

YORKVILLE

U N I V E R S I T Y

ACADEMIC CALENDAR 2024

British Columbia



Most Recent Revision: January 2024

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About the University

The term “university” is used under the written consent of the Minister of Advanced Education effective August 12, 2015 having undergone a quality assessment process and been found to meet the criteria established by the minister.

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

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

About the University Academic Calendar

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

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

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

Student Responsibilities

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

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

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

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1. Academic Schedule / Important Dates

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

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

| Date | Day | Term Start/End | Deadlines | University Closed |
|-----------|--------|----------------------|---|---|
| | | | the 2024 winter term. | |
| 19-Feb-24 | Monday | | Deadline: Winter Term Course Withdrawal | Statutory Holiday (Family Day) - University Closed |
| 4-Mar-24 | Monday | | Registration starts for 2024 undergraduate programs spring term. | |
| 15-Mar-24 | Friday | | Deadline: Registration for 2024 undergraduate programs spring term (continuing students). After this date, late registration fees apply | |
| 22-Mar-24 | Friday | | Deadline: Tuition payment arrangement for undergraduate programs 2024 spring term (continuing students). After this date, late payment arrangement fees apply | |
| 29-Mar-24 | Friday | | | Statutory Holiday (Good Friday) - University Closed |
| 31-Mar-24 | Sunday | Term Ends (Winter) | | |
| 8-Apr-24 | Monday | Term Begins (Spring) | | |
| 12-Apr-24 | Friday | | Deadline: Spring Term Course Add/Drop | |
| 19-May-24 | Sunday | | Deadline: Scholarship applications for graduate programs starting in the | |

| Date | Day | Term Start/End | Deadlines | University Closed |
|-----------|--------|----------------------|---|---|
| | | | 2024 spring/summer term. | |
| 20-May-24 | Monday | | Deadline: Spring Term Course Withdrawal | Statutory Holiday (Victoria Day) - University Closed |
| 3-Jun-24 | Monday | | Registration starts for 2024 undergraduate programs summer term (continuing students). | |
| 14-Jun-24 | Friday | | Deadline: Registration for 2024 undergraduate programs summer term (continuing students). After this date, late registration fees apply | |
| 21-Jun-24 | Friday | | Deadline: Tuition payment arrangement for undergraduate programs 2024 summer term (continuing students). After this date, late payment arrangement fees apply | |
| 1-Jul-24 | Monday | | | Statutory Holiday (Canada Day Observed) - University Closed |
| 30-Jun-24 | Sunday | Term Ends (Spring) | | |
| 8-Jul-24 | Monday | Term Begins (Summer) | | |
| 12-Jul-24 | Friday | | Deadline: Summer Term Course Add/Drop | |
| 5-Aug-24 | Monday | | | Statutory Holiday (Civic Day/British Columbia Day/ New |

| Date | Day | Term Start/End | Deadlines | University Closed |
|-----------|---------|--------------------|--|---|
| | | | | Brunswick Day) - University Closed |
| 19-Aug-24 | Monday | | Deadline: Summer Term Course Withdrawal | |
| 2-Sep-24 | Monday | | | Statutory Holiday (Labour Day) - University Closed |
| 3-Sep-24 | Tuesday | | Registration starts for 2024 undergraduate programs fall term (continuing students). | |
| 13-Sep-24 | Friday | | Deadline: Registration for 2024 undergraduate fall term (continuing students). After this date, late registration fees apply. | |
| 15-Sep-24 | Sunday | | Scholarship applications for graduate programs starting in the 2024 fall term. | |
| 20-Sep-24 | Friday | | Deadline: Tuition payment arrangement for undergraduate programs 2024 fall term (continuing students). After this date, late payment arrangement fees apply. | |
| 30-Sep-24 | Monday | | | YU Holiday (National Day for Truth and Reconciliation observed) - University Closed |
| 29-Sep-24 | Sunday | Term Ends (Summer) | | |
| 7-Oct-24 | Monday | Term Begins (Fall) | | |

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

| Date | Day | Term Start/End | Deadlines | University Closed |
|-------------|------------|-----------------------|------------------|--|
| 1-Jan-25 | Wednesday | | | Statutory Holiday (New Year's Day) - University Closed |
| 6-Jan-25 | Monday | Term Begins (Winter) | | |

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

2. Governance of the University

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

2.1 Board of Governors

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

The current members of the Board are:

- **Dr. Michael Markovitz**, Chair of the Board Toronto, Ontario
- **Mr. Eric Roher**, Borden Ladner Gervais, LLP, Secretary of the Board, Toronto, Ontario
- **Dr. Terry Miosi**, Past Acting Director, Ontario Post-secondary Education Quality Assessment Board Secretariat, Hamilton, Ontario
- **Dr. Verna A Magee-Shepherd**, Former Vice President and Interim President, BCIT
- **Dr. Jacquelyn Scott**, Vice-Chair of the Board, Former President, Cape Breton University, Sydney, Nova Scotia
- **Dr. Seth Crowell**, Former Vice President Academic, Crandall University Moncton, New Brunswick
- **Dr. Julia Christensen Hughes**, President & Vice Chancellor, Yorkville University
- **Mr. Ashley Dafel**, Chief Executive Officer, Yorkville University
- **Dr. Allyson Lowe**, Chief Academic Officer and Provost, Yorkville University
- **Mr. Matt Kunica**, Partner, Birch Hill Equity Partners
- **Mr. Chris Voorpostel**, Vice President, Birch Equity Partners

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

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

2.2 National Academic Council of Yorkville

The function of the Council is to oversee and govern 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 and to regulate such standards, policies, and procedures.

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

National Academic Council of Yorkville Membership

| | |
|--------------------------|--|
| Allyson Lowe | Provost and Executive Vice- President Academic (Chair) |
| Julia Christensen Hughes | President and Vice Chancellor |
| Thomas Chase | Vice President Academic and Principal, British Columbia |
| John Crossley | Vice President Academic Services, & Interim Vice President Academic and Principal, New Brunswick |
| Neetu Dhanju | Director, Academic Governance, Policies & Compliance |
| Tyler Dunham | Vice President, Governance, Regulatory & Government Affairs |
| Peter Hall | Dean, Faculty of Behavioural Sciences |
| Natasha Hannon | Vice President, Teaching & Learning |
| Angela Antohi-Kominek | Vice President Academic and Principal, Ontario |
| Paula Schneer | Vice President, Toronto Film School |
| Karen Stevenson | Associate Vice President, Learning Design |
| Fleur Williamson | Vice President, People Operations |

2.3 Provincial Senate

A Provincial Senate comprised of faculty, students, and administration is responsible for the academic directions of Yorkville University's programs and academic services in British Columbia.

The Provincial Senate meets at least once per term (four times per year.)

| Member | Member's Position at YU |
|------------------------|---|
| Thomas Chase | Provincial Vice-President Academic and Campus Principal (Chair) |
| Jeff Warren | Dean of Liberal Arts |
| Imad-eddine Hatimi | Associate Dean of Business |
| Chris Amponsah | BBA Faculty Representative |
| Tazish Fareed | BBA Faculty Representative |
| Ismaeil Fazel | Liberal Arts Faculty Representative |
| Jasreen Grewal | Liberal Arts Faculty Representative |
| Shahid Hassan | Liberal Arts Faculty Representative |
| Garima Kamboj | BBA Faculty Representative |
| Aman Kang | BBA Faculty Representative |
| Lok Pokhrel | Liberal Arts Faculty Representative |
| Naghmeah Babae | Liberal Arts Faculty Representative |
| Aida Kazemi | BBA Faculty Representative |
| Kabeer Mohammed | BBA Faculty Representative |
| Allyson Lowe | Chief Academic Officer and Provost |
| Lois Fleming | University Registrar |
| Nell Beaudry | Instruction & Academic Support Librarian |
| Natasha Patrito Hannon | Vice President, Teaching & Learning |
| Neetu Dhanju | Director, Academic Governance, Policies & Compliance |

3. Vision and Mission

3.1 Vision

The vision of Yorkville University is of a Canadian national university dedicated to providing accessible, practitioner-oriented degree and diploma programs leading to and enhancing professional careers.

3.2 Mission

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

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

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

Flexible means providing academic programs that allow individual students to participate in ways consistent with their preferred learning style and their professional and personal schedules.

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

3.3 Educational Objectives

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

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

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

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

4. History of Yorkville University

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

In March 2004, Yorkville University was designated under the New Brunswick *Degree Granting Act* to offer the Master of Arts in Counselling Psychology (MACP). The MACP reaches students in all Canadian provinces and in the United States, Africa, Asia, Europe, and the Caribbean. The degree is recognized by the New Brunswick Department of Education as an approved program for upgrading a teacher's certificate.

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

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

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

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

<https://www.bctransferguide.ca/system>

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.

5. University Policies and Regulations

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

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

5.1 Academic Freedom

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

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

Academic freedom includes:

- the right of faculty members to teach and discuss all aspects of their subject with their students;
- the right of students to question all aspects of the subjects they are learning;
- the right of faculty members, staff, and students to carry out research and to disseminate and publish the results thereof; to produce and perform creative works; to engage in service to the institution and the community; to acquire, preserve, and provide access to documentary material in all formats; and to participate in professional and representative academic bodies; and
- 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 (<https://www.univcan.ca/media-room/media-releases/statement-on-academic-freedom>), <https://www.yorkvilleu.ca/policyrepository/> academic freedom must be based on reasoned discourse informed by evidence. It is "constrained by the professional standards of the relevant discipline and the responsibility of the institution to organize its academic mission." The latter constraint "includes the institution's responsibility to select and appoint faculty and staff, to admit and discipline students, to establish and control curriculum, to make organizational arrangements for the conduct of academic work, to certify completion of a program and to grant degrees."

