



**University of
Niagara Falls
Canada**

2024 ACADEMIC CALENDAR



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DISCLAIMER STATEMENT

The Academic Calendar is the University of Niagara Falls Canada's (UNF's) official statement of regulations, policies, programs, requirements, and course descriptions for the 2023-2024 academic year.

UNF reserves the right to make additions, deletions, substitutions, changes, or modifications to its policies, practices, procedures, tuition fees, course availability, delivery mode, schedules, course content and titles, and/or program requirements at anytime without prior notice.

The University reserves the right, at its sole discretion, at any time, to cancel classes and courses without notice. The University specifically reserves the right to use its sole, absolute, and unfettered discretion, without interference, in admitting individuals to the University, its courses, and programs.

LAND ACKNOWLEDGEMENT

University of Niagara Falls Canada acknowledges that the land we gather on is located on the traditional territory of the Haudenosaunee, Hattiwendaronk and Anishinaabe peoples. We also acknowledge the many other First Nations, Métis, and Inuit peoples who call this region home.

We commit to building relationships based on respect, reciprocity, and reconciliation as we work, learn, and gather on this land. Furthermore, we acknowledge that the Niagara Region is situated on treaty land, and we stand with all Indigenous peoples, past and present, in promoting the wise stewardship of the lands on which we live.

ABOUT THE UNIVERSITY

*University of Niagara Falls Canada:
Innovative education and research for a digital world.*

Mission

The mission of the University of Niagara Falls Canada is to prepare graduates to be leaders in a digital world through innovative degree programs and research.

Values

Respectful: UNF values the individual characteristics of its students and embraces their diverse needs.

Principled: UNF upholds the centuries-old university traditions of freedom of speech and thought.

Excellent: UNF constantly seeks to improve its academic programs by high-quality teaching and research dedicated to the success of its students.

Our Unique Emphasis

Technology is driving societal transformation at an unprecedented rate whether it be artificial intelligence, machine learning, robotics, or communication.

UNF focuses on a foundational set of skills, knowledge and aptitudes for all graduates that will enable them to compete in this new economy. We call this a “Digital Mindset”.

We define a digital mindset as a combination of:

- growth mindset: a future focused, collaborative, change oriented, learning disposition and
- digital fluency: a combination of technical proficiency, literacy, ethics and communication

Academic Schedule

The UNF academic year will consist of four terms –

- Fall (October – December),
- Winter (January – March),
- Spring (April – June),
- Summer (July – September).

Each term consists of 10 weeks plus an additional 1 or 2-week examination and assessment period.

University Closures

The University will remain open during normally scheduled hours of operation unless climatic conditions pose a hazard to public safety or adversely affect UNF's ability to continue to offer services. It is the policy of UNF to respond to severe weather conditions (snow and ice) by conducting a risk assessment of the weather and road conditions and determining whether or not to close campus operations.

Generally, UNF campus operations and all scheduled classes proceed unless cancelled by notice of the President or their delegate.

UNF will advise students, faculty and staff of campus closure by 6:00 AM (if possible) to limit issues related to early classes, or in the case of weather deteriorating during the day, sometime during the day, or before 9:00 PM if forecasted weather is deemed to be severe for the next day.

Extra classes to make up for missed classes will be at the discretion of the Associate Dean(s) and Program Chairs in consultation with the faculty.

Important Dates 2024

Fall Term 2024

September 23-27	New Student Orientation (NSO)
October 1	Term start: First day of classes
October 8	Last day to drop or add courses without fee penalty for registered students
October 14	Campus Closed—Thanksgiving
October 29	Last day to withdraw from courses without academic penalty
December 9	Last day of Instruction
December 10-16	Exam Period
December 16	Last day of Fall Term: Final Grades Due
December 17- January 12	Break
December 24	Campus Closed at Noon
December 25	Campus Closed – Christmas Day
December 26	Campus Closed – Boxing Day
December 27	Campus Closed
December 31	Campus Closed – New Year’s Eve

Important Dates 2025

Winter Term 2025

January 1	Campus Closed – New Year’s Day
January 6-10	New Student Orientation (NSO)
January 13	Term start: First day of classes
January 20	Last day to drop or add courses without fee penalty for registered students
February 10	Last day to withdraw from courses without academic penalty
February 17	Campus Closed—Family Day
March 23	Last day of Instruction
March 24-April 6	Exam Period
April 6	Last day of Winter Term: Final Grades Due
April 7-13	Break

Spring Term 2025

April 7-11	New Student Orientation (NSO)
April 14	Term start: First day of classes
April 18	Campus Closed—Good Friday
April 21	Campus Closed—Easter Monday
April 22	Last day to drop or add courses without fee penalty for registered students
May 12	Last day to withdraw from courses without academic penalty
May 19	Campus Closed—Victoria Day
June 22	Last day of Instruction
June 23-29	Exam Period
June 29	Last day of Spring Term: Final Grades Due
June 30-July 6	Break

Summer Term 2025

June 30-July 4	New Student Orientation (NSO)
July 1	Campus Closed—Canada Day
July 7	Term start: First day of classes
July 14	Last day to drop or add courses without fee penalty for registered students
August 4	Campus Closed—Civic Holiday
August 6	Last day to withdraw from courses without academic penalty
September 1	Campus Closed—Labour Day
September 14	Last day of Instruction
September 15-21	Exam Period
September 21	Last day of Summer Term: Final Grades Due
September 21-29	Break

Fall Term 2025

September 22-26	New Student Orientation (NSO)
September 29	Term start: First day of classes
October 6	Last day to drop or add courses without fee penalty for registered students
October 13	Campus Closed—Thanksgiving
October 27	Last day to withdraw from courses without academic penalty
December 7	Last day of Instruction
December 8-14	Exam Period
December 14	Last day of Fall Term: Final Grades Due

December 15- January 11	Break
December 24	Campus Closed at Noon
December 25	Campus Closed – Christmas Day
December 26	Campus Closed – Boxing Day
December 27	Campus Closed
December 31	Campus Closed – New Year’s Eve

ADMISSION TO THE UNIVERSITY

For the complete policy regulations and procedures, please refer to the **Admissions Policy** found on the UNF website policy page.

The University has clearly articulated admission requirements that support the likelihood of success in undergraduate and post-graduate programs and adhere to necessary academic standards. In addition, English is the language of instruction at the University and, therefore, successful applicants must demonstrate English language proficiency levels essential for academic success in a Canadian university.

University Niagara Falls of Canada aims to admit all qualified applicants; however, the University reserves the right to set enrolment limits and offer admission at its sole discretion.

General Information for All Applicants

Applicants must provide the information necessary for the University record, including the disclosure of all secondary and post-secondary institutions where they have made course registrations were made and regardless of their course/program completion status.

Domestic applicants are those who are: Canadian citizens; permanent residents of Canada; refugee claimants whose claims have been accepted and who have been granted protected persons or convention refugee status, or diplomatic or consular officers or their dependents. Domestic applicants must provide evidence of their domestic residency in their application.

International applicants are applicants who are citizens of a country other than Canada and who do not hold permanent resident status in Canada.

Implied or Explicit Offers

All offers of admission are made solely through the Registrar's Office at the University. No implicit or explicit offers will be made by recruitment advisors to applicants and/or agents in relation to acceptance for admission or the awarding of either credit transfers or awards and scholarships.

Application Procedures

Applicants must submit an application, including all required supporting documentation, to the Registrar's Office either directly or through an agency partner. Successful applicants will be issued an offer letter into their preferred program.

Applicants are encouraged to apply early, as offers of admission are issued based on space availability and student eligibility. It is very possible a program may be full for a specific term before the application deadline. Applications will be processed for the next term if received after the application deadline listed below or after a program fills for the term.

All successful applicants must then fulfill any and all requirements for acceptance, which will be stated on their offer letter. All new applicants will have to make payment for a deposit as one of their requirements. When an applicant has satisfied the requirements then they will be issued a Letter of Acceptance (LOA).

International applicants can then use their LOA to support a student visa application with Immigration, Refugees and Citizenship Canada (IRCC).

Domestic applicants and international applicants with approved student visas will then be permitted to register for courses for their first term upon which they will become a student at UNF.

Finally, students must submit their official transcripts and/or other official documentation such as photo identification and/or proof of residency before classes commence. If the student does not provide the necessary official documents, then the University reserves the right to suspend/terminate their enrolment.

Admissions Deadlines

Please refer to the following application deadlines:

Deadline	Domestic	International
Submission of Application	21 days prior to term start	56 days prior to term start
Payment for Deposit	14 days prior to term start	49 days prior to term start
Notification to UNF of Student Visa Approval	N/A	28 days prior to term start
Last Day of Registration	14 days prior to term start	21 days prior to term start

If an applicant fails to meet any of the deadlines above, then they will be required to defer their application to the successive intake.

The above deadlines are only applicable for the University. International applicants would need to refer to IRCC regarding any deadlines and/or processing times related to their student visa application.

Undergraduate Academic Requirements

Applicants to any undergraduate program of study at the University must meet the following minimum conditions for admission. Individual programs may have additional requirements for admission.

a) Secondary School

Ontario secondary school graduates are required to have an Ontario Secondary School Diploma (OSSD) and a minimum of six Grade 12 U or M-level courses with a minimum overall average of 70%. Canadian secondary school graduates from other provinces are required to have a provincial secondary school diploma and equivalent academic courses with a minimum overall average of 70%. International secondary school graduates are required to have a senior secondary school credential equivalent to the OSSD (i.e. appropriate for entry to university in your home country) with an academically rigorous

final year and a minimum overall average of 70% or equivalent on the local grading scale.

In addition to the standard undergraduate admissions requirements, students entering the Honours BSc program or the Honours BBA program will need to have Ontario 4U Math and 4U English or their equivalent.

b) College or University Transfer

Students who have completed at least 24 credit hours of academic post-secondary credits (one full-time year at the tertiary level) at a recognized institution may be reviewed for admission on the basis of their post-secondary studies and require a minimum 2.00 cumulative grade point average (CGPA) or C average to be admitted without consideration of high school completion.

c) Mature Student Admission

The University may consider an applicant for Mature Student Admission if the applicant does not otherwise qualify for admission but demonstrates academic abilities equivalent to those of Ontario high school graduates, verified by successful completion of courses at the postsecondary level, or an entrance examination. Such applicants generally must:

- Be over nineteen (19) years of age on or before the first day of classes;
- Have not achieved the Ontario Secondary School Diploma (OSSD) or its equivalent; and,
- Be approved by the Registrar.

d) Admission to a Second or Subsequent Bachelor's Degree

Students with a bachelor's degree from the University or another recognized institution may be admitted to a second undergraduate degree program. The principal areas of study or academic emphasis of the second degree must be distinct from that of the first degree. Applicants for admission to a second degree require a minimum 2.00 CGPA (on 4.33 scale) on their last two years of study in their first bachelor's degree.

Graduate Academic Requirements

Applicants to any graduate program of study at the University must meet the following minimum conditions for admission. Individual programs may have additional requirements for admission.

a) Bachelor Degree

Completion of a recognized undergraduate degree equivalent to the four-year honours degree standard identified in the PEQAB Degree Level Standard and the Ontario Qualifications Framework, in an appropriate specialization, or relevant bridging studies, with CGPA of 3.0 (on 4.33 scale) or better.

In addition to the standard graduate admissions requirements, students entering the Master of Data Analytics program will need to have completed a minimum of two undergraduate courses in statistics or quantitative methods.

b) Special Admission

Applicants who do not meet the minimum admission standards may be considered for Special Admission into a graduate program by the Registrar if they demonstrate a significant depth and breadth of relevant work experience and hold an undergraduate degree. Applications under this category would be subject to the **Prior Learning Assessment and Recognition policy and procedures** found on the UNF website policy page.

c) Admission to a Second or Subsequent Master's Degree

Applicants who have been awarded a Master's Degree or higher level credential from a recognized Canadian university (or equivalent) with a CGPA of 3.00 (on 4.33 scale) or better may be admitted to a graduate program. The principal areas of study or academic emphasis of the second degree must be distinct from that of the first degree.

Application Documents

All applicants to undergraduate programs must submit:

- A completed application form;
- An official high school transcript (if applicable);
- Official transcripts from all post-secondary institutions attended, if any;
- Proof of English language proficiency as specified in Section 3 of the **Admissions Policy** found on the UNF website policy page, if applicable; and
- Certified translations of any required documents not in English.

Applicants who completed their secondary education (high school) outside Canada must also submit:

- Documentation confirming their secondary level or high school completion was awarded, if not already indicated on official transcripts;
- A credential evaluation from a recognized service if required by the Registrar.

All applicants to graduate programs must submit:

- A completed application form;
- Official transcripts from all post- secondary institutions attended;
- Official documentation confirming professional designations, where applicable;
- Proof of English language proficiency as specified in Section 3 of the **Admissions Policy** found on the UNF website policy page, if applicable;
- Certified translations of any documents not in English.

Applicants who completed undergraduate studies outside Canada must also submit:

- Documentation confirming awarding of their previous degree(s), if not already indicated on official transcripts; and
- A credential evaluation from a recognized service if required by the Registrar.

Domestic applicants who are permanent residents must provide a current copy of proof of permanent residency (landed immigrant status) with their application. Applicants who are Convention Refugees must provide proof of their Refugee status with their application.

The University reserves the right to request additional documentation to support the assessment of an application for admission.

Programs may have additional specific requirements that can be found in the Program sections.

Official Documents

Official documents are required before registration can be finalized and the student can commence their classes. Applicants to degree programs must provide all necessary information, including disclosing all post- secondary institutions attended, and

arranging for all official transcripts, documents and test results to be sent directly to the Office of the Registrar.

Applicants are not admissible if fraudulent or misleading documents, records, information, or data are submitted.

A transcript is only considered official if it is received by the Office of the Registrar directly from the issuing institution in the original sealed envelope with the institution's name and address. The envelope must remain unopened and free of tampering.

Notarized copies are not official educational documents and will not be accepted in place of original official transcripts.

Official documentation must be received before the Letter of Acceptance will be issued.

A certified English translation of the official transcript completed by a certified translator must accompany the official transcripts if the document is in a language other than English. Some exceptions may be possible for documents in French.

All documents submitted to the University become the property of the University and will not be returned. Only documents considered by the University to be irreplaceable will be returned to the student if requested at the time of submission.

English Language Proficiency Requirements

Applicants whose first language is not English, or who have received their education in another language, must provide evidence of English language proficiency at a university level in one of the following ways:

- a) Required score on a recognized English proficiency test as follows:

TEST	MINIMUM SCORE for ADMISSION
Academic IELTS	6.5 overall with minimum of 6.0 in the writing band
TOEFL iBT	88 overall with minimum of 20 in each component

PTE Academic	61 overall with minimum score of 60 in writing
CAEL	70 overall with minimum of 60 in each subset
Password	6.5 overall with minimum of 6.0 in the writing band
Cambridge Test 3	176 overall

- b) Successful completion of a minimum of 30 credits of academic post-secondary education at a recognized institution where English is the language of instruction and where the school is located in a country where English is an official language.
- c) Successful completion of the University's English preparation courses.
- d) Successful completion of a recognized English preparation course from another institution where students have demonstrated proficiency at an equivalent to the required IELTS score or better.
- e) Successful completion of ON English 12 or English 12 First Peoples (or equivalent) taken in Canada as part of a high school graduation program with a final overall grade of C or better.
- f) Successful completion of a 3-credit academic English course from a Canadian post-secondary institution that is transferable to UNF. A minimum grade of C or higher is required.
- g) Graduation from a secondary school attended for four or more consecutive years of full-time education where English was the language of instruction and where the school is located in a listed country approved by the Registrar Completion of International Baccalaureate English A1/A2 or English Literature and Performance with a score of 4 or higher.

The Registrar may require proof of English language proficiency from applicants who attended English language-based education systems if there are deficiencies in language proficiency when the application package is reviewed.

English language proficiency test scores are valid for admissions purposes for a maximum of 2 years from the date of the score report.

Applicants who do not meet the minimum English language proficiency requirements may be conditionally admitted to a program, subject to the successful completion of the appropriate level of a specified English preparation program. Applicants will not be permitted to start the program until proof of the required minimum level of English language proficiency is achieved.

In the event an applicant cannot readily access any of the specified tests, English language assessments may be conducted through alternative means as directed and approved by the Registrar. The Registrar has sole authority to approve and direct alternate language proficiency testing for applicants.

Academic English Preparation

Students who meet the academic admission requirements to the University but do not meet the English proficiency requirements may apply to or be considered for the University's English for Academic Purposes courses (EAP). Students who successfully complete the level considered equivalent to the required IELTS score will be considered to have fulfilled the English Proficiency requirements for admission.

Visiting Student Requirements

Students enrolled and in good standing at another college or university wishing to take a course(s) at the University to transfer back to their home institution may be admitted to the University as a Visiting Student. Visiting Students must:

- Be in good standing at their home institution;
- Meet the English language proficiency requirements; and,
- Provide a Letter of Permission from their home institution.

Applicants wishing to attend as a visiting student must complete a Visiting Student application, provide a recent official transcript and Letter of Permission sent directly from their home institution.

Admission as a Visiting student does not guarantee entrance to the courses requested or subsequent admission to a degree program at the University.

Deferred Admission

Once students have been admitted, they may defer their start date for up to a maximum of one (1) year from the date the application for admission was first approved.

The University retains the admission documents of students who have not started studies or do not have a confirmed start date for one year from the admission decision date of the application, after which they are destroyed by the Office of the Registrar. If an applicant reactivates their application after one year, the applicant must provide complete, new documentation and meet the current published admissions standards.

Re-Admission Requirements

Students who have been inactive for two (2) or more terms, and not on an approved leave of absence, must apply for readmission through the Office of the Registrar, and submit all required documentation and fees.

Students who were in good academic standing when they left the University and have not taken academic courses since last attending will be made active and be eligible to register.

Students who have undertaken additional academic coursework during a period of inactivity must submit official transcripts of any courses taken elsewhere during that time.

Students who are required to withdraw from a degree program for academic reasons may apply for readmission no sooner than one year from the date of their first academic withdrawal. Students must provide evidence of remediation of their issues. Applications are reviewed by the Registrar which may approve, deny, or place special conditions upon the readmission request.

Students required to withdraw from a degree program for academic reasons for a second or subsequent time, may apply for readmission no sooner than 2 years from the date of the last withdrawal. Students must provide evidence of remediation of their issues. Applications are reviewed by the Registrar which may approve, deny, or place special conditions upon students requesting readmission.

Misrepresentation of Documentation

For the complete policy regulations and procedures, please refer to the **Misrepresentation of Student Documentation Policy** found on the UNF website policy page.

All applicants and students will provide complete documentation, must not willfully omit

documents or other information, and must not submit documents to misrepresent their personal identity that may impact their eligibility for admission or graduation.

If an applicant submits any false statements or documents such as passports, identification documents, transcripts, diplomas, certificates, test scores, references, résumés, or the applications for admission, which are forged, fraudulent, altered from the original, incomplete, obtained under false pretenses, or otherwise deceptive in support of an application for admission, the Registrar's Office will cancel the application immediately.

If an applicant submits any false statements or documents such as transcripts, diplomas, certificates, course outlines, course descriptions, or syllabi, which are forged, fraudulent, altered from the original, incomplete, obtained under false pretenses, or otherwise deceptive in support of a request for transfer credit or any other type of advanced standing, the Registrar's Office will cancel the application and/or registration immediately.

If an applicant submits an incomplete application or fails to include all prior post-secondary education documentation, regardless of the country in which the post-secondary institution is located, the application may be declined, and any offers of admission may be revoked. If an applicant or student willfully omits required documentation as a means to conceal or mislead, the application may be declined, and any offers of admission will be revoked.

An applicant who has been refused admission due to fraudulent, altered, or missing documentation will not be eligible to reapply for admission for a minimum of one year. The Registrar's Office will notify the applicant in writing of the penalty and will advise the applicant of the right to appeal the decision. The Registrar's Office maintains the original file and documents, including the outcome of the decision and appeal (if any).

If any registered or active student is found to have been admitted based on fraudulent or missing documentation, misinformation, or misleading or false personal identification, his/her registration will be revoked, and the Registrar's Office shall notify the student that s/he shall be suspended immediately from UNF for a minimum of one year. The Registrar's Office shall enter a notation of the penalty imposed on the transcript. An International student will also be reported to Citizenship & Immigration Canada as possibly non-compliant with a study permit.

Admissions Appeals

An applicant may appeal to the Admissions Appeals Committee. The appeal must contain a written statement plus any evidence to support the assertion that the documentation is authentic and valid.

If during the appeals process, it is found that the document(s) is authentic, the penalty may be withdrawn.

Any student suspended due to findings of fraudulent documentation, false personal identification, misinformation and/or missing documents has the right to appeal according to UNF's **Appeals for Non-Academic Discipline Policy** found on the UNF website policy page.

If the appeals process determines that the documentation is authentic or that another defense is demonstrated, the penalty may be withdrawn, and the transcript notation may be modified or deleted.

The penalty shall not take effect until after the period to appeal has expired or upon the completion of the appeals process.

TRANSFER CREDIT

For complete policy regulations and procedures, refer to the **Transfer Credit Policy** found on the UNF website policy page.

The University supports and abides by the principles of the Pan-Canadian Protocol on the Transferability of University Credits and the principles of transfer credit as defined by the ON Council on Articulation and Transfer. Students should not be required to retake academic courses successfully completed elsewhere nor should they expect to receive duplicate credit for equivalent courses.

The University is committed to enabling students to transfer academic credit taken at other recognized institutions and programs where there is a reasonable fit or match with the majority of learning outcomes of a course.

- The following precepts will apply to transfer credit articulation and evaluations:
- Transfer arrangements will maintain the academic integrity of the University's courses and programs.

- Only courses taken at recognized post-secondary institutions (public or private) or institutions/organizations approved by Academic Council will be considered for transfer credit.
- Courses completed through non-recognized institutions or organizations and learning obtained through work and life experience may be considered for recognition through the Prior Learning Assessment & Recognition (PLAR) process for possible credit. Such experiences are not awarded through transfer credit.
- Once transfer credit has been granted for a course from the sending institution, it cannot be used for transfer credit towards any subsequent course(s).
- Only courses completed within the last 10 years will usually be eligible to be considered for transfer credit.
- In general, transfer credit precedent decisions are valid for no more than 5 years after which courses must be re-articulated.
- Transfer credit will normally be granted for a course only where the University offers a parallel or similar course with substantially the same content at a similar level.
- Specifically, lower-level undergraduate courses (100-200) do not normally receive credit as upper level (300-400) undergraduate courses, and undergraduate courses do not receive credit as graduate courses.
- For undergraduate programs, courses of appropriate academic content for which the University does not offer a similar course may be considered for elective credit.
- Not all courses are eligible for transfer credit. Some courses must be completed as part of the degree pathway requirements. A list of courses not eligible for transfer credit is maintained by the Registrar's Office.

For undergraduate programs:

- transfer credit will only be granted for courses with a minimum grade equivalent of 2.00 (C) or better;
- the maximum number of credit hours that can be awarded toward degree requirements as a combination of transfer credit and PLAR is 60 credit hours for a Bachelor's degree;

- courses used to meet the requirements of a previously earned undergraduate or graduate degree will not be eligible for transfer credit;

For graduate programs:

- transfer credit will only be granted for graduate courses with a minimum grade equivalent of 3.00 (B) or better;
- students may receive credit for up to 50% of the program through a combination of transfer credit and PLAR toward degree requirements with no more than two (2) courses granted through PLAR;
- courses used to meet the requirements of a previously earned credential will not be eligible for transfer credit;
- courses used to satisfy admission requirements to a program will not be eligible for transfer credit.

Advanced standing (transfer) credit may be awarded for A levels completed with a grade of C or better subject to the discretion of the appropriate Associate Dean to a maximum of 6.0 credits per A-level.

Appeals

The Admissions Appeal Committee reviews all transfer credit appeals. Their decision is final.

All appeals must be submitted in writing to the Registrar's Office by the established deadline. Appeals will only be considered if new or additional supporting information is available to supplement the original transfer credit application.

