Program Review Submission:
Bachelor of Creative Arts

Applying for Ministerial Consent Under the
Post-secondary Education Choice and Excellence Act, 2000

The Honourable Mitzie Hunter
The Minister of Advanced Education and Skills Development
c/o The Universities Unit
900 Bay Street
7th Floor, Mowat Block
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Section 1 Introduction

1.1 Organization and Program Information

<table>
<thead>
<tr>
<th>Name of Organization:</th>
<th>Yorkville University</th>
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<tbody>
<tr>
<td>URL:</td>
<td><a href="http://www.yorkvilleu.ca">www.yorkvilleu.ca</a></td>
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<tr>
<td>Proposed Degree Nomenclature:</td>
<td>Bachelor of Creative Arts</td>
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<tr>
<td>Faculty or School to deliver the program:</td>
<td>Yorkville University’s Steeles Campus 2000 Steeles Avenue West Concord, Ontario L4K 4X0</td>
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<td>Location where program is to be delivered:</td>
<td>Yorkville University’s Steeles Campus 2000 Steeles Avenue West Concord, Ontario L4K 4X0</td>
</tr>
<tr>
<td>Anticipated start date:</td>
<td>October 2019</td>
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1.3 Executive Summary

1.3.2 Program Overview

Purpose: The Bachelor of Creative Arts is a 60-credit (equivalent to four full-time terms) degree completion program for students who hold college diplomas in the creative arts, including film, design, and graphics. Students enter the Bachelor of Creative Arts having acquired during their diploma study practical professional competencies in one or more areas of the creative arts. To these competencies, graduates of the program add competencies and knowledge required to be entrepreneurs and/or hold leadership positions in film, theatre, design, gaming and other creative arts. They also acquire the breadth of liberal arts education that characterizes graduates of university bachelor programs. In sum, BCA graduates are prepared to advance their own careers and to foster creativity in the workplace.

Unique opportunities offered by the Bachelor of Creative Arts: For a significant number of graduates from diploma programs in the creative arts, a bachelor-level credential will open new or enhanced career opportunities, but, diploma-holders have few options for further study. Some graduates of Toronto Film School’s (and other colleges’) diplomas can move on to complete a Bachelor of Business Administration and graduates of some college diploma programs can receive advanced standing into academic fine arts programs at public universities, but options that focus on career-development within the diploma-holder’s area of professional competence and interest are scarce. The Bachelor of Creative Arts seeks to fill a gap.

In addition, the Bachelor of Creative Arts concentrates on the knowledge and competencies required for graduates to prosper in rapidly evolving labour markets. It has been argued recently that “85% of the jobs that will exist in 2030 haven’t been invented yet.”¹ To prosper in such an environment, post-secondary graduates must have a broad range of knowledge and skills, know how to continue learning outside the classroom, be able to adapt to new work situations, and be ready to create their own career opportunities. This is particularly true for those seeking careers in the creative arts where technology and markets (i.e., tastes, audiences) continue to evolve and change and where careers are often built on a succession of projects and “gigs”, some of which take place within relatively large and complex organizations while others are solo or near solo efforts. Graduates of the Bachelor of Creative Arts program will have studied and worked with the methodologies, perspectives, and tools of several disciplines and professions, including law, ethics, sociology, psychology, political science, human resource management, and business and financial planning. They will also have learned the importance of entrepreneurship and the essential components of teamwork and collaboration. In short, BCA graduates will have the broad base of knowledge, the aptitude for continue learning, and the entrepreneurial and leadership skills required to prosper in a rapidly changing and “gig-based” labour market.

The Bachelor of Creative Arts does not replicate Canadian Fine Arts programs. It does not, within its own curriculum, include the mixture of studio and scholarly study that typifies the Canadian Bachelor of Fine Arts degree; students enter the BCA already having completed six terms of applied studio study. Nor is the Bachelor of Creative Arts an entry-level qualification to an artistic career; students admitted to the BCA have already earned their entry-level qualification in the form of a six-term diploma. In

addition, the BCA does not have the academic focus of the Bachelor of Fine Arts. It is not designed to prepare students for further study at the Master’s or Doctoral levels, but is an applied degree that prepares graduates for new career options and opportunities.

The Bachelor of Creative Arts is also not a specialized business administration or management program. While the BCA includes many practical courses, its main focus is on the broad knowledge and often “softer” skills required for entrepreneurship and leadership in creative undertakings. The learning outcomes and objectives of the BCA are sharply focussed and tightly integrated in a way that differentiates this program from other undergraduate programs available as further study for diploma-holders. In short, Yorkville University is only aware of a few other institutions that offer a similar program the Bachelor of Creative Arts is unique – we are aware of few similar programs in Ontario or, indeed, elsewhere in Canada.

**Potential students:** Every community college and many private career colleges in Canada offers diploma programs in one or more of the following areas of artistic activity: music, dance, drama and theatre, writing, interior design and decorating, painting, sculpture, photography, graphics and computer graphics, animation, game design, crafts, industrial design, fashion and costume design, motion pictures, television, radio, video, sound recording. Many post-secondary education institutions in other countries offer programs in similar areas. Many graduates of such specialized diploma programs neither require nor seek additional education. However, some want to move into careers or positions that require additional education and a broader range of competencies. Those with an academic bent have access to university Fine Arts programs and those who want to be managers or who see business opportunities in the arts can pursue a business degree. But there are few structured learning opportunities for those who want to be producers or curators or publishers or some other profession in a similar field. These are the students for whom the Bachelor of Creative Arts is designed.

**Outcomes and competencies:** In addition to the artistic competencies already developed by previous diploma programs, those seeking to develop entrepreneurial and leadership careers need to have the knowledge and abilities required for three essential areas of activity: finding, assessing, and/or overseeing the production of creative material and properties; finding, motivating, and managing talent; finding and managing money. These can be stated as the learning outcomes intended by the program and areas of competency can be identified for each outcome.

1. **Outcome:** Graduates of the Bachelor of Creative Arts program will be equipped to find, assess, and oversee the creation of creative materials and properties. The knowledge and competencies required to achieve this outcome include:
   1.1. Breadth and depth of knowledge about the history and social/cultural context of creative arts.
   1.2. Ability to conduct research about creative arts and particular artistic properties and to communicate the results of such research.
   1.3. Tools for critically assessing and evaluating artistic creations.
   1.4. Understanding of intellectual property rights and the management of those rights.
   1.5. Understanding of the global context and nature of creative arts.

2. **Outcome:** Graduates of the Bachelor of Creative Arts program will be equipped to identify, motivate, and manage the talented individuals at the heart of the various creative arts. The knowledge and competencies required to achieve this outcome include:
   2.1. Creating and managing a vision that will motivate others.
   2.2. Building and leading effective teams.
2.3. Negotiation.
2.4. Conflict management.
2.5. Coaching and motivation.
2.6. Delegation.
2.7. Supervision of people/performance management.
2.8. Fostering innovation and creativity.
2.9. Managing change.
2.10. The legal and regulatory frameworks relating to employees, unions, and independent contractors.

3. Outcome: Graduates of the Bachelor of Creative Arts program will be equipped to bring together and manage the financial resources required to realize creative undertakings. The knowledge and competencies required to achieve this outcome include:
3.1. Entrepreneurship.
3.2. Understanding of sources of public funding and preparation of effective applications for funding.
3.3. Fundraising.
3.4. Strategic and tactical planning, including budget planning.
3.5. Risk assessment and management.
3.6. Expenditure management.
3.7. Legal requirements related to accountability and reporting.

4. Outcome: Graduates of the Bachelor of Creative Arts program will understand the importance of ethical collaboration and personal accountability in the creative arts. The knowledge and competencies required to achieve this outcome include:
4.1. Understanding of and sensitivity to gender, social, and cultural diversity.
4.2. Understanding of the importance of ethical rules and the need for leaders to be ethically accountable as well as legally and financially accountable.

5. Cross-cutting competencies: Each of the outcomes identified above require graduates of the Bachelor of Creative Arts to develop and demonstrate the following competencies:
5.1. Critical thinking.
5.2. Written communication.
5.3. Oral communication.
5.4. Collaboration and teamwork.

Achieving Outcomes: Many of the learning outcomes sought are addressed by specific courses that address specific clusters of outcomes. Cross-cutting competencies are addressed primarily by inserting particular types of assignments into various courses. All courses require students to complete work that requires analysis and to present that work in writing or orally. Collaboration and teamwork skills are developed by group assignments in many courses. Rubrics for the assessment of student work include assessment of the cross-cutting competencies.

Structure: The BCA is modelled on a normal 8-term (120 credit) undergraduate degree program. BCA applicants who graduated from 6-term diploma programs (“Advanced Diploma” in the Ontario Qualifications Framework [OQF]) will enter the program with block awards of 60 credits. Graduates from four-term programs (“Diploma II” in the OQF) will also enter with block awards of 60 credits but
will need to meet other rigorous admission requirements in addition to having earned their diploma. To earn the BCA, students will complete the following:

- **General studies (24 credits):** Eight 3-credit courses distributed over the four terms of study. Ministry and PEQAB guidelines require all students to have completed a “breadth” requirement showing knowledge and competency in areas of study outside the disciplinary focus of the program – typically knowledge in social sciences, humanities, and sciences. Yorkville University already has in place a structured set of general/liberal studies courses that satisfy this breadth requirement.

- **Creative Arts core courses (36):** Twelve required 3-credit courses designed to generate the outcomes summarized above.

**Progress through the program:** Full-time students will take five courses each term for four terms. Each term, some of these courses will be “core” Bachelor of Creative Arts required programs and some will be “breadth” (general studies) courses. The general studies stream of courses is structured to build students’ breadth of knowledge and depth of analytical skills; thus, “tier 1” courses (taken in terms 1 and 2) focus on introductory skills and knowledge, “tier 2” courses (taken in term 3) provide more advanced surveys of areas of study, and “tier 3” courses (taken in term 4) encourage students to integrate and apply skills and knowledge from more than one discipline. The Bachelor of Creative Arts core courses include a structured set of five courses (15 credits) in which students build their research, critical thinking, and communication skills, starting with an introductory research and communication course and moving through research methods and arts criticism and culminating, the final two terms, with a major project completed over two courses (worth 3 credits each) that allows the student to integrate and apply competencies acquired during the program and allows instructors to assess the overall progress made by the student during the program.

The undergraduate academic year at Yorkville University comprises four terms and the University operates year round. Thus, students taking a full course load of five courses per term will be able to complete the Bachelor of Creative Arts in one calendar year.

**Program delivery:** The Bachelor of Creative arts will be offered through Yorkville University. Bachelor of Creative Arts courses will be offered online and on-campus. Students in the program will be able to take some courses on campus and some courses online. On campus courses also have significant online components as they are supported by a web-based learning environment, My YU, which provides a single point of access to courses, campus community and other information. It includes a course management system, student services, faculty services, library, and general-purpose campus-community forums and other resources. The University’s website and online LMS platform are developed, integrated, and maintained in-house by the e-Learning Technology Group. My YU also integrates custom and third-party software and services.

**Capacity to deliver the program:** Yorkville University is a Canadian leader in developing and delivering online degree programs and has the required technological, human, and governance resources needed for effective online teaching and learning. Yorkville’s web-based learning environment, My Courses, features modern and well-equipped classrooms. Both online and on-campus students have access to robust library resources. In addition, a full range of policies and services are in place to: support student learning and faculty development; assure the quality of course and program design and delivery; ensure that students enjoy a safe and ethical environment and have access to fair and expeditious conflict resolution when such is needed. More than 20 potential faculty members (whose combined expertise covers all of the core areas of the program) have been identified and have agreed to have their names associated with the proposed program.
## Table 1.1 Bachelor of Creative Arts – Curriculum Overview

<table>
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<tr>
<th>Term</th>
<th>Course</th>
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<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td>BCAR 3013: Creative Arts in Cultural Context (core)</td>
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<td>BCAR 3023: Creative Arts in Ethical and Legal Context (core)</td>
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<tr>
<td></td>
<td>PSYC 330: Psychology of Creativity (Gen. St. required course)</td>
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<tr>
<td></td>
<td>ENGL 101: Research and Composition (Gen. St. Required course)</td>
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<td></td>
<td>ARTH 120: Western Art – Renaissance to Contemporary (Gen. St. Required course)</td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td>BCAR 3043: Research Methods for the Creative Arts (core)</td>
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<td>BCAR 3053: Managing Talent (core)</td>
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<td>BCAR 3063: Creative Arts in Political and Public Policy Context (core)</td>
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<td></td>
<td>BCAR 3073: Managing Projects in the Creative Arts (Core)</td>
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<td></td>
<td>CRIN 110: Creativity and Innovation (Gen. St. Required course)</td>
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<tr>
<td><strong>Term 3</strong></td>
<td>BCAR 4013: Financial Leadership for the Creative Arts</td>
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<td></td>
<td>BCAR 4023: Criticism – Methods of Evaluating and Assessing Creative Activity (core)</td>
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<td></td>
<td>BCAR 4113: Graduating Project 1 (core)</td>
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<td>General Studies elective, tier 2</td>
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<td></td>
<td>General Studies elective, tier 2</td>
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<tr>
<td><strong>Term 4</strong></td>
<td>BCAR 4033: Entrepreneurship and the Creative Arts (core)</td>
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<td>BCAR 4043: Global Perspectives on the Creative Arts (core)</td>
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<td>BCAR 4123 Graduating Project 2 (core)</td>
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<td>General studies elective, tier 3</td>
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<td>General studies elective, tier 3</td>
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## Table 1.2 Bachelor of Creative Arts – Non-core Electives

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<tbody>
<tr>
<td>General Studies Tier 2 Electives. Students will take 2 of these courses in term 3.</td>
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<tr>
<td>ENGL 250 The Workplace in Fiction</td>
</tr>
<tr>
<td>PHIL 300 Philosophical Thought and Leisure</td>
</tr>
<tr>
<td>SOCI 300 Sociology and Culture</td>
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<tr>
<td>POLI 310 Topics in Democratic Governance</td>
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<tr>
<td>GEOG 210 Human Geography</td>
</tr>
<tr>
<td>ECON 211 Microeconomics</td>
</tr>
<tr>
<td>PSYC 200: Psychology of Everyday Life</td>
</tr>
<tr>
<td>General Studies Tier 3 Electives. Students will take 2 of these courses in term 4.</td>
</tr>
<tr>
<td>HUMN 422 Topics in Technology and Society</td>
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<tr>
<td>HUMN 450 Design Thinking</td>
</tr>
<tr>
<td>HUMN 430 Topics in Power and Society</td>
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1.4 Program Abstract

The Bachelor of Creative Arts is a 60-credit (equivalent to four full-time terms) degree completion program for students who hold college diplomas in the creative arts, including film, design, and graphics. Students enter the Bachelor of Creative Arts having acquired during their diploma study practical professional competencies in one or more areas of the creative arts. To these competencies, graduates of the program add competencies and knowledge required to be entrepreneurs and/or hold leadership positions in film, theatre, design, gaming and other creative arts. They also acquire the breadth of liberal arts education that characterizes graduates of university bachelor programs. BCA graduates will be prepared to work in leadership positions in public and private arts organizations and to be entrepreneurs in and leaders of arts-based projects.
Section 2  Degree Level

The Bachelor of Creative Arts (BCA) is an applied bachelor-level degree program designed to provide graduates with the knowledge, competencies, and tools needed for leadership positions in the creative arts. It is a degree-completion program. To be admitted, students must have completed a six-term or four-term diploma in a professional creative arts discipline. On being admitted to the program with an eligible diploma, students will be awarded 60 credits toward the 120 credit BCA. The remaining 60 credits are earned during four terms during which the student takes twelve 3-credit courses designed to achieve depth of learning in areas related to leadership in the creative arts, and eight 3-credit general studies courses designed to provide breadth of learning outside the core discipline.

The structure of the Bachelor of Creative Arts, the design of each course, and the work assigned to students in the courses achieve the standards established for this degree level. This section shows how the Bachelor of Creative Arts achieves each of the six standards identified for baccalaureate degrees.

The ways in which the BCA program meets the Qualifications Standards: Depth and Breadth of Knowledge, Conceptual & Methodological, Communication Skills, Application of Knowledge, Professional Capacity/Autonomy and Awareness of Limits of Knowledge are summarized in the following section.
2.1 Depth and Breadth of Knowledge

Depth of knowledge in a creative art: Students admitted to the Bachelor of Creative Arts will already have acquired a solid post-secondary depth of knowledge in one of the creative arts disciplines. They will have completed an appropriate and suitable (as determined by admission requirements) diploma.

Depth of knowledge, leadership: The Bachelor of Creative Arts (BCA) is not rooted in a traditional academic discipline. Thus, it is not designed to provide breadth of understanding across a number of sub-disciplines or fields within a larger area of academic study. Rather, the BCA is built around an interdisciplinary focus on the knowledge, competencies, and tools required for leadership positions in the creative arts. In effect, the “discipline” comprises the knowledge and competencies required to: find, assess, and oversee the creation of creative materials and properties; identify, motivate, and manage the talented individuals at the heart of the various creative arts; bring together and manage the financial resources required to realize creative undertakings; and understand the importance of ethical collaboration and personal accountability in the creative arts. As shown in section 4.3, students are exposed to the key concepts, theoretical approaches, methodologies, and tools required for a broad general understanding of this applied leadership “discipline.” They become literate and competent in each of the four dimensions of creative arts leadership. By completing a two-term capstone project, they acquire more detailed applied knowledge about some aspects of the discipline.

Breadth of knowledge: Students acquire a broad knowledge of the various dimensions of leadership in the creative arts. In addition, in their general studies courses, they are exposed to the perspectives of a number of disciplines, including philosophy, history, sociology, psychology, and political science. Some of these breadth courses introduce students to various disciplinary perspectives on the creative arts and creativity, while others provide introductions to the disciplines themselves.

Critical thinking and application of learning: Development of critical thinking skills and the ability to apply learning are outcomes sought from each course within the BCA. Assigned reading, discussions, team projects, and course assignments are selected and designed to promote evidence- and logic-based assessment, analysis, and problem solving. Within the core courses, students encounter more complex material in their last two terms, material that builds on the learning done earlier in the program. Within the general studies courses, students move through progressively more complex subject matter and must take two “tier 3” general studies courses that are designed to require application and integration of learning done in lower-level general studies courses. The two-term capstone project requires that students apply competencies, knowledge, and tools learned in several of the courses previously taken. Throughout the program, rubrics used to assess student work include assessment of critical thinking skills.
2.2 **Conceptual & Methodological Awareness/Research and Scholarship**

Throughout the Bachelor of Creative Arts, students are exposed to a variety of methods of enquiry and approaches to problem solving relevant to leadership in the creative arts. The most important components of the program in this respect are two required courses: English 101, Research and Composition, and Bachelor of Creative Arts 3043, Research Methods for the Creative Arts. In addition to these courses, however, students are also introduced to methods of inquiry used in the social sciences, humanities, law, and business. Elective courses in business and qualitative research methodologies are also available to BCA students. The two-term capstone project allows students to apply various methods of enquiry and problem solving and allows faculty members to assess the extent to which individual students understand and are able to apply these methods of enquiry.
2.3 Communications Skills

The ability to communicate in writing and orally is an outcome sought from all courses within the Bachelor of Creative Arts. Each course includes written assignments and discussions, and many courses include oral presentations and team projects. Assignments and rubrics used to assess those assignments emphasise constant improvement of communication. In addition to the program-wide focus on clear and effective communication, students are required to complete a research and composition course and an upper-level course on artistic criticism. In the capstone course, students present their projects to their fellow students as well as submitting the end product for assessment by faculty.
2.4 Application of Knowledge

The ability to review, present, and interpret quantitative and qualitative information to develop lines of argument and to make sound judgements in accordance with the major theories, concepts, and methods of the subject(s) of study: Students in the Bachelor of Creative Arts program are required to take courses whose primary purpose is to give those students the tools and competencies needed to achieve this outcome. Such courses include: ENGL 101, Research and Composition; BCAR 3043, Research Methods for the Creative Arts; and BCA 4023, Criticism – Methods of Evaluating and Assessing Creative Activity. In addition, every course in the Bachelor of Creative Arts includes research components requiring students to review and synthesize information and to develop conclusions that are properly supported. The complexity of research projects increases throughout the program, culminating in a two-term graduating project.

The ability to use a range of established techniques to analyze information, evaluate the appropriateness of different approaches to solving problems related to their area(s) of study, and propose solutions: The Bachelor of Creative Arts is inherently interdisciplinary. Students are required to learn and apply analytical techniques from a number of disciplines and perspectives, including: law, ethics, fine arts, finance, psychology, philosophy, history, political science, and sociology. The program is also inherently applied, and course content and student assignments emphasise the practical application of these various perspectives to real-world problems.

The ability to make critical use of scholarly reviews and primary sources: Research assignments in the Bachelor of Creative Arts require students to use and reference a minimum number of scholarly sources to support their hypotheses and conclusions. Though popular sources readily available are important dimensions to certain assignments, students are required to demonstrate an understanding of the peer reviewed literature related to the subject matter at hand. In the course Research Methods for the Creative Arts, students are introduced to primary sources unique or particularly important to the creative arts.
2.5 Professional Capacity/Autonomy

This degree-level standard has several dimensions. The following identifies each dimension and shows how the Bachelor of Creative Arts meets expectations.

Students are able to develop the qualities and transferable skills necessary for

- **Further study**: The Bachelor of Creative Arts is not designed as a stepping stone toward further degree study; it is an applied undergraduate degree intended to enhance employment and career development opportunities for graduates. Still, students in the Bachelor of Creative Arts graduate with the following transferable skills required for further study:
  - Research: Students take introductory and upper-level courses designed expressly to develop research skills. In addition, in every course they conduct research and in many courses learn specialized research methods and information sources.
  - Critical thinking and analysis: Throughout the BCA, assignments and the assessment of assignments emphasise evidence-based, open-minded, and logical thinking. Students learn and repeatedly practice: intelligent use of authoritative sources of information; assessment of facts, opinions, and arguments; and the building of consistent and persuasive arguments.
  - Organization: Graduates of the Bachelor of Creative Arts will have the skills need to organize relatively complex projects. They will have learned to organize time and information to complete assignments within courses and to plan and complete their graduating project.
  - Communication: Students will have learned to communicate in writing and orally at a senior undergraduate level.

- **Employment, community involvement, and other activities requiring the exercise of personal responsibility and decision-making**: Understanding the importance of ethical collaboration and personal accountability in the creative arts is one of the four primary outcomes sought from the Bachelor of Creative Arts. Section 4.3 of this proposal shows how various courses and components of courses promote this outcome.

- **Working effectively with others**: “Collaboration and teamwork” are competencies that are emphasised throughout the Bachelor of Creative Arts. The program emphasises ethical and respectful interpersonal relations; this is a prerequisite for effective collaboration. In addition, many courses include team or group projects.

Students have the opportunity to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study: Graduates of the Bachelor of Creative Arts will be familiar with the general and much of the specialized literature related to various aspects of leadership in the creative arts. The intention is to provide students with the tools they require to continue to learn and solve problems after they graduate.

The program encourages behaviour consistent with academic integrity and social responsibility: The importance of academic integrity is made clear to students in every course. Students are made aware of academic integrity policy and their assignments are carefully checked for evidence of plagiarism and cheating. More importantly, however, the library web site gives students access to tools and resources that will help them avoid plagiarism and develop appropriate academic practices. In addition, several courses emphasise understanding of and sensitivity to gender, social, and cultural diversity. The program emphasises the importance of ethical rules and the need for leaders to be ethically accountable as well as legally and financially accountable.
2.6 Awareness of Limits of Knowledge

Students in the Bachelor of Creative Arts are exposed to a variety of scholarly, artistic, cultural, and social perspectives. They practice collaboration and teamwork. They have every opportunity and encouragement to recognize their own biases and pre-conceived ideas and to understand the potential importance of new and different interpretations and approaches.
Section 3  Admission, Promotion and Graduation

The most recent versions of Yorkville University’s policies, standards, and procedures governing admission, promotion, and graduation are found in the Academic Calendar appended to this submission (see Appendix A); verbatim copies of policies are not reproduced in this section. Rather, this section summarizes and explains the policies, standards, and procedures that will be developed specifically for the Bachelor of Creative Arts and shows how these are consistent with the requirements of the Postsecondary Education Quality Assessment Board.

3.1  Admission Requirements for Direct Entry

The Bachelor of Creative Arts is a degree completion program. Admission requires that an applicant have previously completed a diploma program in an acceptable area of the creative arts from an acceptable post-secondary education institution. Admission requirements differ depending on whether the applicant’s qualifying diploma was earned following six terms or four terms of full-time-equivalent study.

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

• Completion in good academic standing of a three-year (six-term) diploma from a Canadian college of applied arts and technology or private career college legally recognized in the applicant’s home province.
  o The diploma must have been earned in one of the creative arts, which include but may not be limited to: music, dance, drama and theatre, writing, interior design and decorating, painting, sculpture, photography, graphics and computer graphics, animation, game design, crafts, industrial design, fashion and costume design, motion pictures, television, radio, video, sound recording.
  o The applicant must have graduated with a GPA of at least 2.0 (or the equivalent).
  o Equivalent credentials earned in a country other than Canada are accepted.
  o The Bachelor of Creative Arts Admissions Committee will establish criteria for assessing the acceptability of diploma programs for admission to the Bachelor of Creative Arts.

OR

• Completion in good academic standing of a two-year (four-term) diploma from a Canadian college of applied arts and technology or private career college legally recognized in the applicant’s home province.
  o The diploma must have been earned in one of the creative arts, which include but may not be limited to: music, dance, drama and theatre, writing, interior design and decorating, painting, sculpture, photography, graphics and computer graphics, animation, game design, crafts, industrial design, fashion and costume design, motion pictures, television, radio, video, sound recording.
  o The applicant must have graduated with a GPA of at least 2.0 (or the equivalent).
  o Equivalent credentials earned in a country other than Canada are accepted.
  o The Bachelor of Creative Arts Admissions Committee will establish criteria for assessing the acceptability of diploma programs for admission to the Bachelor of Creative Arts.
• **AND** One of:
  o The Completion of the equivalent of six credits of studio/applied course work in the applicant’s creative arts specialization or a closely related field over and above course work completed to earn the qualifying diploma;
    ▪ Courses must have been completed at a public university, college of applied arts and technology, or private career college legally recognized in the applicant’s home province or country;
    ▪ A grade of at least C must have been earned in the studio/applied courses;
    ▪ Students who have not completed six semester hours of additional studio/applied credits but have met other admission requirements may satisfy this admission requirement by agreeing to complete up to two studio/applied courses at the Toronto Film School. (The specific courses will be decided on a case-by-case basis.) Such students will be admitted to the Bachelor of Creative Arts on condition that they successfully complete the required number of additional studio credits.
    ▪ The Bachelor of Creative Arts Admissions Committee will establish criteria for assessing the suitability additional course work to meet this admission requirement.

  Or

  o Six months’ professional, applied, and/or employment experience in the applicant’s area of creative arts expertise.
    ▪ The Bachelor of Creative Arts Admissions Committee will establish criteria for assessing the suitability additional course work and professional, applied, and/or employment experience.

• **AND** Completion of nine semester hours of university-level undergraduate study.
  o Courses must have been completed at a public or private university legally recognized in the applicant’s home province or country.
  o Courses must cover at least two of the following broad areas of study: social sciences, humanities, sciences (including mathematics), fine arts.
  o A grade of at least C must have been earned in each of the courses.
  o Students who have not completed nine semester hours of university-level undergraduate study but have met other admission requirements may satisfy this admission requirement by agreeing to complete additional breadth courses (described in Section 4.9). Such students will be admitted to the Bachelor of Creative Arts on condition that they successfully complete the required number of additional breadth courses.

Note that applicants who did not complete either their secondary education or their qualifying diploma where English was the language of instruction will be required to show proficiency in English sufficient for post-secondary study. Such proficiency may be established in one of the following ways:\(^2\)

  a. Successful completion of at least 12 credit hours of previous postsecondary education where English was the language of instruction.

\(^2\) In all cases, the university reserves the right to require proof of language proficiency before permission will be granted to register in academic courses. Applicants from countries where English is the language of instruction, but is not the primary language of the general population, may be asked to demonstrate English-language proficiency.
b. 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/).

c. Confirmation of an official TOEFL (Test of English as a Foreign Language) score of at least 550 (written version) or 80 (Internet based version); or an IELTS (International English-Language Test System) overall bandwidth of at least 6.5; or a Canadian Academic English-Language Test (CAEL) score of 60 or higher; or a score equivalent to these scores on another test of English language proficiency recognized by and acceptable to the University.

3.1.1 Administration of Admissions to the Bachelor of Creative Arts

The Yorkville Board of Governors has mandated each faculty or school to strike an Admissions Committee to guide implementation of admissions and credit transfer policy. Such a committee will be struck for the Bachelor of Creative Arts; draft terms of reference are in Exhibit 3.1 of the submission.

The Bachelor of Creative Arts Admissions Committee will establish guidelines for assessing applications for admission to the program. In practice, routine assessment of applications is done by the Registrar’s Office. The Registrar’s Office has well established procedures for managing the admissions process.

Note: The admission process for the Bachelor of Creative Arts will depend very much on assessment of the acceptability of applicants’ qualifying diploma programs. In some cases, assessment of such programs will be triggered by receipt of an application from a potential student, in which case the Registrar’s Office, working with the Admissions Committee, will seek out information about the content and duration of the program to ensure that the subject studied was one of the creative arts and that the diploma is equivalent to an Ontario six-term or four-term diploma. In many cases, however, such applicant-triggered assessment will not be necessary. Yorkville University intends to develop program-to-program articulation agreements that would, in effect, “pre-qualify” graduates of particular diploma programs at particular colleges. Whether assessment of a diploma program is triggered by an applicant or an articulation agreement, once a program is assessed, its eligibility for admission to the Bachelor of Creative Arts will be noted within the Yorkville Student Information System.

Supporting documentation:

- Exhibit 3.1: Bachelor of Creative Arts Admissions Committee, Terms of Reference, Draft for Discussion
3.2 Admission Policies and Procedures for Mature Students

Students do not enter the Bachelor of Creative Arts directly from high school. Admission is premised on applicants already completing a post-secondary credential. Therefore, the University’s policy on admission of mature students is not relevant to this program.

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

Students’ progression through the Bachelor of Creative Arts is governed by the program’s structure of prerequisites, which requires students to successfully complete some courses before advancing to other courses, and by the University’s policy requiring students to maintain good academic standing. That policy states:

*To maintain good academic standing, students must maintain a cumulative GPA of 2.0 (C or 60%) or higher. A student may elect to repeat any course in order to raise his/her GPA to establish good academic standing.*

*Students with a cumulative GPA of less than 2.0 (C or 60%) at the end of any term will be put on academic probation and given nine (9) credits to raise their GPA to a satisfactory level. Probation may be extended for an additional nine (9) credits if the student shows significant improvement but is still not in good academic standing. Students whose cumulative GPA continues to be less than 2.0 after completing 18 credits while on academic probation may be asked to withdraw from the program.*

Promotion through the Bachelor of Creative Arts is determined by the University’s policies and practices with respect to assessing and grading student work. These policies are in Exhibit 3.2 of the submission.

To graduate from the Bachelor of Creative Arts, students must complete 60 credits of course work, 36 of which must be earned in core BCA courses and 24 of which must be earned in “breadth” courses. In addition, they must satisfy the following requirements:

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

#### Table 3.1: Summary of Promotion and Graduation Minimum Grade Requirements

<table>
<thead>
<tr>
<th>Program Requirement</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses in disciplines outside the main field(s) of study</strong></td>
<td>60%</td>
</tr>
<tr>
<td><strong>Courses in disciplines within the main field(s) of study</strong></td>
<td>60%</td>
</tr>
<tr>
<td><strong>Overall achievement</strong></td>
<td>60%</td>
</tr>
</tbody>
</table>

*Supporting documentation:*

- Exhibit 3.2: Grading Policies
3.4 Advanced Standing Policies and Requirements

The Bachelor of Creative Arts is a degree completion program. Students are admitted after having earned a four-term or a six-term diploma in an acceptable area of the creative arts. They then complete four terms of degree-completion courses to earn their Bachelor’s degree. This section explains the reasoning behind this pattern of degree completion.

3.4.1 Block credit recognition – applicants with six-term diplomas

Students entering the BCA based on a qualifying six-term diploma will be awarded a block of 60 credits toward the 120 credit Bachelor of Creative Arts. This proposed articulation between six-term college diploma programs and the Bachelor of Creative Arts is consistent in concept and design with usual practice in Ontario. Students who have completed a six-term diploma must complete an additional 4 terms to earn their degree. This is, essentially, a 3 + 2 arrangement in which six terms of college-level study are deemed equivalent to four terms of university-level study. Such a pattern is consistent with the 1999 Ontario College-University Degree Completion Accord which suggests that students with a 3-year (6-term) college diploma should have to complete only 1.4 to 1.8 years of further university-level study in a related field to earn a four-year undergraduate degree. That is, the Accord suggests that of the 120 credits normally required for a four-year undergraduate degree, 66 to 78 of the credits might be deemed to have been earned by completion of the six-term diploma.

By awarding a block recognition of 60 undergraduate university credits for the six-term diploma, Yorkville’s Bachelor of Creative Arts is comfortably and conservatively in the range of transfer credits envisioned by the Accord. More importantly, this “six terms equals 60 credits” approach appears to be common practice in Ontario and elsewhere. That is to say, the practice of college to university articulation appears to be less generous than anticipated by the 1999 Accord. A discussion paper prepared for the Ontario Confederation of University Faculty Associations in 2008 noted that the college to university articulation agreements that existed at that time “typically required a college graduate to complete 2 full years of additional study to earn a 4 year degree, in addition to the already completed 3 year college program.” More recent degree completion arrangements in the creative arts also follow this 6 + 4 term approach. See for example:


- Loyalist College http://www.loyalistcollege.com/news/loyalist-college-signs-pathway-agreement-with-york-university/; the six-term diplomas in Animation, Journalism & Communications, and Film & TV Production provide direct entry into York U’s 60 credit B.Ed. in Technological Education.

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• St. Lawrence College https://www.stlawrencecollege.ca/programs-and-courses/credit-transfer-opportunities/music-theatre-performance/queens2/: the six-term advanced diploma in Music Theatre counts as 60 credits toward Queen's University Bachelor of Music Theatre.

Degree completion pathways must be between two related program areas and must, ultimately, deliver the sorts of learning outcomes one would expect if it was single degree program. The Bachelor of Creative Arts is clearly and explicitly designed for a cluster of diploma programs that are closely related to the degree-completion courses. Furthermore, while there are few single-path undergraduate programs with which the BCA might be compared, a comparison with the two most similar Ontario programs, a typical Bachelor of Fine Arts program, and an Australian Bachelor of Creative Arts program shows that the Yorkville degree completion path is consistent with existing expectations and practices.

The comparison below is based on the observation that single-path undergraduate degree programs in the creative arts have three essential components: studio courses (i.e., applied arts technique and practice), non-studio core courses (such as art history, arts management), and breadth courses outside the main area of study. The four programs to which the BCA is compared are:

• University of Toronto (Scarborough), Bachelor of Arts in Arts Management: This program is one of only two that share some learning objectives with the Yorkville Bachelor of Creative Arts. The core content of the program is equally divided between professional applied arts courses (e.g., performing arts) and arts-specific management courses. See http://www.utsc.utoronto.ca/acm/arts-management-faq.

• Ryerson University, Bachelor of Creative Industries: This is a specialized business administration program. The core content is divided roughly equally (with a slight preponderance of “studio” content) between professional applied arts courses (media, fashion, publishing, music, design, performance) and (mostly generic) business administration courses. See https://www.ryerson.ca/calendar/2017-2018/programs/fcad/creative_industries/.

• Nipissing University Bachelor of Fine Arts: This program is included in the comparison as a surrogate for all university Bachelor of Fine Arts programs. The core components of this program favour studio/applied/techniques courses. The non-studio core courses are almost all in the area of art history. See http://www.nipissingu.ca/academics/faculties/arts-science/fine-arts/Pages/default.aspx.

• Bond University (Australia), Bachelor of Creative Arts: This program is included as a surrogate for the many BCA programs at Australian universities. The core content of this program favours the applied/studio artistic skills (e.g. multimedia design, film production, social media, screenwriting) and the non-studio courses in the core focus on cultural and business-related content. See https://bond.edu.au/program/bachelor-creative-arts
It is evident that Yorkville’s degree completion program is similar in structure to these single-path programs. **The essential difference is that the “studio/applied” and “non-studio” competencies are acquired sequentially whereas in the other programs students take courses in each of the two core components every term.**

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Credits</th>
<th>% of Program devoted to studio / applied practice</th>
<th>% of Credits in Non-studio Core</th>
<th>% of Credits in Breadth courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yorkville BCA degree completion</td>
<td>120</td>
<td>50</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>U of T BA in Arts Management</td>
<td>20</td>
<td>37.5</td>
<td>37.5</td>
<td>25</td>
</tr>
<tr>
<td>Ryerson Bachelor of Creative Industries</td>
<td>120</td>
<td>42.5</td>
<td>37.5</td>
<td>20</td>
</tr>
<tr>
<td>Nipissing U Bachelor of Fine Arts</td>
<td>120</td>
<td>40</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>Bond University (AU) Bachelor of Creative Arts</td>
<td>24</td>
<td>37.5</td>
<td>25</td>
<td>37.5</td>
</tr>
</tbody>
</table>

**3.4.2. Block credit recognition – applicants with four-term diplomas**

Yorkville University has created an admission path to the Bachelor of Creative Arts for applicants who have a 4-term rather than a 6-term diploma in one of the creative arts. When such applicants are admitted, they, too, will be awarded a block transfer of 60 credits toward the 120 credit Bachelor of Creative Arts. Yorkville recognizes that the usual practice in Ontario undergraduate degree programs is that only 48 credits are awarded for four-term diplomas⁶, but BCA admission requirements for these students also require them to complete at least nine additional credits of university-level breadth courses and, an additional six credits of studio courses. Thus, in terms of preparation for degree completion, there will be little difference between students admitted on the basis of a four-term diploma and those admitted with a six-term diploma.

The logic for the additional admission requirements for applicants with 4-term diplomas is based on the following analysis and argument.

Program outcomes, non-studio core: Students entering with 4-term diplomas will complete the same sequence of core BCA courses as student entering with 6-term diplomas. All students will have the same opportunity to develop the entrepreneurial and leadership competencies that are central to the BCA’s learning outcomes.

Program outcomes, studio/applied/practice core: While it is the case that students with 4-term applied arts diplomas will have completed a reasonable and significant amount of studio/applied/practice study, they will still have significantly less studio/applied experience and learning than their fellow students who hold a six-term diploma. Yorkville proposes to address this by requiring students applying for admission on the basis of an acceptable four-term diploma to demonstrate that they have increased

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⁶ See The 1999 Ontario College-University Degree Completion Accord.
their studio/applied creative arts competencies in one of two ways: taking an additional 6 credits of studio/applied courses in an appropriate and relevant creative art or by showing that they have at least six months’ professional experience practicing their artistic specialization.

Degree-level outcomes: Students entering the degree-completion phase with a 4-term diploma will not be able to fully achieve the following degree-level outcomes without taking additional courses:

- Depth and breadth of knowledge, particularly a broad understanding of the key approaches to academic inquiry.
- Critical thinking and analytical skills.
- Communication skills.
- Application of knowledge, particularly to the development of argument and the analysis of information.

To achieve these degree-level outcomes, students entering the Bachelor of Creative Arts on the basis of a four-term diploma, will have to take additional university-level breadth courses. Yorkville anticipates that many – perhaps most – of the applicants will have taken or will be able to take these additional breadth courses at another university. However, for those who need to take one, two, or three additional breadth courses, Yorkville proposes to make additional breadth courses available (see section 4.9) and to make admission for such students conditional on their successful completion of the additional breadth courses.
Credit Transfer Other than Block Credit Recognition upon Admission

Recognition by Yorkville of credits earned at other post-secondary institutions is governed by the following general policy (see section 7.1.1 of the Academic Calendar):

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 11 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 11 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.