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

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

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

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

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

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

5.2 Intellectual Property

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

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

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

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

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

5.3 Conflict of Interest

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

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

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

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

5.4 Ethical Standards

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

- demonstrate honesty and integrity when acting on behalf of the University;
- ensure that all applicable federal, provincial, and municipal laws are followed;

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

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

5.5 Equity, Diversity, and Inclusion

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

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

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

The complete official Equity, Diversity, and Inclusion Policy is available at [Yorkville University: Resources \(Equity-Diversity-and-Inclusion-Policy.pdf \(yorkvilleu.ca\)\)](https://www.yorkvilleu.ca/policyrepository/Equity-Diversity-and-Inclusion-Policy.pdf). <https://www.yorkvilleu.ca/policyrepository/>

5.6 Gender Inclusion Policy

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

Yorkville recognizes that individuals who do not conform to a gender binary and societal gender norms experience Barriers, inequities and risks to their wellbeing based on prejudices. This has the potential impact of hindering the individual's ability to fully, freely and equitably participate within the Yorkville workplace and/or learning environment. Yorkville is committed to ensuring that all Members of the Yorkville Community feel welcome and included in the workplace and academic environments.

Yorkville will promote and support gender Inclusion in all academic and corporate policies, procedures, programs and services to reflect and respond to the needs of our faculty, students and staff. Yorkville strives to create work and learning environments in which individuals can participate, maximize their contributions, and achieve their full potential. Yorkville promotes environments where a plurality of Lived Experiences are embraced, including Safe Spaces. Furthermore, Yorkville will work towards eliminating Barriers to gender Inclusion in its workplace and learning environments.

The complete official Gender Inclusion Policy and associated Procedures and supporting documents are available at [Yorkville University: Resources \(Gender-Inclusion-Policy.pdf \(yorkvilleu.ca\)\)](#) and [Gender-Inclusion-Procedures.pdf \(yorkvilleu.ca\)\)](#). <https://www.yorkvilleu.ca/policyrepository/>

5.7 Discrimination and Harassment

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

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

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

- respect differences in people, their ideas, and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, caste, colour, ethnic origin, national origin, citizenship, creed, sex (includes pregnancy and breastfeeding), sexual orientation, gender identity, gender expression, age, marital status, family status, disability, record of offenses in employment, political belief/activity, or social condition;
- respect the rights of others;

- show proper care and regard for Yorkville property and for the property of others;
- demonstrate honesty and integrity; and
- 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. <https://www.yorkvilleu.ca/policyrepository/> 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.pdf \(yorkvilleu.ca\)](#) and here [Student-Discrimination-and-Harassment-Procedures.pdf \(yorkvilleu.ca\)](#). They can also be requested by emailing studentrightsandresponsibilities@yorkvilleu.ca. <https://www.yorkvilleu.ca/policyrepository/>

5.8 Prevention of Sexual Misconduct and Violence

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

The complete official Prevention of Sexual Misconduct and Violence Policy, together with Procedures and supporting documentation are available at [Yorkville University: Resources; Policies, Procedures & Forms \(OSRR\) – MyYU](#); or here [Prevention-of-Sexual-Violence-Policy-01.pdf \(yorkvilleu.ca\)](#) and here [Prevention-of-Sexual-Violence-Procedures-1.pdf \(yorkvilleu.ca\)](#). They can also be requested by emailing studentrightsandresponsibilities@yorkvilleu.ca. <https://www.yorkvilleu.ca/policyrepository/>

Students needing to report an incident of sexual misconduct or sexual violence may do so in confidence by emailing [insert relevant campus email address.]

5.9 Academic Accommodations and Accessibility

Yorkville is committed to providing inclusive and accessible education to its students, including those with Disabilities. Yorkville provides accommodations to students with permanent, episodic, and

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

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

1. Removing Barriers to access;
2. Deploying inclusive supports that facilitate access for students with disabilities; and
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 \(yorkvilleu.ca\)](https://www.yorkvilleu.ca/policyrepository/) and here [Academic-Accommodations-and-Accessibility-Policy.pdf \(yorkvilleu.ca\)](#) and [Diversity, Equity, and Inclusion Policy \(yorkvilleu.ca\)](#).
<https://www.yorkvilleu.ca/policyrepository/>

5.10 Accommodations for Religious Observances

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

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

Yorkville also recognizes that religious and spiritual calendars operate on different cycles and that flexibility may be required with respect to holidays that cannot be precisely determined due to their tentative nature (i.e. holidays based on lunar calendars, etc.). Yorkville also recognizes that each

individual's needs are unique and must be considered afresh when an Accommodation is requested, as an arrangement that might work for one individual may not work for others.

The complete official Accommodations for Religious Observances Policy, together with Procedures and supporting documentation, is available at [Yorkville University: Resources \(Accommodations-for-Religious-Observances-Policy.pdf \(yorkvilleu.ca\)\)](#) and [Diversity, Equity, and Inclusion Policy \(yorkvilleu.ca\)](#). <https://www.yorkvilleu.ca/policyrepository/>

5.11 Student Conduct

5.11.1 Academic Integrity and Honesty

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

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

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

5.11.2 Non-Academic Code of Conduct

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

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

5.12.1 Student Grievances and Appeals

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

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

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

5.12.2 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 <https://myyu.ca/osrr/> or [Yorkville University: Resources. https://www.yorkvilleu.ca/policyrepository/](https://www.yorkvilleu.ca/policyrepository/)

5.13 Institutional Closure

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

5.14 Rules and Enrollment Conditions

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

5.15 Student ID

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

5.16 Health Insurance

All international students who require a permit to study at our on-campus programs must be covered and will be automatically enrolled in Health Insurance through the University’s approved provider. Students who choose to withdraw from any program should request that their Health Insurance Plan be cancelled within the first three (3) weeks of the start date of the plan. Plans cannot be cancelled or

refunded after three (3) weeks into the plan. Please also note that refunds will be processed only if no claims have been made with the insurer.

5.17 Mandatory Use of Email Accounts

When you join Yorkville University or Toronto Film School, you will be assigned a Yorkville University or TFS email account. This email account will allow you to access the Student Information System and Learning Management System. In addition, your YU or TFS email account will be used by your professors, instructors, and other service areas to provide you with important information and resource that will support your academic success.

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

Please Note: Your YU or TFS email address will be the only email address that will be used to communicate with you so be sure to check your email often.

6. Admission Policies and Information

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

6.1 Undergraduate Admissions

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

6.1.1 General Admissions Procedures

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

Toll Free: 1-844-865-6655

Local: 778-329-0562

Fax: 778-329-0541

E-mail: Admissions.BC@yorkvilleu.ca

- An application fee and all relevant documents must be submitted before an application will be reviewed by the program admissions committee. Once the committee has reviewed submitted documents, both successful and unsuccessful applicants will be notified in writing by the Registrar's Office.
- Applicants are required to follow an online application process and to pay all published fees within the stated timelines.
- A student applying for entrance to a Yorkville University undergraduate program completes an online application form and submits it to the admissions office.
- Yorkville University has multiple admission deadlines in the academic year for undergraduate programs, depending on whether they are on a trimester or quarter term system. Application deadlines are indicated in the academic schedule (see Section 1). Yorkville 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 Yorkville University's intention is to keep rules and regulations stable over a long period of time, some regulations may differ from one academic year to another. Students will normally follow the regulations in the academic calendar for the year in which they are admitted.
- The University reserves the right to refuse admission to individual applicants.

6.1.2 Undergraduate Programs Credit Transfer and Advanced Standing

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 Yorkville 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 admission committee. See program-specific information in Section 10 of this academic calendar.

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

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

Letter of Permission

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

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

6.1.3 Mature Students

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

6.1.4 Prior Learning Recognition

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

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

Types of Credit Recognition

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

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

Course-by-course transfer – where completion by a student of a specific course at a recognized institution or agency is awarded credit for an equivalent specific course at Yorkville University. Note that when the university recognizes a course taken at another institution as equivalent to a

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

Competencies-to-course credit – where specific competencies acquired through learning in various situations is deemed to be equivalent to the learning outcomes of a specific course at Yorkville University.

Restrictions

Yorkville University does **not** award RPL in the following situations:

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

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

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

Processes for Evaluating Credit

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

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

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

Students who wish to dispute the outcome of an RPL assessment -- whether relating to credit transfer from another institution or relating to prior learning acquired in a non-institutional setting – may file an appeal of the SME's decision under the normal appeals process. The appeal will be handled by the Campus Registrar who will refer it to the Appeals Committee in the appropriate program for review.

6.1.5 Academic Credit for Canadian Armed Forces Training

Serving or former members of the Canadian Armed Forces (CAF) who are admitted to a Yorkville University undergraduate program may receive up to 27 academic credits toward the Liberal Arts requirements of the program based on the learning already done by the student while completing

formal CAF training. The number of credits awarded depends on the Liberal Arts requirements of the particular program and the level of CAF training completed and are determined on a case by case basis. Additional information is available on the University website and from admissions advisors.