PRIOR LEARNING ASSESSMENT & RECOGNITION (PLAR)

For complete policy regulations and procedures, refer **Prior Learning Assessment and Recognition (PLAR) Policy** found on the UNF website policy page.

The University recognizes that students come to the University with a variety of backgrounds and learning experiences. Evaluation of prior learning can improve access to and accelerate a student's progress toward completion of a degree or program. The University will grant credit, where warranted, for a student's demonstrated knowledge and skill that is consistent with the learning outcomes and education standards of the University's courses and programs. The awarding of credit for prior learning must maintain the academic integrity of the University's courses and programs.

The University adheres to the following principles in the recognition and evaluation of prior learning:

- 1) Recognition and credit will be given for demonstrated knowledge, skills and attributes and not for experience alone.
- 2) Learning assessed for post-secondary credit should be:
 - a) linked to established learning outcomes or other criteria consistent with institutional standards for a given course and program;
 - b) transferable to contexts other than the one in which it was learned;
 - c) current and relevant;
 - d) at a level of achievement equivalent to that of other learners engaged in studies at that level in that program or subject area;
 - e) assessed using a range of strategies consistent with institutional standards for a given course.
 - f) Some courses must be completed at the University as part of the degree pathway requirements and are not available for credit from prior learning assessment. A list of such courses will be maintained by the Registrar's Office.
- 3) The amount of credit awarded for prior learning is granted under the following conditions:

For undergraduate programs:

- i) no more than 60 credits of a combination of transfer credit and PLAR will be granted toward undergraduate degree requirements with no more than 30 credits being awarded through PLAR.
- ii) prior learning credit used to meet the requirements of a previously earned undergraduate or graduate degree will not be eligible for prior learning credit toward a new degree at the University.

For graduate programs:

- i) students may receive up to 50% of a combination of transfer credit and PLAR toward degree requirements with no more than two courses granted through PLAR.
 - ii) courses used to meet the requirements of a previously earned credential will not be eligible for credit toward the graduate degree.
- 4) Assessment of the learning is the responsibility of faculty who are content specialists.
 - 5) Credit given as a result of a prior learning assessment will be identified as such on the student transcript and will not have an assigned grade. PLAR credits are not included in the University's cumulative grade point average calculation.
 - 6) Fees will be charged for the assessment of prior learning.

Appeals

The Admissions Appeal Committee reviews all appeals of PLAR. Their decision is final. All appeals must be submitted in writing to the Registrar's Office by the established deadline.

INFORMATION FOR INTERNATIONAL STUDENTS

UNF provides support and advice in all aspects of student life, including academic, social and cultural concerns. Student Services works closely with other departments and off-campus agencies to provide a range of support services to International Students.

International Students must make travel arrangements to ensure that they are on campus for orientation activities, which is required for all international students.

Before registration, all new international students studying on campus are required to provide a copy of their passport, study permit, and evidence of valid medical insurance for their first term (for a minimum of 3 months coverage). In addition, all International students must supply the University with their local contact information, including mailing address, local phone numbers and emergency contact information.

Medical Insurance

All on-campus students are required to have valid medical insurance while registered at UNF. Documented proof of medical insurance (showing name and coverage dates) at the time of course registration must be submitted to the Registrar's Office.

Student Visas and Study Permits

The University will not retain or withhold an International Student's passport, Study Permit, or similar document under any circumstances. Each student is responsible for obtaining and maintaining their student visa and study permit. International Students may apply for a Canadian Study Permit and visa upon receipt of the Letter of Acceptance (LOA) from UNF Admissions.

International Students must ensure they apply for study permit renewals well in advance of expiry dates to maintain eligibility to study at UNF.

It is recommended that students apply for renewal at least two (2) months before the expiration date. UNF will provide required documentation to confirm student's attendance, such as Confirmation of Enrolment letters and transcripts. These must be requested by the student and fees apply.

Generally, International Students who reside in Canada under the privilege of a Student Study Permit are not permitted to register for online courses.

To ensure International Students remain in compliance with their study permits and/or student visas:

- New students must provide proof of visa and study permit status to the Registrar's Office before they will be permitted to register for their first term.
- Returning students may be required to provide current copies of study permits and/or student visas to the Registrar's Office to indicate that documentation will remain valid for the duration of the term Study Permit Compliance.

To be compliant with Student Study Permit requirements, International Students must maintain full-time enrolment and be eligible to register and continue in their programs at UNF. Students who fall below full-time enrolment or are Required to Withdraw for academic or conduct reasons will not meet these requirements.

Work Permits

International Students at University of Niagara Falls Canada may be eligible to work off-campus for up to 20 hours per week without a work permit if they have a valid study permit and meet Canadian government-set requirements. For further information, please refer to the [Work in Canada website](#).

STUDENT SERVICES

UNF offers a range of services for students who wish to enrich their UNF experience or who require assistance in a variety of areas related to their educational goals and personal pursuits. Student Services works with students to assist, support and develop and enhance student life, career goals and foster an environment that supports undergraduate and graduate students.

New Student Orientation (NSO)

UNF Student Services coordinates New Student Orientation for all new students. Orientation introduces first year students to the university, faculty, staff and resources as well as to fellow students and welcomes them to the University.

Guest Speaker Seminars & Workshops

Student Services organizes seminars and workshops on various topics for students each term. Guest speaker seminars feature experts from various business industries who share their professional experience and knowledge in their fields.

Social Activities and Peer2Peer Program

Engaging students in informal and social events plays an important role in student life, offers opportunities to develop soft skills such as leadership skills, and creates a complete student experience while building community and fostering a culture of understanding and respect. Many social and connecting events are organized to enhance student life on campus. Student Services provides opportunities for students to participate in activities and events outside the classroom, coordinated and organized by Student Services and students from the Peer2Peer Program.

The Peer2Peer Program is a program that assists students to build community, an active student life, get the support they need, and provides a welcoming experience for new students and develops leadership skills for Peer Leaders. Students engaged by the Peer2Peer Program must be in good academic standing and model the competencies embedded in all UNF programs, including constructive problem solving, strong team skills, effective English language skills and leadership skills. Members are encouraged to represent the University and the student body positively.

Interested students should contact the Student Services Office for more information about the Peer2Peer Program.

Student ID Cards

Each on-campus UNF student is required to have an ID card. The Student ID card is used to check out books from the campus library and access campus supports.

Each student must provide a valid government issued photo ID and contact Reception to obtain the ID card. Online students can contact Reception for directions to obtain their student ID card.

Career Services

UNF 's Career Services Department offers programs and resources to help students launch their career path and facilitate future employment opportunities. The Career Services Department provides student-centered career support to help students prepare to enter the working world.

The team works with students to help them plan and assess their career goals and provides resources and supports such as workshops, career events that highlight industry experts, community connections, 1-1 and group advising including in class mock interviews, career assessment tools, help with cover letters, networking, Canadian workplace culture and personal branding. The department provides resources to support employment and career growth initiatives and networking opportunities. The Career Services Department also offers one-on-one advising to students individually to discuss any career-related topic.

REGISTRATION INFORMATION

New Student Orientation (NSO)

New Student Orientation (NSO) is a mandatory week-long orientation for all new students studying at UNF and provides new students with crucial information for navigating their new educational journey. New Student Orientation includes sessions on the following:

- On-campus culture
- Common expectations and challenges experienced by new students
- Employability skills
- Tools and strategies to help new students succeed in their academic journey
- Making connections with students, staff and faculty.

New Student Orientation includes information about orientation, starting with a welcome ceremony. Sessions include: meeting the President, Associate Dean of your program, faculty, other new students and staff offering support programs to help you START STRONG at UNF.

Students are introduced to UNF's many student success services and to the skills they need to learn successfully in their new program. There are also fun events, peer leaders and opportunities to make connections at UNF with your peers!

New Student Orientation week is held the week before classes begin each term and is found in the Academic Dates section of this calendar. Student Affairs will notify students directly about New Student Orientation week.

Course Changes

Requests to drop or add courses must be made using the student portal or at the Registrar's Office. The date that the drop request is entered in the online registration system or the date the request is submitted to the Registrar's Office is considered to be the official date of the request.

Students may add or drop courses in which they have registered without penalty only prior to the "drop-add deadline" which is 17:00 hours Eastern Time on the Monday of Week 2 of the term.

If a student drops a course by the drop-add deadline for the term, there shall be no academic or financial penalty. Such courses will not appear on the student's permanent record.

Students who withdraw from a course before the drop-add deadline will have their course fees credited to their account according to the **Student Tuition Refund Policy** found on the UNF website policy page.

If a student drops or adds a course after the drop-add deadline, such courses will appear on the student's permanent record.

Students may not add additional courses to their term registration after the drop-add deadline except with the written permission of the Associate Dean.

If a student wishes to withdraw after the drop-add deadline, he/she must clear all outstanding financial obligations before the withdrawal request will be approved. The student remains responsible for all outstanding financial obligations after the drop-add deadline.

If a student withdraws from a course after the drop-add deadline, the student remains liable to pay fees in accordance with the **Student Tuition Refund Policy** found on the UNF website policy page.

Students may voluntarily withdraw from a course up to the fifth Monday of the term as specified in the Calendar. If students drop a course by that date, they will receive a 'W' grade on their official transcript. A student who has a grade of 'W' in a given term may re-register in the course when it is next offered, if space is available. The 'W' grade is not calculated into the student's GPA.

If a student withdraws after the fifth Monday of the term as specified in the Calendar, the grade for the course will be entered as 'F' on the student's permanent record and is calculated as '0' in the GPA.

A course withdrawal is only official once the *Request to Withdraw* form is completed, signed, and received in the Registrar's Office. The official date of withdrawal is upon receipt by the Registrar.

For complete policy regulations and procedures, refer to the **Course Changes and Withdrawals Policy** and the **Student Tuition Refund Policy** found on the UNF website policy page.

TECHNOLOGY REQUIREMENTS

The following hardware and software recommendations are intended to support students in their studies. As technology changes, these recommendations will be updated to reflect current computer environments.

Computer and Internet Connection: You will need continued access to a computer with an internet connection. High speed broadband access (LAN, Cable or DSL) of 10mbps or higher is highly recommended for optimal learning experience.

A processor and operating system capable of handling the following software are required:

- Microsoft Office 365, including:
 - Microsoft Word;
 - Microsoft PowerPoint;
 - Microsoft Excel (for selected courses);
 - Microsoft Teams.
- Adobe Acrobat Reader version 23 with “continuous update” enabled.
- The current version of Edge, Safari, Chrome, or Firefox

Individual courses and programs may have additional software requirements.

The University recommends computer configurations that include:

Minimum Laptop Requirements:

- Current generation Intel Core i5 processor (with VT extensions) or Current generation AMD Ryzen 5 processor
- 8 GB RAM
- 512 GB SSD
- Built-in web cam and microphone

OR

- M1 MacBook Pro
- 8 GB RAM
- 512 GB SSD

Recommended Requirements:

- Current Generation Intel Core i7 processor (with VT extensions) or Current generation AMD Ryzen 7 or Ryzen 9 series processor
- 16 GB RAM (or more)
- 1 TB Solid State Drive (SSD)
- Built-in web cam and microphone
- optional: dedicated GPU (The integrated graphics in modern CPUs is quite good for general use, but if you are interested in gaming or graphics-intensive work then you will want a dedicated GPU).

OR

- M1 MacBook Pro
- 16 GB RAM
- 1TB SSD

TUITION AND FEES

The tuition and fees shown in this section are valid for the school year. Pursuant to UNF regulations, fees are subject to change. All fees are quoted in Canadian (CDN) currency.

For applicants, the registration deposit is required to reserve a place at UNF. This deposit will be applied as a payment towards the first term's tuition.

Fee Payments

University of Niagara Falls Canada strives to make the tuition payments as convenient as possible by offering several financing options. Students can choose to make an advance payment of up to 12 months of tuition or choose to pay their tuition term by term.

Payments can be made through debit card, cash, credit card (Visa, MasterCard or American Express), cheque, wire transfer (a \$45 fee per transaction may be charged) or money order. Credit card payments can be made in person, via telephone, on the UNF website, or through the Student Portal.

Students paying online should allow at least 48 hours for funds to be transferred to their UNF account.

Students may also send their payment by mail, with the cheque or money order (do not mail cash) made payable to University of Niagara Falls Canada at:

*Attention: Finance Office, University of Niagara Falls Canada,
4342 Queen Street, Niagara Falls, ON, Canada L2E 7J7.*

IMPORTANT: Students must ensure that their student number and the term is written on the face of their cheques.

Tuition

It is a condition of enrolment at UNF that students must satisfy their financial responsibilities in a timely fashion. All tuition and related fees are due and must be paid before the first day of the new term. Students are responsible for paying tuition in full every term in which they are registered whether or not they have received a statement of account.

Financial Responsibilities

Students are responsible for course or program fees upon registration. These fees may be adjusted only if a student officially drops courses, withdraws, cancels registration or changes status by stipulated deadlines. Students are responsible for knowing in which courses they are registered. Students will not be automatically dropped from a course for failure to attend.

Financial Accounts

Students can view their account balance in the Student Portal or can contact the Finance Office to verify their account balances. Students adding or dropping courses should allow 1 business day for accounts to be updated in the system after course registrations or changes. Overpayments and other credits exceeding term fees are applied to unpaid accounts or are applied to the next term in which a student is registered. Any remaining credit balance for a term is refunded on official request. Tuition fees for credit courses are exempt from tax, but taxes may be included in other fees.

Financial Withdrawal

When a student is withdrawn for financial reasons of overdue tuition or other outstanding fees, there are significant impacts on their ability to continue with their studies. Students who are withdrawn for financial reasons may be denied services, including:

- Registration in future classes;
- Access to their Student Portal account;
- Marking of submitted assignments or projects;
- Access to classes and examinations;
- Receipt of loans, awards, grades, transcripts, degrees and documents certifying enrolment or registered status.

Students whose registration was cancelled for nonpayment of fees, or who withdraw or otherwise leave the University, remain liable for unpaid accounts.

Tuition Tax Receipts

Tuition receipts for tax purposes (T2202As) are issued in February for the preceding calendar (tax) year. These forms are available by the end of February through the Student Portal. Questions about tax forms should be directed through email to the Finance Office.

Tuition Refunds

For complete policy regulations and procedures, refer to the **Student Tuition Refund Policy** found on the UNF website policy page for details.

Refunds will be processed based on the date of receipt of the official written request or notification. Note that refunds may take up to 30 business days to process.

Incoming Student (Domestic)

Incoming students are entitled to a full refund of fees paid for the program under the following conditions:

- If a student provides written notice to the University within two days of signing the registration agreement that the student rescinds the agreement;
- If the program is discontinued before the student can complete the program.

A student is entitled to a full refund of tuition fees less an administrative fee of \$500:

- If the student provides written notice to the University that he or she does not intend to begin the program;
- If the student does not meet the program's admission requirements before the program begins; or
- the student does not attend the first ten consecutive days of the program.

A student is entitled to a refund of the unearned portion of tuition fees less an administrative fee of \$500:

- If the student withdraws from the program before one-half of it has been completed and requests a refund; or
- the program is discontinued or suspended for any reason before the student can complete the program.

There will be no refund of tuition fees if the student withdraws from the program once one-half or more of it has been completed.

To ensure there is a clear understanding that a student has withdrawn, the student is required to notify UNF in writing. The withdrawal form can be sent via e-mail to UNF, registered mail or delivered in person to the address indicated on the contract. Students do not have to provide a reason for their withdrawal for a program.

Incoming Students (International)

International Students who have been issued a Letter of Acceptance (LOA) or a Conditional Letter of Acceptance (CLOA) will be eligible to receive a refund of fees paid, minus a \$500 Administration fee, if their student visa or study permit is denied by Immigration, Refugees and Citizenship Canada (IRCC).

International students who receive a visa denial must either submit the original paper visa refusal or the original email with the decision that includes all electronic headers and routing. Refunds will not be processed until the correct documentation is received.

Continuing Students

To be eligible for a tuition fee refund, students must officially drop a course within the published deadline dates as identified in the UNF Academic Calendar:

Registered Date	Refund Amount
On or before the Drop/Add Deadline	A student is entitled to a refund of the tuition charged, less a course change administrative fee.
After the Drop/Add Deadline, but before one-half of the course has been completed	A student is entitled to a refund of the unearned portion of tuition fees less a course change administrative fee if they withdraw from the course before one-half of the course has been completed.
After the Drop/Add Deadline, after one-half of the course has been completed	There will be no refund of tuition fees if the student withdraws from the program once one-half or more of it has been completed.

Drop-date policies are based on the course start date, not the date of enrolment. Enrolling after a course begins does not warrant any exception to these policies.

All refunds for continuing students will be credited to the student UNF Account for future credit unless otherwise requested.

FINANCIAL AID AND AWARDS

Financial Awards, Grants, and Scholarships

Financial aid in the form of bursaries, grants and scholarships may be available to students. Information on the UNF Awards, Grants and Scholarship programs, including application procedures, is available on the UNF website.

The proceeds of awards issued by or through the University are applied towards a student's total fees for the academic term or year, except where a donor directs otherwise.

A student award may be withheld or cancelled if there are no suitable candidates, if a donor withdraws the award, or if the student receiving the award withdraws from UNF or fails to meet the terms and conditions of the award.

Registered Education Saving Plan (RESP)

RESPs are registered education saving plans that permit savings to grow tax-free until the student beneficiary is ready to enroll full-time in a qualified post-secondary institution. Contributions to all RESPs are subject to a lifetime maximum. A RESP also allows the student to apply for the Canadian Education Saving Grant.

Registered Retirement Savings Plan (RRSP)

Taxpaying students can withdraw money from their RRSP's for full time education and training for either themselves or their spouse/common-law partner on a tax-free basis.

STUDENT RIGHTS AND RESPONSIBILITIES

For complete policy regulations and procedures, refer to the **Student Conduct Policy** found on the UNF website policy page.

University of Niagara Falls Canada (UNF) is committed to developing a sense of community dedicated to a working and learning environment of the highest quality. The environment is characterized by mutual respect, consideration, social and moral development of its members, and is free from harassment, discrimination based on prejudice, and any form of physical violence.

Students are responsible for adhering to this policy as the foundation of their relationship with peers, faculty, staff, and the UNF community in general. As well as demanding adherence to the overall requirements of the laws of Ontario and Canada, students are accountable for, but not limited to:

- The exercise of self-discipline, accountability and judgment in daily interpersonal relationships as well as academic activities;
- Acceptance of personal responsibility for continued academic and professional competency and learning;
- Acceptance that one's professional abilities, personal integrity, and treatment of others as measures of mature, civil conduct reflect on UNF itself; and
- Personal accountability for any conduct which is not in keeping with reasonable university standards.

Students are responsible for their own behaviour while on campus or in the online learning environment and while participating in any university-related activities, such as meetings and workplace learning.

All students are responsible for understanding and adhering to UNF policies.

Students assume an obligation to conduct themselves at all times as responsible members of the university community, to respect personal property and the rights of others, and to support the educational mission of UNF. The University insists that students demonstrate academic and professional integrity in addition to academic excellence. The University expects all parties to resolve conduct issues using informal means before escalating to formal measures.

Behavior which does not respect the rights and dignity of others may be considered student misconduct and is subject to the rules governing student misconduct. This policy applies to any University class, activity, function or event sponsored or organized by the University, whether on or off the University's premises or virtually.

The following are illustrative, not comprehensive, examples of student misconduct:

- Intentionally or recklessly creating situations which endanger or threaten the health, safety or well-being of one's self or another individual;
- Harming, injuring or threatening any person;
- Harassment or discrimination of any person;
- Committing unlawful acts;
- Impeding or disrupting teaching, research, administration, disciplinary proceedings, public service functions, or other authorized University functions;
- Possessing and/or selling illegal drugs, alcohol or narcotics;
- Misappropriating, converting, destroying, permanently defacing or otherwise damaging University property, resources or the property of others;
- Bribing, making offers of bribery, or making offers of recompense or reward to students, staff or faculty;
- Forging, falsifying, misusing or altering any University document or record in paper or electronic form;
- Failing to comply with reasonable directions of University officials or security officers acting in performance of their duties on campus or affecting conduct on campus;
or
- Any other conduct which is not in keeping with reasonable University standards.

Intellectual Property

Students will own the intellectual property rights to creations, discoveries, or inventions arising out of their sole research and scholarly activity, unless developed during employment by UNF, or otherwise agreed in advance as conditions of participation in a particular project or program provided by UNF.

STUDENT COMPLAINTS PROCEDURE

For complete policy regulations and procedures, refer to the **Student Complaint Resolution Policy** and the **Student Complaint Resolution Procedure** found on the UNF website policy page.

University of Niagara Falls Canada strives to provide quality education and service experiences for students. Should a situation arise that prompts concerns for students, such concerns should be addressed appropriately, respectfully and in a timely manner.

Issues related to situations addressed by other policies, such as academic and non-academic disciplinary decisions or sanctions imposed for violations of the **Student Conduct Policy**, found on the UNF website policy page, are addressed through other appeal or review processes (e.g., academic appeals, appeals for non-academic discipline, admission appeals, etc.).

Most complaints can be successfully resolved through informal consultation and discussion. The intent of the Informal Complaints procedure is to facilitate the resolution of questions and concerns as expeditiously as possible. If the matter is not resolved through the Informal Complaints Procedure, the student may proceed to the Formal Complaints Procedure.

For the guidance of students, the following list of UNF Departments identifies functional areas to which complaints may relate and to which they should be directed:

- Information Technology Services – complaints about email accounts, computers and technology generally.
- Library Services – complaints about Learning Commons, access to the library, services and library holdings.
- Registrar’s Office – for complaints about registration and admission.
- Operations Department – for complaints about hazards, theft, vandalism, threats, violence, emergency issues.
- Academic Department – for complaints about faculty, courses, schedules, examinations, University Access Program.
- Student Services – for complaints about student non-academic conduct, student health services and student services generally.

- Finance Department – for complaints about financial aid, tuition, refunds.

Students may call upon Student Services or members of a student's program for assistance in making and resolving complaints.

A student will not be liable to disciplinary action, retaliation in any form, or any other adverse action as a result of filing a legitimate complaint.

STUDENT MISCONDUCT & APPEALS

Non-Academic Misconduct and Appeals

For complete policy regulations and procedures, refer to the **Appeals for Non-Academic Discipline Policy** and **Student Conduct Policy** found on the UNF website policy page.

University of Niagara Falls Canada (UNF) adheres to principles of administrative law and natural justice. This policy describes mechanisms for students to appeal a decision made about non-academic disciplinary matters that they believe is unjust or has inappropriate consequences. Typically, these are infractions of the **Student Conduct Policy** found on the UNF website policy page.

Students who have had sanctions imposed as a result of alleged non-academic misconduct and who are dissatisfied with the decisions must follow the designated processes for review and appeal. At each level of appeal, the student must provide a written basis for the appeal.

All members of the University community are expected to use informal reviews as the preferred method to resolve disputes as close to the decision point as possible. Only in circumstances where a resolution is not reached through informal review shall the student initiate a formal appeal.

Academic Misconduct and Appeals

For complete policy regulations and procedures, refer to the **Academic Integrity and Honesty Policy** found on the UNF website policy page.

University of Niagara Falls Canada (UNF) is committed to integrity and honesty in all academic pursuits. Academic integrity is integral to learning and the basis for academic inquiry and instructional excellence. The reputation of the University is based on admitting and graduating individuals who demonstrate academic, personal, and professional ethics and integrity.

The University requires students to maintain high standards of academic integrity. Students are responsible for conducting themselves honestly and ethically in all aspects of their academic career and for becoming familiar with this policy and abiding by all aspects of it. Students are also responsible for acknowledging the work and ideas of others.

Academic misconduct and engaging in behaviours that are in breach of, or otherwise seek

to abuse the University's academic integrity, are serious offences and are not tolerated. Students discovered to have engaged in academic misconduct are subject to academic penalties.