Students admitted to the Bachelor of Creative Arts will be eligible to apply to receive credit for specific courses taken elsewhere if those courses are essentially equivalent to a course in the Bachelor of Creative Arts. The following rules will apply to such credit recognition:

- Students who have successfully completed courses at another post-secondary institution that the admissions committee deems to be equivalent to courses in the Yorkville BCA, may be given credit for the Yorkville course if the following requirements are met:
  - Sufficient information is provided to the admissions committee to allow the committee to assess the equivalency of the previously taken course with the Yorkville course thought to be its equivalent. Normally, this would include a course description and syllabus.
  - The student earned a satisfactory grade, as defined by the admissions committee, in the course for which equivalency is sought.
  - The course was completed within ten years of the student’s application for admission. (The admission committee may make rules in specific cases that allow for exceptions to this requirement.)
- Transferred credit from another institution will be allowed for no more than one BCA core course and no more than two non-core courses (i.e., three courses in total).
- BCAR 4113 and 4123, the Graduating Project, must be completed at Yorkville.
Other Policies and Procedures Related to Advanced Standing and Credit Transfer

Prior Learning Recognition:
Yorkville University is developing practices to implement a Recognition of Prior Learning policy.

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.
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
   b. Yorkville University’s assessment of the applicant’s portfolio of competencies.
3. Grades received in a credit challenge exam.

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 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.

- **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 a student can earn as advance standing in a program at the university. The limit is 60 credits total for transfer credit from another institution and 30 credits total for learning obtained in other contexts.

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.

Re-admission: The following is excerpted from section 7.4 of the Academic Calendar.
**Students who are dismissed** from a Yorkville University program for any reason and who wish to return to their studies must apply for re-admission, following regular admission procedures. The program admissions committee will consider such applications on a case-by-case basis.

Note that students who have been required to withdraw 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 normally accept applications for re-admission when the student was dismissed after progressive discipline for repeated academic offences such as plagiarism.

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

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

Students re-admitted to their original or a new program of study following a leave of absence from study, or re-admitted since being required to withdraw, will normally follow the regulations in the academic calendar for the year in which they resume study.
Exhibit 3.1: Bachelor of Creative Arts Admissions Committee: Terms of Reference, Draft for discussion

1. Mandate: The Admissions Committee of the Bachelor of Creative Arts decides what students shall be admitted to the program and what benefits or conditions, if any, shall be attached to each student’s admission. Specific responsibilities include:

1.1. Assessing each application to determine whether the applicant meets the requirements for admission; where there is no issue of policy and no ambiguity about an applicant’s eligibility for admission, this responsibility may be delegated to the Registrar.

1.2. Admitting students who meet admission requirements; where there is no issue of policy and no ambiguity about an applicant’s eligibility for admission, this responsibility may be delegated to the Registrar.

1.3. Admitting students on condition(s) where policy and the merits of the applicant warrant conditional admission; where there is no issue of policy and no ambiguity about an applicant’s eligibility for admission, this responsibility may be delegated to the Registrar.

1.4. Assessing the eligibility of programs taken at other post-secondary institutions for block transfer of credits into the Bachelor of Creative Arts. If the Admissions Committee has established clear guidelines for assessing the eligibility of such programs, this responsibility may be delegated to the Registrar.

1.5. Assessing individual applications for block transfer of credit into the BCA and deciding whether the credits should be awarded. If the Admissions Committee has established clear guidelines for assessing such credit transfers, this responsibility may be delegated to the Registrar.

1.6. Assessing applications for recognition of credit for courses taken at other institutions that might be equivalent to courses in the Bachelor of Creative Arts and deciding whether the credits should be awarded. If the Admissions Committee has established clear guidelines for assessing such credit transfers, this responsibility may be delegated to the Registrar.

1.7. Developing and implementing guidelines for the application of general admission and credit transfer rules to specific cases.

1.8. Recommending to the university Senate, through the Dean, changes to admissions and credit transfer policies.

2. Policies administered by the Admissions Committee:

2.1. Yorkville University Bachelor of Creative Arts Admissions Policy

2.2. Yorkville University Bachelor of Creative Arts Credit Transfer Policy

3. Membership: To be determined.

4. Meetings and conducting Committee business: To be determined.
**Exhibit 3.2 Grading Policies**

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

<table>
<thead>
<tr>
<th>Calendar Definition</th>
<th>Specific Letter Grades and GPA and % Equivalencies</th>
<th>Standard Required to Achieve the Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A+ (4.3) 90 – 100%</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>A (4.0) 85 – 89%</td>
<td>Excellent. Evidence of at least mastery in all key performance areas and of expertise in most.</td>
</tr>
<tr>
<td></td>
<td>A- (3.7) 80 – 84%</td>
<td>Superior. Evidence of at least mastery in all key performance areas and of expertise in some.</td>
</tr>
<tr>
<td>B</td>
<td>B+ (3.3) 77 – 79%</td>
<td>Very good. Evidence of mastery in all key performance areas.</td>
</tr>
<tr>
<td></td>
<td>B (3.0) 73 – 76%</td>
<td>Good. Evidence of at least competence in all key performance areas and of mastery in most.</td>
</tr>
<tr>
<td></td>
<td>B- (2.7) 70 – 72%</td>
<td>More than competent. Evidence of at least competence in all key performance areas and of mastery in some.</td>
</tr>
<tr>
<td>C</td>
<td>C+ (2.3) 67 – 69%</td>
<td>Competent. Evidence of competence in all key performance areas.</td>
</tr>
<tr>
<td></td>
<td>C (2.0) 63 - 66</td>
<td>Fairly Competent. Evidence of competence in most but not all key performance areas.</td>
</tr>
<tr>
<td></td>
<td>C- (1.7) 60 – 62%</td>
<td>Basic competence. Evidence of competence in some key performance areas.</td>
</tr>
<tr>
<td>D</td>
<td>D+ (1.3) 57 – 59%</td>
<td>Marginal Performance. Superficial ability but not competency in most key performance areas.</td>
</tr>
<tr>
<td></td>
<td>D (1.0) 53 – 56%</td>
<td>Minimal performance. Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.</td>
</tr>
<tr>
<td></td>
<td>D- (0.5) 50 – 52%</td>
<td>Deficient performance. Superficial ability in only a few key performance areas and deficient performance in many areas.</td>
</tr>
</tbody>
</table>
Calendar Definition | Specific Letter Grades and GPA and % Equivalencies | Standard Required to Achieve the Letter Grade
---|---|---
F | Inadequate: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature. | F (0.0) 0 – 49% Failure. Deficient performance in all key performance areas.

**Mastery/Competency Based Grading**

In some courses or on some assignments students are required to develop and prove that they have developed identifiable competencies or have mastered a specific body of knowledge. In such cases, it is not appropriate to use a scale to assess student performance – students have either acquired a competency or mastered a body of knowledge or they have not and there is no basis for differentiating among students based on their performance. Such work is graded on a pass/fail basis.

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

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

Pass/fail grades are not included in the calculation of the final mark in a course or in the calculation of a student’s Grade Point Average. However, a student may be required to pass all pass/fail components of a course in order to gain credit for the course. Similarly, a student may not be allowed to progress through their program unless they have shown mastery of the competencies and knowledge included in the pass/fail assignments or courses.

**OTHER NOTATIONS USED ON STUDENT RECORDS AND TRANSCRIPTS:**

**The letter grade "I" on a student’s record or transcript** indicates incomplete work. The letter grade of "I" will only be used when a student completes an official Request for Grade of “Incomplete” Form. Applications for an incomplete grade must be approved by the course instructor and the Dean of the Faculty. Applications for incomplete grades will be approved only for a student who 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 only when, in the opinion of the course instructor, there is an expectation that the work will be completed within a defined period of time to be established as part of the Request for Grade of “Incomplete” Form. If the delayed work is not completed by the specified date, the "I" grade will automatically be replaced with an “F” grade.

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

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

**Good academic standing:** a level of performance that must be maintained for a student to continue in 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. Thus, for example, graduate programs require students to maintain good levels of work (“B”) in order to progress through or graduate from the program. Similarly, undergraduate programs require students to work at a satisfactory level (“C”). Students who do not maintain good academic standing will be placed on probation or academically dismissed.

**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 he/she 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. Note that in graduate programs, students who fail a course may repeat it only once. Failure on the second attempt will result in academic dismissal.

**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, he/she 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; he/she must pay a continuous enrolment fee for each term from which he/she has withdrawn.

**Academic probation:** Students who fail to maintain good academic standing will be placed on academic probation and will be formally notified by the Registrar that they are on probation and of the conditions that must be met to move off probation. If the student returns to good academic standing after completing nine (9) credits while on academic probation, the Registrar will notify the student that the probationary period has ended. If the student is not in good academic standing after having completed nine (9) credits while on academic probation, the Dean or her/his designate will decide whether the probationary period should be extended.

**Academic dismissal:** Students who fail to maintain good academic standing over two or more terms will be academically dismissed. In graduate programs, students who fail more than two courses will be academically dismissed. Students who are in breach of the University’s academic integrity policy may be
academically dismissed. Students who have been academically dismissed can, in some circumstances, apply for re-admission to the University as described in section 7.4 of the Academic Calendar.

**Graduation Requirements:** each university program publishes the cumulative GPA and required course elements for a student to graduate from that program of study. See Section 11 for details.

**Undergraduate Program Grading Policies**

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.

Students with a cumulative GPA of less than 2.0 at the end of any term will be put on academic probation and given nine (9) credits to raise their GPA to a satisfactory level. Probation may be extended for an additional nine (9) credits if the student shows significant improvement but is still not in good academic standing. Students whose cumulative GPA continues to be less than 2.0 after completing 18 credits while on academic probation may be asked to withdraw from the program.
Section 4 Program Content

4.1 Program Advisory Committee

Yorkville University requires Program Advisory Committees for all programs. The role of the Program Advisory Committee is governed by policy recommended by Senate and approved by the Board of Governors. (See Appendix B: Program Advisory Committees Terms of Reference). This policy is consistent with PEQAB expectations and best practices.

With respect to the development of new programs, it is Yorkville’s practice to strike an ad hoc Program Advisory Committee at the beginning of the development process. The ad hoc Committee is wound up after it approves and endorses the program. When consent is received to deliver the new program, a permanent Program Advisory Committee is struck and immediately begins to advise on any revisions required to the program and assists with the program launch. Many of the members of the ad hoc Committee may also serve on the permanent Committee.

The ad hoc Program Advisory Committee for the Bachelor of Creative Arts was struck in the spring of 2017; membership was expanded in the fall of the same year. Because the Bachelor of Creative Arts serves students who hold six-term diplomas in any one of a variety of creative arts disciplines, PAC members were sought from several creative industries. Members are:

Andrew Barnsley – PAC Chair

Andrew Barnsley is President and Executive Producer, Project 10 Productions Inc., (www.project10.ca). He was asked to serve on and chair the PAC because of the breadth and depth of his knowledge about and experience in the film and television industry. He is a Canadian Screen Award winning executive producer (Best Comedy Series) based out of Toronto and Los Angeles. Barnsley is currently the Executive Producer on the CBC series Schitt’s Creek starring Eugene Levy and Catherine O’Hara, the TMN/Movie Central documentary series Sports On Fire and the TMN documentary feature Spirit Unforgettable. His 2017 development and production slate included series with CTV, CBC, Family Channel and 20th Century Fox. He previously was the Executive Producer on CTV’s sitcom Spun Out starring Dave Foley. Prior to joining Project 10, Barnsley was the Development Executive/Producer at S&S Productions, an independent television production company based in Toronto that produced such international hits as The Red Green Show, Jeff Ltd., History Bites, Sons of Butcher, and Listen Missy.

Andrew Barnsley is a member of the CMPA, the Television Academy (US), the Academy of Canadian Cinema and Television and holds an Master of Arts in Communications and Culture from Ryerson and York Universities, a BAA from Ryerson University’s Radio and Television Arts Program, and a BEd from St. Thomas University in Fredericton, New Brunswick.

Jason Durham

Jason Durham is a graphic designer and senior creative design professional with experience in graphic design, web design, branding, marketing, advertising, and corporate communications. He was asked to serve on the PAC because of his broad understanding of the design industry and because of his abiding interest in the teaching of design at the post-secondary level. Jason has held positions as Senior Graphic Designer and Creative Lead at Colliers International (Toronto), Creative Director and Partner at Bright Nimbus design, National Creative Lead at Dentons (Fraser Milner Casgrain) LLP, and Associate Art Director.
at Medicus Canada. He is based in Toronto and has taught graphics design courses at the college level in Ontario.

Rob Herholz

Rob Herholz is the Co-Founder of United Front Entertainment (www.unitedfrontent.com/), a newly formed Toronto based media and distribution company. He was asked to serve on the PAC because of his business-related knowledge and experience and his entrepreneurial background. Prior to forming UFE, Rob was the Managing Director of Anchor Bay Canada, a division of US based Starz Media, where he oversaw all aspects of the Canadian business, including sales, marketing, legal, operations and acquisitions. Rob has negotiated over 100 Canadian acquisition deals with producers, sales agents and content providers from across the world and has worked closely with 20th Century Fox, Sony Pictures, Lionsgate and Universal Pictures during his tenure at Anchor Bay, and UFE. In addition, he has negotiated significant output deals with Canadian companies such as Muse Entertainment, Reel One Entertainment, Raven Banner Entertainment, and Indiecan Entertainment. Rob Herholz was Director of Purchasing at HMV Canada for 12 years, where he developed direct relationships with all major studios and distributors.

Ritesh Khanna

Ritesh Khanna has been CEO at Clipwire Games in Markham, Ontario, for ten years. He is an accomplished video game designer, entrepreneur, and corporate executive. He was asked to join the PAC because of his understanding of the video game industry. He has designed multiple million-user games (including Nitrous Racing, Haven, Fish Life and Wild West Town) and has built and led game design teams in Toronto, Singapore, and Missouri. Before joining Clipwire, Khanna was Director of MMO Games at Zynga in Toronto and CEO and Founder of Odd Thought Inc. in Waterloo.

Lauren Shirreffs

Lauren Shirreffs is CEO and co-founder of 2Social, a social media agency in Toronto (www.2social.ca). She was asked to join the PAC because of her knowledge of creative online marketing and her entrepreneurial experience and skill. Shirreffs has over seven years’ online marketing experience, and over ten years of entrepreneurship. She has built and led teams of creative professionals and provided social media services to both local and national businesses. At 2Social Inc., she expanded a team of two individuals to a team of thirteen and continues to recruit additional creative professionals.

Lauren excels in client relations and business growth, as well as, the management of a team. She continues to work with the 2Social team in growing from a boutique social media agency, to a full-service digital agency, with national clients and innovative offerings.

Karen Walton

Karen Walton is a screen writer and creative producer in film and television. (http://www.imdb.com/name/nm0910550/) She has won multiple awards as both screenwriter and creative producer. She was asked to join the PAC because of her knowledge of these creative arts and because she has successfully built an international career. Her writing and producing credits include the cult horror classic movie Ginger Snaps, television series Queer as Folk and Orphan Black. Karen Walton is known for her dedication to social change through provocative film and television content. She has been recognized with a Canadian Comedy Award for Film Writing, a special jury citation for the Ginger Snaps screenplay from the Toronto International Film Festival, a Gemini/Canadian Screen Award for Best
Writing in a Television Movie, two CSA nominations for individual episodes (Best Drama Writing and Best Youth Writing), two Canadian Screen Awards for Best Dramatic Series, the Writers Guild of Canada’s Writers Block Award for outstanding contribution to the national screenwriting community (the Sondra Kelly Award), and the Canadian Screen Academy’s Margaret Collier Award for her body of work as a screenwriter. She is a graduate of the Canadian Film Centre’s Film Writing program and holds a BA Honours in Drama from the University of Alberta. She was the 2016 CFCTV Executive Producer in Residence for the Bell Prime Time Television lab, and the 2017 Visiting Artist at Ryerson University’s Film program. She is the founder and sole administrator of the professional and student film, television and digital writers community called, *inkcanada*.

Jennifer Wells

Jennifer Wells is the Creative Director, co-founder, and co-owner of *Line Knitwear* and *John&Jenn* (divisions of PYA Importer). ([www.linethelabel.com/](http://www.linethelabel.com/) and [www.johnandjenncollection.com/](http://www.johnandjenncollection.com/)) She was asked to join the PAC because of her success, entrepreneurship, and leadership in the Canadian fashion design industry. Jennifer’s companies manufacture, wholesale, and distribute women’s clothing to roughly 500 outlets worldwide. Her companies offer internships and school tours for colleges and design schools in Southern Ontario. She graduated from Fanshawe College with a degree in Fashion Design.

4.1.1 PAC Consultation

Members of the ad hoc Program Advisory Committee were involved in conceptualizing and designing the Bachelor of Creative Arts from the outset of the program design process. The role of the PAC in creating this credential is described in Section 7.

The ad hoc Program Advisory Committee met formally on December 11, 2017, to review and endorse the final goals, learning outcomes, and curriculum of the Bachelor of Creative Arts. This meeting was preceded by formal written consultations, which are described in Section 7. At its meeting on December 11, 2017, the ad hoc Program Advisory Committee unanimously approved the following motions:

*Because the proposed Bachelor of Creative Arts has clear objectives, relevant and important learning outcomes, and well-designed curriculum; and because Yorkville University has the capacity to effectively deliver the program; therefore, the ad hoc Program Advisory Committee for the Bachelor of Creative Arts supports the development and implementation of the program.*

*The ad hoc Program Advisory Committee for the Bachelor of Creative Arts confirms that, in its opinion, the proposed program will enhance the career opportunities of its graduates and produce graduates who will benefit the creative arts.*

Supporting appendices:
- Appendix B: Program Advisory Committee Terms of Reference
- Appendix C: BCA ad hoc PAC December 11, 2017, Agenda
- Appendix D: BCA ad hoc PAC December 11, 2017, Minutes
4.2 Professional Accreditation

There are no designations conferred by a regulatory body that are relevant to graduates of the BCA degree.
### 4.3 Learning Outcomes

In addition to the artistic competencies already developed by previous diploma programs, those seeking to develop entrepreneurial opportunities and leadership careers in the creative arts need to have the knowledge and abilities required for three essential areas of activity: finding, assessing, and/or overseeing the production of creative material and properties; finding, motivating, and managing talent; finding and managing money.

These essential areas of activity can be stated as the program’s learning outcomes. These learning outcomes can be further described by identifying the requisite knowledge and competencies for each outcome.

6. Outcome: Graduates of the Bachelor of Creative Arts program will be equipped to find, assess, and oversee the creation of creative materials and properties. The knowledge and competencies required to achieve this outcome include:
   6.1. Breadth and depth of knowledge about the history and social/cultural context of creative arts.
   6.2. Ability to conduct research about creative arts and particular artistic properties and to communicate the results of such research.
   6.3. Tools for critically assessing and evaluating artistic creations.
   6.4. Understanding of intellectual property rights and the management of those rights.
   6.5. Understanding of the global context and nature of creative arts.

7. Outcome: Graduates of the Bachelor of Creative Arts program will be equipped to identify, motivate, and manage the talented individuals at the heart of the various creative arts. The knowledge and competencies required to achieve this outcome include:
   7.1. Creating and managing a vision that will motivate others.
   7.2. Building and leading effective teams.
   7.3. Negotiation.
   7.4. Conflict management.
   7.5. Coaching and motivation.
   7.6. Delegation.
   7.7. Supervision of people/performance management.
   7.8. Fostering innovation and creativity.
   7.9. Managing change.
   7.10. The legal and regulatory frameworks relating to employees, unions, and independent contractors.

8. Outcome: Graduates of the Bachelor of Creative Arts program will be equipped to bring together and manage the financial resources required to realize creative undertakings. The knowledge and competencies required to achieve this outcome include:
   8.1. Entrepreneurship.
   8.2. Understanding of sources of public funding and preparation of effective applications for funding.
   8.3. Fundraising.
   8.4. Strategic and tactical planning, including budget planning.
8.5. Risk assessment and management.
8.6. Expenditure management.
8.7. Legal requirements related to accountability and reporting.

9. Outcome: Graduates of the Bachelor of Creative Arts program will understand the importance of ethical collaboration and personal accountability in the creative arts. The knowledge and competencies required to achieve this outcome include:
   9.1. Understanding of and sensitivity to gender, social, and cultural diversity.
   9.2. Understanding of the importance of ethical rules and the need for leaders to be ethically accountable as well as legally and financially accountable.

10. Cross-cutting competencies: Each of the outcomes identified above require graduates of the Bachelor of Creative Arts to develop and demonstrate the following competencies:
    10.2. Written communication.
    10.3. Oral communication.
    10.4. Collaboration and teamwork.

This section shows first how these program outcomes and the BCA curriculum contribute to the achievement of degree-level standards and expectations. This is summarized in Table 4.3.1. The section then shows in some detail the relationship between various courses and the learning outcomes summarized above. Table 4.3.2 starts with the core courses and indicates the outcomes addressed by each course. Table 4.3.3 does the same thing for the non-core courses. Table 4.3.4 starts with the learning outcomes and shows what components of the program address each outcome.
<table>
<thead>
<tr>
<th>PEQAB Degree Level Learning Outcomes</th>
<th>Bachelor of Creative Arts components that contribute to this outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Depth and Breadth of Knowledge</td>
<td>a) Students enter the BCA with knowledge and understanding of one of the creative arts. In the BCA they acquire a general knowledge of the cultural (BCAR 3013), ethical and legal (BCAR 3023), political and public policy (BCAR 3063), and global (BCAR 4043) contexts within which the creative arts are practiced. The also learn about methodologies related to research (BCAR 3043), finance (BCAR 4013), human resource management (BCAR 3053), and entrepreneurship (BCAR 4033) in the creative arts.</td>
</tr>
<tr>
<td>a) A general knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline</td>
<td>b) The BCA is inherently interdisciplinary and students are exposed to the perspectives of psychology, sociology, political science, history, philosophy, law, cultural studies, and fine arts.</td>
</tr>
<tr>
<td>b) A broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</td>
<td>c) Because the BCA is interdisciplinary, students learn how several disciplines gather, review, evaluate, and interpret information. Every course includes assignments that require research and analysis.</td>
</tr>
<tr>
<td>c) An ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline;</td>
<td>d) Students enter the program with detailed knowledge of one of the creative arts. They acquire detailed knowledge of key areas related to entrepreneurship and leadership in the creative arts, including: talent management (BCAR 3053), project management (BCAR 3073), finance (BCAR 4013), ethics, and law (BCAR 3023).</td>
</tr>
<tr>
<td>d) Some detailed knowledge in an area of the discipline;</td>
<td>e) The development of critical thinking skills is an objective of the BCA that cuts across the entire curriculum. Three courses have this objective as one of their primary outcomes: ENGL 101 (Research and Composition), BCAR 3043 (Research Methods for the Creative Arts), BCAR 4023 (Criticism). Every course includes assignments that emphasise critical thinking and analysis.</td>
</tr>
<tr>
<td>e) Critical thinking and analytical skills inside and outside the discipline;</td>
<td>f) In their graduating project (BCAR 4113 and 4123), students apply learning from the various areas studied in the BCA.</td>
</tr>
<tr>
<td>f) The ability to apply learning from one or more areas.</td>
<td></td>
</tr>
<tr>
<td>PEQAB Degree Level Learning Outcomes</td>
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</tr>
<tr>
<td>--------------------------------------</td>
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</tr>
<tr>
<td><strong>2. Conceptual and Methodological Awareness/Research and Scholarship</strong></td>
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<tr>
<td>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</td>
<td></td>
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<tr>
<td>a) Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</td>
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<tr>
<td>b) Devise and sustain arguments or solve problems using these methods.</td>
<td></td>
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<tr>
<td>Throughout the Bachelor of Creative Arts, students are exposed to a variety of methods of enquiry and approaches to problem solving relevant to entrepreneurship and leadership in the creative arts. The most important components of the program in this respect are two required courses: English 101, Research and Composition, and Bachelor of Creative Arts 3043, Research Methods for the Creative Arts. In addition to these courses, however, students are also introduced to methods of inquiry used in the social sciences, humanities, law, and business. Elective courses in business and qualitative research methodologies are also available to BCA students. The two-term capstone project allows students to apply various methods of enquiry and problem solving and allows faculty members to assess</td>
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</table>
### Table 4.3.1 Degree-level Learning Outcomes

<table>
<thead>
<tr>
<th>PEQAB Degree Level Learning Outcomes</th>
<th>Bachelor of Creative Arts components that contribute to this outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Communications Skills</td>
<td></td>
</tr>
<tr>
<td>The ability to communicate the results of their study/work accurately and reliably, orally and in writing, to non-specialist audiences using structured and coherent arguments</td>
<td>The ability to communicate in writing and orally is an outcome sought from all courses within the Bachelor of Creative Arts. The following courses have this as a primary learning outcome: ENGL 101 (Research and Composition), BCAR 4023 (Criticism), and the gradating project (BCAR 4113 and 4123). (In the graduating project courses, students present their work to their fellow students as well as submitting the end product for assessment by faculty.) More importantly, every course – both core and non-core - includes written assignments and discussions, and many courses include oral presentations and team projects. Assignments and rubrics used to assess those assignments emphasise constant improvement of communication.</td>
</tr>
</tbody>
</table>
### Table 4.3.1 Degree-level Learning Outcomes

<table>
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<th>PEQAB Degree Level Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>4. Application of Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>a) The ability to review, present, and interpret quantitative and qualitative information to:</td>
<td>a. Students in the Bachelor of Creative Arts program are required to take courses whose primary purpose is to give those students the tools and competencies needed to achieve this outcome. Such courses include: ENGL 101, Research and Composition; BCAR 3043, Research Methods for the Creative Arts; and BCA 4023, Criticism – Methods of Evaluating and Assessing Creative Activity. In addition, every course in the Bachelor of Creative Arts includes research components requiring students to review and synthesize information and to develop conclusions that are properly supported. The complexity of research projects increases throughout the program, culminating in a two-term graduating project.</td>
</tr>
<tr>
<td>i. develop lines of argument;</td>
<td></td>
</tr>
<tr>
<td>ii. make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</td>
<td></td>
</tr>
<tr>
<td>b) The ability to use a range of established techniques to:</td>
<td>b. The Bachelor of Creative Arts is inherently interdisciplinary. Students are required to learn and apply analytical techniques from a number of disciplines and perspectives, including: law, ethics, fine arts, finance, psychology, philosophy, history, political science, and sociology. The program is also inherently applied, and course content and student assignments emphasise the practical application of these various perspectives to real-world problems.</td>
</tr>
<tr>
<td>i. analyse information;</td>
<td></td>
</tr>
<tr>
<td>ii. evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;</td>
<td></td>
</tr>
<tr>
<td>iii. propose solutions;</td>
<td></td>
</tr>
<tr>
<td>c) The ability to make critical use of scholarly reviews and primary sources.</td>
<td>c. Research assignments in the Bachelor of Creative Arts require students to use and reference a minimum number of scholarly sources to support their hypotheses and conclusions. Though popular sources readily available are important dimensions to certain assignments, students are required to demonstrate an understanding of the peer reviewed literature related to the subject matter at hand. In the course Research Methods for the Creative Arts, students are introduced to primary sources unique or particularly important to the creative arts.</td>
</tr>
</tbody>
</table>
Table 4.3.1 Degree-level Learning Outcomes

<table>
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<th>PEQAB Degree Level Learning Outcomes</th>
<th>Bachelor of Creative Arts components that contribute to this outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Professional Capacity/Autonomy</td>
<td></td>
</tr>
<tr>
<td>a) The qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</td>
<td>a. Further study: Students in the Bachelor of Creative Arts graduate with the following transferable skills required for further study:</td>
</tr>
<tr>
<td>i. the exercise of personal responsibility and decision-making;</td>
<td>• Research: Students take introductory and upper-level courses designed expressly to develop research skills. In addition, in every course they conduct research and in many courses learn specialized research methods and information sources.</td>
</tr>
<tr>
<td>ii. working effectively with others;</td>
<td>• Critical thinking and analysis: Throughout the BCA, assignments and the assessment of assignments emphasise evidence-based, open-minded, and logical thinking. Students learn and repeatedly practice: intelligent use of authoritative sources of information; assessment of facts, opinions, and arguments; and the building of consistent and persuasive arguments.</td>
</tr>
<tr>
<td>Employment, community involvement, and other activities requiring the exercise of personal responsibility and decision-making: Understanding the importance of ethical collaboration and personal accountability in the creative arts is one of the four primary outcomes sought from the Bachelor of Creative Arts. Section 4.3 of this proposal shows how various courses and components of courses promote this outcome.</td>
<td>• Organization: Graduates of the Bachelor of Creative Arts will have the skills need to organize relatively complex projects. They will have learned to organize time and information to complete assignments within courses and to plan and complete their graduating project.</td>
</tr>
<tr>
<td>Working effectively with others: “Collaboration and teamwork” are competencies that are emphasised throughout the Bachelor of Creative Arts. The program emphasises ethical and respectful interpersonal relations; this is a prerequisite for effective collaboration. In addition, many courses include team or group projects.</td>
<td>• Communication: Students will have learned to communicate in writing and orally at a senior undergraduate level.</td>
</tr>
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</table>
### Table 4.3.1 Degree-level Learning Outcomes

<table>
<thead>
<tr>
<th>PEQAB Degree Level Learning Outcomes</th>
<th>Bachelor of Creative Arts components that contribute to this outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) The ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study;</td>
<td>b. Graduates of the Bachelor of Creative Arts will be familiar with the general and much of the specialized literature related to various aspects of entrepreneurship and leadership in the creative arts. The intention is to provide students with the tools they require to continue to learn and solve problems after they graduate.</td>
</tr>
<tr>
<td>c) Behaviour consistent with academic integrity and social responsibility</td>
<td>c. The importance of academic integrity is made clear to students in every course. Students are made aware of academic integrity policy and their assignments are carefully checked for evidence of plagiarism and cheating. More importantly, however, the library web site gives students access to tools and resources that will help them avoid plagiarism and develop appropriate academic practices. In addition, several courses emphasise understanding of and sensitivity to gender, social, and cultural diversity. The program emphasises the importance of ethical rules and the need for leaders to be ethically accountable as well as legally and financially accountable.</td>
</tr>
<tr>
<td>PEQAB Degree Level Learning Outcomes</td>
<td>Bachelor of Creative Arts components that contribute to this outcome</td>
</tr>
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<tr>
<td>6. Awareness of Limits of Knowledge</td>
<td>Students in the Bachelor of Creative Arts are exposed to a variety of scholarly, artistic, cultural, and social perspectives. They practice collaboration and teamwork. They have every opportunity and encouragement to recognize their own biases and pre-conceived ideas and to understand the potential importance of new and different interpretations and approaches.</td>
</tr>
<tr>
<td>An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.</td>
<td>All courses incorporate at least one research project that pushes students to explore concepts beyond what is presented in the formal course readings.</td>
</tr>
<tr>
<td></td>
<td>Through academic inquiry, students learn how to wrap context around what they learn, and also develop an understanding of the many dimensions that surround entrepreneurship and leadership in the creative arts.</td>
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<tr>
<td></td>
<td>Through the discussion questions incorporated into all courses, students are also required to add one unique point to each discussion that is substantiated through external research or experience. This exercise allows students to consider seemingly straightforward concepts from a variety of angles, and allows them to leverage their collective experiences towards a broad understanding of the concept at hand.</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
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</table>
| BCAR 3013: Creative Arts in Cultural Context        | This course provides an overview of social and cultural factors that influence and shape creativity and aesthetic perceptions. Students discuss theoretical perspectives on the relationship between culture and the arts and the effects of colonization, decolonization, and globalization on creativity and the arts. Particular attention is paid to the multi-cultural and indigenous contexts of the creative arts in Canada.                                                                                           | 1.1 Breadth and depth of knowledge about the history and social/cultural context of creative arts.  
1.3. Tools for critically assessing and evaluating artistic creations.  
1.5 Understanding of the global context and nature of creative arts.  
4.1. Understanding of and sensitivity to gender, social, and cultural diversity.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication.  
5.4. Collaboration and teamwork.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| BCAR 3023: Creative Arts in Ethical and Legal Context | This course introduces students to the key ethical and legal rules, processes, and structures that affect creative artists in Canada. Topics include: the nature of ethical rules and legal rules; codes of ethics; cross-cultural ethical concerns; relevant laws relating to agency, contract, defamation, harassment, liability and negligence.                                                                                                      | 1.4. Understanding of intellectual property rights and the management of those rights.  
2.2. Building and leading effective teams.  
2.3. Negotiation.  
2.4. Conflict management.  
2.5. Coaching and motivation.  
2.6. Delegation.  
2.7. Supervision of people/performance management.  
2.10. The legal and regulatory frameworks relating to employees, unions, and independent contractors.  
3.7 Legal requirements related to accountability and reporting.  
4.1. Understanding of and sensitivity to gender, social, and cultural diversity.  
4.2. Understanding of the importance of ethical rules and the need for leaders to be ethically accountable as well as legally and financially accountable.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication.  
5.4. Collaboration and teamwork.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
<table>
<thead>
<tr>
<th>Course</th>
<th>Table 4.3.2: Bachelor of Creative Arts Core Courses Mapped to Learning Outcomes</th>
<th>Calendar Description</th>
<th>Outcomes Addressed</th>
</tr>
</thead>
</table>
| PSYC 330: Psychology of Creativity         |                                                                                | In this course, students explore the workings of the creative mind. The course examines the perceptual, cognitive, motivational, educational, and cultural factors that influence creativity and that shape individuals’ aesthetic judgements. | 1.1 Breadth and depth of knowledge about the history and social/cultural context of creative arts.  
1.3. Tools for critically assessing and evaluating artistic creations.  
2.1. Creating and managing a vision that will motivate others.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication.  
5.4. Collaboration and teamwork. |
| ENGL 101: Research and Composition        |                                                                                | 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. | 1.2 Ability to conduct research about creative arts and particular artistic properties and to communicate the results of such research.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication.  
5.4. Collaboration and teamwork. |
| ARTH 120: Western Art – Renaissance to Contemporary |                                                                                | The road to understanding modern and contemporary art begins with a study of the evolution of the modern mind. The course begins by analyzing the transition from a medieval worldview to the emergence of a scientific outlook in the late 1400s. The Renaissance and the resurgence of ancient Classical learning are also examined for their influences on artistic and architectural styles, and for their adoption of and challenge to the dominant theological doctrines of the early Modern era. Finally, the art of the 20th, 21st centuries is explored as both a culmination of Postmodernism and ‘end’ to the traditional narrative of art history, signalling a growing desire to be inclusive to new media and globally diverse artists. | 1.1 Breadth and depth of knowledge about the history and social/cultural context of creative arts.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication.  
5.4. Collaboration and teamwork. |
| BCAR 3043: Research Methods for the Creative Arts |                                                                                | The focus of this course is accessing, assessing, and working with specialized information related to the arts. Topics include: accessing and evaluating publicly available information from government, industry, academic, and other sources; using Internet sources prudently and appropriately; generating data and information from surveys, focus groups, and interviews; effective communication of research results and analysis. During this course, each student will define and prepare a preliminary proposal for the graduating project to be completed in the final two terms of study. | 1.2 Ability to conduct research about creative arts and particular artistic properties and to communicate the results of such research.  
1.3. Tools for critically assessing and evaluating artistic creations.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication.  
5.4. Collaboration and teamwork. |
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<th>Calendar Description</th>
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</table>
| **BCAR 3053: Managing Talent** | This course introduces students to practices and issues related to managing people and interpersonal relations in artistic enterprises and activities. In the overall context of creating a vision and fostering innovation and creativity, topics include: characteristics of effective leadership, coaching and motivating others, building effective teams, negotiation, conflict management, supervision, performance management. | 2.1. Creating and managing a vision that will motivate others.  
2.2. Building and leading effective teams.  
2.3. Negotiation.  
2.4. Conflict management.  
2.5. Coaching and motivation.  
2.6. Delegation.  
2.7. Supervision of people/performance management.  
2.8. Fostering innovation and creativity.  
2.9. Managing change.  
2.10. The legal and regulatory frameworks relating to employees, unions, and independent contractors.  
4.1. Understanding of and sensitivity to gender, social, and cultural diversity.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication.  
5.4. Collaboration and teamwork. |
| **BCAR 3063: Creative Arts in Political and Public Policy Context** | This course introduces students to the public policy, statutory, regulatory, and political environment of the creative arts in Canada. Topics include: the roles of federal, provincial, and municipal governments with respect to the creative arts; the effect of the Charter of Rights and Freedoms on the creative arts; the making of arts policy in Canada, including the role of arts organizations and lobbyists; government arts agencies, including agencies for funding the arts; protection and regulation of intellectual property rights in Canada. | 1.1. Breadth and depth of knowledge about the history and social/cultural context of creative arts.  
1.4. Understanding of intellectual property rights and the management of those rights.  
2.10. The legal and regulatory frameworks relating to employees, unions, and independent contractors.  
3.7 Legal requirements related to accountability and reporting.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication.  
5.4. Collaboration and teamwork. |
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<th>Course</th>
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</table>
| BCAR 3073: Managing Projects in the Creative Arts | Many – perhaps most - undertakings in the creative arts are, essentially, projects. That is, they have a specific purpose, goal, or outcome, a life span with a terminal date, and typically bring together people and resources uniquely dedicated to achieving the desired outcome. In sum, these undertakings are neither permanent nor routine. This course takes students through the basic processes of managing projects in the creative arts - initiation, planning, implementation/execution, monitoring/controlling, and closing – and introduces them to some of the tools that facilitate effective planning and resource management. | 2.2. Building and leading effective teams.  
2.7. Supervision of people/performance management.  
2.9. Managing change.  
3.4. Strategic and tactical planning, including budget planning.  
3.5. Risk assessment and management.  
3.6. Expenditure management.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication.  
5.4. Collaboration and teamwork. |
| CRIN 110: Creativity and Innovation         | 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. | 2.1. Creating and managing a vision that will motivate others.  
2.8. Fostering innovation and creativity.  
2.9. Managing change.  
3.1 Entrepreneurship.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication.  
5.4. Collaboration and teamwork. |
| BCAR 4013: Financial Leadership for the Creative Arts | This course introduces students to processes, methods, and issues related to raising and managing the finances required for artistic activities and enterprises. Topics include: sources of public funding and preparation of effective applications for funding; fundraising; strategic and tactical planning, risk assessment and management; making business plans; expenditure management. | 3.2. Understanding of sources of public funding and preparation of effective applications for funding.  
3.3. Fundraising.  
3.4. Strategic and tactical planning, including budget planning.  
3.5. Risk assessment and management.  
3.6. Expenditure management.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication.  
5.4. Collaboration and teamwork. |
<table>
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<th>Course</th>
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<tbody>
<tr>
<td><strong>BCA 4023: Criticism – Methods of Evaluating and Assessing Creative Activity</strong></td>
<td>In this course, students examine theories and practices of criticism in the arts. Students read and discuss examples of criticism representing significant contemporary frameworks for understanding the arts (e.g., postmodernism). Students also develop and present critiques of contemporary works or bodies of work for class discussion.</td>
<td>1.2 Ability to conduct research about creative arts and particular artistic properties and to communicate the results of such research. 1.3. Tools for critically assessing and evaluating artistic creations. 5.1. Critical thinking. 5.2. Written communication. 5.3. Oral communication. 5.4. Collaboration and teamwork.</td>
</tr>
<tr>
<td><strong>BCAR 4113: Graduating Project 1</strong></td>
<td>This course allows each student to draw together skills, knowledge, and insights acquired in previous courses and apply them to a topic related to the student’s professional specialization. Projects might be scholarly, taking the form of a senior undergraduate thesis, or they might be applied and professional, taking the form of a plan for a creative undertaking. Students come together in seminars to present and discuss their projects at crucial stages of development: topic identification; research outline; writing/production outline; final presentation.</td>
<td>1.2 Ability to conduct research about creative arts and particular artistic properties and to communicate the results of such research. 1.3. Tools for critically assessing and evaluating artistic creations. 5.1. Critical thinking. 5.2. Written communication. 5.3. Oral communication.</td>
</tr>
<tr>
<td><strong>BCAR 4033: Entrepreneurship and the Creative Arts</strong></td>
<td>Building on previous courses in talent and financial management, this course focuses on the practical aspects of initiating, establishing, and developing artistic enterprises and activities. Topics include: opportunity recognition, feasibility study, risk, funding sources, marketing requirements, negotiations, and resource needs. Case studies are used.</td>
<td>2.1. Creating and managing a vision that will motivate others. 2.8. Fostering innovation and creativity. 2.9. Managing change. 3.1 Entrepreneurship. 3.2. Understanding of sources of public funding and preparation of effective applications for funding. 3.3. Fundraising. 5.1. Critical thinking. 5.2. Written communication. 5.3. Oral communication. 5.4. Collaboration and teamwork.</td>
</tr>
<tr>
<td>Course</td>
<td>Calendar Description</td>
<td>Outcomes Addressed</td>
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<tr>
<td>BCAR 4043: Global Perspectives on the Creative Arts</td>
<td>In this course students examine the global nature of the creative arts. Topics include: the evolution of “the audience” for arts; the effects of globalization on theory and practice in creative arts; globalizing trends in entrepreneurship and management (finance, talent, distribution, marketing) in the creative arts.</td>
<td>1.1  Breadth and depth of knowledge about the history and social/cultural context of creative arts. &lt;br&gt;1.3  Tools for critically assessing and evaluating artistic creations. &lt;br&gt;1.5  Understanding of the global context and nature of creative arts. &lt;br&gt;4.1  Understanding of and sensitivity to gender, social, and cultural diversity. &lt;br&gt;5.1  Critical thinking. &lt;br&gt;5.2  Written communication. &lt;br&gt;5.3  Oral communication. &lt;br&gt;5.4  Collaboration and teamwork.</td>
</tr>
<tr>
<td>BCAR 4123 Graduating Project 2</td>
<td>This course continues work begun in BCAR 4113: Graduating Project 1.</td>
<td>1.2  Ability to conduct research about creative arts and particular artistic properties and to communicate the results of such research. &lt;br&gt;1.3  Tools for critically assessing and evaluating artistic creations. &lt;br&gt;5.1  Critical thinking. &lt;br&gt;5.2  Written communication. &lt;br&gt;5.3  Oral communication. &lt;br&gt;5.4  Collaboration and teamwork.</td>
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</tbody>
</table>