6.1.6 English Language Proficiency

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

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

1. Completion of secondary education where English is the language of instruction.¹
2. Successful completion of at least 12 credit hours of previous postsecondary education where English is the language of instruction.¹
3. Successful completion with the equivalent of “B” standing of a post-secondary level English for Academic Purposes program accredited by Languages Canada (<http://www.languagescanada.ca/>).
4. Confirmation of an acceptable score² on a test of English language proficiency recognized by Yorkville University.³

English Language Proficiency Tests: Minimum Scores Required for Undergraduate Admission


| YU Program | Duolingo English Test ⁴ | iTEP Academic | TOEFL | IELTS | Pearson Test of English - Academic | CAEL | Canadian Language Benchmark | CanTest | Common European Framework level |
|---------------------------|------------------------------------|---------------|-------|-------|------------------------------------|------|-----------------------------|---------|---------------------------------|
| BBA | 105 | 3.8 | 80 | 6.5 | 58 | 60 | 8 | 4 | B2 |
| BBA BC | 95 | 3.6 | 60 | 6.0 | 50 | 50 | 7 | 4 | B2 |
| EAP (Eng180) ⁵ | | | | | | | | | |

Notes:

1. Note, however, that the University reserves the right to require further proof of language proficiency before permission will be granted to register in academic courses.
2. Acceptable levels of proficiency are defined by the Admission Committee of each program and approved by the University’s Provincial Senate. Before defining an acceptable level of proficiency, the Admission Committee consults with the Office of the President to ensure consistency with University standards. Each Admission Committee 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 Office of the President.
3. Acceptable tests of English language proficiency are those that have been approved by the University’s Academic Cabinet.
4. Approved by administrative decision on a temporary basis in response to the closing of all testing centres during the Covid-19 pandemic. Continued use of Duolingo will be reviewed by Academic Cabinet when other testing services re-open.
5. See Section 10.1.2.3, below.

6.2 Enrolment Agreement

New and returning students complete an Enrolment Agreement at the beginning of each term. Students are encouraged to save a copy of their respective agreements for reference throughout their studies with Yorkville University. The **New Student Registration Form** is presented here:



88 Sixth St, Suite 300 New Westminster, BC, Canada, V3L 5B3
 778-329-0562 / 1-844-865-8655 Fax 778-329-0541
<http://www.yorkvilleu.ca>

NEW STUDENT REGISTRATION FORM

Name: Latasha .

Contact Info: Please update your contact info here if anything has changed!

Street: 123 Sample Street, Apartment

City, Prov/State: Some City, Some Province

Country: CA

Postal/ZIP: A1A 1A1

Phone (Home): (555) 123-1212

Phone (Mobile): (555) 123-2121

Email: firstname.lastname@sample.com (primary)
 (secondary)

Student Number: 2021010000

Program of Study: Bachelor of Business Administration

Start Date: October 04, 2021

Study Term End Date: June 26, 2022

TUITION: Tuition is charged on a per credit hour basis. The tuition fee for your first term (October 2021) is \$465.00 per credit hour. You will receive a confirmation of registration each term. Your first term's tuition is based on the following course load.

| Course | Delivery | Start Date | End Date | Credits | Tuition |
|--------------------------------------|-----------|------------|-------------|---------|-------------------|
| BUSH1033 - Introduction to Business | On Campus | October 4 | December 28 | 3 | \$1,395.00 |
| BUSH1093 - Introduction to Marketing | On Campus | October 4 | December 28 | 3 | \$1,395.00 |
| ENGL101 - Research & Composition | On Campus | October 4 | December 28 | 3 | \$1,395.00 |
| International Student Fee | | | | | \$1,048.25 |
| Total: | | | | | \$5,231.25 |

Your Admissions Advisor is Maria Fernanda (mfernanda@yorkvilleu.ca, 1-844-865-8655 Ext:)

If you think you may require an Academic Accommodation and/or Accessibility Supports, book an appointment with one of our specialists at <https://yorkvilleu.janeapp.com/>.

ACKNOWLEDGEMENT

I have paid the Registration Fee.

I have been made aware of the University's Student Finance Policies, including the policies on student withdrawals.

I have received written notice identifying credit transfer arrangements.

I have read and agree to the terms of use for the Microsoft Office 365 Platform.

I acknowledge that I have reviewed the Academic Calendar, located [here](#), and am aware of the policies and procedures contained within the Calendar.

I understand that if I have any concerns about my experience in my program of study, my first point of contact is Yorkville University. Additionally, if my concerns persist, I understand that I can contact the ministry in the province where my degree is conferred (<https://www.yorkvilleu.ca/wp-content/uploads/2021/07/Degrees-by-Jurisdiction.pdf>).


I attest that I have access to a computer and internet connectivity.

Click to digitally sign the registration form.

Date: 9/15/2021

The Bachelor of Business Administration program is offered under the written consent of the Minister of Advanced Education effective August 12, 2015 having undergone a quality assurance assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

Student Registration - Step 2 of 6


 Need Help? AskYU!

6.3 Re-admission Policies and Procedures - All University Programs

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

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

Note also that admissions committees will not accept applications for re-admission when the student was dismissed after progressive discipline for repeated academic offences such as plagiarism. Nor will students be re-admitted if they have been dismissed pursuant to the Policy for Assessing Conduct Related to Professional Suitability of Students in the Master of Arts in Counselling Psychology.

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

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

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

7. Financial Policies and Information

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

7.1 Tuition and Other Fees

All fees and charges are quoted in Canadian dollars (CAD). Yorkville University also accepts equivalent payment in other currencies. For further information about tuition, fees, and payment methods, please contact the Bursar's Office at 1-844-865-6655 (if outside North America, please call 1-778-329-0562).

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

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

Tuition rates are confirmed three (3) months prior to the start of each term. Changes to tuition rates will be announced at least three (3) months prior to the start of the term to which they apply. Current tuition rates are available on the University's website, or from the Bursar's Office at 1-844-865-6655.

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| Delivery of Goods and Services Policy | Students are required to purchase standard texts or special lesson manuals and lab/studio supplies as specified in the course syllabi. Enrollment for a subsequent term will be denied to students who fail to fulfill their financial obligations. A student may be dismissed if payment is not made on the scheduled date. Students who are dismissed from the program will be subject to withdrawal fees as per the policies below based on the date of dismissal. In addition, no diploma is released to a student with outstanding financial obligations to Yorkville. In all cases, a student remains responsible for tuition and other charges incurred. |
| Application Fee | \$75 must accompany all admission or re-admission applications. This is a non-refundable fee that is not credited to the student's tuition. |
| Registration Deposit (Seat Fee) | \$300 must be paid once the student has received a letter of acceptance. This is a non-refundable amount that will be credited towards the student's tuition. |
| International Student Tuition Deposit | \$4,400 must be paid once the international student has received a letter of acceptance. This is a non-refundable amount that will be credited towards the student's tuition. |
| Course Tuition Fee | See the website for current Course Tuition Fee rates. |
| Continuous Enrolment Deposit | A Continuous Enrollment Deposit of \$300 will be assessed to all students who elect to take a term off. This deposit will be credited |

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

7.1.2. Military Deployment Policy

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

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

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

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

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

7.1.3 International Student Cancellation Policy

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

7.2 Financial Aid & Awards

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

7.2.1 Canada Student Loans Program

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

Alberta (www.alis.gov.ab.ca/studentsfinance/main.asp)

Manitoba (www.manitobastudentaid.ca)

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

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

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

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

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

Ontario (osap.gov.on.ca)

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

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

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

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

7.2.2 Student Line of Credit

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

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

7.2.3 Registered Education Savings Plan (RESP)

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

7.2.4 Lifelong Learning Plan (LLP)

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

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

8. Academic Policies and Information

8.1 Course Delivery

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

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

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

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

Timetables

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

Policy on Conflict Scheduling

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

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

1. Only students in good academic standing are eligible for an exception to the policy on conflict scheduling.
2. No conflict will overlap with more than 33% of a scheduled course. That is, if the course is scheduled to meet for 3 hours/week, only 1 hour can conflict with the second course.
3. Both instructors of the courses in conflict must provide permission for the conflict. A signed Schedule Conflict Course Registration Form is required from each instructor.

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

Syllabi

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

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

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

Student End of Course Surveys

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

8.2 Assessment of Student Work

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

8.2.1 Assessment of Student Participation

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

8.2.2 Assessment of Written Assignments

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

Yorkville University uses *Turnitin*© software to screen student's academic submissions. This software is integrated with the online campus and allows comparison of student academic reports, major papers, and other course submissions with over 20 billion archived web pages, over 220 million archived student

papers, and over 90,000 journals, periodicals, and books. More information regarding this software is available online at <http://turnitin.com>.

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

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

8.2.3 Examinations

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

8.3 Grading Policies

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

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

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

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

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

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

Other notations used on student records and transcripts:

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

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

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

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

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

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

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

Other Policies Related to Grading and Progressing through a Degree Program

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

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

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

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

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

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

Leave of absence: if a student, for whatever reason, must withdraw temporarily from a program, s/he must complete a *Leave of Absence Request Form*. A leave of absence allows a student to withdraw for

one or more terms of the program without applying for readmission; s/he must pay a continuous enrollment fee for each term during which s/he is on leave of absence.

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

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

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

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

The essential 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 s/he is enrolled. In some programs, students on academic probation must also earn satisfactory grades in each course taken while on probation. When the conditions have been met, the student will be removed from academic probation.

