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The academic calendar is the official record of academic programs and courses by academic year.

The calendar contains information about programs of study, MacEwan policies and regulations that affect students, admission requirements, academic schedules, and other information that is important for student success.
PRESIDENT’S MESSAGE

Pages filled with policies, procedures and programs generally aren’t first-choice reading material, but for me this academic calendar represents endless possibilities. The courses, certificates, diplomas and degrees laid out here intersect to form roadmaps to the future for so many people. That is inspirational.

While this calendar organizes academic experiences by degree, diploma or certificate, you should know that the learning that you will take away from your time at MacEwan extends far beyond the individual courses needed to fulfill your program requirements.

As you flip through these pages—and as you make your way through your program—I hope you will make sure to read between the lines. To look for opportunities where you may not expect to find them. To pay attention to the interactions with your professors and peers, the connections you make to people studying in different fields and the experiences you have outside the classroom.

It’s often these intangible experiences that are the most transformative. That’s why we are working hard to create more opportunities for you to connect with people across different disciplines and who have different perspectives. We strongly believe that you should leave this university with all the benefits that come from having negotiated an education made up of many moving parts.

And we know that isn’t always going to be easy. So please remember that we’re here to support you along the way. Know that our faculty members are committed to teaching and supporting your success, and that our program advisors, counsellors—all of our staff—are dedicated to helping you navigate your educational journey.

We really do want to see you succeed, and we can’t wait to see where the roadmap you choose takes you.
UNIVERSITY PILLARS

For more info, please visit our website (https://www.macewan.ca/wcm/Discover/OurPriorities/UniversityPillars).

Students First
Focused on learner-centred teaching, student growth, opportunity and achievement.

Quality Education
Excellence is achieved here by combining a first-class education with an extraordinary student experience.

Personal Learning Experiences
We are a welcoming, intimate and inspiring learning environment where the individual student – the whole person – thrives.

Student-Engaged Research
We support and foster research and innovation that engages students, faculty and the community across all our programs.

An Engaged University
A ‘connected’ culture where students, faculty, staff and the community are linked — and collectively, collaboratively engaged in realizing their full potential.

Sustainability
We are committed to creative approaches to sustainability in education and campus operations — activating solutions for positive environmental, social and economic impact.

At the Heart of the City
A vibrant and vital urban experience. We are a hub of creative, scholarly and cultural activity in the core of the city — building, sharing in, and contributing to its growth and prosperity.

The MacEwan University Spirit
Our youthful energy comes from a pervasive excitement about the future — about how all of us can contribute to helping the university grow and succeed.

Approved by the Board of Governors, February 28, 2013
POSITIONING STATEMENT

MacEwan University inspires its students with a powerful combination of academic excellence and personal learning experiences. We provide a transformative education in a creative, collaborative and supportive learning environment.

We are an engaged university at the heart of the city where creativity and innovation thrive, and a unique student experience opens up diverse pathways for achievement and growth.

Approved by the Board of Governors, February 28, 2013
UNIVERSITY MANDATE

Grant MacEwan University is a public, board-governed Baccalaureate and Applied Studies Institution within Alberta's post secondary system, operating under the authority of the public colleges section of the Post secondary Learning Act. The University was officially renamed Grant MacEwan University by Order in Council on September 24, 2009.

Grant MacEwan University focuses on four primary types of programming:

- Baccalaureate degrees that prepare learners for employment and for graduate studies.
- Certificate, diploma and applied degree programs that prepare learners for entry to careers and employment, and for continued study in other credential areas.
- University transfer programs that prepare learners for degree completion at other degree-granting institutions.
- Preparatory programming that prepares learners for success in further post secondary studies.

Grant MacEwan University serves a diversity of learners in the following major areas of study: liberal arts, business/commerce, communications, education, engineering, health and human services, performing and visual arts, physical education and science. The University's innovative approaches to program delivery are designed to maximize graduates' opportunities to advance their careers and further their education.

Grant MacEwan University emphasizes a learner-centred approach to the provision of its programs and services. The University fosters student success through a focus on teaching excellence, interaction among faculty and students, flexible learning delivery and high quality student support. From prospective learners to alumni, students are provided with a wide range of services and support systems, residence and campus life activities, and intercollegiate and intramural sports programs. The University's inclusive governance structure provides many opportunities for leadership development that enable learners to develop skills to enhance their careers and future post secondary endeavours.

Grant MacEwan University supports a culture of research, scholarship and creative activity to inform pedagogy, support economic and community development, enhance learning, create opportunities for innovation, and foster the application and creation of new knowledge. By incorporating a global focus in its research and teaching, serving a diverse range of Canadian and international faculty and students, and providing opportunities for knowledge dissemination and study abroad, the University aims to provide all researchers and learners with opportunities to develop the skills and attitudes to function successfully in an interconnected world economy and society.

Grant MacEwan University serves primarily the greater Edmonton region and northern Alberta by responding to the learning needs of business, industry, government and communities. Through distance delivery and eCampusAlberta, the University extends educational access across Canada and internationally. As a strong partner in Campus Alberta, Grant MacEwan University collaborates with stakeholders and partners to advance student mobility, conducts applied research, develops shared services and delivers continuing professional education and customized training.

Approved by the Board of Governors, May 20, 2010
DISCLAIMER AND IMPORTANT NOTICE

MacEwan University makes every effort to ensure accuracy in all university publications. However, if there is inconsistency with the information as published and that which resides in official university policy, the official university policy will prevail. Further, MacEwan University reserves the right to make changes in the information provided within this academic calendar without prior notice.

The Programs of Study listed in this academic calendar are available for the intake year for which the academic calendar applies. Further, the university reserves the right to change the content or structure of a Program of Study, and all reasonable attempts will be made to notify active program students.

The university also reserves the right to update course content, prerequisites and co-requisites without prior notice. In addition, not every course listed in the academic calendar will be offered every year. Further, the university reserves the right to implement new policies, regulations and procedures which may not be available at time of publication.

The university will not be held responsible for any loss, damage or other expense in relation to any changes to information contained within this academic calendar.

Students are responsible for informing themselves on matters related to admission, program and graduation requirements, and other academic matters including policies, regulations and procedures. Students are also responsible for ensuring the accuracy and completeness of their enrolment, and are strongly encouraged to consult with and to seek advice on academic and program planning matters from program and discipline advisors.

By the act of applying to a program and/or enrolment into courses, each student agrees to be bound by the policies and procedures of the university.
### Academic Schedule

#### September 1, 2018 to August 31, 2019

**Fall 2018 and Winter 2019 Terms**

<table>
<thead>
<tr>
<th>Important Dates/Deadlines</th>
<th>Fall 2018</th>
<th>Winter 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation.</td>
<td>Sep 6</td>
<td>Jan 4</td>
</tr>
<tr>
<td>Regular Session classes begin.</td>
<td>Sep 10</td>
<td>Jan 7</td>
</tr>
<tr>
<td>Last day to apply for Fall Convocation.</td>
<td>Sep 15</td>
<td></td>
</tr>
<tr>
<td>Last day to add or drop Regular Session classes. No refunds after this date.</td>
<td>Sep 19</td>
<td>Jan 16</td>
</tr>
<tr>
<td>Last day for payment of Regular Session tuition and fees.</td>
<td>Sep 28</td>
<td>Jan 31</td>
</tr>
<tr>
<td>Fall Convocation.</td>
<td>Nov 20</td>
<td></td>
</tr>
<tr>
<td>Reading Break. No Regular Session classes.</td>
<td>Nov 13-14</td>
<td>Feb 19-22</td>
</tr>
<tr>
<td>Last day of classes. Last day to withdraw from Regular Session classes without academic penalty.</td>
<td>Dec 10</td>
<td>Apr 5</td>
</tr>
<tr>
<td>Final Exams.</td>
<td>Dec 12-21</td>
<td>Apr 9-18</td>
</tr>
<tr>
<td>Last day to apply for Spring Convocation.</td>
<td>Jan 4</td>
<td>Apr 29</td>
</tr>
<tr>
<td>Session grades due.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Not all classes follow the regular session dates listed on this schedule.
2. A grade of “W” (withdrawn) will be shown on the academic record up to and including the last day to withdraw.
3. Classes without final exams may be scheduled into the exam period.

#### Spring/Summer 2019 Term

<table>
<thead>
<tr>
<th>Important Dates/Deadlines</th>
<th>May Session</th>
<th>June Session</th>
<th>Spring Session 4</th>
<th>July Session</th>
<th>August Session</th>
<th>Summer Session 4</th>
<th>Spring/Summer Session 4</th>
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</thead>
<tbody>
<tr>
<td>Start of classes. 1</td>
<td>May 1</td>
<td>Jun 3</td>
<td>May 1</td>
<td>Jul 2</td>
<td>Aug 1</td>
<td>Jul 2</td>
<td>May 1</td>
</tr>
<tr>
<td>Last day to add or drop classes. No refunds after this date. 2</td>
<td>May 3</td>
<td>Jun 5</td>
<td>May 7</td>
<td>Jul 4</td>
<td>Aug 6</td>
<td>Jul 8</td>
<td>May 10</td>
</tr>
<tr>
<td>Last day for payment of tuition and fees. 3</td>
<td>May 7</td>
<td>Jun 7</td>
<td>May 14</td>
<td>Jul 8</td>
<td>Aug 8</td>
<td>Jul 15</td>
<td>May 31</td>
</tr>
<tr>
<td>Spring Convocation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Jun 18-20</td>
</tr>
<tr>
<td>Last day of classes. Last day to withdraw from classes without academic penalty. 2</td>
<td>May 21</td>
<td>Jun 20</td>
<td>Jun 17</td>
<td>Jul 19</td>
<td>Aug 21</td>
<td>Aug 19</td>
<td>Aug 2</td>
</tr>
<tr>
<td>Session grades due. 4</td>
<td>May 29</td>
<td>Jun 28</td>
<td>Jun 28</td>
<td>Jul 29</td>
<td>Aug 29</td>
<td>Aug 29</td>
<td>Aug 14</td>
</tr>
</tbody>
</table>

1. Not all classes follow the regular session dates listed on this schedule.
2. A grade of “W” (withdrawn) will be shown on the academic record up to and including the last day to withdraw.
3. Classes without final exams may be scheduled into the exam period.
Spring session classes run May through June, summer session classes run July through August and spring/summer classes run May through August.

For spring/summer term, final exam dates for students enrolled in distance/online courses may differ from this schedule.

### 2018-2019 Holidays Observed

<table>
<thead>
<tr>
<th>Date</th>
<th>University Closed</th>
</tr>
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<tbody>
<tr>
<td>Sep 3</td>
<td>Labour Day</td>
</tr>
<tr>
<td>Oct 8</td>
<td>Thanksgiving Day</td>
</tr>
<tr>
<td>Nov 12</td>
<td>Remembrance Day observed</td>
</tr>
<tr>
<td>Dec 24</td>
<td>Christmas Eve</td>
</tr>
<tr>
<td>Dec 25</td>
<td>Christmas Day</td>
</tr>
<tr>
<td>Dec 26-31</td>
<td>University Closed</td>
</tr>
<tr>
<td>Jan 1</td>
<td>New Year's Day</td>
</tr>
<tr>
<td>Feb 18</td>
<td>Family Day</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Good Friday</td>
</tr>
<tr>
<td>Apr 22</td>
<td>Easter Monday</td>
</tr>
<tr>
<td>May 20</td>
<td>Victoria Day</td>
</tr>
<tr>
<td>Jul 1</td>
<td>Canada Day</td>
</tr>
<tr>
<td>Aug 5</td>
<td>Heritage Day</td>
</tr>
</tbody>
</table>
CAMPUS LOCATIONS

For hours of operation, visit MacEwan.ca/Campuses (https://MacEwan.ca/Campuses)

City Centre Campus
10700 – 104 Avenue NW
Edmonton, AB T5J 4S2
Switchboard: 780-497-5040

Alberta College Campus
10050 MacDonald Drive NW
Edmonton, AB T5J 2B7
Switchboard: 780-497-5040
## PHONE DIRECTORY

### General Inquiries and Frequently Called Areas

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Switchboards</td>
<td></td>
</tr>
<tr>
<td>City Centre Campus – Main Campus</td>
<td>780-497-5040</td>
</tr>
<tr>
<td>Welcome Centre</td>
<td>780-633-3434</td>
</tr>
<tr>
<td>Alberta College Campus</td>
<td>780-497-4400</td>
</tr>
<tr>
<td>(Continuing Education)</td>
<td></td>
</tr>
<tr>
<td>Toll-free</td>
<td>1-855-797-4400</td>
</tr>
<tr>
<td>Admissions</td>
<td>780-497-5000</td>
</tr>
<tr>
<td>Advising – Future Students and Financial Aid</td>
<td>780-497-5000</td>
</tr>
<tr>
<td>Alumni and Development</td>
<td>780-497-5410</td>
</tr>
<tr>
<td>Bookstores</td>
<td></td>
</tr>
<tr>
<td>mstore - City Centre Campus</td>
<td>780-497-5482</td>
</tr>
<tr>
<td>Griffins Landing</td>
<td>780-497-5463</td>
</tr>
<tr>
<td>Toll-free</td>
<td>1-866-418-0391</td>
</tr>
<tr>
<td>Campus Security (urgent calls only)</td>
<td>780-497-5555</td>
</tr>
<tr>
<td>Enrolment/Registration</td>
<td>780-497-5000</td>
</tr>
<tr>
<td>Fees and Fee Payments</td>
<td>780-497-5000</td>
</tr>
<tr>
<td>MacEwan International</td>
<td>780-497-5397</td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>John L. Haar, City Centre Campus</td>
<td>780-497-5850</td>
</tr>
<tr>
<td>Alberta College Campus</td>
<td>780-633-3733</td>
</tr>
<tr>
<td>Lost and Found</td>
<td>780-497-5554</td>
</tr>
<tr>
<td>Medical Clinic</td>
<td>780-497-5699</td>
</tr>
<tr>
<td>Print Services</td>
<td>780-497-5036</td>
</tr>
<tr>
<td>Residence</td>
<td>780-633-8000</td>
</tr>
<tr>
<td>Toll-free</td>
<td>1-877-497-4017</td>
</tr>
<tr>
<td>Scholarships, Awards, and Bursaries</td>
<td>780-497-5033</td>
</tr>
<tr>
<td>Technology Support</td>
<td>780-497-4357</td>
</tr>
<tr>
<td>Toll-free</td>
<td>1-877-497-4267</td>
</tr>
<tr>
<td>Transcripts</td>
<td>780-497-5000</td>
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<tr>
<td>Transportation Services</td>
<td>780-497-5875</td>
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### Programs

<table>
<thead>
<tr>
<th>Office</th>
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<tbody>
<tr>
<td>Accounting and Strategic Measurement</td>
<td>780-497-5162</td>
</tr>
<tr>
<td>Acupuncture</td>
<td>780-497-4610</td>
</tr>
<tr>
<td>Arts and Cultural Management</td>
<td>780-497-4364</td>
</tr>
<tr>
<td>Asia Pacific Management</td>
<td>780-497-5162</td>
</tr>
<tr>
<td>Bachelor of Applied Business Administration – Accounting (suspended)</td>
<td>780-497-5162</td>
</tr>
<tr>
<td>Bachelor of Applied Human Service Administration</td>
<td>780-497-5164</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>780-497-4505</td>
</tr>
<tr>
<td>Bachelor of Child and Youth Care</td>
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</tr>
<tr>
<td>Full-time</td>
<td>780-497-5657</td>
</tr>
<tr>
<td>Part-time</td>
<td>780-497-5614</td>
</tr>
<tr>
<td>Bachelor of Commerce</td>
<td>780-497-5657</td>
</tr>
<tr>
<td>Bachelor of Communication Studies</td>
<td>780-497-5614</td>
</tr>
<tr>
<td>Bachelor of Education Transfer</td>
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<tr>
<td>see Bachelor of Arts</td>
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<tr>
<td>Bachelor of Music in Jazz and Contemporary</td>
<td>780-497-4436</td>
</tr>
<tr>
<td>Popular Music</td>
<td>780-497-4056</td>
</tr>
<tr>
<td>Bachelor of Physical Education Transfer</td>
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<tr>
<td>Bachelor of Psychiatric Nursing</td>
<td>780-497-5874</td>
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<tr>
<td>Bachelor of Science</td>
<td>780-497-4505</td>
</tr>
<tr>
<td>Bachelor of Science in Engineering Transfer</td>
<td>780-497-4505</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
<td>780-497-5874</td>
</tr>
<tr>
<td>Bachelor of Social Work</td>
<td>780-497-5099</td>
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<tr>
<td>Business Management</td>
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<tr>
<td>Insurance and Risk Management</td>
<td>780-497-5162</td>
</tr>
<tr>
<td>Professional Golf Management (suspended)</td>
<td>780-497-5162</td>
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<tr>
<td>Regular/Aviation Management</td>
<td>780-497-5162</td>
</tr>
<tr>
<td>Cardiac Nursing</td>
<td>780-497-5188</td>
</tr>
<tr>
<td>Toll-free</td>
<td>1-888-497-9390</td>
</tr>
<tr>
<td>Correctional Services</td>
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<tr>
<td>Full-Time</td>
<td>780-497-5379</td>
</tr>
<tr>
<td>Distance</td>
<td>780-497-5186</td>
</tr>
<tr>
<td>Design Studies</td>
<td>780-497-4312</td>
</tr>
<tr>
<td>Disability Management in the Workplace (suspended)</td>
<td>780-497-5188</td>
</tr>
<tr>
<td>Toll-free</td>
<td>1-888-497-9390</td>
</tr>
<tr>
<td>Disability Studies: Leadership and Community (suspended)</td>
<td>780-497-5000</td>
</tr>
<tr>
<td>Early Learning and Child Care</td>
<td>780-497-5146</td>
</tr>
<tr>
<td>Emergency Communications and Response</td>
<td>780-497-5379</td>
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<tr>
<td>English as a Second Language</td>
<td>780-497-4000</td>
</tr>
<tr>
<td>Fine Art</td>
<td>780-497-4321</td>
</tr>
<tr>
<td>General Studies (suspended)</td>
<td>780-497-4505</td>
</tr>
<tr>
<td>Hearing Aid Practitioner</td>
<td>780-497-5723</td>
</tr>
<tr>
<td>Toll-free</td>
<td>1-888-497-5622 ext. 5723</td>
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<tr>
<td>Human Resources Management</td>
<td>780-497-5162</td>
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<tr>
<td>Legal Assistant</td>
<td>780-497-5162</td>
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<tr>
<td>Library and Information Technology</td>
<td>780-497-5162</td>
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<tr>
<td>Massage Therapy</td>
<td>780-497-5704</td>
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<tr>
<td>Occupational Health Nursing</td>
<td>780-497-5188</td>
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<tr>
<td>Toll-free</td>
<td>1-888-497-9390</td>
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<tr>
<td>Office Assistant</td>
<td>780-497-5162</td>
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<tr>
<td>Paralegal Studies</td>
<td>780-497-5162</td>
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<tr>
<td>Perioperative Nursing for Registered Nurses</td>
<td>780-497-5188</td>
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<tr>
<td>Toll-free</td>
<td>1-888-497-9390</td>
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<tr>
<td>Police and Investigations</td>
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### Office Directory

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Full-time</td>
<td>780-497-5186</td>
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<tr>
<td>Part-time</td>
<td>780-497-5379</td>
</tr>
<tr>
<td>Post-basic Nursing Practice</td>
<td>780-497-5188</td>
</tr>
<tr>
<td>Toll-free</td>
<td>1-888-497-9390</td>
</tr>
<tr>
<td>Preparation for University and College</td>
<td>780-497-4029</td>
</tr>
<tr>
<td>Psychiatric Nursing</td>
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<tr>
<td>Edmonton</td>
<td>780-497-5874</td>
</tr>
<tr>
<td>Ponoka</td>
<td>403-783-7801</td>
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<tr>
<td>Public Relations</td>
<td>780-497-5162</td>
</tr>
<tr>
<td>Social Work</td>
<td>780-497-5154</td>
</tr>
<tr>
<td>Special Needs Educational Assistant</td>
<td>780-497-5569</td>
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<tr>
<td>Theatre Arts</td>
<td>780-497-4393</td>
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<tr>
<td>Theatre Production</td>
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<tr>
<td>Therapist Assistant</td>
<td>780-497-5723</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Wound Management</td>
<td>780-497-5188</td>
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<td>Toll-free</td>
<td>1-888-497-9390</td>
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### Deans

