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Dr. Tim Kaiser
Head of School

HEAD OF SCHOOL'S MESSAGE

What does it mean to be a truly global citizen? At Canadian International School of Hong Kong, we believe it means seeing the world from multiple perspectives. It means pursuing understanding across cultures—by working hard to master complex interrelated subjects and by making friends and forming connections within a diverse student body.

After almost 30 years at CDNIS, I remain as impressed and humbled by our students now as I was on my first day. Our students come from all over the world, representing more than 40 nationalities, but are united in their dedicated pursuit of academic excellence and international understanding in a spirit of true collaboration.

Ours is a community of duality: Our roots are in Canada and Hong Kong, but our outlook is international. Our students study in English and Mandarin from Nursery through our Lower School, and go on to earn both International Baccalaureate and Ontario Secondary School diplomas. We are dedicated to academic excellence while at the same time prioritizing exploration, physical and mental well-being, and global and local responsibility.

This duality permeates CDNIS from the unique warm and welcoming architecture of our main campus to the newly opened Early Years campus in THE SOUTHSIDE that gives our community a second home.

As a through-train school, we are proud to have students spend their entire pre-university school life with us. This gives us a strong sense of continuity and institutional memory. But we also welcome new students, whose diverse perspectives and backgrounds invigorate and strengthen us.

Graduates of CDNIS emerge as balanced and considerate global citizens, with strong values and open minds. They carry with them the curiosity and creativity our school fosters, as well as the discipline and determination engendered by academic rigour.

We look forward to welcoming your child to CDNIS, and to helping them thrive as they grow into confident and influential global citizens, ready to shape the future.

MISSION

CDNIS is a school united by the joy of learning, excellence in achievement and development of character. We will inspire academic and personal growth in our students by encouraging inquiry, stimulating creativity and innovation, embracing cross-cultural and global perspectives, and fostering meaningful participation and service.

VISION

To inspire excellence, cultivate character, and empower engagement locally and globally.

VALUES



ACADEMICS: CURRICULUM AND DUAL DIPLOMA

The International Baccalaureate continuum makes up the core of CDNIS's curriculum. This group of programmes challenges students to excel both academically and personally and is recognized globally as one of the most advanced programmes of study. Geared toward holistic development, IB learning trains students aged 2-18 to take initiative, think critically and creatively, and to explore their world.

CDNIS is a continuum International Baccalaureate World School that offers all three of the most common IB programmes: The IB Primary Years Programme (PYP), IB Middle Years Programme (MYP), and the IB Diploma Programme (DP). CDNIS students from Nursery to Grade 5 are PYP students, students in Grades 6-10 are MYP students, and students in Grades 11-12 are DP students.

CDNIS is one of just eight International Baccalaureate continuum schools in Hong Kong, and the only one outside of Canada where students can graduate with two distinct and broadly recognized diplomas: The International Baccalaureate Diploma (IB DP) and the Ontario Secondary School Diploma (OSSD).

IB MISSION STATEMENT

The IB develops inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.



PRIMARY YEARS PROGRAMME

The Primary Years Programme (PYP) is an inquiry-based, concept-driven programme that emphasizes holistic learner development through conceptual understanding, knowledge, action, transdisciplinary skills, and dispositions. As a PYP framework school, Lower School learning is inquiry-based, including language, specialist subjects, and mathematics.

Each grade explores four to six transdisciplinary units, focusing on real-life learning and transferable

skills across multiple subject areas. Units cover topics within six themes:

- ✳ Who we are
- ✳ Where we are in place and time
- ✳ How we express ourselves
- ✳ How the world works
- ✳ How we organize ourselves
- ✳ Sharing the planet

These themes provide diverse opportunities for students to showcase their learning. Assessment includes self, peer, and teacher feedback, allowing students to demonstrate understanding through projects, performances, and reflections instead of solely written tasks. With a focus on curiosity, student agency, and teacher guidance, the Lower School curriculum fosters exploration and self-efficacy, helping students become globally minded citizens and self-starters.



MIDDLE YEARS PROGRAMME

The Middle Years Programme (MYP) is for students in Grades 6-10. It is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP comprises eight subject groups:

- | | |
|-----------------------------|---------------------------------|
| ✳ Arts | ✳ Language and literature |
| ✳ Design | ✳ Mathematics |
| ✳ Individuals and societies | ✳ Physical and health education |
| ✳ Language acquisition | |

MYP students also complete a long-term personal project, in which they set meaningful learning and outcome goals, plan and use skills to complete the project, and make a report that provides a platform to reflect on their learning including ways to improve as a learner. Students begin this project at the end of Grade 9 and complete it in the middle of Grade 10.

DIPLOMA PROGRAMME

The Diploma Programme (DP) is a challenging two-year curriculum, the culminating programme for students in Grades 11-12. The DP leads to a qualification that the world’s leading universities widely recognize.

The curriculum contains six subject groups, three of which are studied at a higher level and the remaining three at a standard level. There is also a core component made up of three parts: the Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS). All three parts of the core are compulsory and central to the philosophy of the DP.

