnitin*® software to screen student's academic submissions in some programs. This software is integrated with the online campus and allows comparison of student academic reports, major papers, and other course submissions with over 20 billion archived web pages, over 220 million archived student papers, and over 90,000 journals, periodicals, and books. More information regarding this software is available online at [Turnitin Website](#).

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

Faculty members will also assess the student's ability to use appropriate grammar, spelling, and punctuation. Assignments will be marked in detail to identify improvements that need to be made to conform to the approved referencing style and the quality of the writing (e.g., grammar, composition, punctuation, and spelling).

### **8.2.3. Examinations**

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

## **8.3. Grading Policies**

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

### **8.3.1. Letter Grades**

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

### **8.3.2. Passing Grades**

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

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

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

### 8.3.2.1. Good Academic Standing

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

Academic Council of Yorkville University has established the following standards for good academic standing:

- Undergraduate programs: cGPA 2.0 (C, 63%)
- Graduate programs: cGPA 3.0 (B, 73%)

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

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

### 8.3.2.2. Academic Probation

Academic probation is a notice to the student of unsatisfactory academic performance (below a cGPA of 2.0) and a warning that the student needs to improve performance to avoid dismissal.

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

1. **Probationary standing for students readmitted after academic dismissal:** Students who have been dismissed from their program because of continued poor academic performance can, in some circumstances, apply for re-admission to the program after a specified time has elapsed (see *Section 6.3, above*). If readmitted, these students are placed on academic probation. The probationary period for students in this category will be the same as for someone who fails to maintain good academic standing as described below.
2. **Failure to maintain good academic standing:** The academic performance of each student is reviewed at the end of each term and students who are not in good standing (as defined by the program in which the student is enrolled) are placed on academic probation.

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

1. It is the responsibility of each student to be aware of any requirements specific to their programs.
2. A student placed on academic probation is formally notified by the Registrar's Office that they are on probation and of the conditions that must be met while on probation.
3. The Registrar provides additional notifications throughout the probationary period.
4. The essential conditions that must be met by every student on academic probation is achievement of a cumulative GPA that meets the "good standing" requirements of the program in which they are enrolled. In some programs, students on academic probation must also earn satisfactory grades in each course taken while on probation.
5. When the conditions have been met, the student will be removed from academic probation.
6. A student who has been placed on academic probation and whose cGPA at the end of the subsequent term remains below the program's requirements for good academic standing will be academically dismissed, and they will be required to wait at least one year before applying for re-admission to the program.
  - a. Note, however, that if a student's performance shows significant improvement such that the head of the program concludes that additional time is likely to bring the student into good academic standing, the head of the program may allow the student to continue on probation for an additional term.
  - b. Students for whom it is mathematically impossible to bring cGPA to good standing will not be granted such an extension.
  - c. Only in exceptional circumstances will academic probation be extended for a second time.
7. The head of the academic program in which a probationary student is enrolled may impose additional probationary conditions, such as a reduction in the number of courses that may be taken while on probation, a requirement that the student take one or more specific courses while on probation, or academic skills remediation activities.
8. The maximum course load for a student on academic probation is the standard one-term course load as defined by the program in which the student is enrolled.
9. Decisions made under the *Academic Probation Policy*, including decisions to academically dismiss a student, may be appealed to the Standing Committee on Academic and Student Conduct Appeals, as set out in the University's policy on Student Grievances and Appeals.

#### **8.3.2.3. Academic Dismissal**

**Academic dismissal** occurs when students fail to return to good academic standing after being placed on academic probation. Students who breach the University's *Academic Integrity Policy* may be academically dismissed. In some graduate programs, students may be dismissed for failure to meet program-specific progression requirements (identified in Section 10 of the academic calendar.) Students who have been academically dismissed can, in some circumstances, apply for re-admission to the university after 12 months have passed after their dismissal. Re-admission policy is found in Section 6.3 of the academic calendar.

#### **8.3.2.4. 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.

### 8.3.2.5. Leave of Absence

A leave of absence allows a student to withdraw for one or more terms of the program without applying for re-admission. Students must complete a *Leave of Absence Request Form* and pay a continuous enrollment fee for each term during which they are on leave of absence.

### 8.3.3. Mastery/Competency Based Grading

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

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

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

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

### 8.3.4. Graduate and Undergraduate Program Grading Standards

#### 8.3.4.1. Graduate Program Grading Standards

Grade Standards – Graduate Programs		
Definition	Letter Grades and GPA and % Equivalencies	Standard Required to Achieve the Letter Grade
<b>A</b>  Outstanding or excellent: Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.	A+ (4.3) 90 – 100%	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.
	A (4.0) 85 – 89.9%	Excellent. Evidence of at least mastery in all key performance areas and of expertise in most.
	A- (3.7) 80 – 84.9%	Superior. Evidence of at least mastery in all key performance areas and of expertise in some.
<b>B</b>  Proficient: Evidence of grasp of subject matter; evidence of critical capacity and analytic ability; reasonable understanding of	B+ (3.3) 77 – 79.9%	Very good. Evidence of mastery in all key performance areas.
	B (3.0) 73 – 76.9%	Good. Evidence of at least competence in all key performance areas and of mastery in most.

relevant issues; evidence of familiarity with literature. Graduate students must meet or exceed this standard to maintain good academic standing and to graduate from their programs.	B- (2.7) 70 – 72.9%	Satisfactory. Evidence of competence in all key performance areas.
<b>C</b>  Approaching proficiency: Student who may be profiting from the University experience but whose performance is not satisfactory; some evidence that critical and analytic skills have been developed; basic understanding of the subject matter and ability to develop solutions to simple problems in the material.	C+ (2.3) 67 – 69.9%	Evidence of competence in most but not all key performance areas.
	C (2.0) 63 – 66.9	Evidence of competence in some performance areas.
	C- (1.7) 60 – 62.9%	Evidence of competence in few key performance areas.
<b>D</b>  Little proficiency: Some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability.	D+ (1.3) 57 – 59.9%	Superficial ability but not competency in most key performance areas.
	D (1.0) 53 – 56.9%	Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.
	D- (0.7) 50 – 52.9%	Superficial ability in only a few key performance areas and deficient performance in many areas.
<b>F</b>  No proficiency: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.	F (0.0) 0 – 49.9%	Deficient performance in all key performance areas.

### Passing Grades:

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

Academic Council of Yorkville University has established 70% (B-) as the normal passing grade for graduate courses.

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

**Academic Honours:**

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

**Repeating Courses:** A student who does not earn a passing grade in a course must repeat that course. If the grade on the second attempt is also below the passing grade, the student will be academically dismissed. A student may elect to repeat any course once in order to raise their GPA to establish good academic standing. Only in exceptional circumstances and with the approval of the head of the program may a course be repeated more than once.

**8.3.4.2. Undergraduate Program Grading Standards**

Grade Standards – Undergraduate Programs		
Definition	Letter Grades and GPA and % Equivalencies	Standard Required to Achieve the Letter Grade
<b>A</b>  Excellent or Outstanding: Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.	A+ (4.3) 90 – 100%	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.
	A (4.0) 85 – 89.9%	Excellent. Evidence of at least mastery in all key performance areas and of expertise in most.
	A- (3.7) 80 – 84.9%	Superior. Evidence of at least mastery in all key performance areas and of expertise in some.
<b>B</b>  Good: Evidence of grasp of subject matter; evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.	B+ (3.3) 77 – 79.9%	Very good. Evidence of mastery in all key performance areas.
	B (3.0) 73 – 76.9%	Good. Evidence of at least competence in all key performance areas and of mastery in most.
	B- (2.7) 70 – 72.9%	More than competent. Evidence of at least competence in all key performance areas and of mastery in some.
<b>C</b>  Satisfactory: Student who is profiting from the University experience; some evidence that critical and analytic skills have been developed; basic understanding of the subject matter and ability to develop solutions to simple problems in the material.	C+ (2.3) 67 – 69.9%	Competent. Evidence of competence in all key performance areas.
	C (2.0) 63 – 66.9	Fairly Competent. Evidence of competence in most but not all key performance areas.
	C- (1.7) 60 – 62.9%	Basic competence. Evidence of competence in some key performance areas.
<b>D</b>	D+ (1.3) 57 – 59.9%	Marginal Performance. Superficial ability but not competency in most key performance areas.

Minimally acceptable: Some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability.	D (1.0) 53 – 56.9%	Minimal performance. Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.
	D- (0.7) 50 – 52.9%	Deficient performance. Superficial ability in only a few key performance areas and deficient performance in many areas.
<b>F</b>  Inadequate: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.	<b>F</b> (0.0) 0 – 49.9%	Failure. Deficient performance in all key performance areas.

### **8.3.5. Student Academic Progression**

Student academic progression is assessed based on a student's level of performance throughout their program, commonly referred to as Academic Standing.

### **8.3.6. Repeating Courses**

A student who does not earn a grade of at least B- (70%) in a course must repeat that course. If the grade on the second attempt is also below B- (70%), the student will be academically dismissed. A student may elect to repeat any course once in order to raise their GPA to establish good academic standing. In no circumstance may a course be repeated more than once.

### **8.3.7. Representation of Final Numeric Grades**

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

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

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

## **8.4. Graduation Requirements**

To graduate, students must meet specific requirements for their programs (outlined below), submit a *Request to Graduate Form*, and pay the \$125 graduation fee prior to the graduation deadline in their final term of study (see Section 1, Academic Schedules/Important Dates). Degrees and final



transcripts will be issued once the requirements are met. Yorkville University reserves the right to decline to issue degrees or release transcripts to students whose financial accounts are not paid in full at the end of their program.

#### **8.4.1. Master of Business Administration**

A student must complete the required foundation, core, elective, and capstone components of the program with a cumulative B- or GPA of 2.7 (70%) or better to graduate.

Students must also submit a Request to Graduate Form and may be required to pay a graduation fee before the degree and final transcript can be issued. Yorkville University reserves the right to decline to issue degrees or release transcripts to students whose financial accounts are not paid in full at the end of their program.

#### **8.4.2. Bachelor of Business Administration**

##### **8.4.2.1. Graduation Requirements for students who began the BBA (PM) after January 1, 2025, and students opting to move to the BBA (PM)**

The Bachelor of Business Administration (Project Management) requires a total of 120 study credits (excluding MATH0910, Requisite Pre-Math for Business) for graduation requirements to be met. These include the following:

- A minimum of 50% program credits must be completed through Yorkville University.
- The following courses must be completed through Yorkville University:
  - BUSI 3603 Introduction to Project Management
  - BUSI 3823 Communication Essentials for Project Managers
  - BUSI 3613 Project Teams and Leadership
  - BUSI 3623 Project Planning Essentials
  - BUSI 3853 Risk Management
  - BUSI 3863 Project Scheduling and Cost
  - BUSI 3633 Project Execution, Monitoring, Control, and Closing
  - BUSI 3883 Agile Project Management
  - BUSI 3893 Rescuing Failed Projects
  - BUSI 4013 Business Organization Analysis Project
  - BUSI 4023 Contemporary Issues in Business: A Case Approach
  - BUSI 4053 Business Plan
  - BUSI 4083 Information Technology and Business Analytics for Managers
  - BUSI 4133 Managing Organizational Change
  - BUSI 4153 Business Strategy
- Applicants with completed 2-year diplomas and advanced diplomas in the field of business management may be eligible for transfer credits for BUSI 3823 and BUSI 1033.
- The five required “Application and Integration” courses, with a cumulative value of 15 study credits, must be completed through Yorkville University.

- Two courses in the student's specialization must be completed through Yorkville University.
- A cumulative grade point average (GPA) of 2.0 ("C") or better must be obtained.

#### **8.4.2.2. Graduation Requirements for students who began the BBA before January 1, 2025**

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

- A minimum of 50% program credits must be completed through Yorkville University.
- The following courses must be completed through Yorkville University:
  - BUSI 1033 Introduction to Business
  - BUSI 1073 Business Writing and Communication
  - BUSI 3633 Project Execution, Monitoring, Control, and Closing (Capstone PM course)
  - BUSI 3643 Advanced Project Management
  - BUSI 4013 Business Organization Analysis
  - BUSI 4023 Contemporary Issues in Business: A Case Approach
  - BUSI 4153 Business Strategy
  - BUSI 4133 Managing Organizational Change
  - BUSI 4053 Business Plan
  - BUSI 4063 Business Analytics and Intelligence
- Applicants with completed 2-year diplomas and advanced diplomas in the field of business management may be eligible for transfer credits for BUSI 1073 and BUSI 1033.
- The five required "Application and Integration" courses, with a cumulative value of 15 study credits, must be completed through Yorkville University.
- Two courses in the student's specialization must be completed through Yorkville University.
- A cumulative grade point average (GPA) of 2.0 ("C") or better must be obtained.

#### **8.4.3. Bachelor of Interior Design**

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

A student is eligible for a degree after successfully completing all graduation requirements. These requirements include the completion of a minimum of 130 credits. To remain in good academic standing a student must maintain a 2.0 cGPA or better. A minimum of 65 credits must be achieved through coursework at Yorkville University.

#### **8.4.4. Bachelor of Creative Arts**

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

To graduate from the Bachelor of Creative Arts, students must complete 60 credits of course work, 36 of which must be earned in core BCA courses and 24 of which must be earned in "breadth" courses.

Students admitted on the basis a four-term creative arts diploma must complete an initial 15 credits "bridge". In addition, they must satisfy the following requirements:

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

#### **8.4.5. Graduate Recognition**

*Graduation with Honours:* Any student whose cGPA at graduation is between 3.70 and 3.99 and whose term record shows no failed courses or infringements of the *Academic Integrity and Honesty policy* of Student Code of Conduct will be recognized on their transcript and (where allowed by Provincial regulations) degree parchment as having *Graduated with Honours*.

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

*Graduation with Distinction:* Any student whose cGPA at graduation is 4.0 or higher and whose term record shows no failed courses or infringements of the *Academic Integrity and Honesty Policy*, or Student Code of Conduct will be recognized on their transcript and (where allowed by Provincial regulations) degree parchment as having *Graduated with Distinction*.

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

### **8.5. Student Transcripts**

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

The Registrar's Office and Chief Information Officer are responsible for the generation, handling, and security of all student transcripts.

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

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

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

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

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

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

#### **8.5.1. Notations Used on Student Records and Transcripts**

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

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

accommodation plan, the "I" grade will be replaced with the grade earned without that assignment.

- When a student has appealed a grade, or the grade is under review under the University's *Academic Integrity and Honesty Policy*. The Registrar will enter the letter grade "I" until the appeal or review process is completed at which time the grade will be replaced with the grade earned in the course.

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

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

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

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

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

**Designator of TC – Transfer Credit** indicates that a student has received a credit transfer from another institution, to satisfy a course required for the program. See Section 6.6 for additional information regarding transfer credits. This credit is not computed in grade point averages (GPAs).

**Designator of AS – Advanced standing** indicates that a student has received recognition that the requirements of course have been met at another institution. Unlike a transfer credit, students do not receive the credits for the course but will instead have to choose another course to take its place to earn the appropriate number of credits to satisfy program requirements. See Section 6.5 for additional information regarding Advanced Standing.

**Designator of PR – Recognition of Prior Learning** indicates that a student has successfully received recognition via the University's prior learning assessment and recognition (PLAR) process. Please see Section 6.6. for additional information about the PLAR process. This credit is not computed in grade point averages (GPAs).

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

## 8.6. Student Evaluation of Courses and Course Instructors

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

Students are asked to complete a Student End Of Course Survey during the final week(s) of the course and prior to the release of final grades. When the Registrar’s Office receives the *Course Grading Confirmation Form*, course instructors are sent a summary of the course evaluation. All data is anonymous.

The head of each academic program reviews the evaluation results for each course and discusses any feedback, ideas for improvement and/or concerns with the course instructor.

## 9. Services for Students

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

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

### **Program Advisors:**

Program Advisors help students find answers to questions about or resolve problems related to registration, progression through the program, graduation, academic regulations and other University rules and procedures, accessing support services – indeed they help with almost any question or problem a student might encounter. The mission of each Program Advisor is to help students successfully complete their program.

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

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

### 9.1. University Directory

**Telephone:** 1-877-429-4029

**Local:** 1-647-497-8940

**Fax:** 1-647-943-4989

Department	Contact
General Inquiries	<a href="mailto:info@yorkvilleu.ca">info@yorkvilleu.ca</a>
Admissions	<a href="mailto:admissionson@yorkvilleu.ca">admissionson@yorkvilleu.ca</a>
Bursar's Office	<a href="mailto:bursar@yorkvilleu.ca">bursar@yorkvilleu.ca</a>
Registrar's Office Requests made outside of business hours will be responded to on next business day	<a href="mailto:registrar.on@yorkvilleu.ca">registrar.on@yorkvilleu.ca</a>
Bookstore	<a href="mailto:yorkville@nuskule.com">yorkville@nuskule.com</a>

	or <a href="#">Bookstore Website</a>
Library	<a href="mailto:librarian@yorkvilleu.ca">librarian@yorkvilleu.ca</a> or <a href="#">Contact a Librarian</a>
Academic accommodations for students with disabilities	<a href="mailto:accessibility@yorkvilleu.ca">accessibility@yorkvilleu.ca</a>
Student Mental Health and Wellness Services	<a href="mailto:wellness@yorkvilleu.ca">wellness@yorkvilleu.ca</a>
Technical Services Response will be made within 24 hours	<a href="https://my.yorkvilleu.ca/ask">https://my.yorkvilleu.ca/ask</a> 1-877-320-1220
Office of Vice President Academic	<a href="mailto:vpaon@yorkvilleu.ca">vpaon@yorkvilleu.ca</a>
To request a student card	<a href="https://ask.yorkvilleu.ca/">https://ask.yorkvilleu.ca/</a> <a href="https://ask.torontofilmschool.ca/">https://ask.torontofilmschool.ca/</a>
Program Advisors	<a href="https://my.yorkvilleu.ca/ask/">https://my.yorkvilleu.ca/ask/</a>
Career Services	<a href="mailto:careerservices@yorkvilleu.ca">careerservices@yorkvilleu.ca</a>
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, ON 4K 4N1

## 9.2. Registrar's Office

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



### 9.3. Student Services

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

### 9.4. The Online Campus

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

### 9.5. University Library

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

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

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

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

### 9.6. Textbooks

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

### 9.7. Online Teaching and Learning

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

#### 9.7.1. Student Online Orientation

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

### **9.7.2. Technical Support**

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

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

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

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

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

## **9.8. Housing Services**

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

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

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

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

## 9.9. Career Services

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

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

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

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

## 9.10. Accessibility and Academic Accommodations

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

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

## 9.11. Mental Health and Wellness Services

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

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

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

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

## 9.12. Student Success Centre

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

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

## 9.13. Student Activities

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

## 9.14. MyYU Online Student Portal

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

## 9.15. Online Community

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

## 9.16. Forms

Various forms are used to help the University administration run more efficiently. A form provides evidence that certain actions took place (or should have taken place). Students and faculty members should become familiar with the forms listed below. Forms are also available through the Registrar's Office at [Registrars Office: ON](#). Forms can be downloaded, completed, and emailed to AskYU as indicated in the forms. Forms are also available to students in their MY PATH student portal.