Academic misconduct includes, but is not limited to:

- Cheating – Cheating is an act of deception by which a student misrepresents that he or she has mastered information on an assignment, test, project, or other academic exercise. This can also include assisting another student in misrepresenting their mastery of the course information. Examples include but are not limited to: copying from another student's test paper or assignment; allowing another student to copy from a test paper or assignments; and using the course textbook, electronic devices, or other material such as a formula sheets not authorized for use during a test.
- Academic dishonesty – Academic Dishonesty includes tampering with grades, taking part in obtaining or distributing any part of a test; stealing, buying, selling or distributing all or part of a test, answer key, or other document; or impersonating another student, or permitting someone to impersonate you, in any assessment.
- Fabrication – Fabrication is the intentional use of invented information or the falsification of research or other findings. Examples include inventing data or a source of information; listing sources not used in a bibliography; and submitting another's works as one's own.
- Plagiarism – Plagiarism is the use of ideas, words, images, phrases, or digital content belonging to or produced by another and claiming it is one's own instead of using proper referencing procedures. When a student submits a work for credit and places his/her name on it, the student is certifying that the work is their own original submission unless otherwise acknowledged and attributed.
- Re-Use of Work – Submitting one's own work for credit in more than one course without the permission of the faculty, or re-submitting work, in whole or in part for which credit has already been granted is not permitted under this policy.

Penalties

Penalties for academic misconduct include, but are not limited to:

At the course level:

- Written reprimand for retention in the student file (no transcript entry);
- Repetition of the assignment or completion of a different, but similar, assignment (no transcript entry);
- Failing grade for the assignment (no transcript entry);
- Failing grade for the course (recorded on transcript).

At the program level:

- Disciplinary probation for a defined period with written documentation retained in the student's file (transcript notation for period of probation).

At the University level:

- Suspension (permanent transcript entry);
- Expulsion (permanent transcript entry);
- Rescission of degrees granted (permanent transcript entry).

Each academic incident at UNF will trigger the following:

- First Incident: Failure of the assignment or test;
- Second Incident: Failure of the course;
- Third Incident: Expulsion from the University. The student will be permitted to reapply to the university after one year;
- Fourth Incident: Permanent expulsion from UNF.

Appeal of Academic Penalty:

All decisions and impositions of penalties will adhere to the principles of procedural fairness and natural justice. A student who has had a sanction imposed as a result of alleged academic misconduct has the right to appeal the penalty imposed. Findings of fact are

not subject to appeal. Appeals must follow the designated processes and a written basis for appeal must be provided.

LIBRARY

The University of Niagara Falls Canada Library provides a vast range of information resources, services and research expertise to support the diverse information needs of students, faculty and staff in all disciplines.

The Library facilities include computer workstations, individual and group study spaces, as well as printing and scanning tools.

Library services and resources include:

- Library Reference Services (in-person, phone, email, and instant messenger)
- Research Assistance
- Workshops and training sessions on APA citation style, plagiarism, research skills and library orientation

The library primarily consists of an online collection that can be accessed on campus at library workstations, through the campus Wi-Fi network or remotely 24-hours a day. Resources are accessed via the Student Portal and include electronic journals, tutorials, helpful links, indexes and databases.

ACADEMIC REGULATIONS

Academic Standing

For complete policy regulations and procedures, refer to the **Academic Standing Policy** and the **Academic Standing Procedure** found on the UNF website policy page.

Academic standing assessment is designed to provide feedback to students at the end of each term, with respect to their term/cumulative standing to help them understand their ongoing institutional academic standing.

The assessment criteria are meant to ensure that students are provided with notification of their standing in a time sensitive manner that allows them the opportunity to seek academic assistance if necessary and maintain or return to Good Academic Standing. To ensure that students have adequate time to seek assistance, a student's academic standing may only be reduced by one academic standing status in any given term. The Registrar is the final authority on determining academic standing.

Undergraduate Studies

Students are in good academic standing if their CGPA is 2.0 or higher.

Until a student has completed 2 (two) courses at the University, there is no academic standing evaluation completed. Subsequently, academic standing will be evaluated at the completion of every term.

Academic Alert

Academic Alert is designed to provide students with an early warning regarding the potential change in status from "Good Academic Standing" to "Academic Probation". This early warning is meant to encourage students to seek out services at the University and elsewhere to support their learning.

Undergraduate students are placed on Academic Alert for any of the following:

- receive a CGPA of less than 2.0;
- receive a grade of F.

Academic Alert becomes part of the student record but does not appear on the official transcript.

Academic Probation (AP)

Students in their second term or later (or who have completed a minimum of 2 (two) course or 6 (six) credits, will be placed on Academic Probation for any of the following, if the student:

- has a CGPA below 2.0 and was on Academic Alert for the previous term; or
- received two grades of F for the previous term; or
- is in the first term after returning from Academic Suspension.

Students on Academic Probation:

- may be required to repeat courses (a maximum of 4 repeats are allowed);
- may not register in more than a full-time course load;
- will remain on Academic Probation for one more term if the CGPA is still low but improvement has been noted;
- will be returned to Good Academic Standing if the CGPA is 2.0 or above.

Academic Probation becomes part of the student record and appears on the official transcript.

Academic Suspension (AS)

Academic Suspension indicates that the student is not meeting academic requirements. An Academic Suspension gives the student time to review priorities and study habits or deal with other factors that could be affecting success in the program. Suspension lasts for at least one term, after which the student may re-enter, the program provided all conditions have been met.

Suspension is not a mandatory stage before being required to withdraw.

A student will be placed on Academic Suspension if the student:

- has a CGPA below 2.0 for two consecutive terms; or
- receives three or more grades of F in one term; or
- has been on Academic Probation for two previous terms.

Students on Academic Suspension:

- will not be able to register for a minimum of one term;
- must contact the Registrar's Office to register in the next term at least 4 weeks before the term begins, but not more than 6 weeks prior;
- will return on Academic Probation to the next term in which they are registered;
- will be required to create an academic success plan with an Academic Advisor.

Academic Suspension becomes part of the student record and appears on the official transcript.

Required to Withdraw (RW)

A student will be required to withdraw if the student:

- returns from suspension and fails to achieve a CGPA of 2.0 or greater; or
- receives five or more fails in two consecutive terms.

Students Required to Withdraw:

- are not permitted to register for courses for a minimum of one year and must apply for readmission (please see **Admissions Policy** found on the UNF website policy page);
- will return on Academic Probation upon readmission;
- are ineligible for readmission if Required to Withdraw a second time.

Required to Withdraw becomes part of the student record and appears on the official transcript.

Graduate Studies

Graduate students are deemed to be in good academic standing if their CGPA is 3.0 or higher.

Until a student has completed 2 (two) courses at the University, there is no academic standing evaluation completed. Subsequently, academic standing will be evaluated at the completion of every term.

Academic Alert

Academic Alert is designed to provide students with an early warning regarding the potential change in status from "Good Academic Standing" to "Academic Probation". This early warning is meant to encourage students to seek out services at the University and elsewhere to support their learning.

Students will be placed on Academic Alert if the student:

- CGPA falls below 3.0;
- receives a grade of F in one course.

Academic Alert becomes part of the student record but does not appear on the official transcript.

Academic Probation (AP)

Students will be placed on Academic Probation if the student:

- has a CGPA below 3.0 and was on Academic Alert for the previous term; or
- receives a grade of F in two courses in the program;
- is in the first term after returning from Academic Suspension.

Students on Academic Probation:

- may not register in more than a full-time course load;
- must repeat failed courses in their next or subsequent term.

Academic Probation becomes part of the student record and appears on the official transcript.

Academic Suspension (AS)

Academic Suspension indicates that the student is not meeting academic requirements. An Academic Suspension gives the student time to review priorities and study habits or deal with other factors that could be affecting success in the program. Suspension lasts for at least one term, after which the student may re-enter, the program provided all conditions have been met. Suspension is not a mandatory stage before being required to withdraw.

Students will be placed on Academic Suspension for any one of the following if the student:

- receives a grade of F in three or more courses in the program;
- CGPA is below 3.0 for three consecutive terms.

Students on Academic Suspension:

- will not be able to register for a minimum of one term;
- must contact the Registrar's Office to register in the next term at least 4 weeks before the term begins, but not more than 6 weeks prior;
- will return on Academic Probation to the next term in which they are registered;
- will be required to create an academic success plan with an Academic Advisor.

Academic Suspension becomes part of the student record and appears on the official transcript.

Required to Withdraw (RW)

Students will be required to withdraw for any of the following, if the student:

- returns from a suspension and fails to achieve a CGPA of 3.0 or greater;
- returns from a suspension and fails one or more courses.

Students Required to Withdraw:

- are not permitted to register for courses for a minimum of one year and must apply for readmission (please see **Admissions Policy**);
- will not be able to work until they are enrolled in classes, if they are international students;
- will return on Academic Probation upon readmission.
- are ineligible for readmission if Required to Withdraw a second time.

Required to Withdraw becomes part of the student record and appears on the official transcript.

GRADE SCALES AND TRANSCRIPTS

For complete policy regulations and procedures, refer to the **Grades Scale, Calculations and Evaluation Policy**.

Academic grades are a measure of the performance of a student in individual courses or graded components of a program of study. The transcript of a student's performance is a complete and accurate record of their entire academic history at UNF.

The University's official transcripts will include the:

- Credit value of each course in which the student was registered;
- Number of credits earned for each course in which the student was registered;
- Final letter grade or notation for each course in which the student was registered;
- Term grade point average (GPA) earned;
- Total number of credits earned in each term;
- Cumulative grade point average (CGPA) earned for all courses in which the student has registered;
- Cumulative credits earned for all courses in which the student has registered.

Only grades for courses completed at the University are calculated into the term and cumulative GPA:

- Grades for transfer credits from other institutions will not be calculated into the University's GPAs.
- Grades for Prior Learning Assessment (PLAR) credits granted will not be calculated into the University's GPAs.

When a course is taken more than once, the credits, grades, and corresponding grade point values will show on the student's record in each instance but will count only once towards the degree. The GPA is calculated using only the highest grade achieved for the course.

Credit for a course may be applied only once in a student's program.

Courses with Withdrawal notations are not included in the GPA calculations. Official transcripts include all courses attempted by the student including courses in progress ('CIP').

Final grades are not expunged from the transcript.

Students' records are confidential, and a transcript will only be issued at the student's request and after receipt of the required fee and all financial obligations to the University are met.

Grading Scales

All final grades and GPAs are assigned and calculated according to the undergraduate and graduate grading scales. Each letter grade used at the University has a corresponding numeric value which is used to calculate grade point averages.

Undergraduate Grading Scale

Definition	Standard of Evidence	Percentage	Letter Grade	Numeric Value
A – Excellent: Considerable evidence of: original thinking; analysis and synthesis; extensive knowledge base; initiative; and fluency of expression	Exceptional. Expertise in all learning outcomes.	90% - 100%	A+	4.33
	Outstanding. Expertise in some learning outcomes and mastery of most.	85% - 89%	A	4.00
	Excellent. Mastery of most learning outcomes, expertise in some.	80% - 84%	A-	3.67
B – Good: Clearly above average performance with knowledge of principles and facts generally complete.	Very Good. Mastery of all learning outcomes.	76% - 79%	B+	3.33
	Good. Mastery of most learning outcomes, competent in some.	72% - 75%	B	3.00
	Competent. Competent in most learning outcomes, mastery of some.	68% - 71%	B-	2.67
C – Satisfactory: Evidence of some	Satisfactory. Competent in all learning outcomes.	64% - 67%	C+	2.33

understanding of the subject matter and ability to develop solutions to basic problems.	Adequate. Competent in most learning outcomes.	60% – 63%	C	2.00
	Pass. Competent in some learning outcomes.	55% – 59%	C-	1.67
D – Minimal: Evidence of minimally acceptable familiarity with the subject matter. Student not likely to succeed in subsequent courses in this area.	Minimal. Basic ability in some learning outcomes	50% – 54%	D	1.00
F – Fail: Knowledge of principles and facts is fragmentary.	Fail. No basic ability in most learning outcomes.	0 – 49%	F	0.00

Graduate Grading Scale

Definition	Standard of Evidence	Percentage	Letter Grade	Numerical Value
A – Excellent: Considerable evidence of: original thinking; analysis and synthesis; extensive knowledge base; initiative; and, fluency of expression	Exceptional. Expertise in all learning outcomes.	90% – 100%	A+	4.33
	Outstanding. Expertise in some learning outcomes and mastery of most.	85% – 89%	A	4.00
	Excellent. Mastery of most learning outcomes, expertise in some.	80% – 84%	A-	3.67
B – Good: Clearly above average performance with knowledge of principles and facts generally complete	Very Good. Mastery of all learning outcomes.	76% – 79%	B+	3.33
	Good. Mastery of most learning outcomes, competent in some.	72% – 75%	B	3.00
	Competent. Competent in most learning outcomes,	68% – 71%	B-	2.67

	mastery of some.				
C – Satisfactory: Evidence of some understanding of the subject matter and ability to develop solutions to basic problems.	Adequate. Competent in all learning outcomes.	60% – 67%	C	2.00	
F – Fail: Knowledge of principles and facts is fragmentary.	Fail. No basic ability in most learning outcomes.	0 – 59%	F	0.00	

Other Transcript Notations

This chart describes other notations that may be used on a student transcript (The official, formal document that is a subset of the student academic record and contains a complete and accurate history of the academic path of a given student in a particular educational institution).

Notation	Title	Numeric Value	Explanation
ADV	Advanced Standing	No credit	Advanced standing or course credit – no grade
AEG	Aegrotat	As %	Satisfactory completion – not all work completed due to illness or other exceptional circumstances
AUD	Audit of course	No grade	Audit of course. No grades granted
CH	Course challenge	No grade	Challenge course for credit by assessment
CIP	Course in progress	0	Actively registered in current term. No grade yet available
F	Failure	0	Did not meet minimum course requirements
IP	In progress	No grade	Grade not yet available. Automatically becomes ‘F’ grade after 5 weeks if no grade posted or work remains incomplete

Notation	Title	Numeric Value	Explanation
N	Did not complete	0	Did not complete course requirements. Equivalent to 'F' grade
NC	No credit	No grade	No credit
NCC	Not for credit: Complete	No grade	Mandatory course requirements completed for a non-credit course
NCF	Not for credit: Failure	No grade	Mandatory course requirements failed for a non-credit course
NCI	Not for credit: Incomplete	No grade	Mandatory course requirements not completed for a non-credit course
PLAR	Prior learning assessment & recognition	No grade	Credit granted as formal recognition of knowledge and skills gained through work and life experiences
RW	Required to withdraw	0	Required to withdraw for academic or conduct reasons
TC	Transfer credit	No grade	Credit granted for courses completed elsewhere at a recognized institution
W	Voluntary withdrawal	No grade	Student voluntarily drops or withdraws from course

Transcript Requests

Students may view their unofficial transcript through the Student Portal. A Transcript Request form must be submitted to the Registrar's Office after paying the fee to the Finance Office. Each transcript includes the complete academic record at UNF, including all courses in progress (CIP). Transcripts showing official term grades are not available until the end of the term.

A student's record is confidential, and a transcript will be issued only with a request form. Normally, a transcript will be issued within three (3) working days after the request and payment are received. Mailed transcripts are sent in regular mail and not tracked unless an additional fee is paid. An official transcript will not be issued until all financial obligations to UNF have been cleared.

Attendance

Class attendance and punctuality are essential for academic success. Student attendance and active participation in all scheduled classes, grading events and activities is important for ensuring an effective learning experience for all students. UNF understands that there are circumstances such as illness, injury, family crises, or other circumstances beyond a student's control that may prevent students from attending or participating in all classes. A student who is not officially registered in a course may not attend or participate in classes, either on campus or online.

Instructors are responsible to communicate specific attendance expectations of a course in the Course Syllabus and distribute the syllabus in the first week of classes.

Student attendance or absence in an online course is determined by the instructor according to weekly course activities and requirements outlined in the Course Outline. Student attendance in an online course is defined as active participation and submission of assignments in the course as described in the course outline. Online courses typically have weekly assessments of student participation such as discussion questions, and completion and submission of assignments to track student attendance and participation.

Absence(s) from a class or major grading event for health reasons or other extenuating circumstances must be reported to the instructor immediately and the appropriate medical or other supporting documentation from a recognized professional provided. The medical documentation will be maintained in the student file in the Registrar's Office. Medical or other documentation for absences must be provided before the end of the term unless there are extraordinary circumstances.

A student who is unable to attend class or to participate in an examination or study requirements on a particular day due to religious beliefs must inform the instructor of any intended absences for religious observances within the first week of the term so that accommodations can be made in advance.

A student:

- May not be permitted to attend a given class period or scheduled examination for reasons of lateness, misconduct, or failure to meet the responsibilities of the course;
- Who has been absent for acceptable reasons with appropriate documentation may receive a Deferred grade and enter into an Incomplete Course Contract with the course instructor. Incomplete Course Contracts must be approved by the

Associate Dean.

Classroom Attendance Etiquette

To be respectful of faculty and students, each student should plan to arrive prior to the class start. It is disrespectful to others to disrupt classes by arriving late. A faculty member may refuse admission to a student to a given class period or scheduled examination for reasons of lateness or misconduct. Students are expected to provide clear and acceptable reasons for any prior absence upon returning to class and are expected to notify the faculty member by e-mail at least two hours in advance when they know they will not be able to attend a given class.

Electronic Devices on Campus

Use of technology by students and instructors is permitted during class provided it is used for educational purposes. Technological devices may include laptops, tablets, cell phones, etc. Instructors are permitted to regulate the use of technology for social communication purposes. Images, videos and audio recordings of instructors or in-class activities are not permitted without prior consent of the instructor, students in class, Associate Dean or Academic Affairs.

Leaves and Breaks

Students may have one scheduled term break per academic year. UNF recognizes that occasionally, a student may wish or need to interrupt studies for a longer period due to extenuating circumstances.

Any student who wishes to take a leave of absence from studies for more than one (1) term should consult Student Services. A Leave of Absence Request form must be submitted at least two (2) weeks prior to the expected leave date and must be approved by the relevant Associate Dean. The leave request must contain:

- Expected start date of leave;
- Expected return date;
- Rationale for the leave;
- Student's contact information while on leave.

For complete policy regulations and procedures, refer to the **Student Leave of Absence Policy** found on the UNF website policy page.

DIRECTED STUDIES, SPECIAL TOPICS AND INDEPENDENT GUIDED STUDIES

UNF recognizes and supports the fact that curriculum development and enhancement require opportunities to offer courses on specific, timely topics on a short-term basis and to provide students with opportunities to enhance their learning in a subject area with focused, individualized opportunities.

To support these imperatives, the University will provide three options for short term, focused study courses:

Directed Studies:

- an individualized course in which a student works directly with a faculty member on research, directed reading, or a project.
- courses are offered on an ad hoc basis to address a student-initiated area of interest.
- directed studies courses do not duplicate or replace an approved, credit course listed in the Academic Calendar.
- a student will be limited in the total number of directed studies they may count to their degree requirements.

Special Topics:

- a course taught on a specific topic by a faculty member for one or two terms that is not already offered as an approved course listed in the Academic Calendar.
- special topics courses do not duplicate or replace a course listed in the Academic Calendar.
- a student will be limited in the total number of Directed Studies they may count to their degree requirements.

Independent Guided Studies:

- a course section of an existing course offered for a student, or limited small group of students, to learn the course material on their own with the support and guidance of a faculty member.

- independent guided studies course sections are usually offered in formats different from the regular offerings of the course.

All Directed Studies, Special Topics, and Independent Guided Studies course sections must be approved by the Vice President, Academic or designate before they are offered to students.

An undergraduate student may use no more than two (2) and graduate students no more than one (1) directed studies courses to complete their degree. A student may use no more than two (2) special topics courses for degree program requirements.

FULL-TIME STUDIES

Undergraduate students are in full-time studies when enrolled in a minimum of three (3) courses per term for a minimum of three (3) terms per academic year.

Graduate students are in full-time studies when enrolled in a minimum of three (3) courses per term for a minimum of three (3) terms per academic year.

Maximum Course Load

Maximum course load for undergraduate students is five (5) courses per term. A student wishing to register for more than the maximum course load must have written approval from the Associate Dean.

Maximum course load for graduate students is four (4) courses per term. A student wishing to register for more than the maximum course load must have written approval from the Associate Dean.

Maximum Time to Completion

Bachelor's Degree

The Bachelor's degree must be completed within ten (10) years of the student's first enrolment in the degree at the University. Students on approved leaves of absence will not have the leave time included in the degree completion calculation. Term breaks are included.

Master's Degree

The Master's degree must be completed within five (5) years of the student's first enrolment in the degree at the University. Students on approved leaves of absence will not have the leave time included in the degree completion calculation. Term breaks are included.

PROGRAM WITHDRAWAL

Required Withdrawal (RW)

Students may be required to withdraw from UNF programs for:

- Failing to meet course attendance requirements;
- Academic Standing;
- Misconduct; or
- Failure to abide by the University's regulations.

A student is eligible to apply for readmission after a minimum of one (1) year. The withdrawal will be recorded as RW on the official transcript and cannot be removed.

Voluntary Withdrawal (W)

A student may voluntarily withdraw by completing a Program Withdrawal Request form and submitting the completed form to the Registrar's Office. The official date of withdrawal is the date the written notification is received by the Registrar's Office. The withdrawal will only be effective once all financial obligations to UNF have been cleared. No official transcript will be issued otherwise.

Students who are currently enrolled in a term but wish to withdraw at the completion of the term will not have a withdrawal request granted until all grades have been submitted. A withdrawn student is no longer given access to UNF resources.

An International Student who withdraws to attend another institution must check with IRCC for any requirements about changing institutions. If the student is eligible for a refund as per the **refund policy** found on the UNF website policy page, then an acceptance letter from the new institution must be submitted to the Finance Office.

A student who does not take any courses for two (2) consecutive terms without an approved Leave of Absence is deemed to have withdrawn from the University and will have to apply for readmission.

Compassionate Withdrawal

A student may be permitted to withdraw after the refund or academic penalty dates for

compassionate reasons. Supporting documentation must be provided. Any such requests for compassionate withdrawal without penalty must be made directly to the Registrar. A WE (withdrawal with extenuating circumstances) will be listed on the official transcript.

For complete policy procedures and regulations, refer to the **Academic Integrity and Honesty Policy, Misrepresentation of Student Documentation Policy, Student Conduct Policy,** and **Academy Standing Policy and Procedures** found on the UNF website policy page.

FINAL GRADE REVIEW

For complete policy regulations and procedures, refer to the **Final Grade Reviews and Appeals Policy** and **Procedures** found on the UNF website policy page.

Most concerns regarding final grades can be successfully resolved through informal processes such as discussions with the instructor. Requests for reviews and appeals of Final Grades will be submitted in a timely manner as indicated by the Informal Grade Review procedures and Formal Grade Appeal procedures. Responses to Informal Grade Reviews and Formal Grade Appeals will be provided to students in a timely manner as provided by the procedures in this Policy.

To file a Formal Final Grade Appeal, the student must present the following information:

- The final grade the student received in the course.
- Any paper or written examinations, assignments or other documents relevant to the appeal including the documents from the two informal appeals, submissions, forms and outcomes.
- The grounds the student relies upon in making the appeal.
- The resolution sought by the student.
- A processing fee of \$50 for each final grade being appealed which shall be returned to the student if the appeal is granted.

EXAMINATIONS

For complete policy regulations and procedures, refer to the **Examinations Policy**. For the purpose of this policy, Mid-Terms and Final Exams are called "Examinations".

Mid-term examinations shall be given only during scheduled class times as described in the course schedules and shall not exceed the times assigned for each class unless otherwise mutually agreed with the instructor and students. Final Exams will be held during the scheduled examination period each semester.

No single mid-term examination shall exceed 30% of the final grade. Final examinations shall not exceed 40% of the final grade.