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

The head of the academic program in which a probationary student is enrolled may impose additional probationary conditions, such as a reduction in the number of courses that may be taken while on

probation, a requirement that the student take one or more specific courses while on probation, or academic skills remediation activities.

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

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

Academic dismissal occurs when students fail to return to good academic standing after being placed on academic probation. Students who breach the University’s academic integrity policy may be academically dismissed. Students who have been academically dismissed can, in some circumstances, apply for re-admission to the University after twelve months have passed after their dismissal. Re-admission policy is found in Section 6.3 of the Academic Calendar.

Graduation requirements

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

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

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

8.3.1 Undergraduate Program Grading Policies

Grade Standards, Undergraduate Programs

| Definition | Specific Letter Grades and GPA and % Equivalencies | Standard Required to Achieve the Letter Grade |
|---|--|--|
| A 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. |

Grade Standards, Undergraduate Programs

| Definition | Specific Letter Grades and GPA and % Equivalencies | Standard Required to Achieve the Letter Grade |
|---|--|--|
| 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. |
| C 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. | B- (2.7) 70 – 72.9% | More than competent. Evidence of at least competence in all key performance areas and of mastery in some. |
| | 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. |
| D Minimally acceptable: Some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability. | C- (1.7) 60 – 62.9% | Basic competence. Evidence of competence in some key performance areas. |
| | D+ (1.3) 57 – 59.9% | Marginal Performance. Superficial ability but not competency in most key performance areas. |
| | D (1.0) 53 – 56.9% | Minimal performance. Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas. |
| F Inadequate: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature. | D- (0.7) 50 – 52% | Deficient performance. Superficial ability in only a few key performance areas and deficient performance in many areas. |
| | F (0.0) 0 – 49.9% | Failure. Deficient performance in all key performance areas. |

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

Academic standing:

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

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

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

Academic warning and probation:

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

Academic dismissal, Bachelor of Business Administration:

A student may be academically dismissed if:

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

8.4 Student Transcripts

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

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

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

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

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

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

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

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

8.5 Student Evaluation of Courses and Course Instructors

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

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

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

9. Services for Students

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

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

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

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

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

9.1 University Directory

Telephone:

Toll Free: 1-844-320-4580

Local: 778-329-562

Fax: 778-329-0541

| Department | E-mail / Mailing |
|---|--|
| General Inquiries | Info.BC@yorkvilleu.ca |
| Admissions | Admissions.BC@yorkvilleu.ca |
| Student Finance Office | studentfinance@yorkvilleu.ca |
| Registrar's Office Requests made outside of business hours will be responded to the next business day | https://my.yorkvilleu.ca/ask/ or registrar.bc@yorkvilleu.ca |
| Bookstore | bookstore@yorkvilleu.ca |
| Library | librarian@yorkvilleu.ca or LibGuides at Yorkville University |
| Program Advisors | studentservicesbc@yorkvilleu.ca |
| Academic Accommodations for Students with Disabilities | Accessibility@yorkvilleu.ca |
| Student Mental Health and Wellness Services | wellness@yorkvilleu.ca |
| Technical Services Response will be made within 24 hours | https://my.yorkvilleu.ca/ask/ or 877-320- 1220 |
| To contact faculty members | Please refer to e-mail addresses listed in the Online Campus |
| University Mailing Address: | Suite 300 – 88 Sixth Street, New Westminster, BC, V3M 1G9 |

9.2 Registrar's Office

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

9.3 The Online Campus

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

9.4 University Library

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

Students and faculty members can request support and assistance in finding specific library resources by e-mail, web-form, or a toll-free telephone number. Requests may be submitted any time but will be handled during regular business hours. Requests submitted outside of business hours will be handled by the end of the next business day.

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

9.5 Textbooks

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

9.6 Online Teaching and Learning

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

9.6.1 Orientation to Online Teaching and Learning at Yorkville University

Yorkville University has created Orientation 101, a self-directed learning module that orients new students to the process of online learning. Orientation 101 is accessed through the online campus and is available for all registered students and faculty members.

9.6.2 Technical Support

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

The University provides open access software to protect your computer and to use the *Turnitin@* program to check plagiarism in written assignments.

9.6.3 Essential Computer Hardware and Software

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

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

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

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

9.7 Academic Accommodations for Students with Disabilities

Yorkville University recognizes its moral and legal obligation to provide reasonable accommodations to students with disabilities to ensure that all students have fair and equitable access to education services, courses, programs, and facilities. Students may contact Accessibility@yorkvilleu.ca to learn more about policy and procedure related to academic accommodations and/or to seek advice about acquiring a letter of accommodation.

9.8 Mental Health and Wellness Services

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

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

For additional information or to seek assistance, students may contact the Wellness Coordinator on their campus or the Director of Mental Health Services at wellness@yorkvilleu.ca.

9.9 Student Lounge

Students are encouraged to participate in a supportive community through the student lounge, an online chatroom/discussion board available to all students. The student lounge can be accessed through Moodle CMS.

9.10 Forms

Various forms are used to help the University administration run more efficiently. A form provides evidence that certain actions took place (or should have taken place). Students and faculty members should become familiar with the forms listed below. Most forms are available in the online classroom as PDF files that can be printed, completed and then faxed to Yorkville University (778-329-0541) or mailed to Suite 300 – 88 Sixth Street, New Westminster, BC, Canada. V3M 1G9. Forms are also available through the Registrar's Office, which can be contacted by phone at 1-844-320-4584 or at <https://my.yorkvilleu.ca/ask/>.

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

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

9.10.1 Request for Grade of "Incomplete"

As noted in section 8.3 of this Calendar, in exceptional situations, students may request permission to submit course work after the end of a course. Such requests are made by completing a *Request for Grade of "Incomplete" Form*. Note that requests for an incomplete grade must either have been pre-authorized as part of an approved academic accommodation plan or must be approved by the course instructor and the program head. Requests for a grade of "incomplete" must be received by the Registrar no later than the last day of the course.

The Request for Grade of "Incomplete" form will specify a date agreed by the student and the instructor by which the required course work must be completed. If the course work is not completed by this date, the "I" grade will be replaced by the grade earned without that assignment.

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

- 1) Student obtains a *Request for Grade of "Incomplete" Form* from student services or is given access to it online.
- 2) Student completes "Section A" and emails the form to the professor.
- 3) The professor completes "Section B" and emails to the dean.
- 4) The dean approves by signing and emails to the registrar.

5) The registrar signs and emails a copy to the student and faculty member. A hard copy is placed in the student's file.

Note: If the request is based on medical reasons, a medical certificate or letter, signed by a doctor must be faxed or emailed to the Registrar's Office. If the request is related to an approved academic accommodation, a copy of the letter of accommodation must accompany the request.

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

- 1) Student obtains a *Request for Grade of "Incomplete" Form* from student services or is given access to it online.
- 2) Student completes "Section A", attaches the letter of accommodation authorizing the additional time, and submits both to the Registrar's Office.
- 3) The registrar signs and emails a copy to the student and faculty member. A copy is placed in the student's file.

9.10.2 Course Withdrawal Form

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

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

9.10.3 Program Withdrawal Form

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

9.10.4 Leave of Absence Request Form

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

9.10.5 Internal Transfer Form

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

9.10.6 Application to Graduate Form

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

9.10.7 Transcript Request Form

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

10 Program Information

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

10.1 Bachelor of Business Administration

On August 12, 2015, Yorkville University received consent from the Minister of Advanced Education of British Columbia to offer a Bachelor of Business Administration degree with four specializations. On September 5, 2018, the Minister gave the University consent to offer a BBA without specializations (general BBA). In selecting either of these programs, prospective students are responsible for ensuring that the degree will be appropriate to their needs (e.g., acceptable to potential employers, professional licensing bodies, or other educational institutions).

10.1.1 Bachelor of Business Administration

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

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

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

10.1.2 Detailed Program Information: Bachelor of Business Administration

10.1.2.1 Program Requirements:

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

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

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

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

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

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

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

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

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

Bachelor of Business Administration Course List

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

| Introductory Business Courses (21 credits required) | | |
|---|--------------------------------------|---|
| BUSI1003 | Math for Business | 3 |
| BUSI1013 | Statistics for Business | 3 |
| BUSI 1083 (previously 1023) | Microeconomics | 3 |
| BUSI1033 | Introduction to Business | 3 |
| BUSI1073 | Business Writing and Communications | 3 |
| BUSI1093 (previously BUSI 2063) | Introduction to Marketing | 3 |
| BUSI1043 | Introduction to Financial Accounting | 3 |
| Intermediate 1 Business Courses (21 credits required) | | |
| BUSI2003 | Macroeconomics in a Global Context | 3 |

| | | |
|----------|---|---|
| BUSI2013 | Business Decisions Analysis | 3 |
| BUSI2023 | Business Law | 3 |
| BUSI2033 | Organizational Behaviour and Management | 3 |
| BUSI2043 | International Business Environment | 3 |
| BUSI2083 | Introduction to Managerial Accounting | 3 |
| BUSI2093 | Introduction to Managerial Finance | 3 |

Intermediate 2 Business Courses (12 credits required)

| | | |
|-----------|--|---|
| BUSI2053* | Business Ethics | 3 |
| BUSI4023* | Contemporary Issues in Business: A Case Approach | 3 |
| BUSI2113 | Production and Operations Management | 3 |
| BUSI2103 | Human Resources Management & Development | 3 |
| BUSI2173 | Information Technology for Managers | 3 |