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Faculty of Arts and Science</td>
<td></td>
</tr>
<tr>
<td>Interim Dean, Dr. Melike Schalomon</td>
<td>780-497-5331</td>
</tr>
<tr>
<td>Associate Dean, Students, Dr. Rob Wiznura</td>
<td>780-497-5302</td>
</tr>
<tr>
<td>Associate Dean, Academic, Dr. Joanne Minaker</td>
<td>780-633-3988</td>
</tr>
<tr>
<td>Faculty of Fine Arts and Communications</td>
<td></td>
</tr>
<tr>
<td>Dean, Dr. Allan Gilliland</td>
<td>780-497-4468</td>
</tr>
<tr>
<td>Associate Dean, Rose Ginther</td>
<td>780-633-3715</td>
</tr>
<tr>
<td>Faculty of Health and Community Studies</td>
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</tr>
<tr>
<td>Dean, Dr. Fred McGinn</td>
<td>780-497-5155</td>
</tr>
<tr>
<td>Associate Dean, Sharon Hobden</td>
<td>780-497-5181</td>
</tr>
<tr>
<td>Interim Associate Dean, Cassie Prochnau</td>
<td>780-497-5733</td>
</tr>
<tr>
<td>Faculty of Nursing</td>
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<tr>
<td>Dean, Dr. Vince Slayers</td>
<td>780-497-5056</td>
</tr>
<tr>
<td>Associate Dean, Dr. Cheryl Pollard</td>
<td>780-633-3232</td>
</tr>
<tr>
<td>Library</td>
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<tr>
<td>Dean, Debbie McGugan</td>
<td>780-497-5894</td>
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<tr>
<td>School of Business</td>
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<tr>
<td>Dean, Dr. Wanda Costen</td>
<td>780-497-4580</td>
</tr>
<tr>
<td>Associate Dean, Students, Sherif Elbarrad</td>
<td>780-497-5236</td>
</tr>
<tr>
<td>Associate Dean, Research and International, Dr. William Wei</td>
<td>780-633-3535</td>
</tr>
<tr>
<td>School of Continuing Education</td>
<td></td>
</tr>
<tr>
<td>Dean, Dr. Heather McRae</td>
<td>780-497-4743</td>
</tr>
</tbody>
</table>

### Office of the University Registrar

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Registrar, David McLaughlin</td>
<td>780-497-5039</td>
</tr>
<tr>
<td>Associate Registrar, Student Records and Services, Melissa Merrigan</td>
<td>780-497-4235</td>
</tr>
<tr>
<td>Associate Registrar, Information Systems and Scheduling, Michelle Fraser</td>
<td>780-497-5005</td>
</tr>
<tr>
<td>Associate Registrar, Admissions and Transfer, Anthony Norrad</td>
<td>780-633-3367</td>
</tr>
<tr>
<td>Associate Registrar, Calendar, John Beke</td>
<td>780-497-5878</td>
</tr>
<tr>
<td>Director, Student Financial Aid, Frances Billingsley</td>
<td>780-633-3110</td>
</tr>
</tbody>
</table>

### Services for Students

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kihew Watston (KW) - Indigenous Education Centre</td>
<td>780-497-5382</td>
</tr>
<tr>
<td>Athletics - Griffins Teams</td>
<td>780-497-5324</td>
</tr>
<tr>
<td>Child Care Centre</td>
<td>780-497-5195</td>
</tr>
<tr>
<td>Sports and Wellness - Main Switchboard</td>
<td>780-497-5300</td>
</tr>
<tr>
<td>Students’ Association of MacEwan University (SAMU)</td>
<td></td>
</tr>
<tr>
<td>City Centre Campus</td>
<td>780-597-5631</td>
</tr>
<tr>
<td>Alberta College Campus</td>
<td>780-633-3786</td>
</tr>
<tr>
<td>Student Affairs General Inquiries</td>
<td>780-497-5063</td>
</tr>
<tr>
<td>Student Affairs Executive Office</td>
<td>780-497-5064</td>
</tr>
<tr>
<td>Executive Director, Student Affairs</td>
<td>780-497-4575</td>
</tr>
<tr>
<td>Executive Director’s Assistant, Student Affairs</td>
<td>780-497-5414</td>
</tr>
<tr>
<td>Student of Concern Team: 24-7 Line</td>
<td>780-497-5555</td>
</tr>
<tr>
<td>Director, Security Services</td>
<td>Cell 780-235-2429</td>
</tr>
<tr>
<td>Executive Director, Student Affairs</td>
<td>780-497-4575</td>
</tr>
<tr>
<td>Wellness and Psychological Services</td>
<td></td>
</tr>
<tr>
<td>Chair, Wellness and Psychological Services</td>
<td>780-497-5063</td>
</tr>
<tr>
<td>Alberta College Wellness and Psychological Services</td>
<td>780-633-3708</td>
</tr>
<tr>
<td>Career Development and Experiential Learning (CDEL)</td>
<td>780-633-5312</td>
</tr>
<tr>
<td>Manager, CDEL</td>
<td>780-633-3405</td>
</tr>
<tr>
<td>Technology Support (ORBIS &amp; Titanium)</td>
<td>780-497-4529</td>
</tr>
<tr>
<td>Student Leadership Development and Community Engagement (SLDCE)</td>
<td>780-633-3405</td>
</tr>
<tr>
<td>Manager, SLDCE</td>
<td>780-497-3735</td>
</tr>
<tr>
<td>MacEwan University Ambassadors</td>
<td>780-497-5817</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Golden Key Honor Society</td>
<td>780-497-5817</td>
</tr>
<tr>
<td>Team Lead, Student Learner Services &amp; Writing Centre, SLDCE</td>
<td>780-497-5063</td>
</tr>
<tr>
<td>Campus Tours and Welcome Desk</td>
<td>780-633-3434</td>
</tr>
<tr>
<td>Services to Students with Disabilities (all campuses)</td>
<td>780-497-5886</td>
</tr>
<tr>
<td>Chair, SSD</td>
<td>780-497-5811</td>
</tr>
<tr>
<td>Toll-free</td>
<td>1-888-497-4622</td>
</tr>
<tr>
<td>Student Conduct, Community Standards and Values Academic Integrity Office</td>
<td>780-633-3083</td>
</tr>
<tr>
<td>Business Strategy and Financial Operations, Student Affairs Manager, Student Affairs</td>
<td></td>
</tr>
<tr>
<td>Business and Finance</td>
<td>780-497-4779</td>
</tr>
<tr>
<td>Writing and Learning Services</td>
<td>780-497-5063</td>
</tr>
</tbody>
</table>

**Administration**

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Team</td>
<td></td>
</tr>
<tr>
<td>President, Dr. Deborah Saucier</td>
<td>780-497-5401</td>
</tr>
<tr>
<td>Provost and Vice-President Academic, Dr. Craig Monk</td>
<td>780-497-5644</td>
</tr>
<tr>
<td>Vice-President, University Relations, TBD Myrna Khan</td>
<td></td>
</tr>
<tr>
<td>Vice-President and General Counsel, 780-497-5750 Michelle Plouffe</td>
<td></td>
</tr>
<tr>
<td>Vice-President, Resources &amp; People, 780-497-5890 John McGrath</td>
<td></td>
</tr>
</tbody>
</table>
REGISTRARIAL INFORMATION

Quick Links:

• Admissions and Transfer (p. 19)
• Enrolment (p. 28)
• Student Records and Transcripts (p. 29)
• Fees (p. 32)
• Educational Funding, Scholarships and Awards (p. 37)
• International Students (p. 38)
• Institutional Graduation Regulations (p. 40)
• Privacy and Confidentiality (p. 41)
ADMISSIONS AND TRANSFER

Contact Information
780-497-5000
Toll-free: 1-888-497-4622
Canadian applicants: admissions@macewan.ca
International applicants: admissions@macewan.ca
Transfer credit: transferunit@macewan.ca

General Admission Information
Each program at MacEwan University has a unique set of admission requirements. Be sure to read the complete admission requirements under the program section of this academic calendar.

Admission Dates and Deadlines

<table>
<thead>
<tr>
<th>Term</th>
<th>Opening Dates</th>
<th>Deadline Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (September)</td>
<td>October 1</td>
<td>March 30 or June 30¹</td>
</tr>
<tr>
<td>Winter (January)</td>
<td>February 1</td>
<td>September 30 or November 30¹</td>
</tr>
<tr>
<td>Spring/Summer (May/June)</td>
<td>May 1 (for the following August 31 year)</td>
<td>August 31</td>
</tr>
</tbody>
</table>

¹ Refer to website link below for program specific deadlines: MacEwan.ca/wcm/Registrar/Admissions/AdmissionDatesDeadlines

International applicants: Unless an earlier closing date is indicated, international applicants must apply by May 1 for Fall intakes and September 1 for winter intakes.

Apply and Pay Application Fee
Apply online at MacEwan.ca (http://MacEwan.ca). The application requires a non-refundable $110 fee that cannot be applied towards tuition.

The application fee must be paid each time an application for admission is submitted.

The Office of the University Registrar will send an email containing network ID information once an application and payment has been received.

The network ID will provide applicants with a secure login to the student portal at myMacEwan.ca where the applicant will be able to locate information regarding the admission status and check their secure MacEwan email account.

Students who were registered in a program, and who have taken a break in their studies of twelve (12) consecutive months or more are required to apply for re-admission to their program, pay the application fee, and meet the admission and graduation requirements in effect at that time.

Application Evaluation
Classification of High School Courses
Acceptable Alberta Education Grade 12 subjects, other than English Language Arts 30-1, have been classified into four groups: A, B, C, and D. The Grade 12 courses listed are based on Alberta Education approved curriculum and nomenclature. Prospective applicants from other provinces and territories should visit our website at MacEwan.ca/HighSchoolSubjects for out-of-province equivalencies.

Applicants who are home schooled will be required to complete the Alberta Education diploma examinations (or equivalent) in order to meet any high school course requirement.

For admission purposes, MacEwan University will use the higher of either the high school grade or the Advanced Placement (AP) grade/international Baccalaureate (IB) grade.

Group A (Humanities)
1. Social Studies 30-1
2. 30-level language other than English
3. Aboriginal Studies 30

Notes:

a. Any one of the following courses will meet the 30-level language other than English requirement: French 21, 20S, 20N, 30S, 30N; French 31, 31A, 31B, 31C, 30-3Y, 30-9Y; French Language Arts 20, 30, 30-1, 30-2; Français 20, 30, 30-1, 30-2; Langue et Litterature 20, 30.

b. Any one of the following courses will also meet the 30-level language other than English requirement: Blackfoot Language & Culture 30; Chinese Language Arts 30; Chinese Language & Culture 30; Cree Language & Culture 30; German Language Arts 30; German Language & Culture 30; Italian Language & Culture 30; Japanese Language & Culture 30; Latin 30; Spanish Language & Culture 30; Ukrainian Language Arts 30; Ukrainian Language & Culture 30. There are other 35-level locally developed courses which may also be used to meet the language other than English requirement.

Group B (Fine Arts)
1. Art 30
2. Art 31
3. Communication Technology Advanced (CTS) (5 credits)
4. Dance 35
5. Drama 30
6. Music 30 (Choral, Instrumental or General (5 credits)
7. Musical Theatre 35
8. Music 35
9. Performing Arts 35 A, B, or C
10. Additional 35-level Fine Arts courses may be considered

Note: Equivalents of Music 30: Conservatory Canada, Grade 8 Practical and Grade IV Theory; Royal Conservatory of Music of Toronto, Grade 8 Practical and Grade II Theory, Mount Royal University, Grade 8 Practical and Grade II Theory. Documents must be presented to Alberta Education for evaluation.
**Group C (Sciences)**
1. Biology 30
2. Chemistry 30
3. Computing Science Advanced (CTS) (5 credits)
4. Mathematics 30-1
5. Mathematics 30-2 (cannot be used for admission with Mathematics 30-1)
6. Mathematics 31
7. Physics 30
8. Science 30

**Group D (Options)**
Applicants using a Group D subject for admission must present either one 5-credit subject or any combination of two 3-credit subjects. Career and Technology Studies (CTS) courses may be used only if a minimum 5-credits are presented at the advanced level in the same subject area. Specific course examples can be found on our website at MacEwan.ca/HighSchoolSubjects (http://MacEwan.ca/HighSchoolSubjects).

Apprenticeship, Work Experience, Special Projects and Career and Life Management (CALM) courses are not considered for admission.

**University Credit Substitutions for High School Courses**
This chart lists university credit that can be substituted in cases where applicants do not present the appropriate Grade 12 courses. **Note:** 'cr' = credits

### University Credits Required

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Group A (Humanities)**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Other Than English</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Humanities or Social Sciences</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Group B (Fine Arts)**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Group C (Sciences)**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (algebra)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (calculus)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Biology (e.g. botany, genetics, microbiology, zoology)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 33

1. SOCI 100 can be used as a substitution for Social 30-1/30-2. This is the only course that can be used to substitute for Social 30-1/30-2
2. If no specific Group C course is listed as an admission requirement, any course from a science discipline—including PSYC 104—can be used as a group C subject.
3. For admission into Bachelor of Science in Nursing, Botany and Zoology cannot be used as BIOL 030 substitutions.

**English Language Proficiency (ELP)**

**Bachelor Degrees (Excluding Bachelor of Science in Nursing)**
If your primary language is not English, you must present one of the following:

1. Primary language will be defined as the language in which the applicant is most proficient. The primary language must also be the applicant’s language of instruction in the last three years of study as well as the applicant’s language for daily written and oral communication.

<table>
<thead>
<tr>
<th>Tests/Language Assessments</th>
<th>Required Score</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>IELTS - Academic (International English Language Testing System)</td>
<td>Minimum overall band score of 6.5 and a minimum score of 5.5 in each component</td>
<td><a href="http://www.ielts.org">www.ielts.org</a> (<a href="http://www.ielts.org">http://www.ielts.org</a>)</td>
</tr>
<tr>
<td>TOEFL (Test of English as a Foreign Language)</td>
<td>86 iBT (internet-based) and a minimum score of 21 on all 4 sections of reading/listening/speaking/writing or 580 PBT (paper-based) with a minimum score of 50 in each component</td>
<td><a href="http://www.toefl.org/infobull">www.toefl.org/infobull</a> (<a href="http://www.toefl.org/infobull">http://www.toefl.org/infobull</a>)</td>
</tr>
<tr>
<td>CAEL (Canadian Academic English Language Assessment)</td>
<td>Minimum overall band score of 70 and a minimum score of 60 in each band</td>
<td><a href="http://www.cael.ca">www.cael.ca</a> (<a href="http://www.cael.ca">http://www.cael.ca</a>)</td>
</tr>
<tr>
<td>PTE - Academic Pearson Test of English</td>
<td>PTE Academic with a minimum overall score of 59 and a minimum score of 56 in each band</td>
<td><a href="http://www.pearsonpte.com">www.pearsonpte.com</a> (<a href="http://www.pearsonpte.com">http://www.pearsonpte.com</a>)</td>
</tr>
<tr>
<td>Cambridge English: Advanced or Cambridge English: Proficiency - Cambridge English Language Assessment</td>
<td>Minimum overall score of 180 and a minimum score of 165 in each skill</td>
<td><a href="http://www.cambridgeenglish.org">www.cambridgeenglish.org</a> (<a href="http://www.cambridgeenglish.org">http://www.cambridgeenglish.org</a>)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Experience</th>
<th>Required Score</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta English 30-1 or ELA 30-1</td>
<td>75% (final blended grade)</td>
<td></td>
</tr>
<tr>
<td>IB (International Baccalaureate) Higher Level English A1, A2, or English B</td>
<td>6.0 (minimum grade)</td>
<td><a href="http://www.ibo.org">www.ibo.org</a> (<a href="http://www.ibo.org">http://www.ibo.org</a>)</td>
</tr>
<tr>
<td>AP (Advanced Placement) - English College Board Exam</td>
<td>4.0 (minimum score)</td>
<td><a href="http://www.collegeboard.org/ap">www.collegeboard.org/ap</a> (<a href="http://www.collegeboard.org/ap">http://www.collegeboard.org/ap</a>)</td>
</tr>
</tbody>
</table>
ENGL 086 - ELP for University Reading and Writing and ENGL 087 - ELP for University - Listening and Speaking (formerly ENGL 0106) - Completed at MacEwan University or Global Village, Calgary

ERDW 085 Reading and Writing for Academic Purposes AND ESPL 085 Speaking and Listening for Academic Purposes and EOPT 068 Research Writing (formerly ESLG 085/ESLG 0105): Completed at MacEwan University

EAP 140 and EAP 145: Completed at University of Alberta or Canadian College of English Language

6 credits of transferable university level English Language and Literature course(s)

An O-level, GSCE, or IGCSE English Language or Literature course

Previous post secondary degree

Three years of full-time education in English

Three years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required for graduation is equivalent to that in English language schools/institutions in Canada

B - (minimum grade in each course)

B - (minimum grade in each course)

B+ (minimum grade in each course)

B (minimum grade)

Successful completion of both courses. Official transcripts must be provided.

Successful completion of 3 years of full-time education in English: a) In Canada including the grade 12 year. This can be a combination of secondary and post secondary education b) In another country where English is recognized as an official language of instruction c) At a recognized school/institution which uses English as the primary language of instruction

Enrolment in English as a Second Language (ESL) courses or programs will not be included in the calculation of three years of full time study. Enrolment must be in a regular high school or post secondary credit program. Failing grades/courses will not be counted when calculating full time attendance. Only courses with passing grades will be considered.

Three years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required for graduation is equivalent to that in English language schools/institutions in Canada

Successful completion

An applicant who is completely bilingual and fluent in English shall be entitled to submit a written petition to the Office of the University Registrar providing evidence that the applicant’s English language proficiency exceeds the specified minimum levels, and requesting exemption from the language proficiency requirement. If you are fully bilingual and fluent in English, your petition should detail this – your background; your educational and personal experience with English; the language of instruction throughout your schooling and the language you use at home and on a daily basis; why you believe that an exception to the requirement is warranted in your situation. Attestations from former English instructors and reports of any standardized English language proficiency tests may be supportive of your petition.

The Admissions Unit of the Office of the University Registrar will review the petition for possible waiver. Successful petition will not guarantee admission to another institution.

Certificates, Diplomas, and Applied Degrees

If your primary language is not English, you must present one of the following:

1. Primary language will be defined as the language in which the applicant is most proficient. The primary language must also be the applicant’s language of instruction in the last three years of study as well as the applicant’s language for daily written and oral communication.