Examination regulations include:

- No entry allowed after the beginning of the examination.
- Students must leave their belongings such as bags, books, pencil cases, cell phones, electronic dictionaries, or any other electronic device at the front or back of the classroom. They are not to be taken to the examination desk or table.
- Only pens, pencils, and erasers are allowed on top of the students' table.
- Calculators are allowed only when permitted by the instructor. Students cannot share calculators with other students.
- Cell phones must be turned off during an examination and put away into the students' bags.
- Cell phones and electronic dictionaries are not allowed to be used as calculators during an examination.
- Students are prohibited from consuming food and drinks (with the exception of water in a clear bottle with no label) during the examinations.
- Washroom breaks are not allowed during an examination unless approved by the instructor.
- Instructor and invigilator are not allowed to answer any questions concerning the examination content.
- Students are forbidden to take pictures of the examination. If they do, this event

will be considered academic misconduct as per University Policies, and the student will be asked to leave the room immediately.

- Students are not allowed to do the following during an examination:
 - talk to other students, look around, and/or make noise;
 - purposely expose written papers to the view of other students;
 - use extra paper/s not approved by the instructor.
- Students are required to return all papers, such as the examination paper, used or unused scrap paper and formula sheets at the end of an examination. Failure to return all papers in the proper condition will result in a mark of zero on the examination. Possession or use of information or materials not authorized by the instructor is considered cheating.
- Students must present their student ID card at all examinations. If students do not have this card, the instructor or invigilator may accept another form of photo identification.
- Students who do not obey instructor and/or invigilator instructions during an examination will be asked to leave the room immediately and will receive a zero on the examination.

Out-of-Time Examinations

In the event of an exceptional circumstance, students may apply to write a final examination at a time other than the scheduled time. These examinations are referred to as out-of-time final examinations. The examination will be invigilated on campus or through an online invigilator system.

GRADUATION

Graduation Eligibility

To be eligible to graduate from a program of study, a student must be in Good Academic Standing as defined in the **Academic Standing policy** found on the UNF website policy page. In addition, a student must satisfy all graduation requirements for their program of study as outlined in the Academic Calendar in effect at the time of admission, unless alternate requirements have been approved in writing by the Associate Dean. A student must have paid all outstanding fees to the University to be eligible to graduate.

Applying for Graduation

All degree candidates must submit an Application for Graduate form during or following their final term of study. Application to Graduate form are available from the Registrar's Office. Once the application is approved, the student has the permission to use their designation. Final degree parchments are released after approval by request, or at Convocation.

The formal conferral of degrees takes place at an annual Convocation ceremony. If a student expects to attend Convocation, normally held in mid-July, the completed application form must be submitted to the Registrar's Office and any fees paid to Financial Services no later than the deadline indicated on the Application to Graduate form. To qualify as a candidate for graduation, a student must meet the Academic requirements, have no outstanding fees and have no other outstanding obligations such as library loans.

Parchments

Parchments (degree certificates) are produced for and awarded at Convocation. For graduates who are unable to attend Convocation, the parchment can be requested. Printing of parchments will take approximately one week. Please check the Fees and Financial Aid section of the Calendar for any fees information for mailing outside of Canada.

Graduation Honours

For complete policy regulations and procedures, refer to the **Graduation Honours Policy** found on the UNF website policy page.

The University recognizes and honours graduating students who have a record of exceptional academic achievement over the duration of their studies.

Graduation with Distinction

University of Niagara Falls Canada recognizes students whose academic performance is superior as evidenced by their final cumulative grade point average (CGPA):

- all graduating bachelor's degree students who complete a minimum of 60 credits at the University are automatically considered;
- all graduating graduate students who complete a minimum of 30 credits at the University are automatically considered.

Students shall receive the designation of graduating 'With Distinction' if they have achieved the following:

- Undergraduate students whose final CGPA on degree courses upon approval for graduation is a minimum of 3.67 shall be designated as graduating "With Distinction".
- Graduate students whose final CGPA on degree courses upon approval for graduation is a minimum of 3.80 shall be designated as graduating "With Distinction".
- The notation "With Distinction" will appear on the degree parchment, the Convocation program, and the transcript for those students whose graduating CGPA meets or exceeds the threshold.
- Since the designation "With Distinction" is conferred only when a student has achieved or surpassed a specified CGPA, failure to achieve graduation with distinction may not be appealed, although the grades on which the designation is based may be appealed through the grade appeal process.

Medal for Academic Excellence

Upon approval for graduation of all graduating students in the program(s), the student in each undergraduate and graduate program who has the highest cumulative Grade Point Average in the program and a minimum CPGA of 3.67 is eligible to be considered for the Medal for Academic Excellence.

All students graduating in each Convocation ceremony are eligible to be considered for the

award. There will normally be one student from each degree program recognized at Convocation. Students with records of academic misconduct or other misconduct may not be considered for the award.

The University reserves the right to make no award, or to make multiple awards, at any Convocation.

ENGLISH FOR ACADEMIC PURPOSES

Students who do not meet the minimum English language requirements for entry to UNF programs can still improve their English skills to qualify for admission to a degree program.

Course Description

UEAP 030: Academic English Preparation Advanced (0) requires a minimum IELTS 6.0 overall with a writing band of 5.5. Students who are admitted/entered to UEAP030 with the appropriate IELTS or scores can also take one quantitative academic course along with UEAP 030. Students interested in this option should speak to an academic advisor.

Course Description

UEAP 030: Academic English Preparation Advanced (0)

In this integrated skills course, students enhance their prior academic English knowledge and hone the skills necessary to cope in a Canadian university context. Students incorporate research and critical reading to critique sources and perfect their knowledge of APA citations and referencing, compose and review constructive peer feedback on academic papers, and refine their academic writing, lecture note-taking system, debate and oral presentation skills. A core focus is on fine tuning the student's ability to think critically, evaluate and analyze sources effectively, and build a logical, well supported argument with a broad range of academic language structures and vocabulary. Successful completion of the course with a minimum of 80% meets the English requirement for entry into UNF degree programs.

UNDERGRADUATE PROGRAMS

BSc Biomedical Science (Honours)

General Information

The **Honours Bachelor of Science in Biomedical Sciences** degree program is designed to provide an integrated, comprehensive curriculum to prepare graduates for admission to medical school, other graduate degree programs and careers in biotechnology and associated industries.

The program will provide a solid grounding in biological and biomedical foundations of living systems, chemical and physical foundations of biological systems, psychological social and biological foundations of behaviour, and scientific inquiry and reasoning. Core curriculum will include biology, psychology, molecular biology, chemistry, organic chemistry, genetics, biostatistics, anatomy, physiology, and emerging technology in health (such as AI and VR). The program will share institutional learning outcomes including a digital mindset, collaboration and problem-solving, facility with big data analytics, ethics, and both verbal and visual communication.

In addition to the standard undergraduate admissions requirements, students entering the Honours BSc program will need to have Ontario 4U Math and 4U English or their equivalent.

This institution has been granted a consent by the Minister of Colleges and Universities to offer this program for a seven-year term starting October 14, 2022. Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (e.g., acceptable to potential employers, professional licensing bodies or other educational institutions.)

Program Learning Outcomes

Biological and Biochemical Foundations of Living Systems

1. Students must demonstrate knowledge about processes that are unique to living organisms, such as growing and reproducing, maintaining a constant internal environment, acquiring materials and energy, sensing and responding to environmental changes, and adapting. Additionally, students will understand how cells and organ systems within an organism act independently and in concert to accomplish these processes at various levels of biological organization within a living system. Students will apply mathematical concepts to biological and biochemical problems including

analyzing graphs, interpreting quantitative information and understanding clear logical patterns. Graduates will be expected to:

- a) Apply quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.
- b) Demonstrate understanding of the process of scientific inquiry and explain how
- c) scientific knowledge is discovered and validated.
- d) Demonstrate knowledge of how biomolecules contribute to the structure and function of cells.
- e) Apply understanding of principles of how molecular and cell assemblies, organs, and organisms develop structure and carry out function.
- f) Explain how organisms sense and control their internal environment and how they respond to external change.
- g) Demonstrate an understanding of how the organizing principle of evolution by natural selection explains the diversity of life on earth.

Chemical and Physical Foundations of Biological Systems

- 2. Students must demonstrate knowledge of chemical and physical foundational concepts. Additionally, students will be able to describe the mechanical, physical, and biochemical functions of human tissues, organs, and organ systems along with the basic chemical and physical principles that underlie the mechanisms operating in the human body. Students will apply mathematical concepts to chemical and physical problems including analyzing graphs, interpreting quantitative information and understanding clear logical patterns. Graduates will be expected to:
 - a) Demonstrate knowledge of basic physical principles and their applications to the understanding of living systems.
 - b) Apply basic chemical principles to the processes involved in metabolism.
 - c) Explain the synthesis of pharmaceuticals and biomolecules.
 - d) Apply the principles of chemistry to solve qualitative and quantitative problems.

Psychological, Social, and Biological Foundations of Behavior

3. Students must demonstrate knowledge of the ways psychological, social, and biological factors influence perceptions and reactions to the world; behavior and behavior change; what people think about themselves and others; the cultural and social differences that influence well-being; and the relationships between social stratification, access to resources, and well-being. Students will appreciate concepts that tomorrow's doctors need to know in order to serve an increasingly diverse population and have a clear understanding of the impact of behavior on health. Further students will understand the need for future physicians to be prepared to deal with the human and social issues of medicine. Graduates will be expected to:
 - a) Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology, sociology and behavioral medicine.
 - b) Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
 - c) Employ critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
 - d) Understand and apply psychological principles to personal, social, and organizational issues.
 - e) Weigh evidence, tolerate ambiguity, act ethically and reflect other values that are the underpinnings of psychology as a discipline.
 - f) Apply sociological theories to understand social phenomena.
 - g) Critically evaluate explanations of human behavior and social interactions.

Scientific Inquiry and Reasoning

4. Students will demonstrate the ability to combine scientific knowledge with skills in scientific inquiry and reasoning. These skills are important to natural, behavioral, and social scientists. Specific skills include reasoning about scientific principles, theories, and models; analyzing and evaluating scientific explanations and predictions; demonstrating understanding of important components of scientific research; reasoning about ethical issues in research; interpreting patterns in data presented in tables, figures, and graphs; reasoning about data and drawing conclusions from them.

- a) Graduates will be expected to:
- b) Critically analyze scientific publications.
- c) Understand study design related to biological, chemical and physical experiments.
- d) Understand study design related to clinical studies.
- e) Demonstrate an understanding of ethical issues in research.
- f) Synthesize the results of scientific studies.

Communication Skills

5. Students will demonstrate the basics of clear, purposeful and compassionate communication across multiple channels. Competence in these skills reduce errors and provide better health care delivery. Communication is at the center of providing patient-centered care. Graduates will be expected to:
- a) Demonstrate effective communication in a variety of formats.
 - b) Communicate appropriately to the audience, purpose, and context of the situation.
 - c) Communicate the results of scientific studies.
 - d) Demonstrate effective and empathic interpersonal communication.
 - e) Demonstrate effective listening skills.

Humanities

6. Students will demonstrate an understanding of the major issues in global health, medicine, and bioethics, particularly as they relate to human rights, inequalities, and social justice. Students will also demonstrate critical thinking, attention to language, open discussion and debate and the delivery and receipt of constructive feedback in order to acquire the tools for lifelong learning and problem-solving. Graduates will be expected to:
- a) Demonstrate awareness of the scope and variety of works in literature and art with respect to human values within a historical and social context.
 - b) Understand key issues in global health.

- c) Apply concepts in bioethics to medically-related questions.
- d) Provide and receive constructive feedback.
- e) Demonstrate inquisitive initiative as the foundation for life-long learning.

Digital Skills

7. Students must demonstrate an understanding of the critical role of digital expertise in contemporary study, careers and life-long learning. Students will be well versed in the use of databases, internet resources and data analysis – including the underlying concepts that serve as the foundation of directed data extraction and manipulation. Graduates will be expected to:
- a) Understand networks and data management.
 - b) Apply electronic communication tools including digital presentations and digital collaboration tools that allow for the facilitation of team-based objectives by incorporation of others' contributions.
 - c) Demonstrate critical assessment of digital resources.
 - d) Apply effective data management practices as applied to data collection and data security.
 - e) Understand the basic principles of data analysis including a thorough grasp of the underlying manipulations employed to generate specific output.

Degree Requirements

The **Honours Bachelor of Science in Biomedical Sciences** degree program has adopted an extensive list of Breadth Elective and Core Elective courses, The core electives allow students the flexibility to enhance the learning of the required core courses with focused study in core areas of the Biomedical Sciences.

1. **Core Electives:** BMED320 Community Health (3), BMED420: Learning Strategies for Health Professionals (3), PSYC410 Abnormal Psychology (3), BIOL4XX Immunology (3), PHIL 3XX Ethics for Biomedical Sciences (3), BIOL 4XX Immunology (3), BMED 4XX Clinical Skills I (3), BMED 4XX Clinical Skills II (3), PSYC 310 Health Psychology (3).

The breadth electives are divided into three groups:

1. **Social Sciences and Humanities:** COMM 200: Communications Theory (3), ENGL 105: Contemporary Literature: Narrative and Drama (3), PHIL 102: Moral Philosophy (3), PUBR 300: Public Relations: Practice and Theory (3), CRIM101 Introduction to Criminology (3), HIST150: Canadian Urban History (3), ECON 102: Microeconomics (3), ECON 104: Macroeconomics (3), BUSI 150: Digital Mindset (3)BUSI 355: Design Thinking (3)COMM 250: Media and Government (3), COMM 102: Mass Media and Society (3).
2. **Sciences and Mathematics:** ECOL 100: Introduction to Ecology (3), GEOG 101: Physical Geology (3), PSYC 230: Social Psychology (3), ASTRO 100: Introduction to Astronomy (3), CPSC 350: The Internet of Things (3), CPSC 355: Big Data (3), MATH 201: Business Statistics (3)
3. **Global cultures (including Indigenous cultures):** ANTH 102: Introduction to Cultural Anthropology (3), BUSI 320: Global Entrepreneurship (3), BUSI 432: Cross-Cultural Management (3), BUSI 440: Global Business and Politics (3),BUSI 321: International Business (3).

Breadth electives must come from at least 2 of the 3 groups. The program will determine whether their breadth electives are prescribed or freely chosen by students. At a minimum, students will have the ability to choose at least one breadth elective. Students are advised that not all electives will be offered every Term. Additional breadth electives may be available from other degree programs by permission of the Associate Dean.

To graduate in the BSc Biomedical Science Program a student must earn a minimum of 120 credits consisting of a minimum 96 credits of core and core elective courses and maximum 24 credits of Breadth Electives.

Degree Pathway

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 1 Term 1	BIOL 101: General Biology (3)	
	CPSC 120: Intro. to Medical & Scientific Computing (3)	
	ENGL 100: Introduction to University Writing & Comprehension (3)	
Year 1 Term 2	CHEM 101: General Chemistry I (4)	C: General Chemistry I Laboratory
	General Chemistry I Laboratory	C: General Chemistry I
	MATH 120: Math for Biological Sciences (3)	
	Breadth Elective (3)	
Year 1 Term 3	CHEM 102: General Chemistry II (4)	P: CHEM 101: General Chemistry I (4), C: General Chemistry II Laboratory
	General Chemistry II Laboratory	C: General Chemistry II
	BMED 110: Scientific Inquiry (3)	
	Breadth Elective (3)	
Year 1 Credits 29		

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 2 Term 1	CHEM 201: Organic Chemistry I (4)	CHEM 102: General Chemistry II (4) C: Organic Chemistry I Laboratory
	Organic Chemistry I Laboratory	C: CHEM 201: Organic Chemistry I (4)
	ENGL 201: Medical & Scientific Communication (3)	P: ENGL 100: Introduction to University Writing & Comprehension (3)
	Breadth Elective (3)	
Year 2 Term 2	CHEM 202: Organic Chemistry II (4)	P: CHEM 201: Organic Chemistry I (4) C: General Chemistry I Laboratory
	Organic Chemistry II Laboratory	C: CHEM 202: Organic Chemistry II (4)
	MATH 220: Introduction to Biostatistics (3)	
	Breadth Elective (3)	
Year 2 Term 3	BIOL 210: Human Biology (3)	P: BIOL 101: General Biology (3)
	PSYC 110: Intro. to Psychology (3)	
	PHYS 100: Physics for Life Sciences (3)	
Year 2 Credits 29		

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 3 Term 1	BIOL 410: Biochemistry (4)	P: BIOL 101: General Biology (3), CHEM202: Organic Chemistry(3)C: Molecular Biology Laboratory
	Biochemistry Laboratory	C: BIOL 410: Biochemistry (4)
	BIOL 330: Human Anatomy & Physiology (3)	P: BIOL 101: General Biology (3)
	ENGL 220: Communication for Health Professionals (3)	P: ENGL 100: Introduction to University Writing & Comprehension (3)
	BMED 310: Intro. to Health Research Methods (3)	P: ENGL: Medical & Scientific Communication (3)
Year 3 Term 2	BIOL 310: Molecular Biology (4)	P: BIOL 101: General Biology (3) C: Molecular Biology Laboratory
	Molecular Biology Laboratory	C: BIOL 310: Molecular Biology (4)
	BIOL 320: Microbiology (3)	P: BIOL 101: General Biology (3)
	Breadth Elective (3)	
Year 3 Term 3	BMED 301: Intro. to Nutrition (3)	
	BIO: 430: Genetics (3)	P: PSYC 110: Intro. to Psychology (3)
	Breadth Elective (3)	
Year 1 Credits 32		

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 4 Term 1	BMED 410: Clinical Cases (3)	
	Core Electives (6)	
	Breadth Elective (3)	
Year 4 Term 2	BIOL 420: Human Physiology & Histology (3)	P: BIOL 330: Human Anatomy & Physiology (3)
	BMED 310: Intro. to Health Research Methods (3)	P: ENGL 201: Medical & Scientific Communication (3)
	Breadth Elective (3)	
Year 4 Term 3	Core Electives (9)	
Year 1 Credits 30		

Undergraduate Courses Descriptions (BSc)

BIOL 101: General Biology (3)

General Biology offers students an opportunity to understand how the scientific method has been and is used to address biological questions. Central topics include: recent advances in cell anatomy and physiology, including interplay between organelles, membrane transport, and cell-signaling; energy transfer through cells and through the biosphere; cellular reproduction and cancer; heredity and human genetic disorders; and protein synthesis and biotechnology. The course explores the societal implications of such topics as biopharmaceutical, ocean acidification, climate change, human diseases, epigenetics, cancer, and cloning.

Virtual laboratory exercises are a component of this course.

BIOL 210: Human Biology (3)

Human Biology Human Biology provides students with a basic understanding of human anatomy and physiology. Concepts of the body plan and homeostasis will be introduced. Students will also learn the basic structure, function, and interaction of the integumentary, skeletal, muscular, nervous, endocrine, blood, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

BIOL 310: Molecular Biology (4)

Molecular Biology allows students to gain an understanding of cellular functions as they relate to medicine. These concepts are central to understanding how the human body functions and in disease states, how these functions are compromised. Topics include: macromolecular function and regulation, mechanisms and regulation of gene expression and inheritance, cell structure and function and diagnostic biotechnology. This course will serve as a strong foundation upon which to build more detailed information necessary as a component of the knowledge required to pursue a career in medicine.

Molecular Biology Laboratory

Molecular Biology Laboratory is corequisite with the course Molecular Biology. This course covers a range of topics from the course.

BIOL 320: Microbiology (3)

Microbiology, a general introduction to the microbial world with information on microbial physiology, growth and its control, nutrition, interactions within various ecosystems,

endogenous human organisms, human disease, biotechnology, and industrial aspects will be presented. Virtual laboratory exercises are a component of this course.

BIOL 330: Human Anatomy & Physiology (3)

Human Anatomy & Physiology is an introductory course related to the structure and function of the human body. This course will develop the students' theoretical knowledge of the structure and function of the human body inclusive of the cell, tissues, organs, organ systems and accessory structures. The students' basic understanding of the physiological processes which arise from the body's structure will develop throughout the delivery of the course. Students will learn to apply their knowledge of anatomy and physiology to normal and a variety of abnormal pathological conditions. Virtual laboratory exercises are a component of this course.

BIOL 410: Biochemistry (4)

Biochemistry covers the structure and function of biological molecules, enzyme structure, function and regulation, the biochemical pathways of intermediary metabolism and their regulation in normal and aberrant states. It is designed to help students integrate the biochemical information covered by this course into meaningful knowledge with an emphasis on the functional significance and regulatory mechanisms governing metabolic pathways. The lab portion teaches basic experimental techniques used in the study of biologically significant macromolecules.

Biochemistry Laboratory

Biochemistry Lab is corequisite with the course Biochemistry. This course covers a range of topics from the course.

BIOL 420: Human Physiology & Histology (3)

Human Physiology & Histology allows students to learn the normal functions and regulation of cells, organs and organ systems and physiological integration of the systems to maintain homeostasis—with emphasis on clinically relevant concepts. Lectures cover the neural and humoral homeostatic mechanisms and understanding of the physiology of muscular, cardiovascular, respiratory, endocrine, reproductive, gastrointestinal and renal systems. In addition, the pathophysiology of selected disease states are also explored. Virtual laboratory exercises are a component of this course.

BIOL 430: Genetics (3)

Genetics includes the principles of classical, molecular, and population genetics. The course provides a historical background of heredity and a review of advances in gene structure and function. Students are expected to develop problem-solving skills in the course of their study. The application of genetic principles to medicine will be emphasized throughout the course.

BIOL 4XX: Immunology (3)

This course will review the principal concepts of immunology, including innate and acquired immunity. This course will cover the mechanisms critical to immune function when the body's defenses mechanisms respond to infection or disease exposure. These immune responses will include the cellular and molecular mechanisms. It will introduce methods of studying immunity, and the tests involved in diagnosing diseases, malfunctions of the immune response and the role of vaccines in disease prevention. Case studies of different diseases will give the students insight into the functions of the immune system.

BMED 110: Scientific Inquiry (3)

Scientific Inquiry will enable students to develop skills related to scientific reasoning and problem solving. In addition, it will introduce students to the basics of the design and execution of research.

BMED 301: Intro. to Nutrition (3)

Introduction to Nutrition presents basic nutrition information which will help students understand the relationship between diet and the prevention and/or control of diseases.

BMED 310: Intro. to Health Research Methods (3)

Introduction to Health Research Methods examines philosophical and methodological foundations of health science research. Several quantitative and qualitative research approaches are explored, and students work in teams reviewing and critiquing peer-reviewed research articles associated with the approaches examined.

BMED 320: Community Health (3)

Community Health provides an understanding of population-based health as opposed to individual health. Basic concepts in epidemiology will be addressed.

BMED 410: Clinical Cases (3)

Clinical Cases is designed to introduce students to clinical medicine. It provides an insight into the knowledge, skills, attitudes, and values individual students need to acquire as physicians, as well as an understanding of how material taught in individual courses coalesce in clinical medicine.

BMED 420: Learning Strategies for Health Professionals (3)

Learning Strategies for Professional Programs is a skills development course through which students in the preprofessional programs will find creative and constructive ways to gain and apply knowledge in learning situations. Students will develop a commitment to learning in a more personalized, efficient, and effective way. Significant attention will be given to study strategies and how to best place these strategies into practice in their course of study. Class sessions will provide opportunities for students to gain exposure to various learning strategies and for students to share their experiences, successes, and concerns with other students. Students will gain exposure to various learning techniques. Students will be exposed to various learning styles, levels of learning, types of studying, time management and planning, active review, memory, note-taking strategies, group study, and methods of developing critical-thinking skills.

BMED 4XX: Clinical Skills I (3)

This is the first of two courses you will require if you are on the pre-med pathway. It focusses on patient-doctor communication skills through starting the appointment, building a relationship, and investigating the health problem with the patient to understand the patient's agenda. Knowing the patient's history, both in relation to the present illness as well as their past medical history. Communicating the findings in patient notes and to other healthcare professions is a very important part of this process.

BMED 4XX: Clinical Skills II (3)

This is the second of two courses you will require if you are on the pre-med pathway and it builds on the skill learned in the first course. Clinical Skills II will expand on the patient-centred history, by developing a treatment plan. Patient-doctor communication skills in specific situations such as delivering bad news, cultural and social diversity, and demonstration of empathy. The patient's history will be developed further by examining the past medical history, family history, social history and reviewing the systems. Students will learn to perform a complete screening physical exam and further develop their documentation skills through oral presentations and the patient note.