[Forms available online](#) or from the Registrar's Office include:

- Student Conduct Incident Report Form
- Leave of Absence Form
- Scheduled Break Form
- Enrollment Letter Request Form
- Transcript Request Form
- Name Change Form

- Grade Appeals Form
- Academic Dismissal Appeals Form
- Standing Committee Appeal Forms

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

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

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

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

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

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

1. Instructors are notified by the accommodations team of any students in their sections that require accommodation.
2. The instructor adds an Incomplete notation within the LMS gradebook prior to final course grade export.

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

#### **9.16.2. Scheduled Break Form**

This form is for regular scheduled breaks for international students. Students may take a scheduled break after completing 3 consecutive terms of study. To qualify, students must be enrolled as full-time students both prior to and following the break.

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

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

#### **9.16.4. Internal Program Transfer Form**

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

#### **9.16.5. Transcript Request Form**

Students, former students, or graduates who wish to obtain official copies of their transcript must complete a *Transcript Request Form*. The request must be accompanied by a fee of \$10 (CAD) for each copy. Yorkville University will mail official copies of such transcripts to other institutions without additional cost.

## 10. Program Information

This section provides program specific information for all programs offered online from the Ontario Campus of Yorkville University.

### 10.1. Master of Business Administration

#### 10.1.1. Master of Business Administration (MBA) Overview

The Master of Business Administration (MBA) program provides students with advanced principles of management for purpose-driven business leaders to think globally, act responsibly, and shape the future of business management. The program is deliberately and thoughtfully designed to cover the essential components of contemporary business practice: Accounting; Finance; Analytics; Leadership; Marketing; Strategy; and Technology. Guided by Yorkville's *Signature Learning Outcomes*, the enriched program curriculum exposes students to concepts that require ethical, moral, global, and critical exploration, to help ground strategic decision-making in a contemporary business environment.

#### 10.1.2. Detailed Program Information: Master of Business Administration

##### 10.1.2.1. Program Requirements

To earn an MBA degree, students are required to complete a total of 15 three-credit courses (45 credits total). These courses are allocated as:

- Three (3) foundation courses (3 credits per course)
- Six (6) core business management courses (3 credits per course)
- Four (4) business elective courses (3 credits per course)
- One (1) special topic summative course focusing on contemporary issues (3 credits)
- One (1) integrative capstone business strategy course (3 credits)

Students who enter the program with a business undergraduate degree can receive credit for the foundation courses and begin the program with the core business courses to complete the degree with 36 credits over 12 courses.

##### **Three (3) foundation courses (for non-business degree holders)**

- BUSI 6013 Strategic Management
- BUSI 6023 Accounting and Finance Fundamentals
- BUSI 6033 Responsible Business Economics

##### **Six (6) core courses covering the functional areas of business management:**

- BUSI 6113 Sustainability Management Impact
- BUSI 6123 Ethical Leadership and Organizational Culture
- BUSI 6133 Strategic Marketing
- BUSI 6143 Managerial Accounting and Control
- BUSI 6153 Corporate Finance

- BUSI 6163 Business Analytics

**Four (4) elective courses (options below)**

- BUSI 6213 Leading and Building Teams
- BUSI 6223 Advanced Data Analytics
- BUSI 6233 Entrepreneurship and Venture Management
- BUSI 6243 Organizational Development and Managing Change
- BUSI 6253 Global Business Environment
- BUSI 6263 Project Management
- BUSI 6273 Strategic Management of Information Systems
- BUSI 6283 Communication and Data Visualization

**One (1) Summative Special Topic course**

- o BUSI 6303 Disruption, Innovation, and the Canadian Business Environment

**One (1) integrative capstone project to complete the program.**

- BUSI 6313 Capstone – Business Strategy

**10.1.2.2. MBA-specific Admission Requirements**

In addition to the requirements listed in Section 6 of the University Academic Calendar, the following rules and requirements apply to the MBA.

**Baccalaureate requirements:**

Applicants with a baccalaureate degree in business (Bachelor of Business Administration, Bachelor of Commerce, Bachelor of Science in Management, or equivalent):

- Will be admitted if they meet other admission requirements.
- Are given transfer credit for the three foundation courses and, therefore, begin the program with the core business courses, completing the degree with 36 credits over 12 courses.

Applicants with a baccalaureate degree in a discipline other than business:

- Will be admitted if they meet other admission requirements.
- Must successfully complete the three foundation courses, completing the degree with 45 credits over 15 courses.

**Conditional Admission**

An applicant with a cGPA between 2.5 and 2.99 for their baccalaureate degree may be admitted conditionally provided they submit a recent GMAT score of 550 or higher (or equivalent GMAT focus score) alongside the regular admission documents. The GRE equivalent of a GMAT score equivalent to 550 will also be considered for admission. A minimum score of 157 on the Quantitative and 157 on the Verbal reasoning of the GRE will be considered.

Conditionally admitted students are admitted on probation and must achieve a cumulative GPA of at least 2.7 (B-, 70%) at the end of their first three courses (9 credits) of study to clear probation.

As stated in Section 8.3, *Academic Probation*: “A student who has been placed on academic probation and whose cGPA at the end of the subsequent term remains below the program’s



requirements for good academic standing will be academically dismissed and required to wait at least one year before applying for re-admission to the program. Note, however, that if a student's performance shows significant improvement such that the head of the program concludes that additional time is likely to bring the student into good academic standing, the head of the program may allow the student to continue on probation for an additional term. Students for whom it is mathematically impossible to bring cGPA to good standing will not be granted such an extension. Only in exceptional circumstances will academic probation be extended for a second time."

In practice, this means:

- Conditionally admitted students with an undergraduate degree in an area other than business may be dismissed from the program if their cGPA is below 2.7 (B-, 70%) when they complete the foundation courses.
- Conditionally admitted students with a business undergraduate degree have the option of taking the foundation courses to meet the condition or of by-passing the foundation courses and meeting the condition by earning a cGPA of at least 2.7 (B-, 70%) on the first three core courses they take. Failure to achieve a cGPA of 2.7 after completing the foundation courses or the first three core courses may result in dismissal from the program.
- To optimize the likelihood of meeting the requirements of conditional admission, it is recommended that all conditionally admitted students, even those with an undergraduate degree in business, take the foundation courses.

Note that a conditionally admitted student may elect to repeat any course once in order to raise their GPA to establish good academic standing. See Section 8.3.4, Graduate Grading Policies, "Repeating Courses".

The University reserves the right to request that conditional candidates have an interview with the Dean or departmental representative prior to receiving admission to the MBA program.

### **10.1.2.3. Anticipated Completion Time**

Students can graduate the MBA program in under two years.

Students who enter the program with a business undergraduate degree (e.g., BCom, BBA) begin the program with the core business courses and take 12 courses (36 credits) over 4 terms and can complete the program in 16 months.

Students without a business undergraduate degree take 15 courses (45 credits) over 5 terms and can complete the program in 20 months.

Students must normally complete the program within a maximum of five years from their initial enrollment date. If a student needs longer than five years to complete the program, they may apply to the Dean of Business for an extension (normally up to two years). If the Dean denies the application, the student will not be allowed to continue in the program. If the Dean allows the extension, they will establish a deadline for completion of the program. Students should consult the Registrar about guidelines and procedures for applying for extensions of anticipated completion time.

#### **10.1.2.4. Enrollment Plan**

The MBA program is designed for both working adults and full-time students. Students may begin the program at one of three intakes each year (September, January, or May).

In-person and online courses are designed and delivered to encourage student and faculty participation in the academic community. Course enrollments are small, and students are required to engage in discussion with their peers as part of their program of study.

Scheduled Break: The enrollment plan allows international students to take a scheduled break after completing two (2) consecutive terms of study. To qualify, students must be enrolled as full-time students both prior to and following the break. Students intending to schedule a break should complete the Scheduled Break Form available from the Registrar's Office.

#### **10.1.2.5. Course Schedule and Delivery**

Yorkville's MBA program is delivered over a trimester schedule, with three terms per year, each fifteen weeks in length and split into two sessions with a study break during the eighth week. Courses are either seven or fifteen weeks in length, and full-time students progress through the program by taking one seven-week course per session and one fifteen-week course over the duration of the term. Students who enter the program with a business undergraduate degree can receive credit for the foundation courses and begin the program with the core business courses to complete their degree via 36 credits over 12 courses, completing the program in 16 months. On Campus students take their first three fifteen-week courses, then their four electives online. All other courses are taught on campus. Online students take all courses online.

Students without a business baccalaureate degree (e.g., BCom, BBA) must complete the foundation courses in Term 1.

The MBA offers two delivery methods:

1. On-Campus: Students take some classes on-campus and others via asynchronous online delivery. On-campus classes are delivered one day per week to support student life balance.
2. Online: All classes are taken via asynchronous online delivery. While students have weekly deliverables, asynchronous participation removes the need to schedule attendance for specific times.

Courses are either seven or fifteen weeks in length, and full-time students progress through the program by taking one seven-week course per session and one fifteen-week course over the duration of the term. Each seven-week course meets once a week for 3 hours, totaling 21 hours over the course of the session. Fifteen-week courses meet once a week (except for the one-week break between sessions) for two hours over the course of the term. Students are expected to complete an additional 4-8 hours of personal study time per week, per course outside of the classroom.

## Course Schedule

Term	Course #	Course Title	Prerequisite
Term 1: Foundational Courses	BUSI 6013	Strategic Management	None
	BUSI 6023* (OL)	Accounting and Finance Fundamentals	None
	BUSI 6033	Responsible Business Economics	None
Term	Course #	Course Title	Prerequisite
Term 2: Core Courses	BUSI 6113	Sustainability Management and Impact	Two of BUSI 6013, BUSI 6023, BUSI 6013
	BUSI 6123	Ethical Leadership and Organizational Culture	Two of BUSI 6013, BUSI 6023, BUSI 6033
	BUSI 6143* (OL)	Managerial Accounting and Control	One of BUSI 6013, BUSI 6033 and BUSI 6023
Term	Course #	Course Title	Prerequisite
Term 3: Core Courses	BUSI 6133	Strategic Marketing	BUSI 6113
	BUSI 6163	Business Analytics	BUSI 6143
	BUSI 6153* (OL)	Corporate Finance	BUSI 6143
Term	Course #	Course Title	Prerequisite
Term 4: Elective Courses and Special Topics	BUSI 6303*	Disruption, Innovation, and the Canadian Business Environment	BUSI 6113
	BUSI 62xx	Elective	See Calendar 11.2.3
	BUSI 62xx	Elective	See Calendar 11.2.3
Term	Course #	Course Title	Prerequisite
Term 5: Elective Courses and Capstone	BUSI 6313*	Business Strategy (Capstone)	BUSI 6303
	BUSI 62xx (OL)	Elective	See Calendar 11.2.3
	BUSI 62xx (OL)	Elective	See Calendar 11.2.3

### Elective Courses:

- BUSI 6213 Leading and Building Teams
- BUSI 6223 Advanced Data Analytics
- BUSI 6233 Entrepreneurship and Venture Management
- BUSI 6243 Organizational Development and Managing Change
- BUSI 6253 Global Business Environment
- BUSI 6263 Project Management
- BUSI 6273 Strategic Management of Information Systems
- BUSI 6283 Communications and Data Visualization

**(OL) denotes online course.**  
**(\*) denotes 15-week course.**

#### **10.1.2.6. MBA-specific Grading Policies**

Good academic standing: As approved by the Yorkville University Ontario Provincial Senate, to achieve good academic standing MBA students must achieve and maintain cGPA of at least 2.7 (B-, 70%).

Passing grade: As approved by the Yorkville University Ontario Provincial Senate, a passing grade in all MBA courses is C+ (67%).

Repeating courses: A student must earn at least 67% in a course to pass that course. A student who does not earn a grade of at least C+ (67%) in a required course must repeat that course, at their own expense. If the grade on the second attempt is also below C+ (67%), the student will be eligible for academic dismissal but may petition the Dean of Business for permission to attempt the course for a third time. A student may elect to repeat any passed course once in order to raise their GPA to establish good academic standing. In no circumstances may a course be attempted a fourth time.

#### **10.1.2.7. Assessment of Student Participation**

*Please see Section 8.2. for information regarding the assessment of student participation.*

Classroom and out-of-class activities provide guided opportunities for students to build upon what they know through self-evaluation, reflection, and discussion.

To complete course requirements, students must actively participate in class learning activities (e.g., discussions and seminar groups). A component of the evaluation scheme for a course may be 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.

#### **10.1.2.8. Assessment of Written Assignments**

*Please see Section 8.2. for information regarding the assessment of written assignments.*

#### **10.1.2.9. Advanced Standing Policies**

Credits for MBA courses are available for students who have successfully completed courses at another graduate institution that the Admissions Committee deems to be equivalent to courses in the Yorkville University MBA. Students with strong backgrounds in business and/or degrees in business, administration, or management (Bachelor of Business Administration, Bachelor of Commerce, Bachelor of Science in Management, etc.) receive transfer credit for all foundation courses in the MBA program.

Students may be given credit for the Yorkville course if the requirements outlined in the Academic Calendar (Section 6) have been satisfied. In addition to receiving credit transfer for the foundation courses, a student may receive credit for up to three (3) courses taken at the master's level in a recognized university or college with the exception of the capstone and special topic courses.

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

A student must complete the required foundation, core, elective, and capstone components of the program with a cumulative B- or GPA of 2.7 (70%) or better to graduate.

Students must also submit a Request to Graduate Form and may be required to pay a graduation fee before the degree and final transcript can be issued. Yorkville University reserves the right to decline to issue degrees or release transcripts to students whose financial accounts are not paid in full at the end of their program.

#### **10.1.2.11. Student Course Load**

The standard course load for students in the MBA program is three courses per term divided over two sessions (one course in session A, one course in session B, and one course that runs across sessions A and B). A course load less than 6 credits is considered part-time study. It is the student's responsibility to ensure such a course load does not impact any student provincial aid or international student study requirements.

**Permission to take courses above the standard or maximum course load:** A student may apply through the Registrar for permission to exceed the standard course load in any one term or the maximum number of concurrent courses. To apply for permission, the student's cGPA must be at least B+ (3.3, 77%). 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.

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

#### **10.2.1. Bachelor of Business Administration (Project Management) Overview**

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

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

On April 7, 2017, Yorkville University received consent from the Ontario Minister of Advanced Education and Skills Development, and re-consent in February 2025 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).

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

#### **10.2.2.1. Program Requirements for students beginning the BBA (PM) after January 1, 2025, and students opting to move to the BBA (PM)**

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

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

#### **Bachelor of Business Administration Program Structure Overview**

<b>Introduction and General Business Education Component</b>
<ul style="list-style-type: none"> <li>• 6 academic courses</li> <li>• Total: 18 credits</li> </ul>
<b>Core Business Component</b>
<ul style="list-style-type: none"> <li>• 12 intermediate and advanced academic business and management courses</li> <li>• Total: 36 credits</li> </ul>
<b>Application and Integration Component</b>
<ul style="list-style-type: none"> <li>• 4 project-based academic courses (12 credits) (required)</li> <li>• 1 final business plan project course (3 credits) (required)</li> <li>• All courses in this category must be completed at Yorkville University.</li> <li>• Total: 15 credits</li> </ul>
<b>Specialization in Project Management</b>
<ul style="list-style-type: none"> <li>• 9 courses that comprise the Project Management specialization</li> <li>• All credits of this specialization block must be taken at Yorkville University, three of which must be represented by the capstone project course</li> <li>• Total: 27 credits</li> </ul>
<b>Liberal Arts</b>

- 8 Liberal Arts courses
- Total: 24 credits

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

Requisite Preparatory Course - Required (unless exempted) (0 credits)		
Course #	Course Title	Credits
MATH 0910	Developmental Math	0

Introduction (18 credits or 6 courses) - All Courses Required		
Course #	Course Title	Credits
BUSI 1003	Math for Business	3
BUSI 1013	Statistics for Business (p/r = BUSI 1003)	3
BUSI 1033	Introduction to Business (3 credits)	3
BUSI 1043	Introduction to Financial Accounting (p/r = BUSI 1003)	3
BUSI 1083	Microeconomics	3
BUSI 1093	Introduction to Marketing	3

Core Business (36 credits or 12 courses) - All Courses Required		
Course #	Course Title	Credits
BUSI 2003	Macroeconomics in Global Context	3
BUSI 2013	Business Decision Analysis (p/r = 1013)	3
BUSI 2023	Business Law	3
BUSI 2033	Organizational Behaviour and Management	3
BUSI 2043	International Business Environment	3
BUSI 2053	Business Ethics (p/r = 45 credit hours)	3
BUSI 2083	Introduction to Managerial Accounting (p/r = BUSI 1043)	3
BUSI 2093	Introduction to Managerial Finance (p/r = BUSI 2083)	3
BUSI 2103	Human Resources Management and Development (p/r = BUSI 2033)	3
BUSI 4153	Business Strategy (p/r = BUSI 1043, 2033, 1093, 2073, 2083, 2093, 2103 & 2113)	3
BUSI 2153	Entrepreneurship (p/r = BUSI 1083, 1043, 2033, 1093 & 2083)	3
BUSI 2163	Marketing Strategy (p/r = BUSI 1093)	3

Application and Integration Component (15 credits consisting of four 3-credit project- based courses and one 3-credit business plan project) - Required Courses		
Course #	Course Title	Credits
BUSI 4013	Business Organization Analysis Project (p/r = 90 credit hours)	3
BUSI 4023 / BUSI 3013 / BUSI 3023	Contemporary Issues in Business: A Case Approach (p/r = 60 credit hours) OR Preparatory Course for CAPM / PMP Examination OR Preparatory Course for GMAT Examination	3
BUSI 4053	Business Plan (p/r = 90 credit hours)	3
BUSI 4083	Information Technology and Business Analytics for Managers	3
BUSI 4133	Managing Organizational Change (p/r = 90 credit hours)	3

Specialization (27 credits or 9 courses)		
Course #	Course Title	Credits
BUSI 3603	Introduction to Project Management	3
BUSI 3823	Communication Essentials for Project Managers	3
BUSI 3613	Project Teams and Leadership (p/r = BUSI 3603)	3
BUSI 3623	Project Planning Essentials (p/r = BUSI 3613)	3
BUSI 3853	Risk Management	3
BUSI 3863	Project Scheduling and Cost (p/r = 45 credit hours)	3
BUSI 3633	Project Execution, Monitoring, Control and Closing (p/r = BUSI 3823)	3
BUSI 3883	Agile Project Management (p/r = BUSI 3873)	3
BUSI 3893	Rescuing Failed Projects (p/r = BUSI 3883)	3

Liberal Arts Elective (24 credits in total, based on 8 (3 credit) courses) - 2 courses at the Tier 1 level*		
Specialization (27 credits or 9 courses)		
Course #	Course Title	Credits
4 Courses at the Tier 2 level 2 Courses at the Tier 3 level		
<p>*International students are required to take UNIV101 and may be required to meet additional requirements depending on the level of English language proficiency provided at the time of admission. See Section 6.1.5 for conditional admission rules for students who do not fully meet English language proficiency requirements.</p> <p>* For a list of Liberal Arts Courses please refer to Section 10.4 of the Ontario Academic Calendar.</p>		

#### 10.2.2.2. Program Requirements for students who began the BBA before January 1, 2025

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 theory and practice of business management. The program emphasizes the application and integration of theory and practice. Using case study analysis and comprehensive project approaches, the program is designed to ensure students learn the contextual relevance of the concepts being studied.