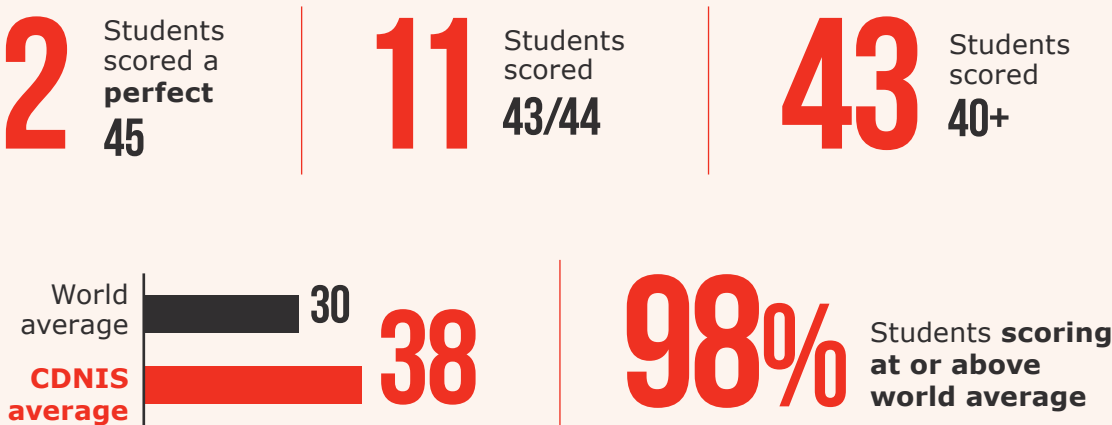


ONTARIO SECONDARY SCHOOL DIPLOMA

As students progress through the Upper School, they also fulfill requirements for the Ontario Secondary School Diploma (OSSD), making them eligible for both diplomas without doubling the workload. Students achieve credits towards completing the OSSD as they complete the MYP in Grades 9-10 and the DP in Grades 11-12. CDNIS students graduate with two diplomas: the DP from the International Baccalaureate and the OSSD from Ontario. CDNIS is the only school outside Canada offering both diplomas simultaneously.

CDNIS Upper School Learning Pathway						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Upper School International Baccalaureate (IB) World School						
Transition Years						
IB Middle Years Programme (MYP)						
			Ontario Secondary Schhol Diploma (OSSD)			
					IB Diploma Programme (DP)	

CLASS OF 2024 IBDP RESULTS



IB LEARNERS STRIVE TO BE:



BILINGUAL EDUCATION

Part of what makes Hong Kong special is its vibrant mix of cultures and languages, in particular the dual prominence of English and Chinese. Many in our community speak one language at home and another in school. CDNIS takes pride in the support we offer these students, including through our bilingual programme which helps guide a child's language and cultural fluency.

CDNIS's bilingual programme currently serves students from Nursery through the early Lower School grades and will extend to the entire Lower School by the 2028/2029 school year. Our youngest learners begin their journey in the CDNIS Early Years Centre, where the Bilingual Nursery Programme serves children as young as 2.

Through our bilingual programme, students have the exceptional opportunity to develop proficiency in both English and Mandarin, equipping them with essential skills for a globalized world. By emphasizing strong communication skills, cultural understanding, and critical thinking, our bilingual programme empowers students to become effective communicators and global citizens, capable of navigating and contributing to diverse communities.



WHO IS THE BILINGUAL PROGRAMME FOR?



Current CDNIS families seeking a balanced focus on both English and Chinese language and



Local or international families interested in an international curriculum that fosters bilingualism in English and Chinese



Chinese-speaking families desiring enhanced exposure to English while maintaining Chinese as a vital academic language

EARLY YEARS CENTRE

CDNIS is proud to welcome our youngest students to the CDNIS Early Years Centre. This state-of-the-art facility is geared toward Nursery students (age 2) and Early Years 1 students (age 3).

The CDNIS Early Years Centre was specially designed for young learners and features a bilingual learning environment at a time when children's brains are especially open to new languages. This culture of dual languages starts children on the path to cultural fluency, along which they will progress through the Early Years programme after their time at the CDNIS Early Years Centre.

Designed from the perspective of 2-3 year-olds, the CDNIS Early Years Centre features large, open, and bright communal spaces, a bespoke play structure offering children a journey of discovery, and vibrant digital multimedia assets.

The CDNIS Early Years Centre also features the world's first collaboration with the Japanese digital art collective teamLab, enabling students to animate their drawings digitally and express their creativity at the intersection of art and technology. Additionally, teachers incorporate Chinese language-specific content to enhance students' understanding of Chinese characters.





STEM LEARNING

Science, technology, engineering, and mathematics, known collectively as STEM, are central to CDNIS's curriculum and its facilities.

From Early Years onward, STEM learning is a source of enjoyment and excitement for students at CDNIS. This joy of learning comes from combining classroom science and mathematics studies with hands-on learning aided by tools such as our teamLab collaboration and our design studio.