Tests/Language Assessments | Required Score | Website
---|---|---
IELTS - Academic (International English Language Testing System) | Minimum overall band score of 6.5 and a minimum score of 5.5 in each component | www.ielts.org (http://www.ielts.org)
TOEFL (Test of English as a Foreign Language) | 76 iBT (internet-based) and a minimum score of 18 on all 4 sections of reading/listening/speaking/writing or 550 PBT (paper-based) | www.toefl.org/inforbullet (http://www.toefl.org/inforbullet)
CAEL (Canadian Academic English Language Assessment) | Minimum overall band score of 60 and a minimum score of 60 in each band | www.cael.ca (http://www.cael.ca)
<table>
<thead>
<tr>
<th>Educational Experience</th>
<th>Required Score</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta English 30-1 or ELA 30-1</td>
<td>65% (final blended grade)</td>
<td></td>
</tr>
<tr>
<td>IB (International Baccalaureate) Higher Level English A1, A2, or English B</td>
<td>5.0 (minimum grade)</td>
<td><a href="http://www.ibo.org">www.ibo.org</a> (<a href="http://www.ibo.org">http://www.ibo.org</a>)</td>
</tr>
<tr>
<td>AP (Advanced Placement) - English College Board Exam</td>
<td>3.0 (minimum score)</td>
<td><a href="http://www.collegeboard.org/ap">www.collegeboard.org/ap</a> (<a href="http://www.collegeboard.org/ap">http://www.collegeboard.org/ap</a>)</td>
</tr>
<tr>
<td>ENGL 086 - ELP for University Reading and Writing and ENGL 087 - ELP for University - Listening and Speaking (formerly ENGL 0106) - Completed at MacEwan University or Global Village, Calgary</td>
<td>C - (minimum grade in each course)</td>
<td><a href="http://www.macewan.ca/AcademicPathways">www.macewan.ca/AcademicPathways</a></td>
</tr>
<tr>
<td>ERDW 085 Reading and Writing for Academic Purposes AND ESPL 085 Speaking and Listening for Academic Purposes and EOPT 068 Research Writing (formerly ESLG 085/ESLG 0105). Completed at MacEwan University</td>
<td>C - (minimum grade in each course)</td>
<td><a href="http://www.macewan.ca/eal">www.macewan.ca/eal</a></td>
</tr>
<tr>
<td>EAP 140 and EAP 145: Completed at University of Alberta or Canadian College of English Language</td>
<td>Successful completion of both courses. Official transcripts must be provided.</td>
<td><a href="http://www.ualberta.ca/admissions-programs/english-language-school">www.ualberta.ca/admissions-programs/english-language-school</a> (<a href="http://www.ualberta.ca/admissions-programs/english-language-school">http://www.ualberta.ca/admissions-programs/english-language-school</a>)</td>
</tr>
<tr>
<td>6 credits of transferable university level English Language and Literature course(s)</td>
<td>C- (minimum grade in each course)</td>
<td></td>
</tr>
<tr>
<td>An O-level, GSCE, or IGCSE English Language or Literature course</td>
<td>C (minimum grade)</td>
<td></td>
</tr>
<tr>
<td>Previous two-year diploma</td>
<td>Completed a two-year diploma from a recognized post secondary institution where English is the primary language of instruction and in a country where English is the principal language</td>
<td></td>
</tr>
<tr>
<td>Three years of full-time education in English</td>
<td>Successful completion of 3 years of full-time education in English: a) In Canada including the grade 12 year. This can be a combination of secondary and post secondary education b) In another country where English is recognized as an official language of instruction c) At a recognized school/institution which uses English as the primary language of instruction</td>
<td>Enrolment in English as a Second Language (ESL) courses or programs will not be included in the calculation of three years of full time study. Enrolment must be in a regular high school or post secondary credit program. Failing grades/ courses will not be counted when calculating full time attendance. Only courses with passing grades will be considered.</td>
</tr>
<tr>
<td>Three years of full-time instruction in a school/ institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required for graduation is equivalent to that in English language schools/institutions in Canada</td>
<td>Successful completion</td>
<td></td>
</tr>
</tbody>
</table>

An applicant who is completely bilingual and fluent in English shall be entitled to submit a written petition to the Office of the University Registrar providing evidence that the applicant’s English language proficiency exceeds the specified minimum levels, and requesting exemption from the language proficiency requirement. If you are fully bilingual and fluent in English, your petition should detail this – your background; your educational and personal experience with English; the language of instruction throughout your schooling and the language you use at home and on a daily basis; why you believe that an exception to the requirement is warranted in your situation. Attestations from former English instructors and reports of any standardized English language proficiency tests may be supportive of your petition.

International Admissions of the Office of the University Registrar will review the petition for possible waiver. Successful petition will not guarantee admission to another institution.
Bachelor of Science in Nursing and Psychiatric Nursing (Diploma) Program

If your primary language\(^1\) is not English, you must present one of the following:

\(^1\) Primary language will be defined as the language in which the applicant is most proficient. The primary language must also be the applicant’s language of instruction in the last three years of study as well as the applicant’s language for daily written and oral communication.

<table>
<thead>
<tr>
<th>Tests</th>
<th>Bachelor of Science in Nursing Required Score</th>
<th>Psychiatric Nursing Diploma Required Score</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>IELTS – Academic</td>
<td>Minimum overall band score of 6.5 and a minimum score of 5.5 in Reading and Writing, 6.0 in Listening, and 7.0 in Speaking(^1)</td>
<td>Minimum overall band score of 7.0 and a minimum score of 6.5 in Reading, 7.0 in Writing, 7.5 in Listening, and 7.0 in Speaking</td>
<td><a href="http://www.ielts.org">www.ielts.org</a> (<a href="http://www.ielts.org">http://www.ielts.org</a>)</td>
</tr>
<tr>
<td>TOEFL (Test of English as a Foreign Language)</td>
<td>86 iBT (internet-based) and a minimum score of 21 in Reading and Writing, 23 in Listening, and 26 in Speaking(^1)</td>
<td>98 iBT (internet-based) and a minimum score of 21 in Reading, 27 in Writing, 27 in Listening, and 23 in Speaking</td>
<td><a href="http://www.toefl.org/infobull">www.toefl.org/infobull</a> (<a href="http://www.toefl.org/infobull">http://www.toefl.org/infobull</a>)</td>
</tr>
<tr>
<td>CAEL (Canadian Academic English Language Assessment)</td>
<td>Minimum overall band score of 70 and minimum scores of 60 in Reading and Writing, and minimum scores of 70 in Listening and Speaking(^1)</td>
<td>Minimum overall band score of 80 and minimum scores of 70 in Reading, 80 in Writing, Listening and Speaking</td>
<td><a href="http://www.cael.ca">www.cael.ca</a> (<a href="http://www.cael.ca">http://www.cael.ca</a>)</td>
</tr>
<tr>
<td>PTE - Academic (Pearson Test of English)</td>
<td>PTE Academic with a minimum overall score of 59 and minimum scores of 56 in Reading and Writing, 58 in Listening, and 71 in Speaking(^1)</td>
<td>PTE Academic with a minimum overall score of 68 and minimum scores of 61 in Reading, 68 in Writing, 75 in Listening, and 68 in Speaking</td>
<td><a href="http://www.pearsonpte.com">www.pearsonpte.com</a> (<a href="http://www.pearsonpte.com">http://www.pearsonpte.com</a>)</td>
</tr>
<tr>
<td>MELAB (Michigan English Language Assessment Battery)</td>
<td>Minimum overall score of 85, a minimum score of 85 in Reading and Writing, 90 in Listening, and 4 in the Speaking Test(^1)</td>
<td>Minimum overall score of 85 and a minimum score of 4 in the Speaking Test</td>
<td><a href="http://www.cambridgemichigan.org/institutions/products-services/tests/proficiency-certification/melab">www.cambridgemichigan.org/institutions/products-services/tests/proficiency-certification/melab</a> (<a href="http://www.cambridgemichigan.org/institutions/products-services/tests/proficiency-certification/melab/">http://www.cambridgemichigan.org/institutions/products-services/tests/proficiency-certification/melab/</a>)</td>
</tr>
</tbody>
</table>

Note: The speaking requirement can also be met by successfully completing the Speaking Test (administered through University of Alberta Extension) with a minimum score of 50. Official transcripts must be provided. Refer to www.elp.ualberta.ca (http://www.elp.ualberta.ca) or contact at elpinfo@ualberta.ca (elpinfo@ualberta.ca/) / Tel: (+1)780.492.3036 / Tel: (+1)780.492.5530.

Only applicants to the Bachelor of Science in Nursing may present one of the following:

<table>
<thead>
<tr>
<th>Educational Experience</th>
<th>Required Score</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 086 ELP for University – Reading and Writing and ENGL 087 ELP for University – Listening and Speaking Completed at MacEwan University or Global Village Calgary (formerly ENGL 086 – 10 credits, ENGL 0106)</td>
<td>B- (minimum grade in each course)</td>
<td><a href="http://www.macewan.ca/AcademicPathways">www.macewan.ca/AcademicPathways</a></td>
</tr>
<tr>
<td>ERDW 085 Reading and Writing for Academic Purposes and ESPL 085 Speaking and Listening for Academic Purposes and EOPT 068 Research Writing Completed at MacEwan University (formerly ESLG 085/ESLG 0105)</td>
<td>B- (minimum grade in each course)</td>
<td><a href="http://www.macewan.ca/eadl">www.macewan.ca/eadl</a></td>
</tr>
<tr>
<td>EAL 140 and EAL 145 and Speaking Test Completed at University of Alberta or Canadian College of English Language</td>
<td>Successful completion of both courses and a minimum score of 50 in the Speaking Test</td>
<td><a href="http://www.ualberta.ca/admissions-programs/english-language-school">www.ualberta.ca/admissions-programs/english-language-school</a> (<a href="http://www.ualberta.ca/admissions-programs/english-language-school">http://www.ualberta.ca/admissions-programs/english-language-school</a>)</td>
</tr>
</tbody>
</table>

Based on policy C5010 Admissions, no petitions or waivers will be considered for the above requirements.
Supporting Documents

Spoken Language Proficiency
Therapist Assistant Program - Speech Language Pathologist Assistant Major Spoken English Proficiency

If your primary language is not English, you must present one of the following:

Primary language will be defined as the language in which the applicant is most proficient. The primary language must also be the applicant’s language of instruction in the last three years of study as well as the applicant’s language for daily written and oral communication.

<table>
<thead>
<tr>
<th>Tests/Language Assessments</th>
<th>Required Score</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>IELTS – Academic International English Language Testing System</td>
<td>Minimum score of 7.0 on Speaking</td>
<td><a href="http://www.ielts.org">www.ielts.org</a> (<a href="http://www.ielts.org">http://www.ielts.org</a>)</td>
</tr>
<tr>
<td>CAEL Canadian Academic English Language Assessment</td>
<td>Minimum score of 70 on sub-test for Speaking</td>
<td><a href="http://www.cael.ca">www.cael.ca</a> (<a href="http://www.cael.ca">http://www.cael.ca</a>)</td>
</tr>
<tr>
<td>PTE Pearson Test of English</td>
<td>PTE Academic with a minimum score of 71 for Speaking</td>
<td><a href="http://www.pearsonpte.com">www.pearsonpte.com</a> (<a href="http://www.pearsonpte.com">http://www.pearsonpte.com</a>)</td>
</tr>
<tr>
<td>Speaking Test</td>
<td>Administered through University of Alberta Extension</td>
<td><a href="http://www.elp.ualberta.ca">www.elp.ualberta.ca</a> (<a href="http://www.elp.ualberta.ca">http://www.elp.ualberta.ca</a>) or <a href="mailto:elpinfo@ualberta.ca">mailto:elpinfo@ualberta.ca</a></td>
</tr>
<tr>
<td>Cambridge English: Advanced or Cambridge English: Proficiency - Cambridge English Language Assessment</td>
<td>Minimum overall score of 188 in Speaking</td>
<td><a href="http://www.cambridgeenglish.org">www.cambridgeenglish.org</a> (<a href="http://www.cambridgeenglish.org">http://www.cambridgeenglish.org</a>)</td>
</tr>
</tbody>
</table>

Educational Experience

<table>
<thead>
<tr>
<th>Required Score</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 years of full-time education in English</td>
<td>Successful completion of 6 years of full-time education in English in Canada or the equivalent in another country where English is the principal language. Such education must include Alberta Grade 12 (or equivalent level) and can combine secondary and post secondary training</td>
</tr>
<tr>
<td>Previous post secondary degree</td>
<td>Completed a degree from a recognized post secondary institution where English is the primary language of instruction and in a country where English is the principal language</td>
</tr>
</tbody>
</table>

Based on policy C5010 Admissions, no petitions or waivers will be considered for the Spoken English Proficiency requirements.

Early Admission

MacEwan University offers early admission to qualified applicants prior to the completion of their program admission requirements. Applications will be evaluated based on final grade 11 and/or grade 12 courses. Specific requirements are located at:

MacEwan.ca/wcm/Registrar/Admissions/AdmissionRequirements/EarlyAdmission (http://MacEwan.ca/wcm/Registrar/Admissions/AdmissionRequirements/EarlyAdmission).

Competitive Programs

Many programs are competitive based on higher than minimum academic requirements, other admission requirements or a combination of both. Applicants are encouraged to apply and submit documents early. In addition, it is important to keep the Office of the University Registrar and the program informed of any changes that may affect admission. Posted competitive ranges may be lowered as the applicant pool is evaluated.

Supporting Documents

Submission of Transcripts and Academic Records

Official transcripts are essential to the admission process. Submitting an application authorizes MacEwan University to request official transcripts on the applicant’s behalf through Apply Alberta from Alberta Education and/or participating Alberta post-secondary institutions. Applicants currently attending or that have previously attended high school/ post secondary outside of Alberta must arrange to have transcripts submitted directly from the issuing ministry/institution. Once submitted, all transcripts become the property of MacEwan University; This is a standard practice among post secondary institutions and is designed to protect the authenticity of the transcript.

Document Translations

Documents not printed in English must also include a certified English language translation completed by a certified translator. Translations must be literal, word-for-word, and in the same format as the original document. English translation services are provided by several agencies in Alberta. For more details refer to the website MacEwan.ca/wcm/Registrar/Admissions/TranscriptsDocuments/FromoutsideCanada.
Program Specific Documents
In addition to academic requirements, some programs have program-specific admission requirements such as resumes, references, letters of intent, police information checks, portfolios or auditions. Other programs require volunteer work or work experience which you may need to start well before you apply. If your program of choice has additional requirements, they will be listed under admission requirements in the academic calendar or on the program’s website.

Offers of Admission
Accept Offer and Pay Deposit
If you receive an offer of admission, you are required to accept your offer and pay the required deposit:

Domestic Applicants
Admissions confirmation deposit - $400 (50% refundable if request is received 2 months prior to the intake start term)

International Applicants
Out-of-Country international Admissions confirmation deposit - $10,000 CDN.
In-Country international Admissions confirmation deposit - $1,000 CDN.

You can accept or decline your offer of admission, using myStudentSystem, accessed through myPortal.MacEwan.ca. Details of the due date and admissions confirmation deposit amount are displayed. Information regarding the deposit and other methods of paying the deposit are available at MacEwan.ca/MakeAPayment.

Failure to accept your offer and/or pay the deposit will result in your offer of admission being withdrawn.

Conditional Offers
Ensure that you submit any outstanding items for admission by the date specified in your offer of admission. Applicants are advised to submit all documentation as soon as possible.

Offers of admission may include conditions that require completion prior to the start of the intake. When all academic conditions have been met you will be notified. Using your secure login to the student portal at myMacEwan.ca you can review admission decisions made to date. Check your “To Do List” often.

Failure to meet all conditions by the timelines indicated in your letter of acceptance may result in your offer of admission being withdrawn.

Important Information
• Offers of admission are only valid for the program and intake term outlined in your letter of acceptance.
• To remain active in the program you must be enrolled past the add/drop deadline for the intake term you have been admitted to. Failure to enrol will result in your admission being withdrawn.
• Admission decisions are not subject to appeal.

Transfer Students
If you have attended another post secondary institution, courses that you have successfully completed may be considered for credit towards a credential at MacEwan University.

Upon application to MacEwan University, submit official transcripts as soon as available. It is strongly recommended that you submit transcripts by June 15 for fall enrolment and by October 15 for winter enrolment. The official transcripts should include final grades and any credentials awarded.

Transfer agreements for post secondary institutions in the province of Alberta are available for information and reference at transferalberta.alberta.ca. Transfer credit listed on the ACAT (Alberta Council on Admissions and Transfer) website will be approved for transfer credit to MacEwan University. Specific credit awards to a program are subject to the requirements and regulations of the admitting program, and may vary from the total credit awarded by MacEwan University. Transfer credit is subject to academic residency requirements per C2100 Graduation or program-specific exemptions and Inter-Institutional Transferability (C2030) policies. You may view MacEwan University policies at MacEwan.ca/PolicyManual.

Transfer credit is awarded to MacEwan University as an institution and not to specific programs. Transfer credit awards, used to fulfill program requirements, are subject to the requirements and regulations of the admitting program and may vary from the total credit awarded by transfer to MacEwan University. Transfer credit is subject to (1) academic residency requirements and program-specific exemptions (policy C2100, Graduation) and (2) policy C2030, Inter-Institutional Transferability. These policies are available at MacEwan.ca/PolicyManual.

If your previous course(s) is not included on the ACAT website or if your course history is with an institution outside Alberta, you may be asked for course outlines. Course outlines are reviewed by MacEwan University evaluators for credit transfer and then considered with respect to the program for which you have applied for admission. To enable this processing time, ensure your official final transcripts have been received by MacEwan University and be prepared to provide course outlines as required.

Your transfer credit evaluation is completed after you are admitted to your program. It is the student’s responsibility to review the transfer credit granted with respect to the program requirements; discrepancies may be brought to the attention of the Transfer Unit in the Office of the University Registrar. You are strongly encouraged to consult with an academic advisor (in your program of study) to understand how your transfer credit is applied to your program.

Domestic and international students who have completed post secondary/higher education outside of Canada should refer to the subsection, International Transfer Credit Evaluation, included in the “International Student” section of this academic calendar.
## Advanced Placement (AP) Courses

Transfer credit will be granted for AP courses where an AP grade of 4 or 5 is received. A list of approved courses for transfer credit follows. Other courses may be considered on an individual basis.

<table>
<thead>
<tr>
<th>AP Course</th>
<th>MacEwan Equivalent</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>ARTE 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>MATH 114</td>
<td>3</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>MATH 114</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHEM 101/CHEM 102</td>
<td>6</td>
</tr>
<tr>
<td>Chinese Language Culture</td>
<td>CHIN 102/CHIN 201</td>
<td>6</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>CMPT 114</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>CMPT 114</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Government &amp; Politics</td>
<td>POLS 101</td>
<td>3</td>
</tr>
<tr>
<td>English Language &amp; Composition</td>
<td>ENGL 102</td>
<td>3</td>
</tr>
<tr>
<td>English Literature &amp; Composition</td>
<td>ENGL 103</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>SCIOP 1XX</td>
<td>3</td>
</tr>
<tr>
<td>European History</td>
<td>HIST 102</td>
<td>3</td>
</tr>
<tr>
<td>French Language &amp; Culture</td>
<td>FREN 211/FREN 212</td>
<td>6</td>
</tr>
<tr>
<td>German Language &amp; Culture</td>
<td>GERM 211/GERM 212</td>
<td>6</td>
</tr>
<tr>
<td>Japanese Language &amp; Culture</td>
<td>JAPN 201/JAPN 202</td>
<td>6</td>
</tr>
<tr>
<td>Latin</td>
<td>LATN 101/LATN 102</td>
<td>6</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>ECON 102</td>
<td>3</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>ECON 101</td>
<td>3</td>
</tr>
<tr>
<td>Music Theory</td>
<td>MUSC 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Physics 1: Algebra-Based</td>
<td>PHYS 124</td>
<td>3</td>
</tr>
<tr>
<td>Physics 2: Algebra-Based</td>
<td>PHYS 126</td>
<td>3</td>
</tr>
<tr>
<td>Physics C: Electricity &amp; Magnetism</td>
<td>PHYS 2XX</td>
<td>3</td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td>PHYS 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSYC 104</td>
<td>3</td>
</tr>
<tr>
<td>Spanish Language &amp; Culture</td>
<td>SPAN 211/SPAN 212</td>
<td>6</td>
</tr>
<tr>
<td>Statistics</td>
<td>STAT 151</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art: 2-D Design</td>
<td>ARTE 111</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art: 3-D Design</td>
<td>ARTE 107</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art: Drawing</td>
<td>ARTE 110</td>
<td>3</td>
</tr>
<tr>
<td>United States Government &amp; Politics</td>
<td>POLS 1XX</td>
<td>3</td>
</tr>
<tr>
<td>United States History</td>
<td>HIST 102</td>
<td>3</td>
</tr>
<tr>
<td>World History</td>
<td>HIST 102</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Fulfills the Language Other than English requirement.
2. A portfolio assessment may be required before credit is granted.

## International Baccalaureate (IB) Courses

Transfer credit will be granted for IB courses where an IB grade of 5 or higher is received. A list of approved courses for transfer credit follows. Other courses may be considered on an individual basis.