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

#### Bachelor of Business Administration Program Structure Overview

Introduction and General Business Education Component
<ul style="list-style-type: none"> <li>7 academic courses</li> <li>Total: 21 credits</li> </ul>
Core Business Component
<ul style="list-style-type: none"> <li>15 intermediate and advanced academic business and management courses <ul style="list-style-type: none"> <li>BUSI 4153 Business Strategy</li> </ul> </li> <li>Total: 36 credits</li> </ul>



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

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

Requisite Preparatory Course - Required (unless exempted) (0 credits)		
Course #	Course Title	Credits
MATH 0910	Developmental Math	0

Introduction (21 credits or 7 courses) - All Courses Required		
Course #	Course Title	Credits
BUSI 1003	Math for Business	3
BUSI 1013	Statistics for Business (p/r = BUSI 1003)	3
BUSI 1033	Introduction to Business (3 credits)	3
BUSI 1043	Introduction to Financial Accounting (p/r = BUSI 1003)	3
BUSI 1073	Business Writing and Communications	3
BUSI 1083	Microeconomics	3
BUSI 1093	Introduction to Marketing	3

Core Business (45 credits or 15 courses) - All Courses Required		
Course #	Course Title	Credits
BUSI 2003	Macroeconomics in Global Context	3
BUSI 2013	Business Decision Analysis (p/r = 1013)	3
BUSI 2023	Business Law	3
BUSI 2033	Organizational Behaviour and Management	3
BUSI 2043	International Business Environment	3
BUSI 2053	Business Ethics (p/r = 45 credit hours)	3
BUSI 2083	Introduction to Managerial Accounting (p/r = BUSI 1043)	3
BUSI 2093	Introduction to Managerial Finance (p/r = BUSI 2083)	3
BUSI 2103	Human Resources Management and Development (p/r = BUSI 2033)	3
BUSI 2113	Production/Operations Management (half term) (p/r = BUSI 1013)	3
BUSI 4153	Business Strategy (p/r = BUSI 1043, 2033, 1093, 2073, 2083, 2093, 2103 & 2113)	3

BUSI 2133	Organization Theory and Design (p/r = BUSI 2033)	3
BUSI 2153	Entrepreneurship (p/r = BUSI 1083, 1043, 2033, 1093 & 2083)	3
BUSI 2163	Marketing Strategy (p/r = BUSI 1093)	3
BUSI 2173	Information Technology for Managers	3

Application and Integration Component (15 credits consisting of four 3-credit project- based courses and one 3-credit business plan project) - Required Courses		
Course #	Course Title	Credits
BUSI 4013	Business Organization Analysis Project (p/r = 90 credit hours)	3
BUSI 4023	Contemporary Issues in Business: A Case Approach (p/r = 60 credit hours)	3
BUSI 4053	Business Plan (p/r = 90 credit hours hours)	3
BUSI 4133	Managing Organizational Change (p/r = 90 credit hours)	3
BUSI 4063	Business Analytics and Intelligence (p/r = 90 credit hours of business courses)	3

Specialization (15 credits or 5 courses)		
Course #	Course Title	Credits
BUSI 3603	Introduction to Project Management	3
BUSI 3613	Project Teams and Leadership (p/r = BUSI 2113 & 3603)	3
BUSI 3623	Project Planning Essentials (p/r = BUSI 3603 & 3613)	3
BUSI 3633	Project Execution, Monitoring, Control and Closing (p/r = BUSI 3603, 3613 & 3623)	3
BUSI 3643 or BUSI 3833	Advanced Project Management (p/r = BUSI 3603, 3613, 3623 & 3633); OR Agile Project Management (p/r BUSI 3633)	3

Liberal Arts Electives (24 credits in total, based on 8 (3 credit) courses) 2 courses at the Tier 1 level* 4 courses at the Tier 2 level 2 courses at the Tier 3 level *International students are required to take UNIV101 and English 101.		
Course #	Course Title	Credits
ARTH110	Western Art – Prehistoric to Gothic	3
ARTH120	Western Art – Renaissance to Contemporary	3
ARTS101	Principles of Art and Design	3
ARTS102	Arts Industries in Canada – an Introduction and Overview	3
ARTS103	Perspectives on Indigenous Arts	3
COMM100	Cross Cultural Communication	3
CRIN110	Creativity and Innovation	3
ENGL101	Research and Composition	3
ENGL150	Professional Communication	3
ENGL190	Communications for the Creative Arts	3
UNIV101	University Studies	3
QRSS100	Qualitative Research Methods in Social Science	3
ENGL250	The Workplace in Fiction	3
GEOG210	Human Geography	3
HIST300	The History of Sports	3

<b>Liberal Arts Electives (24 credits in total, based on 8 (3 credit) courses)</b> <b>2 courses at the Tier 1 level*</b> <b>4 courses at the Tier 2 level</b> <b>2 courses at the Tier 3 level</b> <b>*International students are required to take UNIV101 and English 101.</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
HUMN100	Introduction to Beauty	3
HUMN200	World Religions- A Comparative Study	3
HUMN268	Financial Literacy in a Canadian Context	3
PHIL300	Philosophical Thought and Leisure	3
PSYC200	Psychology of Everyday Life	3
PSYC210	Contemporary Topics in Social Psychology	3
PSYC330	Psychology of Creativity	3
SOCI200	Global Issues in Sociology	3
SOCI300	Sociology and Culture	3
HUMN422	Topics in Technology and Society	3
HUMN430	Topics in Power and Society	3
HUMN440	Smart and Sustainable Cities	3
HUMN450	Design Thinking	3

### 10.2.2.3. BBA-Specific Admission Policies

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

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

Equivalent Canadian and foreign high school credentials are accepted.

#### **English Language Proficiency**

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

#### **Math Proficiency**

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

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

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

### **Conditional Admission**

- Applicants seeking to establish English language proficiency by providing TOEFL, IELTS, or CAEL scores (or scores from other tests of English language proficiency recognized by the University) but whose scores fall below the standards required for admission may be considered for conditional admission. See *Section 6.1.5*.
- Applicants who do not meet the math proficiency requirement may be admitted conditionally as described above.

#### **10.2.3.4. Anticipated Completion Time**

The Bachelor of Business Administration (Project Management) program is a 120-credit hour program delivered over ten terms. 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.

If a student needs longer than 84 months to complete the program, they may apply to the head of the Bachelor of Business Administration (Project Management) program for an extension of up to two calendar years, 24 months. If the program head denies the application, the student will be dismissed from the program. If the program head allows the extension, they will establish a deadline for completion of the program.

#### **10.2.3.5. Course Delivery**

The Bachelor of Business Administration (Project Management) courses are delivered both on-campus and online. New students will be enrolled in the program at the beginning of each quarterly term.

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

#### **10.2.3.6. Assessment of Student Participation**

*Please see Section 8.2. for information regarding the assessment of student participation.*

#### **10.2.3.7. Assessment of Written Assignments**

*Please see Section 8.2. for information regarding the assessment of written assignments.*

#### **10.2.3.8. Credit Transfer Policies**

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

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

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

- The University may accept up to a maximum of 60 credits (50% of total credits required) in transfer toward the Bachelor of Business Administration (Project Management) degree for coursework.
- Credits being transferred to the Yorkville program must have been completed at a post-secondary institution recognized in that institution's home jurisdiction.
- Normally, only credits earned within ten years of a student's admission to Yorkville will be accepted, but the admissions committee may establish different rules for particular cases.
- Students must have achieved a satisfactory grade, as defined by the admissions committee, in the courses being considered for a transfer of credit.
- For students who began the BBA (PM) after January 1, 2025, and students opting to move to the BBA(PM), transfer credit will not be granted for the following courses:
  - BUSI 3603 Introduction to Project Management
  - BUSI 3823 Communication Essentials for Project Managers
  - BUSI 3613 Project Teams and Leadership
  - BUSI 3623 Project Planning Essentials
  - BUSI 3853 Risk Management
  - BUSI 3863 Project Scheduling and Cost
  - BUSI 3633 Project Execution, Monitoring, Control, and Closing
  - BUSI 3883 Agile Project Management
  - BUSI 3893 Rescuing Failed Projects
  - BUSI 4013 Business Organization Analysis Project
  - BUSI 4023 Contemporary Issues in Business: A Case Approach
  - BUSI 4053 Business Plan
  - BUSI 4083 Information Technology and Business Analytics for Managers
  - BUSI 4133 Managing Organizational Change
  - BUSI 4153 Business Strategy
- For students who began the BBA before January 1, 2025, transfer credit will not be granted for the following courses:
  - BUSI 4013 Business Organization Analysis Project
  - BUSI 4023 Contemporary Issues in Business: A Case Approach
  - BUSI 4053 Business Plan
  - BUSI 4133 Managing Organizational Change
  - BUSI 4153 Business Strategy
  - BUSI 4063 Business Analytics and Intelligence
  - BUSI 3633 Project Execution, Monitoring, Control, and Closing (Capstone PM course)
  - BUSI 3643 Advanced Project Management

- Applicants with completed 2-year diplomas and/or advanced diplomas in the field of business management may be eligible for transfer credits for BUSI 1073 and BUSI 1033.
- Official transcripts must be submitted at the time of application to Yorkville University for transfer of 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.

#### **10.2.3.9. Course Numbering**

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

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

#### **10.2.3.10. Types of Credit Transfer**

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

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

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

#### **10.2.3.11. Graduation Requirements for students who began the BBA (PM) after January 1, 2025, and students opting to move to the BBA (PM)**

The Bachelor of Business Administration (Project Management) requires a total of 120 study credits (excluding MATH0910, Requisite Pre-Math for Business) for graduation requirements to be met. These include the following:

- A minimum of 50% program credits must be completed through Yorkville University.
- The following courses must be completed through Yorkville University:
  - BUSI 3603 Introduction to Project Management
  - BUSI 3823 Communication Essentials for Project Managers

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

#### **10.2.3.12. Graduation Requirements for students who began the BBA before January 1, 2025**

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

- A minimum of 50% program credits must be completed through Yorkville University.
- The following courses must be completed through Yorkville University:
  - BUSI 1033 Introduction to Business
  - BUSI 1073 Business Writing and Communication
  - BUSI 3633 Project Execution, Monitoring, Control, and Closing (Capstone PM course)
  - BUSI 3643 Advanced Project Management
  - BUSI 4013 Business Organization Analysis
  - BUSI 4023 Contemporary Issues in Business: A Case Approach
  - BUSI 4153 Business Strategy
  - BUSI 4133 Managing Organizational Change
  - BUSI 4053 Business Plan
  - BUSI 4063 Business Analytics and Intelligence
- Applicants with completed 2-year diplomas and advanced diplomas in the field of business management may be eligible for transfer credits for BUSI 1073 and BUSI 1033.

- The five required “Application and Integration” courses, with a cumulative value of 15 study credits, must be completed through Yorkville University.
- Two courses in the student’s specialization must be completed through Yorkville University.
- A cumulative grade point average (GPA) of 2.0 (“C”) or better must be obtained.

### **10.2.3.13. Standard Course Load**

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

## **10.3. Bachelor of Interior Design**

### **10.3.1. Bachelor of Interior Design Overview**

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

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

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

### **Bachelor of Interior Design Accreditation**

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

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



### 10.3.2. Detailed Program Information: Bachelor of Interior Design

#### 10.3.2.1. Detailed Program of Study: Bachelor of Interior Design (recommended sequence of courses for students who started the BID Program any term between Summer 2018 and Spring 2025\*, inclusive)

Bachelor of Interior Design		
Effective for students who began the BID any term between Summer 2018 and Spring 2025, inclusive		
Level 100 Courses: to be completed before beginning level 200 courses		
Course #	Course Title	Credits
ENGL 101	Research & Composition	3
DIDS 111	Introduction to Interior Design Theory	3
DIDT 110	Drafting	3
DIDS 116	Fundamentals of Space Planning	3
DIDV 130	Digital Drawing & Colour Theory	3
DIDT 142	Manual & Digital Drawing Standards	3
DIDS 107	Design Studio: Residential	3
DIDV 100	Visual Communications - Perspective & Rendering	3
DIDE 151	Products & Materials - Foundation	3
ARTH 110	Western Art- Prehistoric to Gothic	3
DIDS 115	Design Studio: Retail	3
DIDT 145	CADD	3
DIDV 110	Visual Communications - Technique	3
DIDE 155	Building Systems - Lighting	3
ENGL 150	Professional Writing	3

Level 200 Courses: to be completed before beginning level 300 courses		
Course #	Course Title	Credits
DIDS 203	Design Studio: Restaurant	3
DIDT 235	Construction Drawings	3
DIDV 230	Digital Rendering	3

Bachelor of Interior Design		
Effective for students who began the BID any term between Summer 2018 and Spring 2025, inclusive		
Course #	Course Title	Credits
DIDE 261	Products & Materials - Residential	3
ARTH 120	Western Art - Renaissance to Contemporary	3
DIDS 220	Design Studio: Healthcare	3
DIDV 240	Digital Presentation	3
DIDE 255	Building Systems - Structures	3
DIDE 220	Codes & Regulations 1	3
	<i>Liberal Arts elective</i>	3
DIDS 210	Design Studio: Workspace (No PC)	3
DIDT 200	Interior Detailing 1	3
DIDV 200	Building Information Modeling	3

Bachelor of Interior Design		
Effective for students who began the BID any term between Summer 2018 and Spring 2025, inclusive		
Course #	Course Title	Credits
DIDE 270	Building Systems - Power / HVAC	3
	<i>Liberal Arts elective</i>	3

Level 300 Courses: to be completed before beginning level 400 courses		
Course #	Course Title	Credits
DIDS 310	Design Studio: Moving Spaces	3
DIDH 312	Global Architecture & Design	3
DIDP 300	Professional Practice 1	3
	<i>Liberal Arts elective</i>	3
	<i>Liberal Arts elective</i>	3
DIDS 315	Design Studio: Hospitality	3
DIDE 344	Applied Lighting	3
DIDE 351	Products & Materials - Commercial	3
DIDH 330	Canadian Architecture & Design	3
	<i>Liberal Arts elective</i>	3
DIDS 320	Design Studio: Collaborative	3
DIDT 300	Interior Detailing 2	3
DIDH 320	Research Methods in Interior Design	3
DIDE 360	Restoration	3
	<i>Liberal Arts elective</i>	3

Level 400 Courses		
Course #	Course Title	Credits
DIDS410	Thesis 1: Research and Programming	3

Bachelor of Interior Design		
Effective for students who began the BID any term between Summer 2018 and Spring 2025, inclusive		
Course #	Course Title	Credits
DIDE 400	Codes & Regulations 2	3
DIDP 400	Professional Practice 2	3
DIDH 420	Philosophy of Design	3
	<i>Liberal Arts elective</i>	3
DIDS 420	Thesis 2: Concept and Design Development	3
DIDT 430	Advanced Specifications	3
DIDH 400	Social Justice for the Built Environment	3
DIDP 420	Internship	3
	<i>Liberal Arts elective</i>	3
DIDS 430	Thesis 3: Presentation & Defense	3
DIDT 432	Documentation	3
DIDT 431	Advanced Estimating & Budgeting	3
DIDP 430	Examination Preparation	3
	<i>Liberal Arts elective (Tier 3)</i>	3
<b>Total Degree Requirement Credits</b>		<b>180</b>

**10.3.2.2. Detailed Program of Study: Bachelor of Interior Design (recommended sequence of courses for students who started the BID Program Summer 2025\* term or later)**

Bachelor of Interior Design					
Students beginning study Summer Term 2025 or later Full-Time Plan of Study					
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 1	BIDS 101	Design Studio 1: Fundamentals of Space Planning	4		BIDC 101
	BIDE 101	Introduction to Interior Design Theory	3		
	BIDC 101	Drafting	3		
	ENGL 101	Research & Composition	3		
<b>Total Degree Requirement Credits</b>			<b>13</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 2	BIDS 102	Design Studio 2: Residential	4	BIDE 101, BIDC 101, BIDS 101	BIDC 102
	BIDC 102	Perspective and Rendering Techniques	3	BIDC 101	
	LA 100	to be either ARTH 110 or ARTH 120	3	ENGL 101	
	LA 110	<i>Liberal Arts Elective</i> (QRSS, CRIN, COMM)	3	ENGL 101	
<b>Total Degree Requirement Credits</b>			<b>13</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 3	BIDS 103	Design Studio 3: Commercial	4	BIDS 102	BIDC 103
	BIDE 102	Products, Materials, and Finishes	3	BIDE 101	
	BIDC 103	Digital Communication 1: Digital Drafting (CAD)	3	BIDC 101, BIDS102	
	LA 200	<i>Liberal Arts Elective</i>	3	LA 100	
<b>Total Degree Requirement Credits</b>			<b>13</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 4	BIDS 201	Design Studio 4: Corporate Workspace	4	BID S103, BIDC 103	
	BIDE 201	Lighting in Interior Design	3	BIDE 102, BIDC 103, BIDS 103	
	BIDC 201	Digital Communication 2: Digital Presentation	3	BIDC 101	
	LA 220	<i>Liberal Arts Elective</i>	3	One Tier 1 Liberal Arts course	
<b>Total Degree Requirement Credits</b>			<b>13</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req