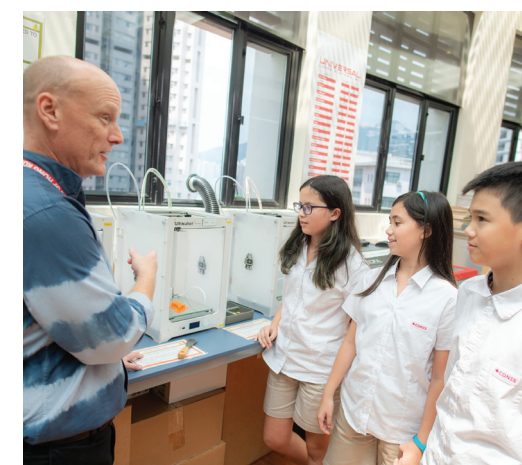
As part of STEM learning at CDNIS, we teach students to use and think about technology ethically and critically. Most recently, students are learning to consider and to interact with AI. The goal is to equip them with the curiosity, critical thinking, contextual understanding, and responsible and ethical use of new technologies—regardless of what shape the next innovation takes.

Every student uses an iPad as a personal learning device in Grades 1-3, and those in Grades 4-12 each use a Mac laptop.

Students can participate in a wide variety of hands-on projects throughout their time at CDNIS, including:

- 🍁 teamLab for students in our Early Years Centre where students can experience the joy of art, science, and language development
- 🍁 Our 1:1 robotics programme for those in Grades 3-5, in which students experiment and program robots to solve problems
- 🍁 Lower School coding lessons, which nurture students' logical and computational thinking to design functional applications
- 🍁 Our after-school Underwater Robotics programme that aims to inspire students to explore the marvels of the aquatic world by designing and constructing their own underwater vehicles
- 🍁 Our after-school Drone programme, in which students enhance their spatial awareness and coordination when manoeuvring through 3-dimensional space

These are only some of the many STEM-related programmes students can join. Others include Media Club, for those interested in film; digital library systems; MakerSpaces; and many more technology-related assets and programmes that offer students the opportunity to see how their favourite subjects are influenced and enhanced by technology.



DESIGN STUDIO

The design studio offers students the opportunity to apply advanced techniques using state-of-the-art equipment including laser cutters, 3D printers, CNC routers, and sophisticated design software. In addition to these cutting-edge tools, students also work with hands-on equipment such as bandsaws, drill presses, and traditional hand tools. This combination fosters a balanced experience that bridges modern innovation with timeless craftsmanship.



LANGUAGES

Studying linguistic systems deepens students' international-mindedness, allowing them to understand diverse cultures, connect with a broader range of people, and draw meaningful parallels with their native languages.

Learning multiple languages also promotes cognitive development, as acquiring new languages fosters brain flexibility and builds new neural pathways. As an extension to the Bilingual Programme in the Lower School, all CDNIS students study an additional language throughout the Upper School.

Language learning is a central pillar of the CDNIS educational experience. In addition to comprehensive studies in both Chinese and English, we add French starting in Grade 6 and offer Spanish from Grade 11, broadening our students' linguistic and cultural horizons. In the Diploma Programme, students choose between English Literature, or English Language and Literature, and select from Mandarin, French, or Spanish, with courses available at multiple proficiency levels.

HUMANITIES

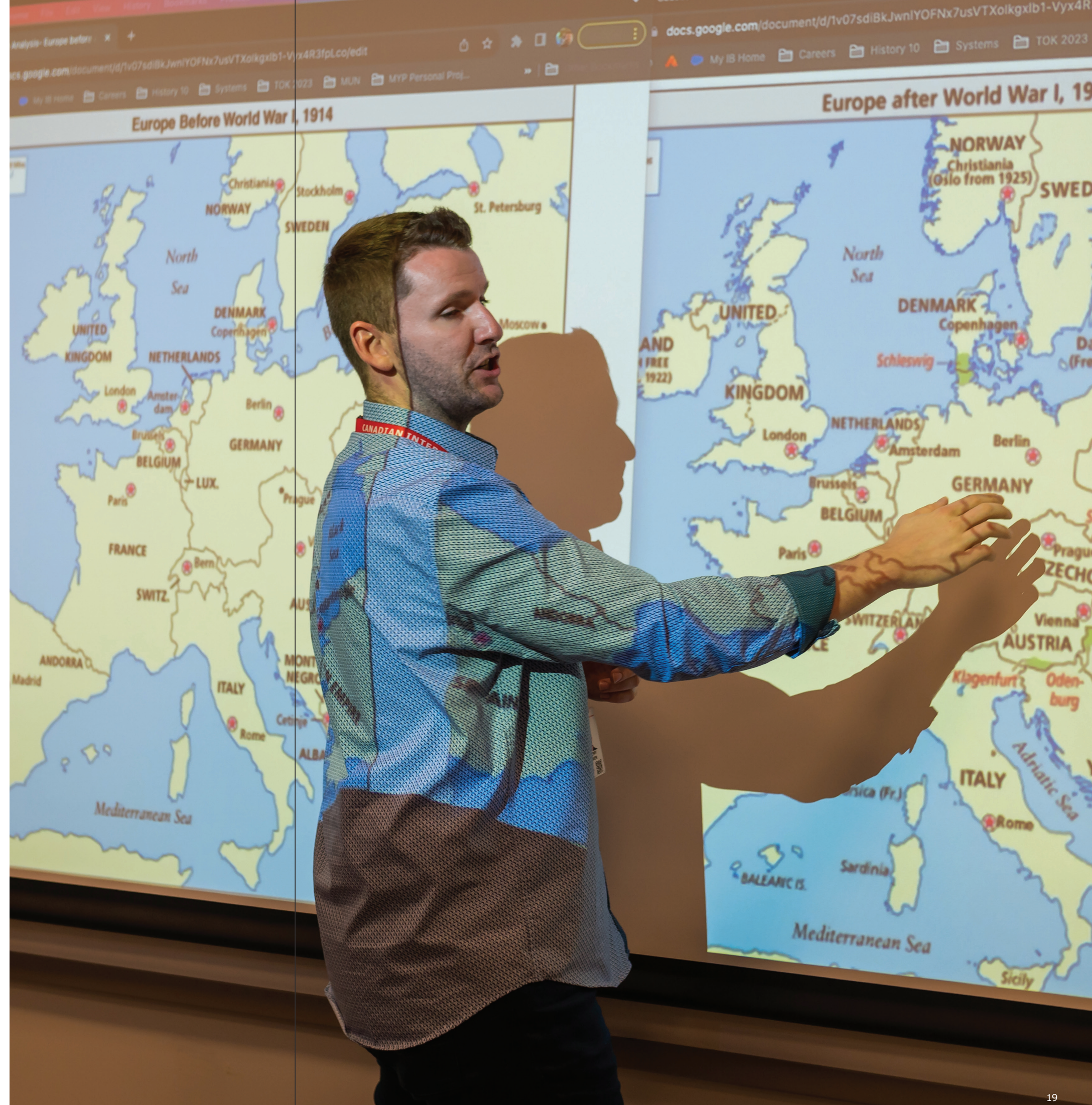
CDNIS students have myriad opportunities to learn about the systems, context, and people that make our world what it is. From the exploration of history, geography, and civics in Grades 1-10 to the more intensive studies of business, economics, and politics in Grades 11-12, these humanities-related courses challenge students to learn about the often-complex forces that shape the world in which they live.