Business Electives (21 credits required)

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

| | | |
|------------|----------------------------------|---|
| BUSI 1063 | Business and Sustainability | 3 |
| BUSI 2133* | Organizational Theory and Design | 3 |
| BUSI 2163 | Marketing Strategy | 3 |
| BUSI 2153 | Entrepreneurship | 3 |

Accounting Specialization

| | | |
|----------|---|---|
| BUSI3403 | Intermediate Accounting 1 -Assets | 3 |
| BUSI3413 | Intermediate Managerial Accounting | 3 |
| BUSI3423 | Intermediate Accounting 2- Liabilities and Equities | 3 |
| BUSI3433 | Corporate Finance | 3 |
| BUSI3443 | Accounting Capstone Project | 3 |

Energy Management Specialization

| | | |
|----------|--|---|
| BUSI3503 | Introduction to Energy Management | 3 |
| BUSI3513 | Energy Policy, Legislation, and Social Environment | 3 |
| BUSI3523 | Energy Systems Operation | 3 |
| BUSI3533 | Energy Futures and Transitions | 3 |
| BUSI3543 | Energy Strategy Capstone Project | 3 |

Project Management Specialization

| | | |
|----------|--|---|
| BUSI3603 | Introduction to Project Management | 3 |
| BUSI3613 | Project Teams and Leadership | 3 |
| BUSI3623 | Project Planning Essentials | 3 |
| BUSI3633 | Project Execution, Monitoring, Control and Closing | 3 |
| BUSI3643 | Advanced Project Management | |

Supply Chain Management Specialization

| | | |
|----------|---|---|
| BUSI3703 | Advanced Operations and Supply Chain Management | 3 |
| BUSI3713 | Logistics Management | 3 |
| BUSI3723 | Procurement | 3 |
| BUSI3733 | Business Process Improvement | 3 |
| BUSI3743 | Supply Chain Integration and Analytics | 3 |

Advanced Business Courses (18 credits required)

| | | |
|-------------|--|---|
| BUSI4013* | Business Organization Analysis | 3 |
| BUSI4023* | Contemporary Issues in Business: A Case Approach | 3 |
| BUSI4133* | Managing Organizational Change | 3 |
| BUSI4053* | Business Plan | 3 |
| BUSI4063* | Business Analytics and Intelligence | 3 |
| BUSI4073* / | Strategic Management | 3 |
| BUSI2053* | Business Ethics | 3 |

Liberal Arts Electives (27 credits)

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

Typical Progression Through the BBA (General or with Specialization)

| Term | Course # | Course Title | Credits |
|------|----------|---|---------|
| 1 | BUSI1033 | Introduction to Business | 3 |
| | | Liberal Arts – tier 1 course (<i>UNIV 101 for international students</i>) | 3 |
| | | Liberal Arts – tier 1 course | 3 |
| 2 | BUSI1003 | Math for Business | 3 |
| | BUSI1073 | Business Writing and Communication | 3 |
| | BUSI1083 | Microeconomics | 3 |
| | BUSI1093 | Introduction to Marketing | 3 |
| 3 | BUSI1013 | Statistics for Business | 3 |

| | | | |
|----|----------|---|---|
| | BUSI2053 | Business Ethics | 3 |
| | BUSI2033 | Organizational Behaviour and Management | 3 |
| | | Liberal Arts – tier 1 or 2 course | 3 |
| 4 | BUSI1043 | Introduction to Financial Accounting | 3 |
| | BUSI2003 | Macroeconomics in Global Context | 3 |
| | BUSI2013 | Business Decision Analysis | 3 |
| | | Liberal Arts – tier1 or 2 course | 3 |
| 5 | BUSI2113 | Production and Operations Management | 3 |
| | BUSI2023 | Business Law | 3 |
| | BUSI2083 | Introduction to Managerial Accounting | 3 |
| | | Business Elective | 3 |
| 6 | BUSI2043 | International Business Environment | 3 |
| | BUSI2093 | Introduction to Managerial Finance | 3 |
| | | First Specialization Course or Business Elective | 3 |
| | | Liberal Arts – tier 2 course | 3 |
| 7 | BUSI2173 | Information Technology for Managers | 3 |
| | BUSI2103 | Human Resource Management & Development | 3 |
| | | Second Specialization Course or Business Elective | 3 |
| | | Liberal Arts – tier 2 course | 3 |
| 8 | BUSI4073 | Strategic Management | 3 |
| | BUSI4013 | Business Organization Analysis | 3 |
| | | Third Specialization Course or Business Elective | 3 |
| | | Liberal Arts – tier 3 course | 3 |
| 9 | BUSI4023 | Contemporary Issues in Business: A Case Approach | 3 |
| | | Business Elective | 3 |
| | | Fourth Specialization Course or Business Elective | 3 |
| | | Liberal Arts – tier 3 course | 3 |
| 10 | BUSI4133 | Managing Organizational Change | 3 |
| | BUSI4063 | Business Analytics and Intelligence | 3 |
| | | Fifth Specialization (Capstone) Course or Business Elective | 3 |
| | | Liberal Arts – tier 3 course | 3 |
| 11 | BUSI4053 | Business Plan | 3 |

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

Beginning in January 2021, students entering either the general BBA or the BBA with specializations will follow the program structure set out in section 10.1.2.1 of the academic calendar. Students already active in the BBA prior to any structural changes to the program will continue in the program structure in place at the time of their admission. Students would still be able to change their specializations,

following the program structure at the time of their admission. Students in the BBA wishing to pursue specializations are encouraged to contact their Program Advisor for assistance in deciding which program of study suits them best.

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

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

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

| | |
|---|--|
| 1. Requisite Preparatory Course | |
| • <i>Required (unless exempted)</i> | |
| Course Number | Course Title |
| MATH 0910 | Developmental Math |
| 2. Introduction and General Business Education (21 credits or 7 courses) | |
| • <i>All Courses Required</i> | |
| Course Number | Course Title |
| BUSI 1003 | Math for Business (3 credits) |
| BUSI 1013 | Statistics for Business (3 credits) (p/r = BUSI 1003) |
| BUSI 1023 | Introduction to Economics for Managers (3 credits) |
| BUSI 1033 | Introduction to Business (3 credits) |
| BUSI 1043 | Introduction to Financial Accounting (3 credits) (p/r = BUSI 1003) |
| BUSI 1073 | Business Writing and Communications (3 credits) |
| BUSI 2063 | Introduction to Marketing (3 credits) |
| 3. Core Business (48 credits or 16 courses) | |
| • <i>All Courses Required</i> | |
| Course Number | Course Title |
| BUSI 1063 | Business and Sustainability (3 credits) |
| BUSI 2003 | Macroeconomics in Global Context (3 credits) |
| BUSI 2013 | Business Decision Analysis (3 credits) (p/r = 1013) |
| BUSI 2023 | Business Law (3 credits) |
| BUSI 2033 | Organizational Behaviour and Management |
| BUSI 2043 | International Business Environment (3 credits) |
| BUSI 2053 | Business Ethics (3 credits) |
| BUSI 2083 | Introduction to Managerial Accounting (3 credits) (p/r = BUSI 1043) |
| BUSI 2093 | Introduction to Managerial Finance (3 credits) (p/r = BUSI 2083) |
| BUSI 2103 | Human Resources Management and Development (3 credits) (p/r = BUSI 2033) |
| BUSI 2113 | Production/Operations Management (3 credits) (half term) (p/r = BUSI 1013) |
| BUSI 2123 | Business Strategy (3 credits) (p/r = BUSI 1043, 2033, 2063, 2173, 2083, 2093, 2103 & 2113) |

| | |
|-----------|---|
| BUSI 2133 | Organization Theory and Design (3 credits) (p/r = BUSI 2033) |
| BUSI 2153 | Entrepreneurship (3 credits) (p/r = BUSI 1083, 1043, 2033, 1093 & 2083) |
| BUSI 2163 | Marketing Strategy (3 credits) (p/r = BUSI 2063) |
| BUSI 2173 | Information Technology for Managers (3 credits) |

4. Application and Integration Component (15 credits consisting of three 3-credit project-based courses and one 6-credit final business plan project)

• *Required Courses*

| | |
|-----------|--|
| BUSI 4013 | Business Organization Analysis Project (3 credits) (p/r = 90 credit hours of Business Courses) |
| BUSI 4023 | Contemporary Issues in Business: A Case Approach (3 credits) (p/r = 21 credit hours of business courses) |
| BUSI 4133 | Managing Organizational Change (3 credits) (p/r = 90 credit hours of Business Courses) |
| BUSI 4046 | Final Business Plan (6 credits) (p/r = 90 credit hours of Business Courses) |