<table>
<thead>
<tr>
<th>IB Course</th>
<th>MacEwan Equivalent</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (higher level)</td>
<td>BIOL 107</td>
<td>3</td>
</tr>
<tr>
<td>Business &amp; Management (higher level)</td>
<td>BUSN 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry (higher level)</td>
<td>CHEM 101</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science (higher level)</td>
<td>CMPT 114/CMP 115</td>
<td>6</td>
</tr>
<tr>
<td>Computer Science (standard level)</td>
<td>CMPT 114</td>
<td>3</td>
</tr>
<tr>
<td>Dance (higher level)</td>
<td>GENOP 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Design Technology (higher level)</td>
<td>ARTE 106</td>
<td>3</td>
</tr>
<tr>
<td>Economics (higher level)</td>
<td>ECON 101/ECON 102</td>
<td>6</td>
</tr>
<tr>
<td>Economics (standard level)</td>
<td>ECON 101</td>
<td>3</td>
</tr>
<tr>
<td>English A: Literature (higher level)</td>
<td>ENGL 102/ENGL 103</td>
<td>6</td>
</tr>
<tr>
<td>English A: Language &amp; Literature (higher level)</td>
<td>ENGL 103</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Systems &amp; Society (standard level)</td>
<td>SCIOP 1XX</td>
<td>3</td>
</tr>
<tr>
<td>French A or B (higher level)</td>
<td>FREN 1XX</td>
<td>6</td>
</tr>
<tr>
<td>Further Mathematics (higher level)</td>
<td>MATH 114</td>
<td>3</td>
</tr>
<tr>
<td>Geography (higher level)</td>
<td>SCIOP 1XX</td>
<td>3</td>
</tr>
<tr>
<td>German A or B (higher level)</td>
<td>GERM 1XX</td>
<td>6</td>
</tr>
<tr>
<td>History (higher level)</td>
<td>HIST 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Islamic History (higher level)</td>
<td>HIST 2XX</td>
<td>3</td>
</tr>
<tr>
<td>Japanese AB (standard level)</td>
<td>JAPN 1XX</td>
<td>6</td>
</tr>
<tr>
<td>Japanese B (higher level)</td>
<td>JAPN 1XX</td>
<td>6</td>
</tr>
<tr>
<td>Latin (higher level)</td>
<td>LATN 101/LATN 102</td>
<td>6</td>
</tr>
<tr>
<td>Mandarin AB (standard level)</td>
<td>CHIN 1XX</td>
<td>6</td>
</tr>
<tr>
<td>Mandarin B (higher level)</td>
<td>CHIN 1XX</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (higher level)</td>
<td>MATH 114</td>
<td>3</td>
</tr>
<tr>
<td>Music (higher level)</td>
<td>GENOP 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Subject</td>
<td>Course Code(s)</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td>Philosophy (higher level)</td>
<td>PHIL 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Physics (higher level)</td>
<td>PHYS 124/PHYS 126</td>
<td>6</td>
</tr>
<tr>
<td>Physics (standard level)</td>
<td>PHYS 124</td>
<td>3</td>
</tr>
<tr>
<td>Psychology (higher level)</td>
<td>PSYC 104/PSYC 105</td>
<td>6</td>
</tr>
<tr>
<td>Social &amp; Cultural Anthropology (higher level)</td>
<td>ANTH 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Spanish A (higher level)</td>
<td>SPAN 1XX&lt;sup&gt;2&lt;/sup&gt;</td>
<td>6</td>
</tr>
<tr>
<td>Spanish AB (standard level)</td>
<td>SPAN 1XX&lt;sup&gt;2&lt;/sup&gt;</td>
<td>6</td>
</tr>
<tr>
<td>Sports, Exercise &amp; Health Science (standard level)</td>
<td>HEED 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Theory of Knowledge (higher level)</td>
<td>PHIL 102</td>
<td>3</td>
</tr>
</tbody>
</table>

<sup>1</sup> A portfolio assessment may be required before credit is granted.

<sup>2</sup> A language assessment may be required before credit is granted.

### Visiting Students

#### Outbound (MacEwan University Students Studying at Another Post secondary Institution)

Students enrolled in a program at MacEwan University who wish to take a course(s) offered by another post secondary institution must obtain approval from their program. The approval process is subject to their Faculty/School regulations and, if granted, students are issued a Letter of Permission (LOP) by the Office of the University Registrar.

Letter of Permission – Authorizes students to take courses at another post secondary institution as a visiting student. The letter includes the name of the ‘host’ institution, their current academic standing, and indicates the MacEwan University courses for which credit will be granted upon successful completion.

Students who wish to participate in a Study Abroad opportunity should contact MacEwan International regarding the process.

#### Inbound (Other Post secondary Students Studying at MacEwan University)

Students enrolled at another post secondary institution who wish to study at MacEwan University should complete the following steps:

Apply to MacEwan University as an Open Studies student.

Submit a Letter of Permission from your home institution authorizing you to attend MacEwan University to the Office of the University Registrar. The LOP must include the specific courses you have been granted permission to register in and your current academic standing.

Only students deemed to be in good academic standing are eligible to enrol.
ENROLMENT

All students at the university are required to enrol in courses. Students will not be permitted to attend classes unless officially enrolled.

How to Enrol

- Using your MacEwan University Network ID, log into myMacEwan.ca
- Click on the myStudentSystem tab to enrol in your courses and pay your tuition fees

For online instructions on how to use myStudentSystem navigate to our Step-By-Step Guide at MacEwan.ca/UsingmyStudentSystem (http://MacEwan.ca/UsingmyStudentSystem).

Making Changes in Courses

You may make course additions or course section changes up to the last day for course add/changes as specified in the academic schedule for each term. These changes will be permitted only if space is available in the course section you have chosen. You may drop a credit course without academic penalty any time up to the academic withdrawal date.

Before the Add/Drop Deadline Published in the Academic Schedule

Most students are able to drop their courses online up until the withdrawal date published in the Academic Schedule. If you drop a course before the last day to add/drop then no record of that course will appear on your transcript. If you drop a course between the last day to add/drop and the withdrawal date then the course will appear on your transcript and a “W” grade will be assigned to your record.

Note: Any changes may alter your current fee assessment. See the Refund Policies section for more information.

After the “Add/Drop Deadline” each term, if you drop a course you will receive a grade of “W” on your transcript and you will be responsible for the full tuition of the course.

Notifying your instructor, ceasing to attend classes, or stopping payment on a cheque will NOT be accepted as a course(s) drop.

If there is a change in your fee assessment, you may receive a refund or a fee notice by the Financial Services department.

Note: As all courses may not be offered every term, students should consult the schedule of courses for each term before dropping a course.

Students with Disabilities

Students who may require accommodations due to a disability are advised to discuss their needs with Services to Students with Disabilities (MacEwan.ca/SSD). Students should also advise instructors at the beginning of the course if accommodations are requested.
STUDENT RECORDS AND TRANSCRIPTS

MacEwan University will create and maintain student records necessary to meet the administrative and academic needs of the university and shall collect, retain, use, disclose, and dispose of all information collected in accordance with the following policies:

- E1050 Management of Student Records and Information;
- D6010 Use of Computer Facilities and Information Resources;
- D7510 Records and Information Management;
- D8000-7 Use of Information Technology Resources (Standard);
- Other related policies, official manuals of the university, and provincial/federal legislation pertaining to access to information and protection of privacy.

Official Student File and Record

The Official Student File and Official Student Record are maintained by the Office of the University Registrar, which is accountable for the management of these records. Student records are managed according to the provisions of Policy E1050 Management of Student Records and Information. Additional records relating to students may also exist elsewhere in the university. Original completed student Releases, Consents, Waivers and other Agreements must be sent promptly for placement on the Official Student File in the Office of the University Registrar.

Official Student Transcript

An Official Transcript of the student academic record is created and maintained by the Office of the University Registrar. The Official Transcript includes the legal student name(s), birth date, courses, grades, academic standing statuses, certificates, diplomas or degrees awarded, major, minor and significant dates.

You can request an Official Transcript on-line through your Student Center or by submitting a Transcript Request form to the Office of the University Registrar.

Upon proper authorization, transcripts can be mailed, faxed, picked up in person by the student, or picked up by or sent to anyone other than the student. Additionally, Official Transcripts can be sent electronically to member institutions of the Alberta Post-Secondary Application System. MacEwan University requires proper authorization to have transcripts sent to institutions, employers, legal counsel and other agencies or picked-up by a Third Party. If you want the transcript(s) sent to someone other than yourself or a post-secondary institution, be sure to specify the name and address including postal code.

Grading

MacEwan University utilizes the Alberta Common Grading Scheme for the reporting of final grades in credit courses. All final grades are reported to the Office of the University Registrar using letter grades. Letter grades shall be converted to the four-point grading scale for the calculation of a Grade Point.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Grade Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Poor</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Poor</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Fail</td>
</tr>
<tr>
<td>WF</td>
<td>0.0</td>
<td>Withdraw Failure</td>
</tr>
</tbody>
</table>

Grades and Notations Not Included in the GPA Calculations

<table>
<thead>
<tr>
<th>Grade/Notation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>CIP</td>
<td>Course In Progress</td>
</tr>
<tr>
<td>CR</td>
<td>Completed Requirements</td>
</tr>
<tr>
<td>DEF</td>
<td>Deferred</td>
</tr>
<tr>
<td>IN</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress (continued next term)</td>
</tr>
<tr>
<td>NCR</td>
<td>Not Completed Requirements</td>
</tr>
<tr>
<td>NGR</td>
<td>No Grade Received</td>
</tr>
<tr>
<td>S</td>
<td>Supplemental Privilege (not included in GPA if subsequent grade is recorded)</td>
</tr>
<tr>
<td>TR</td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal (without academic penalty)</td>
</tr>
</tbody>
</table>

Probation

Required to Withdraw

Grade Point Average

Grade Point Value: A grade point value is a number between 0.0 and 4.0 that is assigned to a letter grade.

Grade Point: A Grade Point is defined as Grade Point Value multiplied by course credits and then used to calculate a Grade Point Average (GPA).

Grade Point Average (GPA): The GPA is a weighted average calculated by dividing the sum of all grade points by the sum of all credits attempted. Courses with the notations of W (Withdrawal), TR (Transfer Credit), or AU (Audit) are not included in any GPA calculations.

Term Grade Point Average (Term GPA): The Term GPA is calculated by dividing the sum of grade points achieved in the term by the sum of all credits attempted in the term. The Term GPA is included on the transcript.

Cumulative Grade Point Average (CGPA): The CGPA is calculated by dividing the sum of total grade points achieved by the sum of all credits attempted.
Graduation Grade Point Average (GGPA): The GGPA is calculated by dividing the sum of the total grade points achieved and counted towards a program credential by the sum of all those credits.

Grading: Although a pass in a course is D (1.0), in some courses students are required to achieve more than a minimal level of achievement in order to proceed in their program, or to transfer a course to another program or institution.

Student performance in a course shall normally be assessed on more than one occasion. No single evaluation event shall have a weight of greater than 60 per cent of the course grade, with the following exceptions:

- All one-credit courses are exempted;
- Directed Field Studies courses (in Applied Degree programs) may be exempted where a single project or research study constitutes the course requirements;
- Clinical courses in baccalaureate nursing, psychiatric nursing, nursing refresher, and specialty nursing programs may be exempted;
- Four-hundred level seminars, independent study courses, directed research courses, and thesis courses may be exempted.

Deferred Exams – Application for a deferred examination must be made using a Deferred Examination Request form no later than two (2) business days after the missed examination or final assessment activity date (also see policy C2005 Final Assessment).

Reassessment of Final Exam – Students can apply for a reassessment of a final examination. This application must be made in writing to the program/department chair responsible for the course. This application must indicate the reason for the application and must be accompanied by proof of payment of the final examination reassessment fee. The application must be made within fifteen (15) days of the official issuance of grades.

Supplemental Examination – Students wishing to write a Supplemental examination shall contact the program/department chair to ascertain eligibility for a Supplemental examination within five (5) working days of the posting of grades.

Any student who leaves a co-op job without approval will receive a failing grade for the work term and may be prohibited from continuing in the Co-operative Education program (C2065).

How is a GPA Calculated?

Example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Credits</th>
<th>Total Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPPR 109</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SOCI 100</td>
<td>C+</td>
<td>2.3</td>
<td>3</td>
<td>6.9</td>
</tr>
<tr>
<td>HIST 260</td>
<td>B-</td>
<td>2.7</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>FREN 111</td>
<td>F</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>PSYC 104</td>
<td>W</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Former Grading Scales
1990 – 2004 – No grade of A+

September 1978 to August 1990

Academic Standing

MacEwan University is committed to academic success and provides a variety of services to help students achieve success. As part of this commitment the university establishes criteria for assessing academic performance and reviews students’ performance. The existence of established criteria for academic performance allows students to monitor their own performance. The results of the academic review enable the university to recognize superior performance and to address unacceptable performance. The university undertakes to complete the review of academic standing as quickly as possible. Students are responsible for monitoring their own progress and for seeking assistance.

The categories and criteria for academic merit and good standing follow:

1. Graduation with Distinction
   Students with a Graduation Grade Point Average (GGPA) of 3.7 or higher shall receive a credential “with Distinction.” Students must complete all residency requirements to receive this distinction. A notation will be made on the student’s transcript.

2. Dean’s List
   Students who maintain a Grade Point Average (GPA) of 3.7 or higher while enrolled in twenty-four (24) or more credits of study in two consecutive terms and not less than twelve (12) credits in any one term shall be entered on the Dean’s List. A notation will be made on the student’s transcript and the dean will send a letter.

3. First Class Standing
   Students who have an Academic Standing GPA of 3.30-3.69 while enrolled in twenty-four (24) or more credits of study in two consecutive terms and not less than twelve (12) credits during a term shall be deemed to have attained First Class Standing. A notation will be made on the student’s transcript.

4. Good Standing
   Students who have an Academic Standing GPA of 2.0 or higher shall be in Good Standing. No transcript notation will be made.

Students must also achieve satisfactory performance in all clinical, field placement, ensemble setting, or equivalent requirements of their program in order to be in Good Standing or to receive recognition of merit.
Notifications of Unsatisfactory Academic Performance

1. The records of all students are reviewed at the end of the Winter term, when a minimum of 18 credits has been completed, academic standing is assessed.

2. Students who have an Academic Standing GPA between 1.3 and 1.99 are placed on Academic Probation.

3. Students are Required to Withdraw (RTW) when they meet one of the following conditions:
   - GPA below 1.30 in an Academic Standing Year.
   - GPA below 2.00 in any consecutive Academic Standing Years.
   - GPA below 2.00 in any two non-sequential years when the intervening year is not an Academic Standing Year.
   - GPA below 2.00 in any single year after returning from Required to Withdraw status unless five years has elapsed since the last Required to Withdraw.

4. A student placed on academic probation for a third time is subject to review and can be required to withdraw by the Dean.

5. The performance of a student in a clinical, field placement, ensemble setting, or equivalent may be reviewed at any time, and, if the student is failing to meet the prescribed level of performance, the student may be Withdrawn from the Program. Upon receiving instruction from the Dean to withdraw the student, the University Registrar (or designate) shall notify the student in writing.

6. A student who fails to complete a prerequisite course designated as being required for progress in the program may be Withdrawn from the program. Upon receiving instruction from the Dean to withdraw the student, the University Registrar (or designate) shall notify the student in writing.

Students who are placed on Academic Probation are advised in writing by the Office of the University Registrar of the consequences of Academic Probation and requirements to regain Good Standing. Students also receive information about sources of assistance available within the university.

Students who have been Required to Withdraw are advised in writing by the Office of the University Registrar of the consequences of being Required to Withdraw, requirements for re-admission, and sources of advice within the university.

The transcript indicates if a student has been Required to Withdraw or placed on Academic Probation due to unsatisfactory standing. This notation is not removed from the transcript.

Conditions of Unsatisfactory Academic Standing

1. After being assigned a standing of Academic Probation, to regain Good Standing a student must achieve a grade point average of 2.0 or higher on a minimum of 18 credits in the next Academic Standing Year.

2. Programs may require probationary students to limit the number of credits in which they enroll and to engage in remedial activities. In cases where programs limit the number of credits and/or require students to engage in remedial activities, these requirements shall be communicated through official channels, informing students of the requirements set by the program for probationary status.

3. Students who have been Required to Withdraw for unsatisfactory academic performance may be considered for re-admission after 12 or more months have elapsed since the student was Required to Withdraw.

4. Re-admission after Required to Withdraw is not guaranteed (See Admissions Policy for regulations regarding re-admission).

Appeals

Students wishing to appeal their Academic Standing must do so in accordance with the Student Appeals Policy. For purposes of this policy, the Associate Dean shall be considered the initial ruler of the decision.

Change of Name or Address

This information is only used for official university business. Having current name, address and contact information on file with MacEwan University is critical to effective university communications with students.

Change of Legal Name: All legal name changes must be submitted in writing or on the appropriate form to the Office of the University Registrar, and accompanied by at least one of the following official government issue identification (ID): valid driver’s license, provincial ID card, passport, or citizen documentation. Only current ID will be recognized as valid. Expired ID will not be accepted for a name change.

Change of Address: All program students at MacEwan University are given access to myStudentSystem. This allows students to change their address and telephone number via the web. Students may also complete a Notification of Change of Address form or mail a post office change notice to the Office of the University Registrar.

Change of Preferred Name: Students may change or update their preferred name through myStudentSystem.
FEES

Admissions

Application Fees
Applying to a program? Remember to include your application fee of: $110 per application. For most of our programs you will be able to select a second choice program within the same application.

Fees must be submitted each time an application is submitted.
Application fees are non-refundable and cannot be applied toward tuition.

Admissions Related Fees and Deposits

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>All Admission Intakes in the 2019-2020 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for Admissions Fee</td>
<td>$110</td>
</tr>
<tr>
<td>Admissions Confirmation Deposit (applied towards tuition)</td>
<td>$400¹</td>
</tr>
<tr>
<td>Admission Confirmation Deposit for an International Applicant Residing Outside of Canada at Time of Application (applied towards tuition)</td>
<td>$10,000</td>
</tr>
<tr>
<td>Admission Confirmation Deposit for an International Applicant Residing Inside of Canada at Time of Application (applied towards tuition)</td>
<td>$1,000</td>
</tr>
<tr>
<td>Outbound Exchange Student Application Fee</td>
<td>$100</td>
</tr>
</tbody>
</table>

¹ Students may be eligible for a 50% refund of their Admission Confirmation Deposit if they notify the Office of the University Registrar in writing of their intent to withdraw from the university by the following deadlines: Fall Term – July 1st, Winter Term – November 1st and Spring/Summer Term – March 1st.

International applicants will receive a 100 per cent refund of their Admission Confirmation Deposit if the Study Permit is denied and a copy of the denial letter from Immigration, Refugees and Citizenship Canada (IRCC) is received by the Office of the University Registrar. International applicants who decide not to attend MacEwan University may be eligible for a refund of up to 50 per cent of the Admission Confirmation Deposit.

Tuition and Service Fees
As a post secondary student you are expected to make a direct financial contribution to the operating costs of your educational activity. Tuition fees, which are fees for instruction, are established and reviewed on an annual basis through the university’s approval process in accordance with the provincial tuition fee legislation. Service fees are developed and approved through the university’s fee approval process and are reviewed on an annual basis. Service fees are defined as fees for specified products or services and are either mandatory or optional. All fees for service must be paid at the time they are assessed. Fees related to undergraduate course registration(s) must be paid prior to the publish deadline in the annual academic schedule produced by the Office of the University Registrar.