While each topic in this diverse area carries its own nuances, these broad areas of inquiry are exploratory as well as interpretive. They provide multiple perspectives and help students see the world in different ways. This is part of learning how to learn, which is a central aspect of IB.

As students learn how to learn, they focus their study from the variety of courses CDNIS offers within the IB continuum. This high degree of agency contributes to their high levels of achievement as students consider how to meet their educational requirements while pursuing their passions, building their confidence, and feeding their curiosity.

“ Studying humanities has enhanced my understanding of the world, while my business management coursework emphasized effective decision-making. Analyzing circumstances and making informed choices is vital for success, and developing this skill has helped me apply it in real-world situations beyond the classroom. ”

Annabel
Class of 2026





SCIENCES

Through hands-on experiments and inquiry-based learning, students actively engage with scientific concepts, cultivating curiosity and a passion for discovery. Collaborative projects and field studies enable students to apply their knowledge in real-world contexts, enhancing their analytical and problem-solving skills.

Our science programme also emphasizes sustainability and global awareness, equipping students to confront the environmental challenges facing our planet. At CDNIS, we believe that a solid foundation in science is essential to inspiring the next generation of innovators and leaders.

The CDNIS science programme plays a vital role in fostering a deep understanding of the natural world and building essential scientific skills. In the DP, our curriculum includes choices in core subjects such as biology, chemistry, and physics. Our students may choose to focus on sports, health and exercise science, computer science, or design technology, with each unique course providing students a comprehensive foundation in scientific principles and application.



MATHEMATICS

Through an engaging approach, CDNIS students from an early age start to connect mathematics to real-world applications, enhancing their understanding and appreciation of the importance and efficacy of mathematics. Collaborative projects and innovative teaching strategies inspire students to explore mathematical ideas more profoundly, fostering a spirit of curiosity and inquiry.

Our curriculum builds a robust foundation in mathematical principles and is designed to cultivate the critical-thinking and problem-solving abilities that empower students for future success. As students grow and develop in their mathematics proficiency, they cover a comprehensive range of topics including algebra, geometry, calculus, and statistics.

Our mathematics programme places a strong emphasis on analytical reasoning, equipping students for diverse academic pursuits and career opportunities. Those with a passion for mathematics are able to take advanced courses at the DP level. Extracurriculars such as mathematics competitions enrich their learning experience even further. At CDNIS, we believe that a strong command of mathematics is vital for thriving in today's data-driven world.

“A key concept I learned and internalized in mathematics was the importance of understanding the applications for specific mathematical concepts. In my current studies for aeronautical engineering, I constantly learn new mathematical concepts, but I found trying to research and understanding what they are useful for has significantly benefited me.”

Marcel
Class of 2024



VISUAL AND PERFORMING ARTS

CDNIS values the arts for the enrichment of our community and for each individual student. Across disciplines, artistic study helps boost students' confidence, creativity, dedication, and critical thinking. They learn the importance of collaboration in ensembles and self-expression through solo and collaborative pursuits.