5. Specialization (15 credits or 5 courses)

| Course Number | Course Title |
|-------------------------|---|
| Accounting | |
| BUSI 3403 | Intermediate Accounting 1 – Assets (3 credits) (p/r = BUSI 1043 & 2083) |
| BUSI 3413 | Intermediate Managerial Accounting (3 credits) (p/r = BUSI 2083) |
| BUSI 3423 | Intermediate Accounting 2 – Liabilities and Equities (3 credits) (p/r = BUSI 3403) |
| BUSI 3433 | Corporate Finance (3 credits) (p/r = BUSI 2093) |
| BUSI 3443 | Accounting Capstone Project: Auditing (3 credits) (p/r = BUSI 3413, 3423, & 3433) |
| Energy Management | |
| BUSI 3503 | Introduction to Energy Management (3 credits) |
| BUSI 3513 | Energy Policy, Legislation, and Social Environment (3 credits) (p/r = BUSI 3503) |
| BUSI 3523 | Energy Systems Operation (3 credits) (p/r = BUSI 3503) |
| BUSI 3533 | Energy Futures and Transitions (3 credits) (p/r = BUSI 3513 & 3523) |
| BUSI 3543 | Energy Strategy Capstone Project (3 credits) (p/r = BUSI 3533) |
| Project Management | |
| BUSI 3603 | Introduction to Project Management (3 credits) |
| BUSI 3613 | Project Teams and Leadership (3 credits) (p/r = BUSI 2113 & 3603) |
| BUSI 3623 | Project Planning Essentials (3 credits) (p/r = BUSI 3603 & 3613) |
| BUSI 3633 | Project Execution, Monitoring, Control and Closing (3 credits) (p/r = BUSI 3603, 3613 & 3623) |
| BUSI 3643 | Advanced Project Management (3 credits) (p/r = BUSI 3603, 3613, 3623 & 3633) |
| Supply Chain Management | |
| BUSI 3703 | Advanced Operations and Supply Chain Management (p/r = BUSI 2113) |
| BUSI 3713 | Logistics Management (p/r = BUSI 3703) |
| BUSI 3723 | Procurement (p/r = BUSI 3703) |
| BUSI 3733 | Business Process Improvement (p/r = BUSI 3713 & 3723) |
| BUSI 3743 | Supply Chain Integration and Analytics (p/r = BUSI 3733) |

6. Liberal Arts (21 credits/ 7 courses)

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

10.1.2.3 BBA-Specific Admission Policies

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

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

See Section 6.1.6 for English language proficiency requirements. Applicants who meet other admission requirements but have an IELTS score of 6.0 or equivalent, will be admitted to the EAP (Eng180) course to be completed in their first term of study along with specific other courses in the plan of study. Applicants with IELTS (or equivalent) below 6.0 will be referred to an ESL partner in BC or to the Ontario program.

Mature Students

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

Conditional Admission

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

10.1.2.4 Anticipated Completion Time

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

10.1.2.5 Course Delivery

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

10.1.2.6 Assessment of Student Participation

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

10.1.2.7 Assessment of Written Assignments

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

10.1.2.8 Credit Transfer Policies

The Bachelor of Business Administration is designed to optimize student mobility within the post-secondary education system. Students entering the BBA program may transfer blocks of credits from degree and diploma programs recognized by and acceptable to the admissions committee. The block transfers are generally applied to the elective component of the program. Students may also transfer credits where it can be demonstrated that a course previously completed is equivalent to a course in the Bachelor of Business Administration program.

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

- The University may accept up to a maximum of 60 credits (50% of total credits required) in transfer toward the BBA degree for coursework.
- Credits being transferred to the Yorkville program must have been completed at a post-secondary institution recognized in that institution's home jurisdiction.
- Normally, only credits earned within ten years of a student's admission to Yorkville will be accepted, but the admissions committee may establish different rules for particular cases.
- Students must have achieved a satisfactory grade, as defined by the admissions committee, in the courses being considered for a transfer credit.
- Transfer credit will not be granted for the following courses:
 - BUSI 4153 Business Strategy (formerly BUSI 2123)
 - BUSI 4013 Business Organization Analysis Project
 - BUSI 4023 Contemporary Issues in Business: A Case Approach
 - BUSI 4133 Managing Organizational Change
 - BUSI 4053 Business Plan
 - BUSI 4063 Business Intelligence and Analytics
 - BUSI 4073 Strategic Management
 - BUSI 4153 Business Strategy
 - BUSI 4046 Final Business Plan
- Official transcripts must be submitted at the time of application to Yorkville University for transfer credits to be considered by the University. Transcripts will be evaluated and notification will be forwarded by the Registrar's Office concerning the student's status in the program, including the number of transfer credits awarded.
- To show equivalency to a Yorkville University course, sufficient information must be provided to the admissions committee to allow the committee to assess the equivalency of the previously taken

course with the Yorkville course thought to be its equivalent. Normally, this would include a course description and syllabus.

- Credits earned through transfer are not used to compute the student's GPA.
- When the university recognizes a course taken at another institution as equivalent to a course offered at Yorkville University and grants a student credit for the course, the student transferring the credit is not allowed to subsequently enroll in the Yorkville course.

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

<https://www.bctransferguide.ca/system>.

10.1.2.9 Graduation Requirements

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

- A minimum of 50% program credits must be completed through Yorkville University.
- A minimum of 60% of Intermediate and Advanced courses must be completed through Yorkville University.
- BUSI 4153 (formerly 2123) Business Strategy must be completed through Yorkville University:
- 4000-level "Application and Integration" courses (with a cumulative value of 15 study credits) must be completed through Yorkville University.
- For students in the BBA with specializations degree path, at least two courses in the student's specialization must be completed through Yorkville University. A cumulative grade point average (GPA) of 2.0 ("C") or better must be obtained

10.1.2.10 International Students

For International Students attending Yorkville University on a study permit:

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

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

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

10.1.2.11. Health Insurance

All international students who study in our on-campus programs are required to be covered by Health Insurance through the University's approved providers. Students who choose to withdraw from any program should request that their Health Insurance Plan be cancelled within the first three (3) weeks of

the start date of the plan. Plans cannot be cancelled or refunded after three (3) weeks into the plan. Please also note that refunds will be processed only if no claims have been made with the insurer.

10.1.2.12 Student Course Load

The standard course load for students studying online in the BBA is 3 courses (9 credits). The maximum number of courses that can be taken concurrently is 2 (two). Students with a cumulative GPA of at least 2.0 may apply to the Dean through the Registrar for permission to take up to 3 (three) courses concurrently.

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

11. Course Descriptions

11.1 Course Numbering

Business courses numbered 1000, 2000, or 3000 are undergraduate-level academic courses¹. Courses numbered 4000 are undergraduate-level project-based courses. Courses numbered 6000 are graduate-level academic courses. Courses numbered 7000 are graduate-level, field-based courses or graduate-level report courses.

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

11.2 Bachelor of Business Administration

Business

Math 0910 Developmental Math

(0 credits) (required unless exempted)

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

BUSI 1003 Math for Business

(3 credits)

A brief review of pre-calculus math. Topics include: logarithmic and exponential functions; limits; introduction to derivatives; linear systems; matrices; systems of linear inequalities; difference equations; arithmetic and geometric sequences; annuities; and installment buying. Applications to business and economics are emphasized throughout the course. Prerequisite(s): Standard British Columbia Grade 12 Math (ie: PreCalculus 11 (60%)) or equivalent.

BUSI 1013 Statistics for Business

(3 credits)

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

¹ Liberal Arts courses are currently listed with an alternative number scheme.

BUSI 1023 Introduction to Economics for Managers

(3 credits)

Introductory topics include: basic theory of consumer behavior; production and costs; partial equilibrium analysis of pricing in competitive and monopolistic markets; general equilibrium; welfare; and externalities. Students are introduced to the theory of the firm, competition, and monopoly.

Prerequisite(s): None. Note that this course is being phased out. Students entering the BBA after October 2019 will complete BUSI 1083 Microeconomics.

BUSI 1033 Introduction to Business

(3 credits)

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

BUSI 1043 Introduction to Financial Accounting

(3 credits)

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

BUSI 1073 Business Writing and Communications

(3 credits)

Students learn how to effectively communicate in a business setting characterized by rapidly changing technologies and an increasingly diverse workforce. The course emphasizes oral and written communication across a number of mediums and business applications. Students develop skills in business writing and presentations; and learn how to effectively communicate in business settings including the following: delivering good and bad news, applying persuasive business writing and presentation techniques; preparing business reports; communicating for teamwork and meetings with cross-cultural considerations. In preparation for subsequent courses, students will also receive an introduction to academic writing, distinguishing the difference between academic and business writing. Prerequisite(s): None.

BUSI 1063 Business and Sustainability

(3 credits)

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

BUSI1083 Microeconomics

(3 credits)

This course teaches the theory and concepts of microeconomics within the context of market decisions. It examines the concepts of supply and demand; pricing and elasticity; consumer behaviour and its impact on economic decisions; market structures that form the basis for various levels of competition; different types of markets, including labour and factor markets; and the role of government as it relates to microeconomic policy. It synthesizes theoretical concepts and examples of everyday events. Prerequisite(s): None

BUSI 1093 Introduction to Marketing

(3 credits)

An introduction to the basic concepts and principles of the marketing function. The course follows the evolution of the Marketing discipline through to the current era of the Social Marketing Concept. Tools necessary for effective Marketing practice and environmental and contextual influences are examined. Students learn the basic elements of the Marketing Mix as well as segmentation and positioning tools. The course expands students' understanding of Canadian and international marketing structures and techniques including defining and segmenting target markets, using planning and forecasting techniques, analyzing costs and benefits of marketing mixes, interpreting market research data, consumers and consumerism, industrial market potentials. Prerequisite(s): None. Anti-requisite: BUSI 2063 Introduction to Marketing.