Table 4.3.2: Bachelor of Creative Arts Core Courses Mapped to Learning Outcomes
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<tr>
<th>Course</th>
<th>Course Description</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>ENGL 250 The Workplace in Fiction</td>
<td>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.</td>
<td>Breadth of knowledge outside the core discipline. 5.1. Critical thinking. 5.2. Written communication. 5.3. Oral communication.</td>
</tr>
<tr>
<td>PHIL 300 Philosophical Thought and Leisure</td>
<td>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.</td>
<td>Breadth of knowledge outside the core discipline. 5.1. Critical thinking. 5.2. Written communication. 5.3. Oral communication.</td>
</tr>
<tr>
<td>SOCI 300 Sociology and Culture</td>
<td>This course explores some of the major issues affecting society and culture. Intended for students at the middle level of the program, the goal is to provide a foundation of knowledge that serves as a base for critical exploration of the broader discipline of sociology. The topics explored include: research, culture, socialization, social structure and class, stratification, institutions, and urbanization as they affect Canadian society.</td>
<td>Breadth of knowledge outside the core discipline. 5.1. Critical thinking. 5.2. Written communication. 5.3. Oral communication.</td>
</tr>
<tr>
<td>POLI 310 Topics in Democratic Governance</td>
<td>This course examines the institutions and processes found in democratic government, with an emphasis on Canada. It studies the nature of politics and the expression of political interests and beliefs through mechanisms of citizen, various civil society groups, and political party actions. It looks at the institutional expressions of constitutions, legislatures, the judiciary, and public policy making by administration, measuring these against the ideals and spirit of democratic thought.</td>
<td>Breadth of knowledge outside the core discipline. 5.1. Critical thinking. 5.2. Written communication. 5.3. Oral communication.</td>
</tr>
<tr>
<td>GEOG 210 Human Geography</td>
<td>Human geography examines how people, 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. It emphasizes how the physical characteristics of the earth's surface affect political, social, cultural, demographic, and economic dynamics throughout the world, and explores the potential effects of ecological threats.</td>
<td>Breadth of knowledge outside the core discipline. 1.1 Breadth and depth of knowledge about the history and social/cultural context of creative arts. 5.1. Critical thinking. 5.2. Written communication. 5.3. Oral communication.</td>
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<tr>
<td>Course</td>
<td>Course Description</td>
<td>Outcomes</td>
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</table>
| **ECON 211 Microeconomics** | 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. | Breadth of knowledge outside the core discipline.  
1.1 Breadth and depth of knowledge about the history and social/cultural context of creative arts.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication. |
| **PSYC 200: Psychology of Everyday Life** | 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. | Breadth of knowledge outside the core discipline.  
1.1 Breadth and depth of knowledge about the history and social/cultural context of creative arts.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication. |
| **HUMN 422 Topics in Technology and Society** | 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. | Breadth of knowledge outside the core discipline.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication. |
| **HUMN 450 Design Thinking** | 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. | Breadth of knowledge outside the core discipline.  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication. |
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| HUMN 430 Topics in Power and Society                 | 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 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. | Breadth of knowledge outside the core discipline.  
4.1. Understanding of and sensitivity to gender, social, and cultural diversity.  
4.2. Understanding of the importance of ethical rules and the need for leaders to be ethically accountable as well as legally and financially accountable  
5.1. Critical thinking.  
5.2. Written communication.  
5.3. Oral communication. |
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Methods of Achieving Outcomes</th>
<th>Indicators of Achievement</th>
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<tbody>
<tr>
<td>1. <strong>Graduates of the Bachelor of Creative Arts program will be equipped to find,</strong></td>
<td><strong>Core courses:</strong> BCAR 3013 (Creative Arts in Cultural Context); PSYC 330 (Psychology of Creativity); ARTH 120 (Western Art to Contemporary); BCAR 3063 (Creative Arts in Political and Public Policy Context); BCAR 4043 (Global Perspectives)</td>
<td><strong>Assessment of student contributions to discussions in classes</strong></td>
</tr>
<tr>
<td><strong>assess,</strong> and oversee the creation of creative materials and properties. The knowledge and competencies required to achieve this outcome include**</td>
<td>• Non-core courses: GEOG 210 (Human Geography); ECON 211 (Microeconomics); PSYC 200 (Psychology of Everyday Life);</td>
<td>• Assessment of student written work</td>
</tr>
<tr>
<td>1.1 Breadth and depth of knowledge about the history and social/cultural context of creative arts.</td>
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<tr>
<td>1.2 Ability to conduct research about creative arts and particular artistic properties and to communicate the results of such research.</td>
<td><strong>Core courses:</strong> ENGL 101 (Research and Composition); BCAR 3043 (Research Methods for the Creative Arts); BCAR 4023 (Criticism); BCAR 4113 and 4123 (Graduating Project)</td>
<td><strong>Assessment of student contributions to discussions in classes</strong></td>
</tr>
<tr>
<td>1.3 Tools for critically assessing and evaluating artistic creations.</td>
<td></td>
<td><strong>Assessment of student written work</strong></td>
</tr>
<tr>
<td>1.4 Understanding of intellectual property rights and the management of those rights.</td>
<td><strong>Core courses:</strong> BCAR 3023 (Creative Arts in Ethical and Legal Context); BCAR 3063 (Creative Arts in Political and Public Policy Context).</td>
<td><strong>Assessment of student contributions to discussions in classes</strong></td>
</tr>
<tr>
<td>1.5 Understanding of the global context and nature of creative arts.</td>
<td><strong>Core courses:</strong> BCAR 3013 (Creative Arts in Cultural Context); BCAR 4043 (Global Perspectives on the Creative Arts)</td>
<td><strong>Assessment of student written work</strong></td>
</tr>
<tr>
<td>2. <strong>Graduates of the Bachelor of Creative Arts program will be equipped to identify,</strong></td>
<td><strong>Core courses:</strong> PSYC 330 (Psychology of Creativity); BCAR 3053 (Managing Talent); CRIN 110 (Creativity and Innovation); BCAR 4033 (Entrepreneurship in the Creative Arts)</td>
<td><strong>Assessment of student contributions to discussions in classes</strong></td>
</tr>
<tr>
<td><strong>motivate,</strong> and manage the talented individuals at the heart of the various creative arts. The knowledge and competencies required to achieve this outcome include**</td>
<td></td>
<td><strong>Assessment of student written work</strong></td>
</tr>
<tr>
<td>2.1 Creating and managing a vision that will motivate others.</td>
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<td></td>
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<tr>
<td>Learning Outcomes</td>
<td>Methods of Achieving Outcomes</td>
<td>Indicators of Achievement</td>
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</tbody>
</table>
| 2.2 Building and leading effective teams. | • Core courses: BCAR 3023 (Creative Arts in Ethical and Legal Context); BCAR 3053 (Managing Talent); BCAR 3073 (Managing Projects in the Creative Arts) | • Assessment of student contributions to discussions in classes  
• Assessment of student written work  
• Assessment of team projects within courses |
| 2.3 Negotiation. | • Core courses: BCAR 3023 (Creative Arts in Ethical and Legal Context); BCAR 3053 (Managing Talent) | • Assessment of student contributions to discussions in classes  
• Assessment of student written work |
| 2.4 Conflict management. | • Core courses: BCAR 3023 (Creative Arts in Ethical and Legal Context); BCAR 3053 (Managing Talent) | • Assessment of student contributions to discussions in classes  
• Assessment of student written work |
| 2.5 Coaching and motivation. | • Core courses: BCAR 3023 (Creative Arts in Ethical and Legal Context); BCAR 3053 (Managing Talent) | • Assessment of student contributions to discussions in classes  
• Assessment of student written work |
| 2.6 Delegation. | • Core courses: BCAR 3023 (Creative Arts in Ethical and Legal Context); BCAR 3053 (Managing Talent) | • Assessment of student contributions to discussions in classes  
• Assessment of student written work |
| 2.7 Supervision of people/performance management. | • Core courses: BCAR 3023 (Creative Arts in Ethical and Legal Context); BCAR 3053 (Managing Talent) | • Assessment of student contributions to discussions in classes  
• Assessment of student written work |
| 2.8 Fostering innovation and creativity. | • Core courses: BCAR 3053 (Managing Talent); BCAR 3073 (Managing Projects in the Creative Arts); CRIN 110 (Creativity and Innovation); BCAR 4033 (Entrepreneurship in the Creative Arts) | • Assessment of student contributions to discussions in classes  
• Assessment of student written work |
| 2.9 Managing Change | • Core courses: BCAR 3053 (Managing Talent); BCAR 3073 (Managing Projects in the Creative Arts); CRIN 110 (Creativity and Innovation); BCAR 4033 (Entrepreneurship and the Creative Arts) | • Assessment of student contributions to discussions in classes  
• Assessment of student written work |
| 2.10 The legal and regulatory frameworks relating to employees, unions, and independent contractors. | • Core courses: BCAR 3023 (Creative Arts in Ethical and Legal Context); BCAR 3053 (Managing Talent); BCAR 3063 (Managing Projects in the Creative Arts) | • Assessment of student contributions to discussions in classes  
• Assessment of student written work |
### Table 4.3.4 Bachelor of Creative Arts Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Methods of Achieving Outcomes</th>
<th>Indicators of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Creative Arts in Political and Public Policy Context)</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Graduates of the Bachelor of Creative Arts program will be equipped to bring together and manage the financial resources required to realize creative undertakings. The knowledge and competencies required to achieve this outcome include:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 <strong>Entrepreneurship.</strong></td>
<td>• Core courses: BCAR 4033 (Entrepreneurship and the Creative Arts); CRIN 110 (Creativity and Innovation)</td>
<td>• Assessment of student contributions to discussions in classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assessment of student written work</td>
</tr>
<tr>
<td>3.2 <strong>Understanding of sources of public funding and preparation of effective applications for funding.</strong></td>
<td>• Core courses: BCAR 4013 (Financial Leadership for the Creative Arts); BCAR 4033 (Entrepreneurship and the Creative Arts)</td>
<td>• Assessment of student contributions to discussions in classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assessment of student written work</td>
</tr>
<tr>
<td>3.3 <strong>Fundraising.</strong></td>
<td>• Core courses: BCAR 4013 (Financial Leadership for the Creative Arts); BCAR 4033 (Entrepreneurship and the Creative Arts)</td>
<td>• Assessment of student contributions to discussions in classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assessment of student written work</td>
</tr>
<tr>
<td>3.4 <strong>Strategic and tactical planning, including budget planning.</strong></td>
<td>• Core courses: BCAR 4013 (Financial Leadership for the Creative Arts); BCAR 3073 (Managing Projects in the Creative Arts)</td>
<td>• Assessment of student contributions to discussions in classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assessment of student written work</td>
</tr>
<tr>
<td>3.5 <strong>Risk assessment and management.</strong></td>
<td>• Core courses: BCAR 4013 (Financial Leadership for the Creative Arts); BCAR 3073 (Managing Projects in the Creative Arts)</td>
<td>• Assessment of student contributions to discussions in classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assessment of student written work</td>
</tr>
<tr>
<td>3.6 <strong>Expenditure management.</strong></td>
<td>• Core courses: BCAR 4013 (Financial Leadership for the Creative Arts); BCAR 3073 (Managing Projects in the Creative Arts)</td>
<td>• Assessment of student contributions to discussions in classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assessment of student written work</td>
</tr>
<tr>
<td>3.7 <strong>Legal requirements related to accountability and reporting.</strong></td>
<td>• Core courses: BCAR 3023 (Creative Arts in Ethical and Legal Context); BCAR 3063 (Creative Arts in Political and Public Policy Context)</td>
<td>• Assessment of student contributions to discussions in classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assessment of student written work</td>
</tr>
<tr>
<td>4. <strong>Graduates of the Bachelor of Creative Arts program will understand the importance of ethical collaboration and personal accountability in the creative arts. The knowledge and competencies required to achieve this outcome include:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 <strong>Understanding of and sensitivity to gender, social, and cultural diversity.</strong></td>
<td>• Core courses: BCAR 3013 (Creative Arts in Cultural Context); BCAR 3053 (Managing Talent); BCAR 4043 (Global Perspectives on the Creative Arts); BCAR 3023 (Creative Arts in Ethical and Legal Context)</td>
<td>• Assessment of student contributions to discussions in classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assessment of student written work</td>
</tr>
<tr>
<td>Table 4.3.4 Bachelor of Creative Arts Learning Outcomes</td>
<td>Methods of Achieving Outcomes</td>
<td>Indicators of Achievement</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Non-core courses: SOCI 300 (Sociology and Culture); GEOG 210 (Human Geography; HUMN 430 (Topics in Power and Society)</td>
<td>Assessment of student contributions to discussions in classes</td>
</tr>
<tr>
<td></td>
<td>Core courses: BCAR 3023 (Creative Arts in Ethical and Legal Context)</td>
<td>Assessment of student written work</td>
</tr>
<tr>
<td>4.2 Understanding of the importance of ethical rules and the need for leaders to be ethically accountable as well as legally and financially accountable.</td>
<td>Non-core courses: HUMN 430 (Topics in Power and Society)</td>
<td></td>
</tr>
<tr>
<td>5. Each of the outcomes identified above require graduates of the Bachelor of Creative Arts to develop and demonstrate the following competencies:</td>
<td>Core courses: All courses</td>
<td>Embedded in discussions and assignments in all courses</td>
</tr>
<tr>
<td>5.1 Critical thinking.</td>
<td>Non-core courses: All courses</td>
<td>Assessed in rubrics for all discussions and assignments in all courses</td>
</tr>
<tr>
<td>5.2 Written communication.</td>
<td>Core courses: All courses</td>
<td>Embedded in discussions and assignments in all courses</td>
</tr>
<tr>
<td></td>
<td>Non-core courses: All courses</td>
<td>Assessed in rubrics for all discussions and assignments in all courses</td>
</tr>
<tr>
<td>5.3 Oral communication.</td>
<td>Core courses: All courses</td>
<td>Embedded in discussions and assignments in all courses</td>
</tr>
<tr>
<td></td>
<td>Non-core courses: All courses</td>
<td>Assessed in rubrics for all discussions and assignments in all courses</td>
</tr>
<tr>
<td>5.4 Collaboration and teamwork.</td>
<td>Core courses: All courses</td>
<td>Essential to discussions in all courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team assignments required in many courses.</td>
</tr>
</tbody>
</table>
4.4 Course Descriptions

4.4.1 Core Courses

Core Courses: Students in the Bachelor of Creative Arts program must complete 16 required courses. Twelve of these are Creative Arts courses and four are required general studies courses. The courses are designed and ordered so that in the first two terms, students build knowledge and competencies that will allow them to handle more complex material and assignments in the second half of the program. The program culminates in a two-course graduating project, for which students are prepared by having first completed general and specialized research courses and subject matter courses in a number of areas of creative arts leadership. Courses numbered in the 4000 range build upon knowledge and skills acquired in courses numbered in the 3000 range and this is reflected in the prerequisite requirements. General studies (breadth) courses build from introductory (tier 1), to survey (tier 2), to integrative (tier 3) courses, which, again, is reflected in the prerequisite requirements.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Calendar Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>BCAR 3013: Creative Arts in Cultural Context (core, required; 3 credits)</td>
<td>This course provides an overview of social and cultural factors that influence and shape creativity and aesthetic perceptions. Students discuss theoretical perspectives on the relationship between culture and the arts and the effects of colonization, decolonization, and globalization on creativity and the arts. Particular attention is paid to the multi-cultural and indigenous contexts of the creative arts in Canada. Prerequisite: none.</td>
</tr>
<tr>
<td></td>
<td>BCAR 3023: Creative Arts in Ethical and Legal Context (core, required; 3 credits)</td>
<td>This course introduces students to the key ethical and legal rules, processes, and structures that affect creative artists in Canada. Topics include: the nature of ethical rules and legal rules; codes of ethics; cross-cultural ethical concerns; relevant laws relating to agency, contract, defamation, harassment, liability and negligence. Prerequisite: none.</td>
</tr>
<tr>
<td></td>
<td>PSYC 330: Psychology of Creativity (Gen. St. required course; 3 credits)</td>
<td>In this course, students explore the workings of the creative mind. The course examines the perceptual, cognitive, motivational, educational, and cultural factors that influence creativity and that shape individuals’ aesthetic judgements. Prerequisite: none.</td>
</tr>
<tr>
<td></td>
<td>ENGL 101: Research and Composition (Gen. St. Required course; 3 credits)</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>ARTH 120: Western Art – Renaissance to Contemporary (Gen. St. Required course; 3 credits)</td>
<td>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 and challenge to the dominant theological doctrines of the early Modern era. Finally, the art of the 20th, 21st centuries is explored as both a culmination of Postmodernism and ‘end’ to the traditional narrative of art history, signalling a growing desire to be inclusive to new media and globally diverse artists. Pre-requisite(s): None</td>
</tr>
<tr>
<td>Term</td>
<td>Course</td>
<td>Calendar Description</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>Term 2</td>
<td>BCAR 3043: Research Methods for the Creative Arts (core, required; 3 credits)</td>
<td>The focus of this course is accessing, assessing, and working with specialized information related to the arts. Topics include: accessing and evaluating publicly available information from government, industry, academic, and other sources; using Internet sources prudently and appropriately; generating data and information from surveys, focus groups, and interviews; effective communication of research results and analysis. During this course, each student will define and prepare a preliminary proposal for the graduating project to be completed in the final two terms of study. Prerequisite: English 101: Research and Composition</td>
</tr>
<tr>
<td></td>
<td>BCAR 3053: Managing Talent (core, required; 3 credits)</td>
<td>This course introduces students to practices and issues related to managing people and interpersonal relations in artistic enterprises and activities. In the overall context of creating a vision and fostering innovation and creativity, topics include: characteristics of effective leadership, coaching and motivating others, building effective teams, negotiation, conflict management, supervision, performance management. Prerequisite: none.</td>
</tr>
<tr>
<td></td>
<td>BCAR 3063: Creative Arts in Political and Public Policy Context (core, required; 3 credits)</td>
<td>This course introduces students to the public policy, statutory, regulatory, and political environment of the creative arts in Canada. Topics include: the roles of federal, provincial, and municipal governments with respect to the creative arts; the effect of the Charter of Rights and Freedoms on the creative arts; the making of arts policy in Canada, including the role of arts organizations and lobbyists; government arts agencies, including agencies for funding the arts; protection and regulation of intellectual property rights in Canada. Prerequisite(s): None.</td>
</tr>
<tr>
<td></td>
<td>BCAR 3073: Managing Projects in the Creative Arts (core, required; 3 credits)</td>
<td>Many – perhaps most - undertakings in the creative arts are, essentially, projects. That is, they have a specific purpose, goal, or outcome, a life span with a terminal date, and typically bring together people and resources uniquely dedicated to achieving the desired outcome. In sum, these undertakings are neither permanent nor routine. This course takes students through the basic processes of managing projects in the creative arts - initiation, planning, implementation/execution, monitoring/controlling, and closing – and introduces them to some of the tools that facilitate effective planning and resource management. Prerequisite(s): None.</td>
</tr>
<tr>
<td></td>
<td>CRIN 110: Creativity and Innovation (Gen. St. Required course; 3 credits)</td>
<td>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. Prerequisite(s): None.</td>
</tr>
<tr>
<td>Term 3</td>
<td>BCAR 4013: Financial Leadership for the Creative Arts (core, required; 3 credits)</td>
<td>This course introduces students to processes, methods, and issues related to raising and managing the finances required for artistic activities and enterprises. Topics include: sources of public funding and preparation of effective applications for funding; fundraising; strategic and tactical planning, risk assessment and management; making business plans; expenditure management. Prerequisite: BCAR 3063: Creative Arts in Political and Public Policy Context.</td>
</tr>
</tbody>
</table>
### Table 4.4.1 Bachelor of Creative Arts Core (Required) Courses by Term

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Calendar Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BCAR 4023: Criticism – Methods of Evaluating and Assessing</td>
<td>In this course, students examine theories and practices of criticism in the arts. Students read and discuss examples of criticism representing significant contemporary frameworks for understanding the arts (e.g., postmodernism). Students also develop and present critiques of contemporary works or bodies of work for class discussion. Prerequisite: BCAR3043: Research Methods for the Creative Arts</td>
</tr>
<tr>
<td></td>
<td>Creative Activity (core, required; 3 credits)</td>
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<tr>
<td></td>
<td>BCAR 4113: Graduating Project 1</td>
<td>This course allows each student to draw together skills, knowledge, and insights acquired in previous courses and apply them to a topic related to the student’s professional specialization. Projects might be scholarly, taking the form of a senior undergraduate thesis, or they might be applied and professional, taking the form of a plan for a creative undertaking. Students come together in seminars to present and discuss their projects at crucial stages of development: topic identification; research outline; writing/production outline; final presentation. Prerequisite: BCAR 3043: Research Methods for the Creative Arts.</td>
</tr>
<tr>
<td></td>
<td>(core, required; 3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Studies elective, tier 2 (3 credits)</td>
<td>See “General Studies (Breadth) Electives.” Prerequisite: two tier 1 General Studies courses.</td>
</tr>
<tr>
<td></td>
<td>General Studies elective, tier 2 (3 credits)</td>
<td>See “General Studies (Breadth) Electives.” Prerequisite: two tier 1 General Studies courses.</td>
</tr>
<tr>
<td>4</td>
<td>BCAR 4033: Entrepreneurship and the Creative Arts (core,</td>
<td>Building on previous courses in talent and financial management, this course focuses on the practical aspects of initiating, establishing, and developing artistic enterprises and activities. Topics include: opportunity recognition, feasibility study, risk, funding sources, marketing requirements, negotiations, and resource needs. Case studies are used. Prerequisites: BCAR 3053: Managing Talent; BCAR 4013: Financial Leadership for the Creative Arts</td>
</tr>
<tr>
<td></td>
<td>required; 3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BCAR 4043: Global Perspectives on the Creative Arts (core,</td>
<td>In this course students examine the global nature of the creative arts. Topics include: the evolution of “the audience” for arts; the effects of globalization on theory and practice in creative arts; globalizing trends in entrepreneurship and management (finance, talent, distribution, marketing) in the creative arts. Prerequisite: BCAR 3013: Creative Arts in Cultural Context.</td>
</tr>
<tr>
<td></td>
<td>required; 3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BCAR 4123 Graduating Project 2</td>
<td>This course continues work begun in BCAR 4113: Graduating Project 1. Prerequisite: BCAR 4113: Graduating Project 1.</td>
</tr>
<tr>
<td></td>
<td>(core, required; 3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General studies elective, tier 3 (3 credits)</td>
<td>See “General Studies (Breadth) Electives.” Prerequisites: two tier 2 general studies courses.</td>
</tr>
<tr>
<td></td>
<td>General studies elective, tier 3 (3 credits)</td>
<td>See “General Studies (Breadth) Electives.” Prerequisites: two tier 2 general studies courses.</td>
</tr>
</tbody>
</table>
4.4.2 Non-Core Courses

In addition to the four required breadth courses, students in the Bachelor of Creative Arts program must complete four general studies (breadth) electives. As they move through the program, electives are chosen from groups of increasingly challenging and complex courses. Breadth courses selected for inclusion in the Bachelor of Creative Arts are roughly equally divided between humanities and social sciences courses.

<table>
<thead>
<tr>
<th>Course (3 credits each)</th>
<th>Calendar Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 250 The Workplace in Fiction</td>
<td>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. Prerequisites: two tier 1 General Studies courses.</td>
</tr>
<tr>
<td>PHIL 300 Philosophical Thought and Leisure</td>
<td>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. Prerequisites: two tier 1 General Studies courses.</td>
</tr>
<tr>
<td>SOCI 300 Sociology and Culture</td>
<td>This course explores some of the major issues affecting society and culture. Intended for students at the middle level of the program, the goal is to provide a foundation of knowledge that serves as a base for critical exploration of the broader discipline of sociology. The topics explored include: research, culture, socialization, social structure and class, stratification, institutions, and urbanization as they affect Canadian society. Prerequisites: two tier 1 General Studies courses.</td>
</tr>
<tr>
<td>POLI 310 Topics in Democratic Governance</td>
<td>This course examines the institutions and processes found in democratic government, with an emphasis on Canada. It studies the nature of politics and the expression of political interests and beliefs through mechanisms of citizen, various civil society groups, and political party actions. It looks at the institutional expressions of constitutions, legislatures, the judiciary, and public policy making by administration, measuring these against the ideals and spirit of democratic thought. Prerequisites: two tier 1 General Studies courses.</td>
</tr>
<tr>
<td>GEOG 210 Human Geography</td>
<td>Human geography examines how people, 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. It emphasizes how the physical characteristics of the earth's surface affect political, social, cultural, demographic, and economic dynamics throughout the world, and explores the potential effects of ecological threats. Prerequisites: two tier 1 General Studies courses.</td>
</tr>
</tbody>
</table>
### Table 4.4.2 Bachelor of Creative Arts Non-core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 211</td>
<td>Microeconomics</td>
<td>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.</td>
<td>Two tier 1 General Studies courses.</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Psychology of Everyday Life</td>
<td>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.</td>
<td>Two tier 1 General Studies courses.</td>
</tr>
<tr>
<td>HUMN 422</td>
<td>Topics in Technology and Society</td>
<td>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.</td>
<td>Two tier 2 General Studies courses.</td>
</tr>
<tr>
<td>HUMN 450</td>
<td>Design Thinking</td>
<td>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.</td>
<td>Two tier 2 General Studies courses.</td>
</tr>
<tr>
<td>HUMN 430</td>
<td>Topics in Power and Society</td>
<td>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 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.</td>
<td>Two tier 2 General Studies courses.</td>
</tr>
</tbody>
</table>
4.5 Course Schedule 1

Undergraduate Course Schedule 1 has been removed from this submission.
### 4.6 Course Schedule 2

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course #</th>
<th>Course Name</th>
<th>Core Semester Hours</th>
<th>Non-core Semester Hours</th>
<th>Prerequisite(s)</th>
<th>Highest earned degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BCAR 3013</td>
<td>Creative Arts in Cultural Context</td>
<td>44</td>
<td>None</td>
<td>PhD Cultural Studies, PhD Clinical Psychology, MA Gender Studies, MA Cultural Analysis and Social Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BCAR 3023</td>
<td>Creative Arts in Ethical and Legal Context</td>
<td>44</td>
<td>None</td>
<td>PhD Philosophy, LLB, MA Legal Studies, Master of Organizational Behav., Master of Law, M.Sc Sociology of Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC 330</td>
<td>Psychology of Creativity (required tier 1 GS course)</td>
<td>44</td>
<td>None</td>
<td>PhD Developmental Psychology, D.Phil. Clinical and School Psychology, PhD Psychology, PhD Clinical Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGL 101</td>
<td>Research and Composition (required tier 1 GS course)</td>
<td>44</td>
<td>None</td>
<td>PhD English Literature, PhD Philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ARTH 120</td>
<td>Western Art – Renaissance to Contemporary (required tier 1 GS course)</td>
<td>44</td>
<td>None</td>
<td>MFA, MA Art History, MFA</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>BCAR 3043</td>
<td>Research Methods for the Creative Arts</td>
<td>44</td>
<td>ENGL 101</td>
<td>PhD Comparative Literature, PhD Human and Organizational Systems, PhD Psychology, M.Ed. Higher Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BCAR 3053</td>
<td>Managing Talent</td>
<td>44</td>
<td>None</td>
<td>PhD Human and Organizational Systems, PhD Clinical Psychology, MBA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BCAR 3063</td>
<td>Creative Arts in Political and Public Policy Context</td>
<td>44</td>
<td>None</td>
<td>PhD Public Administration, PhD Political Studies, PhD Political Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BCAR 3073</td>
<td>Managing Projects in Creative Arts</td>
<td>44</td>
<td>None</td>
<td>PhD Business Administration, MA Creative Media Practice</td>
<td></td>
</tr>
<tr>
<td>Quarter</td>
<td>Course #</td>
<td>Course Name</td>
<td>Core Semester Hours</td>
<td>Non-core Semester Hours</td>
<td>Prerequisite(s)</td>
<td>Highest earned degree</td>
</tr>
<tr>
<td>---------</td>
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<td>--------------------------</td>
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</tr>
<tr>
<td>3</td>
<td>BCAR 4013</td>
<td>Financial Leadership for the Creative Arts</td>
<td>44</td>
<td>BCAR 3063</td>
<td>M.Ed. Higher Education</td>
<td>MBA</td>
</tr>
<tr>
<td></td>
<td>BCAR 4023</td>
<td>Criticism: Methods of Evaluating and Assessing Creative Activity</td>
<td>44</td>
<td>BCAR 3043</td>
<td>PhD Comparative Literature</td>
<td>MBA, PhD Social and Political Philosophy, PhD English Literature</td>
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<tr>
<td></td>
<td>BCAR 4113</td>
<td>Graduating Project 1</td>
<td>44</td>
<td>BCAR 3043</td>
<td>M.Ed. Higher Education</td>
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</tr>
<tr>
<td></td>
<td>Gen Studies Tier 2 Elective</td>
<td></td>
<td>44</td>
<td>Two Tier 1 GS courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gen Studies Tier 2 Elective</td>
<td></td>
<td>44</td>
<td>Two Tier 1 GS courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>BCAR 4033</td>
<td>Entrepreneurship and the Creative Arts</td>
<td>44</td>
<td>BCAR 3053 &amp; BCAR 4013</td>
<td>PhD Clinical Psychology</td>
<td>MBA, M.Ed. Higher Education</td>
</tr>
<tr>
<td></td>
<td>BCAR 4043</td>
<td>Global Perspectives on the Creative Arts</td>
<td>44</td>
<td>BCAR 3013</td>
<td>PhD Public Administration</td>
<td>MBA, PhD Political Studies</td>
</tr>
<tr>
<td></td>
<td>BCAR 4123</td>
<td>Graduating Project 2</td>
<td>44</td>
<td>BCAR 4113</td>
<td>M.Ed. Higher Education</td>
<td>PhD Social and Political Philosophy, PhD English Literature</td>
</tr>
<tr>
<td></td>
<td>Gen Studies Tier 3 Elective</td>
<td></td>
<td>44</td>
<td>Two Tier 2 GS courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gen Studies Tier 3 Elective</td>
<td></td>
<td>44</td>
<td>Two Tier 2 GS courses</td>
<td></td>
<td></td>
</tr>
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</table>

General Studies/Breadth Electives Available
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course #</th>
<th>Course Name</th>
<th>Core Semester Hours</th>
<th>Non-core Semester Hours</th>
<th>Prerequisite(s)</th>
<th>Highest earned degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2</td>
<td>ENGL 250</td>
<td>The Workplace in Fiction</td>
<td></td>
<td></td>
<td>ENGL 101</td>
<td>PhD English Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PhD Philosophy</td>
<td>PhD Philosophy</td>
</tr>
<tr>
<td></td>
<td>PHIL 300</td>
<td>Philosophical Thought and Leisure</td>
<td></td>
<td></td>
<td>Two Tier 1 courses</td>
<td>PhD Philosophy</td>
</tr>
<tr>
<td></td>
<td>SOCI 300</td>
<td>Sociology and Culture</td>
<td></td>
<td></td>
<td>Two Tier 1 courses</td>
<td>PhD Philosophy</td>
</tr>
<tr>
<td></td>
<td>POLI310</td>
<td>Topics in Democratic Government</td>
<td></td>
<td></td>
<td>Two Tier 1 courses</td>
<td>PhD Political Studies</td>
</tr>
<tr>
<td></td>
<td>GEOG 210</td>
<td>Human Geography</td>
<td></td>
<td></td>
<td>Two Tier 1 courses</td>
<td>MA Geography</td>
</tr>
<tr>
<td></td>
<td>ECON 211</td>
<td>Microeconomics</td>
<td></td>
<td></td>
<td>Two Tier 1 courses</td>
<td>Ed.D. Educational Leadership</td>
</tr>
<tr>
<td></td>
<td>PSYC 200</td>
<td>Psychology of Everyday Life</td>
<td></td>
<td></td>
<td>Two Tier 1 courses</td>
<td>PhD Psychology</td>
</tr>
<tr>
<td>Tier 3</td>
<td>HUMN 422</td>
<td>Topics in Technology and Society</td>
<td></td>
<td></td>
<td>Two Tier 2 courses</td>
<td>PhD Philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PhD Philosophy</td>
<td>PhD Political Studies</td>
</tr>
<tr>
<td></td>
<td>HUMN 450</td>
<td>Design Thinking</td>
<td></td>
<td></td>
<td>Two Tier 2 courses</td>
<td>MFA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MFA</td>
<td>PhD Political Studies</td>
</tr>
<tr>
<td></td>
<td>HUMN 430</td>
<td>Topics in Power and Society</td>
<td></td>
<td></td>
<td>Two Tier 2 courses</td>
<td>PhD Philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PhD Philosophy</td>
<td>PhD Political Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PhD Political Studies</td>
<td>Master of Law; M.Sc Sociology of Law</td>
</tr>
</tbody>
</table>
4.7 Work-integrated Learning Experience

The Bachelor of Creative Arts does not include practicums, internships, field placements, or any other work placement component.
4.8 Course Outlines

See Appendix E: Course Outlines.

4.9 Degree Completion and Bridging

Degree Completion: A description and justification of the degree-completion aspect of the Bachelor of Creative Arts is provided in Section 3.4.

Bridging: Yorkville University does not propose to “bridge” students to the Bachelor of Creative Arts. However, it has created an admission path for applicants who have a 4-term rather than a 6-term diploma in one of the creative arts and this path might result in some students taking additional courses at Yorkville. Essentially, this admission path requires applicants who have earned a four-term diploma to take additional studio courses and additional university-level breadth courses (see Section 3). Yorkville anticipates that many – perhaps most – of the applicants will have taken or will be able to take these additional studio and breadth courses at another university or college; that is, they will enter the BCA having satisfied this admission requirement. However, for those who are admitted to the BCA on the condition that they take one or more additional studio and/or breadth courses, Yorkville proposes to make the following additional courses available:

<table>
<thead>
<tr>
<th>Course</th>
<th>Table 4.9.1: Overview of BCA Additional Breadth Courses for Students Entering with Four-term Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 150 Professional Communication</td>
<td>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 all business correspondence, the capstone of this course is a formal research proposal or investigative report. Studies include electronic communication and oral reporting. Pre-requisite(s): none</td>
</tr>
<tr>
<td></td>
<td>This course addresses the communication, critical thinking, and application of knowledge degree outcome gaps.</td>
</tr>
<tr>
<td>Course</td>
<td>Table 4.9.1: Overview of BCA Additional Breadth Courses for Students Entering with Four-term Diploma</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>QRSS 100 Qualitative Research Methods for the Social Sciences</td>
<td>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. Prerequisites: none</td>
</tr>
<tr>
<td>ARTH 110 Western Art – Prehistoric to Gothic</td>
<td>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</td>
</tr>
<tr>
<td>Course</td>
<td>Calendar Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>AEST 210 Concepts of Beauty</strong></td>
<td>The panoramic, cross-disciplinary approach of the course explores basic concepts related to Beauty as a phenomenon. This includes: criteria of Beauty, laws of natural Beauty vs. laws of created Beauty, principles of harmony in different understandings and forms, symphonic/compositional principles, conventional and non-conventional understandings of beauty, and the rules of Beauty and their natural place within the creative process. A historical schema emphasizing contemporary and post-modern aspects of Beauty is followed. The course investigates the connectivity between the phenomenon of Beauty and other directions/fields that relate to the aesthetic dimension of reality, including philosophy, literature, spirituality, film, design, advertising and various experimental/interdisciplinary forms of cultural and aesthetic expression. Concepts of Beauty builds a deep understanding of the connection between Beauty and a variety of human activities offering a clear understanding of Beauty as a universal value and as an important dimension of reality. Prerequisites: none</td>
</tr>
<tr>
<td><strong>Studio courses</strong></td>
<td>Students will be assigned to appropriate Toronto Film school studio/applied/professional courses on a case-by-case basis.</td>
</tr>
</tbody>
</table>

Outlines of the breadth courses are appended.
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Instructor First Name</th>
<th>Instructor Surname</th>
<th>Highest earned degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 150</td>
<td>Professional Communication</td>
<td>Alexandra</td>
<td>Pett</td>
<td>PhD English Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Andrew</td>
<td>Fuyarchuk</td>
<td>PhD Philosophy</td>
</tr>
<tr>
<td>QRSS 100</td>
<td>Qualitative Research Methods for the Social Sciences</td>
<td>Peter</td>
<td>Buker</td>
<td>PhD Political Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wendy</td>
<td>O'Connor</td>
<td>PhD Social Psychology</td>
</tr>
<tr>
<td>ARTH 110</td>
<td>Western Art – Prehistoric to Gothic</td>
<td>Amy</td>
<td>Bagshaw</td>
<td>MFA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Barbara</td>
<td>Issherwood</td>
<td>MA Art History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nedi</td>
<td>Gavriliu</td>
<td>MFA</td>
</tr>
<tr>
<td>AEST 210</td>
<td>Concepts of Beauty</td>
<td>Nedi</td>
<td>Gavriliu</td>
<td>MFA</td>
</tr>
</tbody>
</table>
Section 5 Program Delivery

This section provides an overview of the modes that will be used to deliver the Bachelor of Creative Arts and the policies, procedures, and infrastructure in place to support program delivery.

5.1 Modes of Delivery, Overview

Bachelor of Creative Arts courses will be offered online and on-campus. For many students, the program as whole will be dual delivery in so far as students will take some courses on-campus and some courses online. On-campus courses also have significant online components as they are supported by a web-based learning environment (My Courses) which provides a single point of access to courses, campus community and other information. It includes a course management system, student services, faculty services, library, and general-purpose campus-community forums and other resources. This delivery provides a superior educational experience. It offers students easy and convenient access to course material and supporting information and services, provides solutions to students’ life style problems, and contributes to students’ sense of connectivity and community. The University’s website and online LMS platform are developed, integrated, and maintained in-house by the e-Learning Technology Group. The Online Campus also integrates custom and third-party software and services.

On-campus: The Bachelor of Creative Arts will be delivered at Yorkville University’s Steeles Campus. The campus houses the library, student services, faculty offices, 12 classrooms with a total seating capacity of 330, and a student lounge/cafeteria. Classrooms are well equipped with Internet connectivity and technologies that support learning and teaching. A full range of policies and procedures exists to ensure that students enjoy a safe and ethical environment and have access to fair and expeditious conflict resolution when such is needed.

Supporting documentation:
- Section 6, Capacity to Deliver, provides details about library, student support services, and classrooms available to students studying on campus.
- Policies, regulations, and procedures are found in the Academic Calendar (appended to this proposal, see Appendix A.) Among the policies, regulations, and procedures that create the framework and environment for program delivery are: Academic Freedom and Academic Responsibility; Academic Integrity (including plagiarism); Academic Appeals and Complaints; Harassment and Discrimination; Acceptable Use of Computers and Technology; Substance Abuse; Intellectual Property; Dispute Resolution; Grading; Student Records.