Our 604-seat auditorium is one of the finest in Hong Kong, and well-used, with close to 100 performances and more than 130 rehearsals per year. A black box theatre, dance studio, and extensive visual arts and music facilities support students in their creative

pursuits to an extent seldom seen in comparably sized schools.

Our Artist in Residence programme exposes students to local and international talents and our special arts initiatives help bring the community together for joyful and meaningful projects such as community murals, charity concerts, and outreach projects.

CDNIS is proud to host the only International Schools Theatre Association (ISTA) Arts Academy in the world. The association has 250 member schools and more than 40 years of history. Both CDNIS and ISTA value the arts

as a vehicle to develop students' understanding of the world and their role within it. The ISTA Arts Academy serves as an independent playground for all talented young people across Hong Kong and Southeast Asia to come together for artistic exploration.

At CDNIS, we are proud to offer the full range of IB Arts courses. While Lower School students enjoy inquiry-based learning in the visual and performing arts, Upper School students can specialize in five main creative pursuits—dance, drama, film, music, and visual arts—allowing them to develop mastery and passion in their chosen fields.

PHYSICAL EDUCATION

At CDNIS, we recognize that wellness is essential for student success. Promoting the healthy development of all students and enabling them to reach their full potential is a priority for our educators and our physical education programme plays a crucial role in this mission, fostering a lifelong appreciation for healthy living while contributing to students' overall well-being.

The CDNIS curriculum emphasizes not only physical fitness but also health literacy and character development. Through a variety of team and individual activities, students enhance their physical literacy and self-efficacy, learning to set goals and overcome challenges while developing essential interpersonal skills.

At CDNIS, physical education is not just about competition; it's about building confidence and resilience. Our programme plays a vital role in helping students cultivate the skills and mindset needed to thrive both in and out of the classroom. All students engage in physical education throughout their PYP and MYP journey, and those with a strong interest in athletics have opportunities to participate in competitive sports as Timberwolves athletes all the way to graduation.





STUDENT SUPPORT

CDNIS has a comprehensive counselling programme designed to meet the social and emotional needs of our students from Early Years 2 to Grade 12. This initiative ensures that all students receive the support they need for their well-being. Our dedicated team includes three counsellors in the Lower School, three in the Transition Years, and four in the high school, along with a school psychologist. Together, they provide valuable resources and strategies to help students navigate challenges and build resilience.

Our counselling programme focuses on creating a safe and nurturing environment where students can express their concerns and explore personal growth. Through individual counselling sessions, group workshops, and educational programmes, they address various aspects of mental health and social-emotional learning.

In addition to our counselling services, we have a learning support team that works closely with students who may require additional academic assistance. To ensure that students thrive in their educational journey, our learning support team works with teachers and families to create personalized learning plans for students with identified learning needs.

CDNIS has established a strong support system that promotes collaboration among teachers, parents, and community partners. This holistic approach ensures that every student feels supported and valued, contributing to a positive school culture. By prioritizing the social, emotional, and academic needs of our students, we empower them to succeed both academically and personally.



COMMUNITY

CDNIS is committed to fostering a vibrant and diverse school community. With Canadian-Hong Kong cross-cultural roots and serving a hub of international trade and finance, global diversity is core to CDNIS's identity. Our nearly 2,200 students represent more than 40 nationalities.

Our strength comes from the diverse perspectives, cultures, and life experiences our students bring to the school. But it also comes from the strong sense of togetherness we strive for every day in our two campuses. At our CDNIS Early Years Centre, our youngest students begin learning the values that will guide them through their journey at CDNIS.

As a through-train school, students can spend their entire pre-university academic careers at CDNIS. Some 30% of our Grade 12 students have been with the school for 14 years or more, and half of our students joined as Lower School students and progressed from there. This cohesiveness strengthens our sense of self and provides newer students with a wealth of institutional understanding as they acclimate to their new environment and peers.

But as much as we look inward to form our sense of community, we also look outside our campus to understand and serve the broader communities of which we are a part: our city of Hong Kong and our

wider world, where students have diverse roots and where they often attend university across borders and oceans.

We have been named a Caring Company of Hong Kong, reflecting our commitment to our broader local community.

A central way in which we connect with our local community is through service learning, which is part of the IB curriculum but also a priority we hold independently. Every level of IB at CDNIS contains a service element: Action in PYP, Service as Action in MYP, and Creativity, Activity, Service in DP.

Students and teachers are encouraged to use a service-learning approach for curricular and extra-curricular activities to achieve the school's stated vision of inspiring excellence, cultivating character, and empowering engagement locally and globally.

Another way in which we encourage students to connect with and support their communities is through our focus on digital citizenship. As part of our Digital Literacy and Design curriculum, we instill in our students a sense of responsibility, integrity, and respect, promoting digital citizenship and preparing them to navigate ethical and social complexities in the digital realm.

“Building community at CDNIS starts with openness and meeting new people. Service ignites real connections and meaningful contributions. My journey began with the Neurodiversity Club, which grew from eight friends into a 15-school, 180-member community united by a shared commitment to inclusivity and advocacy. Service truly transforms relationships and fosters a vibrant community.”