BUSI 2003 Macroeconomics in Global Context

(3 credits)

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

BUSI 2013 Business Decisions Analysis

(3 credits)

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

Prerequisite(s): BUSI 1013 - Statistics for Business

BUSI 2023 Business Law

(3 credits)

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

BUSI 2033 Organizational Behaviour and Management

(3 credits)

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

BUSI 2043 International Business Environment

(3 credits)

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

BUSI 2053 Business Ethics

(3 credits)

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

BUSI 2063 Introduction to Marketing

(3 credits)

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

BUSI 2083 Introduction to Managerial Accounting

(3 credits)

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

BUSI 2093 Introduction to Managerial Finance

(3 credits)

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

BUSI 2103 Human Resource Management and Development

(3 credits)

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

BUSI 2113 Production and Operations Management

(3 credits)

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

BUSI 2123 Business Strategy

(3 credits)

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

BUSI 2133 Organization Theory and Design

(3 credits)

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

BUSI 2153 Entrepreneurship

(3 credits) (required)

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

BUSI 2163 Marketing Strategy

(3 credits)

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

BUSI 2173 Information Technology for Managers

(3 credits)

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

BUSI 3403 Intermediate Accounting 1 – Assets

(3 credits)

This course builds on the integrated framework for analyzing, interpreting and preparing financial statements introduced in previous accounting courses. Emphasis is placed on accounting policy choices and the criteria by which such choices are made, as well as on analyzing financial statements that are prepared using different accounting policies. Students will examine, in-depth, the effects of accounting concepts on income determination and on asset, liability and shareholders' equity valuation. Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting; BUSI 2083 – Introduction to Managerial Accounting

BUSI 3413 Intermediate Managerial Accounting

(3 credits)

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

BUSI 3423 Intermediate Financial Accounting 2 - Liabilities and Equities

(3 credits)

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

BUSI 3433 Corporate Finance

(3 credits)

This course explains the significance of the auditing environment, public practice, and professional responsibilities, as well as basic audit concepts and techniques. Over the years, uncertainty has become an increasing reality in the estimation process. This uncertainty creates greater difficulty for auditors to assess corporate risk, gather sufficient appropriate evidence, and form a fair audit opinion on financial statements. This course takes previous finance, financial accounting, and managerial accounting knowledge acquired to date, and applies it to the world of auditing. Prerequisite(s): BUSI 2093 - Introduction to Managerial Finance

BUSI 3443 Accounting Capstone Project – Auditing

(3 credits)

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

BUSI 3503 Introduction to Energy Management

(3 credits)

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

BUSI 3513 Energy Policy, Legislation, and Social Environment

(3 credits)

This course examines Canadian federal, provincial, and local government, as well as International policy, legislation, and regulations affecting the energy industry and energy consumers. Students will explore jurisdictional issues, the changing regulatory environment, business, and the impact of, or to, Indigenous peoples, industry associations, and relevant stakeholders, through the examination of current Canadian energy policies. Provincial and territorial regulations and incentive programs will be examined in detail.

Strategies for building political, economic, social, environmental and business linkages for energy systems and applications in the context of the principles of sustainable enterprise will be developed. Pre-requisite(s): BUSI 3503 – Introduction to Energy Management

BUSI 3523 Energy Systems Operation

(3 credits)

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

BUSI 3533 Energy Futures and Transitions

(3 credits)

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

BUSI 3543 Energy Strategy Capstone Project

(3 credits)

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

BUSI 3603 Introduction to Project Management

(3 credits)

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

BUSI 3613 Project Teams and Leadership

(3 credits)

The development of project teams is an essential part of project leadership and management as described in the Human Resource Management and Communication Management knowledge areas within “A Guide to the Project Management Body of Knowledge: PMBOK® Guide.” Whether you work on a task force, committee, development team, or other type of project team, this course will outline strategies for becoming a harmonious team member and adaptable team leader. The objective of the course is to equip you with the concepts, tools, processes, and techniques needed to effectively lead a project team. It is intended to provide you with contemporary leadership styles, team building, and best practices that can be unleashed for effective project management. The course also provides multiple “real world” cases of inspired project leadership, timely project communications and ethical leadership, and ends with approaches to creating and delivering in an agile team environment.

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

BUSI 3623 Project Planning Essentials

(3 credits)

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

BUSI 3633 Project Execution, Monitoring, Control, and Closing

(3 credits)

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

BUSI 3643 Advanced Project Management

(3 credits)

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

monitoring, control, and closedown. Finally, students will examine potential career paths and professional development opportunities.

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

BUSI 3703 Advanced Operations and Supply Chain Management

(3 credits)

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

Prerequisites: BUSI 2113 - Production Operations Management

BUSI 3713 Logistics Management

(3 credits)

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

Prerequisites: BUSI 3703 - Advanced Operations and Supply Chain Management

BUSI 3723 Procurement

(3 credits)

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

BUSI 3733 Business Process Improvement

(3 credits)

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

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

BUSI 3743 Supply Chain Integration and Analytics

(3 credits)

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

BUSI 4013 Business Organization Analysis

(3 credits) (required)

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

BUSI 4023 Contemporary Issues in Business: A Case Approach

(3 credits) (required)

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

BUSI 4133 Managing Organizational Change

(3 credits) (required)

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

BUSI 4046 Final Business Plan

(6 credits) (required)

Focused on sound decision-making in the context of organizing a new business, requiring the discipline of thinking through an entire planning process and developing concise and well-structured business plans. Students develop a business vision and create an effective business strategy for making this vision a reality, and are required to develop a complete business plan, based on a business opportunity

selected by the student. The business opportunity may involve third parties whose cooperation and participation is essential to the success of the proposed enterprise. Prerequisite(s): Students must have completed 90 credit hours of the BBA program.

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

BUSI 4053 Business Plan

(3 credits)

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

BUSI 4153 Business Strategy (Formerly BUSI 2123)

(3 credits) (required)

Introduction to a strategic perspective on issues that concern contemporary businesses, drawing on and exploring concepts from a number of undergraduate business courses (marketing, finance, accounting, management, and organizational behaviour). Exploring appropriate methodologies/approaches to strategic analysis, students use material from other courses in the analysis and resolution of complex business situations. Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting; BUSI 2033 - Organizational Behaviour and Management; BUSI 1093 - Introduction to Marketing; BUSI 2173 – Information Technology for Managers; BUSI 2083 – Introduction to Managerial Accounting; BUSI 2093 - Introduction to Managerial Finance; BUSI 2103 - Human Resources Management and Development; BUSI 2113 - Production/Operations Management.

BUSI4063 Business Analytics and Intelligence

(3 credits)

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

BUSI4073 Strategic Management

(3 credits)

The Strategic Management course is about identifying and building a firm's competitive advantage – understanding and improving the myriad of factors and processes (e.g. corporate performance, governance, leadership, corporate culture, technological innovation, business ethics, social responsibility) that reduce the risk of failure and increase the likelihood of success in achieving a firm's

strategic objectives. This course focuses particularly on the role of the general manager in formulating, implementing, evaluating, and measuring business decisions on behalf of the firm's owners – the shareholders. Students are introduced to and learn to apply concepts and tools that allow them to analyse the environmental (economic, legal, social, political), internal, market, and competitive factors that shape strategic and competitive advantage. The course integrates and builds on knowledge and skills acquired in earlier courses in the program. Prerequisite(s): Students must have completed 90 credit hours of the BBA program. Anti-requisite(s): BUSI 4153 Business Strategy

11.3 Liberal Arts

ENGL101 Research & Composition

(3 credits) (Tier 1)

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

ENGL190 Communications for the Creative Arts

(3 credits) (Tier 1)

The course builds on the art and science of reading and writing to prepare learners for effective communication in a creative field of study and work. This entails activities and assignments based on music, political speeches, social media, poetry and history that hone the capacity for literary products in various genres of business, academic and creative writing. Learners will develop their own voice and style in an interactive and collaborative self-directed learning environment.

QRSS100 Qualitative Research Methods for Social Science

(3 credits) (Tier 1)

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

COMM100 Cross Cultural Communication

(3 credits) (Tier 1)

This course introduces students to the fundamental concepts as well as practical aspects of cross-cultural communication. The course involves a survey of the key concepts in cross-cultural communication, which could be applied to a wide range of communication contexts such as academic and workplace. To understand culture in terms of diversity and subcultures in a globalized world, the course features cross-cultural communication in relation to language, culture, and discourse practices. The course utilizes a practice-oriented format to develop cross-cultural communication skills by means of presentations, analysis, and application.

ARTS101 Principles of Art and Design

(3 credits) (online) (Tier 1)

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

ARTS102 Arts Industries in Canada – an Introduction and Overview

(3 credits) (online) (Tier 1)

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

ARTS103 Perspectives on Indigenous Arts

(3 credits) (Tier 1)

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

ARTH110 Western Art – Prehistoric to Gothic

(3 credits) (Tier 1)

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

ARTH120 Western Art – Renaissance to Contemporary

(3 credits) (Tier 1)

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

CRIN110 Creativity and Innovation

(3 credits) (Tier 1)

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

ENGL150 Professional Communication

(3 credits) (Tier 1)

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

ENGL 180: English For Academic Purposes

(3 credits) (Tier 1)

This course assists students to adjust to an English academic environment and to build foundations of critical thinking, writing, and public speaking. Students apply principles of logic, strategic thinking, and synthesis to prepare sound arguments supported by relevant, well-documented research. Students are encouraged to write extensively, in persuasive and analytic styles, on contemporary issues of interest within the general business, design, and professional context. Students participate in group discussions, activities, and peer work. Pre-requisite(s): None

UNIV101 University Studies

University Studies offers students the opportunity to become familiar with the undergraduate academic environment and learn how to navigate institutional procedures and services. Students learn essential academic and personal skills that will allow them to perform successfully in a highly demanding academic setting. Particular focus will be placed on the effective use of technology and social media. The multiple learning formats included in the course will facilitate the transition to the diverse learning-delivery methods commonly used in Canadian colleges and universities.