CHEM 101: General Chemistry I (4)

General Chemistry I introduces students to the principles of chemistry. Topics include basic principles and definitions, stoichiometry, chemical equilibrium, moles, gas laws, atomic structure, periodic relationships, and chemical bonding. The practical component develops essential laboratory skills.

General Chemistry I Laboratory

General Chemistry I Laboratory is corequisite with the course General Chemistry I. This course covers a range of topics from the course.

CHEM 102: General Chemistry II (4)

General Chemistry I introduces students to the principles of chemistry. Topics include basic principles and definitions, stoichiometry, chemical equilibrium, moles, gas laws, atomic structure, periodic relationships, and chemical bonding. The practical component develops essential laboratory skills.

General Chemistry II Laboratory

General Chemistry II Laboratory is corequisite with the course General Chemistry II. This course covers a range of topics from the course.

CHEM 201: Organic Chemistry I (4)

Organic Chemistry I offers students the opportunity to learn the nature of carbon in organic compounds. It presents general principles of organic chemistry related to structure, stereochemistry, nomenclature, synthesis, uses and reactions of alcohols, ethers and aliphatic hydrocarbons; alkanes, alkynes, alkenes, cycloalkanes.

Organic Chemistry II Laboratory

Organic Chemistry II Laboratory is corequisite with the course Organic Chemistry II. This course covers a range of topics from the course.

CHEM 202: Organic Chemistry II (4)

Organic Chemistry II is an advanced course in the structure and reactivity of functional groups (aromatic compounds, carbonyl compounds, carbohydrates, organometallic compounds, carboxylic acids and their derivatives, amines, and amino acids). This course covers all the essential prerequisite material needed for Biochemistry.

Organic Chemistry II Laboratory

Organic Chemistry II Laboratory is corequisite with the course Organic Chemistry II. This course covers a range of topics from the course.

CPSC 120: Intro. to Medical & Scientific Computing (3)

Introduction to Medical & Scientific Computing explores how healthcare and scientific data are collected, structured, analyzed, and presented using industry-standard tools like various software applications. The course is introductory and is designed to equip students with practical skills that are directly applicable in the healthcare industry, focusing on the creation and organization of datasets, data warehousing, and the analysis of public health and healthcare datasets. Key topics include descriptive, diagnostic, and predictive analytics, with a strong emphasis on data innovation in healthcare for diagnostics and management. Through industry-relevant assignments, case studies, and quizzes, students will gain hands-on experience in data manipulation, analysis, and visualization, preparing them to apply data-driven insights to real-world healthcare and scientific challenges.

ENGL 100: Introduction to University Writing & Comprehension (3)

Introduction to University Writing & Comprehension is an introductory English class based on university level writing and reading skills with a focus on the study and practice of reading comprehension through structure, meaning, and evaluation.

ENGL 201: Medical & Scientific Communication (3)

Medical & Scientific Communication is designed to introduce students to the fundamentals of effective communication. Both written and oral communication will be addressed. It will consider the importance of communication and cover speech building (including the collection and collation of material, structure, and content), speech writing, elements of effective written communication and medical/scientific event management.

ENGL 220: Communication for Health Professionals (3)

Communication for Health Professionals develops students' skills in locating, selecting, evaluating, and using research to answer questions, which are personally and professionally relevant. The course will help students to develop skills in reading, paraphrasing, summarizing, writing clearly and effectively and in appropriately documenting sources. Students will learn to evaluate research methods, introduce students to basic concepts in evidence-based medicine and will analyze structure and writing style in research articles.

MATH 120: Math for Biological Sciences (3)

Math for Biological Sciences consists largely of precalculus topics, but also includes a substantial treatment of probability. The "precalculus" topics include relations, functions, coordinate systems, graphing, polynomials, trigonometric functions, algebra and logarithmic and exponential functions. Probability topics include random experiments and random variables, algebra of sets, methods of enumeration, sampling, conditional probability, and distributions of discrete types.

MATH 220: Introduction to Biostatistics (3)

Introduction to Biostatistics is designed to assist students in acquiring a good intuitive grasp of statistics, specifically in terms of what they are, how and when to apply various statistical techniques, how to interpret results, and how to draw meaningful conclusions from the data.

PHIL 3XX: Ethics for Biomedical Sciences (3)

This course is an introduction to ethical problems associated with health and healthcare in Canada and worldwide. It will introduce the fundamentals of ethical theory and decision-making and examine the ways moral decisions are made by the biomedical health providers. Issues such as how to allocate funds in the healthcare sector (e.g., education, social services, public health facilities, prevention measures), disclosure of patient information, the limits to protection of patient confidentiality, end-of-life decisions, and cultural diversity. It will examine the rights of patients and clients and the obligations of the health care providers.

PHYS 100: Physics for Life Sciences (3)

Physics for Life Sciences introduces many of the basic principles and concepts in physics. It includes base and derived units, vectors and scalars, kinematics in one and two dimensions, dynamics, circular motion and gravitation, equilibrium, elasticity, fluids and hydrostatics, fluid dynamics, vibration and waves, sound, electrostatics, current electricity, magnetism, light and basic geometrical optics, heat, and introductory atomic and nuclear physics.

PSYC 110: Intro. to Psychology (3)

Introduction to Psychology is an in-depth introduction to the science and profession of psychology. It will present a summary of what is known about human nature, how it reveals general principles of the functioning of the brain, and the behavior of individuals and

groups.

PSYC 310: Health Psychology (3)

Health Psychology examines how biological, psychological, and social factors interact with and affect the efforts people make in promoting good health and preventing illness; the treatment people receive for medical problems; how effectively people cope with and reduce stress and pain, and; the recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems. Additional topics focus on the role of stress in illness; certain lifestyle factors, such as smoking or weight control; and specific chronic illnesses, such as cancer and heart disease.

Breadth Electives

ANTH 102: Introduction to Cultural Anthropology (3)

Human societies and cultures are complex webs of symbolic relationships. Students will explore the way human beings use language, economic and political organization, family and kinship, and ritual and belief systems in the context of social change. Students will identify and analyze the way symbols work in human relationships.

ASTRO 100: Introduction to Astronomy (3)

Astronomy is the study of the Universe and objects within it. Students will examine the Universe from the relatively small scales of the Solar System to the larger scales of the Milky Way Galaxy and beyond. Modern tools for astronomical investigation including observatory equipment will be presented without reliance on prior studies of physical science. Students will develop skills in making their own critical investigations in the laboratory and/or outdoors and in communicating current developments in astronomical research.

BUSI 150: Digital Mindset (3)

Students will learn the importance of developing a digital mindset in our digitized world of accelerating and constant change. They will examine the behavioural and attitudinal approaches, as well as the key characteristics of a digital mindset to successfully navigate within the evolving digital economy. Students identify the skills and knowledge required to develop digital fluency and will learn how to foster a mindset in themselves and others, and how to promote a digital culture in their workplace. Students will gain an understanding of the importance of constant learning, curiosity, and innovation in today's digital world.

BUSI 320: Global Entrepreneurship (3)

The digital economy has increased the opportunities for entrepreneurs to launch new ventures in the complex global landscape. There are many advantages gained from sourcing materials, manufacturing and labour from different parts of the world, but there are also many issues that need to be addressed. In this course, students will study the complex process of launching and operating a new venture in the global marketplace. They will examine the basics of international trade management and trade rules, the import/export process, conducting international research, international business planning, logistics and distribution. Through case studies and projects, students will identify the benefits and challenges for entrepreneurs, and special considerations related to specific regions. (pre-requisites: BUSI 110: Digital Business Fundamentals (3), BUSI 321: International Business (3)).

BUSI 321: International Business (3)

In a digitized environment, Canadian business professionals must have a sound understanding of the global business environment. Students will develop a broad understanding of the global marketplace and the essential elements of international business. Students will learn the principles and practise of international business and factors impacting business operation and management in the rapidly changing global business environment. Students will examine basic international trading blocs, trade patterns, trade rules, international trade treaties and the foreign exchange market. Through case studies, students will explore the impacts of culture and the economic, legal, and ethical systems on international business.

BUSI 355: Design Thinking (3)

Students will apply the Design Thinking process to solve challenges using a human-centered approach. They will learn the principles, philosophy, tools and behaviours of this creative problem-solving framework. In small groups, students will apply the Design Thinking skills (empathizing, defining, ideating, prototyping and testing) to real-world problems with the goal of generating human-oriented solutions. Students will examine the use of research with Design Thinking to promote quality solutions. As well, students will apply their leadership skills to manage the Design Thinking process with small groups.

BUSI 432: Cross-Cultural Management (3)

Students will learn and apply the knowledge, intercultural skills and multiple perspectives required to manage and work in a changing global business environment. Initially, students will examine the impact of their own culture on their individual behaviours, practices and

assumptions. They will identify cultural synergies and differences among different cultures. Through case studies, students will examine the impact of societal cultures on leading and working with cross cultural teams, communications, negotiations, leadership practices, and corporate social responsibility.

BUSI 440: Global Business and Politics (3)

Students will study how global and domestic politics can impact businesses and influence business decisions in the global landscape. They will explore the relationship between nationalism and international business. Students will differentiate among political theories and structures in an international context. Students will analyze key trade agreements and treaties, and research the impact of trade barriers such as trade blocs, tariffs and embargoes on businesses in the global marketplace. As well, they will examine the political, social and economic drivers of change in the global market. Through research projects and case studies, students will gain an understanding of the impact of domestic and international politics on global business in specific geographical areas: Asia, the Middle East, Africa, Latin America and Europe.

COMM 102: Mass Media and Society (3)

Contemporary culture is developed and transmitted through mass communication. This course is an overview of mass communication's vital role in society, with discussion of media institutions, theories, practices, professional fields, and effects on society, groups and individuals. Students will learn to observe and critique the impact of mass communications on society.

COMM 200: Communications Theory (3)

There are many perspectives on the nature of communication and how it functions in human groups and organizations. Students will survey contemporary social, scientific, and humanistic theories of mediated communication. Students will learn the various theories of communications and their relationships to society.

COMM 250: Media and Government (3)

In contemporary culture governments rely upon the mass media in the development and application of public policy. This course explores media roles in reporting and assessing the workings of legislative and administrative bodies and government's roles in regulating and monitoring media practices. Students will come to an understanding of how media and government depend upon each other.

CPSC 350: The Internet of Things (3)

Billions of devices around the world are now connected to the Internet. The convergence of the physical and digital worlds presents challenges and benefits to the global society and international business environments. Students will examine the impact of the evolving connected world and the issues associated with innovative applications, privacy, security, and what the future may hold for the role humans should play in a world where the ‘things’ of the Internet are becoming more independent.

CPSC 355: Big Data (3)

In this course, students will gain an understanding of what Big Data is and how it has come to be so important in the digital world. Students will examine the sources for Big Data, become conversant with basic terminology, the core concepts of Big Data, related digital technologies, data ownership, and the steps in the Big Data analysis process. Through case studies, students will learn how Big Data Analysis is being used to identify problems and generate solutions. As well, students will evaluate the challenges and benefits it brings in a variety of sectors in the digital world and how Artificial Intelligence and Machine Learning are enhancing data analytics.

CRIM 101: Introduction to Criminology (3)

Students will examine the core concepts, basic theories, data sources, and general research findings in the field of criminology, with particular attention to Canadian developments. They will study elements of traditional and contemporary theories of crime, deviance, criminality, and social control and apply these to contemporary social and criminological problems.

ECOL 100: Introduction to Ecology (3)

Students will study the principles of ecology. They will examine biotic and abiotic conditions, population, community and ecosystem structure. As well students will analyze human impacts on these systems, and basic concepts of conservation and preservation of ecosystems.

ECON 102: Microeconomics (3)

This course introduces students to fundamental microeconomic principles, concepts, analytical tools, and their applications in real-world problems. Students will explore how consumers and firms make decisions, how markets function, and the role of government intervention. The course covers Key microeconomics concepts such as elasticity, utility,

pricing strategies, market competition, equilibrium conditions, production costs, and externalities, while also introducing students to applying these principles in rapidly evolving digital environments. By the end of the course, students will be equipped to interpret current events through the lens of microeconomic theories.

ECON 104: Macroeconomics (3)

Students examine macroeconomic concepts: circular flow of income and product; national income; equilibrium level of domestic income; fiscal policy; money and banking; international trade; inflation and unemployment. Students will explore how governments apply monetary and fiscal policies to stabilize the economy and achieve economic goals.

ENGL 105: Contemporary Literature: Narrative and Drama (3)

Literature is a window into human reality through the imagination. Students will explore contemporary drama and the novel, including screenplays and works by Canadian authors. Students will learn to interpret a range of works in terms of theme, plot, character, and context.

GEOG 101: Physical Geology (3)

Students will apply basic systematic approaches in the study of modern physical geography, including the climate, vegetation, soil, water, and landforms as components of environmental systems. They will examine interrelationships among the components, spatial patterns of environmental systems over the earth and changes in the systems through time. Students will analyze human impacts on natural systems. The focus in this course is on quantitative skills through the study of physical geography.

HIST 150: Canadian Urban History (3)

Canadian cities have evolved. Students will learn how Canadian cities have developed in different regions of the country and over time and explore how wider trends in our history have affected urban life. Topics include colonization, industrialization, and post-war urbanization. Students develop an understanding of the way differing historical forces interact to create major social impacts.

MATH 201: Business Statistics (3)

Students will learn statistical concepts, methods and procedures used in business, including descriptive statistics--graphics and numerical presentations, data analysis, data generation, probability theory, sampling, estimation, hypothesis testing and linear regression. Students will use statistical software applications throughout the course.

PHIL 102: Moral Philosophy (3)

Every decision has an ethical and moral component. This course explores prominent theoretical approaches to ethics that attempt to answer questions about the morality (the rightness and wrongness) of human conduct. Students will develop critical skills of analysis that enable them to identify differing applications of ethics and the cultural sources of morality.

PSYC 230: Social Psychology (3)

Individual behaviour is strongly influenced by the presence of groups. Students will study concepts such as conformity and persuasion, group processes, attitudes and attitude change. Students will also explore research in social perception, stereotypes and prejudice, as well as interpersonal attraction and altruism. Students will apply knowledge of these concepts to decision making in personal life and in business, law, and health care.

PSYC 410: Abnormal Psychology (3)

Abnormal Psychology examines the etiology, epidemiology, description/classification, and treatment of disordered behavior. Major mental disorders are systematically examined from several different theoretical viewpoints, including psychodynamic, learning, cognitive, and physiological. A survey of psychological disorders is provided and students are introduced to the DSM-5 classification system. Treatment approaches based upon the major theoretical perspectives are covered.

PUBR 300: Public Relations: Practice and Theory (3)

Public Relations is an important component of organizational life. In this course, students will examine theories, processes, and techniques involved in planning and implementing programs designed to influence public opinion and behaviour through socially responsible performance and mutually satisfactory communication. As well, students will apply the basic principles of public relations through case studies.

Honours Bachelor of Business Administration (BBA)

General Information

The **Bachelor of Business Administration (BBA)** program will provide a comprehensive overview of business fundamentals, digital commerce, finance and accounting, human resources, and a focus on marketing, analytics, customer acquisition, retention and experience in the digital economy. Students will develop critical thinking and reasoning skills, collaboration and teamwork experience, and preparation in entrepreneurship and problem-solving. Graduates will gain a digital mindset, verbal and visual communication skills, comprehension of big data analytics, and an understanding of business ethics for the digital economy.

The **BBA Digital Economy** will add depth in e-commerce, digital commerce, fintech (including blockchain and cryptocurrency), supply chain management, emerging technology (artificial intelligence and virtual reality), digital transformation and digital user experience.

The **BBA Digital Marketing** will add depth in digital marketing and social media strategies, marketing analytics, online branding, search engine optimization, digital asset management and digital user experience.

In addition to the standard undergraduate admissions requirements, students entering the Honours BBA program will need to have Ontario 4U Math and 4U English or their equivalent.

This institution has been granted a consent by the Minister of Colleges and Universities to offer this program for a seven-year term starting October 14, 2022. Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (e.g., acceptable to potential employers, professional licensing bodies or other educational institutions.)

Degree Requirements

The BBA program consists of 120 credits.

All students enrolled in the BBA program are required to take a common 60 credits (10 courses) in the first two years of which nine credits (3 courses) are breadth electives.

The BBA (General) students are required to earn 30 additional core credits (10 courses), 15 credits (5 courses) of breadth electives and 15 credits (5 courses) of core electives.

The BBA (Digital Economy) and the BBA (Digital Marketing) students are required to earn 36 additional core credits (12 courses), 15 credits (5 courses) of breadth electives and 9 credits (3 courses) of core electives.

Core electives can be chosen as follows:

BBA – General	BBA – Digital Economy	BBA – Digital Marketing
BUSI 440: Global Business and Politics (3)	BUSI 320: Global Entrepreneurship (3)	BUSI 360: International Finance (3)
BUSI 432: Cross-Cultural Management (3)	BUSI 360: International Finance (3)	BUSI 320: Global Entrepreneurship (3)
CPSC 350: The Internet of Things (3)	BUSI 324: Social Media and Audience Research (3)	CPSC 350: The Internet of Things (3)
BUSI 320: Global Entrepreneurship (3)	BUSI 420: Leadership and Management (3)	BUSI 432: Cross-Cultural Management (3)
BUSI 360: International Finance (3)	BUSI 240: Tourism Management (3)	BUSI 440: Global Business and Politics (3)
	BUSI 401: Managerial Decision-Making (3)	BUSI 470: Corporate Governance
	BUSI 470: Corporate Governance	

The breadth electives are divided into three groups:

1. **Social Sciences and Humanities:** ENGL 100: Introduction to University Writing & Comprehension (3), COMM 200: Communications Theory (3), ENGL 105: Contemporary Literature: Narrative and Drama (3), PHIL 102: Moral Philosophy (3), PUBR 300: Public Relations: Practice and Theory (3), CPSC 355: Big Data (3), HIST 150: Canadian Urban History (3), BUSI 355: Design Thinking (3), COMM 250: Media and Government (3), COMM 102: Mass Media and Society (3).
2. **Sciences and Mathematics:** ECOL 100: Introduction to Ecology (3), GEOG 101: Physical Geology (3), PSYC 230: Social Psychology (3), ASTRO 100: Introduction to Astronomy (3), BIOL 101: General Biology (3), PSYC 110: Intro. to Psychology (3), BMED 110: Scientific Inquiry (3)
3. **Global cultures (including Indigenous cultures):** ANTH 102: Introduction to Cultural Anthropology (3).

Breadth electives must come from at least 2 of the 3 groups. The program will determine whether their breadth electives are prescribed or freely chosen by students. At a minimum, students will have the ability to choose at least one breadth elective. Students are advised that not all electives will be offered every Term. Additional breadth electives may be available from other degree programs by permission of the Associate Dean.

Program Learning Outcomes

Honours BBA

On successful completion of the program, the graduate will:

1. Apply integrated development of business planning through an understanding of the foundational elements of finance, operations, marketing, human resources, and information technologies.
2. Integrate the key concepts, principles, and practices of business management functions, processes, and systems associated with e-commerce.
3. Work effectively as a member of local and remote teams by applying, leadership, team building, and influencing skills to achieve established goals.
4. Evaluate domestic and international business opportunities within a digital economy using digital tools, data science, business analytics and research methods.
5. Apply professional, ethical, and legal codes of conduct.
6. Utilize foundational project management principles in the development, implementation, and evaluation of projects, plans and strategies.
7. Communicate information, arguments, and analysis accurately using a range of modalities to ensure effective delivery and accurate interpretation of the message.
8. Analyze the impact of the transformative digital economy and emerging technologies on traditional economic sectors including Entrepreneurship, SMEs, Manufacturing, Service Industry, Retail and Wholesale, Logistics, Construction, and Automotive.
9. Apply current and emerging technology and trends to develop digital business plans to assess costs, benefits, risks, and opportunities related to digital business strategies.

Honours BBA: Digital Economy Major

The outcomes for the Honours BBA plus the following:

10. Apply management, e-commerce strategies, data mining and web analytics to enhance business opportunities in digital domestic and international markets.

11. Analyze how key digital technologies (the Internet of Things, Artificial Intelligence, Robotics, Advanced Telepresence, Virtual Reality, Advanced Materials, Decentralized Production Technologies, Crypto currency, and Blockchain technologies) are and will impact the economy.
12. Apply best practices and emerging trends to create customer experiences that are seamless, omnichannel, direct, contextual and personalized in the market space of the digital ecosystem.
13. Evaluate best practices in content, knowledge, records management, and cybersecurity to support business strategies in the digital age.
14. Analyze how business processes and models are being developed to address the evolving patterns of production, distribution, and consumption that are emerging in the digital economy.
15. Evaluate how analytics can be used in digital supply chain management to optimize inventory and forecast demand.
16. Analyze best practices in managing and motivating a distributed workforce in the digital ecosystem.
17. Evaluate the impact of international socio-economics, individual country trade policies affecting global competition, and domestic economy protectionism, on organizational strategic planning.

Hours BBA: Digital Marketing Major

The outcomes (1 through 8) for the Honours BBA plus the following:

9. Apply a foundational knowledge of consumer behaviour that contributes to positive brand development through the creation of digital marketing strategies that enhance the customer experience and attracts and retains customers.
10. Integrate business methodologies that assess costs, benefits, risks, and opportunities related to digital marketing strategies.
11. Utilize current and emerging technology and trends to develop digital marketing plans to achieve organizational goals.
12. Apply digital marketing management, e-commerce strategies, data mining and web analytics to enhance business opportunities in domestic and international markets.

13. Analyze mobile marketing best practices, digital media management tools, and social media marketing platforms and practices.
14. Apply effective search engine marketing and optimization tactics, and creative content strategies to create digital marketing plans.
15. Enhance brand development by using best practices in digital branding and online promotional strategies.
16. Integrate the framework for digital marketing and marketing concepts with current and emerging technological tools to create dynamic digital strategies.