Online: Yorkville University has nearly fifteen years’ experience developing and delivering undergraduate and graduate degree courses and programs. Yorkville’s approach to e-learning builds on what is essentially a seminar model, emphasizing interaction among students and faculty members. Faculty members are trained in best practices for on-line learning and teaching and students have access to a range of supporting services, including information literacy resources available through the online library. The Instructional Design department, led by a PhD-prepared Associate Dean, comprises qualified and experienced experts who support faculty members in the design, development, and delivery of courses and students and instructors in the use of technology to facilitate learning, teaching, and collaboration. The technological infrastructure is implemented, monitored, and maintained by a similarly highly qualified and experienced Information Technology group led by the company’s Chief Information Officer.
**Supporting documentation:**

- Appendix Q: *Yorkville University’s Best Practices for Online and On-campus Delivery*.
- Appendix R: Faculty Development Workshop
5.2 Program Delivery, Quality Assurance

5.2.1 Quality assurance during program development:

Within Yorkville University, the impetus for the development of new academic programs may arise from a variety of sources. An orderly procedure for the development of an idea into a coherent academic program offering occurs according to the following general process. Program ideas are put forward by staff, faculty members, administrators and participants about the possibilities of new programs. These ideas are expanded, relevant data are obtained, and viable ideas are outlined for presentation to the Board of Governors. Once a decision is taken to develop a proposal for a new program, an appropriate academic leader (Dean, Chair, or Director) is identified or recruited and an ad hoc Program Advisory Committee is struck. If the academic leader requires support in developing the proposal, an appropriately qualified consultant might be retained as project manager to help the academic leader develop the proposal, recruit faculty members, and shepherd the program proposal through the approval process.

In the case of the Bachelor of Creative Arts, the idea for such a program arose out of planning led by Yorkville’s President. Once the Board had agreed that an academic and business case existed for developing such a program, the president hired a project manager, John Crossley, to develop a program proposal. A faculty steering committee comprised of instructors from several relevant diploma and degree programs and an ad hoc Program Advisory Committee were also struck. In due course, Adam Till, Director of the Toronto Film School’s Writing for Film and Television diploma program, was named Chair of the Bachelor of Creative Arts.

During the development of new programs, quality assurance is achieved by close interaction between the project manager writing the proposal, the academic head of the new program, the professional/industry ad hoc Program Advisory Committee, and the faculty steering committee. Thus, for the Bachelor of Creative Arts, a preliminary “prospectus” or overview suggesting program outcomes, general structure, and possible course names was prepared by the project manager and shared with the Chair and members of the Faculty Steering Committee and the Program Advisory Committee. After repeated revisions and consultations, consensus was achieved around entrepreneurship/leadership outcomes, structure, and courses to be included. This consensus allowed the project manager, Chair, and steering committee to draft calendar-level course descriptions, which were again shared and revised until consensus was achieved, and to recruit faculty members to design courses. The Chair and project manager were also then in a position to prepare a detailed executive summary/overview of the proposed program, for formal consideration by the ad hoc Program Advisory Committee. The Program Advisory Committee recommended changes to the program outcomes and to the curriculum. Once these design changes were made, the detailed proposal could be completed.

Supporting documentation, quality assurance during program development:
- Project manager curriculum vitae (John Crossley), see Appendix P.
- Chair, Bachelor of Creative Arts curriculum vitae (Adam Till), see Appendix P.

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7 The general business feasibility of offering the proposed program is also examined. This includes an analysis of student demand, available employment and average wages, employer demand, marketing requirements to generate sufficient interest on the part of qualified students, as well as the specific financial investment (start-up costs, library costs, technological equipment, etc.) which might be needed to successfully launch the new program.
• Ad hoc Program Development Advisory Committee: details of membership and minutes of meetings are included in Appendix D.
• Bachelor of Creative Arts Faculty Steering Committee: List of members – below.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboud</td>
<td>Karen</td>
<td>Faculty Member, fashion and interior design.</td>
</tr>
<tr>
<td>Buker</td>
<td>Peter</td>
<td>Chair, General Studies</td>
</tr>
<tr>
<td>DaSilva</td>
<td>Paul</td>
<td>Faculty Member, Film Production</td>
</tr>
<tr>
<td>Hassan</td>
<td>Mohamed</td>
<td>Faculty Member, Cinematography</td>
</tr>
</tbody>
</table>

5.2.2 Quality assurance, course design and development:

Course design: Twelve new Bachelor of Creative Arts courses and one new General Studies course were designed for this proposed program. Designers were selected by the Chair and the Project Manager from among current Yorkville University and Toronto Film School faculty members and from among applicants who responded to an advertisement for expressions of interest from potential faculty members. Each course designer was provided with an executive summary of the proposed program, so she/he could see how their particular course fit into the program. Designers were also given a list of the program objectives/learning outcomes that their course would be expected to meet. Finally, each designer was provided with a “basic outline” template developed by Yorkville’s instructional design group. Designers of five of the courses were asked to collaborate with an “industry reviewer” who would provide practitioner advice about course content and design at the beginning of the design process and who would review and comment on the penultimate draft of the basic outline. Completed basic outlines were reviewed by the Project Manager for completeness and passed to the Chair who either approved the outline or asked for modifications. See Appendix S for a list of the BCA Course Designers.

Full Course Development: Once Yorkville has received Minister’s consent to offer the Bachelor of Creative Arts, full development of courses will begin. Courses will be developed for both in-class and online delivery. Because of the detailed development needed to prepare material for online delivery, course development will be guided by the processes and standards established by the instructional design group. The development process for online courses is described in Appendix T.

Preliminary to course development, the Associate Dean, Instructional Design, will work with the Chair of the Bachelor of Creative Arts to develop guidelines for course developers. These guidelines will establish parameters for the quantity and type of work assigned to students, provide guidance about assessment and rubrics, and ensure that courses are designed to achieve learning outcomes. A sample of such guidelines, borrowed from the Bachelor of Business Administration program, is provided as Appendix T.

Supporting documentation, quality assurance, course design and development:
• Appendix T: Course Development Process – Narrative from the Associate Dean for Instructional Design &Course Design Guidelines
• Exhibit 5.1: Standards for Rubrics and Grading
5.2.3 Quality assurance, ongoing program delivery:
Yorkville has in place a full array of policies and procedures to assure and monitor the quality of program delivery. On a routine ongoing basis, evidence is gathered from students and instructors about the effectiveness of course delivery and the relevance and effectiveness of that delivery to the achievement of each program’s intended learning outcomes. Policy and procedures are in place to require and guide routine modification of courses from term-to-term and full review of courses on a regular cycle. Programs are reviewed comprehensively on a regular cycle that is connected to the cycle of review and renewal of programs by PEQAB. To ensure that quality assurance policy and procedures are implemented, each unit of the university has a curriculum committee and each program works closely with a Program Advisory Committee.

Course Revision in Ongoing Programs: A course design can never be complete or perfect. Faculty and administration engage in a revision process so that the curriculum will evolve over time and as circumstances change. Each course and program must evolve based on knowledge advances; changes in regulatory environments; and changes in the needs of participants, employers, and the publics they serve.

• Yorkville University maintains three regular components to its evaluation process:
  o a term-end internal review cycle,
  o a two-year internal review cycle, and
  o a program review (see Section 10).

  Term-end Internal Review Cycle: At the conclusion of each course, an electronically-based Student Course Evaluation (See 5.2, below) is administered to participants. The results of this survey are reviewed by the Dean and the individual course instructors, problems are identified and means for resolving the problems are proposed, and minor modifications are proposed for the course.

  At the conclusion of each trimester, the faculty members are asked to take part in an online Faculty Council meeting to: provide feedback regarding course delivery, make suggestions for improving courses and programs, review participant achievement, and review information from Student Course Evaluations. These meetings will focus on what changes or modifications are needed to increase the quality of the courses and the learning outcomes for the participants.

  Modifications to courses must be approved by the Dean and implemented by the Instructional Designer.

  Two-year Internal Review Cycle: Every two years, the Faculty Council will meet to consider the accumulated assessments by the course instructors, and the participants. Upon the recommendation of the Faculty Council, concurrence of the administration, and subject to applicable regulatory constraints, new courses may be added to existing curriculum; and existing courses may be revised or removed from the rotation schedule.

  The Dean and Faculty Council determine what courses are to be added or deleted. For an addition, the Dean, seeking advice from faculty members and administration, devises an outline for the new course, and then recruits a subject matter specialist to plan the curriculum in detail (as described above). The recruited subject matter specialist will likely become the first
instructor of the course. The course is then added to the active curriculum, and evaluated in the normal evaluative cycles.

**Five-year Program Review:** See Section 10.

**Supporting documentation, quality assurance of ongoing program delivery:**
- Exhibit 5.2: Policy on Revising and Modifying Courses
- Exhibit 5.3: Faculty Curriculum Committees Policy

### 5.2.4 Student Feedback

Student surveys are completed at the end of each course. The purpose of these surveys is to determine how well students are able to work with the academic material and, when the course is offered online, with the online format/technology. Results of these assessments are used during the term-by-term, biennial, and program review processes. Students complete the end-of-course evaluation online. Except where “yes or no” responses are requested, the survey instrument uses a 5-point scale where 1 indicates strong disagreement and 5 strong agreement.

The survey instrument contains 13 questions. Questions include:

1. The course learning outcomes were stated clearly.
2. The required readings for this course contributed positively to my learning.
3. The discussion questions were relevant to the course learning outcomes.
4. The instructions and expectations for assignments and exams were clearly articulated.
5. It took me ___ hours per week on average to complete the requirements for this course.
6. What suggestions can you offer to improve this course?
7. The instructor communicated ideas and concepts clearly.
8. The instructor managed the course forums in a way that positively contributed to my learning.
9. The instructor responded to my inquiries within 48 hours.
10. The instructor provided timely feedback for applicability to future assignments.
11. I would like the instructor to do more of the following:
12. I would like the instructor to do less of the following:
13. Overall the instructor was effective and contributed positively to my learning of the subject matter.

This anonymous survey is completed online and not in the class. After the course has ended, results of the end-of-course survey are provided to the instructor and the academic head of the program. They are used by each instructor to improve her/his course and pedagogy and they are used by the head of the program to inform the end-of-term, biennial, and five-year quality assurance cycles.

**Supporting documentation, student feedback:**
- Exhibit 5.4: Policy on Student Evaluation of Courses and Course Instructors

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Survey Monkey is used to create and distribute end of course surveys. A reminder is posted in the courses on the Monday before course surveys open explaining the anonymous surveys. Links are added to survey pages to be opened by end of the last Thursday of the course. The surveys are then open for two weeks, closing at 6am on the second Friday following the close of the course. Results are then consolidated and provided to the associate dean and faculty members.
| Benchmark/standard                                                                 | Table 5.2 Quality Assurance of Delivery - Summary Narrative                                                                                                                                                                                                 | Supporting Evidence                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The institution conducts sustained, evidence-based and participatory inquiry to determine whether courses and the program are achieving the intended learning outcomes. The results of such inquiry are used to guide curriculum design and delivery, pedagogy, and educational processes. | Yorkville has routine policies and procedures that require systematic review of courses every term, full review of courses every two years, and full internal review of programs every five years. All reviews include participation by faculty members. Five-year reviews also include participation by Program Advisory Committees, students, and arms-length experts. Yorkville also has a well-developed course design and development process that ensures that design (and therefore delivery) of courses are based on solid pedagogy and focused on achievement of learning outcomes. | • Appendix T: Course Development Process – Narrative from the Associate Dean for Instructional Design & Course Design Guidelines  
• Exhibit 5.1: Standards for Rubrics and Grading  
• Exhibit 5.2: Policy on Revising and Modifying Courses  
• Exhibit 5.3: Faculty Curriculum Committees Policy  
• See Section 10 for additional Program Review Policies |
| Assessment of the delivery methods includes consideration of:                     | • The quality and effectiveness of course delivery is reviewed routinely as part of the various quality assurance cycles.  
• Student feedback is sought and considered for every course every term.  
• Academic advising and interventions to support student progress are summarized in Section 6.  
• Students and faculty have ready access to technical support, particularly with respect to online and on-campus learning and teaching. | See the policies and procedures listed immediately above.  
• See policies and procedures for student feedback.  
• See Section 6 for policies and procedures for academic advising and student support.  
• See Appendix Q, *Yorkville University’s Best Practices for Online and On-campus Delivery*, for a detailed description of technical supports available to students and faculty members. |
| • their quality and effectiveness                                                | • Yorkville has the classrooms, library, and student services required to support face-to-face and online delivery.  
• Yorkville has the technology, expertise, library, and student services required to support online deliver. | See Section 6 for a description of the resources and services that support face-to-face delivery.  
• See Appendix Q, *Yorkville University’s Best Practices for Online and On-campus Delivery*, for a description of the resources and expertise that support online delivery. |
| • standardized and regular feedback from students                               |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                     |
| • provisions for pre-registration and ongoing academic advising                  |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                     |
| • policies concerning interventions for poor student progress                    |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                     |
| • availability and suitability of technical and other supports                   |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                     |
| The institution has the expertise and resources (including appropriate technological resources) to support the proposed delivery methods and to ensure their effectiveness. |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                     |
| The delivery methods contribute to and enhance the creation of academic community among students and between students and faculty. For | Yorkville encourages interaction among students and between students and faculty by the use of:  
• See Section 6 for a description of the resources and services that support face-to-face delivery. |                                                                                                                                                                                                                     |
<table>
<thead>
<tr>
<th>Benchmark/standard</th>
<th>Table 5.2 Quality Assurance of Delivery - Summary Narrative</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>online learning elements, this includes ensuring that</td>
<td>• Physical and online “student lounges” where students can share information, opinions, and experiences.</td>
<td>• See Appendix Q, <em>Yorkville University’s Best Practices for Online and on-campus Delivery</em>, for a description of the resources and expertise that support online delivery.</td>
</tr>
<tr>
<td>• the program/course design and the course syllabus make appropriate provisions for instructor-student and student-student interaction</td>
<td>• Chat, email, and discussion facilities built into the course management system and available for courses delivered both online and face-to-face.</td>
<td></td>
</tr>
<tr>
<td>• the technologies used to achieve interactions among faculty and students (e.g., email, telephone office hours, phone conferences, voicemail, fax, chat rooms, web-based discussions, computer conferences, threaded discussions) are adequate.</td>
<td>• Course design protocols that require and emphasise discussions and team work.</td>
<td></td>
</tr>
<tr>
<td>• the technologies used to achieve interactions among faculty and students (e.g., email, telephone office hours, phone conferences, voicemail, fax, chat rooms, web-based discussions, computer conferences, threaded discussions) are adequate.</td>
<td>• Enrollment practices that encourage progression of students in cohorts.</td>
<td></td>
</tr>
<tr>
<td>The technology used to deliver courses, both pedagogically and administratively, is adequate to facilitate program delivery.</td>
<td>Yorkville has well staffed and well equipped instructional design, learning technology, and IT infrastructure and support teams.</td>
<td>See Appendix Q, <em>Yorkville University’s Best Practices for Online and on-campus Delivery</em>, for a description of the resources and expertise that support online delivery.</td>
</tr>
<tr>
<td>Faculty involved in course delivery are adequately trained for the delivery mode.</td>
<td>All new faculty participate in a faculty development workshop that orients them to the technology used at Yorkville, policies and practices related to learning and teaching, and best practices in course delivery. Other faculty development workshops and training is provided to support all instructors.</td>
<td>See Appendix Q, <em>Yorkville University’s Best Practices for Online and on-campus Delivery</em>, for a description of the role of the Associate Dean for Faculty Development and the workshops and support that the Associate Dean provides to faculty members.</td>
</tr>
<tr>
<td>There are adequate resources and processes to acquaint faculty, students, and course designers with new software or systems as they are adopted for the delivery mode of the program</td>
<td>At the most general level, Campus News keeps students and faculty members informed of new or changing software and tools. The instructional design, learning technologies, and IT teams provide training sessions for faculty members and, when appropriate, for students. The instructional design team works one-on-one with course designers and, so, are ideally situated to acquaint them with new technologies. The online help desk is always available to help faculty members and students solve problems with existing or new technologies.</td>
<td>See Appendix Q, <em>Yorkville University’s Best Practices for Online and on-campus Delivery</em>, for a description of the resources available to support faculty members and students.</td>
</tr>
<tr>
<td>Benchmark/standard</td>
<td>Narrative</td>
<td>Supporting Evidence</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Academic support services are appropriate to the delivery mode of the program.</td>
<td>A full range of library, information literacy, registrarial, academic advisement, and technological support services is available to students, whether they are studying online or face-to-face.</td>
<td>See section 6 for a description of face-to-face and online support services.</td>
</tr>
<tr>
<td>An institution offering distance courses/programs ensures that there is a sufficient number of faculty qualified to develop, design, and teach the courses/programs.</td>
<td>There is a sufficient number of qualified faculty members to develop, design, and teach courses in the Bachelor of Creative Arts and in General Studies.</td>
<td>See Section 6.4 for a description of faculty resources available to develop, launch, and teach the Bachelor of Creative Arts.</td>
</tr>
<tr>
<td>Appropriate safeguards assure the authentication of student identity and the integrity of student work for online courses/programs. Policies and procedures assure the verification of student identity for coursework and examinations, and for the control of examinations, including but not limited to security, time limits, and the selection of proctors/invigilators.</td>
<td>Policies and procedures are in place.</td>
<td>See “Student Preparation and Protection” in Appendix Q, Yorkville University’s Best Practices for Online and on-campus Delivery.</td>
</tr>
</tbody>
</table>
**Exhibit 5.1: Standards for Rubrics and Grading**

Every graded assignment will have a rubric defining the criteria unique to the assignment. Student demonstration of having relatively demonstrated or mastered these criteria will be assessed according to the following grade definitions:

<table>
<thead>
<tr>
<th>Calendar Definition</th>
<th>Specific Letter Grades and GPA and % Equivalencies</th>
<th>Standard Required to Achieve the Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>A+ (4.3) 90 – 100%</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>A (4.0) 85 – 89%</td>
<td>Excellent. Evidence of at least mastery in all key performance areas and of expertise in most.</td>
</tr>
<tr>
<td></td>
<td>A- (3.7) 80 – 84%</td>
<td>Superior. Evidence of at least mastery in all key performance areas and of expertise in some.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>B+ (3.3) 77 – 79%</td>
<td>Very good. Evidence of mastery in all key performance areas.</td>
</tr>
<tr>
<td>Good: Evidence of grasp of subject matter; evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.</td>
<td>B (3.0) 73 – 76%</td>
<td>Good. Evidence of at least competence in all key performance areas and of mastery in most.</td>
</tr>
<tr>
<td></td>
<td>B- (2.7) 70 – 72%</td>
<td>More than competent. Evidence of at least competence in all key performance areas and of mastery in some.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>C+ (2.3) 67 – 69%</td>
<td>Competent. Evidence of competence in all key performance areas.</td>
</tr>
<tr>
<td>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.</td>
<td>C (2.0) 63 – 66</td>
<td>Fairly Competent. Evidence of competence in most but not all key performance areas.</td>
</tr>
<tr>
<td></td>
<td>C- (1.7) 60 – 62%</td>
<td>Basic competence. Evidence of competence in some key performance areas.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>D+ (1.3) 57 – 59%</td>
<td>Marginal Performance. Superficial ability but not competency in most key performance areas.</td>
</tr>
<tr>
<td>Minimally acceptable: Some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability.</td>
<td>D (1.0) 53 – 56%</td>
<td>Minimal performance. Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.</td>
</tr>
<tr>
<td></td>
<td>D- (0.5) 50 – 52%</td>
<td>Deficient performance. Superficial ability in only a few key performance areas and deficient performance in many areas.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>F (0.0) 0 – 49%</td>
<td>Failure. Deficient performance in all key performance areas.</td>
</tr>
</tbody>
</table>
Exhibit 5.2: Policy on Revising or Modifying Courses

Under the direction of the Dean, each Faculty of Yorkville University implements on-going processes designed to ensure program and course currency, quality and coherence.

On-going: Faculty are encouraged to provide regular input about course improvements as part of their responsibility and consistent with the policy on Academic Freedom.

At least once a year: The Dean of the Faculty meets with faculty members to identify what changes or modifications are needed to increase the quality of the courses and the learning outcome for students. Input from students in the form of course evaluation forms is reviewed.

Should a faculty member determine that changes are required for his/her respective course, the recommended changes must be submitted to the Dean at least one month prior to the next course start date. Once approved, all changes are implemented by the Instructional Design Department.

Every two years: Core faculty members as well as members of the Faculty Council review each course in detail and make recommendations for changes. Under the direction of the Program Dean, core faculty is assigned to update the course syllabus. Changes may include by are not limited to course assignments, reference materials, textbooks and supplementary learning materials.

Policy approved by the Board of Governors. March 23, 2009
Exhibit 5.3: Faculty Curriculum Committees Policy

The following policy was adopted by Senate on September 25th, 2012, and ratified by the Board of Governors on October 12th, 2012.

Curriculum Committees:

5. **General**: Each Faculty shall strike a curriculum committee that complies with the policies set out below.

6. **Mandate**: The Faculty Curriculum Committee provides guidance and makes recommendations regarding the Faculty’s academic programs and reviews course proposals and calendar changes in accordance with university policy. The Curriculum Committee makes recommendations to Faculty Council. Specific responsibilities include:
   - 6.1. Periodic review of programs and courses to ensure currency and effectiveness in accordance with University policy;
   - 6.2. Review of proposals for course and calendar changes, including proposals for new courses or programs, deletion of existing courses or programs, changes in courses or programs, changes in course numbers, units, titles, credit hours, or descriptions, amendments to courses already being offered, changes in pre-requisites or co-requisites;
   - 6.3. Review and development of policies concerning the review, development, and delivery of the Faculty’s programs and courses, including policies relating to assessment of students and student work;
   - 6.4. Promotion and stimulation of engagement by all members of faculty in curriculum review and development;
   - 6.5. Establishment of committees and working groups as required to consider specific matters related to the Faculty’s curriculum;
   - 6.6. Other activities that are reasonably connected to the quality, development, and delivery of the Faculty’s programs and courses.

7. **Policies related to the work of the Curriculum Committee**:  
   - 7.1. Course and Program Review and Revision Policy, adopted by Board of Governors, 23 March 2009  
   - 7.2. Policy on Revising and Modifying Courses, adopted by Senate, 20 July 2009  
   - 7.3. Policies on grading assessment of student work as published from time-to-time in the Academic Calendar

8. **Membership**: The Faculty Curriculum Committee shall normally be composed of 5 members, including:
   - 8.1. Dean of the Faculty
   - 8.2. Associate Dean of the Faculty
   - 8.3. At least two members of the core faculty
   - 8.4. One other faculty member or an alumnus
The Dean or the Associate Dean shall Chair the Committee.

Three members of the committee constitute a quorum.

9. **Meetings and conducting Committee business:**
   9.1. The Committee will meet at the call of the Chair.
   9.2. Meetings may be conducted in person, by teleconference or Internet, or by a combination of modes.
   9.3. Meetings may be asynchronous; documents and decisions may be circulated by email.

The Committee will maintain a record of all decisions and the basis or rationale for decisions.
Exhibit 5.4: Policy on Student Evaluation of Courses and Course Instructors

It is the policy of Yorkville University to ask students to assess both the Course and the Course Instructor at the end of each course.

Generally, students are asked to complete an online questionnaire during the final week of the course and prior to the release of final grades. When Student Services receives the Course Grading Confirmation Form, course instructors are sent an electronic summary of the Course Evaluation.

The Dean of the Faculty reviews the course evaluation results and will discuss any concerns with the Course Instructor.

Policy approved by the Board of Governors. March 23, 2009
Section 6  Capacity to Deliver

Preamble

Yorkville University has operations in Ontario, New Brunswick, and British Columbia.

In Ontario, the University has consent to offer a Bachelor of Business Administration in Project Management, which is offered through online and on-campus delivery modes. In New Brunswick, the University has designation to offer a Master of Arts in Counselling Psychology, Masters of Education in both Adult Education and Educational Leadership, and a Bachelor of Administration, all of which are offered online. In British Columbia, the University has consent to offer a Bachelor of Business Administration with specializations in Accounting, Energy Management, Project Management, and Supply Chain Management, which, like in Ontario, are offered through online and on-campus delivery modes.

Yorkville University has demonstrated to the provinces of Ontario, British Columbia, and New Brunswick that it has the governance and administrative capacity to operate a university in each respective province as per the respective provincial acts and regulations.

A description of Yorkville’s governance structure and copies of academic policies are included in the Academic Calendar, which is appended to this submission, see Appendix A.

Narrative and supporting evidence in Section 5 (Quality Assurance of Delivery), Section 7 (Credential Recognition), and Section 10 (Program Evaluation) of the current program proposal show that the development of the Bachelor of Creative Arts included appropriate participation by stakeholders, including academic staff.

The Bachelor of Creative Arts and Yorkville’s Mission, Goals, and Strengths

Yorkville University’s statements of vision, and mission, and educational philosophy are included in the Academic Calendar, which is appended to this program proposal. The Bachelor of Creative Arts is consistent with the mission of the University in that it:

- Provides “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;”
- Promotes access to a degree program for people who would otherwise find it difficult to avail themselves of continued post-secondary education;
- Will be flexibly delivered to fit students’ preferred learning styles and professional and personal schedules.

The learning objectives of the Bachelor of Creative Arts are consistent with the educational objectives of the University. In the Bachelor of Creative Arts students achieve:

- Depth of knowledge about entrepreneurship and leadership in the creative arts and breadth of knowledge and insights from several academic and professional disciplines;
- Competencies required for applied research related to the creative arts;
Yorkville University
Program Review Submission 2018: Bachelor of Creative Arts

- The professional capacity to bridge theory and practice and to bring both to bear on professional and work environments;
- The ability to communicate clearly and effectively, orally and in writing;
- The capacity for professional and ethical self-reflection and continued professional development as entrepreneurs and leaders in the creative arts.

The Bachelor of Creative Arts also builds on Yorkville’s established areas of educational and faculty expertise:

- **Expertise in delivering programs for adult learners**: Since its origin, Yorkville has focused on design and delivery of degree programs for adult learners who want to continue their post-secondary education but who face barriers in doing so, because the post-secondary education system does not effectively serve their needs and/or because their personal lives and career paths make it difficult for them to access degree programs. The university has developed technological and human resource expertise in the areas of instructional design and online and on-campus teaching and learning. As a degree-completion path for adult learners who already hold post-secondary credentials, the Bachelor of Creative Arts is a logical and natural continuation of an established strength.

- **Expertise in applied professional programs for career development and advancement**: Yorkville’s degree programs are sharply focused on new and enhanced career paths for graduates, whether those career paths be in counselling, adult education, educational leadership, project management, or business administration. The Bachelor of Creative Arts unambiguously builds on the University’s success with this type of program.

- **Faculty expertise in relevant areas**: The Bachelor of Creative Arts introduces a new credential at Yorkville University, but builds on existing areas of faculty expertise. Through its connections to the Toronto Film School, Yorkville has access to faculty expertise in several of the creative arts, including video game animation, interior design, fashion design, film and television production, acting, and writing for film and television. Yorkville’s Business Administration programs house faculty expertise in project management, entrepreneurship, and financial leadership. The Faculty of Behavioural Sciences provides faculty expertise in the understanding of creativity and the development and management of creative talent. Finally, instructors in general and liberal studies courses provide expertise in public policy and administration, sociology, law, and ethics.

The following sections show more specifically how the University’s library, computer, classroom and other resources, student support services, and faculty create and support the University’s capacity to deliver the Bachelor of Creative Arts.
6.1 Learning and Physical Resources

6.1.1 On-site and Electronic Library Resources

The Bachelor of Creative Arts is designed for face-to-face and online delivery. Students may be located in various regions throughout Canada and in variety of countries throughout the world. Therefore, the University provides them with access to a virtual library through online databases and a variety of Internet resources. Once they register for a program, students are provided access to library resources through the University’s online learning management system. There are orientations for each program of study to identify the online library and the services available to students. The orientations are also embedded in the front page of their syllabi as further integrated support. In short, the online library is at the heart of the student experience, whether that student is studying in a traditional classroom setting or in an online classroom.

The library is led and staffed by professional academic librarians. It provides reference services, resources that support information literacy, access to peer-reviewed scholarly databases, learning and research guides tailored to each degree program, and subject-specific links to relevant external sites, open-access journals, and other publicly available resources.

Professional Academic Librarians:

Yorkville University’s Librarian/Director of Library Services, Paul Graham, has two master’s degrees, a Master of Arts (Philosophy: Bioethics) from University of New Brunswick and a Master of Library and Information Studies from Dalhousie University.

His duties include:
- Developing and managing the library budget;
- Assessing the library needs of students, course instructors, course designers and other personnel involved in designing, delivering and monitoring online programs; recommending changes to the collection based on this assessment;
- Supporting administrators, faculty members and course developers to ensure appropriate library resources and services are available for each online course;
- Developing methodologies, as appropriate, for providing library services, including online reference support;
- Investigating and promoting the use of automated and innovative technologies or communications systems appropriate for meeting the needs of students;
- Developing partnerships with information technology services personnel to provide the necessary technical support to students;
- Promoting library services to students and faculty members;
- Developing and delivering library instruction programs for students and faculty members to assist them in developing and improving their research skills using electronic resources;
- Evaluating and monitoring the University’s library and information resources and services and recommending improvements.

In 2017, a second academic librarian position was created. Kathy Coorsh started in the role as Librarian on January 29, 2018, and is located in Toronto at Yorkville’s Steeles Avenue campus. This has significantly increased the University’s capacity to provide reference services to students and to develop
research and study guides for the Bachelor of Creative Arts. Her curriculum vitae can be found in Appendix F.

**Reference Services:**

Students and faculty members can request support and assistance in finding specific library resources via email, telephone, or Skype (video and/or text chat). Special access is also available as an integrated “Ask Yorkville’s Librarian” within the database features, so students can ask a question while searching, for example, an EBSCO database. The library is available 24 hours a day year round. Requests for assistance are handled during the business day they are received or, if received outside business hours, on the next business day; however, the librarian regularly checks emails to identify any urgent requests. The library regularly responds to questions about:

- Research and academic references;
- Required books for courses and ebook access;
- Technical issues such as using particular software or a database feature;
- Copyright and intellectual property (often asked by course designers as well as students);
- Online tutoring services and support;
- Assessing the needs of and planning a major research project.

Responding to students may involve providing alternative sources of information, such as: helping students find information close to their location using WorldCat online catalogue; assisting students in finding open access Journals or ebooks; and directing students to local public library and alumni services for additional resources.

The University Librarian also publishes a weekly “Library Spotlight” informing students and faculty members of new resources. He works closely with deans, associate deans, and program chairs to identify the optimal content for the Spotlight.

**Information Literacy:**

The University Librarian is committed to information literacy and helping students become better and more critical finders and users of material online. Within the online library, the Librarian has provided tools and links to resources and tutorials that help users acquire and develop their online research and information literacy competencies.

**Research and Learning Resources: Academic Databases**

The University currently subscribes to the following databases:

**Academic Search Complete (EBSCO)** is the world’s most valuable and comprehensive scholarly, multi-disciplinary full-text database, with more than 8,500 full-text periodicals, including more than 7,300 peer-reviewed journals. In addition to full text, this database offers indexing and abstracts for more than 12,500 journals and a total of more than 13,200 publications including monographs, reports, conference proceedings, etc. The database features PDF content going back as far as 1887, with the majority of full text titles in native (searchable) PDF format. Searchable cited references are provided for more than 1,400 journals.
Art Source (EBSCO): This database covers a broad range of related subjects from fine art to decorative and commercial art. It includes Art Index Retrospective, Art Index, Art Abstracts, Art Full Text, Art & Architecture Complete, and over 70 additional full-text journals.

ArtBooks 24/7 (ProQuest): Scholarly ebook collections from leading publishers focusing on the Arts and Humanities.

Business Source Complete (EBSCO) is the world’s definitive scholarly business database, providing the leading collection of bibliographic and full text content. As part of the comprehensive coverage offered by this database, indexing and abstracts for the most important scholarly business journals back as far as 1886 are included. In addition, searchable cited references are provided for more than 1,300 journals.

Regional Business News (EBSCO) provides comprehensive full text coverage for regional business publications. Regional Business News incorporates coverage of more than 80 regional business publications covering all metropolitan and rural areas within the United States.

CBCA Business Collection and Canadian Business & Current Affairs (ProQuest) provides in depth access to a broad range of Canadian business periodicals. It satisfies the information needs of business professionals, journalists, students, and teachers interested in business issues in Canada. Over 400 journals make up the collection, with file depth back to the early 1980s. Trade journals, general business publications, academic journals, topical journals, and professional publications are all included.

Education Research Complete (EBSCO) is the definitive online resource for education research. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as multilingual education, health education, and testing. Education Research Complete provides indexing and abstracts for more than 2,100 journals, as well as full text for more than 1,200 journals, and includes full text for nearly 500 books and monographs.

PsycARTICLES (EBSCO): from the American Psychological Association (APA), is a definitive source of full text, peer-reviewed scholarly and scientific articles in psychology. It contains more than 153,000 articles from nearly 80 journals published by the American Psychological Association (APA), its imprint the Educational Publishing Foundation (EPF), and from allied organizations including the Canadian Psychological Association and the Hogrefe Publishing Group. It includes all journal articles, book reviews, letters to the editor, and errata from each journal. Coverage spans 1894 to the present and nearly all APA journals go back to Volume 1, Issue 1.

PsycEXTRA (EBSCO): produced by the American Psychological Association (APA), is a bibliographic and full-text companion to the scholarly PsycINFO database. The document types included in PsycEXTRA consist of technical, annual and government reports, conference papers, newsletters, magazines, newspapers, consumer brochures and more. It contains around 200,000 records that are not indexed in any other APA database.

Psychology & Behavioral Sciences Collection (EBSCO) is a comprehensive database covering information concerning topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods. This is the world’s largest full text psychology database offering full text coverage for nearly 400 journals.
Education Journals (ProQuest): give users access to over 1,020 top educational publications, including more than 640 of the titles in full text. Offering complete information on hundreds of educational topics, this database offers complete text and images from journals such as: Childhood Education, College Teaching, Harvard Educational Review, Journal of Athletic Training Educational Theory, Image articles include all the charts, tables, diagrams, and other graphical elements often used to enhance the editorial value of articles that focus on education topics. ProQuest Education Journals covers not only the literature on primary, secondary, and higher education but also special education, home schooling, adult education, and hundreds of related topics.

Education Journals (SAGE): This is a set of specialized journals for Education. Overall, 65% of SAGE’s journal content is ranked in the 2014 Journal Citation Reports® (Thomson Reuters, 2015). Scholarly and professional research is published in partnership with more than 350 key societies. Coverage is interdisciplinary with coverage spanning the humanities, social sciences, and science, technology, and medicine.

ERIC (US Government/ProQuest): This database is sponsored by the U.S. Department of Education to provide extensive access to education-related literature. ERIC provides coverage of journal articles, conferences, meetings, government documents, theses, dissertations, reports, audiovisual media, bibliographies, directories, books and monographs.

Other resources that support creative arts:
- Digital Tutors (Pluralsight): Online training for digital artists, professional software developers and IT administrators giving access to a library of over 3,000 courses.
- Style Sight (StyleSight Inc.): Access to online resources that support fashion and interior design.
- Playback (Brunico Communications Ltd.): Online resources and digital journal that support film studies and video gaming.

Research and Learning Resources: Learning and Research Guides and Tutorials:
For each program, the University Librarian, working with deans, associate deans, chairs, and faculty members, develops program- and course-specific online guides to help students learn where to find information and analysis particularly important or unique to their area of study. This is expected to be a particularly valuable research and learning support for the Bachelor of Creative Arts.

Research and Learning Resources: Links to Other Online Resources:
For each degree program, the Yorkville online library provides a purpose-designed section that addresses subject matter that supports that program. This is an organization of links to supportive materials external to the University, such as open access journals, open access eBooks, professional associations, journals, as well as statistics and data. In the first stage, the librarian collects and organizes resources in a logical order. The next stage is to shape the resources specifically to be supportive to course objectives in a more strategic fashion. For example, to support students in the Bachelor of Business Administration program links are organized in the following way:
- Reference (e.g., Annual Reports, blogs, company information)
- Open Access Journals (e.g., Directory of Open-Access Journals)
- Open Access eBooks (e.g., Directory of Open-Access ebooks)
• Statistics & Data (e.g., Industry Canada Company Profiles)
• Government Information (e.g., BC’s Employment, Business & Economic Development)

A similar resource for the Bachelor of Creative Arts will include links to various arts agencies/organizations and to publicly available databases of artistic creations and works.

Library Policies

The University Board has approved the following policies relating to the online library and the work of the University Librarian.

Collection Policies (Approved: Board of Governors. March 23, 2009)

Yorkville University’s Online Library will support the University’s mission by providing access to relevant databases, e-books and other electronic resources to meet the needs of students studying in the University’s programs of study.

The Library will acquire and license electronic resources and make these accessible through the Online Campus. The Library will also make appropriate Internet resources available to students and faculty members through the Online Campus. These electronic resources will be appropriate in scope and format to:

• Support the curriculum.
• Assist students in completing course assignments, projects and major academic papers.
• Supply copies of recommended or supplementary readings to online students, when available.
• Support the library needs of faculty members for course development, preparation, delivery and assessment.
• Satisfy the need for reference and bibliographic information.

Policies Re: Ordering/Budgeting Allocations (Approved: Board of Governors. March 23, 2009)

Administrative Policy

The University Librarian will coordinate activities with academic, student and technical services personnel in the delivery of online library services; and is responsible for performing the following related administrative functions:
1. Assessing the library needs of students, course instructors, course designers and other personnel involved in designing, delivering and assessing online programs.
2. Participating with administrators, faculty members and course developers to ensure appropriate library resources and services are available for each online course.
3. Developing methodologies, as appropriate, for providing library services.
4. In consultation with the Director of Online Education and Instructional Technologies, investigating and promoting the use of automated and innovative technologies or communications systems appropriate for meeting the needs of students.
5. Developing partnerships with the Information Technology services personnel to provide the necessary technical support to students.
6. Promoting library services to students and faculty members.
7. Developing and delivering library instruction programs for students and faculty members to assist them in developing and improving their research skills using electronic resources
8. Developing a methodology for evaluating the library and information resources and services.

**Funding Policy**
Yorkville University will provide continuing, appropriate funding for library services for the development, delivery and evaluation of online programs and courses.

1. The Library, under the leadership of the University Librarian, will develop an annual budget to address the library needs of Yorkville University’s programs of study.
2. Financial support for online learning programs is a recurring item in the budgeting process of Yorkville University.
3. Subject to available funding, funds are to be allocated on a schedule that matches the budgeting cycle for acquiring and renewing resources to meet the needs of online learning programs.
4. The budget for library services shall reflect real costs based on formally defined needs and the changing demands of online learning programs, including the changing enrolment within programs of study.

**Accessibility and Usage of Information Services** (Approved: Board of Governors. March 23, 2009)

**Policy on Library Services**
To meet the needs of Yorkville University’s online learning programs, the University Library will provide a wide range of services and will work to promote equitable access to all resources for online students.

All online students and faculty members shall have a means to access these services:
- Consult with library staff by toll-free telephone, email or fax.
- Obtain assistance in conducting subject and literature searches on course topics.
- Request general reference assistance
- Obtain access to recommended or supplementary readings.
- Obtain copies of specific articles for course purposes in compliance with Canadian Copyright law.
- Access the Yorkville University Library web page and any bibliographic or full-text databases or web links which are mounted on the system
- Receive instruction or orientation in using library resources for course-related inquiries
- Acquire basic information literacy skills to fulfill course requirements
- Provide feedback to the University regarding library services and resources.

The Library will work to promote equitable access to all resources for online students by means such as:
- Training users how to effectively locate electronic information and to download this information for their own use.
- Instructing users in managing electronic information.
- Instructing users in the use of appropriate software to cite all literature sources, including electronic sources.
- Collaborating with academic staff to develop policies on adherence to Canadian Copyright law
- Supplying electronic documents in print format when available in compliance with Canadian Copyright law to online learners and faculty members

**Quality Assurance:**
**University Librarian:** The University Librarian is charged with the responsibility of ensuring that the online library and the services provided to students and faculty are current and sufficient to support the curriculum and graduate-level student research.

**Program-level quality assurance:** The librarian collaborates with the Program Chair, the Associate Dean of Instructional Design, core faculty, and faculty course developers to ensure that library holdings and services meet the needs of students and instructors. The currency and relevance of the holdings within the various databases to which the University subscribes are assured by the database providers.

**Institutional quality assurance:** The University Librarian is guided by an advisory committee comprising faculty and students from all University programs. Minutes of meetings of this advisory committee are available for review during the site visit.

**6.1.2 Computer Resources and Web Access**

It is anticipated that many, probably most, students will have their own laptop computers and/or tablets with which to access the online classroom and library and on which to complete assignments. Therefore, all of Yorkville’s campuses provide robust wireless Internet access in all classrooms, the library, and public areas. For students who do not have their own computer, Yorkville provides workstations equipped with Internet-connected computers and access to printers. At the Steeles Avenue campus, where Bachelor of Creative Arts courses will be taught, there are 187 computers available to students, each of which has Internet access. It is anticipated that BCA student numbers will total 35 to 50 the year the program is launched and 100 to 150 per year when the program is fully implemented. The available computer resources should suffice.