GEOG210 Human Geography

(3 credits) (Tier 2)

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

SOCI200 Global Issues in Sociology

(3 credits) (Tier 2)

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

ENGL250 The Workplace in Fiction

(3 credits) (Tier 2)

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

HIST300 The History of Sport

(3 credits) (Tier 2)

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

PHIL300 Philosophical Thought and Leisure

(3 credits) (Tier 2)

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

SOCI300 Sociology and Culture

(3 credits) (Tier 2)

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

Pre-requisite(s): One Tier 1 course

PSYC200 Psychology of Everyday Life

(3 credits) (Tier 2)

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

HUMN100 Introduction to Beauty

(3 credits) (Tier 1)

In this course, students will gain insight into how the concept of beauty has shaped and motivated our world. Addressing beauty from both historical and contemporary perspectives, this course will focus on the intersections of beauty with visual art and design, philosophies of aesthetics, and media studies. Including opportunities to explore beauty as it relates to screen media, performing arts, literature, and/or music, this interdisciplinary approach will create a personal and cultural investigation on how beauty sparks action and inspiration. Global, Indigenous, and Western views on beauty will be included to examine themes such as the natural world, the body, and the value of beauty in our everyday lives.

HUMN200 World Religions: A Comparative Study

(3 credits) (Tier 2)

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

HUMN422 Topics in Technology and Society

(3 credits) (Tier 3)

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

HUMN430 Topics in Power and Society

(3 credits) (Tier 3)

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

HUMN440: SMART AND SUSTAINABLE CITIES

(3 credits) (Tier 3)

In this course students explore, evaluate, and critique the concepts and possibilities for creating smart cities to meet social, environmental, and economic sustainability goals. Smart cities use digitized electronic information and communication technologies (ICT), internet of things (IoT) devices and networks, urban analytics, and 'smart governance' to monitor, manage, and enhance urban services; improve urban livability; facilitate urban environmental sustainability; and improve the economic efficiency and productivity of cities. Combining smart city methods with public policy goals based on sustainability objectives, two primary innovations in cities - the exploding possibilities created by ICT and the ethical necessity of focusing on sustainability in city functions - are investigated. This class will look at the theories, strategies, and existing frameworks of smart and sustainable city innovations as they can enhance urban life now and into the future. Pre-requisite(s): Two Tier 2 courses

HUMN450 Design Thinking

(3 credits) (Tier 3)

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

12. Personnel Roster

12.1 Senior Administration

| | |
|--------------------------|--|
| Julia Christensen Hughes | President & Vice Chancellor, Yorkville University MBA, PhD, York University |
| Ashley Dafel | Chief Executive Officer, MBA, Northwestern University |
| Allyson Lowe | Chief Academic Officer and Provost PhD, The Ohio State University |
| Angela Antohi-Kominek | Vice President Academic and Principal, Ontario EdD, PMP, The University of Western Ontario |
| Kelly Bird | Chief Talent and Culture Officer BCom, McMaster University |
| Drew Campbell | Vice President, Marketing and Communications BSc, Wilfrid Laurier University |
| Thomas Chase | Vice President Academic and Principal, British Columbia PhD, University of Glasgow |
| John Crossley | Vice President Academic Services Interim Vice President Academic and Principal, New Brunswick PhD, University of Toronto |
| Tyler Dunham | Vice President, Governance, Regulatory & Government Affairs MEd, Yorkville University |
| Mayer Elharar | Vice President, Operations MA, York University |
| Hadi Farashahi | Chief Transformation Officer MBA, University of Toronto |
| Lois Fleming | University Registrar MA, Athabasca University |
| Chris Gain | Chief Information Officer MBA, York University |
| Paul Graham | University Librarian MLS, Dalhousie University |

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|-----------------|---|
| Peter Hall | Dean, Faculty of Behavioural Sciences PhD, Northcentral University |
| Natasha Hannon | Vice President, Teaching & Learning PhD, The University of Western Ontario |
| Lydia He | Chief Marketing and Revenue Officer PhD, University of Toronto |
| Katie Reese | Senior Vice President, Program Development BComm, Queen's University |
| Trish Saltys | Chief Financial Officer CPA, CA, Institute of Chartered Accountants of BC |
| Karen Stevenson | Associate Vice President, Learning Design MEd, Yorkville University |
| Jeff Warren | Dean of Liberal Arts PhD, Royal Holloway, University of London |

12.2 Faculty Members

| Program Leadership | Title | Credential |
|--------------------|------------------------|---|
| Jeff Warren | Dean of Liberal Arts | PhD, Royal Holloway, University of London |
| Imad-eddine Hatimi | Associate Dean, BC BBA | PhD, HEC Montreal |

| Name | Credential | Institution |
|-------------------------|------------|--|
| Aman Kang | PhD | Punjabi University |
| Amit Kohli | PhD | National Institute of Technology, Kurushetra |
| Christian Tabi Amponsah | PhD | Capella University |
| Erica Franken | MA | Royal Roads University |
| Garima Kamboj | PhD | Panjab University |
| Iqtidar Shah | PhD | University of Thessaly |
| Ismaeil Fazel | PhD | University of British Columbia |
| Jasreen Grewal | MA, MEd | Panjab University |
| Lok Pokhrel | MA | Georgia State University |
| Mandev Singh | PhD | Punjab Technical University |
| | | |
| Shahid Hassan | PhD | University of British Columbia |
| Tazish Fareed | MBA | Thompson Rivers University |
| Thomas Jones | MBA | Royal Roads University |
| Tuyen Riddell | MBA | University of Phoenix |

Full Time

Part Time

| Name | Credential | Institution |
|---------------------|------------|--------------------------------|
| Abrar Mohammed Khan | MBA | University of British Columbia |
| Ali Alnaggar | MEng | University of British Columbia |
| Allison Goldman | MSc | University of Charleston |
| Amir Ghaseminejad | PhD | Simon Fraser University |
| Amir Teymourian | MBA | Athabasca University |
| Amit Pradhan | MBA | University of British Columbia |
| Bianjun Xia | PhD | Simon Fraser University |
| Branka Gatraric | CPA | Laurentian University |
| Brent Powell | PhD | Tennessee Temple University |
| Brian Amouzar | PhD | Walden University |
| Calla Lu Zhang | MEd | Simon Fraser University |
| Charu Talwar | PhD | Panjab University |
| Daman Singh | MSc | University of Leeds |
| Danny Hu | MBA | University of Victoria |

| | | |
|---------------------------|---------|---|
| Dave Sanyal | CMA | Institute of Cost & Management, USA |
| Enrico Basilio Tanafranca | DBA | Polytechnic University of the Philippines |
| Ethan Feng | MA Econ | Concordia University |
| Faiyaz Moosa | MPA | University of Saskatchewan |
| Farnoosh Bagheri | PhD | Iran University of Science and Technology |
| Farnoosh Farzaneh | MBA | University Canada West |
| Farshad Sarmad | DBA | International School of Management |
| Fatima Catalan | MBA | Athabasca University |
| Firoozeh Kolahi | MBA | Simon Fraser University |
| Hamid Kazemi | PhD | Allameh Tabatabai University |
| Hamid Reza Mohammadi | DBA | University of Bordeaux IV |
| Hamideh Shokoochian | MA Econ | Simon Fraser University |
| Imran Tanveer | MSc | Boston University |
| Jeffrey Ha | MBA | University Canada West |
| John Chetro-Szivos | PhD | University of Massachusetts |
| Joseph Verna | MBA | University of Regina |
| Kabeer Muhammad | PhD | Dauphine University |
| Kenneth Eng | MBA | Heriot Watt University |
| Kishore Anand | MBA | Xavier Institute of Social Service |
| Linus Anandaraj | MBA | University of Phoenix |
| Louis Blais | MBA | Heriot-Watt University |
| Masomeh Nejad | PhD | Simon Fraser University |
| Mazyar Zahedi-Seresht | PhD | Kharazmi University |
| Mojgan Afshari | PhD | University Putra Malaysia |
| Naghmeb Babaee | PhD | University of Manitoba |
| Navdeep Kaur | PhD | Panjab University |
| Oludamola Durodola | PhD | Walden University |
| Othman Bennis | MA Econ | University of Victoria |
| Pegah Yaghmaie | PhD | University of Hasselt |
| Peter Love | MBA | University of Toronto |
| Rita Onolemhemen | PhD | University of Ibadan |
| Sadaf Yalinejad | MA | Simon Fraser University |
| Shimaa El Sherif | PhD | University of Calgary |
| Sunny Mangat | PhD | University of Roehampton |
| Syed Asad | MA Econ | City University of New York |
| Tony Mookerjee | MBA | Virginia Tech University |
| Wallace Chan | MA Econ | University of Hong Kong |
| Yasamin Alami | MPAcc | University of Saskatchewan |
| Zahra Mahyari | PhD | Simon Fraser University |