Term 5	BIDS 202	Design Studio 5: Healthcare	4	BIDS 201	
	BIDP 201	Construction Drawings	3	BIDC 103, BIDS 103	
	BIDC 202	Digital Communication 3: Digital 3D Modeling	3	BIDC 201	
	LA 230	<i>Liberal Arts Elective</i>	3	One Tier 1 Liberal Arts course	
<b>Total Degree Requirement Credits</b>			<b>13</b>		
<b>Term</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Pre-Req</b>	<b>Co-Req</b>
Term 6	BIDS 203	Design Studio 6: Advanced Healthcare	4	BIDS 202	
	BIDP 202	Historical Perspectives of the Interior Design	3	One Tier 2 Liberal Arts course	
	BIDC 203	Building Information Modeling	3	BIDP 201, BIDS 201	
	LA 240	<i>Liberal Arts Elective</i>	3	One Tier 1 Liberal Arts course	
<b>Total Degree Requirement Credits</b>			<b>13</b>		
<b>Term</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Pre-Req</b>	<b>Co-Req</b>
Term 7	BIDS 301	Design Studio 7: Design for Humanity	4	BIDS 203	
	BIDP 301	Interior Detailing	3	BIDP 201, BIDS 202	
	BIDP 302	DIDP302-Professional Practice	3	BIDS 202, One Tier 2 Liberal Arts course	
	LA 245	<i>Liberal Arts Elective</i>	3	One Tier 1 Liberal Arts course	
<b>Total Degree Requirement Credits</b>			<b>13</b>		
<b>Term</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Pre-Req</b>	<b>Co-Req</b>
Term 8	BIDS 302	Design Studio 8: Adaptive Reuse	4	BIDS 301, BIDP 301	
	BIDP 303	Thesis Research and Programming	3	ALL STUDIOS 1-7, BIDP 302	BIDS 302
	BIDX 300	BID Elective – BIDX 301 OR BIDX 302	3	One Tier 2 Liberal Arts course	
	LA 400	<i>Liberal Arts Elective</i>	3	Two Tier 2 Liberal Arts course(s)	
<b>Total Degree Requirement Credits</b>			<b>13</b>		
<b>Term</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Pre-Req</b>	<b>Co-Req</b>
Term 9	BIDS 401	Design Studio 9: Thesis 1	4	BIDP 303, ALL STUDIOS 1-8	
	BIDC 401	Digital Communication 4: Innovative Technology in the Built Environments	3	BIDS 302, BIDC 203	BIDS 302
	BIDX 400	BID Electives - BIDX 401 OR BIDX 402	3	BIDS 302	
	BIDP 401	Specifications, Budgeting & Estimating	3	BIDP 302	
<b>Total Degree Requirement Credits</b>			<b>13</b>		

Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 10	BIDS402	Design Studio 10: Thesis 2	4	BIDS401	BIDP402
	BIDP402	Documentation	3	BIDS 401, BIDP 401	BIDS 402
	BIDE401	The Philosophy of Human-Centered Design	3	BIDP 303	
	LA420	<i>Liberal Arts Elective</i>	3	Two Tier 2 Liberal Arts course(s)	
<b>Total Degree Requirement Credits</b>			<b>13</b>		

**10.3.2.3. Detailed Program of Study: Bachelor of Interior Design (recommended sequence of courses for students who started the BID Program Summer 2025\* term or later)**

Bachelor of Interior Design					
Students beginning study Summer Term 2025 or later					
Part-Time Plan of Study					
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 1	BIDE 101	Introduction to Interior Design Theory	3		
	ENGL 101	Research & Composition	3		
<b>Total Degree Requirement Credits</b>			<b>6</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 2	BIDS 101	Design Studio 1: Fundamentals of Space Planning	4		BIDC 101
	BIDC 101	Drafting	3		
<b>Total Degree Requirement Credits</b>			<b>7</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 3	BIDS 102	Design Studio 2: Residential	4	BIDE 101, BIDC 101, BIDS 101	BIDC 102
	BIDC 102	Perspective and Rendering Techniques	3	BIDC 101	
<b>Total Degree Requirement Credits</b>			<b>7</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 4	LA 100	to be either ARTH 110 or ARTH 120	3	ENGL 101	
	BIDC 103	Digital Communication 1: Digital Drafting (CAD)	3	BIDC 101, BIDS102	
<b>Total Degree Requirement Credits</b>			<b>6</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 5	BIDS 103	Design Studio 3: Commercial	4	BIDS 102	BIDC 103
	LA 110	<i>Liberal Arts Elective</i> (QRSS, CRIN, COMM)	3	ENGL 101	
<b>Total Degree Requirement Credits</b>			<b>7</b>		

Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 6	BIDE 102	Products, Materials, and Finishes	3	BIDE 101	
	LA 200	<i>Liberal Arts Elective</i>	3	LA 100	
<b>Total Degree Requirement Credits</b>			<b>6</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 7	BIDS 201	Design Studio 4: Corporate Workspace	4	BID S103, BIDC 103	
	BIDE 201	Lighting in Interior Design	3	BIDE 102, BIDC 103, BIDS 103	
<b>Total Degree Requirement Credits</b>			<b>7</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 8	BIDC 201	Digital Communication 2: Digital Presentation	3	BIDC 101	
	LA 220	<i>Liberal Arts Elective</i>	3	One Tier 1 Liberal Arts course	
<b>Total Degree Requirement Credits</b>			<b>7</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 9	BIDS 202	Design Studio 5: Healthcare	4	BIDS 201	
	BIDC 202	Digital Communication 3: Digital 3D Modeling	3	BIDC 201	
<b>Total Degree Requirement Credits</b>			<b>7</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 10	BIDP 201	Construction Drawings	3	BIDC 103, BIDS 103	
	BIDC 203	Building Information Modeling	3	BIDP 201, BIDS 201	
<b>Total Degree Requirement Credits</b>			<b>13</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 11	BIDS 203	Design Studio 6: Advanced Healthcare	4	BIDS 202	
	BIDC 203	Building Information Modeling	3	BIDP 201, BIDS 201	
<b>Total Degree Requirement Credits</b>			<b>7</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 12	BIDP 202	Historical Perspectives of the Interior Design	3	One Tier 2 Liberal Arts course	
	LA 240	<i>Liberal Arts Elective</i>	3	One Tier 1 Liberal Arts course	
<b>Total Degree Requirement Credits</b>			<b>6</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req
Term 13	BIDS 301	Design Studio 7: Design for Humanity	4	BIDS 203	
	BIDP 301	Interior Detailing	3	BIDP 201, BIDS 202	
<b>Total Degree Requirement Credits</b>			<b>7</b>		
Term	Course #	Course Title	Credits	Pre-Req	Co-Req

Term 14	BIDP 302	DIDP302-Professional Practice	3	BIDS 202, One Tier 2 Liberal Arts course	
	LA 245	<i>Liberal Arts Elective</i>	3	One Tier 1 Liberal Arts course	
<b>Total Degree Requirement Credits</b>			<b>6</b>		
<b>Term</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Pre-Req</b>	<b>Co-Req</b>
Term 15	BIDS 302	Design Studio 8: Adaptive Reuse	4	BIDS 301, BIDP 301	
	BIDX 300	BID Elective – BIDX 301 OR BIDX 302	3	One Tier 2 Liberal Arts course	
<b>Total Degree Requirement Credits</b>			<b>7</b>		
<b>Term</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Pre-Req</b>	<b>Co-Req</b>
Term 16	BIDC 401	Digital Communication 4: Innovative Technology in the Built Environments	3	BIDS 302, BIDC 203	BIDS 302
	LA 400	<i>Liberal Arts Elective</i>	3	Two Tier 2 Liberal Arts course(s)	
<b>Total Degree Requirement Credits</b>			<b>6</b>		
<b>Term</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Pre-Req</b>	<b>Co-Req</b>
Term 17	BIDP 303	Thesis Research and Programming	3	ALL STUDIOS 1-7, BIDP 302	BIDS 302
	BIDX 400	BID Electives - BIDX 401 OR BIDX 402	3	BIDS 302	
<b>Total Degree Requirement Credits</b>			<b>6</b>		
<b>Term</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Pre-Req</b>	<b>Co-Req</b>
Term 18	BIDS 401	Design Studio 9: Thesis 1	4	BIDP 303, ALL STUDIOS 1-8	
	BIDP 401	Specifications, Budgeting & Estimating	3	BIDP 302	
<b>Total Degree Requirement Credits</b>			<b>7</b>		
<b>Term</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Pre-Req</b>	<b>Co-Req</b>
Term 19	BIDS 402	Design Studio 10: Thesis 2	4	BIDS401	BIDP402
	BIDP 402	Documentation	3	BIDS 401, BIDP 401	BIDS 402
<b>Total Degree Requirement Credits</b>			<b>7</b>		
<b>Term</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Pre-Req</b>	<b>Co-Req</b>
Term 20	BIDE 401	The Philosophy of Human-Centered Design	3	BIDP 303	
	LA 420	<i>Liberal Arts Elective</i>	3	Two Tier 2 Liberal Arts course(s)	
<b>Total Degree Requirement Credits</b>			<b>6</b>		

#### 10.3.2.4. Bachelor of Interior Design: Specific Admissions Policies

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

- High school graduates
- Graduates of degree programs in related or unrelated fields

- Graduates of Bachelor of Fine Arts or Architectural Design programs
- Graduates of Interior Design diploma (two year) or Interior Decorating diploma programs
- Graduates of three (3) year Interior Design diploma programs

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

- English, grade 12 at the U and/or M level or equivalent
- One grade 11 or 12 Math at the U and/or U/M level or equivalent
- Four (4) or Five (5) other grade 12 subjects at the U and/or U/M level or equivalent to a minimum of six (6) grade 12 courses.
- High school transcripts
- Resume
- English Writing Sample\*
- A Creative Work Collection (CWC). For more information communicate with an Admission's Advisor\*\*

*\*Starting April 2025*

*\*\* In February, 2025, implementation of this requirement was postponed. A note will be added here when the CWC becomes a requirement for admission.*

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

### **Conditional Admission**

Applicants seeking to establish English language proficiency by providing TOEFL, IELTS, or CAEL scores (or scores from other tests of English language proficiency recognized by the University) but whose scores fall below the standards required for admission may be considered for conditional admission. See *Section 6.1.5.*

#### **10.3.2.5. Degree Program – Anticipated Completion Time**

The BID program is a four-year degree program. Students with transfer of credit or who pursue full-time study with no term breaks may finish the program in less than four years.

Students who do not pursue the program at a full-time course load can reasonably expect to complete the program in four to five years.

Students in the program beyond the five years of study will need to meet regularly with their program advisor and department head to review their plan of study and progress towards completion.

The maximum length to complete the BID program is seven years; this is inclusive of any leaves of absence or scheduled breaks.

If a student needs longer than seven years to complete the program, they may petition the program for an extension. Such an extension will only be considered for extraordinary circumstances and



needs to be reviewed and approved by the department. If such a petition is granted, student progress will be strictly monitored. Failing to meet the progression as set out in the extension will result in program dismissal.

#### **10.3.2.6. 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.

#### **10.3.2.7. Assessment of Student Participation**

*Please see Section 8.2 for information regarding the assessment of student participation.*

#### **10.3.2.8. Assessment of Written Assignments**

*Please see Section 8.2 for information regarding the assessment of written assignments.*

#### **10.3.2.9. Credit Transfer Policies**

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

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

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

- Foreign credentials may require an assessment from a third-party international credential assessment service.

#### **10.3.2.10. Types of Credit Transfer**

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

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

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

#### **10.3.2.11. Examination Challenge for Credit**

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

To challenge a course for credit a student must submit to the Office of the Registrar an *Examination Challenge for Credit Application Form* with documentation that clearly supports the claim of mastery of a course's learning outcomes. All exam challenges must be completed before week one of a particular term if the targeted course is scheduled for study in that term, unless approved by the program director. Applications are assessed by program leadership to determine whether an examination challenge is warranted, and if so, the format of assessment. A fee of \$75 accompanies each course challenge. See program for procedure, and the list of courses that can be challenged.

The following courses may be challenged for credit:

Previous List of Challenge Exams	Updated List of Challenge Exams
BIDC 103 - Digital Communication 1: Digital Drafting	BIDC 103 - Digital Communication 1: Digital Drafting
BIDC 201 - Digital Communication 2: Digital Presentation	BIDC 201 - Digital Communication 2: Digital Presentation
BIDP 201 - Construction Drawings	BIDC 202 - Digital Communication 3: Digital 3D Modeling
BIDC 202 - Digital Communication 3: Digital 3D Modeling	BIDC 203 - Building Information Modeling (Revit)
BIDC 203 - Building Information Modeling (Revit)	
BIDP 301 - Interior Detailing	

### 10.3.2.12. Graduation Requirements

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

A student is eligible for a degree after successfully completing all graduation requirements. These requirements include the completion of a minimum of 130 credits. To remain in good academic standing a student must maintain a 2.0 cGPA or better. A minimum of 65 credits must be achieved through coursework at Yorkville University.

### 10.3.2.13. Student Course Load

The standard course load for students studying in the Bachelor of Interior Design is 4 courses per term (13 credits) for BID130 footprint and 5 courses per term (15 credits) for BID180. Students with a cumulative GPA of at least 3.50 may apply to the program director through the Registrar for permission to take an additional course to their respective plan of study.

## 10.4. Bachelor of Creative Arts

### 10.4.1. Bachelor of Creative Arts Overview

The Bachelor of Creative Arts Program is designed to support students who specialize in diverse areas of creative practice by allowing them to convert their diploma-level credential into a university degree. The BCA Program supplies working artists with a unique blend of practical business, leadership, and project management skills needed to excel in a wide range of creative industries. This program provides students with a strong university-level education to complement their applied or studio-based foundation in creative practice. The BCA delivery method is flexible (campus/online/blended) and its curriculum is critically engaged in contemporary critical discourses across a wide range of artistic disciplines in Canadian and transnational contexts

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

#### 10.4.2.1. Program Requirements: Bachelor of Creative Arts

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

To earn the BCA, students complete the following:

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

Normal progressions through the program are shown below. Students requiring bridging courses must take ARTS 101 (Principles of Art & Design), ARTS 102 (Arts Industries in Canada), and three 100-level Liberal Arts courses prior to, or concurrent with, the progressions below. ENGL 101, ARTS 103, and ARTS 104 are not eligible 100-level Liberal Arts courses for the bridging courses.

**Bridging Courses - Exemptions:** The requirement to take the ARTS 101 and ARTS 102 courses may be replaced by applied creative arts courses already completed at another post-secondary institution (but not one taken as part of the qualifying diploma) or waived if the student has at least six months’ professional, applied, and/or employment experience in the creative arts. The 100-level Liberal Arts courses may be replaced by an undergraduate course already completed at Yorkville or another degree-granting institution.

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

Bachelor of Creative Arts		
Standard Progression		
Term	Course #	Course Title
Term 1	ENGL 190	Communications in Creative Arts
	BCAR 3013 BCAR 3014	Creative Arts in Cultural Context (Students who began BCA Summer 2025 or before). Creative Practice in Canada (Students who began BCA October 2025 or after).
	BCAR 3023	Creative Arts in Ethical and Legal Context
Term	Course #	Course Title
Term 2	CRIN 110 ARTS 104	Creative and Innovation (Students who began BCA before Jan 2025) Arts, Activism, and Social Engagement (Students who began BCA Jan 2025 or later)
	BCAR 3043	Research Methods for the Creative Arts
	BCAR 3053 BCAR 3054	Managing Talent and Arts Administration (Students who began BCA Spring 2026 or before) Leadership and Administration in the Arts (Students who began BCA Summer 2026 or after)
Term	Course #	Course Title
Term 3	ARTS 103	Perspectives on Indigenous Arts
	BCAR 3063	Creative Arts in Political and Public Policy Context
	BCAR 3073	Managing Projects in the Creative Arts
	PSYC 330	Psychology of Creativity
Term	Course #	Course Title
Term 4	Scheduled Break	
	BCAR 4013	Financial Leadership for the Creative Arts
Term	Course #	Course Title
Term 5	BCAR 4023	Criticism – Methods of Evaluating and Assessing Creative Activity (Students who began BCA Spring 2026 or before)
	BCAR 4024	Criticism in the Arts (Students who began BCA Summer 2026 or after)
	BCAR 4033	Entrepreneurship and the Creative Arts
	Liberal Arts	Elective Tier 2
Term	Course #	Course Title
Term 6	BCAR 4043 BCAR 4044	Global Perspectives on the Creative Arts (Students who began BCA Spring 2026 or before) Transnational Perspectives in the Arts (Students who began BCA Summer 2026 or after)
	BCAR 4113	Graduating Project 1
	Liberal Arts	Elective Tier 2
Term	Course #	Course Title
Term 7	Liberal Arts	Elective Tier 2
	BCAR 4123	Graduating Project 2
	Liberal Arts	Elective Tier 3

Bachelor of Creative Arts		
Part-Time Progression		
Term	Course #	Course Title
Term 1	ENGL 190	Communications in Creative Arts
	BCAR 3013 BCAR 3014	Creative Arts in Cultural Context (Students who began BCA Summer 2025 or before). Creative Practice in Canada (Students who began BCA October 2025 or after).
Term	Course #	Course Title
Term 2	BCAR 3023	Creative Arts in Ethical and Legal Context
	CRIN 110 ART 140	Creative and Innovation (Students who began BCA before Jan 2025) Arts, Activism, and Social Engagement (Students who began BCA Jan 2025 or later)
Term	Course #	Course Title
Term 3	BCAR 3043	Research Methods for the Creative Arts
	BCAR 3053 BCAR 3054	Managing Talent and Arts Administration (Students who began BCA Spring 2026 or before) Leadership and Administration in the Arts (Students who began BCA Summer 2026 or after)
Term	Course #	Course Title
Term 4	ARTS 103	Perspectives on Indigenous Arts
	BCAR 3063	Creative Arts in Political and Public Policy Context
Term	Course #	Course Title
Term 5	BCAR 3073	Managing Projects in the Creative Arts
	PSYC 3073	Psychology of Creativity
Term	Course #	Course Title
Term 6	BCAR 4013	Financial Leadership for the Creative Arts
	BCAR 4023	Criticism – Methods of Evaluating and Assessing Creative Activity (Students who began BCA Spring 2026 or before)
	BCAR 4024	Criticism in the Arts (Students who began BCA Summer 2026 or after)
Term	Course #	Course Title
Term 7	BCAR 4033	Entrepreneurship and the Creative Arts
	Liberal Arts	Elective Tier 2
Term	Course #	Course Title
Term 8	BCAR 4043 BCAR 4044	Global Perspectives on the Creative Arts (Students who began BCA Spring 2026 or before) Transnational Perspectives in the Arts (Students who began BCA Summer 2026 or after)
	Liberal Arts	Elective Tier 2
Term	Course #	Course Title
Term 9	BCAR 4113	Graduating Project 1
	Liberal Arts	Elective Tier 2
Term	Course #	Course Title
Term 10	BCAR 4123	Graduating Project 2
	Liberal Arts	Elective Tier 3

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

#### **10.4.2.2. Bachelor of Creative Arts: Specific Admission Policies**

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

##### **Admission Path 1**

- Completion in good academic standing of a three-year (six-term) diploma from a Canadian college of applied arts and technology or private career college legally recognized in the applicant's home province (or the equivalent from a post-secondary education institution legally recognized in a jurisdiction outside Canada).
  - The diploma must have been earned in one of the creative arts, which include but may not be limited to: music, dance, drama and theatre, writing, interior design and decorating, painting, sculpture, photography, graphics and computer graphics, animation, game design, crafts, industrial design, fashion and costume design, motion pictures, television, radio, video, sound recording.
  - The applicant must have graduated with a GPA of at least 2.0 (or equivalent).