Canadian/Permanent Resident Per Credit Tuition Rates by Program ¹

<table>
<thead>
<tr>
<th>Program</th>
<th>Canadian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Strategic</td>
<td>$134</td>
</tr>
<tr>
<td>Measurement</td>
<td></td>
</tr>
<tr>
<td>Acupuncture</td>
<td>$305</td>
</tr>
<tr>
<td>Arts and Cultural Management</td>
<td>$154</td>
</tr>
<tr>
<td>Asia Pacific Management</td>
<td>$154</td>
</tr>
<tr>
<td>Accounting and Strategic</td>
<td>$134</td>
</tr>
<tr>
<td>Measurement</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Applied Human Service Administration</td>
<td>$180</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>$154</td>
</tr>
<tr>
<td>Bachelor of Child and Youth Care</td>
<td>$154</td>
</tr>
<tr>
<td>Bachelor of Commerce</td>
<td>$154</td>
</tr>
<tr>
<td>Bachelor of Communication Studies</td>
<td>$209</td>
</tr>
<tr>
<td>Bachelor of Music in Jazz and Contemporary Popular Music</td>
<td>$180</td>
</tr>
<tr>
<td>Bachelor of Physical Education Transfer - UT</td>
<td>$134</td>
</tr>
<tr>
<td>Bachelor of Psychiatric Nursing</td>
<td>$180</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>$180</td>
</tr>
<tr>
<td>Bachelor of Science in Engineering Transfer - UT</td>
<td>$134</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
<td>$180</td>
</tr>
<tr>
<td>Bachelor of Social Work</td>
<td>$180</td>
</tr>
<tr>
<td>Business Management</td>
<td>$134</td>
</tr>
<tr>
<td>Cardiac Nursing Post-basic Certificate</td>
<td>$222</td>
</tr>
<tr>
<td>Correctional Services</td>
<td>$134</td>
</tr>
<tr>
<td>Design Studies</td>
<td>$134</td>
</tr>
<tr>
<td>Program</td>
<td>Tuition</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Disability Management in the Workplace</td>
<td>$134</td>
</tr>
<tr>
<td>Early Learning and Child Care</td>
<td>$134</td>
</tr>
<tr>
<td>Emergency Communications and Response</td>
<td>$134</td>
</tr>
<tr>
<td>English as an Additional Language^3</td>
<td>$209</td>
</tr>
<tr>
<td>Fine Art</td>
<td>$134</td>
</tr>
<tr>
<td>General Studies</td>
<td>$154</td>
</tr>
<tr>
<td>Hearing Aid Practitioner</td>
<td>$154</td>
</tr>
<tr>
<td>Human Resources Management</td>
<td>$180</td>
</tr>
<tr>
<td>Legal Assistant</td>
<td>$134</td>
</tr>
<tr>
<td>Library and Information Technology</td>
<td>$209</td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>$154</td>
</tr>
<tr>
<td>Music (Diploma)</td>
<td>$180</td>
</tr>
<tr>
<td>Occupational Health Nursing</td>
<td>$180</td>
</tr>
<tr>
<td>Office Assistant</td>
<td>$134</td>
</tr>
<tr>
<td>Open Studies</td>
<td>$222</td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>$134</td>
</tr>
<tr>
<td>Perioperative Nursing for Registered Nurses</td>
<td>$222</td>
</tr>
<tr>
<td>Police and Investigations</td>
<td>$134</td>
</tr>
<tr>
<td>Post-basic Nursing Practice</td>
<td>$222</td>
</tr>
<tr>
<td>University Preparation^1</td>
<td>$154</td>
</tr>
<tr>
<td>Psychiatric Nursing (Diploma)</td>
<td>$180</td>
</tr>
<tr>
<td>Public Relations</td>
<td>$134</td>
</tr>
<tr>
<td>Social Work (Diploma)</td>
<td>$134</td>
</tr>
<tr>
<td>Special Needs Educational Assistant</td>
<td>$134</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>$134</td>
</tr>
<tr>
<td>Theatre Production</td>
<td>$134</td>
</tr>
<tr>
<td>Therapist Assistant</td>
<td>$134</td>
</tr>
<tr>
<td>Travel</td>
<td>$134</td>
</tr>
<tr>
<td>Wound Management Post-basic Certificate</td>
<td>$222</td>
</tr>
</tbody>
</table>

1. Tuition fees are calculated by taking the number of course credits multiplied by the per credit tuition rate for your program.
2. The Canadian category includes Permanent Residents and Convention Refugees.
3. Tuition fees for academic upgrading (high school) and English language preparation courses are calculated by taking 60% of the number of course credits multiplied by the per credit tuition rate for your program.

### International Tuition Fees

#### Post Secondary Programs (Fall and Winter Terms) & Preparatory Programs (All Terms)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Tuition Per Credit</th>
<th>Total Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>N/A</td>
<td>$5,742</td>
</tr>
<tr>
<td>2</td>
<td>N/A</td>
<td>$5,742</td>
</tr>
<tr>
<td>3</td>
<td>N/A</td>
<td>$5,742</td>
</tr>
<tr>
<td>4</td>
<td>N/A</td>
<td>$5,742</td>
</tr>
<tr>
<td>5</td>
<td>N/A</td>
<td>$5,742</td>
</tr>
<tr>
<td>6</td>
<td>N/A</td>
<td>$5,742</td>
</tr>
<tr>
<td>7</td>
<td>N/A</td>
<td>$5,742</td>
</tr>
<tr>
<td>8</td>
<td>N/A</td>
<td>$5,742</td>
</tr>
<tr>
<td>9</td>
<td>N/A</td>
<td>$5,742</td>
</tr>
<tr>
<td>10</td>
<td>$638</td>
<td>$6,380</td>
</tr>
<tr>
<td>11</td>
<td>$638</td>
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<tr>
<td>12</td>
<td>$638</td>
<td>$7,656</td>
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<td>13</td>
<td>$638</td>
<td>$8,294</td>
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<td>14</td>
<td>$638</td>
<td>$8,932</td>
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<tr>
<td>15</td>
<td>$638</td>
<td>$9,570</td>
</tr>
<tr>
<td>16</td>
<td>$638</td>
<td>$10,208</td>
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<tr>
<td>17</td>
<td>$638</td>
<td>$10,846</td>
</tr>
<tr>
<td>18</td>
<td>$638</td>
<td>$11,484</td>
</tr>
</tbody>
</table>

#### Post Secondary Programs (Spring / Summer Terms Only)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Tuition Per Credit</th>
<th>Total Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$638</td>
<td>$638</td>
</tr>
<tr>
<td>2</td>
<td>$638</td>
<td>$1,276</td>
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<tr>
<td>3</td>
<td>$638</td>
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<tr>
<td>4</td>
<td>$638</td>
<td>$2,552</td>
</tr>
<tr>
<td>5</td>
<td>$638</td>
<td>$3,190</td>
</tr>
<tr>
<td></td>
<td>Fall or Winter Terms</td>
<td>Spring/Summer Term</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>6</td>
<td>$638</td>
<td>$3,828</td>
</tr>
<tr>
<td>7</td>
<td>$638</td>
<td>$4,466</td>
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<td>$5,742</td>
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<td>$638</td>
<td>$6,380</td>
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<td>11</td>
<td>$638</td>
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<td>$7,656</td>
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<td>13</td>
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<td>$8,294</td>
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<td>14</td>
<td>$638</td>
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<tr>
<td>15</td>
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<td>16</td>
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<td>17</td>
<td>$638</td>
<td>$10,846</td>
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<td>18</td>
<td>$638</td>
<td>$11,484</td>
</tr>
</tbody>
</table>

**Mandatory Term Fees**

<table>
<thead>
<tr>
<th>University Mandatory Term Fees</th>
<th>Fall or Winter Terms</th>
<th>Spring/Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology Fee</td>
<td>$34.50</td>
<td>$34.50</td>
</tr>
<tr>
<td>Medical Clinic</td>
<td>$10 (at 6+ credits)</td>
<td>$10 (at 6+ credits)</td>
</tr>
<tr>
<td>Registrarial Service Fee</td>
<td>$13 (full-time, 9 credits +)</td>
<td>$13 (full-time, 9 credits +)</td>
</tr>
<tr>
<td>Sport &amp; Wellness Fee</td>
<td>$6.50 (part-time, 1-8 credits)</td>
<td>$6.50 (part-time, 1-8 credits)</td>
</tr>
<tr>
<td></td>
<td>$84 (at 6+ credits)</td>
<td>$84 (at 6+ credits)</td>
</tr>
</tbody>
</table>

1 Not applicable for off-campus programs.

**Information Technology Fee**

This fee was established to fund technology projects that specifically result in providing new or improved technology services that benefit students.

**Medical Clinic**

These fees support Health Services for all students. If you are in need of medical support, please drop in or make an appointment MacEwan Health Service's easily accessible medical clinic located on the City Centre Campus. For a list of services visit MacEwanHealth.ca.

**Registrarial Service Fee**

This fee covers a variety of services offered by the Office of the University Registrar, including but not limited to: your Application to Graduate, Parchment Replacement, Confirmation Letters and cost of Undergraduate Transcripts.

**Sport and Wellness Fee**

MacEwan University supports the value of developing the whole person by providing students with opportunities to grow intellectually, socially, personally and physically. The Sport and Wellness fee provides students a membership to Sport and Wellness, funding for Recreation programming and Griffins Athletics.

**Students' Association of Macewan University (SAMU) Charged Term Fees**

<table>
<thead>
<tr>
<th>Students' Association of MacEwan University (SAMU) Mandatory Term Fees</th>
<th>Fall or Winter Terms</th>
<th>Spring/Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Benefit Fee</td>
<td>$49 (at 9+ credits)</td>
<td>-</td>
</tr>
<tr>
<td>Global Education Fee</td>
<td>$3.50 (at 9+ credits)</td>
<td>-</td>
</tr>
<tr>
<td>Health Care Benefit Fee</td>
<td>$67 (at 9+ credits)</td>
<td>-</td>
</tr>
<tr>
<td>Student Association Fee</td>
<td>$13 (maximum $117/term at 9+ credits)</td>
<td>$13 (maximum $117/term at 9+ credits)</td>
</tr>
<tr>
<td>U-Pass Fee</td>
<td>$170</td>
<td>$170</td>
</tr>
</tbody>
</table>

1 Not applicable for off-campus programs.

**Students' Association Fee**

The Students’ Association of MacEwan University (SAMU) is the student government body that represents and serves MacEwan University students. SAMU is a statutory corporation established under section 93 of the Post secondary Learning Act that operates offices on all MacEwan University campuses.
PURPOSE

The Students’ Association of MacEwan University exists to:

- act as the sole representative body for all MacEwan University students
- oversee all student-operated facilities on campus
- provide a wide variety of excellent student services
- enhance students’ overall university experience
- provide meaningful volunteer opportunities for students
- coordinate special events and activities
- provide leadership development designed to complement students’ academic pursuits
- act as the official medium of communication between the students and the university’s Board of Governors and Academic Governance Council
- develop and manage student clubs and organizations
- liaise between the students, the university, and various levels of government
- help interpret university policies with and for students
- promote the general welfare of students consistent with the purposes of the university
- administer student funds and affairs
- provide a social centre

The SAMU membership fee is $13 per credit to a maximum of nine credits during the Fall, Winter and Spring/Summer terms.

Any student enrolled in one to eight credits for either the Fall term, Winter term or Spring/Summer terms and paying partial membership fees may choose to pay the remainder of the SAMU membership fee. This additional payment will give the student full membership in SAMU and access to selected SAMU services.

Global Education Fee

This fee provides funds to overseas educational projects for underprivileged schools and students ($1); and sponsors refugee students’ attendance at MacEwan University ($2.50).

Supplemental Health Care and Dental Fee

A mandatory Supplemental Health Care and Dental Care fee is charged to all full time students as part of the enrolment process. Student eligibility for health and dental plans is determined and assessed in the Fall term for coverage until December 31 and again in the Winter term for coverage until August 31. Any student with proof of alternate coverage for supplemental health care and/or dental care may opt out of these plans prior to the advertised deadline date by contacting the plan administrator. The health plan is above and beyond your provincial insurance plan, and the dental plan has a list of specified dentists. For more information about your eligibility, policy content, family add-on, opt out, and current network dental list visit SAMU.ca/Health-Dental (http://SAMU.ca/Health-Dental).

U-Pass Fee

The Universal Transit Pass (U-Pass) is a mandatory fee-based service that is charged to all students who are registered for 1 (one) credit or more in a single term. The U-Pass gives all MacEwan University students unlimited use of regular ETS, St. Albert and Strathcona bus and LRT service from September to August. At MacEwan University, SAMU administers the U-Pass and will attach a U-Pass sticker on the MacEwan University Student ID card from late August to early September for the Fall term, from December to early January for the Winter term and from the end of April to early May for the Spring/Summer term. For more information, visit SAMU.ca/UPass.

Other Fees

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge Exam/Prior Learning Assessment</td>
<td>$40</td>
</tr>
<tr>
<td>Course Audit (for students choosing to audit a course versus completing a</td>
<td>50% of course tuition</td>
</tr>
<tr>
<td>course for credit)</td>
<td></td>
</tr>
<tr>
<td>Deferred Examination</td>
<td>$50 for single exam; $100 for 2+ exams</td>
</tr>
<tr>
<td>Extension to Incomplete Grade</td>
<td>$50</td>
</tr>
<tr>
<td>Field Placement/Practicum Identification Card</td>
<td>$10</td>
</tr>
<tr>
<td>Locker Fees per term</td>
<td>$20</td>
</tr>
<tr>
<td>Locker Contents Reclaiming</td>
<td>$25</td>
</tr>
<tr>
<td>Non-Program International Student Services</td>
<td>$50</td>
</tr>
<tr>
<td>Photo Identification Card</td>
<td>$10</td>
</tr>
<tr>
<td>Photo ID Card Replacement</td>
<td>$10</td>
</tr>
<tr>
<td>Reassessment of Final Exam</td>
<td>$20</td>
</tr>
</tbody>
</table>
Replacement T2202A Tax Receipt $20
Returned Cheque (NSF) $40
Tuition Payment Plan $50

Paying Your Fees

The university provides several payment methods for tuition and all other fees. For more information please visit: MacEwan.ca/MakeAPayment.

The most convenient method is online through myStudentSystem or through Internet or telephone banking. All major banks and credit unions offer Internet and telephone banking. To use these services to pay your tuition and related fees, note the following:

- Register with your bank to make online bill payments.
- Select MacEwan University as the payee. If MacEwan University is not listed as a payee, try searching for Grant MacEwan University or Grant MacEwan College. If that is not successful, contact your bank.
- The account number will be your seven-digit student ID number.
- For Internet or telephone banking, the payment will be considered received as of the transaction date; however, it might not show up in your balance in myStudentSystem for up to five business days, as it takes time for the payment to be processed.

Sponsored Students

If your fees are being paid by a sponsor, you must obtain a letter from the sponsoring agency. A copy of this letter must be received in Financial Services prior to enrolment or it must be presented on enrolment day. Sponsorship approval may be emailed to AcctRec@macewan.ca or faxed to 780-497-5450. Refunds for sponsored students will be made directly to the sponsoring agency.

Refunds (Excerpt from Policy E2112)

Refunds for tuition and fees will be actioned according to the guidelines as set out in Policy E2112 Refunds of Tuition and Student Fees.

Tuition and Special/Material Fees Refund

As a student, you are responsible to formally drop or withdraw from courses you no longer wish to attend according to deadline and other information published by the Office of the University Registrar.

The deadlines listed in the academic schedule for dropping and withdrawing from courses are strictly adhered to.

For course drops, the amount refunded is calculated according to the scheduled refund category. The effective drop date is the date reported by the Office of the University Registrar (not the date the student stops attending classes) or the date the transaction was recorded on the student information system via a web transaction.

Non-attendance, notifying your instructor that you have stopped attending classes, NSF cheques or stopping payment on a cheque do not constitute notice of a course drop or course/program withdrawal. You will be responsible for any outstanding tuition and student fees. Refer to policy E1055 Withdrawal from University Programs.

Refund Categories for Degree, Diploma and Certificate Programs in the Undergraduate Career

Refund Category U1: Regular session courses that follow the Academic Schedule:

U1 100% Refund: Students must officially drop the course on or prior to the add/drop deadline as indicated in the Academic Schedule. There is no refund after this date.

Refund Category U2: Variable session courses not in alignment with the Academic Schedule:

U2 100% Refund: Students must officially withdraw within 4 calendar days from the start of the course. There is no refund after this date.

Refund Category U3: Courses that require a non-refundable deposit (courses may include but are not limited to those with a travel abroad component):

U3 Refund: Prior to the published refund deadline date, students may receive a full refund less the non-refundable deposit. No refund is available after the published deadline date.

Appeals

Decisions of the university with respect to refunds are not subject to appeal under policy E3103 (Student Appeals). However, the University Registrar (or designate) may review requests per regulation 4.8.

Tax Receipts

T2202A tax receipts will be made available to students online via MyPortal.MacEwan.ca in February. Tax receipts will not be mailed and will only be accessible via the web.

G.S.T.

G.S.T. is applied to material fees. G.S.T. is not applied to tuition fees.
EDUCATIONAL FUNDING, SCHOLARSHIPS AND AWARDS

Government Student Loans

Government student loan programs are available based on your province of residence and financial need.

For Alberta residents considered to be studying full-time, an online application is recommended as the processing time is much quicker – most students are approved in up to two weeks versus four to six weeks for a paper application (note that part-time students can only apply by submitting a paper application). Through one application, Alberta Student Aid will assess your eligibility for Alberta Student Loans, Canada Student Loans and, if you qualify, for grants.

While loans must be repaid, grants do not – as long as you remain a full-time student for your period of study. You can apply online for your funding via Alberta Student Aid (at www.studentaid.alberta.ca). Applications for funding are generally made available in June or July for studies commencing on or after August 1. We recommend applying early – at least eight weeks before your studies start. You do not have to be accepted to your program in order to apply for your loan funding; however, you do need to be registered full-time in your program to receive your money.

No interest accumulates on your loans as long as you are a full-time student, and you don’t have to start paying back your loans until six months after you stop being a full-time student. If at any time you can’t make your payments, student loan programs offer a Repayment Assistance Plan.

For more information about government student loans, visit www.studentaid.alberta.ca, www.canlearn.ca or MacEwan.ca/StudentLoans.

Student Scholarships, Awards, and Bursaries

In recognition of your dedication and hard work, you may be eligible for many scholarships, awards and bursaries.

MacEwan University’s scholarships recognize academic excellence, while awards also recognize students’ involvement and service in the community. Many dedicated students who face financial challenges may benefit from MacEwan University’s bursaries, which are issued on the basis of financial need and good academic standing.

In the 2016/2017 academic year, the Student Awards Office managed the distribution of over seven million dollars, from internal and external sources, to more than 5,000 students. To see the scholarships, awards and bursaries offered to MacEwan University students visit MacEwan.ca/Scholarships. To apply, go to MyPortal.MacEwan.ca and check your To Do List for applications.

Other Funding Options

Depending on your educational/career goal, financial need and/or personal situation, there may be other options to help you finance your education such as:

• Educational Savings Plans
• Advancing Futures Bursary
• Alberta Works (EAL, University Preparation)
• Northern Alberta Developmental Council Bursary
• Financial/Banking Institution Student Line of Credit

For more information about your funding options, visit our Fees and Financial Information page at MacEwan.ca/FFI or contact an advisor in the Student Financial Aid Office at 780-497-5000 or 1-888-497-4622 (toll-free), studentloans@macewan.ca, or awards@macewan.ca.
INTERNATIONAL STUDENTS

MacEwan University welcomes all international students to our world class institution. The university’s commitment to being a leader in international education is reflected in all areas of programs and services. Our strong international reputation for excellence is based on more than 45 years of providing quality education to thousands of students from around the world. It is our privilege and pleasure to be your first choice in higher education and work with you to help you meet your academic goals.

Immigration, Refugees and Citizenship
Canada Rules and Regulations

International students attending MacEwan University are responsible for familiarizing themselves with the Immigration, Refugees and Citizenship Canada rules and regulations regarding study permits, work permits and temporary resident visas. Under section 91 of the Immigration and Refugee Protection Act (IRPA), only members in good standing of a law society or the Immigration Consultants of Canada Regulatory Council (ICCRC) may provide immigration advice. International students may seek student related immigration information and advice from one of the regulated members of ICCRC at MacEwan International. The Office of the University Registrar issues letters and other documents required by international students for permit and visa renewals. If you are currently studying in Canada, you may also contact the Immigration, Refugees and Citizenship Canada Call Centre at 1-888-242-2100 for assistance.

International Student Services

MacEwan International offers a range of services to help international students be successful in their studies. International advisors assist students with understanding their program of study and the Canadian university environment as well as how to access additional academic, social, and career support services.

Admission and English Language
Requirements to Degree and Career Programs

• Academic and program specific requirements for your program of choice (see MacEwan.ca/InternationalPrograms).
• English language proficiency requirements (see MacEwan.ca/ELP).

Application Process

Submit an application through www.applyalberta.ca (http://www.applyalberta.ca).

After you have submitted your online application, scan copies of the following to admissions@macewan.ca:

• All educational documents and certified word-for-word English translations for documents that are not in English
• English Language Proficiency (ELP) test results, such as IELTS or TOEFL
• A valid passport document

Remember to include your full name and Student ID or application confirmation number in the body of your email. Full details available at MacEwan.ca/International (http://MacEwan.ca/International).