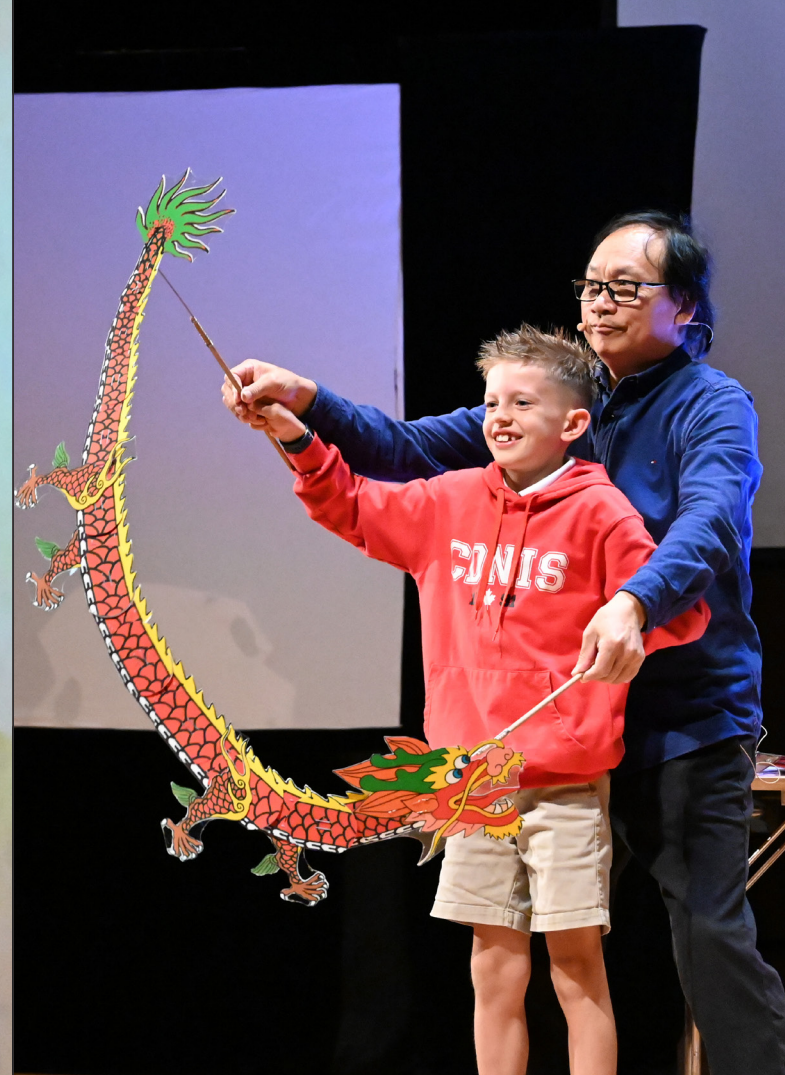
Ava
Class of 2025



CULTURE

Our school fosters a culture of curiosity, respect, and engagement. As with our sense of community, “culture” here refers internally to our shared values as a school but also to our exploration and appreciation of different cultures in Hong Kong and around the world.

Students’ enthusiastic appreciation for other cultures is underpinned by our curriculum. Our Chinese Academy, for example, is one of the finest among English-language schools in Hong Kong. The Academy supports not only the Lower School Bilingual Programme but Chinese-language educational streams in Mandarin throughout the school, offering advanced language instruction and cultural studies. The Chinese Cultural Centre is a place where students can engage in culturally enriching activities and learn more about the history and culture of China.



CDNIS fosters Chinese cultural activities throughout the year and is the only international school in Hong Kong with a Chinese orchestra.

Often, the most effective cross-cultural education and exchange takes place not in a classroom or even on campus, but in the real world, when students have the chance to visit and immerse themselves in other cultures. CDNIS offers students multiple opportunities to do this:

🍁 **Cultural exchange programmes** during the summer and school breaks give students the chance to visit mainland China and Taiwan as part of their Chinese language and cultural studies.

🍁 **Experiential Learning**, a core part of CDNIS curriculum, focuses on giving students real-life experiences to enhance their learning, includes cultural engagement at all levels of instruction. As part of this, CDNIS Experience Week programmes take place on and off campus and include international trips around the Asia Pacific Region.

SUSTAINABILITY

In our mission to help students grow into caring and responsible global citizens, we teach and model stewardship for our planet. Students participate in a variety of sustainability initiatives, contributing to the development of their own self-reliance as they do so.

Our school supports Hong Kong's net-zero carbon emissions target through the installation of the 349 solar panels on our roof. This generates on average 3% of the school's electricity, a significant proportion that has seen nearly 74 metric tons of carbon dioxide equivalent emissions avoided each year. We have also reduced our electricity usage by 13% since the 2015/2016 school year.

On our Green Roof, students explore the food-production system while taking responsibility for the project and, by extension, their community. Through our partnership with Waste Wise, students gain insights into waste management and diversion by analyzing the school's waste-production data and trends, while also exploring effective waste-reduction techniques. Students gain valuable insights into sustainability management through our transportation policies and carbon tracking.

Students actively engage in on-campus clubs, including Eco-Action and Animal Welfare. Additionally, CDNIS is a proud member of The Alliance for Sustainable Schools, offering its Student Ambassadors a unique opportunity to connect with like-minded peers in the community and explore effective ways to implement sustainability initiatives within the school.