Degree Pathways

Year 1 -2: All BBA Students

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 1 Term 1	BUSI 150: Digital Mindset (3)	
	BUSI 110: Digital Business Fundamentals (3)	
	ECON 102: Microeconomics (3)	
	COMM 140: Business Communications (3)	
Year 1 Term 2	BUSI 120: Business Accounting Fundamentals (3)	
	BUSI 130: Digital Marketing (3)	
	ECON 104: Macroeconomics (3)	
Year 1 Term 3	MATH 201: Business Statistics (3)	
	BUSI 140: Business Finance (3)	
	Breadth Elective (3)	
Year 1 Credits 30		

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 2 Term 1	CPSC 201: Business Information Systems and Emerging Technologies (3)	
	BUSI 210: Project Management (3)	P: BUSI 110: Digital Business Fundamentals (3), COMM 140: Business Communications (3), BUSI 120: Business Accounting Fundamentals (3)
	BUSI 220: Digital Economy (3)	P: ECON 102: Microeconomics (3), ECON 104: Macroeconomics (3)
	Breadth Elective (3)	

Year 2 Term 2	BUSI 321: International Business (3)	
	CPSC 355: Big Data (3)	
	BUSI 230: Supply Chain and Operations Management (3)	P: BUSI 110: Digital Business Fundamentals (3)
Year 2 Term 3	ORGB 201: Organizational Behaviour (3)	
	PHIL 210: Business Ethics (3)	
	Breadth Elective (3)	
Year 2 Credits 30		

YEAR 3 BBA – General Honours Students

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 3 Term 1	BUSI 401: Managerial Decision-Making (3)	
	BUSI 325: Business Law (3)	P: PHIL 210: Business Ethics (3)
	Core Elective (3)	
	Breadth Elective (3)	
Year 3 Term 2	BUSI 330: Digital Innovation and Entrepreneurship (3)	
	Core Elective (3)	
	Breadth Elective (3)	
Year 3 Term 3	HRMT 301: Human Resource Management (3)	P: BUSI 110: Digital Business Fundamentals (3), ORGB 201: Organizational Behaviour (3)
	Core Elective (3)	
	Breadth Elective (3)	
Year 3 Credits 30		

YEAR 4 BBA – General Honours Students

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 4 Term 1	MGMT 403: Strategic Management (3)	P: BUSI 110: Digital Business Fundamentals (3), BUSI 321: International Business (3)
	BUSI 410: eCommerce and Cybersecurity (3)	
	Core Elective (3)	
	Breadth Elective (3)	
Year 4 Term 2	BUSI 430: Risk Management (3)	P: BUSI 110: Digital Business Fundamentals (3), BUSI 325: Business Law (3), MGMT 403: Strategic Management (3)
	BUSI 420: Leadership and Management (3)	
	RSCH 300: Applied Research Methods (3)	
Year 4 Term 3	BUSI 490: Capstone (3)	Final Term Good Academic Standing
	Breadth Elective (3)	
	Core Elective (3)	
Year 4 Credits 30		

YEAR 3 BBA – Digital Economy

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 3 Term 1	HRMT 301: Human Resource Management (3)	P: BUSI 110: Digital Business Fundamentals (3), ORGB 201: Organizational Behaviour (3)
	BUSI 325: Business Law (3)	
	CPSC 350: The Internet of Things (3)	
	Breadth Elective (3)	
Year 3 Term 2	BUSI 330: Digital Innovation and Entrepreneurship (3)	P: BUSI 110: Digital Business Fundamentals (3), BUSI 130: Digital Marketing (3)
	Core Elective (3)	
	Breadth Elective (3)	
Year 3 Term 3	BUSI 410: eCommerce and Cybersecurity (3)	
	Core Elective (3)	
	Breadth Elective (3)	
Year 3 Credits 30		

YEAR 4 BBA – Digital Economy

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 4 Term 1	MGMT 403: Strategic Management (3)	P: BUSI 110: Digital Business Fundamentals (3). BUSI 321: International Business (3)
	BUSI 432: Cross-Cultural Management (3)	
	BUSI 412: Consumer Behaviour (3)	P: BUSI 130: Digital Marketing (3)
	Breadth Elective (3)	
Year 4 Term 2	BUSI 430: Risk Management (3)	P: BUSI 110: Digital Business Fundamentals (3), BUSI 325: Business Law (3), MGMT 403: Strategic Management (3)
	BUSI 422: Web Analytics and SEO (3)	P: MATH 201: Business Statistics (3)
	RSCH 300: Applied Research Methods (3)	
Year 4 Term 3	BUSI 490: Capstone (3)	Final Term Good Academic Standing
	Breadth Elective (3)	
	Core Elective (3)	
Year 4 Credits 30		

YEAR 3 BBA – Digital Marketing

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 3 Term 1	BUSI 324: Social Media and Audience Research (3)	P: BUSI 130: Digital Marketing (3)
	BUSI 325: Business Law (3)	
	BUSI 412: Consumer Behaviour (3)	
	Breadth Elective (3)	
Year 3 Term 2	BUSI 334: Digital Marketing Design (3)	P: BUSI 130: Digital Marketing (3)
	Core Elective (3)	
	Breadth Elective (3)	
Year 3 Term 3	BUSI 422: Web Analytics and SEO (3)	P: MATH 201: Business Statistics (3)
	Core Elective (3)	
	Breadth Elective (3)	
Year 3 Credits 30		

YEAR 4 BBA – Digital Marketing

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 4 Term 1	MGMT 403: Strategic Management (3)	P: BUSI 110: Digital Business Fundamentals (3). BUSI 321: International Business (3)
	BUSI 354: Applied Digital Marketing (3)	P: BUSI 130: Digital Marketing (3), BUSI 334: Digital Marketing Design (3)
	HRMT 301: Human Resource Management (3)	P: BUSI 110: Digital Business Fundamentals (3), ORGB 201: Organizational Behaviour (3)
	Breadth Elective (3)	
Year 4 Term 2	BUSI 430: Risk Management (3)	P: BUSI 110: Digital Business Fundamentals (3), BUSI 325: Business Law (3), MGMT 403: Strategic Management (3)
	BUSI 344: Brand Management (3)	P: BUSI 130: Digital Marketing (3), BUSI 412: Consumer Behaviour (3), BUSI 324: Social Media and Audience Research (3)
	RSCH 300: Applied Research Methods (3)	
Year 4 Term 3	BUSI 490: Capstone (3)	Final Term Good Academic Standing
	Breadth Elective (3)	
	Core Elective (3)	
Year 4 Credits 30		

Undergraduate Courses Descriptions BBA

BUSI 110: Digital Business Fundamentals (3)

Business is one of the fundamental units of society. Students will study the management and operation of business, including the principles, concepts, ideas, and tools used by managers. The emphasis will be on management in the digital world of high technology. Students will explore the intersection of technology and business, gaining insights into how digital innovations are transforming traditional business models and practices. They will also examine typical business functions and the role of managers in production, marketing, human resources, accounting and finance in a digital Canadian context including a consideration of Canadian business law and ethics. This course will give students a foundational understanding of key concepts such as e-commerce, the impact of technology on business models, ethics in the digital age, and futuristic emerging technologies.

BUSI 120: Business Accounting Fundamentals (3)

Accounting is central to business operations. Students will explore the full accounting cycle, accrual accounting and the interpretation of financial statements. Using the Canadian Generally Accepted Accounting Principles (GAAP), students will learn to prepare cash flow statements and interpret financial statements.

BUSI 130: Digital Marketing (3)

Marketing is one of the fundamentals of all businesses. This course examines the evolving changes to marketing practices impacted by emerging digital technologies. Students will focus on the why and how of digital marketing and selling strategies, the impact of multi-channel selling and internet marketing, the relationships between companies, their customers, and their competition. They will examine concepts that are integral to the field of marketing including the marketing environment, customer behaviour, market research, product analysis, distribution, pricing and promotion strategies. The topics will cover traditional versus online marketing and marketing communications, costs and benefits of online marketing, as well as common digital marketing methodologies.

BUSI 140: Business Finance (3)

Students will examine the concepts of financial techniques necessary to assist the organization obtain capital and manage it effectively. Models of evaluating various returns will be based on accounting inputs. Underlying most analysis will be net present value theory. Students will develop their decision-making skills in relation to the cost and

availability of funds and maximizing economic returns. The impact of fintech and cryptocurrencies will also be examined.

BUSI 150: Digital Mindset (3)

Students will learn the importance of developing a digital mindset in our digitized world of accelerating and constant change. They will examine the behavioural and attitudinal approaches, as well as the key characteristics of a digital mindset to successfully navigate within the evolving digital economy. Students identify the skills and knowledge required to develop digital fluency and will learn how to foster a mindset in themselves and others, and how to promote a digital culture in their workplace. Students will gain an understanding of the importance of constant learning, curiosity, and innovation in today's digital world.

BUSI 210: Project Management (3)

Students will gain a practical overview of project management that will provide them with the essential skills, tools, terminology, and models to deliver projects on time and within parameters. Students will work through a complete project life cycle, applying the five project management process groups: Initiating; Planning; Executing; Monitoring and Controlling; and, Closing.

BUSI 220: Digital Economy (3)

The growth of digital technologies is transforming businesses and people's lives. In this overview, students will discover what is changing but also what remains unchanged in a digital economy. The growth of information and communication technology is the platform on which the digital economy is based. Students will focus on the influence of digital economy on the world around us. Students will study the basic theories in digital economics and its components. They will examine the relationship of the Internet, mobile communications, social media and cryptocurrencies with e-business. Through case studies students will learn how businesses have navigated through the digital economy to achieve global growth and success.

BUSI 230: Supply Chain and Operations Management (3)

Students will examine the administration of activities that are involved in transforming financial, human, physical, and natural resources into products and services. Quality and productivity are critical outcomes of logistical operating systems. The students will study the design, planning, execution and control of supply chain and logistics activities. The focus will be on system- wide methods of integrating efficient processes, both technical and human. Students will explore current and emerging technology designed to support

efficient supply chain and operations management within the evolving digital economy.

BUSI 240: Tourism Management (3)

Tourism is one of the world's largest industries; In this course, students will examine the principles, processes and strategies of tourism management. It examines such elements as destinations, infrastructure, intermediaries and travel services, and the role of the Internet in delivering a virtual service. Students will come to understand the related management processes with an emphasis on marketing, human resources, finance, and the need for environmental responsibility.

BUSI 320: Global Entrepreneurship (3)

The digital economy has increased the opportunities for entrepreneurs to launch new ventures in the complex global landscape. There are many advantages gained from sourcing materials, manufacturing and labour from different parts of the world, but there are also many issues that need to be addressed. In this course, students will study the complex process of launching and operating a new venture in the global marketplace. They will examine the basics of international trade management and trade rules, the import/export process, conducting international research, international business planning, logistics and distribution. Through case studies and projects, students will identify the benefits and challenges for entrepreneurs, and special considerations related to specific regions. (pre-requisites: BUSI 110: Digital Business Fundamentals (3), BUSI 321: International Business (3)).

BUSI 321: International Business (3)

In a digitized environment, Canadian business professionals must have a sound understanding of the global business environment. Students will develop a broad understanding of the global marketplace and the essential elements of international business. Students will learn the principles and practise of international business and factors impacting business operation and management in the rapidly changing global business environment. Students will examine basic international trading blocs, trade patterns, trade rules, international trade treaties and the foreign exchange market. Through case studies, students will explore the impacts of culture and the economic, legal, and ethical systems on international business.

BUSI 324: Social Media and Audience Research (3)

Students will learn the strategic uses of social media channels and platforms. They will examine the current social media platforms and gain an understanding of the advantages

and disadvantages of each. The focus will also be on identifying and addressing the risks and challenges that can be associated with a social media strategy. Students will learn the key concepts in market research and the steps in the audience research methodology process. They will examine the role of social media in audience research and compare the advantages and disadvantages of various tools of the trade for creating and managing online audience research. Through collaborative projects, students will apply the steps in designing a social media strategy, the documents and protocols required, as well as the need for community and privacy guidelines.

BUSI 325: Business Law (3)

All businesses function in legal contexts. Students will examine the essential role that law plays in business decisions, how it facilitates personal and commercial transactions, and how its knowledge builds a competitive advantage. Students will undertake a practical analysis of various areas of law such as contracts, torts, environmental, property, employment, selling goods and services, import/export, financing and insurance. As well, they will examine the selection and use of various forms of business organization.

BUSI 330: Digital Innovation and Entrepreneurship (3)

In this course, students will learn the importance and roles entrepreneurial thinking and innovation management for entrepreneurs. Students examine the business and personal skills needed necessary to successfully operate an entrepreneurial venture and review the challenges and benefits of entrepreneurship. They will identify the models and process used to develop innovations and to identify potential opportunities for new ventures. Through case studies and projects, students will develop the skills and knowledge needed to plan, launch and operate a successful business.

BUSI 334: Digital Marketing Design (3)

Students will learn how to use digital marketing concepts, tools, and principles to develop a digital marketing strategy. They will examine UX (User Experience) principles, and the importance and characteristics of designing user-centric, seamless and enjoyable web experiences for consumers. Students will compare the benefits and challenges of the various web-based channels available to digital marketers and survey digital marketing technology tools and web applications. Focus will be given to emerging trends in digital marketing. Students will examine the digital marketing strategy design process from researching, designing, creating, testing.

BUSI 344: Brand Management (3)

Students will learn the synergies between brand management and customer relationship management. Successful brand management can lead to increased customer loyalty, sales and profits. Students will study the nature of the alignment of branding and customer relationship strategies with the brand and organization's goals. They will examine the competitive digital marketplace and how brand strategies and customer relationship strategies can be the foundation of successful digital marketing. Through case studies, students will identify best practices in both brand management and customer relationship management.

BUSI 354: Applied Digital Marketing (3)

Strategic planning and the execution of digital marketing campaigns will be the focus of this course. Explore and examine the development of strategic analysis, e-commerce, CRM management, basic analytics practices and public relations online. Through projects, students will analyze websites and campaigns in order to understand the connections between design, strategy, accessibility, operations, and maintenance in order to produce powerful digital marketing results related to Business to Consumer and Business to Business marketing. They will analyze customer behaviour, segmentation, positioning, and value proposition in a digital environment. Using current trends that impact the marketplace and digital technologies, students will design a digital marketing plan for a new or existing business.

BUSI 360: International Finance (3)

In this course, students will examine the global financial environment. They will study the foundational theories of international finance. Student will examine of the international monetary system, its role and influences. Through research and case studies, they will explain function and structure the balance of payments, the foreign exchange markets and trade finance. Based on this knowledge, students will develop an understanding of the issues and opportunities related to the global marketplace, finance markets and foreign investments.

BUSI 401: Managerial Decision-Making (3)

Decision-making takes place in the context of organizational strategy. In this course, students will examine the decision-making process at the managerial level. They will study concepts, theories, tools, and strategies related to decision-making by individuals, groups and organizations. Through case studies, students will define problems, assemble information, generate solutions, decide on and implement a course of action that aligns

with the needs and goals of the organization. On the basis of this knowledge students will apply analytical skills and strategies to evaluate decisions and outcomes.

BUSI 410: eCommerce and Cybersecurity (3)

Students will examine the evolution of blockchain technology and its impact on the digital economy. Associated eCommerce currencies including cryptocurrencies will be investigated as an integral element of the development of global blockchain business transactions. Within this virtual business environment, cybersecurity issues are addressed with the student gaining further insights into the challenges and benefits of the future of digital commerce.

BUSI 412: Consumer Behaviour (3)

Students will study the theory of consumer behavior and how it relates to marketing. The focus of the course will be how consumer behaviours influence marketers and how marketers try to influence consumer behavior. Students will examine the individual, social, and cultural influence in global consumer behavior that impact marketing decision-making. As well, they will study the basic consumer behavior frameworks, tools, and procedures and explore issues related to ethics and social responsibility.

BUSI 420: Leadership and Management (3)

Students will gain an understanding of the difference between leadership and management. They will examine effective business leadership models across the workplace. By comparing effective and ineffective leadership, they will derive leadership styles, strengths, and attitudes. Individually, students will conduct an inventory of their own leadership styles, strengths and areas needing development. Students will apply leadership theories, models, and practices in authentic scenarios. As well, they will utilize planning strategies to lead others to achieve common goals, and apply leadership strategies to develop, motivate, engage, and lead effective teams. In preparation for entry into the business world, students will examine best practices in starting in a new supervisory role in the workplace.

BUSI 422: Web Analytics and SEO (3)

In this course, students will study Web analytics technology and how businesses and organizations may use the technology to measure website traffic, enhance business presence, and conduct market research. Students will analyze both conceptual and scenario-based situations, through which they will gain insights to the practical application of analytics and Search Engine Optimization (SEO) to support digital business and

marketing strategies.

BUSI 430: Risk Management (3)

Digital business brings more potential threats to business. Managing these risks is critical. Students will study the fundamentals of the risk management process, identifying and analyzing potential risks and then taking action to help reduce those risks. They will explore the variety of risk concepts, hazard, operational, financial, and strategic. Topics include risk management frameworks and techniques, as well as the application of risk management standards and guidelines.

BUSI 432: Cross-Cultural Management (3)

Students will learn and apply the knowledge, intercultural skills and multiple perspectives required to manage and work in a changing global business environment. Initially, students will examine the impact of their own culture on their individual behaviours, practices and assumptions. They will identify cultural synergies and differences among different cultures. Through case studies, students will examine the impact of societal cultures on leading and working with cross cultural teams, communications, negotiations, leadership practices, and corporate social responsibility.

BUSI 440: Global Business and Politics (3)

Students will study how global and domestic politics can impact businesses and influence business decisions in the global landscape. They will explore the relationship between nationalism and international business. Students will differentiate among political theories and structures in an international context. Students will analyze key trade agreements and treaties, and research the impact of trade barriers such as trade blocs, tariffs and embargoes on businesses in the global marketplace. As well, they will examine the political, social and economic drivers of change in the global market. Through research projects and case studies, students will gain an understanding of the impact of domestic and international politics on global business in specific geographical areas: Asia, the Middle East, Africa, Latin America and Europe.

BUSI 470: Corporate Governance

Students will examine theories and models of corporate governance. As well, they will review the corporate governance guidelines that have emerged as a result of the many corporate scandals that have taken place around the world. Students will break down the structure, composition, functions, and culture of effective corporate boards. Through real-world case studies, students will analyze significant issues in corporate governance to

identify solutions and to learn how best practices in governance can reduce risk to the corporation and key stakeholders.

BUSI 490: Capstone (3)

In this capstone course, students will draw on all the tools, both theoretical and practical from the program and apply them to a real-life business situation using a business from our digital business communities. Students will have hands-on experience in designing and presenting a digital business plan for an organization to prepare for entry into the digital economy. They will work to define vision, goals, and strategies to cope with the dynamic digital marketplace. Students will conduct primary and secondary market research, design a viable business strategy with a detailed implementation plan, citing opportunities, challenges. Students will also apply project management, organization, team, communication, leadership and presentation skills.

COMM 140: Business Communications (3)

This course equips students with the skills to analyze context and audience, determine appropriate content, medium, and delivery strategies, and integrate verbal and visual communication for clear, concise messaging. Students will learn to convey information visually, identify and integrate reputable research sources, apply persuasive strategies to meet communication goals, and demonstrate proficiency in electronic communication methods and digital tools for effective collaborative team communication.

CPSC 201: Business Information Systems and Emerging Technologies (3)

Key management functions take place through computer-assisted processes. Understanding how computers operate in the workplace and integrate with organizational strategy and human limitations is an essential managerial knowledge set. Students will learn the range of computer-based process tools and their appropriate work applications, as well as cloud technologies, issues in cyber security, and developing trends within the ICT sector.

CPSC 350: The Internet of Things (3)

Billions of devices around the world are now connected to the Internet. The convergence of the physical and digital worlds presents challenges and benefits to the global society and international business environments. Students will examine the impact of the evolving connected world and the issues associated with innovative applications, privacy, security, and what the future may hold for the role humans should play in a world where the 'things' of the Internet are becoming more independent.

CPSC 355: Big Data (3)

In this course, students will gain an understanding of what Big Data is and how it has come to be so important in the digital world. Students will examine the sources for Big Data, become conversant with basic terminology, the core concepts of Big Data, related digital technologies, data ownership, and the steps in the Big Data analysis process. Through case studies, students will learn how Big Data Analysis is being used to identify problems and generate solutions. As well, students will evaluate the challenges and benefits it brings in a variety of sectors in the digital world and how Artificial Intelligence and Machine Learning are enhancing data analytics.

ECON 102: Microeconomics (3)

This course introduces students to fundamental microeconomic principles, concepts, analytical tools, and their applications in real-world problems. Students will explore how consumers and firms make decisions, how markets function, and the role of government intervention. The course covers Key microeconomics concepts such as elasticity, utility, pricing strategies, market competition, equilibrium conditions, production costs, and externalities, while also introducing students to applying these principles in rapidly evolving digital environments. By the end of the course, students will be equipped to interpret current events through the lens of microeconomic theories.

ECON 104: Macroeconomics (3)

Students examine macroeconomic concepts: circular flow of income and product; national income; equilibrium level of domestic income; fiscal policy; money and banking; international trade; inflation and unemployment. Students will explore how governments apply monetary and fiscal policies to stabilize the economy and achieve economic goals.

HRMT 301: Human Resource Management (3)

Human resources is a strategic function in business and organizations. Students will examine the relationship between effective HR management, employee satisfaction and business strategy. Students will explore the functional areas of HR including job analysis, recruitment and selection, training and development, compensation and benefits, performance management, health and safety, and employee and labour relations. In the context of a globalized and often distributed workforce, the importance of self-management and collaboration skills are critical. Working in collaborative teams, students will apply strategies to develop these skills given the evolving challenges and policies associated with the management of a remote workforce.

MATH 201: Business Statistics (3)

Students will learn statistical concepts, methods and procedures used in business, including descriptive statistics--graphics and numerical presentations, data analysis, data generation, probability theory, sampling, estimation, hypothesis testing and linear regression. Students will use statistical software applications throughout the course.

MGMT 403: Strategic Management (3)

Students will examine the governance and strategy of an organization including the development, formulation and implementation of business level and corporate strategy. They will explore tools that are used in the development and formulation of strategy and decision-making to ensure effective and efficient management of performance. Students will develop concrete plans for organizational transformation based on case studies using environmental scanning and industry analysis tools.

ORGB 201: Organizational Behaviour (3)

In this course, students will examine and apply organizational behaviour theories and concepts and will gain insight into the behaviours of individuals, groups, teams and organizations. Students will analyze case studies dealing with organizational behaviours and interactions in the contemporary workplace and recommend solutions or actions that support the organization's goals.

PHIL 210: Business Ethics (3)

Students will examine business ethics, values, and ethical management practices. They will apply ethical reasoning to a variety of business contexts and examine decision-making on ethical issues related to employees, employers, consumers, suppliers, and sustainable business practices. Students will also investigate Corporate Social Responsibility, business ethics in a global and multicultural environment, and frameworks for ethical business decision-making in the evolving digital environments.

RSCH 300: Applied Research Methods (3)

Students will examine applied research methodologies, including attributes of a good research topic, critical literature reviews and formulating the research design. They will apply tools and strategies to gather and analyze primary vs. secondary data and techniques used to negotiate access to data. Students will examine research ethics and best practices in selecting samples, writing and presenting results. Through collaborative projects, students will apply structured processes, tools and techniques to develop team-

based skills.

Breadth Electives

ANTH 102: Introduction to Cultural Anthropology (3)

Human societies and cultures are complex webs of symbolic relationships. Students will explore the way human beings use language, economic and political organization, family and kinship, and ritual and belief systems in the context of social change. Students will identify and analyze the way symbols work in human relationships.

ASTRO 100: Introduction to Astronomy (3)

Astronomy is the study of the Universe and objects within it. Students will examine the Universe from the relatively small scales of the Solar System to the larger scales of the Milky Way Galaxy and beyond. Modern tools for astronomical investigation including observatory equipment will be presented without reliance on prior studies of physical science. Students will develop skills in making their own critical investigations in the laboratory and/or outdoors and in communicating current developments in astronomical research.

BIOL 101: General Biology (3)

General Biology offers students an opportunity to understand how the scientific method has been and is used to address biological questions. Central topics include: recent advances in cell anatomy and physiology, including interplay between organelles, membrane transport, and cell-signaling; energy transfer through cells and through the biosphere; cellular reproduction and cancer; heredity and human genetic disorders; and protein synthesis and biotechnology. The course explores the societal implications of such topics as biopharmaceutical, ocean acidification, climate change, human diseases, epigenetics, cancer, and cloning.

Virtual laboratory exercises are a component of this course.

BMED 110: Scientific Inquiry (3)

Scientific Inquiry will enable students to develop skills related to scientific reasoning and problem solving. In addition, it will introduce students to the basics of the design and execution of research.

BUSI 355: Design Thinking (3)

Students will apply the Design Thinking process to solve challenges using a human-centered approach. They will learn the principles, philosophy, tools and behaviours of this creative problem-solving framework. In small groups, students will apply the Design Thinking skills (empathizing, defining, ideating, prototyping and testing) to real-world problems with the goal of generating human-oriented solutions. Students will examine the use of research with Design Thinking to promote quality solutions. As well, students will apply their leadership skills to manage the Design Thinking process with small groups.

COMM 102: Mass Media and Society (3)

Contemporary culture is developed and transmitted through mass communication. This course is an overview of mass communication's vital role in society, with discussion of media institutions, theories, practices, professional fields, and effects on society, groups and individuals. Students will learn to observe and critique the impact of mass communications on society.

COMM 200: Communications Theory (3)

There are many perspectives on the nature of communication and how it functions in human groups and organizations. Students will survey contemporary social, scientific, and humanistic theories of mediated communication. Students will learn the various theories of communications and their relationships to society.

COMM 250: Media and Government (3)

In contemporary culture governments rely upon the mass media in the development and application of public policy. This course explores media roles in reporting and assessing the workings of legislative and administrative bodies and government's roles in regulating and monitoring media practices. Students will come to an understanding of how media and government depend upon each other.