**6.1.3 Classroom Space and Seating Capacity**

Yorkville’s Steeles Avenue campus has twelve (12) classrooms with a combined seating capacity of 330. Although classes from other programs are scheduled in these rooms, the University does not expect the addition of the Bachelor of Creative Arts to overtax availability of classroom space.

**6.1.4 Specialized Equipment, Workstations and Laboratory Space**

No specialized equipment, workstations, laboratories, or other physical resources are required to launch or maintain the Bachelor of Creative Arts.
6.2 Resource Renewal and Upgrading

Yorkville routinely and regularly reviews the adequacy and currency of its physical and technological resources. Such reviews are a required component of the five-year program review policy (see Section 10).

The annual budget development process also includes reviews of resources. Heads of academic and support units are asked each year to identify where new resources are required or existing resources need to be upgraded. Thus, the Chief Information Officer is tasked with ensuring the I.T. infrastructure is able to support the functions of the University and maintains a schedule for upgrading resources in his area. Similarly, the University Librarian, working with the Library Advisory Committee, Vice President Academics, and Deans ensures the currency and sufficiency of library resources. Campus Principals are charged with ensuring that local and program-specific resources on their campuses are monitored and that budgets include requests for funds to upgrade or adopt new resources. That this process works can be seen in the fact that resources have, in fact, been kept current at all of Yorkville’s campuses in Ontario, New Brunswick, and British Columbia.
6.3 Support Services

Student Services

Student services are embedded in the culture and operations of Yorkville University. The library provides a variety of tutorials and other resources to support students in areas such as information literacy, academic writing, and research competencies. It also houses the Student Online Support (SOS) resource, which guides students on a large number of specific topics where they might need assistance. As described below, specialized Program Advisors, located within the Registrar’s Office, help students navigate progression through their programs, from first classes through to graduation. The Registrar’s Office as a whole is centered on student service and support. In addition, Information Technology and e-Learning specialists provide help-desk support for users of the online classroom.

The following services are available to all students, whether they are studying online or face-to-face.

Ask YU – A Consolidated Help-Desk

Yorkville University recently introduced a single access point for student and faculty inquiries. Ask YU is accessible to any student or faculty member via a constantly available link in My YU. Within Ask YU, students and faculty members have the option of searching a database of self-service advice or of submitting a question. Ask YU directs questions to the inbox of the member of Yorkville’s staff best positioned to help. The person seeking assistance receives an answer within 24 hours by email from a staff member in the relevant support or academic unit: campus principal, Faculty Dean or designate, library, registrar’s office, student services/program advisors, bursar, information technology services, or instructional design department.

Writing lab

In addition to these services, the Deans of Behavioural Sciences and Education recently introduced a Writing Lab with resources and activities to help graduate students hone their written academic communication skills. The Lab uses the online Moodle-based classroom, with which students are familiar from their regular Yorkville courses. There are several units for students to work through including narrated PowerPoint presentations, recommended resources, and suggested learning activities. A discussion thread is also available where students can post questions and comments they may have as they work through the lab’s activities and develop their academic writing and APA skills. New discussions sharing various writing tips and strategies are posted weekly. A relatively small editing service is also available; here the lab’s team will review 2-3 pages of writing, providing detailed feedback which the student can then apply to future papers. There is no cost to access the lab and participation is completely voluntary; it is up to the student whether or not he or she makes use of the lab’s services. The Writing Lab team includes a Coordinator, who is a member of faculty, and two Teaching Assistants.

Registrar’s Office and Student Services

Yorkville University’s Registrar’s Office is responsible for all student records, both current and historical. The Registrar’s Office is responsible for many of Yorkville University's student services including enrollment services, graduation services, transfer credits, academic advising, appeals, and academic transcripts. 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 and program support.

The Registrar’s Office oversees all program advising, conflict resolution, academic support, and general student assistance.

Registrar’s Office staff is available Monday to Friday during regular business hours. Requests for advice or support can be made at any time through email, web-form, or a toll-free telephone number. All requests received outside of business hours are handled the next business day.

**Program Advisors within the Registrar’s Office:** Program Advisors respond to students’ concerns and either resolve problems or refer students to the appropriate persons for assistance. The Program Advisors also identify students who show signs of being at risk academically and work with those students to develop plans for success. In addition, the team of program advisors fosters and facilitates student participation in University life, including University governance.

**Campus**

A web-based environment, *Campus* provides a single point access to courses, the library, the campus community and other information. *Campus* includes access to the Course Management System, Student Services, Financial Services, Bookstore and Textbook Exchange, Career Information Exchange, Library Services, the *Student Lounge*, and other resources such as forms for completing administrative tasks. *Campus* is available only to registered participants, faculty members, and staff.

*Campus* is developed and maintained by the University's information technology and e-learning design personnel and integrates customized and third-party software and services.

**Bookstore**

The bookstore (currently supported by NuSkule Inc.) provides an online source of textbooks used in University courses (although participants are not required to purchase from it). The University also facilitates a textbook exchange program. Any additional requests related to bookstore and textbook exchange activities will be handled by new additions to the Student Services staff.

**Admissions**

The Admissions Department responds to admission inquiries from potential students, guides applicants through the application and admissions processes, and conveys completed applications to the Registrar and the BCA Admissions Committee. Within the Admissions Department, a team of admissions advisors works exclusively with applicants for the Bachelor of Creative Arts. Admissions personnel are available weekdays, between 8:30 am and 4:30 pm. Requests for information received outside of business hours are handled on the next business day.

**Bursar Services**

The Bursar’s office works with students in all Yorkville University degree programs to manage the financial relationships between the students and the University. The Bursar is available weekdays, between 9:30 am and 5:30 pm and provides a variety of information for students regarding the payment
of tuition and other fees and the acquisition of student loans. Requests for information submitted outside of business hours are handled on the next business day.

<table>
<thead>
<tr>
<th>Support Service</th>
<th>Brief Description of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>Students in need of academic advisement first consult their appropriate instructor. If necessary, students can go directly to their department coordinator and to their department director for academic advising.</td>
</tr>
<tr>
<td>Student Finance</td>
<td>Students with questions about financial options can go directly to the Bursar, who deals with student finance accounts, payment options, OSAP etc.</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>Career counseling services are provided by the Career Services office. Students seeking career advice may contact their placement officer or the Director of Career Services.</td>
</tr>
<tr>
<td>Personal Counseling</td>
<td>Students may contact the Director of Enrolment Services for assistance with personal issues. Students may then be given contact names and/or phone numbers to seek additional counseling outside the college.</td>
</tr>
<tr>
<td>Placement</td>
<td>Career counseling services are provided by the Career Services office. Students seeking career advice may contact their placement officer or the Director of Career Services.</td>
</tr>
<tr>
<td>Services for Students with Disabilities</td>
<td>Facilities and programs are accessible to persons with disabilities, and individuals with disabilities are encouraged to apply and to enroll. The University will provide reasonable accommodation to any student with a disability. A student needing disability accommodation must inform their Program Advisor. Students with an assessment of learning disabilities are encouraged to provide an assessment to the Student Services Department and Student Finance Department. Such assessments are held in confidence but are used to facilitate an action plan that addresses special needs.</td>
</tr>
</tbody>
</table>
| Tutoring                         | Tutoring Services assists students with a variety of academic challenges, such as math, writing, and general academic/personal skills development. Tutoring Services is considered a division of library services, and so works collaboratively to support student academic improvement. Tutoring Services identifies areas where the library can provide information literacy support, such as the creating of the “Achieving Research Success!” student guide. In other cases where the
<table>
<thead>
<tr>
<th>Support Service</th>
<th>Brief Description of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring Services</td>
<td>question concerns writing, math or study skills development, the person is referred to Tutoring Services for further one-to-one and group instruction/assistance.</td>
</tr>
</tbody>
</table>
6.4 Faculty

Yorkville has available a sufficient number of appropriately qualified faculty members to launch and maintain the Bachelor of Creative Arts. Some of these faculty members currently teach in other programs or in General Studies at Yorkville or the Toronto Film School. Others have expressed a clear and firm willingness to teach specific courses in once the Minister has given consent for it to be offered. The total staff requirements to launch and maintain the Bachelor of Creative Arts are summarized in Table 6.2, below. The projections are based on quarterly delivery of the program (i.e., four starts per year), and conservative estimates of retention and graduation rates.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cumulative Enrolment Full-Time Students</th>
<th>Cumulative Full-Time Faculty Equivalents</th>
<th>Cumulative Part-Time Faculty Equivalents</th>
<th>Teaching Assistants, Technical Support, etc.</th>
<th>Ratio of Full-time Students to Full-Time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>100</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>1:25</td>
</tr>
<tr>
<td>Year 2</td>
<td>175</td>
<td>6</td>
<td>9</td>
<td>1</td>
<td>1:30</td>
</tr>
<tr>
<td>Year 3</td>
<td>180</td>
<td>6</td>
<td>9</td>
<td>1</td>
<td>1:30</td>
</tr>
<tr>
<td>Year 4</td>
<td>185</td>
<td>6</td>
<td>9</td>
<td>1</td>
<td>1:30</td>
</tr>
</tbody>
</table>

Yorkville University has instructors available to teach each of the core courses in the Bachelor of Creative Arts. Every instructor has at least a Master’s qualification and two thirds of them have doctoral qualifications. Course Schedule 1 summarizes how each instructor’s academic qualifications and/or work experience qualify that person to teach the course.

Appendix G: Bachelor of Creative Arts – General Studies Faculty (attached) shows instructors available to teach the breadth and geneal studies courses that will be available to students in the Bachelor of Creative Arts. Again, every individual has at least a Master’s qualification and 70% have doctoral qualifications.
Policies Pertaining to Faculty:

A complete and current statement of academic policies, many of which affect faculty members, (academic freedom, conflict of interest, ethical standards, harassment and discrimination, intellectual property, academic integrity and honesty, dispute resolution) is found in the Academic Calendar, a copy of which is appended to this proposal. In addition to these academic policies, the following policies related to faculty have been adopted by the Senate and/or the Board of Governors.

The following policies are reproduced below:
- Appointment and Employment of Faculty Members (approved by the Board of Governors on March 23rd, 2009 and amended by the Board on October 12th, 2012);
- Faculty Responsibilities (approved by the Board of Governors on March 23rd, 2009 and amended by the Board on October 12th, 2012);
- Faculty Teaching Load (approved by the Board of Governors on March 23rd, 2009 and amended by the Board on October 12th, 2012);
- Faculty Remuneration (approved by the Board of Governors on March 23rd, 2009 and amended by the Board on October 12th, 2012);
- Faculty Files (approved by the Board of Governors on March 23rd, 2009);
- Faculty Review and Performance Evaluation (approved by the Board of Governors on March 23rd, 2009, and amended by the Board on October 12th, 2012);
- Termination of Faculty Members’ Contracts (approved by the Board of Governors on March 23rd, 2009);
- Faculty Appeals (approved by the Board of Governors on March 23rd, 2009);
- Intellectual Property (approved by the Board of Governors on March 23rd, 2009);
- Faculty Research (approved by the Board of Governors on March 23rd, 2009)
- Policy for Ethical Conduct of Research Involving Humans (As amended and approved by Senate, February 25th, 2013)

In addition to the policies listed above, the following guidelines that affect faculty members’ roles and responsibilities are included:
- Ethical Standards
- Conflict of Commitment and Interest
- Teaching
- Terms of Reference for Faculty Hiring Committees

This section ends with a summary of the University’s expectations of and support for ensuring currency of faculty knowledge and professional development.
Appointment and Employment of Faculty Members Policy
Policy adopted by Board of Governors 23 March 2009 and amended by Board of Governors 12 October 2012

This section describes how faculty members are appointed, their expected credentials and the conditions that affect their employment.

Credentials and Experience Required
Yorkville University appoints faculty members who are able to verify minimum credential requirements:

- Faculty members who teach courses in undergraduate programs must possess at least a master’s degree from a recognized university. A doctoral degree or the highest degree in their specialization is preferred.
- Faculty members who teach in graduate programs must possess an earned doctoral degree or the highest degree in their specialization from a recognized university and any professional licensure appropriate for the subjects they teach.

In addition, faculty members are expected to have a minimum of three years of successful university teaching, and where appropriate, documented experience as providers of professional services.

Additional requirements append to specific assignments:

- Faculty members who supervise major academic papers are expected to possess sufficient research background to assist students to prepare a proposal and conduct a comprehensive literature review. Such background would include involvement in and completion of a variety of research projects.
- Faculty members who supervise major case presentations are expected to possess excellent writing and data analysis skills.
- Faculty who supervise field-based/practicum activities are expected to possess extensive practical experience and recognized practical knowledge in their field of activity.

Faculty Hiring Process
Yorkville University will normally select and offer employment to faculty members who fulfill the following criteria:

- Possession of an earned degree at the appropriate level in a field related to their teaching assignment.
- Evidence of successful teaching.
- Evidence of experience teaching at the postsecondary level, preferably in an online format.
- Evidence of practical work experience in the field in which they will teach.
- Evidence of applied research/scholarship and publication.
- Membership in appropriate professional societies and organizations.

Faculty members are recruited through advertisements in appropriate media and via the University web site. Recruitment of faculty must be approved by the Vice President, Academic, and all recruitment advertisements must be approved and placed by the Director of Human Resources.

Official transcripts must be on file with the University for all individuals appointed as faculty members. Applications for faculty positions must include complete academic curriculum vitae to include the following information:

- Name, current position, academic rank;
• Degrees: designation, institution, department, year, title of thesis and name of supervisor;
• Employment history: dates, previous academic positions, department/faculty, institution; previous non-academic positions, department, organization;
• Academic honours, scholarships, etc.;
• Scholarly and professional academic activities (past 7 years only);
• Supervision of graduate student theses or projects: career totals distinguishing between supervision, co-supervision, and supervisory committee membership; list of theses or projects supervised in past seven years with name of student, title of thesis, date of first registration and date of completion;
• Graduate courses taught (past 7 years only) by title, method of delivery, number of students;
• External research projects (past 7 years only) including source of funding, amount of grant, purpose of research, names of grantees and whether principal or co-applicant;
• Internal research projects (past 7 years only) including source of funding, amount of grant, purpose of research;
• Publications: Lifetime totals in following areas:
  o Scholarly books: authored/edited
  o Chapters in books
  o Papers in refereed journals
  o Papers in refereed conferences proceedings
  o Major invited contributions and/or technical reports
  o Abstracts and/or papers read
  o Other publications (workshop presentations and non-refereed publications)
• Full citations of publications (past 7 years only), same categories as above.

Faculty Hiring Committee: Each Faculty shall appoint a Faculty Hiring Committee which shall advise the Dean about all aspects of recruitment of faculty members.

Contractual Relationship with the University
Course developers, course coordinators, associated faculty, and teaching assistants are retained as independent contractors to undertake specific functions for specific periods. Core faculty members, depending on the circumstances of their relationship to the university, may be full- or part-time employees of the University or may be retained as independent contractors to undertake specific activities. Course developer, course coordinator, instructor, and teaching assistant contracts are signed by the Dean and the faculty member and become binding when they are authorized by the Vice-President, Academic, or the President.

Yorkville University maintains the right to cancel any course due to insufficient enrolment, as determined by the sole discretion of the university. Cancellation of a course will result in cancellation of any contract awarded to teach said course.

Faculty Responsibilities Policy
Policy adopted by Board of Governors 23 March 2009 and amended by Board of Governors 12 October 2012

Each faculty member is a member of a learned profession and an academic member of the university responsible for the mastery of, and a continuing commitment to, a subject discipline. Each is responsible for facilitating the activities through which students will acquire the knowledge, skills and values of this discipline; and for exercising professional judgment concerning curriculum, learning
content, facilitation methods, and assessment of student work. Faculty members are responsible to and report directly to the dean of the faculty.

The following categories of faculty members are recognized with distinct contractual relationships:

Core Faculty support the Dean and Associate Dean in all aspects of Faculty governance and administration, particularly those relating to the currency and quality of programs, curriculum, courses, and teaching. They also represent the Faculty in University-wide governance. Each Faculty will normally have three or four members of core faculty. Core faculty members will teach, but a separate contract will be issued for teaching. In addition to teaching, core faculty members have the following specific responsibilities:

1. Faculty and University Governance: Members of faculty committees, such as Admission, Curriculum, Hiring, Faculty Council; representatives of the Faculty on university-wide committees, such as Research Ethics, Library, Academic Appeals, Senate.
2. Teaching and learning: Serve as lead teachers for a course or a related set of courses or a sub-discipline area or a specialization within a program. This includes: monitoring the currency of the course(s); mentoring new faculty hired to teach the course(s); ensuring consistency in assignments, grading, policies with respect to late assignments, academic integrity, etc.; reviewing student evaluations and making recommendations to the Curriculum Committee and/or to the Dean; providing academic advice to students; referring students to the Dean or Associate Dean when appropriate.
3. Fostering and supporting academic community within the Faculty by, for example, organizing faculty symposia and workshops; scanning and providing overview and updates on regulatory environments across the country; contributing to development of support services for students (e.g. writing workshop; services to students with disabilities;).
4. Assisting the Dean with annual reviews of associated faculty teaching in areas for which the member of core faculty is responsible.
5. Providing faculty supervision for students in practicums and/or working on graduating essays.

Course coordinators are the lead teachers for a particular course. They are retained to oversee quality and delivery of courses for which multiple sections are offered each term when such duties are not assigned to a member of core faculty. Course coordinators are responsible to the core faculty member, associate dean, or dean (as appropriate) to ensure the currency of courses and course materials and the coordination of course delivery over multiple sections of a course. Specific duties include: review and revision of texts and syllabi each term to ensure that they are up-to-date; participation in periodic comprehensive reviews of course structure and objectives as required by University quality assurance policy; communicating with and receiving suggestions from instructors offering various sections of the course(s); assisting the Dean with annual review of Associated Faculty members teaching sections of the course for which the coordinator is responsible. Course Coordinators are also associated faculty and teach at least one section per term. Course Coordinators receive a stipend each term for carrying out these duties. Course coordinators might be asked by the Dean or the University to serve on committees or working groups and receive an additional stipend for such participation in governance.

Associated faculty are instructors who teach at least one course or course section per term. They are retained per-course and are paid according to a schedule published and reviewed annually by the University. Associated faculty might be asked by the Dean or the University to serve on committees or working groups and receive an additional stipend for such participation in governance.
Course developers are faculty members retained on a per-course basis to develop new courses or undertake significant revision of an existing course. Course developers may also teach and/or coordinate the course they are developing. Course developers are responsible to the Dean and are supported by the University’s department of e-learning and online teaching technology.

Teaching Assistants are not, strictly speaking, members of faculty. They are retained on a per-course basis to assist faculty members in marking papers, answering student questions, and taking part in class discussions.

**Faculty Teaching Loads Policy**
Policy adopted by Board of Governors 23 March 2009 and amended by Board of Governors 12 October 2012

*Faculty members may be assigned to teach a maximum of three courses or three sections of a course at any one time.*

**Faculty Remuneration Policy**
Policy adopted by Board of Governors 23 March 2009 and amended by Board of Governors 12 October 2012

*Faculty members retained as independent contractors for specific activities and services may be required to submit an invoice to the Dean of the Faculty who will confirm that the services contracted for have been satisfactorily delivered. The Dean will convey the invoice to the Vice President, Academic, who will authorize payment of the invoice. With respect to contracts for teaching, the Dean and the Vice President, Academic, may establish a process with the university’s accounting office to expedite payments to faculty members; invoices may not be required when such processes have been established.*

*Course developers will submit invoices when the course is completed (published in the online campus) and approved by the dean of the faculty.*

*Remuneration will be provided to faculty members according to schedules to be developed for each Faculty. In all cases, final payments will not be made until grades have been submitted.*

*Only non-Canadian residents may be paid in US dollars, Euros, or pounds Sterling at the exchange rate against the Canadian dollar at the close of business on the day their payment becomes due. Faculty members wishing to be paid in a currency other than Canadian dollars should so stipulate in their employment contract and in their invoice.*

*The University will establish a schedule of rates for various services delivered by members of faculty.*

**Faculty Files**
Policy adopted by Board of Governors 23 March 2009 and amended by Board of Governors 12 October 2012

The University maintains a file on all current faculty members. This file will include the following information:
• Contact information: name, home address, mailing address, email address, telephone number(s)
• Updated curriculum vita
• Official transcript from university which issued terminal degree
• Current and past contracts
• Results of Student Course Evaluations
• Letters of commendation or censure
• Letters related to any disputes between faculty member and participants or between faculty member and administration

Each faculty member must notify the University of any change in his/her name, telephone number, email address, or mailing address.

Each faculty member has the right to view his/her own file and may negotiate with the Dean or Vice President Academic to remove specific items for reasonable cause.

Faculty files are confidential and are not divulged to any third party without the written consent of the faculty member. However, the University considers certain information, such as a faculty member’s name, earned degrees and professional affiliations, to be public information. The University may publish such information without the consent of the faculty member.

Faculty Review and Performance Evaluation
Policy adopted by Board of Governors 23 March 2009 and amended by Board of Governors 12 October 2012

Yorkville University assesses the performance of faculty members on an on-going and regular basis. The faculty review process includes the following elements:

• Course delivery is monitored. The University’s Course Management System (CMS) makes it possible to actively and intermittently monitor courses in progress. This proactive form of assessment allows the Dean of Education to determine if faculty members are responding to participant enquiries in a timely manner and providing adequate feedback on participant assignments and online postings. The Dean, therefore, has the opportunity to identify and discuss specific aspects of course delivery that may require improvement.

• Student End of Course Evaluations (see Table 2.7, Section 2.7), completed by individual participants at the end of each course, are reviewed and acted upon. Once final marks have been submitted, the survey results are released to the faculty members; the Dean reviews the results with the individual faculty member.

• Faculty members participate in an ongoing peer review of the program. At the conclusion of each trimester, faculty members take part in an audio-conference Faculty Council meeting. The major agenda for these meetings is the provision of feedback regarding course delivery, course improvement, participant progress and achievement.

• Each faculty member receives a performance review at regular intervals based on their completed assignments. This review documents the faculty member’s contribution to the program and the University during the specified period, noting the results of Student End of Course Evaluations and other feedback, participation in program/course development and
revision, and participation in faculty governance and professional development. The Dean is responsible for writing this review which also includes areas for improvement.

Termination of Contract

Policy adopted by Board of Governors 23 March 2009

A faculty contract may be terminated for the following specific reasons:
• The course the faculty member has been contracted to teach has been cancelled due to insufficient enrollment.
• The faculty member is unwilling or unable to complete the terms of the contract.
• The faculty member has breached University policy related to general ethical standards, including policy related to academic honesty, ethical conduct, or harassment.
• The faculty member does not follow the academic policies and procedures established by the University or Faculty.

If a faculty member’s performance appraisal indicates a lack of suitability to teach online courses at the graduate level, his/her contract may not be renewed.

Faculty Appeals Process

Policy adopted by Board of Governors 23 March 2009

Institutional policies and procedures, through which complaints, grievances, and/or other disputes are handled, are in accordance with the following principles of natural justice:
• An individual has a right to a fair and expeditious resolution of disputes.
• An individual has a right to be informed of and to understand any charges or complaints made against him/her.
• An individual has a right to be heard in response to any charges or complaints made against him/her, before any disciplinary action is taken.
• The University has an obligation to deal with complaints and grievances according to clear and reasonable deadlines.
• The University has an obligation to operate according to administrative processes that deal with disputes fairly and expeditiously at both the informal and formal levels.

Should a faculty member be dissatisfied with a decision made or action taken by the University, he/she may appeal to the Vice President Academic within ten (10) business days following the initial decision or event that forms the basis of the appeal. Following the date of the faculty member’s initial communication with the Vice President Academic, the faculty member and the Dean or administrative staff member have an additional ten (10) business days to provide all documentation relevant to the matter under appeal.

Within 20 business days following the receipt of the faculty member’s initial appeal, the Vice President Academic holds discussions with the faculty member and the administrative staff member involved in the dispute. The Vice President Academic makes a decision within three (3) business days following
such discussions. If the faculty member is not satisfied with the decision of the Vice President Academic, he/she may appeal the decision to the University Senate.

**Intellectual Property**

Policy adopted by Board of Governors 23 March 2009.

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

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

The University recognizes the ownership of copyright 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 may use components of the online course materials they have developed to supplement courses taught elsewhere. Online - course materials 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.

**Faculty Research**

Policy adopted by Board of Governors 23 March 2009.

Yorkville University encourages research activities on the part of faculty, students and staff, including applied research and collaborative research studies. The University expects that research conducted under its auspices will maintain the highest ethical and scientific standards. Breach of ethical standards or academic dishonesty of any sort will not be condoned and may be cause for disciplinary action. The University adheres to the Tri-Council Research statement of ethical practice.

**Ethical Conduct of Research Involving Human Subjects**


1) **Preamble and General Principles:**

   a) Yorkville University endorses the principles set out in the Tri-Council Policy Statement “Ethical Conduct for Research Involving Humans” (TCPS)$^9$. This document describes how the Tri-Council Policy will be applied at Yorkville University.

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$^9$ Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada,
b) Yorkville University is primarily a teaching university whose students and faculty engage in research, some of which involves studying human participants. Conducting research involving human beings creates ethical responsibilities for the investigators. It is the duty of the university to promote ethical research and to help researchers understand and meet their ethical responsibilities.

c) This policy is intended to ensure that the highest ethical standards in the conduct of research involving human participants are maintained at Yorkville University. The value underlying the Tri-Council Policy Statement (TCPS) is respect for human dignity. Article 1.1 of the TCPS states: “The guidelines in this Policy are based on the following three core principles: Respect for Persons, Concern for Welfare, Justice.”

i) Respect for persons imposes moral obligations for researchers to respect the autonomy of participants in research and to protect individuals with developing, impaired, or diminished autonomy. Practical implications of these moral obligations include deference to the judgement and respect for freedom of choice of participants in research projects. Such deference and respect require the researcher to seek free, informed, and ongoing consent from participants and to ensure that participants understand the purposes of research and any risks associated with their participation in the research. Special care is needed in the design and administration of research when participants are not able to give free and ongoing consent or understand the purpose of the research and the risks involved.

ii) Concern for the welfare of persons imposes the moral obligation to protect, and in some circumstances promote, the welfare of participants in view of foreseeable risks associated with the research. This implies that participants must be given enough information to assess risk and not be exposed to unnecessary risk. Researchers are ethically obliged to minimize risks associated with research and to carefully weigh the benefits derived from the research against the potential risks associated with the research.

iii) Justice imposes an ethical duty to ensure that the burdens and benefits of research are distributed equitably. This implies that special consideration be given to people or groups who are vulnerable or marginalized. It also implies awareness of the power imbalance between the researcher and participants.

2) Scope of Policy: As defined in Article 2.1 of the TCPS (2010), this policy applies to all research involving living human participants conducted by faculty members or students as part of the educational mission of the university or supported materially by Yorkville University. The policy does not apply to:

a) Research that relies exclusively on publicly available information;

b) Research about a living individual involved in the public arena, or about an artist, based exclusively on publicly available information, documents, records, works, performances, archival materials or third-party interviews, is not required to undergo ethics review. Such research only requires ethics review if the subject is approached directly for interviews or for access to private papers, and then only to ensure that such approaches are conducted according to professional protocols.

c) Research involving the observation of people in public places where:


10 For full explanations of the scope of this policy see TCPS (2010), Chapter 2.
i) it does not involve any intervention staged by the researcher, or direct interaction with the individuals or groups;

ii) individuals or groups targeted for observation have no reasonable expectation of privacy; and

iii) any dissemination of research results does not allow identification of specific individuals;

d) Research that relies exclusively on secondary use of anonymous information;

e) Quality assurance and quality improvement studies, program evaluation activities, and performance reviews, or testing within normal educational requirements when used exclusively for assessment, management, or improvement purposes.

3) **Research Ethics Board (REB):** Yorkville University shall establish a Research Ethics Board to discharge its duty to promote ethical research and to help researchers understand and meet their ethical responsibilities.

a) **Composition:** The Research Ethics Board shall comprise no fewer than five members and shall include:

   i) the Vice President, Academic;

   ii) at least one senior member of an academic support unit;

   iii) at least one faculty member from each Faculty of the university;

   (1) at least one faculty member shall be drawn from the Faculty in which the applicant teaches or studies;

b) The Vice President, Academic, shall be Chair of the Research Ethics Board.

c) A quorum shall be 60% of the members, provided that at least two faculty members are in attendance.

d) **Mandate:** The Research Ethics Board shall

   i) Develop guidelines, procedures, and forms needed to apply the TCPS (2010) to Yorkville University, including but not limited to:

   (1) Guidance for faculty members and instructional design experts who are developing new courses or reviewing existing courses that include assignments requiring students to conduct research involving living human participants;

   (2) Guidance for students conducting research involving living human participants;

   (3) Guidance for faculty members;

   (4) Procedures and forms for full review of proposed research;

   (5) Procedures for expedited review of proposed research.

   ii) Develop or recommend educational and support material for students and faculty members to help them understand and meet their ethical responsibilities;

   iii) Conduct full or expedited reviews of proposed research involving living human participants and issue certificates attesting that the research meets the requirements and expectations of the TCPS (2010);

   iv) Conduct full or expedited reviews of course syllabi and / or assignments within courses when the course requires students to conduct research involving living human participants and issue certificates attesting that the course and assignments meet the requirements and expectations of the TCPS (2010);

   v) Maintain records of decisions and report annually to Senate on the activities of the Board;

   vi) Review this policy from time to time and recommend revisions as appropriate.

e) **Conflicts of interest:** If the REB is reviewing research in which a member of the REB has a personal interest, conflict of interest principles require that the member not be present when the REB is discussing or making its decision. The Chair shall ensure that quorum is maintained should one or more members be absent as a result of this conflict of interest guideline.
f) Procedures:
   i) Principle of proportionate review: The REB will use a proportionate approach based on the general principle that the more invasive the research, the greater should be the care in assessing the research.
   ii) Principle of continuing review: Ongoing research shall be subject to continuing ethics review.
      (1) Researchers must monitor their research projects to ensure that no new ethical problems or issues arise and to provide participants with a complaints process.
      (2) Letters or certificates of review will be issued by the REB with an expiry date after which the researcher(s) must apply for renewed review and approval.
   iii) Normal or full review process:
      (1) The REB will normally meet in full meeting (face-to-face and/or by video or teleconference);
      (2) Researchers will submit proposals for research involving living human participants to the REB in a format and according to a schedule to be established by the REB;
      (3) In their proposals, researchers will identify the ethical problems or issues presented by their research and propose how they intend to resolve these problems or issues;
      (4) The REB may, at its discretion, invite the researcher(s) to attend the meeting;
      (5) The REB shall keep minutes of its meetings, including reasons for decisions;
      (6) If the REB agrees that the ethical problems and issues posed by the research have been appropriately addressed by the researcher, it shall issue a letter or certificate verifying that, in the opinion of the REB, the research complies with the requirements and expectations of the TCPS (2010);
      (7) The letter or certificate shall include an expiry date after which ethics review must be renewed;
      (8) If the REB concludes that the ethical problems and issues posed by the research have not been satisfactorily addressed, it may:
         (a) Suggest improvements and approve the research conditional upon implementation of the improvements;
         (b) Request significant revision of the research proposal and resubmission for further consideration;
         (c) Reject the research proposal.
      (9) The Vice President, Academic shall maintain in a secure place, files for each application for review, including the letter or certificate containing the opinion of the REB.
   iv) Expedited review process:
      (1) Researchers or faculty members developing a course that requires students to conduct research involving living human participants may request an expedited review process if either of the following apply:
         (a) The research obviously involves no more than minimal risk (as defined in the Tri-Council Policy Statement (2010), page 23: “research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research.”
         (b) The research project has already received approval by the REB and has complied fully with any requirements and the applicant is simply renewing the ethical approval letter or certificate without significant changes to the ongoing research process.
(2) Expedited reviews will be conducted by the Chair of the REB and two other members of the REB, at least one of whom is familiar with the researcher’s discipline.

(3) Researchers must apply to the Chair of the REB for expedited review following procedures to be established by the REB. The Chair may reject the request for an expedited review and schedule the proposal for a full review.

(4) If the expedited review concludes that the proposal involves ethical problems or issues requiring review by the full REB, the Chair shall schedule the proposal for a full review.

(5) If the expedited review concludes that the ethical problems or issues associated with the research have been appropriately handled, the Chair shall issue the required letter or certificate.

v) Delegation of review of student research projects:
(1) Academic units of Yorkville University may apply to the Research Ethics Board for authority to conduct reviews of student research that is, essentially, an exercise in teaching and learning.

(2) The following conditions must be met by the academic unit:
   (a) There must be a review process and committee that complies with the TCPS (2010);
   (b) The research proposed must entail no more than minimal risk for the living human participants.
   (c) The review process will normally be similar to that used by the REB for expedited reviews.
   (d) Outcomes of the review process must be reported to the REB annually.

(3) The academic unit’s review committee will provide educational and support material to students to help them understand and meet their ethical obligations as researchers.

(4) Student proposals that are rejected by the academic unit’s committee may be appealed on procedural grounds to the REB.

(5) Letters or certificates verifying ethical review will be filed by the academic unit and a copy forwarded to the Vice President, Academic.

4) **Appeals:**
   a) In the event that the REB rejects a proposal, the applicant may appeal in writing to the President of Yorkville University.
   b) The grounds for appealing a decision of the REB shall be:
      i) Procedures were not properly followed by the REB;
      ii) There is a significant disagreement about the interpretation of the TCPS (2010).
   c) The President or the Vice President, Academic, of Yorkville University will enter into an agreement with another institution to use that institution’s Research Ethics Board as the Yorkville University appeal board.
   d) The normal expectations of natural justice shall apply to appeals procedures.
   e) The decision of the appeal board is final.

5) **Administrative support:** The Vice President, Academic, provides administrative support for implementation of this policy, including:
   a) Distribution of forms and materials necessary for submission of research proposals to the REB;
   b) Collection of submissions and distribution of submissions to REB members;
   c) Keeping minutes of REB meetings;
   d) Storing submissions and related materials in a secure location;
   e) Supporting the REB in its educational activities;
   f) Other duties related to the support of the REB in carrying out its mandate.
6) Sanctions:
   a) No research involving living human subjects will be materially supported by Yorkville University (with money, facilities, or staff time) unless that research complies with this policy and, by extension, the TCPS (2010).

No course that includes student research involving living human subjects shall be approved unless that research complies with this policy and, by extension, the TCPS (2010).

Guidelines Relevant to Faculty Roles and Responsibilities
Conflict of Commitment and Interest:
   • All employees of the University have a fiduciary 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 which might affect their judgment and cause them to act other than in University’s 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 or friends, is prohibited unless approved by an officer of the University in writing. Though ‘friends’ has a more subjective definition, 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, the faculty member should check with the Dean of the Faculty.
   • With respect to faculty, an additional conflict may exist where a relationship 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.
   • Employees of the University may engage in activities either for remuneration or on a volunteer basis outside of the University. These activities are permitted as long as they are disclosed and do not interfere with the employee’s job performance. However, full-time employees 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.

Ethical Standards: Yorkville University expects all executive officers, board members, faculty, staff and all 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 gender, religion, race, sexual orientation and physical condition will not be tolerated;
   • ensure any action on the part of University representatives conforms 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. Employees who engage in employment outside of the University must receive written approval from the University; and
   • ensure that information defined as confidential remains confidential at all times.
The Dean must report any instances where the standards of ethical conduct have been breached, to the Vice-President, Academic Affairs.

Teaching:
All faculty members have responsibilities including, but not limited to, the following:

- Ensure that all assignments/reports/exams, etc. are graded and returned to the participant (if appropriate) prior to the due date of the next assignment.
- Respond to participant inquiries within 24 hours while courses are in session.
- Assess participant work in a professional, fair and consistent manner.
- Facilitate and monitor weekly scheduled online discussions. Faculty members are encouraged to become actively involved in the group discussions by providing feedback and opinions.
- Provide final letter grades for all participants within ten business days of the last day of class.
- Check for communications from participants for three days following the official submission of marks to the Dean, to ensure that participants who wish to discuss their mark in a course have access to the course instructor.
- Participate in the end of course review with the Dean based on results from the Student End of Course Evaluation and the faculty member’s experiences of teaching the course.
- Participate in an end of course review with the Dean and faculty members associated with the course and make any necessary future modifications to the course.
- Participate in Faculty Council meetings.
- Attend conferences and present papers under their Yorkville University designation.

Responsibilities before courses begin:

- Notify Student Services if any errors, unclear text or dated information are identified in online course materials.
- Submit all updates, corrections or modifications to the syllabus and course assignments to Instructional Design personnel at least four weeks before the start date of the course. All changes are subject to the approval of the Dean.
- Verify that required textbooks and resources remain relevant and timely. Make recommendations about textbooks and resources to the Dean.
- Establish correct due dates for assignments and discussions, if not previously done.
- Establish criteria to be used to assess participant written assignments and course participation.

Responsibilities while course is underway:

- Check and respond to participant emails at least once every 24 hour.
- Check any discussion forums and respond to questions or comments at least once every 24 hours.
- Facilitate online discussions.
- Encourage participation by all participants.
- Monitor the activity of small groups.
- Intervene occasionally to stimulate discussion or improve discussion dynamics.
- Review and return participant assignments with feedback, and grading them if they are graded activities. Faculty members are encouraged to use the MS Word feature “Track changes” to insert comments into participants’ assignments before returning them through the CMS.
Terms of Reference: Faculty Hiring Committee

1. General: Each Faculty shall strike a faculty hiring committee that complies with the policies set out below.

2. Mandate: The Faculty Hiring Committee provides guidance and makes recommendations regarding all aspects of recruitment and hiring members of faculty. The Faculty Hiring Committee makes recommendations to the Dean. Specific responsibilities include:
   2.1. Periodic review of policies and procedures relating to the recruitment, hiring, and review of faculty members;
   2.2. Planning for the faculty recruitment needs of the Faculty;
   2.3. Proposing recruitment and advertising strategies for recruitment of faculty;
   2.4. Review of applications for faculty positions;
   2.5. When appropriate, interviewing candidates for faculty positions;
   2.6. Reporting annually on the activities and decisions of the committee;
   2.7. Other activities reasonably related to recruitment and hiring of faculty.

3. Policies related to the work of the Faculty Hiring Committee:
   3.1. Appointment and Employment of Faculty Members Policy, adopted by Board of Governors, 23 March 2009
   3.2. Faculty Responsibilities Policy, adopted by Board of Governors, 23 March 2009
   3.3. Faculty Teaching Loads Policy, adopted by Senate, 20 July 2009
   3.4. Such other policies relating to members of faculty as might from time to time be approved by the Senate or Board.

4. Membership: The Faculty Hiring Committee shall normally be composed of at least 4 members, including:
   4.1. Dean of the Faculty
   4.2. Associate Dean of the Faculty
   4.3. At least two members of the core faculty

   The Dean or the Associate Dean shall Chair the Committee.

   Three members shall constitute a quorum.

5. Meetings and conducting Committee business:
   5.1. The Committee will meet at the call of the Chair.
   5.2. Meetings may be conducted in person, by teleconference or Internet, or by a combination of modes.
   5.3. Meetings may be asynchronous; documents and decisions may be circulated by email.
   5.4. The Committee will maintain a record of all decisions and the basis or rationale for decisions.
Means for Ensuring Currency of Faculty Knowledge and Professional Development

Yorkville University relies on faculty members’ contributions to establish and maintain currency of the curriculum, the effectiveness of instructional strategies, and the quality of participant learning outcomes and program standards. As an institution that encourages intellectual and professional vitality, the University supports an environment based on the principles of academic freedom and intellectual honesty.

Faculty members are encouraged to participate in professional continuing education through attendance at conferences and meetings, accessing current journals through Library Services, and conducting research either in their specialization or in e-learning or e-teaching, and through participating in the University’s “community of scholars.”

Community of Scholars
The University encourages the formation of a virtual "community of scholars" among faculty by:
- Creating and maintaining an online Faculty Lounge where conversations among faculty members can be held in privacy.
- Holding regular Faculty Council meetings by audio-conference every trimester.
- Providing contact information for each faculty member to all other faculty members to facilitate regular communication among them.
- Inviting faculty members to participate in periodic online conferences hosted by the University. Such conferences provide an opportunity for faculty members to become better acquainted and to discuss a variety of issues, make presentations, and discuss current and future applied and research projects.