CDNIS has partnered with Retykle, a second-hand uniform reseller. Student volunteers are actively involved in sorting donations, managing the website and promoting the programme as a sustainable option.

Over the summer of 2024, a weather station was installed with the support of the Hong Kong Observatory, offering students access to local weather data and providing an exciting opportunity to engage with climate and extreme weather events.

Many CDNIS students assume leadership roles in sustainability and human rights organizations beyond the school, fostering personal growth through hands-on experience and active participation.



“ I had the opportunity to join the HandsOn HK Youth Advisory Board from 2022-2023. This experience enriched my understanding of how to scale impact as a leader and mobilize passionate youth. I learned the importance of partnership, and to this day collaborate with fellow students. ”

Sohana

HandsOn HK Youth Advisory Board -
Support for refugees and asylum seekers

EXTRA-CURRICULAR ACTIVITIES

Diverse interests are a sign of an active and enthusiastic student body, and CDNIS facilitates these extracurricular pursuits with excellent sports facilities and wide-ranging club offerings.

The Timberwolves sports programme gives students access to more than 20 different sports. Team sports such as volleyball, football, basketball, and water polo promote camaraderie and teamwork while individual pursuits such as badminton, climbing, swimming, fencing, and tennis help students develop athleticism and perseverance.

The Timberwolves play in three international school leagues: the International School Sports Federation of Hong Kong, Hong Kong Schools Sports Federation and the international South East Asia Student Activities Conference. Student athletes enjoy our indoor swimming pool, football pitch, full-sized gymnasium, and more such facilities.



Many and various extracurricular activities are available to Lower School and Upper School students alike. Lower School students can begin exploring their interests through offerings such as Junior Choir, Chinese Dance Team, the environmental club SEED, and the Lower School Student Council. Upper School students have access to a comprehensive programme that includes over 70 activities. This range encompasses performing arts, competitive sports, and various clubs as well as intramural and recreational activities.





PREPARING FOR THE FUTURE

Even as students enjoy a multifaceted and fulfilling life on campus, they also must prepare for their next chapter: university life.

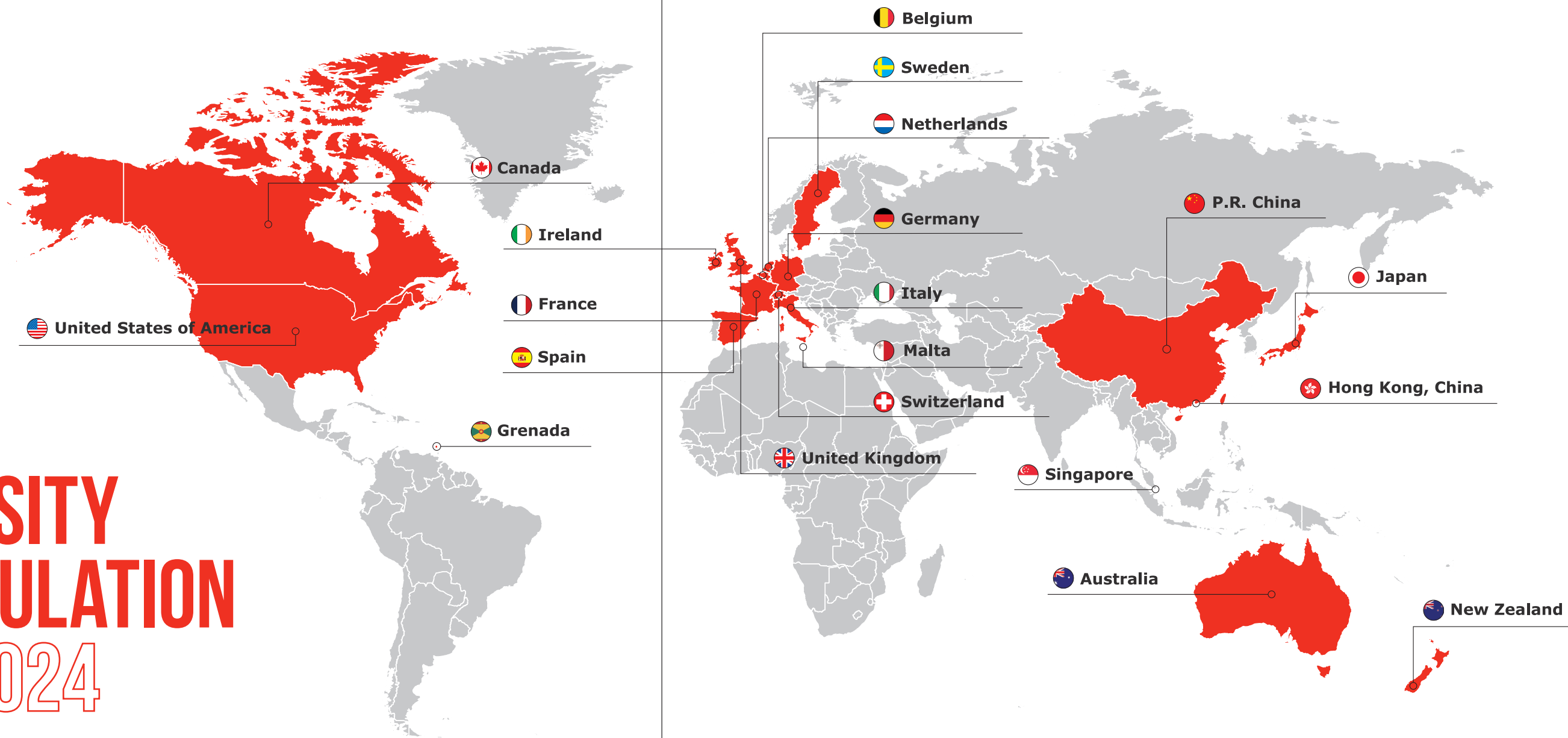
Our four university counsellors work individually with students from Grade 9 onwards, helping each student craft a standout admissions profile that highlights not only their academic strengths but also their unique extracurricular passions.