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

##### **Admission Path 2**

- Completion in good academic standing of a two-year (four-term) diploma from a Canadian college of applied arts and technology or private career college legally recognized in the applicant's home province (or the equivalent from a post-secondary education institution legally recognized in a jurisdiction outside Canada).
  - The diploma must have been earned in one of the creative arts, which include but may not be limited to: music, dance, drama and theatre, writing, interior design and decorating, painting, sculpture, photography, graphics and computer graphics, animation, game design, crafts, industrial design, fashion and costume design, motion pictures, television, radio, video, sound recording.
  - The applicant must have graduated with a GPA of at least 2.0 (or equivalent).
  - Equivalent credentials earned in a country other than Canada are accepted.
- **AND** one of:
  - The Completion of the equivalent of six credits of studio/applied course work in the applicant's creative arts specialization or a closely related field over and above course work completed to earn the qualifying diploma;

- Courses must have been completed at a public University, college of applied arts and technology, or private career college legally recognized in the applicant's home province or country;
- A grade of at least C must have been earned in the studio/applied courses;
- Students who have not completed six semester hours of additional studio/applied credits but have met other admission requirements may satisfy this admission requirement by agreeing to complete up to two studio/applied arts courses at the Yorkville University. (The specific courses will be decided on a case-by-case basis.)

**Or**

- Six months' professional, applied, and/or employment experience in the applicant's area of creative
- **AND** Completion of nine semester hours of University-level undergraduate study.
  - Courses must have been completed at a public or private University legally recognized in the applicant's home province or country.
  - Courses must cover at least two of the following broad areas of study: social sciences, humanities, sciences (including mathematics), fine arts.
  - A grade of at least C must have been earned in each of the courses.
  - Students who have not completed nine semester hours of university-level undergraduate study but have met other admission requirements may satisfy this admission requirement by agreeing to complete additional breadth courses at Yorkville University.

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

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

### **Conditional Admission**

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



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

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

### **10.4.2.3. Anticipated Completion Time**

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

### **10.4.2.4. Course Delivery**

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

### **10.4.2.5. Assessment of Student Participation**

Please see Section 8.2 for information regarding the assessment of student participation.

### **10.4.2.6. Assessment of Written Assignments**

Please see Section 8.2 for information regarding assessment of written assignments.

### **10.4.2.7. Credit Transfer**

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

- a) Sufficient information is provided to the admissions committee to allow the committee to assess the equivalency of the course previously taken with the Yorkville course thought to be its equivalent. Normally, this would include a course description and a syllabus.

- b) The student earned a satisfactory grade, as defined by the admissions committee, in the course for which equivalency is sought.
- c) The course was completed within ten years of the student's application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)

Limitations on course-equivalency credit transfer:

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

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

#### **10.4.2.8. Promotion and Graduation Requirements**

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

To graduate from the Bachelor of Creative Arts, students must complete 60 credits of course work, 36 of which must be earned in core BCA courses and 24 of which must be earned in "breadth" courses.

Students admitted on the basis of a four-term creative arts diploma must complete an initial 15 credits "bridge". In addition, they must satisfy the following requirements:

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

#### **10.4.2.9. Standard Course Load**

The standard course load for students studying full time in the BCA is 3 or 4 courses (9 or 12 credits). Students with a cumulative GPA of at least 3.5 may apply to the Program Director through the Registrar for permission to take additional courses during any specific term but may not take more than 4 (four) or 5 (five) courses concurrently.

## 10.5. Liberal Arts in Yorkville University's Degree Programs

### 10.5.1. Liberal Arts Overview

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

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

### 10.5.2. Mission of Liberal Arts

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

### 10.5.3. 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.

### 10.5.4. Liberal Arts Structure

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

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

#### Tier 1: Communications, Research and Thinking Courses

Tier 1 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, communication skills, and competencies. Tier 1 courses have a 1XX-level course code.

#### Tier 2: Arts and Social Sciences Courses

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

### Tier 3: Integrated Studies Courses

Tier 3 courses are inherently interdisciplinary and require students to integrate skills, competencies, and knowledge acquired in Tiers 1 and 2 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 3 courses have a 4XX-level course code.

Course #	Course Title	Tier Level
ARTH110	Western Art – Prehistoric to Gothic (3 credits)	1
ARTH120	Western Art – Renaissance to Contemporary (3 credits)	1
ARTS101	Principles of Art and Design (3 credits)	1
ARTS102	Arts Industries in Canada – an Introduction and Overview (3 credits)	1
ARTS103	Perspectives on Indigenous Arts (3 credits)	1
ARTS104	Arts, Activism, and Social Engagement	1
COMM100	Cross Cultural Communication (3 Credits)	1
CRIN110	Creativity and Innovation (3 credits)	1
ENGL101	Research and Composition (3 credits)	1
ENGL150	Professional Communication (3 credits)	1
ENGL190	Communications for the Creative Arts (3 credits)	1
HUMN100	Introduction to Beauty (3 credits)	1
QRSS100	Qualitative Research Methods in Social Science (3 credits)	1
UNIV101	University Studies (3 credits)	1
ENGL250	The Workplace in Fiction (3 credits)	2
GEOG210	Human Geography (3 credits)	2
HIST300	The History of Sports (3 credits)	2
HUMN200	World Religions- A Comparative Study (3 credits)	2
HUMN212	Artificial Intelligence and the Creative Mind (3 credits)	2
HUMN230	Colonialism in Continuum – Unpacking Decolonization in Modern Canada (3 credits)	2
HUMN268	Financial Literacy in a Canadian Context (3 credits)	2
PHIL300	Philosophical Thought and Leisure (3 credits)	2
PSYC200	Psychology of Everyday Life (3 credits)	2
PSYC210	Contemporary Topics in Social Psychology (3 credits)	2
PSYC330	Psychology of Creativity (3 credits)	2
SOCI200	Global Issues in Sociology (3 credits)	2
SOCI300	Sociology and Culture (3 credits)	2
HUMN422	Topics in Technology and Society (3 credits)	3
HUMN430	Topics in Power and Society (3 credits)	3
HUMN440	Smart and Sustainable Cities (3 Credits)	3
HUMN450	Design Thinking (3 credits)	3

Course #	Course Title	Tier Level
HUMN460	HUMN 460 Making Change: Projects for Impact (3 credits)	3

### **10.5.5. Student Progress Through Liberal Arts**

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

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

### **10.5.6. Transfer of Credits**

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

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

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

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

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

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

Note that when the University recognizes a course taken at another institution as equivalent to a

course offered at Yorkville University and grants a student credit for the course, the student transferring the credit is not allowed to subsequently enroll in the Yorkville course.

### **Requirements for Credit Transfer**

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

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

## 11. Course Descriptions

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

### 11.1. Course Numbering

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

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

Courses numbered 6xxx are masters-level academic courses. Courses numbered 7xxx are masters-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

### 11.2. Master of Business Administration

#### 11.2.1. Foundation Business Courses

##### **BUSI 6013 Strategic Management**

(3 credits)

This course examines strategic issues in management and the role of responsible business leaders in integrating organizational disciplines. It emphasizes the use of information systems, statistics, and analytical tools for data-driven decision-making. Students apply communication and critical thinking skills to analyze situations and professionally present solutions. The course explores how these capabilities support strategic planning, sustainable management, and organizational excellence.

Prerequisite(s): None.

##### **BUSI 6023 Accounting and Finance Fundamentals**

(3 credits)

This course introduces accounting and financial reporting systems and the techniques that support effective decision-making. Students apply creative problem-solving and ethical judgment in addressing reporting issues and following the International Financial Reporting Standards. Topics include accounting methods, estimates, and presentations, recognizing the limitations of accounting information systems, analyzing firms' financial statements, and understanding how financial decisions affect diverse stakeholders.

Prerequisite(s): None.

**BUSI 6033 Responsible Business Economics**

(3 credits)

This course explores managerial business economics and the economic fundamentals that inform ethical and responsible decision-making. It examines microeconomic models and tools, along with macroeconomic indicators, policies, and business cycles, designed to stabilize key macroeconomic variables. Topics include supply and demand analysis, forecasting, applying elasticity to revenue estimation, optimal pricing policies, cost and demand theories, and strategic interactions among competitors.

Prerequisite(s): None.

**11.2.2. Core Business Courses****BUSI 6113 Sustainability Management Impact**

(3 credits)

This course examines economic, environmental, and social challenges that demand purpose-driven management. It emphasizes globality, ethical and sustainable impact, innovation, and change management as core principles of responsible leadership. The course explores sustainability frameworks and impact measurement to support smart, sustainable, and inclusive growth. It also challenges students to apply systems thinking and prepare for the economy of the future.

Prerequisite(s): Two of BUSI 6013, BUSI 6023, BUSI 6033.

**BUSI 6123 Ethical Leadership and Organizational Culture**

(3 credits)

This course examines leadership and human resource management, emphasizing self-awareness, ethical qualities, skills, and competencies. It explores how to set purpose-driven goals, manage and communicate planned change, and address resistance to change. The course also focuses on supporting organizational culture and fostering a learning organization that engages employees, facilitates shared learning, and promotes continuous development.

Prerequisite(s): Two of BUSI 6013, BUSI 6023, BUSI 6033.

**BUSI 6133 Strategic Marketing**

(3 credits)

This course examines socially responsible marketing and communication strategies in complex environments across diverse platforms. Students learn about marketing planning by analyzing market environments and data, and studying how it informs segmentation, positioning, and the development of products and services that address community needs. Students explore how the core components of the marketing mix, encompassing distribution strategy and integrated marketing communications guides portfolio management utilizing technology to enhance reach and impact.

Prerequisite(s): BUSI 6113.

**BUSI 6143 Managerial Accounting and Control**

(3 credits)

This course examines management accounting tools and techniques used to efficiently plan operations, communicate decisions, and control business activities at various levels. Students develop the ability to effectively and ethically manage risk and improve performance. Emphasis is



placed on applying critical problem-solving competencies using contemporary managerial accounting techniques while considering diverse business environments, industry trends, and global and cultural contexts.

Prerequisite(s): BUSI 6023 and one of BUSI 6013, BUSI 6033.

### **BUSI 6163 Business Analytics**

(3 credits)

This course examines advanced corporate financial management and strategies for managing operating and fixed assets, optimizing short- and long-term financing, and maximizing shareholder value. Topics include ethical investing, ESG factors, time value of money, executive compensation, capital budgeting, capital structure, stock and bond valuation, operational leverage, and dividend policy, equipping students to make strategic financial decisions in complex environments.

Prerequisite(s): BUSI 6143.

### **11.2.3. Business Electives**

#### **BUSI 6213 Leading and Building Teams**

(3 credits)

This course examines the role of a leader in managing and directing teams across organizational settings. Students develop effective communication, relationship-building, organizational, and strategic thinking skills to enhance collaboration and decision-making. Emphasis is placed on confidence, domain expertise, relevant experience, and integrity. Students explore team dynamics, development, and performance, and learn to lead through crisis and change in competitive environments.

Prerequisite(s): BUSI 6123.

#### **BUSI 6223 Advanced Data Analytics**

(3 credits)

This course examines advanced methods for acquiring, exploring, and modeling large data sets using various tools, methods, machine learning techniques, and software platforms. Students apply analytical procedures to evaluate, summarize, and visualize critical information that drives business decisions in management, marketing, finance, and other fields. Topics include clustering, text analytics, social network analytics, and ethical considerations for improving business performance.

Prerequisite(s): BUSI 6163.

#### **BUSI 6233 Entrepreneurship and Venture Management**

(3 credits)

This course examines the entrepreneurial journey from idea generation and planning through start-up, growth, and succession. Students develop techniques and apply tools to assess opportunities and make informed business decisions. Topics include creative thinking, opportunity assessment, business planning, franchising and acquisition, financing, marketing, human resources, change management, and strategies for sustaining and scaling ventures in dynamic business environments.

Prerequisite(s): BUSI6153.

**BUSI 6243 Organizational Development and Managing Change**

(3 credits)

This course involves the study, research, and analysis of proactive strategies for organizational design with an emphasis on managing change. It examines cultural sensitivity in unpredictable and rapidly changing social, legal, economic, political, and technological environments. It further explores diagnosing, analytics associated with designing interventions, managing change, organizational culture and learning, and the challenges of ethical leadership.

Prerequisite(s): BUSI 6123.

**BUSI 6253 Global Business Environment**

(3 credits)

This course examines how the global business environment shapes management decision making, strategy, and environmental, social, and governance considerations. It explores the opportunities and threats of global business and the ways they influence international activities. The course also analyzes global and regional economic integration, competitive advantage, and responsibility frameworks across ecological, financial, legal, political, socio-cultural, and technological contexts.

Prerequisite(s): BUSI 6113.

**BUSI 6263 Project Management**

(3 credits)

This course explores the skills needed to successfully initiate, plan, execute, control, and close projects. It examines how successful project managers manage portfolios, programs, and projects to produce desirable outcomes through a practical, hands-on approach. Topics cover essential knowledge, practical skills, and competencies in both traditional and agile project management, with opportunities to prepare for professional project management certifications.

Prerequisite(s): BUSI 6113.

**BUSI 6273 Strategic Management of Information Systems**

(3 credits)

This course examines how information technology supports strategic goals and priorities for sustainable competitive advantage. It explores how organizations identify and translate emerging trends into business opportunities while navigating challenges such as global expansion and regulatory change which impact diverse populations. Additional topics include competitive intelligence, scenario planning, business values, value propositions, strategic alliances, and technologies that enable business strategy.

Prerequisite(s): BUSI 6163.

**BUSI 6283 Communications and Data Visualization**

(3 credits)

This course examines motivation and persuasion, and the skills to be effective communicators. It explores corporate communication, strategic brand management, and public relations to advance a business's reputation and success in rapidly changing social, cultural, and business environments. Topics include communication strategies, informed decision-making, and data visualization skills using graphics, charts, and analytical dashboards for internal and external audiences.

Prerequisite(s): BUSI 6133.

#### **11.2.4. Summative Special Topic**

##### **BUSI 6303 Special Topic: Disruption, Innovation, and the Canadian Business Environment**

(3 credits)

This course examines the evolving business environment in Canada and its global intersections. Students explore how current drivers of market disruption and change, such as technological transformation, sustainability, and ESG considerations. Emphasis is placed on how leaders analyze emerging trends, adapt to shifting conditions, and innovate strategically to sustain competitive advantage in dynamic domestic and international contexts.

Prerequisite(s): Completion of 27 credits (Complete 9 courses: BUSI 6013, BUSI 6023, BUSI 6033, BUSI 6113, BUSI 6143, BUSI 6123, BUSI 6133, BUSI 6153, BUSI 6163).

#### **11.2.5. Capstone**

##### **BUSI 6313 Business Strategy**

(3 credits)

As the culminating experience of the MBA program, this course assesses students' ability to synthesize and integrate the knowledge and skills developed throughout the program. Students integrate globality, ethics, sustainability, innovation, and change management into their leadership practice and demonstrate readiness to manage and lead organizations with a high level of confidence of success in domestic and global contexts.

Prerequisite(s): BUSI 6303.

### **11.3. Bachelor of Business Administration**

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

##### **MATH 0910 Developmental Math**

(0 credits) (required unless exempted)

This course introduces core mathematical concepts including numeracy, algebra, factorials, and pre-calculus to support success in quantitative business courses.

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): None.

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

(3 credits) (required)

The course introduces the students to the concepts of applied statistics and data analysis used in business and economics, as well as managerial decision-making, using both quantitative and qualitative tools. It covers statistical topics that include: collecting and exploring data; basic

inference; simple and multiple linear regression; analysis of variance; nonparametric methods; probability; and statistical computing.

Prerequisite(s): BUSI 1003 Math for Business.

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

(3 credits) (required)

This course explores the interrelatedness of the various functions of business operations and sets the context for understanding the broader environment in which businesses organization's function. Attention will be given to key functional areas of business including resource bases, organizational structures, corporate culture, financial systems, and management theories prevalent in today's business environment.

Prerequisite(s): None.

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

(3 credits) (required)

This course introduces financial accounting as a system to capture, summarize, and communicate the economic facts about an organization in a set of financial statements and related descriptive notes. Students explore principles of accounting and reporting to various users, focusing on the content, use, and limitations of financial statements.

Prerequisite(s): BUSI 1003 Math for Business.

### **BUSI 1073 Business Writing and Communications**

(3 credits) (required)

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

Prerequisite(s): None.

### **BUSI 1083 Microeconomics**

(3 credits) (required)

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

Prerequisite(s): None.

### **BUSI 1093 Introduction to Marketing**

(3 credits) (required)

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

Prerequisite(s): None.

**BUSI 2003 Macroeconomics in Global Context**

(3 credits) (required)

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

Prerequisite(s): None.

**BUSI 2013 Business Decision Analysis**

(3 credits) (required)

This course examines modeling, analytical and problem-solving techniques for business decision-making. Students explore certainty, uncertainty, probability and risk analysis, basic probability concepts, random variables, descriptive measures, and properties of distribution, along with statistical decision theory, Bayesian approaches, and discrete and continuous probability models applied to business problems.

Prerequisite(s): BUSI 1013 Statistics for Business.

**BUSI 2023 Business Law**

(3 credits) (required)

This course introduces a basic understanding of fundamental structural legal frameworks under which firms must operate. Students examine the basic building blocks of business law, legal business structures including sole proprietorship, corporation, partnership, limited liability company, for profit, not-for-profit, and public firms, and legal issues such as contracts, intellectual property, and bankruptcy.

Prerequisite(s): None.

**BUSI 2033 Organizational Behaviour and Management**

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

This course examines interaction among individuals and organizations, and how this interaction can impact others or the organization itself. Topics include value systems, motivation, teams, communication, power and conflict, organizational culture and structure, leadership, ethics, and change, emphasizing how organizational effectiveness depends on leveraging the strengths of people within operations.

Prerequisite(s): None.

**BUSI 2043 International Business Environment**

(3 credits) (required)

This course introduces international business as it relates to the functional areas of managing business operations. Students examine how decisions are influenced by culture, ethics, CSR, sustainability, political economy, finance, economics, and marketing, and explore opportunities and problems in global contexts through case analyses of specific countries or regions.

Prerequisite(s): None.

**BUSI 2053 Business Ethics**

(3 credits) (required)

This course examines ethical reasoning as a key factor in business success. Students explore the relationship between business and society, connections between corporate strategy and social

responsibility, ethical decision-making, corporate reputation, and the environmental impact of business practices.

Prerequisite(s): None.

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

(3 credits) (required)

This course examines how accounting information informs decision-making in business settings. Students explore product costing, job costing, activity-based costing, budgetary control, performance evaluation, flexible budgeting, and break-even analysis to support planning, coordination, and monitoring of organizational performance.

Prerequisite(s): BUSI 1043 Introduction to Financial Accounting.

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

(3 credits) (required)

This course examines foundational concepts in finance and investment decision-making. Students explore time value of money, cash flow analysis, risk and return, capital structure, dividend policy, financial planning, forecasting, asset valuation, working capital management, cost of capital, and performance assessment.

Prerequisite(s): BUSI 2083 Introduction to Managerial Accounting.

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

(3 credits) (required)

This course examines the theory and practice of human resource management and its role in organizations. Students explore how to design, describe, and implement effective strategies, while identifying and developing specific management skills relevant to human resource functions.

Prerequisite(s): BUSI 2033 Organizational Behaviour and Management

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

(3 credits)

This course examines how organizations plan and manage processes that transform inputs into goods and services. Students explore operations strategy, process design, capacity planning, location and layout, forecasting, scheduling, inventory control, quality assurance, and project management within both product-based and service-based environments.