International Tuition Costs

Credit Courses

International students enrolled in Open Studies, degree, diploma or certificate programs will be assessed a minimum tuition fee equivalent to nine credits in the fall and winter terms and on a per-credit basis during the spring/summer term. Refer to the International Tuition Fees table in the Fees section of the academic calendar. Estimated program costs for international students are also available from the university’s website at MacEwan.ca/FFI (http://MacEwan.ca/FFI).

Non-Credit Courses

Fees for international students enrolled in non-credit programs and courses within the School of Continuing Education vary. Refer to the website at Macewan.ca/SCE.

International Transfer Credit Evaluation

Upon acceptance to a degree, diploma or certificate program at MacEwan University, students with post-secondary/higher education completed outside of Canada can submit a Request for Transfer Credit.

For each course previously completed with similar content to a MacEwan University course, a Request for Transfer Credit form and detailed, descriptive course syllabus and outline must be submitted. The course syllabus and/or outline MUST be in English and the student is responsible for having the translations completed. At least 80 per cent of the content from the incoming course must be equivalent to the MacEwan University course to be considered for transfer credit.

Complete instructions and forms can be found at MacEwan.ca/Transfer, under the International tab.

Contact Information

Eric Franke, International Advisor
Veronique Khamly, RISIA, International Advisor, RISIA
Nataliya Oliferchuk, RCIC, International Advisor
Erin Wight, RCIC, Manager, International Student Services
T: 780-497-5397
E: international@macewan.ca

Executive Director
Kimberley Howard, BA(H), M.Ed., MBA

Preparation Programs for International Students

Students apply directly to English as an Additional Language (EAL) or University Preparation (academic upgrading). Additional information concerning application and programs are available through the School of Continuing Education website.

Admission Criteria

To be evaluated through the School of Continuing Education.

All students applying to programs in the School of Continuing Education must present a minimum level of English Language Proficiency (ELP). The minimum ELP requirement to enter the lowest level of ESL classes offered is the Canadian Language Benchmark (CLB) 4 with no skill under 4, Academic IELTS 4.0, Academic TOEFL iBT 39, TOEIC 405, Academic PTE 48, or CAEL 40.
Program of Study
An advisor will develop an individualized study plan for each student to help them complete their ELP and/or high school course requirements. All students are expected to consult regularly with an advisor to ensure they are undertaking the appropriate coursework and progressing in their studies. Students who have successfully completed the required courses may apply for admission to a university degree, diploma or certificate program; however, admission is not guaranteed.

Contact Information
School of Continuing Education
T: 780-497-4400
E: SCE@macewan.ca
MacEwan.ca/SCE

Director
Ewa Wasniewski, MEd, PhD (Can)
INSTITUTIONAL GRADUATION REGULATIONS

MacEwan University has institutional graduation regulations for all Ministry approved programs. Each student must fulfill all of the following regulations in order to be eligible to graduate with a MacEwan University credential. Details are available in the university’s Graduation Policy C2100 and other relevant policies as noted below.

Academic Residency – A student must complete at least 50 per cent of courses through MacEwan University. Challenge examinations, transfer credit and other special assessments (for example, prior learning and recognition) are not included in the 50 per cent. Approved exemptions are noted in the program section.

Attendance – A student must comply with any course or program attendance and punctuality requirements as noted in degree or program regulations, course outlines or program handbooks. In addition, sponsored students may have special attendance requirements.

Graduation Grade Point Average – A minimum Graduation Grade Point Average (GGPA) of 2.00 on the 4.00 scale is required. For a Honours designation, a minimum Graduation Grade Point Average (GGPA) of 3.00 on the 4.00 scale is required.

Minimum Course Grade – The minimum passing grade for a course at MacEwan University is a D unless otherwise noted. Some programs may require the achievement of a specific grade in a course for graduation purposes. For specific course grade requirements, refer to your program of study.

Minimum Transfer Grade – A minimum course transfer grade of D is required except when a higher grade is specified as a program requirement for graduation – see “Minimum Course Grade” in the Program of Study (C2030 Inter-Institutional Transferability).

Non-duplicative Coursework – Each course completed for credit or for which transfer credit is granted may be used only once for credit towards fulfilling any program requirement.

Prerequisites/Co-requisites – Each student is responsible for fulfilling each course prerequisite(s) or co-requisite(s) as listed in the course description (E3101 Student Rights and Responsibilities).

Program Time Limit – The period of time permitted for completion of program requirements varies by credential type and starts from the first day of the term of acceptance for all credential types as follows (C2075 Program Time Limits):

1. Certificates – 4 years
2. Post-Diploma Certificates – 3 years
3. Post-Basic Certificates – 3 years
4. Diplomas – 7 years
5. Applied Degrees of two year duration – 6 years
6. Applied Degrees of four year duration – 10 years
7. Baccalaureate Degrees – 10 years

Approved exemptions are noted in the program section.

Repeating Credit Courses – A student in a credit course shall be allowed to repeat any course one additional time, regardless of whether the initial registration resulted in a failing or passing grade (C1035 Repeating Credit Courses). Course Withdrawals (W) and Audits (AU) do not count as course attempts.

Required English Course – A student in a Ministry approved program shall take an English course as specified in the Program of Study (C1030 Required English Course).

Policies
A comprehensive listing of all university policies may be found on the university’s website at MacEwan.ca/PolicyManual.

As a student, it is your responsibility to know and understand the university policies that apply to you. If you have questions about a policy, contact your program or the Office of the University Registrar.
**PRIVACY AND CONFIDENTIALITY**

This notice explains how MacEwan University collects, uses and shares personal information relating to applicants and prospective, current and former students, and your rights in relation to the using of your personal information.

In this notice:

- **personal information** means any information which can identify you directly or indirectly (whether itself or when combined with other data), regardless of the format or media on which the data are stored. This includes information that can identify you when combined with other data that is held separately (pseudonymous data) but does not include information that has been manipulated so that you can no longer be identified from it (anonymous data).
- **using** means any activity relating to your personal information including collection, use, alteration, storage, disclosure and destruction.

**Changes to this notice**

The university may update this information at any time and may provide you with further notices on specific occasions where we collect and use personal information about you. You should visit the Privacy and Information Management website (https://www.macewan.ca/wcm/Administrative/InformationManagement&Privacy) regularly to take notice of any changes, however where any change affects your rights and interests, we will make sure we bring this to your attention and clearly explain what this means for you.

**How we collect your personal information**

We may collect your personal information in several ways, including:

- personal information provided by you when you express an interest in applying to the University (for example, by booking a place on one of our open house days)
- personal information provided by you when you apply to be a student at the University (for example, by applying online through the Alberta Post-Secondary Application System, ApplyAlberta)
- personal information provided by you when you register as a student with the University
- personal information provided by you throughout the course of your studies or relationship with the University (for example, participating in institutional surveys)
- personal information provided by you when you communicate with us by telephone, email or via our website and social media (for example when you contact us or any member of our staff to make an enquiry or raise a concern)
- personal information collected from or observed about you in the course of your studies including your use of University resources, services and systems and other interactions with the University
- personal information from third parties in the course of the application and admissions use, or during the course of your studies (for example, other institutions that deliver collaborative programs with the University, Government departments, and your previous or current school, college, university or employer who may provide a reference about you or who may sponsor your studies)
- photos, video footage with your likeness, audio recordings
- information provided as part of your application to study at the University, or created during the application use
- financial information
- attendance information (for teaching and pre-registration events)
- visa and immigration information (including visa and passport details)
- academic marks and progress
- information provided in relation to extenuating circumstances, appeals and complaints
- references
- disciplinary information
- information regarding hobbies and interests
- other personal information relating to academic support

We may also collect, or you may choose to provide us with, the following types of more sensitive personal information:

- information revealing your race or ethnicity, visible minority status, political affiliation, religious beliefs, sexual orientation or preferences (whether indicated by your gender or gender identity)
- information about your health, including genetic, disability or medical condition

These types of personal information require us to take additional steps to ensure their security and confidentiality.

**Types of personal information used**

Personal information the University may use includes:

- your unique University student number and other examples of unique system IDs or personal identification numbers (for example, Alberta Student Number (ASN), passport number, SIN, myStudentSystem ID)
- contact information (including name, marital status, address, date of birth, phone numbers and email addresses)
- photos, video footage with your likeness, audio recordings
- information provided as part of your application to study at the University, or created during the application use
- financial information
- attendance information (for teaching and pre-registration events)
- visa and immigration information (including visa and passport details)
- academic marks and progress
- information provided in relation to extenuating circumstances, appeals and complaints
- references
- disciplinary information
- information regarding hobbies and interests
- other personal information relating to academic support

**How the University uses personal information about you**

The University may use personal information (including sensitive personal information) about you for the following purposes:

- administration of applications (for example, receiving and using forms and applications, transcripts, assessments of applications, offers of admission)
- educational administration (for example, program and course registration, assessment of on-going academic status and standing, timetabling, scheduling of exams, assessing eligibility for financial aid and awards)
- administration of services for students (for example, booking a counselling session through Wellness and Psychological Services, receiving accommodations through Services to Students with Disabilities)
- administration of campus services to students (for example, registering a locker, Sport and Wellness membership, monthly
purchasing, accommodations in Residence, ordering textbooks through
the Bookstore)
- institutional analysis and planning purposes (using the information
to evaluate progress toward strategic goals, to inform and support
decision making, priority setting, long range planning, reporting
official university data to faculty, staff, students, provincial and
federal governments, external institutions and agencies and the
general public, etc.)
- administrative research and statistical analysis in support of
provision of education and general administration of the University
(for example, to improve University programs, services and supports
to students)
- research involving human subjects (only with Research Ethics Board
approval and participant consent)
- provision of library and information services (for example,
administration of membership, cards, loans and fines)
- to determine eligibility for services and supports available to current
University students (for example, the UPass program)
- on-going communications from the University regarding University
business and activities
- promotion of the University (for example, providing information about
programs or services that may be of interest to you, and events
hosted, co-hosted or supported by the University on and off-campus)
- provision and maintenance of IT Resources (for example, email
accounts and internet access)
- security and crime prevention/detection (for example, the use of
CCTV recording, security incident reports)
- provision and management of University owned property for students
- auditing compliance with the University’s legal and regulatory
obligations and policies
- handling complaints, appeals and disciplinary actions

The University may use and disclose information in de-identified or
aggregate form without limitation.

Legal Authority for using your personal information
We will only use your personal information when we are permitted to do
so by law. Most commonly, we will use your personal information:
- in the delivery of your post-secondary education and services once
you have enrolled as a student
- to comply with the University’s legal obligations (for example,
complying with immigration, health and safety law, preventing and
detecting crime, assisting the police and other authorities with their
investigations)
- where necessary for our legitimate interests or those of a third party
provided your interests and rights do not override those interests
(for example, monitoring the effectiveness and performance of the
University’s teaching, promoting equality and diversity, providing
administrative and management services and recovering monies
owed to us).
- to protect your vital interests or those of another person (for example
where we know or have reason to believe that you or another person
may suffer harm)

In circumstances where you have a genuine choice as to whether we
should use your personal information, we will ask you for your consent.
The method used to obtain your consent will depend on the scope and
context of the using that we propose.

Where the lawful ground relied upon by the University to use any of your
personal information is your consent, you have the right to withdraw such
consent at any time without having to give any reason. However, if you do
so, the University may not be able to provide some or all of its services to
you or the provision of those services may be affected. Where this is the
case, you will be notified accordingly.

In relation to sensitive types of personal information, we may request
your explicit consent unless a condition applies which allows us to use
such personal information without doing so.

Sharing your personal information with third parties
Where there are lawful grounds for doing so, the University may share
your personal information with the following third parties:
- individuals employed or engaged by the University, to the extent
necessary to perform their duties
- Students’ Association of MacEwan University (SAMU) (limited
to what is necessary for its operation and services - for example,
personal information required to obtain health and dental benefits,
create voters’ lists for student elections, manage the U-Pass program,
etc.)
- external parties assisting with admissions or examination
- agents assisting the University with international admissions (limited
to what is strictly necessary for the performance of the agent’s role)
- internal and external auditors
- external examiners
- other education institutions, partners or research organizations where
a student’s program is being run collaboratively, or where such parties
host students for elements of their program (for example, other
universities, schools, practicum placements, industry bodies)
- third parties performing administrative functions on behalf of the
University
- debt collection agencies – when students have not paid fees that
they owe
- police and other investigative agencies - only where the disclosure of
personal information would assist with the investigation of a crime
or other alleged misconduct, and such disclosures are necessary and
proportionate to the aims of the investigation
- the Government and local authorities during information gathering
exercises when the University is legally obliged to provide data
- external accommodation providers - where student accommodation
is provided on behalf of the University
- for archival purposes in the public interest, and for historical research
and statistical purposes
- potential employers and other educational institutions - to confirm if
a student has graduated, the date of graduation, confirmation of an
award, and the name of the certificate, diploma, or degree obtained
(this is considered public information)

Where the University uses third parties to use personal information on its
behalf, a written contract will be put in place to ensure that any personal
information shared will be held in accordance with the requirements of
applicable privacy legislation and that such vendors have appropriate
security measures in place in relation to your personal information.

Parents, family members and guardians are considered to be third parties
and personal information will not be disclosed to such persons unless
consent is provided, or the disclosure is otherwise made in accordance
with law.
The University may need to share your personal information with a regulator or to otherwise comply with the law.

**How the University keeps your personal information secure**
The University has put in place appropriate technical and organizational security measures to prevent your personal information from being accidentally lost, used, or accessed in any unauthorized way or altered or disclosed. In addition, the University limits access to your personal information to the persons and organizations described above who have a need to access it. The University has an incident response plan to deal with any suspected personal information privacy and security breach. For further information, visit the University’s Information Security (https://www.macewan.ca/wcm/CampusServices/TechnologySupport/InformationSecurity/ITSecurityatMacEwan) page.

Students must also be aware of their responsibilities concerning the privacy and security of information and IT resources, and adhere to any applicable University policies, standards, and procedures.

**How long the University will retain your personal information**
The University must only retain information for as long as necessary to fulfil the purposes for which it was collected and to satisfy any legal, regulatory, accounting or reporting requirements.

Specified retention periods are applied to information in the custody and/or control of the University. In setting these retention periods, the University has considered:

- the nature, sensitivity and volume of the personal information
- the potential risk arising from the University’s continued retention of the information
- the purposes for which the University may use your personal information
- whether the University is required to retain any personal information by law or in accordance with its legitimate interests

In some cases, the University may anonymize your personal information so that it can no longer be identified with you, in which case the University may retain such data indefinitely.

**Alumni**
On graduation, you will automatically become a member of the University alumni and may receive information relating to alumni activities, such as news, events and fundraising opportunities. There is further information available about the benefits of being an University alumni on the Alumni Office website (https://www.macewan.ca/wcm/Alumni/BenefitsServicesSupports). To opt out of receiving such information please send an email to: alumni@macewan.ca.

**Questions or comments**
If you have any questions or comments regarding this notice or the use of your personal information, please contact the Privacy and Information Management Office at MacEwan University by email at privacy@macewan.ca or 780.497.5423.
SERVICES FOR STUDENTS

Quick Links:
- Alumni and Development (p. 45)
- Child Care Centre (p. 45)
- kihêw waciston, Indigenous Centre (p. 45)
- Library (p. 45)
- MacEwan Athletics (p. 45)
- MacEwan International (p. 45)
- MacEwan Residence (p. 46)
- MacEwan University Campus Services (p. 46)
- MacEwan University Health Centre (p. 46)
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- Student Affairs (p. 47)
- Student Ombudsperson (p. 49)
- Students’ Association of MacEwan University (SAMU) (p. 49)
ALUMNI AND DEVELOPMENT

MacEwan University recognizes that Alumni are its greatest legacy and ambassadors, and as such the university is committed to supporting their continued growth, celebrating their achievements, and strengthening their connection to the University – as volunteers, returning students, advocates, donors and mentors. The university is committed to engaging Alumni through the principled management of Alumni information and coordinated communication.

Alumni are defined as persons who have received a ministry approved credential OR a continuing education certificate OR have successfully completed 30 credits of a formal transfer program from the university. Alumni are encouraged to stay connected with the university, and take advantage of the many benefits and services available to them both on and off campus. As valued members of the university community, alumni are eligible to receive exclusive offers, university updates, special event invitations, contest promotions, discounts and much more.

As such, student information, including personal information, will be shared with the Alumni and Development department to facilitate continued communication between the university and alumni. Information is shared with the intention of communicating alumni benefits and services, university initiatives, fundraising solicitations and affinity program promotions. The alumni database is in the custody and control of MacEwan University. Individuals may contact the Alumni and Development department at any time to update their information, request, limit or cease communications, or to add or remove any personal information from the database.

Visit MacEwan.ca/Alumni (http://MacEwan.ca/Alumni) to learn more about alumni programming.

Child Care Centre

MacEwan University’s Early Learning at MacEwan (ELM) is a rich, inclusive environment for children aged 19 months through six years. Qualified early childhood educators work closely with families ensuring a warm, healthy, safe environment for play, care, learning and development. Knowledgeable educators engage children and their families in designing an integrated curriculum, focused on broad holistic goals for young children’s learning. Responsive educators create daily experiences and routines that promote play, wellbeing, early literacies, and caring relationships. The indoor and outdoor environments are purposefully designed to stimulate exploration, curiosity, creativity and wonder. The centre provides educational research and teaching support to the MacEwan Early Learning and Child Care Program. MacEwan students are actively engaged with the children during each term.

The centre is open year-round with the exception of a closure from December 25 to January 1, and the last week of July, first week of August. For more information, visit MacEwan.ca/ELM (http://MacEwan.ca/ELM). Note – Some families may qualify for Government of Alberta subsidies – more information is available at www.humanservices.alberta.ca/financial-support.html (http://www.humanservices.alberta.ca/financial-support.html).

kihêw waciston, Indigenous Centre

As MacEwan University’s Indigenous Centre, we offer personal, academic, financial and cultural support. While many of our services are directed at Indigenous students, kihêw waciston’s doors are open to everyone in the MacEwan community.

kihêw waciston, which means “eagle’s nest” in nêhiyawewin (Cree) is a home away from home for MacEwan University’s Indigenous students. Here you can gather, work and grow in a community that honours the distinctive knowledge of Indigenous peoples and supports you on your post-secondary journey. Located on the main floor of Building 7 (7-131) kihêw waciston is a friendly, welcoming place with quiet study space, student computers and kitchen facilities. Students are encouraged to spend time in the Centre to connect with one another, access resources and student supports.

kihêw waciston’s student advisors are available to answer your questions and help you meet the challenges of university life. We offer encouragement, provide cultural and academic support and direct you to useful resources that will help you along your educational path. Student advisors can talk to you about the admissions process, scheduling, enrolling in classes and managing your workload. We also answer questions about bursaries, scholarships and funding applications. Let us know about your academic concerns, too. We can help you with writing and study skills, accessing tutors and time management- or point you in the right direction to someone who can.

We support future students in achieving their education goals from application to graduation & provide connections to community resources. We are available to visit communities and high schools to share what MacEwan University and kihêw waciston has to offer through participation in career/resource fairs and school presentations.

kihêw waciston facilitates recognition and understanding of Indigenous knowledge, culture and history in the greater campus community. It advocates for increased supports for Indigenous initiatives across MacEwan’s campuses and more engaged relationships with Indigenous communities and organizations. The Indigenous Centre offers cultural support with our full-time Knowledge Keeper for one on one sessions and group discussions/teachings. The Knowledge Keeper is also available and provides support to our staff and faculty in the classroom.

Visit MacEwan.ca/KW (http://MacEwan.ca/KW)

Library

Each campus has a library that offers a wide range of services, resources and staff to support students. Visit Library.MacEwan.ca (http://Library.MacEwan.ca) for further information.

MacEwan Athletics

Show your MacEwan University spirit and cheer your Griffins on to victory! With a proud tradition of excellence in basketball, volleyball, soccer, hockey, cross-country running, curling, golf and track, the Maroon and White compete for league and national championships as a member of both Canada West (U Sport) and the Alberta Colleges Athletic Conference (Canadian Collegiate Athletic Association). Visit MacEwan (http://MacEwan.ca/Griffins)Griffins.ca (http://macewangriffins.ca/landing/index) for news, ticket information and results.