What sets our University Counselling Department apart is our team of experts, including former admissions directors from top-tier universities and professionals with decades of experience in university counselling. They bring invaluable insights into the admissions landscape, ensuring that students are prepared to navigate the higher education landscape.

Our extensive range of course offerings empowers students to explore diverse subjects, igniting their intellectual curiosity and guiding them toward their future ambitions. University counsellors work with students one-on-one to help them find the courses that both stimulate their interests and contribute meaningfully to a compelling admissions profile.

In addition to personalized counselling, these expert counsellors also organize informative workshops and seminars designed for both students and parents. These sessions demystify the university application process while helping families home in on the universities and programmes that best fit their aspirations.

UNIVERSITY MATRICULATION 2021-2024



Australia

Australia National University (1)
Monash University (2)
University of Melbourne (6)
University of New South Wales (4)
University of Sydney (1)

Belgium

KU Leuven (1)

Canada

Carleton University (1)
Dalhousie University (1)
Emily Carr University of Art and Design (1)
Huron at Western University (1)
McGill University (1)
NSCAD University (1)
Queen's University (1)
Simon Fraser University (3)
Toronto Metropolitan University (3)
University of British Columbia (25)
University of Toronto (57)
University of Victoria (1)
University of Waterloo (14)
Western University (4)
York University (3)

France

EDHEC Business School (1)
Sciences Po (1)

Germany

Technical University of Munich (1)

Grenada

St. George's University (1)

Hong Kong, China

Chinese University of Hong Kong (9)
City University of Hong Kong (1)
Hong Kong Baptist University (1)
Hong Kong University of Science and Technology (9)
University of Hong Kong (32)

Ireland

Trinity College Dublin (1)

Italy

Bocconi University (1)
Polytechnic University of Milan (1)

Japan

University of Aizu (1)

Malta

Queen Mary University of London - Malta (1)

Netherlands

Leiden University (2)
Leiden University College The Hague (1)
Tilburg University (1)

New Zealand

University of Otago (1)

P.R. China

Tsinghua University (1)

Singapore

National University of Singapore (1)

Spain

Esade Ramon Lull University (1)

Sweden

Lund University (1)

Switzerland

Ecole Hôtelière de Lausanne (1)
Les Roches International School of Hotel Management (1)

United Kingdom

City, University of London (1)
Durham University (8)
Imperial College London (6)
King's College London, University of London (12)
Leeds Arts University (1)
London Film Academy (1)
London School of Economics and Political Science (9)
Oxford Brookes University (1)
Queen Mary University of London (1)
Royal Veterinary College, University of London (4)
University College London (13)
University of Bath (6)
University of Bristol (3)
University of Cambridge (1)
University of Central Lancashire (1)
University of Edinburgh (6)
University of Exeter (4)

University of Glasgow (1)
University of Manchester (3)
University of Nottingham (1)
University of Oxford (3)
University of Sheffield (2)
University of Southampton (1)
University of St Andrews (7)
University of the Arts London (1)
University of the West of England (1)
University of Warwick (3)
University of York (1)

United States

Berklee College of Music (2)
Boston College (1)
Boston University (4)
Carnegie Mellon University (2)
Chapman University (1)
Claremont McKenna College (3)
Columbia University (1)
Cornell University (2)
Dartmouth College (1)
Emerson College (1)
Emory University (2)
Fordham University (1)
Georgia Institute of Technology (1)

Harvey Mudd College (1)
Johns Hopkins University (2)
Loyola Marymount University (2)
Middlebury College (1)
New York University (12)
Northeastern University (1)
Pennsylvania State University, University Park (1)
Pepperdine University (1)
Purdue University, West Lafayette (1)
Rice University (1)
Rutgers University (1)
Sarah Lawrence College (1)
Stony Brook University (1)
The New School (3)
Tufts University (1)
University of California, Berkeley (11)
University of California, Los Angeles (6)
University of California, San Diego (3)
University of Hawai'i at Manoa (2)
University of La Verne (1)
University of Southern California (7)
University of Washington (1)
University of Wisconsin (3)
Vanderbilt University (1)
Virginia Tech (1)

Canadian International School of Hong Kong

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