Professional Development
The University encourages and supports faculty in remaining current in the knowledge of their specialization research in the following ways:

- Faculty members are expected to maintain membership in learned societies and professional associations appropriate for their discipline and to participate in professional activities outside of teaching. These activities might include writing, research, community service, public service, and professional practice. Where appropriate, faculty members should maintain professional licensure or registration in their field. The University may provide a modest stipend to assist faculty members in these activities.

- Faculty members who wish to present a paper, under their affiliation with Yorkville University, at a professional conference, may be reimbursed for attending one such conference in a twelve-month period up to a maximum of $2,500 (CAD). Faculty interested in presenting an academic paper at a professional conference must provide a written request to the Dean of the Faculty prior to attending the conference and will be reimbursed for the cost of economy air fare, business class hotel accommodations, per diem food expenses, and conference registration fees. The academic paper must be published in the proceedings of the meeting (or other meeting materials).

- Yorkville University makes research funds available to individual faculty members to conduct scholarly research. Faculty members interested in applying for internal research grants are
encouraged to contact the office of the Vice President Academic. The total amount of such funds is designated in the annual budget.

- Faculty members must apply for these funds by September 1 for a share of the available funds for the coming academic year. Further information on applying for these funds is available from the Office of the Vice President Academic.

- Faculty are encouraged to apply for external research funding available from various, national, provincial, or private funding sources. Yorkville University assists faculty in writing the necessary proposals to obtain external research grants. Interested faculty members should contact the Office of the Vice President Academic.
6.5 Faculty CVs

Yorkville University has on file and available for inspection, from all faculty and staff whose CVs are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in the CV and agreeing to the inclusion of their curriculum vitae in any documents/web sites associated with the submission, review and final status of the program application.

CVs of faculty members who will be assigned to teach in the Bachelor of Creative Arts are presented in Appendix P. Appendix H is an alphabetical listing of faculty members, indicating their highest earned academic credential, whether they will teach core or non-core courses (or both), and whether they will teach on-campus, online, or both.
Section 7  Credential Recognition

7.1  The Creation of a Unique Credential

Over several years, senior academic leaders at Yorkville University and the Toronto Film School (TFS) became aware of the need for TFS diploma holders to be offered a path to an undergraduate degree. Anecdotal evidence from students, alumni, faculty members, and members of the various Program Advisory Committees for TFS diploma programs suggested that employers in many of the creative arts would welcome graduates who had both skills in a specific artistic discipline and broader skills and competencies required for entrepreneurial and leadership positions in the creative arts. It was also evident that students would benefit from acquiring skills that would prepare them for a labour market characterized by individual entrepreneurial initiatives, project-specific contracts, and large collaborative undertakings. Clearly, if a path to an undergraduate degree would benefit TFS diploma graduates, it would also benefit graduates of similar programs at other post-secondary institutions.

The first step taken to create a degree-completion path for creative arts diploma holders was the development of an articulation path into the Yorkville University Bachelor of Business Administration. This served some diploma holders, but it was evident that many did not want to become specialists in business administration; rather they wanted to supplement their creative arts skills with knowledge and competencies that would allow them to remain centred on their artistic undertakings.

The decision was taken in late 2016 to develop a unique degree-completion program that would create career opportunities for diploma holders. A project manager, John Crossley, was retained to develop a program proposal. A faculty steering committee and an ad hoc Program Advisory Committee were struck. Working with these committees, the project manager prepared a “prospectus” and overview of a Bachelor of Creative Arts in April 2017. This initial prospectus suggested a focus on the business of creative industries. In April and May, 2017, members of the faculty steering committee and the Program Advisory Committee were formally consulted and asked to comment on the program prospectus.

Comments identified at least two fundamental problems with the proposed program: the lack of academic leadership in the development of the proposed program and vagueness in the objectives and learning outcome of the program. To resolve the first problem, Adam Till, Director of the Toronto Film School diploma program in Writing for Film and Television, was appointed Chair of the Bachelor of Creative Arts program and given responsibility to lead development of the program proposal. Till had been involved in the program’s development since the outset as a member of the faculty steering committee. At the same time, the ad hoc Program Advisory Committee was expanded from 5 to 7 members. The Chair and the project manager then set about to resolve the second problem.

Supporting evidence, April-May, 2017, consultations:

- Appendix I: April 27, 2017, memoranda to members of the ad hoc Program Advisory Committee and the faculty steering committee;
- Appendix J: Bachelor of Creative Arts Prospectus and Overview
- Appendix K: Summary of Feedback Received, April 2017 Consultations
During the summer of 2017, the Chair and project manager, consulting informally with members of the steering and advisory committees, re-conceptualized the Bachelor of Creative Arts, beginning with the objectives and learning outcomes and moving on to the general structure of the program and the areas to be covered by specific courses. This resulted in the preparation of a new and much more detailed “overview and summary,” which went through several iterations before another formal consultation was begun.

In October, 2017, the ad hoc Program Advisory Committee was sent the overview and summary of the Bachelor of Creative Arts and asked to provide written comments and suggestions. A formal meeting of the Program Advisory Committee was held in early December, 2017, where final decisions were taken about the objectives and learning outcomes and the curriculum of the program.

Supporting evidence, October-December, 2017, consultations:
- Appendix L: Request for comments, PAC, Oct 16, 2017
- Appendix M: BCA overview for comments by PAC, Oct 16, 2017
- Appendix N: Summary of PAC comments on BCA overview
- Appendix C: BCA ad hoc PAC December 11, 2017, Agenda
- Appendix D: BCA ad hoc PAC December 11, 2017, Minutes
- Appendix O: BCA overview after PAC meeting (December 17, 2017), revised

The result of this program development process is a unique credential. Indeed, Yorkville is aware of only five public universities in Canada that offer programs that are even slightly similar to the Bachelor of Creative Arts. Three of these are joint- or double-degree programs in which students combine applied or fine arts courses with courses offered by schools or departments of business administration. The other two are more similar to Yorkville’s Bachelor of Creative Arts in that they combine applied arts courses with specially designed courses related to arts management. None of these five programs has the focus on entrepreneurial and leadership skills that the BCA has, and none has a clear admission path for students who already have diploma qualifications in an applied or creative art. The five programs are summarized below.

- University of Lethbridge, combined Bachelor of Fine Arts and Bachelor of Management: This program “combines new media, film and video production, art, drama and music with organizational behavior, informational technology, accounting, marketing, management policy, and human resources management.” Management courses are generic and are not specifically designed for the arts management. ([https://www.uleth.ca/management/programs-degrees/undergraduate/degree-and-certificate-programs/bachelor-management/combined-degrees/bfabmgt](https://www.uleth.ca/management/programs-degrees/undergraduate/degree-and-certificate-programs/bachelor-management/combined-degrees/bfabmgt))

- Simon Fraser University, Bachelor of Science, joint major in “Interactive Arts and Technology” and “Business:” In this program students take courses in areas such as graphic design and animation from the School of Interactive Arts and Technology and business administration courses in areas such as accounting, human resources, economics, marketing, commercial law, and operations management from the School of Business Administration. The business administration courses are generic and are not specifically designed for arts businesses. ([http://www.sfu.ca/students/calendar/2018/spring/programs/interactive-arts-and-technology-and-business/joint-major/bachelor-of-science.html](http://www.sfu.ca/students/calendar/2018/spring/programs/interactive-arts-and-technology-and-business/joint-major/bachelor-of-science.html))
• University of Waterloo, “Arts and Business:” Fine Arts students at the University of Waterloo, like students in any other major in the Faculty of Arts, can combine their major with courses in business administration. In addition to completing all the requirements for their Fine Arts major, students complete several courses in business administration. Again, the business administration courses, while designed specifically for non-business administration majors, are generic and are not tailored to careers in the creative arts.

• University of Toronto, BA in Arts Management: This program is offered by the Department of Arts, Culture, and Media at University of Toronto Scarborough. The program is specifically designed for students who want to pursue careers as managers or administrators in arts industries and organizations. While some business administration courses are required, most courses are tailored for this program (e.g., Visual and Performing Arts Management in the Digital Age, Introduction to Arts Management, Audience and Resource Development, Equity and Diversity in Arts Organizations, Financial Management for Arts Managers) (http://www.utsc.utoronto.ca/acm/arts-management-faq)

• Ryerson University, Bachelor of Creative Industries: This is a specialized management program for students seeking careers as administrator in “media, fashion, publishing, music, design and performance” organizations and companies. Many of the courses taken are generic cross-listings from business-related programs at Ryerson, but the program includes several management courses specifically focused on practices in creative organizations. (https://www.ryerson.ca/programs/undergraduate/creative-industries/) ]

7.1.2 The Need for Degree Paths for Creative Arts Diploma Holders:

The uniqueness of the Bachelor of Creative Arts is not limited to the subject studied and the learning outcomes sought. The program is also unique in offering a degree completion path for holders of diplomas in creative and applied arts. Many – probably most - college-level diploma programs have articulation agreements with one or more universities, giving diploma holders credit toward a specific undergraduate degree. Thus, a diploma in animation might give a graduate a number of credits toward a bachelor’s degree in information technology at a particular university. From this perspective, diploma holders might have many degree completion options, but these options are almost always limited to highly specialized technical degrees or to generic business administration degrees. Many, perhaps most, require students to complete bridging courses.

The Bachelor of Creative Arts is designed specifically to limit barriers and facilitate entry to degree study. Diploma holders do not have to rely upon course-equivalency calculations to be given credit toward their degree study. Nor do they have to complete special bridging courses.

7.1.3 Employment and Career Enhancement for Graduates:

Creative arts diploma holders may have good employment opportunities, depending on their particular area of artistic expertise. However, a diploma is generally an entry-level credential that does not by itself provide the creative artist with opportunities for promotion or advancement and that is not seen by employers as a qualification for middle and upper-level positions. The Bachelor of creative arts opens three career paths for its graduates:
• Entrepreneurial career opportunities: Graduates will have acquired skills and knowledge required to launch and nurture their own artistic enterprises.

• Project-based career opportunities: In many of the creative arts, particularly those associated with theatre, film, and television, employment opportunities arise in the context of specific projects that have a clear and predictable life span. Creative arts diploma holders will be employed on such projects in positions directly related to their artistic specialization. BCA graduates will still be employable in those positions, but will also have the skills and knowledge to compete for leadership and management positions in such projects.

• Long-term and relatively stable career opportunities: Because BCA graduates will have entrepreneurial and leadership competencies, they will be attractive potential employees of production companies, studios, and other creative enterprises. They will also be attractive employees for not-for-profit and public sector organizations in the creative arts.
7.2 Recognition of the Credential

Knowing that it had created a unique credential that offers diploma holders a uniquely accessible path to degree completion, Yorkville took care to consult with creative arts insiders who are knowledgeable about the employment prospects and hiring practices in the creative arts. The primary venue for these consultations was the ad hoc Program Advisory Committee. Members of the committee were recruited because of their positions in and knowledge of creative arts industries. (A summary of the qualifications of PAC members is provided in Section 4.1.)

In the spring of 2017, the project manager consulted informally with members and potential members of the ad hoc Program Advisory Committee, seeking to know whether graduates of such a program would, in fact, have enhanced career opportunities and whether employers such as themselves would be attracted by applications from individuals holding a Bachelor of Creative Arts degree. Every person consulted assured the project manager that such a program would be respected and valued by employers in their fields and that applications from graduates of such a program would be favourably received.

The informal consultations and consequent assurances about the recognition of the credential led to the decision to develop a full degree proposal. In the fall of 2017, consultations with the ad hoc Program Advisory Committee were formalized. Members of the Committee were explicitly asked to provide written advice on the following question (see Appendix L: Request for comment, PAC, October 16, 2017):

- **Need for and industry recognition of the program. Questions that might be addressed include:**
  a. *Does the proposed program serve a need in the creative arts?*
  b. *Would the program fill a void in the educational landscape of the creative arts?*
  c. *Will the program create employment opportunities or open career paths for its graduates?*
  d. *Will the program be recognized by employers and hirers in creative arts industries?*

All members of the committee agreed that the program will serve a need and that employers are likely to welcome graduates. It was the unanimous conclusion of the members of the Committee that the program will fill a gap in the educational landscape and that it does not appear to duplicate other programs. The focus on entrepreneurship and leadership and the move beyond individual creative arts specialization was thought useful for students and for creative industries.

The consensus about the recognition and acceptance of the proposed credential was formalized at a meeting of the ad hoc Program Advisory Committee on December 11, 2017. After a thorough discussion of various aspects of the proposed program, the following motion was presented: “The ad hoc Program Advisory Committee for the Bachelor of Creative Arts confirms that, in its opinion, the proposed program will enhance the career opportunities of its graduates and produce graduates who will benefit the creative arts.” The minutes of that meeting note that the motion was unanimously adopted.

Summary of appendices attached:
- **Appendix I: April 27, 2017, memoranda to members of the ad hoc Program Advisory Committee and the faculty steering committee;**
- **Appendix J: Bachelor of Creative Arts Prospectus and Overview**
• Appendix K: Summary of feedback received
• Appendix L: Request for comments, PAC, October 16, 2017
• Appendix M: BCA overview for comments by PAC, October 16, 2017
• Appendix N: Summary of PAC comments on October 16 BCA overview
• Appendix C: BCA ad hoc PAC Dec 11, 2017, Agenda
• Appendix D: BCA ad hoc PAC Dec 11, 2017, Minutes
• Appendix O: BCA overview after PAC meeting (December 17, 2017), revised
Section 8  Regulation and Accreditation

At this time, the University does not anticipate that graduates of the Bachelor of Creative Arts would seek employment or practice in any occupations that are subject to government regulations or that are subject to the requirements of regulatory or accrediting bodies.
Section 9 Nomenclature

Yorkville University believes that the name “Bachelor of Creative Arts” clearly and accurately communicates the degree level and the area of study to potential students, employers, and the general public, and it communicates this information more clearly and accurately than would alternative nomenclature.

The use of “bachelor” in the nomenclature is not an issue. The program is designed to meet the degree-level standards and expectations for bachelor’s degrees. Naming complexities arise, however, with respect to the “Faculty,” “discipline,” and/or “subject” of the degree program. The program is not housed within a Faculty (as that term is normally used), nor does it educate students in a traditional academic or applied discipline or a specific subject within a discipline. Indeed, Yorkville is aware of no other Canadian program that has the learning outcomes or program content of the proposed degree program and, so, cannot simply follow customary usage or precedent.

During development of the degree proposal, several nomenclature alternatives and possibilities were considered, the main ones of which are briefly discussed below.

“Fine Arts” as potential nomenclature: Many Canadian universities offer undergraduate programs in the discipline of Fine Arts. These programs often include studio components, but are essentially academic and scholarly in focus. Thus, for example, in the Bachelor of Fine Arts program at Nipissing University (http://www.nipissingu.ca/academics/faculties/arts-science/fine-arts/Pages/default.aspx), students must complete 78 Fine Arts credits (out of the total of 120 credits required for the degree), 48 of which are earned in studio courses and 24 of which are earned in courses focusing on art history. Similarly, at Western University (http://uwo.ca/visarts/undergraduate/), the Bachelor of Fine Arts emphasises studio art, but outside of the studio requirements courses focus on art history and aesthetics. Programs at Waterloo (https://uwaterloo.ca/fine-arts/) and Queen’s (https://www.queensu.ca/artsci/fineart) similarly blend studio practice with academic, primarily art history, courses.11 Essentially, the discipline of Fine Arts focuses on aesthetics or beauty and the learning objectives of Fine Arts programs include the development of a sophisticated, scholarly, and intellectual understanding of and appreciation for artistic creations and the history of art. Bachelors programs in Fine Arts are often designed as stepping stones to Master’s and Doctoral study.

Yorkville’s proposed program is an applied professional degree. It admits students who already have credentials in an applied art and it provides further education intended to open entrepreneurial and career opportunities for graduates. Its learning objectives are not academic and scholarly and it does not seek to prepare graduates for admission to graduate programs in Fine Arts. Thus Yorkville concludes that it would be misleading to potential students, employers, and the general public to include “Fine Arts” in the nomenclature for this program.

“Bachelor of Arts in Creative Arts” as potential nomenclature: Yorkville rejected any nomenclature using the degree designation “Bachelor of Arts” because the proposed degree program is an applied professional degree and to call it a “BA” could mislead potential students and employers.

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11 In addition to studio and art history courses, the Waterloo program emphasises courses in “visual culture.”
“Applied Arts” as potential nomenclature: While the proposed program is an applied bachelor degree, it would be awkward and confusing to label the program a “Bachelor of Applied Arts in...” because students will be drawn from a broad range of specific applied arts, including music, dance, drama and theatre, writing, interior design and decorating, painting, sculpture, photography, graphics and computer graphics, animation, game design, crafts, industrial design, fashion and costume design, motion pictures, television, radio, video, and sound recording. Calling the degree “Bachelor of Applied Arts in Creative Arts” is awkward, ambiguous, and possibly redundant.

Business administration and management nomenclature: The proposed program provides students with the knowledge and competencies required for entrepreneurial and/or leadership careers in the creative arts. Thus, a degree name that implies a business or management focus was considered. The program is clearly not a business administration program because it does not include the depth of study in key areas such as mathematics, accounting, decision making, and organizational behaviour. While “management” implies less detailed focus on business-related tools and competencies, it still implies a focus on lower-level, often clerical, skills and does not communicate the proposed program’s emphasis on entrepreneurial and leadership skills.

“Creative Industries” as a subject of study: Yorkville considered but rejected the nomenclature “Bachelor of Creative Industries” for two reasons. First, such a name implies that the program is a specialized business administration program, which it is not. Second, the proposed program does not, in fact, focus on creative industries. It does not include an overview of such an industrial sector or of businesses within such an industry. Rather, the program focuses on the knowledge and skills required to be an entrepreneur or an organizational leader in artistic endeavours.

“Creative Arts” as a subject of study: Yorkville concludes that “Creative Arts” is an accurate designation of the subject studied in the proposed program. Graduates of the program will have devoted significant time to developing skills in one of the applied/creative arts and they will have devoted four terms to developing additional competencies for entrepreneurship and leadership in the arts. The term “creative arts” captures and communicates the breadth of artistic specializations that will be represented in the program and the breadth of the knowledge and competencies that graduates will have acquired.

Yorkville also believes that “Creative Arts” captures the applied and professional nature of the subject studied in the program. While Yorkville is not aware of any Canadian university offering a degree program purporting to study “Creative Arts,” this nomenclature is used occasionally in the United Kingdom and commonly in Australia, and in both countries it is attached to applied and professional degree programs.

In the United Kingdom, degree nomenclature generally takes the form of “Bachelor of Arts in [specific applied artistic discipline such as Acting].” However, at least one institution, the Bath School of Art and Design, offers a Bachelor of Creative Arts. (https://www.bathspa.ac.uk/art-and-design/undergraduate-courses/) There, the “creative arts” designation is used to denote what Canadian universities might call a double major. Students have the option of pursuing three-year Bachelor of Arts degrees in any one of a number of applied artistic disciplines – digital animation, fashion design, photography, etc. – and will earn, for example, a Bachelor of Arts in Digital Animation. However, if a student wants to combine, for example, graphic arts and writing or dance and ceramics, that student will graduate with a Bachelor of Arts in Creative Arts.
In Australia, Bachelors of Creative Arts are commonplace. Almost every university of any size has such a degree program. Australian use of the “Creative Arts” nomenclature appears to be similar to the British use of “Bachelor of Arts in [specific artistic discipline]” of the Canadian use of “Bachelor of Applied Arts [in a specific subject or discipline].” At the Australian Catholic University (https://www.acu.edu.au/courses/undergraduate/arts/literature,_creative_and_visual_arts/bachelor_of_creative_arts), for example, students pursuing a Bachelor of Creative Arts might major in the performing arts, communication, music, digital journalism and new media, drama, or visual arts. Bond University (https://bond.edu.au/program/bachelor-creative-arts) offers students in their Bachelor of Creative Arts program choice from among roughly 40 majors. The University of Wollongong’s Bachelor of Creative Arts includes majors in creative writing, graphic design, music, photography, theatre, visual arts or visual arts and design (https://www.uow.edu.au/handbook/yr2015/ug/H15000056.html). Many additional examples could be provided.

It is worth noting that many Australian universities also offer undergraduate degrees in Fine Arts. (See, for example this web site that links to 17 Australian universities’ Fine Arts programs: https://www.hotcoursesabroad.com/study/training-degrees/australia/fine-art-courses/loc/9/cgory/ja-3-4/sin/ct/programs.html.) Bachelor of Fine Arts programs in Australia are similar to such programs in Canada and have scholarly learning outcomes while the Bachelor of Creative Arts are clearly applied degrees intended to prepare graduates for employment in one of the creative industries.

**Conclusion:** “Bachelor of Creative Arts” signals to potential students, employers, and the public that the program is an applied university-level undergraduate program that serves learners from a broad range of applied artistic backgrounds and interests. Other potential program names would either communicate the nature of the program less clearly or imply that the program is something other than what it is.
Section 10 Program Evaluation

Yorkville University has developed a program development policy and review protocols and practices that assure quality, relevance and financial responsibility. These practices also align with provincial government requirements for new program submissions and program renewals.

The University’s existing programs are subject to a review regimen as set out in the exhibits of this section, which include the Board-approved policies for Program Review and the terms of reference for Program Advisory Committees (Exhibits 10.1 and 10.2 respectively). The University’s policy and procedure for program review includes examination of enrolment, retention rates, learning outcomes, completion times, employment outcomes, graduate satisfaction, and employer satisfaction.

The University has in place a full range of quality assurance policies and processes. Policies and processes related to the development of new courses and programs, the term-by-term and biennial review of courses, and the delivery of courses are discussed in detail in Section 5, above. Policies and processes related to assessment of faculty are presented in Section 6. This section focuses solely on the policies and procedures in place for the periodic evaluation of programs.

Program Evaluation is governed by policy and procedures approved by the Board of Governors. The policy and procedures are consistent with PEQAB expectations:

- The policy is approved by the Board of Governors; the most recent updates to the policy were approved by the Board in April 2015.
- Reviews and action plans are required every five to seven years and are scheduled to coordinate with and prepare for PEQAB reviews and renewals of ministerial consent.
- Reviews include participation by faculty, students, alumni, representatives of academic support units, and the Program Advisory Committee.
- Reviews assess the program with respect to:
  - Effectiveness in meeting degree level standards and achieving learning outcomes and educational goals;
  - Effectiveness of pedagogy used;
  - Effectiveness of technologies used to facilitate learning and teaching;
  - Effectiveness of services supporting student learning and success;
  - Quality and effectiveness of faculty;
  - Currency and continued relevance of the program;
  - Success of the program in meeting labour market needs and student employment expectations;
  - The continued relevance of the program’s structure, content, and mode(s) of delivery;
  - The appropriateness of student workloads, assignments, and methods of assessing student learning.
- Reviews are based on a self-study prepared with the participation of academic administrators, faculty members, and students.
- Program evaluations are conducted by at least two expert, external, arms-length reviewers who base their evaluations on the self-study, a site visit, and meetings with faculty members and students, and who prepare a report assessing the quality of the program and making recommendations for improving the program.
- Program evaluations culminate in action plans that address deficiencies and identify how improvements will be made to the program.
- The outcomes of program assessments and the resulting action plans are reported to Academic Council. Implementation of action plans is monitored by the Campus Provost/Vice President Academic and progress is reported periodically to the President.

**Implementation of the University’s program review policy:** The policy and procedures assign clear responsibility to clearly identified managers for implementing program reviews and for following up on program changes called for during the program review. The Office of Government and Regulatory Affairs is essential to the University’s capacity to implement its policy. This Office ensures that the various stages and components of the review cycle are begun at the optimal time and that self-studies are completed and supporting data compiled in a timely way. The Office also monitors follow-up on recommendations. In addition, the job requirements for each Campus Provost/Vice President Academic and every Program Head include attention to program reviews. The reviews are core parts of their jobs, not add-ons to be completed on top of other tasks. Finally, data collection and reporting procedures have been adapted to ensure that the University is routinely tracking, collecting evidence about, and reporting on activities that are central to program review.

**Schedules for formal evaluation:** Program evaluation is a constant and ongoing activity at Yorkville University. Table 10.1 shows the projected cycle of program reviews in the coming years.

<table>
<thead>
<tr>
<th>Program</th>
<th>Date of Consent/last review under PSECE</th>
<th>Internal QA review completion</th>
<th>PEQAB review under PSECE</th>
<th>Internal QA review completion</th>
<th>PEQAB review under PSECE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Creative Arts Hypothetical</td>
<td>2019</td>
<td>2025</td>
<td>2026</td>
<td>2032</td>
<td>2033</td>
</tr>
<tr>
<td>Bachelor of Business Administration-PM</td>
<td>Apr 2017</td>
<td>(6 yr) Apr 2023</td>
<td>Apr 2024</td>
<td>(4 yr) Apr 2028</td>
<td>Apr 2029</td>
</tr>
<tr>
<td>Bachelor of Interior Design*</td>
<td>Apr 2017</td>
<td>(4 yr) Apr 2021</td>
<td>Apr 2022</td>
<td>(4 yr) Mar 2026</td>
<td>Mar 2027</td>
</tr>
</tbody>
</table>

* Assumes the Minister provides consent for the transfer of the Bachelor of Interior Design to Yorkville University.
Preamble

The intention of this policy and procedure is to create a program review cycle that integrates with and helps the University prepare for the program reviews required under provincial degree-granting acts. Each program is subject to review under a prescribed cycle. For example the New Brunswick Degree Granting Act calls for a five-year cycle. Yorkville’s internal program review cycle should, therefore, be on a cycle that ends one year before the provincial review. This cycle gives the University time to make changes and improvements before the external review. The self-study process proposed draws heavily on the information requirement set by the MPHEC and PEQAB.

Policy on Program Review

1. **Purpose:** This policy requires periodic assessment of the objectives, structure, curriculum, pedagogy, and effectiveness of each degree program offered by Yorkville University. The goal of the policy is constant improvement in the design and delivery of University programs and in student outcomes.

2. **Scope:**
   a. This policy expands upon the Policy on Program Review approved by the Board of Governors on March 23rd, 2009 (appended).
   b. This policy does not replace the Policy on Revising or Modifying Courses or the Policy on Student Evaluation of Courses, both approved by the Board of Governors on March 23rd, 2009 (appended).
   c. Each degree program that Yorkville University is approved to offer under provincial law must be reviewed and assessed as required in this policy.

3. **Responsibility for Policy:**
   a. The Office of Government and Regulatory Affairs, is responsible for implementation of this policy, including:
      i. Developing and maintaining a schedule of programs to be reviewed;
      ii. Communicating assessment requirements to the head of each program;
      iii. Contacting and contracting with external assessors;
      iv. Maintaining files related to the Academic Quality Assurance Policy;
      v. Monitoring follow up and implementation of changes resulting from periodic quality assessments;
      vi. Reporting annually on the outcome of program reviews and the implementation of changes resulting from program reviews.
   b. The Vice President Academic and the Head of the program being reviewed are jointly responsible for:
      i. Preparation of the self-study and supporting data and analysis;
      ii. Meeting with and responding to external assessors;
      iii. Preparing an action plan following each program review;
      iv. Reporting periodically (as specified by the President) to the President all progress made in the implementation of the action plan.
   c. The Senior Vice President Finance is responsible for:
i. Analyzing the financial viability of the program under review;
ii. Providing financial analysis and actionable recommendations for the program under review to the Vice President Academic for inclusion in the Self-Study;
iii. Reviewing the action plan following each program review with the President before financial resources are allocated for the implementation of the action plan.

d. The Senior Vice President Marketing and Enrollment is responsible for:
   i. Analyzing the marketing and admissions aspects of the program under review;
   ii. Providing the Vice President Academic with analysis on the marketing and admissions functions as well as actionable recommendations for the improvement of the program under review.
   iii. Reviewing the action plan following each program review with the President before any changes that could affect the marketing and/or admission functions relating to the program are commenced.

4. Overview:
   a. Academic Quality Assessment will occur on a cycle that is consistent with the requirements of the quality assessment agency in the jurisdiction authorizing the program.
   b. The Academic Quality Assessment cycle is built on the program’s expiry of consent/designation. The cycle will culminate in an action plan that will be completed and in place no later than 12 months before the next scheduled external regulatory review.
   c. Every review will result in a self-study that includes participation by faculty, students, alumni, representatives of academic support units, and the Program Advisory Committee.
   d. Every assessment will include review of the program self-study by at least two expert external consultants;
   e. The Assessment cycle includes the following stages:
      i. Analysis and self-study;
      ii. Assessment and review;
      iii. Action plan;
      iv. Annual report on implementation of the action plan.
   f. Assessment will include:
      i. Effectiveness of the program as measured by student outcomes;
      ii. Effectiveness of pedagogy, including technology used;
      iii. Effectiveness of supports for student success, including advisement, library, student services;
      iv. Quality of faculty, focusing primarily on teaching but also taking into account research, scholarship, creative activity, and professional activity.
      v. Currency of the program and its curriculum as measured, labour market trends, employer and student expectations and outcomes and comparisons with similar programs.
      vi. Student demand
      vii. Strengths and weaknesses of the program compared to similar programs offered by other universities;
      viii. Opportunities and challenges resulting from factors external to the University;
ix. Opportunities and challenges resulting from factors internal to the University.

5. **Analysis and Self-Study**: The Vice President Academic and the Program Chair or Dean will prepare a document that includes:
   a. Objectives and mission of the program;
   b. Overview of the content of the program, including specializations (if any) and courses;
   c. How the program meets the degree standards.
   d. Overview of usual course structure, teaching methods used in typical courses, usual student work load, and types of assignments completed by students;
   e. Professional nature of the program (if applicable) and professional accreditation requirements.
   f. Summary of the action plan from the previous review cycle and the outcomes of that action plan;
   g. Overview of any changes underway or planned;
   h. Profile of the faculty, including number, nature of contract, discipline, degrees, rank, teaching experience, number of courses taught at Yorkville, contributions to research, profession, and/or community;
   i. Overview of support for the program and students in the program, including, but not limited to, library resources, technology, tutorials and workshops.
   j. Summary statistics showing the results of student and faculty end-of-course surveys;
   k. Methods used to measure student outcomes and summaries showing student outcomes;
   l. For the program and for each specialization within the program: number of new students starting each month, total number of active students at the time of the report, total number of registered students at the time of the report, retention rate;
   m. Number of graduates and a report on graduates’ experiences in and opinions of the program;
   n. Comparison of this program with similar programs offered elsewhere, including but not limited to: admission requirements; required courses; electives; breadth and depth of areas covered; cost to students;
   o. Summary of labour-market trends and demand for the program and its graduates.
   p. Quality assurance of the program.

6. **Assessment and Review**:
   a. Using the information provided in the self-study, the consultations described above will focus on the strengths and weaknesses of the program and the opportunities and challenges facing the program;
   b. External reviewers:
      i. The program head will recommend assessors to the Vice President Academic;
      ii. The Vice President Academic, may seek external expert advice about possible assessors;
      iii. External assessors should have relevant academic qualifications and professional experience;
      iv. The Office of Government and Regulatory Affairs will contact and contract with external assessors;
      v. The program head will provide each assessor with the self-study and with a summary of the internal consultations;
      vi. External assessors may be invited to campus to conduct a site visit;
vii. External assessors will prepare a report touching on the eight points of assessment set out in section 4 (e), above;
viii. The report will be provided to the program head who may prepare a response to any part of the assessors’ report.

7. **Action Plan:**
   a. Taking into account internal consultation, the recommendations of external assessors, and comments from the program head, the Vice President Academic will prepare a report to the President which will include an action plan recommending changes (modifications, deletions, additions) that should be made to the program, the timing of each change, the probable cost of each change, the benefit foreseen from each change, and the probable consequence of not implementing the change.
   b. The President will review the plan of action with the Senior Vice President Finance and Senior Vice President Marketing and Enrollment, respectively.
   c. The President will approve a final plan of action and establish guidelines and a schedule for implementing changes.
   d. The outcome of the review will be communicated by the President to Senate, the Program Advisory Committee, and faculty, staff, and students.

8. **Reporting:** The Vice President Academic, will report progress toward implementing action plans to the President each quarter or as requested by the President.

9. **Review of the Academic Quality Assurance Policy:** No later than seven years after the implementation of this policy, the Vice President Academic, will undertake a full review of the policy and recommend improvements. The review will take into account:
   a. The effectiveness of the policy in creating a culture and processes of continual quality assessment and improvement;
   b. The timeliness and effectiveness of action plans;
   c. The impact of the policy on academic administration;
   d. Any other matter relevant to evaluating and improving the policy.

Approved by the Board of Governors, April 2015
Exhibit 10.2: Program Advisory Committee Terms of Reference

Yorkville University
Program Advisory Committees, Terms of Reference

i. Recommended by Senate, 11 October 2011
ii. Adopted by Board of Governors (with minor modifications) 20 April 2012
iii. Amended by Senate on 24 September 2013 to ensure arms-length relationship with the University
iv. Amendment adopted by Board of Governors on 24 October 2013

Programs
Every Dean will strike a Program Advisory Committee (PAC) to provide advice related to degree programs offered by that Dean’s Faculty. If a Faculty offers programs that differ significantly from one another, the Dean may strike more than one Program Advisory Committees.

Mandate
The PAC advises the Dean and the University to ensure that graduates are well prepared for professional careers related to their degree program. To that effect, a program advisory committee has these specific responsibilities:

i. To review the learning outcomes (objectives) of the program and assist in curriculum development and modification to help ensure that graduates possess the competencies, knowledge, and skills required by the industry, discipline, or profession;
ii. To advise on matters related to outside recognition and accreditation, where appropriate;
iii. To assist in determining current and projected demand for program graduates;
iv. To assist in identifying ways in which the program can most effectively meet societal needs;
v. To advise the Dean and the University about
   a. Emerging trends that may impact the curriculum, delivery and/or employment opportunities of program graduates.
   b. New academic, professional, or business opportunities (new programs, new partnerships, etc.)
   c. Technological and other innovations required to support the program curricula.
vi. To participate in regular program reviews.

Membership
Program Advisory Committees shall consist of between 6 and 12 members. The following considerations when recruiting members for the PAC:

a) The Dean will be an ex officio member of the PAC;
b) When possible, the PAC should include program alumni who are active in the industry, field or profession;
c) Members should be chosen because of their experience or expertise in the program field;
d) Members may be drawn from private and public organizations and agencies, professional bodies, other universities, or from the community-at-large;
e) Efforts should be made to achieve an Advisory Committee membership that reflects the composition of the professional community in terms of gender, visible minority and aboriginal status, and disability.
f) Members, and thus the Committee, should be at “arms-length” from the University; they should be interested in the University and the program(s) but should not be stakeholders.

**Terms of Membership**
Membership is for a two-year renewable term.

**Meetings**
Program Advisory Committees meet at least twice a year. Meeting dates are set in advance for the next two meetings.

**Procedures**

i. The Chair of the Program Advisory Committee will be appointed by the President of the University from among the members of the Committee.

ii. The Advisory Committee will follow a standing agenda that includes at least the following:
   a. Review of record from last meeting, including an update about Faculty and University actions with respect to any recommendations made at the last meeting.
   b. Program, Faculty, and University updates
   c. Environmental Scan: What is happening in profession’s social, political, economic, and technical environment that may impact the curriculum, delivery and/or employment opportunities for graduates?
   d. Discussion of curriculum and/or program standards

iii. A record of the meeting will summarize the discussion without attributing comments. Recommendations will be formally moved and voted upon.

iv. The meeting agenda along with any accompanying materials will be sent to PAC members at least one week before the meeting.

**Program Advisory Committee Roles and Responsibilities in Yorkville University’s Governance Structure**

Program Advisory Committees report to Senate through the Dean. Senate has the exclusive responsibility to review and make policy recommendations about courses of study, including course changes.

i. Authority:
   a. Recommended by Senate: October 11, 2011
   b. Approved by Board: April 20, 2012
   c. Amended and approved by Board: October 24, 2013

ii. Responsible Persons: Deans

iii. Next Revision: five years after approval or earlier as required.
Exhibit 10.3: Course Revision in Ongoing Programs

A course design can never be complete or perfect. Faculty and administration engage in a revision process so that the curriculum will evolve over time and as circumstances change. Each course and program must evolve based on knowledge advances; changes in regulatory environments; and changes in the needs of participants, employers, and the publics they serve.

Yorkville University maintains three regular components to its evaluation process:

1) a term-end internal review cycle,
2) a two-year internal review cycle, and
3) a five-year external review cycle, for critically reviewing and revising an academic program.

Term-end Internal Review Cycle
At the conclusion of each course, an electronically-based Student Course Evaluation is administered to participants. The results of this survey are reviewed by the Dean and the individual course instructor, problems are identified and means for resolving the problems are proposed, and minor modifications are proposed for the course.

At the conclusion of each trimester, the faculty members are asked to take part in an online Faculty Council meeting to: provide feedback regarding course delivery, make suggestions for improving courses and programs, review participant achievement, and review information from Student Course Evaluations. These meetings will focus on what changes or modifications are needed to increase the quality of the courses and the learning outcomes for the participants.

Modifications to courses must be approved by the Dean and implemented by the instructional designer.

Two-year Internal Review Cycle
Every two years, the Faculty Council will meet to consider the accumulated assessments by the course instructors, and the participants. Upon the recommendation of the Faculty Council, concurrence of the administration, and subject to applicable regulatory constraints, new courses may be added to existing curriculum; and existing courses may be revised or removed from the rotation schedule.

The Dean and Faculty Council determine what courses are to be added or deleted. For an addition, the Dean, seeking advice from faculty members and administration, devises an outline for the new course, and then recruits a subject matter specialist to plan the curriculum in detail (as described above). The recruited subject matter specialist will likely become the first instructor of the course. The course is then added to the active curriculum, and evaluated in the normal evaluative cycles.
Exhibit 10.4: Terms of Reference: Program Curriculum Committee

Yorkville University Program Curriculum Committee
Terms of Reference

Policy as approved by Board October 19th, 2012

1. General: Each program shall strike a curriculum committee that complies with the policies set out below.

2. Mandate: The Program Curriculum Committee provides guidance and makes recommendations regarding academic programs and reviews course proposals and calendar changes in accordance with University policy. The Curriculum Committee makes recommendations to Faculty Council. Specific responsibilities include:
   a. Periodic review of programs and courses to ensure currency and effectiveness in accordance with University policy;
   b. Review of proposals for course and calendar changes, including proposals for new courses or programs, deletion of existing courses or programs, changes in courses or programs, changes in course numbers, units, titles, credit hours, or descriptions, amendments to courses already being offered, changes in pre-requisites or co-requisites;
   c. Review and development of policies concerning the review, development, and delivery of programs and courses, including policies relating to assessment of students and student work;
   d. Promotion and stimulation of engagement by all members of faculty in curriculum review and development;
   e. Establishment of committees and working groups as required to consider specific matters related to the program curriculum;
   f. Other activities that are reasonably connected to the quality, development, and delivery of programs and courses.

3. Policies related to the work of the Curriculum Committee:
   a. Course and Program Review and Revision Policy, adopted by Board of Governors, 23 March 2009
   b. Policy on Revising and Modifying Courses, adopted by Senate, 20 July 2009
   c. Policies on grading assessment of student work as published from time-to-time in the Academic Calendar

4. Membership: The Curriculum Committee shall normally be composed of five members, including:
   a. Dean of the Faculty
   b. Associate Dean of the Faculty
   c. At least two members of the core faculty
   d. One other faculty member or an alumnus

   The Dean or the Associate Dean shall chair the Committee. Three members of the committee constitute a quorum.

5. Meetings and conducting Committee business:
   a. The Committee will meet at the call of the chair.
   b. Meetings may be conducted in person, by teleconference or Internet, or by a combination of modes.
   c. Meetings may be asynchronous; documents and decisions may be circulated by email.

   The Committee will maintain a record of all decisions and the basis or rationale for decisions.
Section 11 Optional Material

The University has no further material to provide at this time.
Yorkville University

Academic Calendar 2018

Ontario

Most recent revision:
January 2018

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*  
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.
Academic Calendar

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Appendix A
1. **Academic Schedule / Important Dates**
Yorkville University undergraduate programs are organized in quarters of 12 weeks each, beginning in October, January, April, and July. The academic year begins in September and ends in August.

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<tr>
<th>2018 WINTER TERM</th>
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<td>12</td>
<td>December 21, 2018</td>
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<td>13</td>
<td>December 25 and December 26, 2018</td>
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2. **Governance of the University**
Yorkville University uses a modified bicameral model of governance: financial and administrative matters are the responsibility of the Board of Governors and academic and educational matters are the responsibility of the Academic Council. All programs adhere to Yorkville University’s academic governance which includes a curriculum committee, a faculty hiring committee, an admissions committee and a program advisory committee.
2.1 Board of Governors
The overall mandate of the Board of Governors is to ensure that the mission of the University is implemented through its various programs and activities. Its specific mandate is to address all matters related to the University's financial and administrative functions in all of its activities.