MacEwan International

MacEwan International focuses on campus internationalization and global engagement, international student recruitment, international student services, education abroad and international partnerships. We
provide leadership, support and services for students, faculty and staff who are involved in international activities. MacEwan International works with the larger MacEwan community to achieve the goals of becoming a university of global significance, relevance and value and to foster a culture of internationalization that creates global citizens. We are located at City Centre Campus.

**MacEwan Residence**

**About Us**

Our vision is to be a diverse community and the preferred choice for engaged student living. Through an empowered community of respect and collaborative leadership, students will leave with an enriched university experience.

To bring that vision into reality, we provide a connected, academically focused, and safe environment for students and the community through respect, leadership, innovation, professionalism, and empathy.

**More Than Just A Place To Live**

Located on City Centre Campus, the MacEwan Residence is the University’s only residence building and gives almost 800 students safe, affordable housing and a unique living and learning environment. It’s more than just a place to live. It’s a place to meet other students and get involved in campus activities. It’s a place to learn and excel in a supportive environment. And a place to call home.

**Safe, Central. Complete**

The building is as central as you can get in Edmonton. It’s located right on City Centre Campus, close to classes and services like the Library and Christenson Family Centre for Sport and Wellness. And, it’s within walking distance to a variety of grocery stores, restaurants, shopping and entertainment - including Edmonton’s new arena, Rogers Place. It is also near a major hub for public transit, serving many sites across the city and other MacEwan University campuses.

**Residence Life**

The best thing about living in residence is the experience of living in a unique community with other students facing the same experiences and challenges you face every day. Residents often say they appreciate how easy it is to meet new people and to develop great friendships that last well beyond their experiences at MacEwan University.

The residence environment provides you the opportunity to become an active member of the university community and to develop a range of personal skills. Our Residence Life program includes everything from social events and fun activities like intramurals and movie nights, to personal growth workshops like study skills and financial planning workshops, to formal leadership opportunities on the Residence Life Staff Team.

**Safety and Security**

With 24-hour security, a multi-key access system and a team of live-in staff, MacEwan University’s residence is built to give you the security you need. Information and Residence applications are available at MacEwan.ca/Residence (http://MacEwan.ca/Residence)

**MacEwan University Campus Services**

**Bookstore**

The MacEwan Bookstore (aka mStore), will be one of the first places you’ll visit on campus. Our mStore carries everything you will need from textbooks to tech, all year round. Whether it’s books, art supplies, school supplies, clothing, computer accessories, or even giftware – we’ve got you covered. Helpful advice is always available here.

Can’t make it to mStore? Want to avoid long line-ups during back to school? Students can now get their personalized textbook lists and order all their books and supplies online at www.macewanbookstore.com (http://www.macewanbookstore.com). All they need is their student ID and books will be ready for pick-up before class or shipped to the mailing address of your choice. It’s that easy.

**Transportation Services**

Transportation Services is proud to offer MacEwan University students, staff and faculty competitive rates on all three of our campuses all year round. Responsible for Daily and Monthly Parking, ETS @ Work Passes, Car Share Program, Car Pool Program, Taxi Service, Shuttle Service, and Bicycles. Whether you’re living in residence, commuting to class or just attending an event - Transportation Services can help. For more information, please visit www.MacEwan.ca/Parking (http://www.MacEwan.ca/Parking).

**Food Services**

Whether it’s preparing freshly made meals in house or supporting the local food movement, MacEwan University Food Services is an integral part of this university.

Providing local, quality foods that are value specific to students, faculty and staff, Food Services is committed to serving more variety on campus. From gluten-free to vegan, homemade pizza to tasty tacos, we are elevating campus food at MacEwan University.

For more information about Food Services, please visit them at www.MacEwanEats.ca (http://www.MacEwanEats.ca).

**MacEwan University Health Centre**

MacEwan students, faculty and staff has access to coordinated, comprehensive, team-based health care at the MacEwan University Health Centre located on the northeast corner of campus on 105 avenue and 109 street. Services at this new facility include but are not limited to disease prevention, health promotion, mental health services, acute and chronic care needs. This clinic is based on the innovative “Medical Home” model which gives our student and staff community a one-stop access to a spectrum of health-care professionals including doctors, primary care nurses, mental health professionals, dieticians and kinesiologists. Walk-in appointments are accommodated if an opening is available, but appointments are preferred. The clinic has extended hours and a 24/7 on call physician available for more urgent matters. For more information about the MUHC, please visit www.MacEwan.ca/MedicalClinic (https://www.macewan.ca/wcm/HealthCentre).
MacEwan University Sport and Wellness

Live better and manage the stress of student life with MacEwan University's top-notch sport and wellness programs and services. Student memberships include access to the state-of-the-art fitness area, pool, hot tub, steam rooms, gymnasium, as well as drop-in aerobic, spin, and strength Value-Added classes. Students also receive special rates on registered classes, personal training, fitness assessments and swim lessons. We also offer Recreation Leagues, tournaments and special events. Go to MacEwan.ca/SportandWellness (https://www.macewan.ca/wcm/campusservices/sportandwellness) for fitness and aquatic information or MacEwan.ca/Recreation (https://www.macewan.ca/wcm/campusservices/sportandwellness) for the latest on recreation events.

Student Affairs

Student Affairs is committed to helping students realize their full potential at MacEwan. We deliver on our promise with a focus on strengthening student self-awareness, mindfulness, decision-making and personal resiliency. Student Success Services, Career Development and Experiential Learning, Wellness and Psychological Services, Services to Students with Disabilities and all our other excellent services encourage students to explore who they are and who they want to be. We provide opportunities for students to connect with like-minded seekers. Student Affairs believes students have the right and responsibility to shape their own futures and manage their lives. We think they can influence positive change for others by applying their talents, knowledge and skills in and beyond the classroom or campus. Student Affairs understands that defining oneself happens throughout a student’s journey at MacEwan. We believe leadership development begins Day One, so we invite all new students to our First Year Experience. We offer ongoing, co-curricular record recognition, volunteer and paid service opportunities, plus free leadership programming to support their unique MacEwan journeys. Our services empower students to better understand their academic strengths and preferences, their place on the mental health continuum, and their current personal wellness and its potential. We believe student engagement and success are most easily secured when learners enjoy mental health and wellness. Understanding one’s personal strengths and how to self-regulate or secure professional help in periods of stress or challenge are essential parts of a university and adult-life success toolkit. For more information about how Student Affairs can inspire and challenge are essential parts of a university and adult-life success.

Student Needs, Health, and Wellness

Wellness and Psychological Services

Our multidisciplinary team in Wellness and Psychological Services offers free, one-to-one support and assistance to any student currently enrolled in one or more credit courses. Students come to Wellness and Psychological Services with a wide range of personal, educational and career concerns that are affecting their personal health and wellness. Those who are new to our service (and those who have not used these services within the past six months) initiate services through an Initial Consultation (IC), a one to one 25-30 minute conversation with a professional focuses on the reasons for seeking help. This consultation determines if our services are a good match to meet needs, provides immediate support, and identifies possible next steps such as follow-up appointments with a counselor and/or a referral to other resources on campus or in the community. Members of our team are also available to serve as consultants and resources for faculty, staff and administrators for concerns related to student psychological health and well-being.

MacEwan.ca/Counselling (http://MacEwan.ca/Counselling)

Services to Students with Disabilities

Student register with SSD if they experience any barriers at the university that may be related to a short-term or long-term disability or medical condition. Our goal is to facilitate the full participation of students with disabilities by sharing information and resources, providing a broad range of services including access to technology, and recommending academic accommodations for students.

MacEwan.ca/SSD (http://MacEwan.ca/SSD)

Student of Concern

Student of Concern is a multidisciplinary, behavioural intervention team at MacEwan University coordinated by Student Affairs. It is made up of professionals from Student Affairs, Security, Wellness and Psychological Services, Office of the University Registrar and others as appropriate. The purpose of the team is to proactively identify, assess and offer appropriate support to students who may be at risk or pose a risk to others. The team’s work supports the university’s values of Students First, Quality Education and Personal Learning Experiences because they mitigate risks; help students make informed and positive decisions; accommodate ongoing or emerging student physical or mental needs; and offer routes to protection for students under threat of harm by others. Student of Concern wants students to be safe and healthy, stay on track to achieve their academic goals, and engage fully and positively in campus life. The team aims to work at the lowest possible level with respect and caring to protect privacy, minimize risk, and prevent further disruption of the university experience for the student of concern, peers, faculty, staff and other members of the community.

Contact Student of Concern if you have serious concerns about your own or another’s mental or physical safety and well-being. Often behaviours that trigger a referral are of a growing urgency or have recently escalated. Examples may include suicidal communication (writing, talk, social media); suicide attempts; talking about serious abuse/threats done/made or happening to them; cutting or other self-harm; not eating; uttering threats or planning to hurt others; saying goodbye to friends and family often including giving away items of value like keepsakes or mobile devices; hearing voices or loss of contact with reality; paranoia or thinking others are out to get them or are watching them; isolating behaviour (missing work placement commitments, classes or postings, club/recreational/social events); talking about worthlessness or profound fear of failure; or deepening depression.

To access, call 780-497-5555; for information, visit MacEwan.ca/Counselling

Sexual Violence

Learn more about how to be part of the positive movement at MacEwan University, where we are building a culture of consent. We are committed to ending sexual violence on campus and have established procedures to react to any incidents.

For more information, give support or get help, visit MacEwan.ca/SexualViolence (http://MacEwan.ca/SexualViolence)
Conduct
Student Conduct, Community Standards and Values
MacEwan University believes every student has a voice to share ideas that enrich our learning community. With that right comes the responsibility to engage in respectful, considerate dialogue in which ideas and not individuals are challenged. Through the adoption and promotion of Restorative Practices, this unit provides and facilitates opportunities for MacEwan students to explore engaged citizenship and ethical conduct, and the values and responsibilities that belong to these. Student Conduct, Community Standards and Values further approaches academic integrity education strategically and holistically, in its relation to ethical values, moral standards, and engaged citizenship. On the belief that ethics require patient reflection and practice, it aims to facilitate and promote an experiential learning approach to ethics.

Academic Integrity
MacEwan University is a community of scholarship and service dedicated to the pursuit of truth and knowledge through teaching, research, and study. Academic Integrity is at the core of this enterprise and aligns with the University’s commitment to academic excellence and quality education. The Academic Integrity Office supports the University’s commitment to promoting and upholding an environment of Academic Integrity through education, compliance with standards, and prevention of violation of those standards. The Academic Integrity Office is also a resource for students and faculty for questions related to issues such as avoiding plagiarism and improper collaboration, or those related to what steps to take when incidents occur.

MacEwan.ca/AcademicIntegrity (http://MacEwan.ca/AcademicIntegrity)

New Student Orientation

New Student Orientation
This is the start of your transition to MacEwan University! NSO is an engaging event where new students can get a guided tour of their campus, receive important information needed for a transition to a post-secondary environment, and socialize with peers to make new friends. As the first step in acquainting students with university life and helping them to anticipate some of the new processes, challenges, and opportunities they’re going to encounter, New Student Orientation is instrumental in helping new students develop their academic identities and set the tone for a new educational phase. New Student Orientation also provides returning MacEwan students with an important volunteer opportunity that allows them to take a leadership role in assisting and setting a positive example for incoming students. Student Leadership Development and Community Engagement is responsible for planning the main MacEwan New Student Orientation and it is open to all new students at City Centre Campus and Alberta College Campus. The SLDCE also coordinates athletes’ orientation specifically for new student-athletes, and supports a Parent Welcome event.

MacEwan.ca/Orientation (http://MacEwan.ca/Orientation)

First-Year Experience
A series of social events and learning opportunities that continue to support first-year students’ transition to the university throughout the year. Activities change each year, but previous years’ events have included paint nights, scavenger hunts, and workshops on writing skills or study strategies. First-year experience events are advertised through various MacEwan social media and digital advertising channels. There is a Facebook group for first-year students where they can connect with other first-year students and stay up-to-date on events and announcements.

Find out more at MacEwan.ca/Orientation (http://MacEwan.ca/Orientation) or join the First Year Experience Facebook group.

Career Development and Experiential Learning
Whether you’re a first-year student with limited professional experience or a mature student looking to make an important career transition, we are here to help. We support informed career planning and decision making; identifying individual strengths, values and interests. This may include planning for future employment or for further education such as graduate studies. We provide information and support for developing skills to find employment, to write a resume and cover letter, to prepare for an interview or write a LinkedIn profile. Also, students may drop in to the Career Development and Experiential Learning Centre in regard to questions about placements or practicums (Experiential Learning).

MacEwan.ca/CDEL (http://MacEwan.ca/CDEL)

Extracurricular
MacEwan University Ambassadors
The friendly faces you see giving campus tours are Ambassadors. If you like to be involved, help in your community and develop your leadership skills, consider becoming one. The MacEwan Ambassador Program is a leadership program that gives you the opportunity to serve the University and Edmonton community through volunteer service. This program promotes the profile of MacEwan University by displaying integrity, compassion, and a high standard of professional and personal excellence. While promoting the image of MacEwan University to
prospective and new students, their families and the community at large. This is a great opportunity to develop leadership skills that will serve MacEwan University students into the future.

MacEwan.ca/Ambassador (http://MacEwan.ca/Ambassador)

**Student Leadership Development Programs**

These are specialized leadership development programs that while having unique criteria and purposes are similar in that they offer service learning opportunities on and off campus, developmental activities that enrich and inspire members to contribute and engage with increased assurance and pride.

**Co-Curricular Record**

The co-curricular record (CCR) is a document from MacEwan University acknowledging your extracurricular activities that you can take with you when you finish your studies. Bring it to a job interview or attach it to an application. It will boost your resumé and CV and let potential employers know a bit more about you. Learn more about this university-recognized, accredited document in the CCR portal of MacEwanWorks. More information on the co-curricular record can be found on the Co-Curricular Record web page.

MacEwanWorks.MacEwan.ca (https://macewanworks.macewan.ca/home.htm)

**Golden Key International Honour Society**

Golden Key exists to unlock the potential of our members. We offer a sense of fellowship within the Society's three pillars – Academics, Leadership and Service. We are dedicated to achievement – personally, professionally and altruistically. Membership begins with recognition of academic excellence and can lead to a lifetime of learning and achievement.

The Golden Key chapter began in 2010 and is the 393rd Golden Key chapter worldwide and the 19th in Canada.

Members focus on community service, networking events, and reaching out to make connections with the local community and the entire university student body. We welcome prospective members who are in the top 15% of their class and interested in service and leadership development. Look for your invite to join!

MacEwan.goldenkey.org (http://MacEwan.goldenkey.org)

**Work Integrated Learning**

Work Integrated Learning (WIL) provides guidance on workplace integrated activities such as field placements, practica and preceptorships. Information available includes that related to worker compensation coverage available for students on placements within or outside of Alberta. For information about WIL services and Student WCB while on placements visit MacEwan.ca/CDEL (http://MacEwan.ca/CDEL).

**Office of the Graduate Liaison**

Explore study options after graduation. The Graduate School Liaison will help you find the best global options available for graduate school or professional studies and can provide advice and resources to help with your application. The Graduate School Fair held at MacEwan gives you an opportunity to meet representatives from national and international schools.

MacEwan.ca/GradSchoolLiaison (http://MacEwan.ca/CDEL)

**Student Ombudsperson**

The Student Ombudsperson is a confidential, independent, fair, impartial, and accessible resource for students, who will help students in understanding policies and decisions that affect enrolment. The Student Ombudsperson assists students in understanding policies, processes and concerns from admission to alumni.

MacEwan.ca/Ombudsperson (http://MacEwan.ca/Ombudsperson)

**Students' Association of MacEwan University (SAMU)**

The Students' Association of MacEwan University (SAMU) is a student-centered organization committed to serving the needs of the entire student body. SAMU strives to be a strong voice for students through our advocacy, both internally and externally, and through other supports such as the Health and Dental plan, U-Pass, Peer Support, Food Bank, Breakfast Club, and others.

Additionally, SAMU provides students the opportunity to form clubs, write for the griff, our monthly student magazine, work part-time for SAMU, and hosts several exciting events on campus each year, including Fall Fest, Winter Fest, Stress Less, and Speaker Series.

SAMU is governed by an annually elected Students’ Council and Executive Committee. These bodies, voted in by students, are responsible for the vision, mission, and direction of SAMU, and are supported by a full-time and part-time staff. SAMU operates on student fees, and seeks alternative funding through business opportunities, advertising, and events.

SAMU.ca (http://SAMU.ca)
FACULTIES OF THE UNIVERSITY

Quick Links:
- Arts and Science (p. 51)
- Business (p. 58)
- Continuing Education (p. 61)
- Fine Arts and Communications (p. 62)
- Health and Community Studies (p. 67)
- Nursing (p. 73)
ARTS AND SCIENCE

Our faculty colleagues have been trained at universities in many countries across four continents, and they actively pursue a wide array of research programs. Some of our professors are recipients of major research awards from large national granting agencies, including the National Sciences and Engineering Council of Canada, the Social Sciences and Humanities Research Council of Canada, Arctic Net, International Development Research Center, the ICLR Quick Response Program, as well as more regional initiatives such as the @home fund for science education. The research interests of our faculty members are diverse. These projects extend as far as studying paleoceanography in the Northwest Passage to the local issues of the economic impact of the Fort McMurray wildfire. Faculty members study issues large in scope such as developing tools to assess the risk of sexual violence, as well as issues small in scope such as seedling growth in urban areas. Some projects focus on long-ago world rulers in medieval history and others on the cutting edge of mathematical diffraction. Faculty members analyze the uniquely human aspects of civic engagement in the age of social media and the inanimate when scrutinizing the use of responsive polymers in biochemical sensors.

Interim Dean
Melike Schalomon, PhD (Alberta)

Associate Dean, Academic
Joanne Minaker, PhD (Queen’s)

Associate Dean, Students
Robert Wiznura, PhD (British Columbia)

- Department of Anthropology, Economics and Political Science (p. 51)
- Department of Biological Sciences (p. 52)
- Department of Computer Science (p. 53)
- Department of English (p. 53)
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- Faculty of Arts and Science Program Services (p. 57)
- Bachelor of Arts (p. 81)
- Bachelor of Science (p. 125)
- Bachelor of Science in Engineering Transfer (p. 157)
- General Studies (p. 191)

Department of Anthropology, Economics and Political Science

Chair
Hugh McKenzie PhD (Alberta)

Anthropology

Anthropology

Anthropology is “the study of humans,” where students acknowledge the equal value of all humans and cultures. It is also the most comprehensive of the social sciences, providing anthropology majors with a well-rounded education. Anthropologists often borrow theories and methods from fields such as psychology, economics, and political science, as well as biology, ecology, and zoology. Students may find themselves specializing in one of the five fields of anthropology: social/cultural anthropology, archaeology, physical/biological anthropology, linguistic anthropology, or applied anthropology.

Faculty
Katie Bitner, PhD (Alberta)
Anthropology
Franca Boag, PhD (Alberta)
Anthropology
Jennifer Long, PhD (Western Ontario)
Anthropology
Hugh McKenzie, PhD (Alberta)
Anthropology
Paul Prince, PhD (McMaster)
Anthropology
Sarah Shulist, PhD (Western Ontario)
Anthropology
Katherine Sinclare, M.Phil. (McGill)
Anthropology
Treena Swanston, PhD (Saskatchewan)
Anthropology
Lidio Valdez Cardenas, PhD (Calgary)
Anthropology
Cynthia Zutter, PhD (Alberta)
Anthropology

Economics

Economics seems to apply to every nook and cranny of human experience. It is an aspect of all conscious action. Whenever alternatives exist, life takes on an economic aspect. There is an economics of money and trade, of production and consumption, of distribution and development. There is also an economics of welfare, manners, language, industry, music, and art. There is an economics of war and an economics of power. There is even an economics of love.

Faculty
Rafat Alam, PhD (Ottawa)
Economics
Junaid bin Jahangir, PhD (Alberta)
Economics
Constantin Colonescu, PhD (Charles)
Economics
Ergete Ferede, PhD (Alberta)
Economics
As Aristotle points out, the ‘science’ of politics is the master science on which all other aspects of civilization depend. Political scientists examine how humans organize their societies and make collective decisions. Students taking political science will be able to understand and evaluate complex political issues in the contemporary world, develop independent analytical ability, and learn the basic concepts for making intelligent political analysis.