Prerequisite(s): BUSI 1013 Statistics for Business.

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

(3 credits)

This course examines organizational approaches to managing environmental challenges. Students explore principles of design, strategy, and culture, along with governance, accountability, planning for growth and change, resource management, and market analysis to support strategic decision-making across diverse organizational contexts.

Prerequisite(s): BUSI 2033 Organizational Behaviour and Management.

### **BUSI 2153 Entrepreneurship**

(3 credits)

This course examines the business planning process and how new ventures are conceived, tested, financed, and grown in startup and corporate contexts. Students explore entrepreneurship and intrapreneuring across organizational contexts, including business models, customer development,

financing, and strategic growth. Emphasis is placed on understanding the foundational elements of successful entrepreneurial initiatives.

Prerequisite(s): BUSI 1083 Microeconomics, BUSI 1043 Introduction to Financial Accounting, BUSI 2033 Organizational Behaviour and Management, BUSI 1093 Introduction to Marketing, BUSI 2083 Introduction to Managerial Accounting.

### **BUSI 2163 Marketing Strategy**

(3 credits)

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

Prerequisite(s): BUSI 1093 Introduction to Marketing.

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

(3 credits) (required)

This course examines how information systems support organizational strategy and decision-making. Students explore infrastructure components, system types, project management processes, and decision frameworks. Topics include system development, governance, ethical and social considerations, privacy, and information security in business environments.

Prerequisite(s): None.

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

(3 credits)

Students examine project management fundamentals through the principles outlined in A Guide to the Project Management Body of Knowledge: PMBOK® Guide, focusing on strategic alignment with organizational goals, structures, and socio-cultural factors. The course addresses how project leadership evolves across the project life cycle and connects with broader organizational planning.

Prerequisite(s): None.

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

(3 credits)

Students examine strategies for building and leading project teams, with emphasis on communication, ethical leadership, and adaptability. The course covers contemporary leadership styles, team development practices, and approaches for guiding teams in dynamic environments, including agile settings.

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

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

(3 credits)

Students examine and manage planning processes and their interactions throughout the project life cycle. The course focuses on evaluating project plans for various project sizes, defining scope, timeline, budget, and resources, and developing plans for risk, quality, human resources, communication, and procurement.

Prerequisite(s): BUSI 3613 Project Teams and Leadership.

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

(3 credits)

Students develop practical knowledge to execute, monitor, control, and close projects effectively. The course emphasizes integrated project planning, risk and cost management, and techniques for addressing changes, delays, and overruns. It also explores performance measurement approaches that support successful project delivery across all stages of the project life cycle.

Prerequisite(s): BUSI 3603 Introduction to Project Management, BUSI 3613 Project Teams and Leadership, BUSI 3623 Project Planning Essentials OR BUSI 3863 Project Scheduling and Cost.

**BUSI 3643 Advanced Project Management**

(3 credits)

Students explore Agile project management principles and practices while examining evolving approaches to planning, execution, and leadership. The course emphasizes adaptability in dynamic and technological landscapes, compares project life cycle models, and considers cultural influences on communication and team dynamics across diverse project settings.

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

*(Note: This course is the British Columbia (BC) version of BUSI 3883. Students may not receive credit for both BUSI 3643 and BUSI 3883.)*

**BUSI 3823 Communication Essentials for Project Management**

(3 credits)

Students study verbal and non-verbal communication across various mediums and channels for project settings. The course covers communication strategies, conflict resolution through dialogue, interpersonal and team communication, stakeholder management, and negotiation, with attention to cross-cultural dynamics in teamwork and meetings.

Prerequisite(s): None.

**BUSI 3853 Risk Management**

(3 credits)

Students examine risk and quality management as integrated components of project planning, execution, and control. The course covers risk identification, quantification, qualitative analysis, response, and control, alongside approaches to embedding quality standards and evaluation throughout the project life cycle.

Prerequisite(s): None.

**BUSI 3863 Project Scheduling and Cost**

(3 credits)

Students study project scheduling and cost management as essential components of successful project execution. The course examines how these practices support strategic objectives, risk mitigation, resource optimization, and stakeholder value in complex and dynamic organizational environments.

Prerequisite(s): BUSI 3853 Risk Management.



**BUSI 3883 Agile Project Management**

(3 credits)

Students examine Agile project management concepts, principles, and practices. The course explores how Agile project-based work drives value, change, and progress in dynamic and technological landscapes. Students study Agile frameworks and approaches for applying adaptive methods across diverse project environments.

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

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

(3 credits)

Students analyze failed projects and develop recovery plans through an applied study of project challenges. The course focuses on identifying causes of failure, conducting audits, and implementing corrective strategies using recognized project management processes, offering an integrative experience that reflects the culmination of prior learning.

Prerequisite(s): BUSI 3643 Advanced Project Management OR BUSI 3883 Agile Project Management.

**BUSI 4013 Business Organization Analysis**

(3 credits) (required)

This course introduces students to processes, methods, and issues related to raising and managing the finances required for enterprises. Topics include sources of public funding and preparation of effective applications for funding; fundraising; private investment; strategic and tactical planning; risk assessment and management; making business plans; expenditure management.

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

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

(3 credits) (required)

This course examines current topics in the business environment through case-based analysis. Students apply structured frameworks to identify key issues, explore research options, and develop evidence-based solutions. Emphasis is placed on critical thinking, discussion, and evaluation of real-world business scenarios.

Prerequisite(s):

- For students who began BBA before October, 2024: 21 credit hours of Introduction and General Business Education courses.
- For students who began BBA October 2024 or later: 60 credit hours of the BBA PM program.

**BUSI 4053 Business Plan**

(3 credits) (required)

This course explores decision-making in the context of new business development, emphasizing strategic planning and the creation of structured business plans. Students examine business visioning, strategy formulation, and key considerations for launching viable enterprise.

Prerequisite(s): BUSI 4133 Managing Organizational Change; Students must have completed 90 credit hours of the BBA program.

**BUSI 4063 Business Intelligence and Analytics**

(3 credits) (required)

This course introduces concepts and strategies for using data to support business decision-making. Students examine data analysis processes and modeling techniques, including descriptive, predictive, and prescriptive approaches, while exploring current trends in business intelligence and analytics.

Prerequisite(s): BUSI1013 Statistics for Business; Students must have completed 90 credit hours of the BBA program.

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

(3 credits)

This course equips business professionals with the knowledge and skills necessary to comprehend and oversee IT systems, tools, and projects. Students receive an introduction to foundational IT systems, explore the system development lifecycle, build-versus-buy decisions, and examine issues related to information security, privacy, ethics, and social impact.

Prerequisite(s): BUSI 1013 Statistics for Business.

**BUSI 4133 Managing Organizational Change**

(3 credits) (required)

This course examines the complexities of managing organizational change, including analysis, planning, and implementation. Students explore factors driving transformation, change management models, readiness strategies, and approaches to reducing resistance within evolving organizational environments.

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

**BUSI 4153 Business Strategy**

(3 credits)

This course introduces a strategic perspective on contemporary business issues. Students examine methodologies for strategic analysis and apply interdisciplinary concepts to evaluate and address complex organizational challenges.

Prerequisite(s): BUSI 1043 Introduction to Financial Accounting, BUSI 2033 Organizational Behaviour and Management, BUSI 1093 Introduction to Marketing, BUSI 2173 Information Technology for Managers, BUSI 2083 Introduction to Managerial Accounting, BUSI 2093 Introduction to Managerial Finance, BUSI 2103 Human Resources Management and Development, BUSI 2113 Production/Operations Management.

## 11.4. Bachelor of Interior Design

**Note: Prerequisites and Corequisites changed for several Bachelor of Interior Design (BID) courses in January 2025.**

- **\*\* For students who began the BID before January 2025, prerequisites and corequisites are marked with two asterisks.**
- **For students who began the BID in January 2025 or later, prerequisites and corequisites are marked with one asterisk.**
- **Prerequisites and corequisites with no asterisks apply to all students.**

### **DIDE 151 Products & Materials – Foundation**

(3 credits)

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

Prerequisite(s): ENGL101.

Corequisite(s): None.

### **DIDE 155 Building Systems - Lighting**

(3 credits)

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

Prerequisite(s): DIDT 142.

Corequisite(s):

\*\* None.

\* DIDS 115.

### **DIDE 220 Codes and Regulations 1 (also offered as DIDE 4401)**

(3 credits)

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

Pre-requisite(s): DIDS 203.

Corequisite(s):

\*\* None.

\* DIDS 220

### **DIDE 255 Building Systems - Structures**

(3 credits)

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

Prerequisite(s):

\*\* DIT 145.  
\* DIT 145, DIT 235  
Corequisite(s): None.

### **DIDE 261 Products & Materials: Residential**

(3 credits)

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

Prerequisite(s):

\*\* DIDE 151.

\* DIDE 151, DIDS 115, DIDE 155.

Corequisite(s): None.

### **DIDE 270 Building Systems: Power / HVAC**

(3 credits)

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

Prerequisite(s):

\*\* DIT 145.

DIT 145, DIDE 255.

Corequisite(s):

\*\* None.

DIDS 210.

### **DIDE 344 Applied Lighting**

(3 credits)

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

\*\* DIDE 155.

DIDE 155, DIDE 145, DIDS 310.

Corequisite(s):

\*\* None.

DIDS 315.

### **DIDE 351 Products and Materials: Commercial**

(3 credits)

In this course, students will critically examine material and product use in a commercial context. Emphasis is on the integration of advanced critical thinking approaches to materials and products specifications, features, application, and installation with a focus on sustainable practices. Working

from the foundation to the final details, students will holistically explore how specific products and materials support their design intent and consumer need.

Prerequisite(s):

\*\* DIDE 261.

DIDE 261, DIDS 210.

Corequisite(s): None.

### **DIDE 360 Restoration**

(3 credits)

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

Prerequisite(s): ENGL 101.

\*\* ENGL 101

ENGL 101, DIDS 315.

Corequisite(s):

\*\* None.

DIDS 320

### **DIDE 400 Codes and Regulations 2**

(3 credits)

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

Prerequisite(s): DIDE 220.

Corequisite(s): DIDS 410

### **DIDE 4401 Codes & Regulations 1**

(3 credits)

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

Prerequisite(s): None.

Corequisite(s): None.

### **DIDE 4402 Codes & Regulations 2**

(3 credits)

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

Prerequisite(s): DIDE 4401.

Corequisite(s): None.

**DIDH 330 Canadian Architecture & Design**

(3 credits)

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

Prerequisite(s): ART 120.

Corequisite(s): None.

**DIDH 320 Research Methods in Interior Design**

(3 credits)

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

Prerequisite(s): DIDS 315, ENGL 101.

Corequisite(s): None.

**DIDH 312 Global Architecture & Design**

(3 credits)

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

Prerequisites: ARTH 120.

Corequisite(s): None.

**DIDH 400 Social Justice for the Built Environment**

(3 credits)

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

Prerequisite(s): DIDS 410, DIDE 400.

Corequisite(s): None.

**DIDH 420 Philosophy of Design**

(3 credits)

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

Prerequisite(s): DIDH320.

Corequisite(s): None.

### **DIDP 300 Professional Practice 1**

(3 credits)

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

Prerequisite(s):

\*\* DIDV 240.

DIDV 240, DIDS 210

Corequisite(s): None.

### **DIDP 400 Professional Practice 2**

(3 credits)

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

Prerequisite(s): DIDP 300.

Corequisite(s): None.

### **DIDP 420 Internship**

(3 credits)

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

Prerequisite(s): DIDP 400.

Corequisite(s): None.

### **DIDP 430 Examination Preparation**

(3 credits)

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

Prerequisite(s):

\*\* DIDP 400.

DIDP 400, DIDE 400.

Corequisite(s): None.

**DIDP 450 Internship 1**

(3 credits)

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

Prerequisite(s): DIDH 320, DIDP 453.

Corequisite(s): None.

**DIDP 451 Project Coordination**

(3 credits)

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

Prerequisite(s): DIDP 453.

Corequisite(s): None.

**DIDP 452 Internship 2**

(3 credits)

Building on the student's experience gained within DIDP 450 Internship 1, DIDP 452 Internship 2 advances the students experience within their placement opportunities. The student will engage in experiential learning opportunities in a professional environment spending 180 hours in a monitored professional environment to further gain the necessary experience to transition from student to pre-professional. Emphasis is on diversified learning experiences and exposure to a variety of career options and individual pathways to careers available. The student will also gain alternate points of view and the value of lifelong learning and community experience.

Prerequisite(s): DIDP 450.

Corequisite(s): None.

**DIDP 453 Marketing Professional Services**

(3 credits)

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

Prerequisite(s): DIDP 250.

Corequisite(s): None.

**DIDS 111 Introduction to Interior Design Theory**

(3 credits)

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



Prerequisite(s): None.

Corequisite(s):

\*\* None.

DIDT 110

### **DIDS 116 Fundamentals of Space Planning**

(3 credits)

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

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

Prerequisite(s): None.

Corequisite(s): None.

### **DIDS 107 Design Studio: Residential**

(3 credits)

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

Prerequisite(s): DIDT110, DIDS116.

Corequisite(s):

\*\* None.

DIDV100.

### **DIDS 115 Design Studio: Retail**

(3 credits)

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

Prerequisite(s):

\*\* DIDV 100, DIDT 142.

DIDV 100, DIDT 142, DIDS 107, DIDE 151.

Corequisite(s):

\*\* DIDS 111.

DIDS 111, DIDE 155.

### **DIDS 203 Design Studio: Restaurant**

(3 credits)

In this course, the student will acquire knowledge of restaurant design considerations and apply these principles to a commercial project focusing on branding and dining as the entertainment experience. Emphasis is on programming skills, space planning and circulation strategies, and the

creation of an interior environment that successfully focuses on the users' experience and brand identity within established codes and architectural limitations.

Prerequisite(s):

\*\* DIDS 115, DIDT 145.

DIDS 115, DIDT 145, DIDE 155.

Corequisite(s):

\*\* None.

DIDV 230.

### **DIDS 210 Design Studio: Workspace**

(3 credits)

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

Prerequisite(s): DIDT 235, DIDS 220.

Corequisite(s):

\*\* None.

DIDE 270.

### **DIDS 220 Healthcare Studio**

(3 credits)

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

Prerequisite(s):

\*\* DIDS 203, DIDT 145.

DIDS 203, DIDT 145, DIDV 230.

Corequisite(s):

\*\* None.

DIDE 220.

### **DIDS 310 Design Studio: Moving Spaces**

(3 credits)

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

Prerequisite(s):

\*\* DIDS 210.

DIDS 210, DIDT 200.

Corequisite(s): None.

**DIDS 315 Design Studio: Hospitality**

(3 credits)

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

Prerequisite(s): DIDS 310.

Corequisite(s):

\*\* None.

DIDE344.

**DIDS320 Design Studio: Collaborative**

(3 credits)

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

Prerequisite(s): DIDS 315.

Corequisite(s):

\*\* None.

DIDH 320.

**DIDS 410 Thesis 1: Research & Programming**

(3 credits)

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

Prerequisite(s): All Studio courses, DIDH 320.

Corequisite(s): DIDE 400, DIDE 4402.

**DIDS 420 Thesis 2: Concept & Design Development**

(3 credits)

In the second of the thesis course series, students build on the foundation and successful completion of DIDS 410 Thesis 1: Research & Programming. Students will develop advanced conceptual frameworks to inform the direction of the design and presentation of their thesis projects. Emphasis is on the generation of a comprehensive design concept that is integrated theoretically and spatially through the development of schematic diagrams and sketches and refined using industry- standard architectural and design drawings.

Prerequisite(s): DIDS 410, DIDE 400.

Corequisite(s): None.

**DIDS 430 Thesis 3: Presentation & Defense**

(3 credits)

In this final of the thesis course series, students develop the final presentation of their thesis project. Emphasis is on the documentation of the project as a whole, using a planned methodology to illustrate all phases of the design process. Students prepare a written thesis document that accompanies a professional visual and verbal presentation used to defend their thesis. The final project represents students' highest achievement, demonstrating their knowledge and skills as a pre-professional designer. Prerequisite(s): DIDS 420, DIDS 430, DIDS 400.

Corequisite(s): None.

**DIDT 110 Drafting**

(3 credits)

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

Prerequisite(s): None.

Corequisite(s): None.

**DIDT 142 Manual & Digital Drawing Standards**

(3 credits)

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

Prerequisite(s): DIDT 110, DIDS 116.

Corequisite(s): None.

**DIDT 145 CADD**

(3 credits)

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

Prerequisite(s): DIDT 142.

Corequisite(s): None.

**DIDT 200 Interior Detailing 1**

(3 credits)

Students explore aspects of the built environment from the perspective of construction, including the building envelope and structural systems, associated technologies, and finish materials.

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

Prerequisite(s):

\*\* DITD 235, DIDS 203.  
DIDS 220, DIDE 255  
Corequisite(s): None.

### **DITD 235 Construction Drawings**

(3 credits)

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

Prerequisite(s): DITD 145, DIDS 115.

Corequisite(s): None.

### **DITD 300 Interior Detailing 2**

(3 credits)

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

Prerequisite(s):

\*\* DITD 200.

DITD 200, DIDE 351.

Corequisite(s): None.

### **DITD 430 Advanced Specifications**

(3 credits)

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

Prerequisite(s): DIDS 410, DIDE 400, DIDE 4402.

Corequisite(s): None.

### **DITD 431 Advanced Estimating & Budgeting**

(3 credits)

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

Prerequisite(s): DIDS 420, DITD 430, DIDI 400.

Corequisite(s): None.

**DIDT 432 Documentation**

(3 credits)

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

Prerequisite(s): DIDS 420, DIDT 430, DIDH 400.

Corequisite(s): None.

**DIDV 100 Visual Communications: Perspective and Rendering**

(3 credits)

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

Prerequisite(s):

\*\* DIDT 110.

DIDT 110, DIDV 130.

Corequisite(s): None.

**DIDV 110 Visual Communications – Technique**

(3 credits)

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

Prerequisite(s): DIDV 100.

Corequisite(s): None.

**DIDV 130 Digital Drawing & Colour Theory**

(3 credits)

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

Prerequisite(s): None.

Corequisite(s): None.

**DIDV 135 Visual Communications – Perspectives**

(3 credits)

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

Prerequisite(s): DIDV 134.

Corequisite(s): None.

### **DIDV 200 Building Information Modeling**

(3 credits)

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

\*\* DITD 235, DIDS 115.

DITD 235, DIDS 220, DIDV 240.

Corequisite(s): None.

### **DIDV 225 Visual Communications – Technique**

(3 credits)

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

Prerequisite(s): DIDV 135.

Corequisite(s): None.

### **DIDV 230 Digital Rendering**

(3 credits)

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

Prerequisite(s):

\*\* DITD 145, DIDV 110.

DITD 145, DIDV 110, DIDS 115.

Corequisite(s):

\*\* None.

DIDS203.

### **DIDV 240 Digital Presentation**

(3 credits)

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

Prerequisite(s): DIDV 230.