ECOL 100: Introduction to Ecology (3)

Students will study the principles of ecology. They will examine biotic and abiotic conditions, population, community and ecosystem structure. As well students will analyze human impacts on these systems, and basic concepts of conservation and preservation of ecosystems.

ENGL 100: Introduction to University Writing & Comprehension (3)

Introduction to University Writing & Comprehension is an introductory English class based on university level writing and reading skills with a focus on the study and practice of reading comprehension through structure, meaning, and evaluation.

ENGL 105: Contemporary Literature: Narrative and Drama (3)

Literature is a window into human reality through the imagination. Students will explore contemporary drama and the novel, including screenplays and works by Canadian authors. Students will learn to interpret a range of works in terms of theme, plot, character, and context.

GEOG 101: Physical Geology (3)

Students will apply basic systematic approaches in the study of modern physical geography, including the climate, vegetation, soil, water, and landforms as components of environmental systems. They will examine interrelationships among the components, spatial patterns of environmental systems over the earth and changes in the systems through time. Students will analyze human impacts on natural systems. The focus in this course is on quantitative skills through the study of physical geography.

PHIL 102: Moral Philosophy (3)

Every decision has an ethical and moral component. This course explores prominent theoretical approaches to ethics that attempt to answer questions about the morality (the rightness and wrongness) of human conduct. Students will develop critical skills of analysis that enable them to identify differing applications of ethics and the cultural sources of morality.

PSYC 110: Intro. to Psychology (3)

Introduction to Psychology is an in-depth introduction to the science and profession of psychology. It will present a summary of what is known about human nature, how it reveals general principles of the functioning of the brain, and the behavior of individuals and groups.

PSYC 230: Social Psychology (3)

Individual behaviour is strongly influenced by the presence of groups. Students will study concepts such as conformity and persuasion, group processes, attitudes and attitude change. Students will also explore research in social perception, stereotypes and prejudice,

as well as interpersonal attraction and altruism. Students will apply knowledge of these concepts to decision making in personal life and in business, law, and health care.

PUBR 300: Public Relations: Practice and Theory (3)

Public Relations is an important component of organizational life. In this course, students will examine theories, processes, and techniques involved in planning and implementing programs designed to influence public opinion and behaviour through socially responsible performance and mutually satisfactory communication. As well, students will apply the basic principles of public relations through case studies.

GRADUATE PROGRAMS

Graduate Foundations Program

Applicants seeking admission to graduate programs at UNF who do not meet the entrance requirements for that program but have a minimum of a 2.67 GPA from their undergraduate program and meet the English Language Proficiency requirements may be eligible to enter the Graduate Foundations Program.

The Graduate Foundations Program is a one-semester program during which students will take three undergraduate courses (9 credits).

Students may choose three courses from the following (depending on availability).

- COMM 140: Business Communications (3)
- BUSI 110: Digital Business Fundamentals (3)
- MATH 201: Business Statistics (3) (required for entry to Master of Data Analytics)
- CPSC 201: Business Information Systems and Emerging Technologies (3)
- BUSI 321: International Business (3)
- CPSC 355: Big Data (3)
- PHIL 210: Business Ethics (3)
- BUSI 401: Managerial Decision-Making (3)
- BUSI 420: Leadership and Management (3)

Students must achieve a GPA of 3.0 in the Graduate Foundations Program to progress to a Masters Program.

Master of Arts in Digital Media and Global Communications

General Information

The Master of Arts in Digital Media and Global Communications is a professionally oriented degree program that prepares graduates to work in the ever-changing landscape of digital media. This program provides a thorough foundation in intercultural storytelling across multiple platforms for marketing, public relations, advertising, social media, gaming, eSports, entertainment, and education. It focusses on ideation, creativity and design for digital media. Sample jobs in the Digital Media & Global Communications field include digital marketing strategists, social media influencers, public relations and advertising executives, intercultural communications specialists; as well as producers, designers, managers, technical artists, and entrepreneurs.

This institution has been granted a consent by the Minister of Colleges and Universities to offer this program for a five-year term starting October 14, 2022. Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (e.g., acceptable to potential employers, professional licensing bodies or other educational institutions.)

Degree Requirements

Students are required to complete 36 credits of coursework and complete a 9-credit capstone project. The program can normally be completed over 5 terms (18 months).

Degree Pathway

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 1 Term 1	DMGC 500: Foundations of Digital Media (3)	
	Elective (6) DMGC 510: Intercultural Communication (3) DMGC 520: Data Stewardship: Ethics, Privacy, and Digital Communication (3) DMGC 525: Ethics and Etiquette in Digital Communication and Artificial Intelligence (3)	
Year 1 Term 2	DMGC 530: Research Methods in Digital Media & Communications (3)	DMGC 500: Foundations of Digital Media (3)
	DMGC 540: Design Thinking and Digital Media (3)	DMGC 500: Foundations of Digital Media (3)

	DMGC 550: Interactive Communications (3)	DMGC 500: Foundations of Digital Media (3)
Year 1 Term 3	DMGC 560: International Advertising (3)	DMGC 500: Foundations of Digital Media (3)
	DMGC 570: Design and Tools for Digital Media (3)	DMGC 500: Foundations of Digital Media (3)
	DMGC 580: Digital Storytelling & Brands (3)	DMGC 500: Foundations of Digital Media (3)
Year 1 Credits 27		

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 2 Term 1	DMGC 610: Data Analytics in Digital Media (3)	DMGC 500: Foundations of Digital Media (3)
	DMGC 640: Digital Media Entrepreneurship (3)	DMGC 550: Interactive Communications (3)
	Electives (3): DMGC 630: Digital Visualization (3) DMGC 620: The present of Digital Communication: Metaverse, Virtual Reality, Augmented Reality, and Neuromarketing (3)	DMGC 570: Design and Tools for Digital Media (3)
Year 2 Term 2	DMGC 699: Capstone (9)	All required courses
Year 1 Credits 18		

Program Learning Outcomes

Problem Solving: Solve communication problems and carry projects from creation through to the production process; including the skills of problem identification, research and information gathering, data analysis, generation of alternative solutions, prototyping, user testing, integration of feedback and the evaluation of outcomes.

Digital Mindset: Embrace new approaches to doing things including identifying, selecting and using technology appropriately, proficiently, and ethically, working effectively in team settings, demonstrating valuing diversity of ideas, and generating useful visualizations through the analysis of data allowing for creative storytelling.

Communication: Describe and respond to the multicultural audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive,

cultural, and social human factors that shape design decisions.

Demonstration: Create and develop visual concepts in response to communication problems, including an understanding of the principles of visual organization, information hierarchy, symbolic representation, typography, aesthetics, and the construction of original meaningful forms.

Technique: Understand tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include drawing, graphic design, photography, and time-based and interactive media.

Application: Be able both to determine the mode(s) of production required to achieve a specific product and to demonstrate level-appropriate mastery of skills, manual and/or digital, necessary to achieve those products. Apply the principles of color, composition, hierarchy, typography as they relate in the various media—digital, print, motion, etc.—that exist in design.

Aesthetic Fluency: Recognize and apply aesthetic principles of design history, theory, and criticism from a variety of perspectives, including those of communication and information theory, technology, and the social and cultural use of design objects.

Professionalism: Understand the basic business practices and ethics related to digital media and global communication, including the ability to organize communication design projects and to work productively in client-designer and team relationships in the implementation and evaluation of projects.

Capstone: Organize and present a portfolio of work executed to resemble a digital media strategy and plan that gives evidence of the skills, knowledge, and abilities to begin a digital media and global communications career.

Master of Arts Course Descriptions

DMGC 500: Foundations of Digital Media (3)

The history and future of digital media is examined. Through normative, ethical and legal lenses we explore various perspectives on the business, technology and social impacts of digital communication mediums. Essential foundational concepts of interactive media and web design programs in addition to video and game design are discussed, in addition to current issues and trends in the industry including ethical considerations of digital stewardship, the use of artificial intelligence, accessibility, and participation. Theoretical topics include the formal qualities of new media, their political dimensions, as well as questions of genre, narrative, history, and preservation.

DMGC 510: Intercultural Communication (3)

We live in an increasingly globalized world. Technology enables us to communicate just as easily with our local associates as with clients, stakeholders and colleagues thousands of miles away from us. Knowing how to navigate cultural differences is an increasingly valuable skill that will make you a more valuable employee and colleague. Encounters among members of different cultures frequently fail simply because of basic cultural differences, such as the importance of time, proper greetings, or even the use of eye contact. Therefore, this course is an introduction to contemporary and classic theories of intercultural communication that includes how those theories reflect in today's digital communication world.

An overview of the development of the fields of study is provided, along with an introduction to leading theorists, foundational and contemporary concepts, practices, and processes of intercultural communication, methods of critical intercultural analysis, and the scholarly field of intercultural communication. Students will learn about barriers to successful communication that involve cultural differences and digital accessibility. They will also learn more about their own communication style and how it can be developed to facilitate more successful intercultural encounters. Knowledge and skill in intercultural communication are critical in meeting the demands of an integrated society and world. There is no endpoint from which we can say that we have learned all there is to know about intercultural theory. Learning about intercultural theory is a lifelong process that involves both experiences and analysis.

DMGC 520: Data Stewardship: Ethics, Privacy, and Digital Communication (3)

The growth of e-commerce, e-services and social networking sites mean that technology

developers, service providers, consumers and policymakers are reconsidering what privacy means in everyday life. What does privacy mean in our digital world? This course focuses on issues relating to data privacy in the context of digital communications and artificial intelligence including journalism, surveillance, facial recognition, and biometrics.

DMGC 525: Ethics and Etiquette in Digital Communications and Artificial Intelligence (3)

The course on Ethics and Etiquette in Digital Communications and AI covers diverse topics to foster understanding of ethical conduct online. It begins with exploring ethical principles like utilitarianism and deontology and their relevance to digital interactions, addressing issues like privacy and intellectual property. Next, it delves into AI ethics, discussing concerns such as bias and societal impacts. Digital citizenship and responsible behavior are emphasized, along with case studies to illustrate ethical dilemmas. Regulation and policy frameworks like GDPR are examined, and practical exercises enable students to apply ethical principles. Ultimately, the course aims to equip students with the skills to navigate digital realms ethically.

DMGC 530: Research Methods in Digital Media & Communications (3)

Digital media research methods matter to a critical study of digital environments. The course provides an introduction to the range of research methods appropriate for understanding scholarship in the fields of communications, information, and media studies. Students will study specific methods in the context of the media-related topics that various research methodologies have been used to address.

DMGC 540: Design Thinking and Digital Media (3)

Design Thinking is a systematic approach to innovation and creative problem-solving that can be used in many disciplines. Design Thinking is a systematic hands-on-approach that is focused on user experience. Design Thinking rests on principles such as user involvement, problem framing, experimentation, visualization and diversity; all critical skills for management and innovation.

Organizations embracing the design-driven culture use both qualitative as well as quantitative approaches to deliver products and services required by users. In this course Design Thinking is applied to digital media products and services.

DMGC 550: Interactive Communications (3)

Successful communication of the value of a brand's product or service to its target audience is essential. Now, with the advent of new media, including e-commerce, social

media, digital content, and more, the marketing process is moving at light speed, providing organizations with access to more audience information and engagement than ever. What's more, organizations have evolved from only focusing on building brands and marketing through traditional media, to creating products and services dictated by users and involving users to influence their peers. Students will learn to identify and differentiate key new media platforms and understand the pros and cons of each, in order to build effective and targeted communication strategies particular to each platform. Students will examine best practices related to audience engagement and management in a 24/7, user-centric culture, including the use of algorithms in communication strategies across various media platforms and the ethical considerations of digital communication. They will learn how to collect, track, examine and react to data, to get the most return on investment. Ultimately, they will understand how to effectively utilize and manage new media and new technologies to develop greater brand awareness and build brand loyalty.

DMGC 560: International Advertising (3)

International and cross-cultural advertising campaigns require persuasive communication strategies designed specifically for international markets. Markets are no longer bound with their physical locations thanks to the rapid development of communication technologies. Or are they? To successfully address the global market, marketers and advertisers need to fully understand "local" challenges coming from cultural, economic, regulatory and competitive differences. Based on theoretical and practical understanding of the dynamic interplay between global and local forces, students will acquire theoretical as well as practical understandings of how to accomplish global marketing communication goals. Major concepts and issues in international and cross-cultural advertising campaign planning including primary and secondary research to assess environmental situations, setting objectives, budgeting, media, creative, ethics and social responsibility will be addressed.

DMGC 570: Design and Tools for Digital Media (3)

Today's digital media and communications careers require a digital mindset (growth mindset plus digital fluency). This course introduces students to visual design theory, applications used in developing multimedia, graphic design, and technology skills that are foundational to content creation across various technological platforms as well as the tools used by industry to design, manage, schedule, and assess effectiveness of communication content. Students will be introduced to various social media trainings including the Twitter Flight School Certification, the Hootsuite Qualification course, and the Google Analytics Individual Qualification course (Beginner or Advanced). These courses reinforce the digital mindset needed for this field. Satisfactory completion of these courses will result in industry

recognized certifications for the learner as well as providing skill sets that can be demonstrated in the course capstone.

DMGC 580: Digital Storytelling and Brands (3)

As the media landscape continues to shift and change with the advent of new technology, it is imperative that those working with media messaging thoroughly understand the digital world in terms of creating digital content that resonates with various audiences through different medium. Digital Storytelling takes the traditional craft and attributes of telling stories and merges them with new techniques to create diverse digital media. Students develop skills to produce creative online stories that will reverberate with the widest audience possible. Digital Storytelling includes aspects of advertising, journalism and public relations to better understand online trends and viral content by focusing on three core concepts simultaneously: creativity, production and distribution.

DMGC 610: Data Analytics in Digital Media (3)

Digital media has exploded around the world – web, social and mobile – representing a departure from how things were like in the last century. Analytics can be leveraged to process data, sentiment, buzz, contacts, context and other aspects of interest in real time, for performance and impact. Imagine a situation like this, your supervisor approaches you with a huge data file and says, “Here are some data about our target audience. Tell me what I should do.” As a professional in the field of communications, media, and marketing, you will often be required to formulate strategies that create greater value for the organization, but how does one go from data to effective solutions for problems? The objectives of this course are to introduce you to the increasing sources of data, the systematic process of moving from data to knowledge, and the tools for making better data-driven decisions. How can brands use social media monitoring tools to identify opinion leaders and online influencers? How can advertisers use product usage data to segment consumers by purchasing potential? How can media outlets use audience and Twitter data to improve their content and engagement? How can online content providers and brands use web traffic and social media data to assess their popularity and user sentiment? And how can companies use market, competitor, and target audience data to make better strategic decisions? This course aims to give you a roadmap to work through these questions.

DMGC 620: The present of digital communication: Metaverse, Virtual Reality, Augmented Reality and Neuromarketing (3)

In "The Present of Digital Communication: Metaverse, Virtual Reality, Augmented Reality, and

Neuromarketing," students explore the intersection of technology, communication, and marketing. They begin with an overview of digital communication evolution, then delve into Metaverse's concept and potential applications. Next, they learn about Virtual Reality (VR) and Augmented Reality (AR) technologies, including their diverse applications and ethical considerations. Neuromarketing fundamentals and techniques are studied to understand consumer behavior and decision-making. Ethical and societal implications of these technologies are critically evaluated, alongside discussions on emerging trends. Through this comprehensive course, students gain insights, critical thinking skills, and ethical awareness to navigate and contribute to the digital communication landscape. Virtual laboratory exercises are a component of this course.

DMGC 630: Digital Visualization (3)

Today's world is full of information, or data. Practitioners in almost every field use visualization to explore and present material. Visualization starts with helping you to better understand your data, present clear evidence of your findings to your intended audience and tell engaging stories that clearly depict the points you want to make all through data/information related graphics. In many cases good visuals facilitate human comprehension and decision making based on data.

DMGC 640: Digital Media Entrepreneurship (3)

Online technologies are a major component of entrepreneurial startups. This course is designed for those who are, or those who want to be, actively starting a new venture involving digital media technologies. The course focuses on entrepreneurial strategy in digital media. The focus will be on developing business models that maintain revenue streams, build value, engage with consumers and aim to grow by accessing global markets. Students will learn the fundamental skills needed to create or work for digital businesses, including: analyzing business models, marketing, selling and strategy. Additionally, students will examine the next wave of revolutionary technologies and how they could impact business and society going forward.

DMGC 699: Capstone (9)

Developing and executing a digital media strategy requires the integration of skills, strategies, and tactics to create a cohesive, dynamic whole. This course integrates components from previous coursework by addressing topics such as the life cycle of the campaign, selection of appropriate tools, content development and management, campaign management strategies, effective tracking and measurement, data privacy, regulatory frameworks, and making modifications based on data analysis.

Master of Data Analytics (MDA)

General Information

The Master of Data Analytics program focuses on preparing graduates to help organizations utilize data to support decision-making that increases organizational value in today's data driven world. Sample jobs in data analytics include big data specialist, policy analyst, business intelligence officer, data visualization specialist, and customer intelligence analyst. These jobs require a strong foundation in big data - collecting, managing, analyzing and presenting data to shape policy, create innovative products and services, drive process improvement, enhance user experience, and increase ROI.

In addition to the standard graduate admissions requirements, students entering the MDA program will need to have completed a minimum of two undergraduate courses in statistics or quantitative methods.

This institution has been granted a consent by the Minister of Colleges and Universities to offer this program for a five-year term starting October 14, 2022. Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (e.g., acceptable to potential employers, professional licensing bodies or other educational institutions.)

Degree Requirements

Students must complete 33 credits of course work, a 6-credit internship, and a 9-credit capstone to complete the MDA program. The internships can be taken in one of three areas, marketing analytics, operations analytics or general business analytics.

Degree Pathway

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 1 Term 1	DAMO 500: Principles of Analytics (3)	
	CPSC 500: SQL Databases (3)	
	DAMO 520: Marketing Analytics (3)	
	DAMO 501: Data Analytics Case Study 1 (1)	C: DAMO 500: Principles of Analytics (3), CPSC 500: SQL Databases (3), DAMO 520: Marketing Analytics (3)
Year 1 Term 2	DAMO 510: Predictive Analytics (3)	P: DAMO 501: Data Analytics Case Study 1 (1)
	CPSC 510: Data Warehousing and Visualization (3)	P: DAMO 501: Data Analytics Case Study 1 (1)
	DAMO 610: Operations Analytics (3)	P: DAMO 501: Data Analytics Case Study 1 (1)
	DAMO 511: Data Analytics Case Study 2 (1)	C: DAMO 510: Predictive Analytics (3), CPSC 510: Data Warehousing and Visualization (3), DAMO 610: Operations Analytics (3)
Year 1 Term 3	DAMO 600: Prescriptive Analytics (3)	P: CPSC 510: Data Warehousing and Visualization (3)
	CPSC 600: Advanced Data Visualization (3)	P: CPSC 510: Data Warehousing and Visualization (3)
	CPSC 610: Python for Data Analysis	P: CPSC 510: Data Warehousing and Visualization (3)
	DAMO 611: Data Analytics Case Study 3 (1)	C: DAMO 600: Prescriptive Analytics (3), CPSC 600: Advanced Data Visualization (3), CPSC 610: Python for Data Analysis
Year 1 Credits 30		

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 2 Term 1	CPSC 620: Agile Software Development (3)	DAMO 600: Prescriptive Analytics (3)
	ONE OF: DAMO 621: Advanced Marketing Analytics Internship (6) DAMO 622: Advanced Operations Analytics Internship (6) DAMO 623: Advanced Analytics Internship (non-specialty) (6)	CPSC 610: Python for Data Analysis
Year 2 Term 2	DA 699: Capstone Project (9)	All courses
Year 1 Credits 18		

Program Learning Outcomes

1. **METHODOLOGY** – Provide insights to complex business and operational problems by applying a rigorous data analysis process involving problem articulation, hypotheses formulation, data collection and management, statistical analysis, visualization, and presentation.
 - a. Demonstrate understanding of what is data science and what data analysts do.
 - b. Demonstrate use of methodologies in the execution of the analytics cycle.
2. **TECHNOLOGY** – Utilize software tools to support the data analysis process; including tools for data mining, data warehousing, statistical analysis, and visualization. Graduates can demonstrate advanced proficiency in SQL, Excel, Power BI, Tableau, Python, and SAS.
 - a. Demonstrate ability to identify and collect data – multiple formats.
 - b. Demonstrate ability to manipulate, transform, and clean data.
 - c. Demonstrate expertise with techniques to deal with missing values, outliers, unbalanced data, as well as data normalization.
 - d. Demonstrate through a project the ability to construct usable data sets.
 - e. Demonstrate understanding of different modeling techniques.
 - f. Demonstrate understanding of model validation and selection techniques.

- g. Deploy and monitor a validated model in an operational environment.
 - h. Demonstrate ability to visualize data and extract insights.
 - i. Demonstrate knowledge of Python programming skills.
3. **STATISTICS** – Apply descriptive, predictive, and prescriptive statistical methods to create decision models for inference, forecasting, simulation, and optimization.
- a. Understand sampling, probability theory, and probability distributions.
 - b. Demonstrate knowledge of descriptive statistical concepts.
 - c. Demonstrate knowledge of inferential statistics.
 - d. Implement descriptive and inferential statistics using Excel and/or Python.
 - e. Demonstrate understanding of Linear Algebra principles for machine learning.
4. **APPLICATIONS** – Analyze and solve data analysis problems in marketing, finance, manufacturing, supply chain, as well as various public and non-profit domains.
- a. Demonstrate ability to characterize a business problem.
 - b. Demonstrate ability to formulate a business problem as a hypothesis question.
 - c. Demonstrate through a project the ability to analyze a dataset and communicate insights.
 - d. Demonstrate through a project the ability to deploy and use a deployed model.
 - e. Demonstrate through a project the ability to test different models on a dataset, validate and select the best model, and communicate results.
5. **COMMUNICATIONS** – Demonstrate effective communication and leadership skills in a high-performance, cross-cultural team environment typical in a Canadian workplace.
- a. Participate as a data analyst on client engagements (internal or external)
 - b. Communicate results translating insight into business value.
 - c. Contribute to the profession by teaching or mentoring others.

6. **SOFTWARE ENGINEERING** – Manage data analytics solutions development lifecycle based on acceptable software engineering methodologies.
 - a. Demonstrate through a project the ability to plan for the execution of a project.
 - b. Demonstrate through a project the ability to test different models on a dataset, validate and select the best model, and communicate results.
7. **DATA ETHICS** – Evaluate ethical implications of big data as involving issues of confidentiality, privacy, human agency, and social responsibility.
 - a. Understand the principle of keeping customer identity private in big data.
 - b. Understand how to treat private information confidential.
 - c. Understand how to prevent institutionalized unfair or biased practices in big data.
8. **DIGITAL MINDSET** – Experience “digital transformation” on a personal level; able to see and embark on pathways to career growth in the digital world.
 - a. Understand the concept of big data, and how big data is used at organizations.
 - b. Understand the big data ecosystem and its major components.
9. **MARKETING ANALYTICS**: Synthesize large enterprise data sets from various sources to derive meaningful and actionable insights and influence decision making. Students will have practical experience in CRM analytics tools from leading software providers like Salesforce and Tableau.
 - a. Demonstrate ability to characterize a marketing problem.
 - b. Demonstrate ability to formulate a marketing problem as a hypothesis question.
 - c. Demonstrate through a project the ability to analyze a marketing dataset and communicate insights.
 - d. Demonstrate through a project the ability to deploy and use a deployed marketing model.
10. **OPERATIONS ANALYTICS**: Perform complex data analysis to identify opportunities to

reduce operational costs as well as improve efficiencies and customer experience. Students will have practical experience in ERP analytics tools for major platforms like SAP.

- a. Demonstrate ability to characterize an operations problem.
 - b. Demonstrate ability to formulate an operations problem as a hypothesis question.
 - c. Demonstrate through a project the ability to analyze an operations dataset and communicate insights.
- II. Demonstrate through a project the ability to deploy and use a deployed.