The current members of the Board are:
Dr. Seth Crowell, Vice President Academic, Crandall University  Moncton, New Brunswick
Dr. Rick Davey, President, Yorkville University, (Ex-Officio)
Mr. Gordon Glazier, Vice President Finance, Yorkville University (Ex-Officio)
Dr. Catherine Henderson, Past President, Ontario College of Art and Design; Past President, Centennial College, Toronto Ontario
Ms. Erin Keough, Online Learning Consultant, St. John’s, Newfoundland and Labrador
Dr. Verna A. Magee-Shepherd, Former VP and Interim President, BCIT  Vancouver, British Columbia
Dr. Michael Markovitz, Executive Vice-Chair and Treasurer of the Board  Toronto, Ontario
Dr. Terry Miosi, Past Acting Director Ontario Post-secondary Education Quality Assessment  Board Secretariat, Hamilton, Ontario
Dr. Paul Roach, Psychologist  Saint John, New Brunswick
Mr. Eric Roher, Borden Ladner Gervais, LLP, Secretary of the Board, Toronto, Ontario
Dr. Jacquelyn Scott, OC, Former President, Cape Breton University  Sydney, Nova Scotia

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

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

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

Academic Council meets at least once per term (four times per year.) All Academic Council meeting records are available on the Yorkville University Online Campus.
3. **Vision and Mission**

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

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

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

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

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

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

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

i. **Knowledge:** This competency incorporates both breadth and depth in comprehending specific subject matter and its application to both well-defined and indeterminate or ill-defined problem situations; analysis of the efficacy of this knowledge; and an understanding of its continuing development through critical reflection and inquiry and its inter-relatedness to knowledge in other areas of professional specialization.

ii. **Applied Research:** This competency reflects an understanding of the manner in which knowledge is created through systematic research and inquiry, how applied research is conducted, and how its outcomes can be used to revise existing knowledge and create new knowledge.

iii. **Professional Capacity:** This competency addresses abilities to bridge theory and practice by developing plans and translating them into action in personal practice; to work collaboratively with others to develop plans and translate them into action within organizations or...
communities; and to use effective and respectful communication skills in responding to the needs and concerns of others.

iv. Communication: This competency reflects abilities to communicate complex concepts and problem solutions to diverse audiences in both formal and informal professional contexts.

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

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

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

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

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

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

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

In 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 of Yorkville University, including policies related to faculty members, administrative staff, and students.

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

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

Academic freedom includes:
- the right of faculty members to teach and discuss all aspects of their subject with their students, while not introducing controversial matter which has no relation to their subject;
- the right of students to question all aspects of the subjects they are learning, while not introducing controversial matter which has no relation to these subjects;
- the right of faculty members, staff, and students to carry out research and to disseminate and publish the results thereof; to produce and perform creative works; to engage in service to the institution and the community; to acquire, preserve, and provide access to documentary material in all formats; and to participate in professional and representative academic bodies; and
- the right of faculty members, staff, and students to speak and write as citizens without censorship from the institution; while, at all times, being accurate, exercising appropriate restraint, showing respect for the opinions of others, and making every effort to indicate that they are not speaking on behalf of the institution.

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

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

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

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

- University policy ensures equal educational and employment opportunities to qualified individuals without regard to race, religion, age, national origin, ancestry, disability, gender, marital or parental status, or sexual orientation.
- All faculty members shall be hired and their assignments and opportunities determined on the basis of their competence and appropriate knowledge in their field of expertise. Hiring policies and practices will foster appropriate plurality of methodologies and perspectives in course and program offerings.
- The University will ensure a harassment-free environment in which to work and pursue educational goals.

Faculty member responsibilities:

- To introduce students to the spectrum of significant scholarly viewpoints on the subjects examined in their courses. Faculty members may not use their courses for the purpose of political, ideological, religious, or anti-religious indoctrination.
- To create curricula and reading lists that reflect the uncertainty and unsettled character of human knowledge by providing students with dissenting sources and viewpoints where appropriate.
- To grade students solely on the basis of their reasoned answers and appropriate knowledge of the subjects and disciplines they study, not on the basis of their political or religious beliefs.

Support for research:

- The University will make research funds available to individual faculty members to conduct scholarly research.
- The University will make funds available for faculty members to present academic papers at professional conferences under their affiliation to Yorkville University.
- Staff members are encouraged to pursue continuing intellectual development through study or research on a consistent basis.

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

5.2 Conflict of Interest

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

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

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

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

### 5.3 Ethical Standards

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

Members of the University must:

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

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

### 5.4 Harassment and Discrimination

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

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

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

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

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

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

Yorkville University’s online campus creates an environment that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. All persons in its learning, teaching, and working environments will:

- respect differences in people, their ideas, and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their age, ancestry, citizenship, colour, creed (faith), disability, ethnic origin, family status, gender or gender identity, marital status, place of origin, race, sexual orientation, or socio-economic status;
- respect the rights of others;
- show proper care and regard for University property and for the property of others;
- demonstrate honesty and integrity; and
- respect the needs of others to work and learn in an environment free from discrimination and harassment.

Yorkville University has a duty to maintain an environment respectful of human rights and free of discrimination and harassment for all persons served by it. It must be vigilant of anything that might interfere with this duty. The University expects that all persons in its learning/working environment will:
• be aware of and sensitive to issues of discrimination and harassment;
• support individuals who are, or have been, targets of discrimination or harassment;
• prevent discrimination and harassment through training;
• take reasonable steps to remove any discriminatory barriers in University policy and practices;
• take all allegations of discrimination or harassment seriously and respond promptly;
• provide positive role models; and
• not demonstrate, allow, or condone behaviour contrary to this policy, including reprisal.

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

All those covered by this policy have a right to complain about discrimination or harassment and are entitled to have access to both informal and formal complaint procedures. Students who feel they have suffered harassment or discrimination are encouraged to talk to a student services advisor; faculty members should discuss such matters with their dean; and administrative personnel should forward their complaints to the human resources department. Every attempt should be made to resolve matters through an informal resolution. The first step is to inform the individual that his/her behaviour is inappropriate and must stop immediately.

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

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

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

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

The University recognizes the ownership of copyrighted works created by employees on their own initiative and time where extensive use of University facilities, resources, or funds are not used in the creation or reproduction of the works.
Course developers and teaching faculty members may use components of the online course materials they have developed to supplement courses taught elsewhere. Course materials embedded in the online learning management system remain the property of Yorkville University and may not be used in whole or in part, without the express written consent of the University.

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

5.6  Student Conduct

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

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

The University provides the following clear and accurate descriptions of academic requirements and details the University's adherence to developing and maintaining high academic standards and academic honesty.

Any form of cheating, plagiarism, misrepresentation, incivility; any prejudicial or preferential activity that may disadvantage another person; or any form of disruptive behaviour is not acceptable and will not be tolerated.

5.6.2  Plagiarism
Plagiarism is defined as:

1. The intentional or unintentional act of representing someone else’s work as one’s own.
2. Quoting verbatim or almost verbatim from any source without using quotation marks or a block quotation, thereby creating the appearance that material written by someone else was written by the student.
3. Submitting someone else’s work, in whatever form, without acknowledgement.

It is the student’s responsibility to ensure that all language and ideas taken from any online or print source are appropriately cited. Students should exercise due diligence when using materials from social media and note-sharing websites.

5.6.3  Other Academic Offences
Other academic offences include:

i. cheating on examinations, tests, assignments or reports;
ii. allowing impersonation by another for the purposes of completing course assignments, tests or examinations;

iii. knowingly allowing one’s assignments, projects, exams, or reports to be copied by another person, including (but not limited to) the buying, selling, giving, or posting of course materials for any purpose beyond that designated by Yorkville University;

iv. obtaining an examination, test, or other course material through theft, collusion, purchase, other than institutionally sanctioned;

v. buying of assignments and submitting them as one’s own;

vi. selling of tests and assignments that facilitates acts of plagiarism by others;

vii. falsifying credentials, records, transcripts, professional experience, or other academic documents, health certificates, or other certificates;

viii. submitting coursework that is identical or substantially similar to work that has been submitted for another course (“self-plagiarism” or “double dipping”);

ix. forging any electronic or print document, including transcripts submitted for admission requirements;

x. interfering with the right of other students to pursue their studies;

xi. employing any unauthorized academic assistance in completing assignments or examinations; and

xii. tampering with, or altering, in any deceptive way, work subsequently presented for a review of the grade awarded.

5.6.4 Non-Academic Conduct

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

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students, or any conduct which interferes with the educational process or institutional functions.

2. Harassment, sexual or otherwise, that has the effect of creating a hostile or offensive educational environment for any student, faculty member, or staff member.

3. Disruptive behaviour that hinders or interferes with the educational process.

4. Violation of any applicable professional codes of ethics or conduct.

5. Failure to promptly comply with any reasonable directive from faculty members or University officials.

6. Failure to maintain confidentiality and respect the privacy of personal or professional information communicated about clients, one’s employer, other students, faculty, staff, or their employers.

7. Falsification or invention of any information or document, including documents published online or in social media, or lying during a University investigation.

5.6.5 Procedures:

1. When a member of the University community suspects that a student has committed an offense under the Student Conduct policy, a Student Conduct Incident Report must be completed.
(obtained from the Registrar’s Office) and submitted along with relevant documentation to the Registrar who will notify the student.

2. The Registrar will notify the student of her/his rights and obligations and invite the student to comment on the incident and provide any additional relevant documents and arguments concerning the incident. The student must submit such comments, documents, and arguments to the Registrar within two business days.

3. If the student does not provide additional comments, documents, or arguments, the Registrar’s Office will send a letter to the student outlining the offence as reported. The letter will identify the penalty that has been applied and provide a warning about the severity of penalties that would be imposed on the commission of future offences.

4. If the student does submit additional comments, documents, or arguments, the Registrar will present the complete file to the program chair responsible for the course in which the offence occurred, who will review the file within two business days and render a decision about the incident and punishment. The program chair’s decision about the offence and any possible punishment will be conveyed by letter from the Registrar to the student. Note that if the instructor alleging that an academic offence has been committed is the program chair, then the Registrar will present the complete file to the Dean of Academics who will review the file within two business days and render a decision about the incident and punishment.

5.6.7 Penalties for Offences are as Follows:

For academic offences other than plagiarism and for non-academic conduct offences:

1. The program chair responsible for the course in which the offence occurred, shall recommend a penalty appropriate to the seriousness of the offence. Such penalties could range from reprimand to academic dismissal. Second and subsequent offences by a student will be met with progressively more serious penalties.

2. A copy of the Student Conduct Incident Report and related documentation, together with the final letter provided by the Registrar’s Office to the student will be placed in the student’s academic file. These documents will remain in the student’s academic file until the student completes the program.

Plagiarism, first offence:

1. The student will receive a mark of “0” on the assignment containing material that was plagiarized from another author.

2. A copy of the Student Conduct Incident Report and related documentation, together with the final letter provided by the Registrar’s Office to the student will be placed in the student’s academic file. These documents will remain in the student’s academic file until the student completes the program.

Plagiarism, second offence:

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

1. The student will receive a grade of “F” for the course.

2. A copy of the Student Conduct Incident Report and related documentation, together with the final letter provided by the Registrar’s Office to the student will be placed in the student’s academic file. These documents will remain in the student’s academic file until the student completes the program.

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

1. The student will be suspended or expelled from the program of study.
   a. If the student is in good academic standing and has completed 30% of the program, the student will be suspended from the program of study, for a period of time, to be determined when the penalty is imposed.
   b. If the student is not in good academic standing, the student will be academically suspended and a permanent notation will appear on the student’s academic record.

2. A copy of the Student Conduct Incident Report and related documentation, together with the final letter provided by the Registrar’s Office to the student will be placed in the student’s academic file. These documents will remain in the student’s academic file until the student completes the program.

5.6.8 Appeals:
A student may appeal a decision through the Registrar’s Office within two (2) business days following receipt of the letter conveying the decision.

Limitation on appeals: Appeals will not be considered when the outcome of the appeal will have no substantial practical effect on the appellant’s grades or academic standing.

The Registrar will present the appeal and all supporting documentation to the Dean of Academics who will convene the academic appeals standing committee which, within two (2) business days, will review the file and render a decision upholding, overturning, or modifying the program chair’s decision. The appeal committee’s decision will be communicated by letter to the student.

The appeal committee’s decision is final.

5.6.9 Standing Committee on Academic and Student Conduct Appeals:
Purpose and Functions: The Standing Committee on Academic and Student Conduct Appeals is the final appeal body for students contesting decisions made by academic decision makers, including deans, program chairs, and the Registrar. The main policies governing decisions that might be appealed are Student Conduct (including Academic Integrity and Honesty) and Grading (including policies relating to academic probation and academic dismissal). Because appeals can come only from students, the Standing Committee does not hear requests for reconsideration of decisions relating to admission to academic programs.

Composition:
- Dean of Academics (Chair)
- All program chairs
- Associate deans
- Registrar (non-voting secretary and support)

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

- Maintaining records relating to each academic appeal.
- Implementing the outcomes of the appeal.

- Students appealing academic decisions will prepare a written request to the Standing Committee outlining the grounds for appealing the academic decision and indicating the outcome desired.

- **Grounds for Appeal:** Dissatisfaction with University policy, unhappiness with the outcome of a decision, and technicalities that do not materially affect a decision are not sufficient ground for appeal. Students appealing decisions should provide argument and evidence showing one or more of the following:
  - University policy was incorrectly interpreted and applied;
  - there was a fundamental procedural error seriously prejudicial to the student;
  - there was clear evidence of bias in a hearing or decision;
  - the student has significant new information relevant to the case;
  - inadequate weight was given to the evidence provided;
  - the severity of the penalty imposed exceeds the nature of the offence for reasons identified by the student.

- **Considering appeals:**
  - Panels: For each appeal, the Standing Committee will strike a panel of three members - normally the Dean of Academics (panel chair) and two other members. No member of a panel will have previously been involved with the decision being appealed; nor shall any member of the panel be a member of the Faculty from which the appeal originates. If the Dean of Academics has previously been involved with the decision, another member of the Standing Committee will serve as panel chair.
  - Natural Justice: Panels considering appeals will follow the principles of natural justice to ensure due process and fairness.

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

5.7 **Dispute Resolution**

Disputes may occur between students and faculty members with regard to course and assessment procedures, including grades; among students, employees, and faculty members with regard to harassment and ethical conduct; and between the University and its students, employees, and faculty members with regard to conflict of interest, ownership of intellectual property, and payment of fees or salary. Resolution of these disputes will follow general guidelines of natural justice:

- The individual has a right to a fair and expeditious resolution of disputes.
- The individual has a right to be informed about and to understand any charges or complaints made against him/her.
• The individual has a right to be heard in response to any charges or complaints made against him/her before any disciplinary action is taken.
• The University has an obligation to deal with complaints and grievances according to clear and reasonable deadlines.
• The University has an obligation to operate according to administrative procedures that deal with disputes fairly and expeditiously at both the formal and informal levels.

5.7.1 Academic Appeals by Students
Final grades are released to students no later than ten (10) business days following the end date of each course. Students who are not satisfied with their grade have three (3) business days to petition the course instructor for a review and/or clarification of the grade.

Should the student be dissatisfied with the decision of the faculty member, he/she may appeal to the program chair within five (5) business days following the final decision of the faculty member. All such appeals must be clearly stated and be submitted in writing. Following the date of the student’s initial communication with the program chair, the student has an additional ten (10) business days to provide all documentation to support the appeal. During this period, the course instructor must make available to the program chair all material relevant to the determination of the student’s final grade.

Within the next five (5) business days, the program chair will hold discussions with the student and the faculty member to obtain background information for resolving the dispute. The program chair will submit his/her decision within three (3) business days following these discussions. The student may appeal the decision of the program chair to the dean of academics, whose decision shall be final.

Other types of academic appeals include a request for change in the due date of an assignment or examination for documented health or personal reasons. The student should first consult the course instructor. If the resulting decision is unacceptable to the student, he/she should contact the program chair, in writing, within three (3) business days to request that the decision be reconsidered. The decision of the program chair shall be final.

5.7.2 Non-academic Appeals by Students
Non-academic appeals could include: concern about the procedure through which an academic appeal is handled; requests for leave of absence from the program or withdrawal from a course and/or program, and the return of course fees following withdrawal from the course; concerns about the disruptive, uncivil or harassing behaviour of others; and the like.

Non-academic appeals should first be directed to the Registrar’s Office. The Registrar’s Office will make a decision within three (3) business days. If the student is not satisfied with the decision of the Registrar’s Office, he/she should file an appeal with the program chair. Such appeals will follow the same timeline and procedures as provided under “Academic Appeals” in Section 5.7.1.

5.7.3 Employee Disputes with the University
Should a faculty member be dissatisfied with a decision made or action taken by the University’s academic administration, he/she may appeal the decision to the campus principal within 10 business days following the initial decision or action that forms the basis of the appeal. Following the date of the faculty member’s initial communication with the campus principal, the faculty member and the dean or
administrative staff member have an additional ten (10) business days to provide all documentation relevant to the matter under appeal.

Within 20 business days following receipt of the faculty member’s initial appeal, the Vice President Academic will hold discussions with the faculty member and the administrative staff member to resolve the dispute. The campus principal will make a decision within three (3) business days following such discussions. If the faculty member is not satisfied with the decision of the Vice President Academic, he/she may appeal the decision to the President.

Should a staff member be dissatisfied with a decision made and/or action taken by his/her immediate supervisor, he/she may appeal the decision to the senior administrator responsible for overseeing his/her area of work within ten (10) business days following the decision and/or action that forms the basis for the appeal. Following the date of the staff member’s initial communication with the senior administrator, the staff member and immediate supervisor have an additional ten (10) business days to provide all documentation relevant to the matter under appeal.

Within 20 business days following receipt of the staff member’s initial appeal, the senior administrator will hold discussions with the staff member and his/her supervisor to resolve the dispute. The senior administrator will make a decision within three (3) business days following such discussions. If the staff member is not satisfied with the decision of the senior administrator, he/she may appeal the decision to the Board of Governors.

5.8 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.
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: 1-877-569-5611  
  Local: 905-669-0544  
  Fax: 905-669-0551  
  E-mail: admissionson@yorkvilleu.ca

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

6.1.2 Undergraduate Programs Credit Transfer and Advanced Standing
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.

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

6.1.4 Prior Learning Recognition
Policy and procedure to be developed.
6.2 Re-admission Policies and Procedures - All University Programs

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

Note that students who have been required to withdraw 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 normally accept applications for re-admission when the student was dismissed after progressive discipline for repeated academic offences such as plagiarism.

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

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

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

7. Financial Policies and Information

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

7.1 Tuition and Other Fees

All fees and charges are quoted in Canadian dollars (CAD). Yorkville University also accepts equivalent payment in other currencies. For further information about tuition, fees, and payment methods, please contact the Bursar’s Office at 1-888-886-1882.

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 - if approved, additional services charges will apply (see below). Arrangements
for payment of tuition must be made at least two weeks prior to the start of each term. Please contact the Bursar’s Office to make payment arrangements or for further information.

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

<table>
<thead>
<tr>
<th>Delivery of Goods and Services Policy</th>
<th>Students are required to purchase standard texts or special lesson manuals and lab/studio supplies as specified in the course syllabi.</th>
</tr>
</thead>
</table>

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. In addition, no diploma is released to a student with outstanding financial obligations to RCCIT. In all cases, a student remains responsible for tuition and other charges incurred.

<table>
<thead>
<tr>
<th>Application Fee</th>
<th>$75 must accompany all admission or re-admission applications. This is a non-refundable fee that is not credited to the student’s tuition.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Registration Deposit (Seat Fee)</th>
<th>$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.</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Course Tuition Fee</th>
<th>See our website for current Course Tuition Fee rates.</th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>Continuous Enrollment Deposit</th>
<th>A Continuous Enrollment Deposit of $300 will be assessed to all students who elect to take a term off. This deposit will be credited to the student’s account as long as they return on schedule. If the student does not return on schedule they forfeit the deposit. This deposit will not be applicable to those students who are on an approved practicum deferral.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Re-entry Deposit</th>
<th>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.</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Course Cancellation / Addition Fee</th>
<th>A $75 fee is assessed for all course cancellation and/or course additions that occur after the registration deadline until the course start date. In the event a course change is required for academic reasons, the fee will not be applied.</th>
</tr>
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</table>

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<tr>
<th>Course Withdrawal Policy</th>
<th>Course withdrawal fees are based on the number of days that the student is enrolled in each course, starting on day 1. Students are charged on a pro-rata rate to the date the institution is notified in writing. The deadline for course withdrawal refunds is the 60% point in the course. A withdrawal admin fee will also be assessed. A withdraw admin fee will be charged for each course withdrawal equal to 10% of the total course cost. Credit balances resulting from cancellations, withdrawals, or other schedule changes will be</th>
</tr>
</thead>
</table>

Appendix A
Late Payment Fee

Monthly Installment Fee

Graduation Fee

Transcript Fee

Replacement Diploma

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.

A fee of $35 will be applied to all NSF/Decline/Late Payments.

$20 per month when student paying tuition by monthly installments.

$125 must accompany a student’s Request to Graduate Form.

$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.

All replacement diplomas cost $50 each.

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 (www.ed.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 (www.student-loans.sk.ca)
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:


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](http://www.rbcroyalbank.com/personal-loans/student-line-of-credit.html).
8. **Academic Policies and Information**

8.1 **Course Delivery**
Online courses are delivered by Yorkville University via an industry-leading course management system (CMS), available through the online campus. Physical hardware hosting this environment is located in a world-class data centre with 24/7 management, service level guarantees, and an established information privacy policy.

The CMS software and related systems are managed by Yorkville University IT staff, with course content and functionality managed by instructional design staff. Students and faculty members can access 24/7 technical support provided in-house by Yorkville University support staff using a toll-free telephone line, e-mail, or web-forms.

In general, the resources for all academic courses are delivered via the online campus, with the exception of printed textbooks and some external Internet-based resources. Unless specific course material requires it, no additional software is normally required. Course design takes into consideration the availability of free or low cost alternatives when other software or external resources are incorporated. While students are sometimes encouraged to acquire other software (for example, free or low cost voice-over-IP tools), these are not normally required to complete the online coursework.

The CMS software for current courses is the Moodle Learning Management System, one of the most popular and widely deployed web-based learning platforms. Moodle was chosen for its ease of use and its exceptional features that support classroom discussion and development of online communities.

Yorkville University is planning to offer on-campus courses. On-campus courses will address the same learning outcomes and provide the same level of CMS support and resources as online courses. Online activities will be replaced with scheduled classes lead by the course professor.

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 through online discussions, 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 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](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 Assessment of Other Assignments
The assessment of field-based activities and major academic papers, reports, and case presentations will be on a pass/fail basis. Please see the detailed description of individual programs in Section 10.

8.2.4 Examinations
Yorkville University employs a variety of methods used to evaluate student progress. For the most part, emphasis is on evaluation of written assignments and seminar discussions. Where tests and examinations are used, they are generally case-based requiring application of learned theories and concepts; the dates of such tests and examinations are announced in each course syllabus.
8.3 Grading Policies

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

<table>
<thead>
<tr>
<th>Calendar Definition</th>
<th>Specific Letter Grades and GPA and % Equivalencies</th>
<th>Standard Required to Achieve the Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>A+ (4.3)</strong></td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td><strong>90 – 100%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td><strong>4.0</strong></td>
<td>Excellent. Evidence of at least mastery in all key performance areas and of expertise in most.</td>
</tr>
<tr>
<td><strong>A-</strong></td>
<td><strong>3.7</strong></td>
<td>Superior. Evidence of at least mastery in all key performance areas and of expertise in some.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td><strong>B+ (3.3)</strong></td>
<td>Very good. Evidence of mastery in all key performance areas.</td>
</tr>
<tr>
<td>Good: Evidence of grasp of subject matter; evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature</td>
<td><strong>77 – 79%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td><strong>3.0</strong></td>
<td>Good. Evidence of at least competence in all key performance areas and of mastery in most.</td>
</tr>
<tr>
<td><strong>B-</strong></td>
<td><strong>2.7</strong></td>
<td>More than competent. Evidence of at least competence in all key performance areas and of mastery in some.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td><strong>C+ (2.3)</strong></td>
<td>Competent. Evidence of competence in all key performance areas.</td>
</tr>
<tr>
<td>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.</td>
<td><strong>67 – 69%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td><strong>2.0</strong></td>
<td>Fairly Competent. Evidence of competence in most but not all key performance areas.</td>
</tr>
<tr>
<td><strong>C-</strong></td>
<td><strong>1.7</strong></td>
<td>Basic competence. Evidence of competence in some key performance areas.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td><strong>63 - 66</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C-</strong></td>
<td><strong>1.7</strong></td>
<td></td>
</tr>
</tbody>
</table>
Calendar Definition | Specific Letter Grades and GPA and % Equivalencies | Standard Required to Achieve the Letter Grade
--- | --- | ---
D | D+ (1.3) 57 – 59% | Marginal Performance. Superficial ability but not competency in most key performance areas.
 | D (1.0) 53 – 56% | Minimal performance. Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.
 | D- (0.5) 50 – 52% | Deficient performance. Superficial ability in only a few key performance areas and deficient performance in many areas.
F | F (0.0) 0 – 49% | Failure. Deficient performance in all key performance areas.

Note that for students who began their programs before January 2014, the following letter grade / GPA / percent equivalencies apply:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>% Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>90-100%</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>85-89%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>80-84%</td>
</tr>
<tr>
<td>B+</td>
<td>3.4</td>
<td>77-79%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>73-76%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-72%</td>
</tr>
<tr>
<td>C+</td>
<td>2.4</td>
<td>65-69%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>60-64%</td>
</tr>
<tr>
<td>D+</td>
<td>1.4</td>
<td>55-59%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50-54%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0-49%</td>
</tr>
</tbody>
</table>

8.3.1 Mastery/Competency Based Grading

In some courses or on some assignments students are required to develop and prove that they have developed identifiable competencies or have mastered a specific body of knowledge. In such cases, it is not appropriate to use a scale to assess student performance - students have either acquired a competency or mastered a body of knowledge or they have not and there is no basis for differentiating among students based on their performance. Such work is graded on a pass/fail basis.
P = Student has met and mastered the goals, criteria, or competencies established for the assignment or course.

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

Pass/fail grades are not included in the calculation of the final mark in a course or in the calculation of a student’s Grade Point Average. However, a student may be required to pass all pass/fail components of a course in order to gain credit for the course. Similarly, a student may not be allowed to progress through their program unless they have shown mastery of the competencies and knowledge included in the pass/fail assignments or courses.

Other notations used on student records and transcripts:

The letter grade "I" on a student’s record or transcript indicates incomplete work. The letter grade of "I" will only be used when a student completes an official Request for Grade of “Incomplete” Form. Applications for an incomplete grade must be approved by the course instructor and the program chair. Applications for incomplete grades will be approved only for a student who 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 only when, in the opinion of the course instructor, there is an expectation that the work will be completed within a defined period of time to be established as part of the Request for Grade of “Incomplete” Form. If the delayed work is not completed by the specified date, the "I" grade will automatically be replaced with an “F” grade.

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

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

Good academic standing: a level of performance that must be maintained for a student to continue in 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. Thus, for example, graduate programs require students to maintain good levels of work ("B") in order to progress through or graduate from the program. Similarly, undergraduate programs require students to work at a satisfactory level ("C"). Students who do not maintain good academic standing will be placed on probation or academically dismissed.
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 he/she 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.

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 Course Withdrawal Policy found in Financial Policies and Information, Section 7, of this Academic Calendar.

Leave of absence: if a student, for whatever reason, must withdraw temporarily from a program, he/she 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; he/she must pay a continuous enrolment fee for each term from which he/she has withdrawn.

Academic probation: students who fail to maintain good academic standing will be placed on academic probation and will be formally notified by the Registrar that they are on probation and of the conditions that must be met to move off probation. If the student returns to good academic standing after completing nine (9) credits while on academic probation, the Registrar will notify the student that the probationary period has ended. If the student is not in good academic standing after having completed nine (9) credits while on academic probation, the dean or her/his designate will decide whether the probationary period should be extended.

Academic dismissal: students who fail to maintain good academic standing over two or more terms will be academically dismissed. Students who are in breach of the University’s academic integrity policy may be academically dismissed. Students who have been academically dismissed can, in some circumstances, apply for re-admission to the University as described in Section 6.2 of the Academic Calendar.

Graduation requirements: each University program publishes the cumulative GPA and required course elements for a student to graduate from that program of study. See Section 10 for details.

8.3.2 Undergraduate Program Grading Policies
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.

Students with a cumulative GPA of less than 2.0 at the end of any term will be put on academic probation and given nine (9) credits to raise their GPA to a satisfactory level. Probation may be extended for an additional nine (9) credits if the student shows significant improvement but is still not in good academic standing. Students whose cumulative GPA continues to be less than 2.0 after completing 18 credits while on academic probation may be asked to withdraw from the program.

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 transcript, with the last transcript generated for each student retained for 55 years. Add transcripts are produced as required and 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’ and pay a fee of $25 (CAD) for release of these documents by the Registrar’s office once all information has been verified.

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 an online 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 an electronic summary of the course evaluation.

The program chair will review the course evaluation results and will discuss any concerns with the course instructor.
9. **Services for Students**
This section lists the various resources that are available to students and describes how students can access them.

9.1 **University Directory**

**Telephone:**
Toll Free: 1-877-569-5611  
Local: 905-669-0544  
Fax: 905-669-0551

<table>
<thead>
<tr>
<th>Department</th>
<th>E-mail / Mailing</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Inquiries</td>
<td><a href="mailto:Info@yorkvilleu.ca">Info@yorkvilleu.ca</a></td>
</tr>
<tr>
<td>Admissions</td>
<td><a href="mailto:Admissions@yorkvilleu.ca">Admissions@yorkvilleu.ca</a></td>
</tr>
<tr>
<td>Bursar’s Office</td>
<td><a href="mailto:Bursar@yorkvilleu.ca">Bursar@yorkvilleu.ca</a></td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td><a href="mailto:Registrar.ON@yorkvilleu.ca">Registrar.ON@yorkvilleu.ca</a></td>
</tr>
<tr>
<td>Requests made outside of business hours will be responded to the next business day</td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td><a href="mailto:bookstore@yorkvilleu.ca">bookstore@yorkvilleu.ca</a></td>
</tr>
<tr>
<td>Library</td>
<td><a href="mailto:librarian@yorkvilleu.ca">librarian@yorkvilleu.ca</a></td>
</tr>
<tr>
<td>Technical Services</td>
<td><a href="mailto:askyu@yorkvilleu.ca">askyu@yorkvilleu.ca</a></td>
</tr>
<tr>
<td>Response will be made within 24 hours</td>
<td></td>
</tr>
<tr>
<td>Dean of Academics</td>
<td><a href="mailto:mkabir@yorkvilleu.ca">mkabir@yorkvilleu.ca</a></td>
</tr>
<tr>
<td>To contact faculty members</td>
<td>Please refer to e-mail addresses listed in the Online Campus</td>
</tr>
<tr>
<td>University Mailing Address:</td>
<td>2000 Steeles Ave. West Concord, Ontario L4K 4N1</td>
</tr>
</tbody>
</table>
9.2 Registrar’s Office
Staff in the Registrar’s Office advise and assist students about their progression through their programs and about a wide range of practical matters related to academic activities, program support, and textbook purchasing. Registrar’s Office staff are available weekdays, between 9:00 am and 5:00 pm (Eastern Standard Time). Requests for advice or support can be made at any time through e-mail, web-form, or a toll-free telephone number. All requests received outside of business hours will be handled by the end of the next business day.

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

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

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

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

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

9.6 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 Internet Explorer or Mozilla Firefox are required. Both Internet Explorer and Firefox 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 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 the online campus.

9.8 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 (905-669-0551) or mailed to 2000 Steeles Avenue West, Concord, Ontario, Canada, L4K 4N1. Forms are also available by email through the Registrar’s Office at askyu@yorkvilleu.ca.

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

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

9.8.1 Request for Grade of "Incomplete"

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

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

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

1) Student obtains a Request for Grade of “Incomplete” Form from student services or is given access to it online.
2) Student completes “Section A” and emails the form to the professor.
3) The professor completes “Section B” and emails to the dean.
4) The dean approves by signing and emails to the Registrar.
5) The Registrar signs and emails a copy to the student and faculty member. A hard copy is placed in the student’s file.

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

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

9.8.2 Course Withdrawal Form

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

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

9.8.3 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.

9.8.4 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.

9.8.5 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.

**9.8.6 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.

**9.8.7 Transcript Request Form**
Students, former students, or graduates who wish to obtain official copies of their transcript must complete a *Transcript Request Form*. The request must be accompanied by a fee of $25 (CAD) for each copy. Yorkville University will mail official copies of such transcripts to other institutions without additional cost.
10. **Program Information**

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

10.1 **Faculty of Business Administration**

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

10.1.1 **Bachelor of Business Administration**

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

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

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

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

10.1.2.1 **Program Requirements**

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

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

**Bachelor of Business Administration Program Structure Overview**

1. **Introduction and General Business Education Component**
   - 7 academic courses
• The following courses in this category must be completed at Yorkville University:
  o BUSI 1073 Business Writing and Communications
  o BUSI 1033 Introduction to Business
• Total: 21 credits

2. Core Business Component
• 15 intermediate and advanced academic business and management courses
  • The following courses in this category must be completed at Yorkville University:
    o BUSI 2053 Business Ethics
    o BUSI 2143 Entrepreneurship and Small Business Management
    o BUSI 2123 Business Strategy
  • Total: 45 credits

3. Application and Integration Component
• 3 project-based academic courses (9 credits) (required)
  o BUSI 4003 Business Case Analysis
  o BUSI 4013 Business Organization Analysis Project
  o BUSI 4033 Business Improvement Project
• 1 final business plan project course (6 credits) (required)
• All courses in this category must be completed at Yorkville University.
• Total: 15 credits

4. Specialization
• 5 courses that comprise the Project Management specialization
• 6 credits of this specialization block must be taken at Yorkville University, three of which must be represented by the capstone project course
• Total: 15 credits

5. General Studies
• 8 General Studies courses in addition to BUSI 2033
• Total: 24 credits

Bachelor of Business Administration Program Structure - Detailed

1. Requisite Preparatory Course
• Required (unless exempted)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 0913</td>
<td>Developmental Math</td>
</tr>
</tbody>
</table>

2. Introduction and General Business Education (21 credits or 7 courses)
• All Courses Required

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 1003</td>
<td>Math for Business (3 credits)</td>
</tr>
<tr>
<td>BUSI 1013</td>
<td>Statistics for Business (3 credits) (p/r = BUSI 1003)</td>
</tr>
<tr>
<td>BUSI 1023</td>
<td>Introduction to Economics for Managers (3 credits)</td>
</tr>
<tr>
<td>BUSI 1033</td>
<td>Introduction to Business (3 credits) (must be completed at Yorkville University)</td>
</tr>
<tr>
<td>BUSI 1043</td>
<td>Introduction to Financial Accounting (3 credits) (p/r = BUSI 1003)</td>
</tr>
</tbody>
</table>

1 Applicants with completed 2-year diplomas or advanced diplomas in the field of business management may be eligible for transfer credits for BUSI 1073 and BUSI 1033.
### 3. Core Business (45 credits or 15 courses)

- **All Courses Required**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 2003</td>
<td>Macroeconomics in Global Context (3 credits) (p/r = BUSI 1003 and 1013)</td>
</tr>
<tr>
<td>BUSI 2013</td>
<td>Business Decision Analysis (3 credits) (p/r = 1013)</td>
</tr>
<tr>
<td>BUSI 2023</td>
<td>Business Law (3 credits)</td>
</tr>
<tr>
<td>BUSI 2033</td>
<td>Organizational Behaviour and Management</td>
</tr>
<tr>
<td>BUSI 2043</td>
<td>International Business Environment (3 credits)</td>
</tr>
<tr>
<td>BUSI 2053</td>
<td>Business Ethics (3 credits)</td>
</tr>
<tr>
<td>BUSI 2073</td>
<td>Management of Technology and Innovation (3 credits)</td>
</tr>
<tr>
<td>BUSI 2083</td>
<td>Introduction to Managerial Accounting (3 credits) (p/r = BUSI 1043)</td>
</tr>
<tr>
<td>BUSI 2093</td>
<td>Introduction to Managerial Finance (3 credits) (p/r = BUSI 2083)</td>
</tr>
<tr>
<td>BUSI 2103</td>
<td>Human Resources Management and Development (3 credits) (p/r = BUSI 2033)</td>
</tr>
<tr>
<td>BUSI 2113</td>
<td>Production/Operations Management (3 credits) (half term) (p/r = BUSI 1013)</td>
</tr>
<tr>
<td>BUSI 2123</td>
<td>Business Strategy (3 credits) (p/r = BUSI 1043, 2033, 2063, 2073, 2083, 2093, 2103 &amp; 2113)</td>
</tr>
<tr>
<td>BUSI 2133</td>
<td>Organization Theory and Design (3 credits) (p/r = BUSI 2033)</td>
</tr>
<tr>
<td>BUSI 2143</td>
<td>Entrepreneurship and Small Business Management (3 credits) (p/r = BUSI 1023, 1043, 2033, 2063 &amp; 2083)</td>
</tr>
<tr>
<td>BUSI 2163</td>
<td>Marketing Strategy (3 credits) (p/r = BUSI 2063)</td>
</tr>
</tbody>
</table>

### 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**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 4003</td>
<td>Business Case Analysis (3 credits) (p/r = All Introduction and General Business Education Courses)</td>
</tr>
<tr>
<td>BUSI 4013</td>
<td>Business Organization Analysis Project (3 credits) (p/r = All Core Business Courses)</td>
</tr>
<tr>
<td>BUSI 4033</td>
<td>Business Improvement Project (3 credits)</td>
</tr>
<tr>
<td>BUSI 4046</td>
<td>Final Business Plan (6 credits)</td>
</tr>
</tbody>
</table>

### 5. Specialization (15 credits or 5 courses)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 3603</td>
<td>Introduction to Project Management (3 credits)</td>
</tr>
<tr>
<td>BUSI 3613</td>
<td>Project Teams and Leadership (3 credits) (p/r = BUSI 2113 &amp; 3603)</td>
</tr>
<tr>
<td>BUSI 3623</td>
<td>Project Planning Essentials (3 credits) (p/r = BUSI 3603 &amp; 3613)</td>
</tr>
<tr>
<td>BUSI 3633</td>
<td>Project Execution, Monitoring, Control and Closing (3 credits) (p/r = BUSI 3603, 3613 &amp; 3623)</td>
</tr>
<tr>
<td>BUSI 3643</td>
<td>Advanced Project Management (3 credits) (p/r = BUSI 3603, 3613, 3623 &amp; 3633)</td>
</tr>
</tbody>
</table>
6. General Studies Electives (24 credits or 8 courses)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL101</td>
<td>Research and Composition (3 credits)</td>
</tr>
<tr>
<td>QRSS100</td>
<td>Qualitative Research Methods in Social Science (3 credits)</td>
</tr>
<tr>
<td>ARTH110</td>
<td>Western Art – Prehistoric to Gothic (3 credits)</td>
</tr>
<tr>
<td>ARTH120</td>
<td>Western Art – Renaissance to Contemporary (3 credits)</td>
</tr>
<tr>
<td>CRIN110</td>
<td>Creativity and Innovation (3 credits)</td>
</tr>
<tr>
<td>ENGL150</td>
<td>Professional Communication (3 credits)</td>
</tr>
<tr>
<td>GEOG 210</td>
<td>Human Geography (3 credits)</td>
</tr>
<tr>
<td>ECON211</td>
<td>Microeconomics (3 credits)</td>
</tr>
<tr>
<td>ENGL 250</td>
<td>The Workplace in Fiction (3 credits)</td>
</tr>
<tr>
<td>HIST300</td>
<td>The History of Sports (3 credits)</td>
</tr>
<tr>
<td>PHIL300</td>
<td>Philosophical Thought and Leisure (3 credits)</td>
</tr>
<tr>
<td>SOC1300</td>
<td>Sociology and Culture (3 credits)</td>
</tr>
<tr>
<td>PSYC200</td>
<td>Psychology of Everyday Life (3 credits)</td>
</tr>
<tr>
<td>HUMN422</td>
<td>Topics in Technology and Society (3 credits)</td>
</tr>
<tr>
<td>HUMN430</td>
<td>Topics in Power and Society (3 credits)</td>
</tr>
<tr>
<td>HUMN450</td>
<td>Design Thinking (3 credits)</td>
</tr>
</tbody>
</table>

10.1.2. BBA-Specific Admission Policies

Completion of an Ontario High School diploma with at least a 65% average in six courses from the University or University/College streams, including:
- Grade 12 English (ENG4U or equivalent)
- A grade 12 math course at the U or M level
- Four other grade 12 courses at the U or M level

Equivalent Canadian and foreign high school credentials are accepted.