Corequisite(s): None.

### **BID Course Description list starting Summer term 2025**

*\*This item in the Academic Calendar was amended in February 2025, because the launch of the 130-credit version of the Bachelor of Interior Design program was postponed from April 2025 to July 2025.*

#### **BIDS 101 Drafting**

(4 credits)

This course introduces foundational principles of architectural drafting, emphasizing the development of core drawing skills, familiarity with drafting terminology, and adherence to recognized drawing standards. Students produce a comprehensive drawing package that integrates architectural design concepts and conforms to industry-standard documentation practices.

Prerequisite(s): None.

Corequisite(s): BIDC 101.

#### **BIDC 102 Perspective and Rendering Techniques**

(3 credits)

Students explore the principles of one- and two-point perspective drawing, applying illustrative techniques to convey scale, proportion, materiality, and complex light behavior. Emphasis is placed on rendering the visual qualities of the built environment through color integration in two-dimensional architectural representations.

Prerequisite(s): None.

Corequisite(s): None.

#### **BIDC 103 Digital Communication: Digital Drafting**

(3 credits)

Students develop intermediate to advanced proficiency in computer-aided drawing (CAD), focusing on commands, techniques, and protocols for professional-level two-dimensional presentation and construction drawings. The course emphasizes precision, efficiency, and industry-standard practices in CAD environments.

Prerequisite(s): BIDC 101, BIDS 102.

Corequisite(s): BIDS 103.

#### **BIDC 201 Digital Communication 2: Digital Presentation**

(3 credits)

This course explores advanced drawing and rendering techniques with a focus on selecting media that aligns with project objectives and illustrative goals. Students refine visual communication strategies to support the integration of design concepts across project phases, emphasizing clarity, coherence, and conceptual depth.

Prerequisite(s): BIDC 101.

Corequisite(s): None.

#### **BIDC 202 Digital Communication 3: Digital 3D Modeling**

(3 credits)

Students develop foundational skills in creating 3D digital production models and renderings, focusing on realistic visual representation. The course emphasizes detailed imaging techniques that convey materiality, spatial qualities, and lighting effects. Computer-based modelling and rendering are used to explore and assess design solutions within the broader design process.



Prerequisite(s): BDC 201.

Corequisite(s): None.

### **BDC 203 Building Information Modeling**

(3 credits)

This course explores the foundational principles and professional applications of Building Information Modeling (BIM), emphasizing modeling commands and protocols. Students develop skills to produce industry-standard presentation drawings and construction documents through structured modeling practices.

Prerequisite(s): BIDP 201, BIDS 201.

Corequisite(s): None.

### **BDC 401 Digital Communication 4: Innovative Technology in the Built Environments**

(3 credits)

This course explores emerging technologies shaping interior design, including augmented & virtual reality. Students engage in interdisciplinary collaboration to develop leadership and teamwork skills while examining integrated design practices within and beyond the built environment.

Prerequisite(s): BIDS 302, BDC 203.

Corequisite(s): None.

### **BIDE 101 Introduction to Interior Design Theory**

(3 credits)

This course examines the foundational stages of the design process, emphasizing the elements and principles of design and their relationship to interior architectural space. Students analyze color theory, design terminology, and spatial organization, engaging with critical theories that explore the interaction between people and built environments.

Prerequisite(s): None.

Corequisite(s): None.

### **BIDE 102 Products, Materials, and Finishes**

(3 credits)

This course explores the global context of materials and products through sustainable analysis, emphasizing life cycle and cost considerations. Students develop criteria for evaluating and selecting materials based on properties, construction, and aesthetics, while applying critical thinking to specification, application, and installation in support of sustainable design solutions and consumer needs.

Prerequisite(s): BIDE 101.

Corequisites: None.

### **BIDE 201 Lighting in Interior Design**

(3 credits)

This course explores the foundational principles and practical approaches to lighting design in residential and small-scale commercial environments. Students examine lighting concepts, perform calculations, and evaluate fixture selection, while producing drawings and specifications that address installation and interdisciplinary coordination.

Prerequisite(s): BIDE 102, BDC 103, BIDS 103.

Corequisite(s): None.

**BIDE 401 The Philosophy of Human-Centered Design**

(3 credits)

This advanced course explores human-centered design through current topics and case studies that examine the built environment, global systems of oppression, and activism. Students investigate public service, ethics, and regulatory frameworks while developing an understanding of design and social theories in shaping interior spaces and experiences.

Prerequisite(s): BIDP 303.

Corequisite(s): None.

**BIDP 201 Construction Drawings**

(3 credits)

Students explore the principles and practices of architectural construction drawings, focusing on structural systems and building envelopes. The course emphasizes the use of industry standards to represent materials, assemblies, and components accurately. Analytical approaches support the development of technical drawing skills and the integration of architectural knowledge.

Prerequisite(s): BIDC 103, BIDS 103.

Corequisite(s): None.

**BIDP 202 Historical Perspectives of Interior Design**

(3 credits)

This course examines the historical evolution of interior design from the Renaissance to the twenty-first century, emphasizing its connections to architecture and broader social contexts. Students develop terminology and sketching skills while analyzing design philosophies, architectural details, and decorative arts across time to understand the origins of contemporary built environments.

Prerequisite(s): one Tier 2 Liberal Arts course.

Corequisite(s): None.

**BIDP 301 Interior Detailing**

(3 credits)

Students examine the built environment through the lens of construction, focusing on structural systems technologies, and finish materials. They produce as-built drawings for residential and commercial spaces, interior elevations, millwork documentation, and architectural models, while applying technical vocabulary through visual analysis and material investigation.

Prerequisite(s): BIDP 201, BIDS 202.

Corequisite(s): None.

**BIDP 302 Professional Practice**

(3 credits)

This course explores the scope and complexity of the interior design profession. Students examine its historical development, current professional issues, and ethical frameworks. The course also addresses branding, design philosophy, portfolio creation, and introduces foundational concepts in business structures, contract preparation, and project management.

Prerequisite(s): BIDS 202, one Tier 2 Liberal Arts course.

Corequisite(s): None.

**BIDP 303 Thesis Research and Programming**

(3 credits)

This course explores the intersection of research design and interior design practice, emphasizing critical analysis of evidence-based methodologies. Students initiate the research and programming phase of a thesis project through self-reflection, analytical and synthetic processes, and evaluation of social science sources to address socially or environmentally relevant design challenges.

Prerequisite(s): ALL STUDIOS 1-7, BIDP 302.

Corequisite(s): BIDS 302.

**BIDP 401 Specifications, Budgeting & Estimating**

(3 credits)

This course explores advanced approaches to writing specifications and preparing cost estimate budgets for interior design projects. Students examine documentation formats, specification issues, and budgeting processes, culminating in the development of a comprehensive cost estimate package integrated into a design project.

Prerequisite(s): BIDS 302.

Corequisite(s): None.

**BIDP 402 Documentation**

(3 credits)

This course explores commercial building construction and detailing, emphasizing the integration of building systems with interior construction. Students analyze construction methods, detailing practices, and annotation techniques to develop comprehensive visual instructions within contract drawing sets, supporting the conceptual and technical development of their design projects.

Prerequisite(s): BIDS 401, BIDP 401.

Corequisite(s): BIDS 402.

**BIDS 101 Design Studio 1: Fundamentals of Space Planning**

(4 credits)

This introductory course examines interior environments through the lens of space planning. Students engage with foundational concepts including anthropometrics, ethnographic observation, site analysis, human factors, accessibility principles, and design standards. Emphasis is placed on integrating user needs with spatial qualities through programming methodology and schematic design.

Prerequisite(s): None.

Corequisite(s): BIDS 101.

**BIDS 102 Design Studio 2: Residential**

(4 credits)

This course explores principles of space utilization and organization in residential settings. Students develop conceptual approaches to small-scale residential environments, emphasizing the integration of human behavioral theory within three-dimensional spatial planning and design.

Prerequisite(s): BIDS 101, BIDS 101, BIDE 101.

Corequisite(s): BIDS 102.

**BIDS 103 Design Studio 3: Commercial**

(4 credits)

This course explores principles of commercial design with a focus on branding and user experience. Students develop programming skills, space planning techniques, and circulation strategies to create interior environments that reflect brand identity while adhering to architectural constraints and regulatory codes.

Prerequisite(s): BIDS 102.

Corequisite(s): BIDS 103.

**BIDS 201 Design Studio 4: Corporate Workspace**

(4 credits)

Students explore programming and planning methodologies for commercial interiors, focusing on the design of efficient, functional, and comfortable corporate office environments. The course examines architectural constraints, system furniture integration, and principles of office ergonomics in the context of workplace design.

Prerequisite(s): BIDS 103, BIDS 103.

Corequisite(s): None.

**BIDS 202 Design Studio 5: Healthcare**

(4 credits)

This course introduces knowledge of healthcare design and applies 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 contribution of design to healing.

Prerequisite(s): BIDS 201.

Corequisite(s): None.

**BIDS 203 Design Studio 6: Advanced Healthcare**

(4 credits)

This course enhances student knowledge underlying considerations in approaching different types of healthcare design facilities. The focus of this course is on facility types such as long-term care, autism centers, mental health, addiction treatment, and hospice care, emphasizing space planning and environmental factors in specialized design contexts.

Prerequisite(s): BIDS 202.

Corequisite(s): None.

**BIDS 301 Design Studio 7: Design for Humanity**

(4 credits)

This course examines mobile, deployable, and compact spaces with a focus on design solutions for highly specialized conditions. Students explore concepts that serve contemporary social issues for emergency shelter, emphasizing innovative and sustainable design solutions.

Prerequisite(s): BIDS 203.

Corequisite(s): None.

**BIDS 302 Design Studio 8: Adaptive Reuse**

(4 credits)

Students engage in an interdisciplinary collaborative project focused on developing a cohesive design solution within a group. The course explores advanced design methodology using collaborative approaches to a multi-use project, integrating evidence-based design research and criteria for renovating historic buildings through adaptive reuse and design philosophies that honour heritage values.

Prerequisite(s): BIDS 301, BIDP 301.

Corequisite(s): None.

**BIDS 401 Design Studio 9: Thesis 1**

(4 credits)

Building on the foundation and successful completion of thesis research and programming, students develop advanced conceptual frameworks to inform the direction of the design and presentation of their thesis projects through integrated theoretical and spatial approaches.

Prerequisite(s): BIDP 303, ALL STUDIOS 1-8.

Corequisite(s): None.

**BIDS 402 Design Studio 10: Thesis 2**

(4 credits)

Students develop the final presentation of their thesis project, emphasizing the documentation of the project, using a planned methodology to illustrate the design development stage of the design process. The final project represents students' highest achievement, demonstrating their knowledge and skills as a preprofessional designer.

Prerequisite(s): BIDS 401.

Corequisite(s): BIDP 402.

**BIDX 301 Global Architecture and Design**

(3 credits)

Students 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, examining the role that design obtains to influence change of society and the world.

Prerequisite(s): One Liberal Arts Tier 2 course.

Corequisite(s): None.

**BIDX 302 Canadian Architecture and Design**

(3 credits)

Students explore examples of vernacular architecture and notable practices to inform their understanding of historic and contemporary precedents in Canada. The course emphasizes investigation of Indigenous and Post-Colonial architecture and interiors and the relevance of Canadian contributions to the North American and global study and practice of architecture and design.

Prerequisite(s): One Liberal Arts Tier 2 course.

Corequisite(s): None.

**BIDX 401 Interior Design Business Practices**

(3 credits)

This course emphasizes the theoretical, technical, and applied knowledge gained throughout the program and prepares students for two major capstones. The first part prepares students for an internship within a professional environment by completing 150 hours in a supervised internship. The second focuses on the professional licensure examination established by CIDQ on the IDFX content areas.

Prerequisite(s): BIDS 302.

Corequisite(s): None.

**BIDX 402 Historic Buildings Preservation**

(3 credits)

Students are exposed to the methods and strategies of historic buildings preservation as they relate to interior and exterior architecture, with emphasis on understanding their impact within social, economic, and sustainability contexts.

Prerequisite(s): BIDS 302.

Corequisite(s): None.

## 11.5. Bachelor of Creative Arts

### **BCAR 3013 Creative Arts in Cultural Context (Last offered Summer 2025)**

(core, required; 3 credits)

This course provides an overview of social and cultural factors that influence and shape creativity and aesthetic perceptions. Students discuss theoretical perspectives on the relationship between culture and the arts and the effects of colonization, decolonization, and globalization on creativity and the arts. Particular attention is paid to the multi-cultural and Indigenous contexts of the creative arts in Canada.

Prerequisite(s): None.

### **BCAR 3014 Creative Practice in Canada (First offered in Winter 2026)**

(core, required; 3 credits)

This course examines the development and current state of creative disciplines across Canada. Students explore examples from various media and other modes of creative expression within historical, social, and contemporary milieux, specific to the Canadian context. Units of study consider artists, movements, trends, and cultural moments that characterize Canadian creative practice across a range of disciplines.

Prerequisite(s): None.

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

(core, required; 3 credits)

This course introduces students to the key ethical and legal rules, processes, and structures that affect creative artists in Canada. Topics include: the nature of ethical rules and legal rules; codes of ethics; cross-cultural ethical concerns; relevant laws relating to agency, contract, defamation, harassment, liability, and negligence.

Prerequisite(s): None.

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

(core, required; 3 credits)

This course examines research practices in the arts, focusing on methods for accessing, assessing, and working with specialized information. Students explore major research methods, engage with diverse sources, investigate research-based artistic practices, and consider ethical and creative approaches to communicating findings and analysis.

Prerequisite(s): None.

### **BCAR 3053 Managing Talent and Arts Administration (Last offered in Spring 2026)**

(core, required; 3 credits)

This course introduces students to practices and issues related to managing people and interpersonal relations across the creative arts. In the overall context of creating a vision and fostering innovation and creativity, topics include: managing artists and arts-based organizations, coaching, and motivating others, building effective teams, and managing negotiations, conflicts, crises, and social media.

Prerequisite(s): None.

**BCAR 3054 Leadership and Administration in the Arts (First offered in Summer 2026)**

(core, required; 3 credits)

This course introduces students to a broad context of arts management and administration with a particular focus on Canada's unique arts ecology. The course examines specific skills relevant to administrative challenges affecting leadership, collaboration, and professional relationships. Course topics and materials explore navigating creative environments, building effective teams, and managing conflict.

Prerequisite(s): None.

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

(core, required; 3 credits)

This course introduces students to the public policy, statutory, regulatory and political landscape surrounding the creative arts in Canada. Students examine the roles of various levels of government, the impact of constitutional frameworks, the development of arts policy, and the function of arts organizations and agencies.

Prerequisite(s): None.

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

(core, required; 3 credits)

Project-based work is central to the creative arts, often defined by clear goals, finite timelines, and dedicated resources. This course outlines the core phases of project management, including initiation, planning, execution, monitoring, and closing, while introducing strategies and tools to facilitate effective planning and resource management.

Prerequisite(s): None.

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

(core, required; 3 credits)

This course introduces students to processes, methods, and issues related to raising and managing the finances required for artistic activities and enterprises. Topics include: sources of public funding and preparation of effective applications for funding; fundraising; strategic and tactical planning, risk assessment and management; making business plans; expenditure management.

Prerequisite(s): None.

**BCAR 4023 Criticism – Methods of Evaluating and Assessing Creative Activity (Last offered in Spring 2026)**

(core, required; 3 credits)

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

Prerequisite(s): BCAR 3043: Research Methods for the Creative Arts.

**BCAR 4024 Criticism in the Arts (First offered in Summer 2026)**

(core, required; 3 credits)

This course introduces students to the creative practices of criticism and analysis across a variety of artistic disciplines. Through theoretical frameworks and diverse critical methods, students explore discipline-specific analysis and ways to contribute to a breadth of transdisciplinary practices.



Prerequisite(s): BCAR 3043: Research Methods for the Creative Arts.

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

(core, required; 3 credits)

This course examines the practical aspects of initiating, establishing, and developing artistic enterprises and activities. Students explore feasibility studies, risk, funding sources, marketing considerations, negotiation techniques, and resource needs.

Prerequisite(s): None.

### **BCAR 4043 Global Perspectives on the Creative Arts (Last offered in Spring 2026)**

(core, required; 3 credits)

In this course students examine the global nature of the creative arts. Topics include: the evolution of "the audience" for arts; the effects of globalization on theory and practice in creative arts; globalizing trends in entrepreneurship and management (finance, talent, distribution, marketing) in the creative arts.

Prerequisite(s): BCAR 3013: Creative Arts in Cultural Context.

### **BCAR 4044 Transnational Perspectives in the Arts (First offered in Summer 2026)**

(core, required; 3 credits)

This course explores the complexities of cultural and artistic forms of expression in a transnational context. Students investigate examples of subcultural and experimental creativity across disciplinary lines. Through research and critical reflection, students examine their positional awareness as creatives within transnational communities of practice.

Prerequisite(s): BCAR 3013: Creative Arts in Cultural Context.

### **BCAR 4113 Graduating Project 1**

(core, required; 3 credits)

Students undertake a self-directed project that integrates prior learning with a topic related to their professional focus. Projects may be scholarly or applied, and students engage in collaborative seminars to present and discuss their work at key stages, including topic development, research planning, writing/production outline, and final presentation.

Prerequisite(s): BCAR 4023: Criticism.

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

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

(core, required; 3 credits)

Building on prior project development, students continue work on a self-directed scholarly or applied undertaking aligned with their professional focus. Emphasis is placed on refining research or production plans, advancing project execution, and participating in collaborative seminars to present and discuss work-in-progress and final outcomes.

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

## 11.6. Liberal Arts Program

### **ANTH 101 Cultural Anthropology**

(3 credits) (Tier 1)

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

### **ARTH 110 Western Art – Prehistoric to Gothic**

(3 credits) (Tier 1)

This course introduces the art and architecture of ancient civilizations around the world, from pre-history and the fall of the Roman Empire to the Gothic period. Through the art and architecture of each period, students examine how visual forms reflect universal human experiences and distinct culturally specific worldviews while exploring the complexities of the ancient mind.

Prerequisite(s): None.

### **ARTH 120 Western Art – Renaissance to Contemporary**

(3 credits) (Tier 1)

This course traces the evolution of artistic thought from the medieval period to the present. Starting with the Renaissance, students explore shifts in worldview leading up to the art of the 20<sup>th</sup> and 21<sup>st</sup> centuries, culminating to Postmodernism's growing desire to emphasize the inclusivity of new media and globally diverse artists.

Pre-requisite(s): None.

### **ARTS 101 Principles of Art and Design**

(3 credits) (Tier 1)

This course introduces the foundational principles of art and design as essential elements across creative disciplines. Through an interdisciplinary lens, students explore the various applications of these principles across various cultural and historical contexts while making universal human connections.

Prerequisite(s): None.

### **ARTS 102 Arts Industries in Canada – an Introduction and Overview**

(3 credits) (Tier 1)

This course introduces the scope of Canadian art industries, examining the factors that shape them and their importance to the Canadian economy. Students investigate diverse creative sectors, such as visual arts, performance, media, and literary arts, while exploring the structures and practices that shape professional creative work in Canada.