Master of Data Analytics Course Descriptions

CPSC 500: SQL Databases (3)

SQL competency is the single most important skillset for a Data Analyst. This course provides a comprehensive introduction to the language of relational databases: Structured Query Language (SQL). Topics covered include: Entity-Relationship modeling, the Relational Model, the SQL language: data retrieval statements, data manipulation and data definition statements.

CPSC 510: Data Warehousing and Visualization (3)

This course provides an end-to-end hands-on data analytics experience using Microsoft's Power BI business analytics service. The students learn to connect, import, and clean data from multiple sources, create data models, analysis to find insights, and to create visual reports, dashboards, as well as mobile apps for users.

CPSC 600: Advanced Data Visualization (3)

This course focuses on using Python in a data analysis context. Students learn to manipulate data, perform statistical analysis and visualization with Python and tools like Jupyter, Numpy, and Pandas. This course also considers how to integrate Python codes with other analytics tools like Excel, Power BI, and Tableau.

CPSC 610: Python for Data Analysis

This course focuses on using Python in a data analysis context. Students learn to manipulate data, perform statistical analysis and visualization with Python and tools like Jupyter, Numpy, and Pandas. This course also considers how to integrate Python codes with other analytics tools like Excel, Power BI, and Tableau.

CPSC 620: Agile Software Development (3)

This course introduces agile software development practices to big data analytics. The agile approach involves discovering requirements and delivering solutions through the collaborative effort of self-organizing and cross-functional teams and their clients. It advocates adaptive planning, evolutionary development, early delivery, and continual improvement, and it encourages flexible responses to change. It is the predominant guiding methodology in today's data analytics workplace.

DA 699: Capstone Project (9)

In this course students complete a major big data consulting project with a client. The client can be a student's employer, or a client of Spark Niagara (or equivalent). Students focus on project initiation, planning, execution, monitoring, controlling and closing a project guided by a faculty advisor. The student signs a customized learning contract reflects the specific project responsibilities, deliverables, and learning objectives for the course. Students are responsible for identifying the projects that they will work on, writing the project description, submitting the description to their advisor for approval and completing all project deliverables in a timely manner.

DAMO 500: Principles of Analytics (3)

This course provides a comprehensive introduction to data analytics, focusing on developing practical skills using relevant software. Students will explore various data types, data collection methods, and the critical importance of data cleaning. The course covers statistical measurements, data visualization, and probability theory to support decision-making in business contexts. Additionally, students will learn to perform hypothesis testing, ANOVA, and Chi-Square tests using relevant software. Ethical considerations and real-world applications of descriptive analytics are integrated throughout the course, culminating in a capstone project synthesizing all learned concepts. The course has been designed to ensure a clear material flow while preventing overlap with related predictive and prescriptive analytics courses.

DAMO 501: Data Analytics Case Study 1 (1)

This course uses a real-world analytics problem to guide and to apply learning in DA500, CS500, and BI500. Students use knowledge in data science lifecycle, descriptive analytics, SQL, Excel, and relational database to support a marketing decision problem (e.g., customer relationship management, product management, KPI management, etc.). They formulate research questions and hypotheses, prepare internal and external data, build and deploy models, and use charts and visualizations to share insights.

DAMO 510: Predictive Analytics (3)

This course builds upon the knowledge and skills learned in DA500 Principles of Data Analytics course. It begins with framing machine learning problems for analysis and moves progressively into predictive modelling methods like regression analysis and forecasting techniques. Finally, this course introduces predictive analytics to data mining and machine learning applications in everyday life like healthcare diagnostics, consumer behavior, credit risks analysis, etc.

DAMO 511: Data Analytics Case Study 2 (1)

This course uses a real-world analytics problem to guide and to apply learning in DA510, CS510, and BI510. Students use knowledge in machine learning, predictive analytics, SQL, Excel, Power BI to support an operational decision problem (e.g., supply chain management, quality control, business process optimization, etc.). They formulate research questions and hypotheses, prepare internal and external data, build and deploy models, and use charts and visualizations to share insights.

DAMO 520: Marketing Analytics (3)

Using a case-study method, this course introduces students to the scope of marketing analytics. It explores how organizations use data analytics to support the 4 Ps of marketing – product, price, place, and promotion. This course emphasizes the practical needs of employers in social media marketing, search engine optimization, customer insights, campaign performance, pricing strategy, category management, and sales effectiveness. With a clear vision of the depths and breadths of marketing analytics, the student formulates his or her own plan to acquire the knowledge and skills required for successful employment in this field.

DAMO 600: Prescriptive Analytics (3)

This course introduces statistical optimization methods and tools to build decision support and automation models. Students have opportunity to explore and evaluate prescriptive analytics models in healthcare, finance, logistics and other fields of their own interest. Students also develop user-friendly decision support models using Excel, Python, and other tools available to them.

DAMO 610: Operations Analytics (3)

Using a case-study method, this course introduces students to the scope of operations analytics. It explores how organizations use data analytics to reduce operational costs and improve efficiencies and customer experience. This course emphasizes the practical needs of employers in supply chain planning, resources scheduling, business process optimization, quality control, strategy execution, project scheduling and management. With a clear vision of the depths and breadths of operations analytics, the student formulates his or her own plan to acquire the knowledge and skills required for successful employment in this field.

DAMO 611: Data Analytics Case Study 3 (1)

This course uses a real-world analytics problem to guide and to apply learning in DA600, CS600, and CS610. Students use knowledge in machine learning, prescriptive analytics, Python, Tableau Desktop to support a complex decision. They formulate research questions and hypotheses, prepare internal and external data, build and deploy models, and use Tableau visualizations to share insights.

DAMO 621: Advanced Marketing Analytics Internship (6)

DAMO 622: Advanced Operations Analytics Internship (6)

DAMO 623: Advanced Analytics Internship (non-specialty) (6)

The Advanced Analytics Internship develops consulting skills and provides the student the opportunity to gain analytics qualifications in their chosen specialty. A learning contract governs the obligations of the instructor and the student in this self-directed learning experience. An acceptable learning contract satisfies these basic requirements:

- The instructor, the student, and the client agree to the deliverables in the Internship portfolio.
- Within the scope of the student's chosen specialty and substantively applies the data analytics knowledge and skills acquired in this program.
- Leads to new specialty knowledge, e.g., Salesforce/CRM, SAP/ERP, SAS or R programming, Oracle DBMS, SPSS, etc.
- Combines structured learning and experiential learning to meet university policy requirements. Students demonstrate structured learning with certifications, e.g., Coursera certificates, PMP, Six Sigma, SAP, Tableau Certification, etc.
- A reflective paper summarizing the outcomes from the Internship.

Master of Management (MM)

General Information

The **Master of Management** (MM) program will prepare graduates to identify, evaluate, and leverage emerging technologies to launch a new business or to help existing organizations gain a competitive advantage and achieve an economic benefit through the launch of new operations or the improvement of existing operations. Students will develop critical thinking and reasoning skills, leadership and teamwork experience, and preparation in finance, negotiation, risk mitigation, entrepreneurship and problem-solving. Graduates will gain a digital mindset, comprehension of big data analytics, and an understanding of business ethics for the digital economy.

This institution has been granted a consent by the Minister of Colleges and Universities to offer this program for a five-year term starting October 14, 2022. Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (e.g., acceptable to potential employers, professional licensing bodies or other educational institutions.)

Master of Management: Entrepreneurship

The MM Entrepreneurship specialization will add depth in evaluating business opportunities, designing business models and user experience, building business plans and financial pro-forma, understanding legal aspects of launching a business, product development and prototyping, and digital marketing and social media.

Master of Management: Emerging Technology

The MM Emerging Technology specialization will add depth in digital commerce and data analytics, environmental scanning and evaluation of emerging technologies, preparation for leading digital transformation within a business unit or across an organization and deploying emerging technology for digital transformation.

Degree Requirements

The degree consists of 45 credits with each specialization containing 9 credits of course work and a 9 credit capstone project.

Degree Pathways

Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 1 Term 1	MGMT 500: Introduction to Management (3)	
	MGMT 510: Finance for Managers (3)	
	MGMT 520: Marketing and Sales (3)	
Year 1 Term 2	MGMT 530: Organizational Theory and Leadership (3)	P: Year 1 Term 1
	MGMT 540: Data Analytics for Management (3)	P: Year 1 Term 1
	MGMT 550: Strategy and Entrepreneurship (1.5)	P: Year 1 Term 1
	MGMT 560: Emerging Technology and Transformation (1.5)	P: Year 1 Term 1
Year 1 Term 3	MGMT 640: Project Management (3)	P: Year 1 Term 2
	MGMT 660: Finding Business Opportunities (3) - Entrepreneurship Students	P: Year 1 Term 2
	MGMT 665: Financing New Ventures (3) - Entrepreneurship Students	P: Year 1 Term 2
	MGMT 670: Technology Trends and Applications (3) – Emerging Technology Students	P: Year 1 Term 2
	MGMT 675: Business Process Design (3) – Emerging Technology Students	P: Year 1 Term 2
Year 1 Credits 27		
Year & Term	Course Title (Credits)	Course Prerequisites (P) & Co-requisites (C)
Year 2 Term 1	MGMT 610: User Experience Design (3)	P: Year 1 Term 3
	MGMT 620: Research and Technology Skills Development (3)	P: Year 1 Term 3
	MGMT 667: Developing a Business Plan (3) - Entrepreneurship Students	P: MGMT 660: Finding Business Opportunities (3), MGMT 665: Financing New Ventures (3)
	MGMT 677: Technology Use Case and Implementation – Emerging Technology Students	P: MGMT 670: Technology Trends and Applications (3), MGMT 675: Business Process Design (3)
Year 2 Term 2	MGMT 699: Capstone (9)	All courses
Year 1 Credits 18		

Learning Outcomes

Graduates of the program will:

1. Have knowledge of the principles of the core disciplines including Management, Marketing, Finance, Organizational Behavior, Entrepreneurship and Emerging Technology;
2. Have knowledge of the theory and practice of one specialization – Entrepreneurship or Emerging Technology and the processes required to start a new venture or to apply technology to transform an existing one;
3. Develop critical skills to analyse complex problems and recognize the role of uncertainty and risk in decision making;
4. Be able to apply data-analytics concepts and tools to analyse complex business problems;
5. Be able to apply financial analysis and tools to analyse complex programs;
6. Be able to apply a range of research methods (including quantitative and qualitative techniques) to analyse complex business and technology challenges;
7. Demonstrate excellent writing skills in a variety of genre including research reports, case studies, briefs, and plans;
8. Demonstrate excellent oral communication and presentation skills in a variety of for a including presentations and pitch competitions;
9. Develop and apply strong interpersonal, team and negotiation skills in a variety of contexts – working with other students, stakeholders, partners and clients;
10. Demonstrate leadership including self-awareness, interpersonal skills and the capacity to define goals and achieve them through collaborative processes;
11. Demonstrate a “digital mindset” and be proficient in the use of a wide range of tools and technique common in business ranging from software applications to business models and analytical tools; and,
12. Design, implement and assess a solution to a complex problem either by creating a new venture or developing a technology solution for an existing company applying and integrating knowledge from their previous courses.

Master of Management Course Descriptions

MGMT 500: Introduction to Management (3)

Introduction to Management is designed to give students an understanding of key management concepts and skills. The course spans critical aspects of management, including historical perspectives, organizational structures and functions, human resources management, change management, external and internal organizational environments, corporate culture, strategic management, leadership, entrepreneurship, technology and innovation management, managerial communication, decision-making, and diversity within organizations.

This course integrates theoretical knowledge with practical applications, emphasizing critical thinking, strategic analysis, and effective communication in managerial roles. Through case studies, collaborative projects, and real-world simulations, students will develop the skills and perspectives necessary to thrive in leadership positions across diverse organizational settings.

MGMT 510: Finance for Managers (3)

Finance for Managers is designed to equip students with the essential financial knowledge and skills required for effective decision-making in managerial roles. The course covers various topics, including the foundations of finance, corporate structure, economic principles, accounting processes, financial statement analysis, statistical analysis, capital raising, investment strategies, financial forecasting, and risk management. It will also include modules specific to entrepreneurial finance and technology feasibility studies.

Through theoretical exploration, case studies, and practical applications, students will develop the skills necessary to analyze financial data, make informed decisions, and effectively manage financial resources within an organizational context.

MGMT 520: Marketing and Sales (3)

This course provides a foundation for the core principles and practices in marketing and sales. It focuses on understanding customer needs, market segmentation, developing strategic marketing plans, analyzing market trends, sales forecasting, digital marketing, and implementing effective sales strategies. Upon completion of this course, students will be able to critically analyze marketing and sales challenges, develop innovative strategies to address them, and effectively communicate and implement these strategies in diverse business settings.

Students will gain the knowledge and skills necessary to succeed in dynamic marketing and sales environments through theoretical concepts, case studies, and real-world applications.

MGMT 530: Organizational Theory and Leadership (3)

Organizational Theory and Leadership offers an understanding of organizational structures, processes and culture and how they shape attitude and behavior of employees. The course will build on the contemporary theories and practices relevant to leadership perspectives as well as individual, team and organizational level factors in organizations. Students will also receive practical training in terms of understanding their aptitudes, skills and behaviors and ways to enhance their capacity for groupwork and leadership in dynamic settings.

MGMT 540: Data Analytics for Management (3)

Data Analytics for Management offers an introduction to the collection, analysis and application of data to solve business programs ranging from market analysis to financial projections. Students will develop their hands on skills with basic statistical and financial analysis applied to decision making. DAMO 500: Principles of Analytics (3) may be considered equivalent.

MGMT 550: Strategy and Entrepreneurship (1.5)

Strategy and Entrepreneurship offers an introduction to strategy processes in large and small organizations with a focus on entrepreneurship and start-ups. The course will emphasize the importance of understanding the theory of entrepreneurship and innovation as creating new approaches whether for profit or social gains or in existing or new organizations.

MGMT 560: Emerging Technology and Transformation (1.5)

Emerging Technology and Transformation offers a review of key technology trends and their impact on organizational strategies and processes as well as markets and industries. Building on basic frameworks connecting technology and strategy it will also expose students to emerging technologies, their impact and trajectory as well as reinforcing the importance of technology, disruption and innovation.

MGMT 610: User Experience Design (3)

User Experience Design focuses on customer needs and their journey, whether for consumer products or business services. Building on the established theories of as well as

industry best practices, this course is to provide a series of experiential exercises useful for product and service design as well as the design and implementation of new technologies.

MGMT 620: Research and Technology Skills Development (3)

Research and Technology Skills Development is a set of learning modules designed to prepare students for their capstone project. Based on individual student interest and needs, and with guidance from Faculty, students will select 6 x 6-hour modules on topics such as research methods, data analysis, technology skills, diversity and inclusion and other pertinent topics required for successful completion of their capstone project.

MGMT 640: Project Management (3)

Project Management provides a review of the principles of project management and techniques for planning and controlling projects. Students will also acquire exposure to computerized project management tools that can be applied in a variety of contexts. The training provided will be applicable for building a start-up company or managing a technology implementation in an existing organization. This course will draw on the established Project Management Institute's (PMI) Body of Knowledge (BOK) for certified project managers and will adhere to its ten knowledge areas and five project management process groups. This course will provide students with instructional hours in project management, which they can apply towards the educational requirements for the Certified Associate in Project Management certification.

MGMT 660: Finding Business Opportunities (3)

Expanding on foundational concepts, this course examines advanced theories and methodologies essential for researching and identifying new business opportunities. Emphasizing the application of relevant skills and competencies, this course aims to foster the development of new business ideas. It will analyze successful start-ups through case studies and explore methodologies for recognizing potential opportunities. Through hands-on learning experiences, students will cultivate innovation and creativity and translate their ideas into viable business ventures with a strategic edge.

MGMT 665: Financing New Ventures (3)

Financing New Ventures investigates the range of financing sources available to start-ups across various states, including the terms, criteria, and conditions for securing funds. It explores the options open to start-ups, provides insights into crafting effective financial pitches, and examines essential principles of financial management, risk mitigation, and regulatory reporting tailored to the start-up environment.

MGMT 667: Developing a Business Plan (3)

Explores the components of a business plan, the data required to assess opportunities and understand markets and financial projection. Students will have the opportunity to collect and analyze data relevant to developing a plan and will present their initial concept in a pitch competition to industry partners.

MGMT 670: Technology Trends and Applications (3)

Technology Trends and Applications examines technologies such as Artificial Intelligence (AI), Augmented Reality/Virtual Reality (AR/VR), Internet of Things (IOT) and their potential to transform organizations across sectors. Grounded in theories of innovation and building an understanding of technology diffusion and adoption, the course will provide an understanding of the components of advanced technologies, their applications and the issues to be considered in their implementation. The course will draw on academic literature but also industry reports and guest speakers.

MGMT 675: Business Process Design (3)

This course explores the fundamental concepts and techniques of Business Process Design, equipping students with the skills to analyze, improve, and redesign business processes. The curriculum encompasses a broad range of topics, including business and process types, the devil quadruple, takt time, cycle time, flow charts, activity network diagrams, and Lean and Six Sigma strategies. Additionally, students will be introduced to process simulation, enabling them to model and evaluate process changes within a virtual environment. A central element of the course is a semester-long project where students will apply their knowledge by analyzing an existing business process, identifying areas for improvement, and implementing effective solutions.

MGMT 677: Technology Use Case and Implementation

Develops the students' understanding of how technologies are used in organizations and the core elements of assessing the potential of technology to support business goal and objectives. The course will address systems development concepts, technology acquisition and key technologies and software that are used in modern organizations.

MGMT 699: Capstone (9)

Entrepreneurship Major Project – Developing a Business Plan offers an opportunity to synthesize learning for the program and apply it to developing a for profit or social enterprises and to pitch for funding working in cooperation with Spark Niagara or a

comparable incubator. A final report will be required.

Emerging Technology Major Project – Technology Consulting Study offers an opportunity to synthesize and apply knowledge and skills regarding the feasibility assessment, development and implementation planning for new technology in an organization. The project will consist of a series of modules and activities and culminate with a report including recommendations.

APPENDIX: GLOSSARY OF TERMS & DEFINITIONS

The following terms and acronyms commonly are heard within UNF. Use these definitions to enhance student's understanding of words specific to University life.

Term	Use/Definition
Academic Probation	Academic status when a student does not maintain sufficient overall GPA in the program to meet University requirements. Undergraduate students must maintain 2.0 CGPA Graduate students must maintain 3.0 CGPA,
Academic Year	Consists of four (4) terms The Academic Year begins with the start of the October term and ends at the conclusion of the July term.
Acceptance	Official notice from the UNF Registrar's Office that the applicant has been granted permission to register for courses in the University.
Accreditation	Process by which an institution undergoes formalized review by an outside body.
Admissions	University Department that processes all applications for admission to UNF and all applications for transfer credit and PLAR.
Admissions Coordinator	Primary staff person responsible for processing all applications; makes recommendations to Admissions Committee.
Application Confirmation (AC)	Official notice to applicants that their application and application fee have been received.
Articulation	Provincial process by which college and university courses are compared to each other to enable courses to be transferred between institutions and have academic credit granted.
Attested Documents	Copies of official documents made and verified by Registrar's Office only. Allows student to keep the original, with the attested copies replacing official transcripts. Used only in cases where a student is issued a single official document during their life.
Audit	A course taken for interest. No academic credit given Student must still complete all assignments to be eligible for audit status.
Block Transfer Credit	Process whereby a block of credits is granted to students who have successfully completed a certificate, diploma or cluster of courses recognized as having an academic wholeness or integrity, and that can be related meaningfully to a degree program or other credential.

CIC	Citizenship & Immigration Canada (CIC) is the federal government body responsible for all immigration-related processes and approvals. Screens and approves foreign students, issues Student Study Permits, and administers Off Campus Work permit program.
Course in Progress (CIP)	Transcript notation that denotes course work underway in the current term for which there is not yet a final grade.
Credit	Refers the academic value assigned to a course. Credit courses offered in one academic term typically have a value of 3 credits per course.
Cumulative Credits	The total number of credits earned for all courses successfully completed at the institution.
Cumulative GPA (CGPA)	The total sum of the grade points received during the entire period of the student's enrolment divided by the number of credits attempted during that period. If a student repeats a course, the grade from the first attempt remains on the transcript. However, only the higher grade will be used in the calculation of the CGPA.
Directed Studies Course	A credit course that is individualized such that a student works directly with a faculty member on research, directed reading, or a project. Directed Studies courses are offered on an ad hoc basis to address a student-initiated area of interest and do not duplicate or replace an approved credit course, listed in the Academic Calendar.
Domestic Student	Any student who is either a Canadian citizen, holds a Permanent Resident Card, or is classified as a Refugee.
Enrolment	Preliminary stage where applicant consults with Recruitment Advisor to decide on the best program and start dates.
Final Grade	The numeric and corresponding letter indicator of a student's performance in a course, as submitted by the faculty member and as approved by the Dean, Associate Dean, or academic program head.
Grade Point Average (GPA)	Sum total of grades received during the entire period of enrolment divided by the number of credits attempted during that period. Calculations are based on a 4.33-point scale. The letter grade point equivalents used are based on the final numeric grade for the course as specified in the grading scale.

Independent Guided Studies Course	A section of an existing credit course offered for a student, or limited small group of students, to learn the course material on their own with the support and guidance of a faculty member.
International Student	Any student who is a citizen of any country except Canada and does not hold a Permanent Resident card or Refugee status.
Letter of Acceptance (LOA)	Official written notification from the Registrar's Office that the applicant has been formally granted permission to attend.
Letter of Intent (LOI)	A letter written by the applicant/student in support of their application. Details why the applicant should be considered for admission. Includes a summary of their work and life experiences that may impact their eligibility.
Letter of Permission (LOP)	A letter issued to visiting students to permit them to register in specific courses only for a limited period of time. Does not admit the student to the full program.
Non-Program Student	Any student who is admitted to UNF to take up to a maximum of 4 undergraduate courses without being admitted to a degree program. They complete a fast track admission process to "sample" courses. If they wish to complete a degree subsequently, they must complete a full application for admission.
Official Documentation	Formal original documents provided to support information provided by applicant.
Official Transcript	Formal transcript issued by an educational institution and is supplied in a sealed/unopened envelope.
Plagiarism	Unauthorized use or submission of another person's work as original; inadequate attribution given to an author or creator whose work is incorporated in the student's work; paraphrasing or using material verbatim from a source without sufficient acknowledgement.
PLAR	Prior Learning Recognition and Assessment: a rigorous evaluation of learning achieved and demonstrated through work experience.
Prerequisite	Course that must be successfully completed prior to taking a subsequent course.
Received Credits	Equals the number of credits a student earns by satisfying all course requirements during a given term.
Recognized Institution	An institution that has been granted official recognition of its programs by an outside authority or review body. Commonly confused with "accreditation".

Registration	Process by which individual courses are selected by the student for a term.
Residency Requirement	Defines the minimum number of courses or credits that must be completed through UNF to meet graduation requirements.
Special Topics Course	A credit course taught on a specific topic by a faculty member for one or two terms that is not already offered as an approved course listed in the Academic Calendar. Special topics courses do not duplicate or replace a course listed in the Academic Calendar.
Standard Degree Pathway (program plan)	General set of courses that make up a full degree program, all of which must be taken by students unless they provide proof of completion of comparable courses for credit elsewhere (See also "Transfer Credit").
Suspension	Academic discipline status imposed as a result of serious misconduct. A time limit is imposed during which the student is not permitted to register in classes.
Term Credits	The total number of credits a student earns by satisfying the course requirements during a given term.
Term Grade Point Average (Term GPA)	The sum of grade points earned in all courses taken during a term divided by the total credits attempted.
Transcript	The official, formal document that is a subset of the student academic record and contains a complete and accurate history of the academic path of a given student in a particular educational institution.
Transfer Credit	Indicates the granting of academic credit toward a UNF credential for programs or courses completed at another institution.
Visiting Student	Students who attend other post-secondary institutions (their "home" institution) and are permitted to register for specific UNF courses to transfer back to their home institution.