English is the primary language of instruction at Yorkville University. Applicants whose native language is not English must establish proficiency in English sufficient for post-secondary study. Such proficiency may be established in one of the following ways:

a. Completion of secondary education where English is the language of instruction.

b. Successful completion of at least 12 credit hours of previous postsecondary education where English is the language of instruction.

c. Successful completion with the equivalent of “B” standing of a post-secondary level English for Academic Purposes program accredited by Languages Canada.

d. Confirmation of an official TOEFL (Test of English as a Foreign Language) score of at least 550 (written version) or 80 (Internet based version); or an IELTS (International English-Language Test System) overall bandwidth of at least 6.5; or a Canadian Academic English-Language Test (CAEL) score of 60 or higher; or a score equivalent to these scores on another test of English language proficiency recognized by and acceptable to the University.

Note: In all cases, the University reserves the right to require proof of language proficiency before permission will be granted to register in academic courses. Applicants from countries where English is the language of instruction, but is not the primary language of the general population, may be asked to demonstrate English-language proficiency.
Mature Students
A mature student is an applicant who has not achieved the Ontario Secondary School Diploma or its equivalent and who is at least 19 years of age on or before the commencement of the program in which he/she intends to enroll. Consistent with Ministry guidelines, Yorkville University’s admissions policy for mature students creates a pathway for applicants who can demonstrate abilities equivalent to those of Ontario high school graduates through the successful completion of courses at the postsecondary level or through proficiency assessments.

Conditional Admission
Applicants seeking to establish English language proficiency by providing TOEFL, IELTS, or CAEL scores (or scores from other tests of English language proficiency recognized by the University) but whose scores fall below the standards required for admission may be considered for conditional admission in the following circumstances: they meet all other requirements for admission; their scores meet or are equivalent to at least the following standards - TOEFL Paper, 500; TOEFL Internet, 65; IELTS 5.5; CAEL 50. Applicants admitted under this provision must achieve a grade of at least “C” on each of their first three courses taken at Yorkville University. Failure to meet this condition will result in academic dismissal from the University.

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

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

10.1.2.5 Assessment of Student Participation
Please see Section 8.3 for information regarding the assessment of student participation.

10.1.2.6 Assessment of Written Assignments
Please see Section 8.3 for information regarding the assessment of written assignments.

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

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

- The University may accept up to a maximum of 60 credits (50% of total credits required) in transfer toward the BBA degree for coursework.
- Credits being transferred to the Yorkville program must have been completed at a post-secondary institution recognized in that institution’s home jurisdiction.
- Normally, only credits earned within ten years of a student’s admission to Yorkville will be accepted, but the admissions committee may establish different rules for particular cases.
- Students must have achieved a satisfactory grade, as defined by the admissions committee, in the courses being considered for a transfer credit.
- Transfer credit will not be granted for the following courses:
  - BUSI 1033 Introduction to Business
  - BUSI 1073 Business Writing and Communication
  - BUSI 2053 Business Ethics
  - BUSI 2123 Business Strategy
  - BUSI 2143 Entrepreneurship and Small Business Management
  - BUSI 4003 Business Case Analysis
  - BUSI 4013 Business Organization Analysis Project
  - BUSI 4033 Business Improvement Project
  - BUSI 4046 Final Business Plan
- Applicants with completed 2-year diplomas and/or advanced diplomas in the field of business management may be eligible for transfer credits for BUSI 1073 and BUSI 1033.
- Official transcripts must be submitted at the time of application to Yorkville University for transfer credits to be considered by the University. Transcripts will be evaluated and notification will be forwarded by the Registrar’s Office concerning the student’s status in the program, including the number of transfer credits awarded.
- Credits earned through transfer are not used to compute the student’s GPA.

10.1.2.9 Types of Credit Transfer

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

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

b. The student earned a satisfactory grade, as defined by the admissions committee, in the course for which equivalency is sought.

c. The course was completed within ten years of the student’s application for admission.

(The admission committee may make rules in specific cases that allow for exceptions to this requirement.)

10.1.2.10 Graduation Requirements

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

- A minimum of 50% program credits must be completed through Yorkville University.
- A minimum of 60% of “Core Business” courses must be completed through Yorkville University.
- The following courses must be completed through Yorkville University:
11. Course Descriptions

11.1 Course Numbering

Business courses numbered 1000, 2000, or 3000 are undergraduate-level academic courses. 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 Faculty of Business Administration

Business

BUSI 0913 Developmental Math
(3 credits) (required unless exempted)
A course designed to bridge math skills of students to those required to successfully complete the quantitative courses in the BBA program. The course introduces students to core mathematical concepts including basic numeracy, algebra, factorials, pre-calculus, Venn diagrams and statistics. This course is required in the first semester for all BBA students, but students may request an exemption through either the successful completion of a challenge examination or demonstration of proof of having successfully completed a senior secondary math course within the past ten years. Prerequisite(s): None.

BUSI 1003 Math for Business
(3 credits) (required)
A brief review of pre-calculus math. Topics include: logarithmic and exponential functions; limits; introduction to derivatives; linear systems; matrices; systems of linear inequalities; difference equations; arithmetic and geometric sequences; annuities; and installment buying. Applications to business and economics are emphasized throughout the course. Prerequisite(s): New Brunswick Advanced Math - 122 or equivalent.

2 General Studies courses are currently listed with an alternative number scheme.
BUSI 1013 Statistics for Business
(3 credits) (required)
Introduction to applied statistics and data analysis, as well as managerial decision-making, using both quantitative and qualitative tools. Statistical topics include: collecting and exploring data; basic inference; simple and multiple linear regression; analysis of variance; nonparametric methods; probability; and statistical computing. Students also examine how these tools are applied in strategic and functional analysis and decision making, especially regarding marketing and operations. Prerequisite(s): BUSI 1003 - Math for Business.

BUSI 1023 Introduction to Economics for Managers
(3 credits) (required)
Introductory topics include: basic theory of consumer behavior; production and costs; partial equilibrium analysis of pricing in competitive and monopolistic markets; general equilibrium; welfare; and externalities. Students are introduced to the theory of the firm, competition, and monopoly. Prerequisite(s): None.

BUSI 1033 Introduction to Business
(3 credits) (required) (must be completed at Yorkville University)
This course explores the interrelatedness of the various functions of business operations, and sets the context for understanding the broader environment in which businesses and organizations function. Attention will be given to key functional areas of business including resource bases, organizational structures, corporate culture, financial systems, and management theories prevalent in today’s business environment. Interactive business simulation software will be used as a complement to course readings to expose students to core business functional areas and begin developing their business decision-making skills. Prerequisite(s): None.

BUSI 1043 Introduction to Financial Accounting
(3 credits) (required)
Introduces the language of financial accounting, designed to capture, summarize, and communicate the economic facts about an organization in a set of financial statements and related descriptive notes. Focus is on the principles of accounting and reporting to various users that are external to the organization, and will emphasize what information is provided in financial statements, as well as the uses and limitations of this information. Prerequisite(s): BUSI 1003 - Math for Business.

BUSI 1073 Business Writing and Communications
(3 credits) (required)
Students learn how to leverage the online learning environment to be effective communicators across a number of mediums. Students emerge from this course with a solid understanding of how to effectively use the Yorkville University campus and environment to achieve success in their studies, and also develop their knowledge and application of the writing process, academic referencing using APA style format, effective communications styles particularly, persuasive business writing techniques, and cross cultural communications. Prerequisite(s): None.

BUSI 2003 Macroeconomics in Global Context
(3 credits) (required)
An overview of macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Topics include: monetary and fiscal policies; public debt; and international
economic issues. Basic models of macroeconomics are introduced and principles within the experience of the North American and other economies are illustrated. Prerequisite(s): BUSI 1003 - Math for Business; BUSI 1013 - Statistics for Business.

**BUSI 2013 Business Decisions Analysis**  
(3 credits) (required)  
This course prepares students to make applied and informed business decisions through the use of modeling, analytical and problem solving techniques. Specifically, students will develop an understanding of the concepts of certainty, uncertainty, probability and risk analysis; as well as basic probability concepts, random variables, descriptive measures, and properties of distribution, statistical decision theory, and Bayesian approaches. Based on this foundation, the course will then delve into discrete and continuous probability models and their applications to solving business problems. Prerequisite(s): BUSI 1013 - Statistics for Business

**BUSI 2023 Business Law**  
(3 credits) (required)  
Students gain a basic understanding of fundamental structural legal frameworks under which firms must operate. The course begins with the basic building blocks of business law, followed by a review of legal business structures including sole proprietorship, corporation, partnership, limited liability company, for profit, not-for-profit, and public firms. The second phase of the course examines a broad range of legal issues that could impact business operations, including intellectual property, contracts, product development, mergers and acquisitions, international trade, business disputes, bankruptcy, and reorganization. Prerequisite(s): None.

**BUSI 2033 Organizational Behaviour and Management**  
(3 credits) (required) (Tier 2 designated General Studies course)  
This course explores the interaction among individuals and organizations, and how this interaction can impact others within the organization, or the organization itself. Even in today’s technologically driven world, the effectiveness of organizations is still rooted in their ability to leverage the full potential of the people involved within their operations. Students are introduced to various topics including value systems, motivation, teams, effective communication, power and conflict, organizational culture and structure, leadership, ethics and organizational change. They emerge from the course with a better understanding of the role of people within organizations, and how their own personal strengths can contribute positively to the organizations to which they belong. Prerequisite(s): None.

**BUSI 2043 International Business Environment**  
(3 credits) (required)  
Introduction to international business as it relates to the functional areas of managing business operations. Focus is on how business decisions are influenced by culture, economics, and marketing. Additional emphasis is on the opportunities and problems associated with doing business in an international environment, with reference to case analyses of specific countries or regions. The principles examined are constant, although the international geography may vary according to the interests of the faculty member and students. Prerequisite(s): None.

**BUSI 2053 Business Ethics**  
(3 credits) (required)  
Overview of the ethical dimension of business in the context of understanding ethical reasoning as a critical success factor for businesses. Students should develop moral sensibilities and an awareness of.
social responsibility within a business management perspective. Topics include: the relationship between business and society; the link between corporate strategy and social responsibility; the importance of corporate reputation; ethical decision-making; and the impact that business has on the environment. Prerequisite(s): None.

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

**BUSI 2073 Management of Technology and Innovation**  
(3 credits) (required)  
This course introduces students to fundamentals of information technology and information systems, and exposes them to the managerial implications of effective technology management. Topics covered include making information IT investment decisions, managing risks in IT systems adoption and implementation, integrating new technologies with existing systems, and maximizing the usage of data from IT systems to create corporate value. Prerequisite(s): None

**BUSI 2083 Introduction to Managerial Accounting**  
(3 credits) (required)  
Focus on how managers use accounting information to make decisions, with an emphasis on job costing and activity-based costing. Topics include: product costing; budgetary control systems; performance evaluation systems for planning, coordinating, and monitoring the performance of a business; flexible budgets; and break-even analysis. Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting.

**BUSI 2093 Introduction to Managerial Finance**  
(3 credits) (required)  
Introduction to major concepts in finance and investments, such as the time value of money, discounted cash flows, and risk and return. Further examination of how firms decide to finance projects they assess as being worthwhile and how to make investment decisions. Consideration is given to capital structure, dividend policy, financial instruments, risk-return trade-offs, financial planning, forecasting, the cost of capital, asset valuation, working capital management, and performance assessment. Prerequisite(s): BUSI 2083 – Introduction to Managerial Accounting.

**BUSI 2103 Human Resource Management and Development**  
(3 credits) (required)  
This course introduces students to the theory and practice of personnel management and the significant issues that are part of the management of human resources in organizations. Students who complete this course will be able to design and implement an effective human resource management strategy. In addition, students are expected to identify specific HR management skills that they need to develop and begin the process of developing these skills. Prerequisite(s): BUSI 2033 - Organizational Behaviour and Management
BUSI 2113 Production and Operations Management  
(3 credits)  
Production and Operations Management (POM) involves the study of design, planning, establishment, control, operation, and improvement of the activities/processes that create a firm's final products and/or services. The growing economic importance of service activities, however, has broadened the scope of POM function (in fact, the course will focus more on service facilities). Large scale globalization, short product life cycle, and more informed customers means that successful management of operations, careful design, and efficient utilization of resources is an absolute must not only to add to the bottom line of a firm, but even for its mere survival. This course will consider both manufacturing and service operations, emphasizing their differences as well as similarities. It will also examine the role of operations management in the organization by exploring a number of concepts and techniques. Prerequisite(s): BUSI 1013 - Statistics for Business.

BUSI 2123 Business Strategy  
(3 credits)  
Introduction to a strategic perspective on issues that concern contemporary businesses, drawing on and exploring concepts from a number of undergraduate business courses (marketing, finance, accounting, management, and organizational behaviour). Exploring appropriate methodologies/approaches to strategic analysis, students use material from other courses in the analysis and resolution of complex business situations. Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting; BUSI 2033 - Organizational Behaviour and Management; BUSI 2063 - Introduction to Marketing; BUSI 2073 - Management of Technology and Innovation; BUSI 2083 – Introduction to Managerial Accounting; BUSI 2093 - Introduction to Managerial Finance; BUSI 2103 - Human Resources Management and Development; BUSI 2113 - Production/Operations Management.

BUSI 2133 Organization Theory and Design  
(3 credits)  
Emphasizes developing approaches in different types of organizations (e.g., not-for-profit) to deal effectively with the issues faced. Explores principles and practices of management and administration as they are adapted to: board-management-staff relations; board governance; recruiting and motivating; human resource management; accountability; organizing for and managing growth and change; analysis of an organization's market; and organizational strategic planning. Prerequisite(s): BUSI 2033 - Organizational Behaviour and Management.

BUSI 2143 Entrepreneurship and Small Business Management  
(3 credits)  
Focusing on the practical aspects of establishing and developing a business, emphasis is placed on analyzing the strengths and weaknesses of a newly formed business. Topics include: opportunity recognition, feasibility study, risk, venture capital sources, business economics, marketing requirements, negotiations, and resource needs. Case studies will be used. Prerequisite(s): BUSI 1023 - Introduction to Managerial Economics; BUSI 1043 - Introduction to Financial Accounting; BUSI 2033 - Organizational Behaviour and Management; BUSI 2063 - Introduction to Marketing; BUSI 2083 – Introduction to Managerial Accounting.

BUSI 2163 Marketing Strategy  
(3 credit)
A course to develop the skills and approach required to formulate and effectively implement marketing strategies. The course reviews the theory and practice of identifying market opportunities, evaluating firm positioning, selecting and evaluating potential markets, and making effective marketing mix decisions through analysis of market research data. All elements of strategic decision making are examined, including market segmentation, market target choice, product and/or service offering(s), pricing, promotion, and distribution choices that support positioning decisions as well as after sales service, support and evaluation. Students develop hands-on knowledge of the impact of strategic marketing decisions on a firm’s market position, bottom line, and investment attractiveness through interaction with hands-on business simulation software. Prerequisite(s): BUSI 2063 - Introduction to Marketing

**BUSI 3403 Intermediate Accounting 1 - Assets**
(3 credits)
This course builds on the integrated framework for analyzing, interpreting and preparing financial statements introduced in previous accounting courses. Emphasis is placed on accounting policy choices and the criteria by which such choices are made, as well as on analyzing financial statements that are prepared using different accounting policies. Students will examine, in-depth, the effects of accounting concepts on income determination and on asset, liability and shareholders’ equity valuation. Prerequisite(s): BUSI 1043 - Introduction to Financial Accounting; BUSI 2083 – Introduction to Managerial Accounting

**BUSI 3413 Intermediate Managerial Accounting**
(3 credits)
This course focuses on how managers use accounting information to make effective business decisions. Students will study different types of reports, financial statements and analytical tools, which may be used by managers to effectively plan, coordinate, evaluate and monitor qualitative and quantitative metrics within an organization. In this intermediate managerial accounting course, students will focus on costing and cost analysis. Pre-requisite(s): BUSI 2083 - Introduction to Managerial Accounting

**BUSI 3423 Intermediate Financial Accounting 2 - Liabilities and Equities**
(3 credits)
This course continues to build on the integrated framework for analyzing, interpreting, and preparing financial statements learned through BUSI1043 - Introduction to Financial Accounting and BUSI3403 - Intermediate Accounting I: Assets. The objectives within this course are to identify, interpret and analyze complex measurement issues and accounting policy choices applicable to a given situation. Students will subsequently evaluate the effects of financial reporting issues and policies on the preparation of the Statement of Financial Position, Income Statement, and Statement of Cash Flows. Pre-requisite(s): BUSI 3403 - Intermediate Accounting 1: Assets

**BUSI 3433 Corporate Finance**
(3 credits)
This course will build on concepts from the introductory managerial finance course and explore in depth the areas of corporate finance, risk, diversification, portfolio analysis, and capital market theory. Specifically, the course places emphasis on developing the students’ ability to understand, analyze, and integrate financial information towards sound financial decisions. Topics discussed will include the impact of interest rates, taxation, dividends, cash flow, and other business considerations on financial decision making and the role of financial institutions and regulations in corporate financial management. Prerequisite(s): BUSI 2093 - Introduction to Managerial Finance
BUSI 3443 Accounting Capstone Project - Auditing
(3 credits)
This course explains the significance of the auditing environment, public practice and professional responsibilities as well as basic audit concepts and techniques. The increasing complexity and speed of change in the business world has caused more estimation and uncertainty than ever before. In turn, this has caused higher difficulty for auditors to assess corporate risk, gather sufficient appropriate evidence and form a fair audit opinion on the financial statements. The requirements of this course combine the financial and managerial accounting knowledge learned to date and apply it to the world of auditing. Students will be required to leverage prior knowledge to be successful in this course. Prerequisite(s): BUSI 3413 – Intermediate Managerial Accounting, BUSI 3423 – Intermediate Financial Accounting 2 – Liabilities and Equities, BUSI 3433 – Corporate Finance

BUSI 3503 Introduction to Energy Management
(3 credits)
This course begins with an overview of energy’s role in society, from the harnessing of fire for heating and cooking, the early use of water and wind to the advancements which allowed for a more effective use of fossil fuels, and the subsequent impact on industrialization. Society’s present reliance on energy, across all aspects of life, will also be briefly explored. Students are then introduced 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. Students will explore issues of energy resource planning from conventional energy to current clean energy technologies, climate change mitigation, conservation practices, and likely long-term energy transitions. Students will explore the full range of energy systems and application stakeholders and be introduced to the relevant terminology. Prerequisite(s): None

BUSI 3513 Energy Policy, Legislation, and Social Environment
(3 credits)
This course examines International as well as Canadian federal, provincial, and local government policy, legislation, and regulations affecting the energy industry and energy consumers. Students will explore constitutional issues, the changing regulatory environment, and the impact of stakeholders including indigenous peoples and environmental groups through the examination of a current Canadian energy project. Current federal and provincial incentive programs will be examined and strategies for building political, social, and business linkages for energy products and applications in the context of the principles of sustainable enterprise will be developed. Pre-requisite(s): BUSI 3503 – Introduction to Energy Management

BUSI 3523 Energy Systems Operation
(3 credits)
This course focuses on the operation of energy systems in the business cycle. Students will explore decision-making role of the operations manager in performing economic analyses regarding energy types, conservation, and other production trade-offs as they relate to company strategy in the context of sustainability and clean-energy transitions. Students will identify how energy supply system management and conservation relates to customer satisfaction, improved performance, lower costs, and product development. Energy use standards such as ASHRAE, LEED, NECB, ISO 50001, and others will be applied to business processes. Pre-requisite(s): BUSI 3503 - Introduction to Energy Management
**BUSI 3533 Energy Futures and Transitions**  
(3 credits)  
This course provides students with the tools to understand the complexities of regional, national, and international energy markets, and the impact of global government policy on energy development as well as the changing nature of energy types and technologies. The course will focus on international energy development, energy contracts, sustainable development, and the management of environmental and corporate social responsibility issues. Clean energy systems and applications, use-cost curves, and energy application transitions and risk management will be applied to standard business scenarios. Forecasting energy management trends will be examined as a core component of business operations. Students will develop a major case analysis of an international energy project. Pre-requisite(s): BUSI 3513 - Energy Policy, Legislation, and Social Environment, BUSI 3523 – Energy Systems Operation

**BUSI 3543 Energy Strategy Capstone Project**  
(3 credits)  
This course provides students with an experiential opportunity to reinforce, synthesize, and build on the energy management knowledge and skills they developed in previous courses. Students will work in teams to develop an impact assessment of a current energy issue or project as it relates to business and industry strategy. Students will be required to apply knowledge from all four Energy Management courses in the development of their project. Pre- requisite(s): BUSI 3533 – Energy Futures and Transitions

**BUSI 3603 Introduction to Project Management**  
(3 credits)  
This course introduces students to the fundamentals of project management as outlined in *A Guide to the Project Management Body of Knowledge: PMBOK® Guide*. In today’s business environment, the successful management of projects has become a core competency for organizational leaders. BUSI3603 emphasizes the need for linking the strategic plans of organizations to project selection, organizational structures, and the sociocultural and technical dimensions of projects, as well as how a project manager’s focus needs to shift at different stages of a project life cycle. Prerequisite(s): None.

**BUSI 3613 Project Teams and Leadership**  
(3 credits)  
The development of project teams is an essential part of project leadership and management that relate to PMBOK®’s Human Resource Management and Communication Management knowledge areas. Whether you work on a task force, committee, development team or other type of project team, this course will point the way to becoming a harmonious team member, and adaptable team leader. By using stories from an assortment of projects, the course also provides multiple “real world” examples of inspired project leadership, timely project communications, and ongoing team selection, development and management. Practices for improving project leadership are derived from all of these stories. Prerequisite(s): BUSI 2113 -Production and Operations Management; BUSI 3603 - Introduction to Project Management.

**BUSI 3623 Project Planning Essentials**  
(3 credits)  
This course will guide students through a rigorous examination of all planning processes and process interactions during the project life cycle. They will determine the elements of the project management plan that are essential, while avoiding “analysis paralysis”. Students will collaborate with others to appraise the content and format of project management plans for small, medium and large projects. They will clarify the scope, schedule, cost and resources necessary for a sample project. Students will also create
plans for the management of risk, quality, human resources, communications, and procurement for one or more sample projects. Prerequisite(s): BUSI 3603 - Introduction to Project Management; BUSI 3613 - Project Teams and Leadership

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

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

**BUSI 3643 Advanced Project Management**

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

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

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

**BUSI 3713 Logistics Management**

(3 credits)
This course provides students with in-depth knowledge and application of 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
BUSB 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

BUSB 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

BUSB 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

BUSB 4003 Business Case Analysis
(3 credits) (required)
This course presents frameworks for analysing and writing business cases. Students will learn how to respond to business cases using a framework that includes identification of key issues, exploration of research options, and development of supported solutions and recommendations. Students will also emerge from this course with the tools necessary to author teaching cases and solutions manuals. The skills learned in this course will support the case analysis focus of other courses across the BBA program. Prerequisite(s): 21 credit hours of Introduction and General Business Education courses.

BUSB 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): all Core Business courses required by BBA program.

**BUSI 4033 Business Improvement Project**
(3 credits) (required)
Focus on the selection, treatment, and solution of a complex problem in an organization through the development and preparation of a formal, analytical report. Working in small groups, students will: learn how to identify a problem and possible solutions; select the best solution, create a work plan, and apply primary and secondary research methods; structure an argument logically and persuasively; customize a message for multiple audiences; and strengthen critical-thinking skills through the evaluation of findings and the formulation of conclusions and recommendations. Prerequisite(s): Completion of all Introductory, Core Business, and Elective courses.

**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): BUSI 4033 - Business Improvement Project.

**General Studies**

**ENGL101 Research & Composition**
(3 credits) (online) (Tier 1)
This course builds on the conventions and techniques of composition through critical writing. Students apply principles of logic, strategic thinking, and synthesis to prepare sound arguments supported by relevant, well documented research. Students are encouraged to write extensively, in persuasive and analytic styles, on contemporary issues of interest to them, where individual style and unique thinking are demonstrated. Pre-requisite(s): None

**QRSS100 Qualitative Research Methods for Social Science**
(3 credits) (online) (Tier 1)
This course explores the qualitative research methods that researchers use to answer empirical questions within the sphere of the social sciences, as well as within business and the humanities. It will teach students the basic knowledge and skills required to do qualitative research and to be intelligent consumers of others’ qualitative research. Topics include assessing existing research; collecting, analysing, and interpreting qualitative information; and methods to communicate research. By using a variety of research tools, students will explore how formulating sound qualitative research leads to objective and reliable outcomes. Students will also learn to identify ethical, ideological, empirical, and theoretical aspects of research, and recognize effective research. Pre-requisite(s): None

**ARTH110 Western Art – Prehistoric to Gothic**
(3 credits) (online) (Tier 1)
This course introduces students to the art and architecture of ancient societies from around the world, spanning pre-history to the fall of the Roman Empire. Using a broad, interdisciplinary approach, various art works are examined as emanations of a universal human condition and as unique expressions of culturally-specific worldviews. After exploring various definitions of ‘art’ and an overview of the earliest emergence of art and artistic traits in human history, focus then turns toward the complexities of the ancient mind and ancient civilizations. Through the art and architecture of each historical period, students learn the symbolic ‘language’ through which ancient societies transmitted their most profound ideas. Greater fluency in this ancient symbolic language allows students to understand the differences between sacred, traditional theological and profane art and the concepts that define their original purposes. Pre-requisite(s): None

**ARTH120 Western Art – Renaissance to Contemporary**  
(3 credits) (online) (Tier 1)  
The road to understanding modern and contemporary art begins with a study of the evolution of the modern mind. The course begins by analyzing the transition from a medieval worldview to the emergence of a scientific outlook in the late 1400s. The Renaissance and the resurgence of ancient Classical learning are also examined for their influences on artistic and architectural styles, and for their adoption of and challenge to the dominant theological doctrines of the early Modern era. Finally, the art of the 20th, 21st centuries is explored as both a culmination of Postmodernism and ‘end’ to the traditional narrative of art history, signalling a growing desire to be inclusive to new media and globally diverse artists. Pre-requisite(s): None

**CRIN110 Creativity and Innovation**  
(3 credits) (online) (Tier 1)  
This course examines concepts and techniques widely applicable to personal life and business: individual creativity and innovation in organizations. It offers alternatives to standard models of decision making and formal critical thinking by describing imaginative ways of approaching problems. Students learn techniques of problem identification, idea generation, idea selection, and idea implementation. The course teaches problem-solving practices and varied strategies that release individual creativity and encourage innovation within organizational structures. Emphasis is placed on how creative and innovative solutions can be found to problems that are inadequately addressed by Cartesian thinking processes and the debunking of common myths held about creative individuals and organizations. Students are instructed in a variety of concepts and practical methods that they can apply to their studies, work, and personal lives. Pre-requisite(s): None

**ENGL150 Professional Communication**  
(3 credits) (online) (Tier 1)  
This course extends composition and research principles to writing in a career context. Students apply principles of economy and clarity to create business documents that are informative and persuasive. While the course focuses on business messaging, it also includes formal research report writing, as well as the planning and delivery of oral presentations. Pre-requisite(s): ENGL101

**GEOG210 Human Geography**  
(3 credits) (online) (Tier 2)  
Human geography examines how people, their communities, and cultures interact within physical geographic space. It looks at how the spatial environment affects key categories of human activities. The course includes an overview of the location, flow, and uses of the earth’s principle resources, both natural and human. How the physical characteristics of the earth's surface affect political, social, cultural,
demographic, and economic dynamics throughout the world is emphasized, and the potential effects of ecological threats are explored. Pre-requisite(s): One Tier 1 course

**ECON211 Microeconomics**
(3 credits) (online) (Tier 2)
This course teaches the theory and concepts of microeconomics within the context of market decisions. It examines the concepts of supply and demand; pricing and elasticity; consumer behaviour and its impact on economic decisions; market structures that form the basis for various levels of competition; different types of markets, including labour and factor markets; and the role of government as it relates to microeconomic policy. It synthesizes theoretical concepts and examples of everyday events. Pre-requisite(s): One Tier 1 course

**ENGL250 The Workplace in Fiction**
(3 credits) (online) (Tier 2)
This course explores the workplace through its expression in the imaginative fiction of literature, film, and essays. Students will study poems, plays, short stories, films, and essays with themes or storylines that emanate from the workplace. Students will read, view, interpret, and analyze fiction relating to the workplace in order to understand the connections between occupation and personal identity and the connections between social and personal significance. Students will note and discuss trends in society that are illustrated by business and workplace attitudes and portrayed in creative fiction. Pre-requisite(s): One Tier 1 course

**HIST300 The History of Sport**
(3 credits) (online) (Tier 2)
This course explores the history of sport and athletics, ranging from the oldest forms of recreation to modern professional sports. It examines the established historical record, but also examines how we determine these facts through interpretation. By synthesizing the practice of sports with various theories of practicing history, students learn to evaluate historical claims that are often disguised in the playful focus of sports. Through such an analysis of historical sports, students develop a critical awareness of the social and ethical issues around such key aspects of human and social life. Pre-requisite(s): One Tier 1 course

**PHIL300 Philosophical Thought and Leisure**
(3 credits) (online) (Tier 2)
This course uses philosophy and philosophical thinking and applies it to an examination of leisure. Students will learn to adopt a philosophical approach, examining and reflecting upon the role of leisure today in what makes the good life. The relationship between philosophy, the good life, and leisure act as a framework for examining key philosophical issues, such as ethics, education, religion, aesthetics and art, health, politics, and consumerism. Pre-requisite(s): One Tier 1 course

**SOCI300 Sociology and Culture**
(3 credits) (online) (Tier 2)
This course explores some of the major issues affecting society and culture. Intended for students at the middle level of the program, the goal is to provide a foundation of knowledge that serves as a base for critical exploration of the broader discipline of sociology. The topics explored include: research, culture, socialization, social structure and class, stratification, institutions, and urbanization as they affect Canadian society. Pre-requisite(s): One Tier 1 course
PSYC200 Psychology of Everyday Life  
(3 credits) (online) (Tier 2)  
This course provides an overview of the field of psychology as it pertains to everyday life. Research methods and scientific reasoning form the foundation of the discipline, and the course begins by asking: How is psychology a science, and why is this important? The course covers several domains of the discipline: health psychology, consciousness, memory, life span development, motivation and emotion, personality, psychological disorders, therapy, and social psychology. While specific topics will vary from domain to domain, students will explore how each domain relies on the same underlying scientific principles and research methods to answer questions about the mind and behaviour. Within each domain, certain overlapping themes will also be highlighted. The course is grounded on the premise that within these domains, psychology is a route for effecting change and gaining some measure of control over our lives. Pre-requisite(s): One Tier 1 course

HUMN422 Topics in Technology and Society  
(3 credits) (online) (Tier 3)  
In this interdisciplinary, integrative course, the relationship between technology and society is investigated through readings, reflection, assignments, class discussion, and a formal research essay. The course identifies conditions that have promoted technological development and assesses its social, political, environmental, psychological, and economic effects. Issues of power and control and consideration of the effects of technologies on the human condition are primary themes. Written discussions, assignments, and the writing of a formal research essay draw together students’ prior learning in other general education courses. Pre-requisite(s): Two Tier 2 courses

HUMN430 Topics in Power and Society  
(3 credits) (online) (Tier 3)  
In this interdisciplinary, integrative course, power, its meaning and its exercise between human beings and groups is investigated through readings, reflection, assignments, class discussion, and a formal research essay. The course describes a variety of taxonomies by which power can defined and understood. Students look to the socially-based sources of power as well as the reasons individuals and groups acquiesce to power. Power is shown as a defining characteristic in all human activities by drawing on a wide array of social science and humanities scholarly material. Pre-requisite(s): Two Tier 2 courses

HUMN450 Design Thinking  
(3 credits) (online) (Tier 3)  
Design thinking is a creative problem-solving process used in a wide variety of disciplines. This course gives students a broad conceptual understanding of the theories and philosophies that form the foundation of the design thinking process, building towards a practical application of the methods to tackle, rethink, or solve a problem. Pre-requisite(s): Two Tier 2 courses

12. Personnel Roster

12.1 Senior Administration

Rick Davey  
President, Yorkville University
12.2 Faculty Members

12.2.3 Business Administration Faculty Members

Associated Faculty Members
Lisa Allen – M.Ed., MIT, University of British Columbia
Chris Amponsah – Ph.D., Capella University
Timothy Anderson – Ph.D. candidate/M.Sc, Arogsy University/Troy State University
Jalal Bhuiyan – MPP, KDI School of Public Policy and Management
Dwayne Branch – Ph.D., McMaster University
Diane Burt – Ph.D., Fielding Graduate University
John Cheeto-Szivos – Ph.D., University of Massachusetts
Matthew Cheung – M.Sc., York University
Musabbir Chowdry – Ph.D., Walden University
Jana Comeau – MBA, University of New Brunswick
Christine Costa – MBA, McGill University
Tae Dawson – MA in Communications, University of the Incarnate Word
Paul Finlayson – MBA, York University  
Fred Fisher – MBA, Queen’s University  
Brad Gaetz – MBA, Athabasca University  
Leon Guendoo – Ph.D., Capella University  
Amzad Hossain – Ph.D., National University of Malaysia  
Gerald Ingersoll – MBA, Athabasca University  
Sarvanathan Jeganathan – MPM/MBA, University of Southern Queensland/University of Wales  
Hussain Kabani – MBA, Keller Graduate School of Management  
Muhammed Kabir – Ph.D., McMaster University  
Rossie Kadiyska – MBA/LLM, University of Warwick  
Elizabeth Kannagara – Ph.D. candidate, Royal Roads University  
Martin Lees – Ph.D., Walden University  
Audrey Lowrie – MA, Glasgow University  
Helen Lyons – BA, Queens University  
Colin Mang – MBA, University of Bradford School of Management  
Mary McDonald – Ph.D. candidate/MBA, University of Phoenix  
Justin Medakiewicz – PMP/CA/BBA, Wilfrid Laurier University  
Andrea Murphy – MBA, McMaster University  
Umeka Naidoo – MBA, University of Liverpool  
Daniel Nicholes – Ph.D., Carnegie Mellon University  
Eman Nasr – Ph.D., Wilfrid Laurier University  
Umar Qasim – Ph.D., New Jersey Institute of Technology  
Virginia Quintin – MBA, Ateneo de Manila University  
James Randall – MBA, Queen’s University  
Shelly Rinehart – Ph.D., University of Oklahoma  
Dennis Stavrou – MA/MHI, Memorial University  
Stan Ustymenko – Ph.D., Florida State University  
Steve Visniski – MBA, University of Phoenix  
Amanda Wallace – MBA, Laurentian University  
Erika Wallgren – M.Sc., Fitchburg State College  
Albert Wong – Ph.D., University of Windsor  
Alexandra Wong – MBA/LLB, York University/National University of Singapore  
Ghassem Zarbi – Ph.D., Sophia University  
Wenqing Zhang – Ph.D., McGill University  
Haithem Zourrig – Ph.D., HEC Montréal
Appendix B: Program Advisory Committee Terms of Reference

Program Advisory Committee Terms of Reference

- Recommended by Senate, 11 October 2011
- Adopted by Board of Governors (with minor modifications) 20 April 2012
- Amended by Senate on 24 September 2013 to ensure arms-length relationship with the University
- Amendment adopted by Board of Governors on 24 October 2013

Programs
Every Dean will strike a Program Advisory Committee (PAC) to provide advice related to degree programs offered by that Dean’s Faculty. If a Faculty offers programs that differ significantly from one another, the Dean may strike more than one Program Advisory Committees.

Mandate
The PAC advises the Dean and the University to ensure that graduates are well prepared for professional careers related to their degree program. To that effect, a program advisory committee has these specific responsibilities:

1. To review the learning outcomes (objectives) of the program and assist in curriculum development and modification to help ensure that graduates possess the competencies, knowledge, and skills required by the industry, discipline, or profession;
2. To advise on matters related to outside recognition and accreditation, where appropriate;
3. To assist in determining current and projected demand for program graduates;
4. To assist in identifying ways in which the program can most effectively meet societal needs;
5. To advise the Dean and the University about
   a. Emerging trends that may impact the curriculum, delivery and/or employment opportunities of program graduates.
   b. New academic, professional, or business opportunities (new programs, new partnerships, etc.)
   c. Technological and other innovations required to support the program curricula.
6. To participate in regular program reviews.

Membership
Program Advisory Committees shall consist of between 6 and 12 members. The following considerations when recruiting members for the PAC:
1. The Dean will be an ex officio member of the PAC;
2. When possible, the PAC should include program alumni who are active in the industry, field or profession;
3. Members should be chosen because of their experience or expertise in the program field;
4. Members may be drawn from private and public organizations and agencies, professional bodies, other universities, or from the community-at-large;
5. Efforts should be made to achieve an Advisory Committee membership that reflects the composition of the professional community in terms of gender, visible minority and aboriginal status, and disability.
6. Members, and thus the Committee, should be at “arms-length” from the University; they should be interested in the University and the program(s) but should not be stakeholders.

**Terms of Membership**
Membership is for a two-year renewable term.

**Meetings**
Program Advisory Committees meet at least twice a year. Meeting dates are set in advance for the next two meetings.

**Procedures**
1. The Chair of the Program Advisory Committee will be appointed by the President of the University from among the members of the Committee.

2. The Advisory Committee will follow a standing agenda that includes at least the following:
   a. Review of record from last meeting, including an update about Faculty and University actions with respect to any recommendations made at the last meeting.
   b. Program, Faculty, and University updates
   c. Environmental Scan: What is happening in profession’s social, political, economic, and technical environment that may impact the curriculum, delivery and/or employment opportunities for graduates?
   d. Discussion of curriculum and/or program standards

3. A record of the meeting will summarize the discussion without attributing comments. Recommendations will be formally moved and voted upon.

4. The meeting agenda along with any accompanying materials will be sent to PAC members at least one week before the meeting.

**Program Advisory Committee Roles and Responsibilities in Yorkville University’s Governance Structure**

Program Advisory Committees report to Senate through the Dean. Senate has the exclusive responsibility to review and make policy recommendations about courses of study, including course changes.
Appendix J: Bachelor of Creative Arts Prospectus and Overview

Bachelor of Creative Arts – High-level Summary for First Virtual Consultation, April 27, 2017

- Modelled on a normal 8-term (120 credit hour) undergraduate degree program.
- BCA students who graduated from 6-term diploma programs ("Advanced Diploma" in the Ontario Qualifications Framework [OQF]) will enter the program with block awards of 60 credits.
- Graduates from four-term programs ("Diploma II" in the OQF) will enter with block awards of 45 credits and will complete a one-term bridging program to prepare them to succeed in the 60-credit degree-completion stream.
- To earn the BCA, students will complete the following:
  - Bridging term (where necessary – 15 credits): Five 3-credit courses completed before beginning the main BCA stream.
    - Content of bridging term and specific courses need to be decided. This will be subject of a future consultation.
  - General studies (24 credits): Eight 3-credit courses distributed over the four terms of study. Ministry and PEQAB guidelines require all students to have completed a “breadth” requirement showing knowledge and competency in areas of study outside the disciplinary focus of the program – typically knowledge in social sciences, humanities, and sciences. Yorkville University already has in place a structured set of general/liberal studies courses that satisfy this breadth requirement.
  - Creative Arts specialized courses (27 credits): Nine required 3-credit courses in three broad areas of study. The exact areas of study have not been finalized, but a preliminary model is:
    - Creative Industries and Public Policy – 3 courses, 9 credits total
      - The Business of Creativity – An Introduction/Overview
      - Creative Industries and Government in Canada (Arts Policy in Canada)
      - Law and the Arts
    - Creativity – 3 courses, 9 credits total
      - Creative Theory and Practice in Psychological Context
      - Creative Theory and Practice in Cultural Context (Sociology and Anthropology of Creativity)
      - Criticism: Evaluating and Assessing Creative Activity (anticipated to be based on a major project/assignment)
    - Leadership in the Arts – 3 courses, 9 credits total
      - Approaches to Leading and Managing in Creative Industries
      - Financing Creative Industries in Canada
      - Applied Research Methods
  - Creative Arts electives (9 credits): Three 3-credit courses. Students will select 3 courses from a list of at least 8 courses drawn from existing Yorkville/RCC degree programs such as marketing, advertising, social media, digital marketing, public relations, organizational behaviour, entrepreneurship, trend forecasting, business law.