Prerequisite(s): None.

### **ARTS 103 Perspectives on Indigenous Arts**

(3 credits) (Tier 1)

This course surveys the artistic and cultural practices of Indigenous peoples worldwide. Students examine the meaning of Indigeneity and the impact of Indigenous cultural and artistic endeavours, such as illustration, craft, and performance, across varying historical, geographic, and cultural contexts.

Prerequisite(s): None.

**ARTS 104 Arts, Activism, and Social Engagement**

(3 credits) (Tier 1)

This course introduces students to ways of thinking critically about the intersections between art and politics. Through their exploration of arts, activism, and social engagement, students examine the work of individual artists and collectives or community-based arts ranging from artists working on an international scale to small, grassroots community-led projects in Canada.

Prerequisite(s): None.

**BIOL 200 Ecology and Ecosystems**

(3 credits) (Tier 2)

This course examines foundational ecological concepts and principles, biological system processes, and core research methods used by ecologists, including observation, experimentation, modelling, sampling, and data analysis. Students survey ecosystem dynamics and evaluate human impacts while reviewing future research directions for biodiversity, ecosystem services, and sustainability.

Prerequisite(s): None.

**COMM 100 Introduction to Cross Cultural Communication**

(3 credits) (Tier 1)

This course introduces foundational and applied aspects of cross-cultural communication through the lens of diversity and subcultures in a global world. While exploring the key concepts of language, culture, and discourse, students practice communication skills required for navigating various multicultural settings.

Prerequisite(s): None.

**CRIN 110 Creativity and Innovation**

(3 credits) (Tier 1)

This course investigates individual creativity and innovation within organizational contexts. By exploring alternative modes of creative thinking, students examine imaginative approaches to problem-solving. Additionally, the course challenges barriers and myths about creative individuals and organizations, emphasizing the release of individual creativity and innovation within organizational structures.

Prerequisite(s): None.

**ENGL 101 Research & Composition**

(3 credits) (Tier 1)

This course builds on the conventions and techniques of composition through critical writing. Students apply principles of logic, strategic thinking, and synthesis to prepare sound arguments supported by relevant, well documented research. Students are encouraged to write extensively, in persuasive and analytic styles, on contemporary issues of interest to them, where individual style and unique thinking are demonstrated.

Prerequisite(s): None.

**ENGL 150 Professional Communication**

(3 credits) (Tier 1)

This course extends composition and research principles to writing in a career context. By examining written and spoken communication concepts in business and professional settings,

students apply principles of economy and clarity to create business documents and professional communications that are informative and persuasive.

For BID students - Pre-requisite(s): ENGL101.

For BBA students - Prerequisite(s): None.

### **ENGL 190 Communications for the Creative Arts**

(3 credits) (Tier 1)

This course examines reading and writing as foundations for communication in creative fields. Students explore business, academic, and creative writing across genres, developing voice and style through collaborative and self-directed learning. Content draws from music, history, social discourse, and cultural expression to support written communication.

Prerequisite(s): None.

### **ENSC 200 Environmental Science**

(3 credits) (Tier 2)

This course examines climate change, pollution, soil degradation, environmental hazards, and human impact on ecosystems. Students explore biodiversity through observation and analysis, and consider the importance of renewable energy and sustainable practices in relation to ecosystem health and long-term environmental preservation.

Prerequisite(s): One Tier 1 course.

### **ENGL 250 The Workplace in Fiction**

(3 credits) (Tier 2)

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

Prerequisite(s): One Tier 1 course.

### **GEOG 210 Human Geography**

(3 credits) (Tier 2)

This course explores the relationships between human societies and their spatial environments. It examines how geographic factors shape cultural, political, economic, and demographic patterns, and analyzes the distribution and use of natural and human resources. Ecological challenges and their global implications are also considered.

Prerequisite(s): One Tier 1 course.

### **HIST 300 The History of Sport**

(3 credits) (Tier 2)

This course investigates the historical development of sport and athletics, integrating the study of recreational practices with historiographical analysis. Students examine how historical narratives are constructed and interpreted, and explore the social and ethical dimensions of sport as a reflection of broader human experiences.

Prerequisite(s): One Tier 1 course.

**HUMN 100 Introduction to Beauty**

(3 credits) (Tier 1)

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

Prerequisite(s): None.

**HUMN 101 Modes of Thinking and Learning**

(3 credits) (Tier 1)

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

Prerequisite(s): None.

**HUMN 200 World Religions: A Comparative Study**

(3 credits) (Tier 2)

This course examines religious traditions from around the world through comparative analysis, focusing on historical development, key figures, and knowledge systems. It also explores religion's role and influence on culture, both in the past and contemporarily.

Prerequisite(s): One Tier 1 course.

**HUMN 201 Youth Culture**

(3 credits) (Tier 2)

This interdisciplinary course examines global youth cultures and identities through sociological and anthropological perspectives. It explores themes such as social activism, music affiliations, socio-economic influences, and youth empowerment, with attention to cultural contexts in Canada and internationally.

Prerequisite(s): One Tier 1 course.

**HUMN 202 East and South Asian Studies**

(3 credits) (Tier 2)

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

Prerequisite(s): One Tier 1 course.

**HUMN 212 Artificial Intelligence and the Creative Mind**

(3 credits) (Tier 2)

This course examines AI's disruptive impact across industries and cultures, exploring its history, principles, and futures. Students critically engage with AI's possibilities and challenges, developing skills to harness its power responsibly, ethically, and imaginatively in varied contexts of innovation.

Prerequisite(s): One Tier 1 course.

**HUMN 230 Colonialism in Continuum – Unpacking Decolonization in Modern Canada**

(3 credits) (Tier 2)

This course examines Indigenous knowledges and sociological themes within the Canadian context, focusing on colonial structures, legal histories, and Indigenous-state relations. Through Indigenous Feminisms, storytelling, and ethnographies, students explore the impacts of settler colonialism and Indigenous resistance. In challenging dominant narratives, the course encourages critical reflection on issues of Indigenous sovereignty and justice.

Prerequisite(s): One Tier 1 course.

**HUMN 268 – Financial Literacy in a Canadian Context**

(3 credits) (Tier 2)

This course introduces core principles of personal financial management in Canada. Students examine the basics of the Canadian economic system, focusing on topics such as gross domestic product, business cycles, inflation, interest rates, time value of money, personal debt and credit, investment strategies, and mechanisms for achieving personal financial success.

Prerequisite(s): One Tier 1 course.

**HUMN 422 Topics in Technology and Society**

(3 credits) (Tier 3)

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

Prerequisite(s): Two Tier 2 courses.

**HUMN 430 Topics in Power and Society**

(3 credits) (Tier 3)

This interdisciplinary and integrative course considers the meaning and exercise of power among individuals and groups. Students explore taxonomies of power, its social origins, and the dynamics of compliance. Drawing on diverse social science perspectives, the course highlights power as a defining characteristic in all human activities.

Prerequisite(s): Two Tier 2 courses.

**HUMN 440 Smart and Sustainable Cities**

(3 credits) (Tier 3)

This course examines the development of smart cities through the integration of information and communication technologies, internet-connected systems, and urban analytics. Students explore, evaluate, and critique how these innovations meet social, environmental, and economic sustainability goals to enhance urban life now and in the future.

Prerequisite(s): Two Tier 2 courses.

**HUMN 450 Design Thinking**

(3 credits) (Tier 3)

Design thinking is a creative problem-solving process used in a wide variety of disciplines. This course explores theories and philosophies that form the foundation of the design thinking process, building towards a practical application of the methods to tackle, rethink, or solve a problem.

Prerequisite(s): Two Tier 2 courses.

**HUMN 460 Making Change: Projects for Impact**

(3 credits) (Tier 3)

In this course, students apply interdisciplinary knowledge and skills to real-world problems. While engaging with diverse communities, they practice creative problem-solving, develop ethical awareness, and cultivate collaborative skills. The course emphasizes critical inquiry, project planning, and reflective practice in support of socially responsible and innovative outcomes.

Prerequisite(s): Two Tier 2 courses.

**INDG 104 Introduction to Indigenous Studies and Decolonization**

(3 credits) (Tier 1)

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

Prerequisite(s): None.

**MATH 100 Pre-Calculus**

(3 credits) (Tier 1)

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

Prerequisite(s): None.

**PHIL 300 Philosophical Thought and Leisure**

(3 credits) (Tier 2)

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

Prerequisite(s): One Tier 1 course.

**POLI 200 Multinational Companies and Globalization**

(3 credits) (Tier 2)

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

Prerequisite(s): None.

**PSYC 200 Psychology of Everyday Life**

(3 credits) (Tier 2)

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

Prerequisite(s): One Tier 1 course.

### **PSYC 210 Contemporary Topics in Social Psychology**

(3 credits) (Tier 2)

In this course, students engage in connecting contemporary issues with current research in social psychology. By exploring the theoretical foundations of social psychology, students apply critical thinking to timely social issues in the media, real-world scenarios, and current events.

Prerequisite(s): One Tier 1 course.

### **PSYC 330 The Psychology of Creativity**

(3 credits) (Tier 2)

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

Prerequisite(s): One Tier 1 course.

### **QRSS 100 Qualitative Research Methods for Social Science**

(3 credits) (Tier 1)

This course introduces qualitative research methods used across the social sciences, business, and humanities. Students learn to assess existing studies, collect and interpret qualitative data, and communicate findings. Emphasis is placed on identifying ethical, empirical, ideological, and theoretical dimensions that contribute to sound and reliable research.

Prerequisite(s): None.

### **SOCI 200 Global Issues in Sociology**

(3 credits) (Tier 2)

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

Prerequisite(s): One Tier 1 course.

### **SOCI 220 Digital Media and Society**

(3 credits) (Tier 2)

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

Prerequisite(s): None.

### **SOCI 300 Sociology and Culture**

(3 credits) (Tier 2)

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



**UNIV 101 University Studies**

(3 credits) (Tier 1)

This course introduces students to strategies for fostering belonging and engagement in a culturally diverse academic setting. Students explore communication practices, institutional expectations, and essential personal, social, and academic skills required to successfully navigate undergraduate academic environments.

Prerequisite(s): None.

## 12. Personnel Roster

The information in this section was accurate at the time of publication.

For the most current listing of senior leadership, academic leadership and full-time faculty [see Senior Leadership | Yorkville University](#).

### 12.1. Senior Leadership

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

## 12.2. Academic Leadership

Angela Antohi-Kominek	Principal & Vice President Academic, Ontario EdD, PMP, The University of Western Ontario
Michelle Grimes	Principal & Vice President Academic, New Brunswick PhD, Niagara University
Nora Houlahan	Principal & Vice President Academic, British Columbia EdD, University of British Columbia
Natasha Hannon	Vice President, Teaching & Learning PhD, The University of Western Ontario
Kale Robinson	Associate Vice President, Regulatory Affairs MA, Carleton University
Karen Stevenson	Associate Vice President, Learning Design EdD, Western University

### **Master of Business Administration & Bachelor of Business Administration**

Oluchi Oti	Dean DBA, University of Liverpool
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### **Bachelor of Interior Design**

Reem Habib	Chair MA, Lebanese University of Fine Arts, Lebanon
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### **Bachelor of Creative Arts**

Alexander Carson	Chair MFA, Transart Institute, Liverpool John Moores University, UK
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### **Liberal Arts**

Leonard Danglli	Assistant Dean PhD, University of Tirana, Albania
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## 12.3. Faculty Members

### 12.3.1. Bachelor of Business Administration

Name	Credential	University of Highest Credential
Abdul Naveed Tariq	PhD	University Putra Malaysia
Adnan Ul Haque	DBA	University of Wales Trinity Saint David, UK
Agoro Papaioannou	LLM	Osgoode Hall Law School, York University
Aizad Ahmad	MBA	University of Salford, UK
Ali Sher	PhD	George Washington University, USA
Amirpouyan Harandi	PhD	Multimedia University, Malaysia
Arif Toor	PhD	University of Toronto, Ontario
Baishali Agarwal	PhD	University of Calcutta, India
Bolor Narankhuu	PhD	Lund University, Sweden
Chantelle A. Campbell	MA	Ryerson University, Ontario
Ebadul Islam	PhD	University of the Incarnate Word, Texas, USA
Eksa Kilfoyle	PhD	York University, Ontario
Elsie Umukoro	PhD	Covenant University, Ontario
Syeda Fahmida Habib	DBA	SMA University, Switzerland
Farhad Moayeri	PhD	University of Toronto, Ontario
Gjergji Culli	PhD	University of Tirana, Albania
Imran Aziz	PhD	York University, Ontario
Iram Tanvir	MS/MBA	Johns Hopkins University, USA
Irfan Ul Haq	MBA	Anglia Ruskin University, UK
James Helik	MSc	University of Toronto, Ontario
Joanna Drakakis	MBA	William Taft University, USA
Joe Saunders	MBA	Univ. of Phoenix / Western California State Univ.
Mahenoor (Tania) Osman	MBA/PMP	Henderson State University, USA
Malak Fares	MBA	American University of Beirut
Mehailia Abdelghani	PhD	Iowa State University, USA
Nader Azad	PhD	McMaster University, Ontario
Negar (Nikki) Sohaee	DBA	Colorado Technical University, USA
Nishreena Nisham	PhD	University of Wales Trinity Saint David, UK
Noman Jafri	MBA	Lahore University of Management Science, Pakistan
Peter Kamala	PhD	University of South Africa
Pradeep Ramchandani	PhD	University of Waterloo, Ontario
Radu Cureteanu	PhD	West University of Timisoara, Romania
Raj Sharma	MSc/MBA	Brunel University / Heriot-Watt University, UK
Rashpal Uppal	MBA	Athabasca University, Alberta

Name	Credential	University of Highest Credential
Ravi Sharma	MSc/MEng/PMP	Niagara University / New York Institute of Technology
Renata Guidi	PhD	Federal University of Rio Grande do Norte, Brazil
Sarvananthan (Sarva) Jeganathan	MBA	Univ. of Southern Queensland / Univ. of Wales
Sheikh Mohammad Anwar Habib	MBA	University of Dhaka, Bangladesh
Simi Grosman	MBA	York University, Ontario
Simmar Preet	PhD	Punjab Technical University, India
Tahmina Akhter	PhD	University of Waterloo, Ontario
Tulsie Ramdayal	MBA	Cape Breton University, Nova Scotia
Varinder Gill	PhD	Punjab University
Violet Sutherland	MBA/PMP	Western Michigan University, USA
Waffa Adam	PhD/PMP	Skema Business School
Yoav Yosipovich	MBA	Queen's University, Ontario

### 12.3.2. Bachelor of Interior Design

Name	Credential	University of Highest Credential
Adam Roland	MArch	Savannah College of Art and Design, Georgia
Afsaneh Vollmer	DEA	École Supérieure de design Industriel, Paris, France
Ahmed F. Ghalib	MDes	OCAD University (IDRC), Ontario, Canada
Ban Abdulazeez Abdulridha	MA	Baghdad University, Iraq
Behrang Fakharian	PhD	University of Paris
Brandy Von Kaenel	MArch/MUD	University of Colorado, USA
Dina El-Kady	MSc	Auburn University, USA
Elahesadat Miri	MID	Boston Architectural College
Elena Korbout	MA	Northumbria University, UK
Erin Martyn	MFA	Savannah College of Art and Design, USA
Golnaz Jalalpour	MA	Art & Architecture School, Azad Islamic University, Iran
Halleh Nejadriahi	PhD	Eastern Mediterranean University, Cyprus
Hazim Rashed Al-Nijaidi	PhD	Oxford-Brookes University, UK
Junghee Kim	MArch	Savannah College of Art and Design
Kateryna Franchuk	MID	Toronto Metropolitan University
Maha Dahroug	MPS	New York School of Interior Design
Marco Jacob	MArch	University of Toronto, Canada
Michele Bertussi	MID	University of Barcelona, Spain
Moby Chaudhry	MArch	Southern Illinois University, USA
Nawwar El-Osmani	MFA	University of Balamand (ALBA)

Name	Credential	University of Highest Credential
Nina Arboscello	MA	Savannah College of Art and Design, USA
Ran Tian	MArch	Pratt Institute School of Architecture
Reem Al Rawi	MArch	Carleton University, Canada
Shalaleh Azar	MSc	Eastern Mediterranean University
Taghreed Alz	MDes	OCAD University

### 12.3.3. Bachelor of Creative Arts

Name	Credential	University of Highest Credential
Aleesa Cohen	MVS	Transart Institute, Liverpool John Moores University, UK
Carmen Victor	PhD	York University & Toronto Metropolitan University, Canada
Daniel Sacco	PhD	York University, Canada
Daniella Mooney	PhD	University of Colorado Boulder
Derrek Lennox	MBA	Schulich School of Business, York University, Canada
Evan Webber	MA	University of Toronto, Canada
James Warrack	MA	York University, Canada
Kate Carder	MFA	Western University, Canada
Kumar Thomas	MFA	University of Connecticut
Paul DeSilva	PhD	York University & Toronto Metropolitan University, Canada
Rama Rau	MPhil	University of Madras
Regina Power	LLM	York University, Osgoode Hall Law School, Canada
Timea Wharton-Suri	MBA	York University, Canada

### 12.3.4. Liberal Arts

Name	Credential	University of Highest Credential
Aaron Laundry	MEd	Open University, UK
Amy El-Tobgy	MA	Washington State University, USA
Andrew Cutler	PhD	Carleton University, ON, Canada
Andrew Fuyarchuk	PhD	University of Toronto, ON, Canada
Brent Delaney	PhD	York University, ON, Canada
Cagdas Dedeoglu	PhD	Istanbul University, Turkey
Donald Leffers	PhD	York University, ON, Canada
Dragan Batancev	PhD	Concordia University, Quebec
Edalat (Ed) Shekari	PhD	McMaster University, ON, Canada
Emma Posca	MA	York University, ON, Canada
Humphrey Nartey	PhD	University of Ottawa, ON, Canada

Name	Credential	University of Highest Credential
Irene Torres Arends	LLM	University at Buffalo - School of Law, USA
Julianna Szczepanski	MEd	Yorkville University, ON, Canada
Kenneth Leow	PhD	University of Rochester, USA
Manel Miaadi	MAP	Wilfrid Laurier University, ON, Canada
Mansi Handa	PhD	University of Delhi, India
Marco Bertuzzo	MFA	University of the Arts London (Saint Martins College)
Matthew Newland	PhD	Carleton University, ON, Canada
Michelle Gorea	PhD	Queen's University, ON, Canada
Patty Zakaria	PhD	Wayne State University, USA
Randy Sookanan	MA	University of Leicester, UK
Rokhsareh Farsad	MA	Tehran Azad University, Iran
Sossie Kechichian	PhD	University of Leicester, UK
Timothy Laurin	MFA	York University, ON, Canada
Zac Schraeder	MACP	Yorkville University, ON, Canada
Zohreh Daeizadeh	MA	Lorestan University, Iran