Faculty

Brendan Boyd, PhD (Victoria)
Public Administration

Jean-Christophe Boucher, PhD (Laval)
Political Science

Sen Lin, PhD (Calgary)
Political Science

Chaldeans Mensah, PhD (Alberta)
Political Science

Christopher Gaelan Murphy, PhD (Georgetown)
Political Science

John Soroski, PhD (British Columbia)
Political Science

Andrea Wagner, PhD (Carleton)
Political Science

Department of Biological Sciences

Biological Sciences is the study of living organisms, environments and the various relationships therein. It examines the structure, function, growth and development, origin, evolution, distribution, and classification of all living things. Biological Sciences at MacEwan University encompasses biochemistry, botany, genetics, microbiology, and zoology, allowing students to study a diverse range of organisms all the way from their molecular level to the ecosystems that these organisms inhabit. Courses in the department support two streams of study: Molecular/Cellular Biology and Ecology/Environmental Biology. Students will also gain technical expertise, which can be supplemented with research-intensive individual study courses or with field-based courses.

Chair

Kevin Friesen, PhD (Alberta)
Physiology and Cell Biology

Faculty

Agata Becalaska, PhD (Princeton)
Molecular Biology
Department of Computer Science

Computer Science students study the nature and techniques of problem solving through computation. Understanding computation requires a knowledge of hardware, software, mathematics and logic. Include the essentials such as psychology, philosophy, linguistics and management theories—computer science connects technology with people. Students can choose one of two streams of study in computer science. The general computer science major is flexible and allows students to create a focus that reflects your interests. The software professional concentration provides the best preparation for a career in software development.

Chair
Cameron Macdonell, PhD (Alberta)
Computing Science

Faculty
Calin Anton, PhD (Alberta)
Computing Science
Nicholas Boers, PhD (Alberta)
Computing Science
Sharon Bratt, PhD (Simon Fraser)
Instructional Technology
Brian Brookwell, M.Sc. (Calgary)
Computing Science
Indratmo, PhD (Saskatchewan)
Computing Science
Jon Coulson, M.Comp (New England, Australia)
Computer Studies
Jeffrey Davis, PhD (ETH Zurich)
Engineering
Mohamad El-Hajj, PhD (Alberta)
Computing Science
Cameron Macdonell, PhD (Alberta)
Computing Science
Nicole Malloy, M.Sc. (Alberta)
Computing Science
Ron Meleshko, PhD (Alberta)
Computing Science
Ibrahim Sumrain, PhD (Oregon State)
Instructional Technology

Department of English

The department of English offers a range of courses to all students, from first-year courses focusing on the basics of writing, composition, and literary study, to more specialized period and genre courses at the senior levels. In all of our courses, students will hone their writing and research skills and gain a body of knowledge that will help them succeed in both your studies and the workplace. Students will also apply critical reading and thinking skills, and add to their general education the opportunity to study many facets of language, aspects of popular culture, and thought-provoking works of literature.

Chair
Jillian Skeffington, PhD (Arizona)
English

Faculty
David Atkinson, PhD (Calgary)
English
Jacqueline Baker, MA (Alberta)
English
David Buchanan, PhD (Alberta)
English
Sarah Copland, PhD (Toronto)
English
Robert Einarsson, PhD (Alberta)
English
Pamela Farvolden, PhD (Alberta)
English
Sara Grewal, PhD (Michigan-Ann Arbor)
Comparative Literature
David Grant, PhD (Toronto)
English
Valerie Henitiuk, PhD (Alberta)
Comparative Literature
Elizabeth Hollis-Berry, PhD (Alberta)
English
Chris Hutchinson, PhD (Houston)
Literature and Creative Writing
Rashmi Jyoti, PhD (Maharaja Sayajirao)
English
Svitlana Krys, PhD (Alberta)
Slavic Languages and Literatures
Romuald Lakowski, PhD (British Columbia)
English Literature
Paul Lumsden, PhD (Alberta)
English
Daniel Martin, PhD (Western Ontario)
English
Don McMann, PhD (Wales)
Creative Writing
Craig Monk, D.Phil. (Oxford)
English
Mike Perschon, PhD (Alberta)
Comparative Literature
Jack Robinson, PhD (Alberta)
Classics
Classics is the study of ancient Greek and Latin art, culture, history, literature and religion and their effects on subsequent and contemporary civilizations. The study of Classics helps provide a solid background and better understanding of many of the disciplines in the Arts and Social Sciences. It is a particularly valuable component of a liberal education. Training in Classics helps students develop skills in oral and written expression; it gives students a greater understanding of western artistic, literary and philosophical traditions. Classics develops well-rounded students capable of critical thought, articulate argumentation and considered reasoning.

Faculty
Colin Bailey, PhD (British Columbia)
Classics
Benjamin Garstad, PhD (St. Andrews)
Classics
Maria Kozakiewicz, PhD (Alberta)
Classics

History
Historians craft history, make history, do history, and record history. It deals with anything and everything; from the daily life of a peasant to the history of ideas to diplomacy and conflict, from the ancient Aztecs to conflict in Afghanistan. History has few thematic borders and is eclectic in its choice of research methods. Specialized history courses cover such diverse topics as crime in early modern Europe, diplomacy and conflict in the modern world, policy related to Aboriginal people in Canada and many others.

Faculty
Michael Carroll, PhD (Toronto)
History
Robert Falconer, PhD (Guelph)
History
Sean Hannan, PhD (Chicago)
Social Science

Languages
Studying languages at MacEwan University will enhance all aspects of a student’s educational experience. As our world continues to become culturally and economically more interconnected, being able to communicate in another world language is becoming increasingly necessary and important. Studying a language includes the study of a distinctive philosophical, literary, and artistic tradition. As students develop their language skills, they will foster improved critical thinking and problem solving skills and you will broaden your appreciation of the world and its people.

Faculty
Erin Cowling, PhD (Johns Hopkins)
Spanish
Marla Epp, MA (Pennsylvania)
French Literature
Suzanne Hayman, PhD (Dalhousie)
French
Kyeongmi Kim-Bernard, PhD (Paris-Sorbonne)
French
Maritza Mark, MA (Calgary)
Spanish
Cristina Ruiz Serrano, PhD (Alberta)
Spanish

Philosophy
Philosophy is one of the most abstract and yet practical and concrete disciplines of the Arts. It teaches analytical thinking, logical presentation, and competence with abstract concepts. More importantly, philosophy encourages students to consider more deeply and critically their own world-views and belief systems. It provides the opportunity to reflect, in a systematic and organized fashion, on basic issues that bear on our individual lives. The study of philosophy, especially ethics, can relate directly to business, medicine, public policy, education and law. Similarly, theoretical philosophy can complement and elaborate on concepts dealt with in psychology, sociology, religious studies and political science.

Faculty
Alain Beauclair, PhD (Oregon)
Philosophy
Celia Byrne, MA (Toronto)
Philosophy
Susan Mills, PhD (Pennsylvania)
Philosophy
Cyrus Panjvani, PhD (St. Andrews)
Philosophy
Department of Mathematics and Statistics

Mathematics is the study of numbers, shapes and relationships through the use of deductive reasoning, and includes both the elegance of pure theory and the application of this theory to all human endeavours. Students cover topics from the fields of algebra, analysis, geometry and applied mathematics.

Statistics is the science of collecting and analyzing data. Probability theory, the study of uncertainty, provides the foundation for all statistical models. Principles of probability theory and statistics are used to make decisions in the insurance industry, the financial world and in engineering.

Chair
Karen Buro, PhD (Aachen)
Mathematics/Statistics

Faculty
Cristina Anton, PhD (Alberta); PhD (Romanian Academy)
Applied Mathematics; Probability and Statistics

Sunil Barran, M.Sc. (Alberta)
Mathematics

Elaine Beltaos, PhD (Alberta)
Mathematics

Ion Bica, PhD (Alberta)
Applied Mathematics

Brian Franczak, PhD (Guelph)
Statistics

Rui Hu, PhD (Memorial)
Mathematics

Christian Ivanescu, PhD (Toronto)
Mathematics

Kathleen Lawry-Batty, PhD (Western Ontario)
Statistics

Shelley Lorimer, Ph.D (Alberta)
Engineering

David McLaughlin, PhD (Alberta)
Mathematics

John O’Connor, M.Sc. (National University of Ireland); M.Sc. (Alberta)
Mathematics; Statistics

Christopher Ramsey, PhD (Waterloo)
Mathematics

Mark Solomonovich, PhD (Tomsk State)
Theoretical and Mathematical Physics

Nicolae Strungaru, PhD (Alberta)
Mathematics

Wanhua Su, PhD (Waterloo)
Statistics

Adi Tcaciuc, PhD (Alberta)
Mathematics

Nataliya Zadorozhna, PhD (Ukrainian National Academy of Sciences)
Mathematics

Department of Physical Sciences

Chair
Evan Hackett, PhD (Alberta)
Physics

Chemistry
Chemistry encompasses the synthesis and study of molecules and materials, the exploration of their properties, and the development of ways to use them in our everyday lives. Advances in chemistry provide the understanding that underpins much of modern science; from the food we eat and the medicines we take, to the environment in which we live. Chemistry is an ideal subject for students interested in developing a cross-disciplinary knowledge base. Students gain an understanding of the essential principles of chemistry, and translate that knowledge in the laboratory. Students learn how chemistry is used in medicine, crime scene investigation, and environmental science.

Faculty
Laurie Amundson, M.Sc. (Victoria)
Chemistry

Lioudmila Badalova, PhD (Moscow State)
Inorganic Chemistry

Tina Bott, PhD (Alberta)
Organic Chemistry

Lucio Gelmini, PhD (Windsor)
Chemistry

Rob Hilds, PhD (Victoria)
Cosmochemistry

Japhet Irangu, PhD (Alberta)
Inorganic Reaction Mechanisms

Roland Lee, PhD (Tasmania)
Process Chemistry

Jorge Llano, PhD (Uppsala)
Biophysical Chemistry

Samuel Mugo, PhD (Memorial)
Chemistry

Matthew Ross, PhD (Alberta)
Chemistry

Manzar Saberi, PhD (National University of Iran)
Organic Chemistry

Aaron Skelhome, PhD (Alberta)
Analytical Chemistry
Earth and Planetary Sciences
Earth and planetary sciences is a broad discipline that connects biology, chemistry, physics and mathematics to understand planetary processes and environments. It is essential for understanding the processes that shape planets (including the Earth), and is key to understanding and addressing many environmental phenomena and issues. The Earth and planetary sciences are an excellent choice for students looking for a way to study and integrate the basic sciences, beyond traditional disciplinary boundaries. Special emphasis is placed in laboratory skills and field training.

Faculty
Hillary Corlett, PhD (Alberta)
Earth and Atmospheric Sciences
Fedora Gonzalez-Lucena, PhD (Ottawa)
Earth Sciences
Nancy McKeown, PhD (UC Santa Cruz)
Geological and Environmental Sciences
Erin Walton, PhD (New Brunswick)
Geology

Physics
Physics is the most fundamental science, encompassing the study of the universe from the largest galaxies to the smallest subatomic particles. It challenges imaginations, and it leads to theories, discoveries and new technologies that impact our everyday lives, from healing joints and curing cancer, to developing sustainable energy solutions. Physics is an ideal choice for students who like solving challenging problems. Physics provides the tools needed to break down a problem into basic principles and applications that span a range of fields and industries. It is increasingly applied in biochemistry, biology, and medicine.

Faculty
Orla Aaquist, PhD (Calgary)
Astrophysics
Michelle Hanlon, M.Sc. (Alberta)
Physics
Logan Sibley, PhD (Alberta)
Physics
Vahid Rezania, PhD (Institute for Advanced Studies in Basic Sciences)
Theoretical Physics
Patrick Sullivan, PhD (Alberta)
Physics

Department of Psychology
Psychology is considered both an arts discipline (covering such topics as social psychology and personality) and a science discipline (covering such topics as visual perception and the neurological processes involved in memory formation). Regardless of a student's focus, the fundamental question that the discipline of psychology attempts to answer is, "Why do people do what they do?" At a basic level, psychology students come to understand and appreciate the many factors that influence and motivate human behaviour. They develop a number of valuable skill-sets, including the ability to formulate evidence-based arguments, and critically evaluate research findings.
Department of Sociology

Sociologists shed light on a broad scope of social phenomena – such as family life, street and corporate crime, multiculturalism, and globalization - by investigating social inequality, patterns of behaviour, forces for social change and resistance, and how social systems work. As a liberal arts discipline, sociology provides students with an understanding of how people's experiences vary by race, class, gender, age, and other ascribed statuses. Students also develop an understanding of the impact social institutions have on individuals, the ability to develop evidence-based arguments and write reports, the ability to use statistics software, and the ability to evaluate different research methods.

Chair
Jeffrey Stepnisky, PhD (Maryland)
Sociology

Faculty
Fiona Angus, PhD (British Columbia)
Sociology

Tami Bereska, PhD (Alberta)
Sociology

Shelley Boulianne, PhD (Wisconsin-Madison)
Sociology

Michael Gulayets, PhD (Alberta)
Sociology

Emily Milne, PhD (Waterloo)
Sociology

Joanne Minaker, PhD (Queen’s)
Sociology

Amanda Nelund, MA (Saint Mary’s)
Sociology

Andrew Patterson, PhD (British Columbia)
Sociology

Alissa Overend, PhD (Alberta)
Sociology/Physical Education and Recreation

Korbla Peter Puplampu, PhD (Alberta)
Sociology

Susan Raine, PhD (Alberta)

Faculty of Arts and Science Program Services

Advisors
Janice de Graaf, BA (Alberta)
Larisa Hayduk, MEd (Alberta)
Christopher Herbert, BA (MacEwan)
Josie O’Reilly, B.Sc. (Alberta)
Karen Ravagnolo, MA (Alberta)
Todd Smereka, B.Comm (Alberta)

Instructional Assistants
Diane Brouwer, BA (Calgary), B.Ed. (Alberta)
Michelle Pollard, BA (Alberta)
BUSINESS

The School of Business at MacEwan University is proud to offer an all-encompassing business education experience for its students with diverse faculty from across the globe. With 11 programs, including one baccalaureate degree with seven majors (with cooperative education streams), 18 minors and three honours designations, one applied bachelor degree, 8 diploma programs and four certificate programs, the comprehensive range of programming at the School of Business is your best option for starting your career in business.

Our faculty, with backgrounds and specialties covering all aspects of business, challenge students with relevant and in-depth business concepts, preparing them for a successful business career. Upon graduation, our students are work ready, in high demand and ready to make a difference.

The School of Business is comprised of four departments listed below including the department’s list of full time faculty members (as of Winter Term 2018). In addition to full-time faculty members, sessional instructors, mainly from industry, also teach in School of Business programs.

Dean
Wanda Costen, PhD (Washington State)

Associate Dean, Students
Sherif Elbarrad, PhD (Ain-Shams), MSc (Ain-Shams); CPA; CMA

Associate Dean, Research and International
William Wei, PhD (Limerick), MBA (Berlin), MA (Brandenburg), BA (China)

- Department of Accounting and Finance (p. 58)
- Department of Decision Sciences (p. 58)
- Department of International Business, Marketing, Strategy and Law (p. 59)
- Department of Organizational Behaviour, Human Resources and Management (p. 60)
- Accounting and Strategic Measurement (p. 160)
- Asia Pacific Management (p. 168)
- Bachelor of Commerce (p. 98)
- Bachelor of Applied Business Administration - Accounting (suspended) (p. 144)
- Business Management (p. 170)
- Human Resources Management (p. 194)
- Library and Information Technology (p. 197)
- Office Assistant (p. 202)
- Paralegal Studies (p. 205)
- Public Relations (p. 215)
- Travel (p. 233)

Department of Accounting and Finance

Accounting is the language of business. Accountants provide businesses with the tools to make informed decisions with respect to optimizing resources. The Accounting and Finance Department at MacEwan University strives to offer the highest quality of education for students studying in Alberta. With faculty members from a wide range of backgrounds and experience in the industry, the department offers students the guidance and mentorship required to succeed in the fast-paced work environment and demanding professions in the fields of accountancy and finance.

Faculty
Khalaf Al-Jarrah, MA (UBFS)
Finance. CPA. CGA.

Sherif Elbarrad, PhD (Ain-Shams)
Accounting. CPA. CMA.

Stephanie Ibach, DBA (Athabasca)
Accounting. CPA. CGA.

Joanne Loh, MBA (Leicester)
Finance. CPA. CGA.

Darlene Lowe, MBA (Athabasca)
Accounting. CPA. CMA.

Michelle Malin, MPacc (Saskatchewan)
Accounting. CPA. CA.

Eloisa Perez, PhD (UAB)
Entrepreneurship. CPA. CMA.

Dal Pirot, MPAcc (Saskatchewan)
Accounting. CPA. CGA.

Humayun Qadri, MBA (Indiana University of Pennsylvania)
Accounting. CPA. CGA.

Dominic Roberts, PhD (Essex)
Accounting. CPA.

Raina Rudko, MBA (Southern Queensland), M.Ed (Alberta)
Educational Psychology and Technology

Frank Saccucci, MBA (Windsor)
Accounting & Marketing

Greg Springate, MBA (Simon Fraser)
Business Administration. CPA. CA.

Shankar Subramani, MBA (Manchester)
Accounting & Finance. ACMA (UK). CPA. CMA.

Akolisa Ufodike, PhD (Calgary)
Accounting. CPA.

Department of Decision Sciences

The Department of Decision Sciences is an interdisciplinary department in the School of Business. As a department, it brings together faculty from several fields in the social sciences with a common interest in the
normative and positive study of judgment and decision making in the context of an organization, operation or at an individual level, thereby applying qualitative and quantitative approaches, experimental as well as market approaches. We have a particularly strong focus on Supply Chain Management, the coordination and integration of a value network to ensure a continual refinement of products and services with agility, adaptability, and alignment so that they satisfy demands in the global market.

Our faculty have backgrounds spanning from economics and statistics to insurance studies, management science, information systems management and marketing. Many of our faculty have international and industry experience, and the department maintains close links with industry and several designation-granting bodies.

**Faculty**

**Brian Almquist, PhD (Iowa)**  
Management Sciences

**Mark Arnison, MBA (Alberta)**  
Business

**Victor Bilodeau, DBA (Southern Queensland)**  
Management Information Sciences

**Teresa Costouros, MBA (Heriot-Watt University)**  
Business Administration. FCIP. CRM.

**Rickard Enstroem, PhD (Alberta)**  
Marketing

**Subhadip Ghosh, PhD (Indian Statistical Institute)**  
Economics

**Randy Jenne, MEd (Southern Queensland)**  
Education Technology. CCNA. CCAI.

**Rohit Jindal, PhD (Michigan State)**  
Environmental & Resource Economics

**Mico Kurilic, M. Eng (Alberta)**  
Engineering & Supply Chain Management

**Sylvia Leskiw, MSA (Central Michigan)**  
Administration. FICB. CFP. CIM.

**Moncia Moreno, PhD, (Alberta)**  
Statistics

**Ryan Orchard, M.A.Sc. (Waterloo)**  
Management Sciences

**Joong Son, PhD, (Washington)**  
Operations & Supply Chain Management

**Xiaojia (Sunny) Wang, PhD (Hong Kong)**  
Operations Management

**Allan Wesley, MA (Alberta)**  
Economics

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**Department of International Business, Marketing, Strategy and Law**

This department delivers courses which develop students’ critical and analytical business skills. Our courses focus on challenging students to develop a global mindset, navigating the legal environment of business, creating marketing strategy, conducting stakeholder analysis, and managing public relations. The department is also committed to delivering rich international educational experiences for students.

Faculty have backgrounds in strategy, international business, law, marketing, public relations, and tourism. Many of our faculty are actively engaged in academic and industry focused research both locally and internationally. Many of our faculty members publish in highly ranked academic journals.

**Faculty**

**Lorrie Adams, LLM (Alberta)**  
Law

**Fernando Angulo, PhD (UAB Barcelona)**  
Entrepreneurship and Management

**Colin Babiuk, MAPC (Royal Roads)**  
Professional Communication. APR. FCPRS.

**Patti Callaghan, MBA (Surrey); MA (Concordia)**  

**Elsie Elford, LLB (Alberta), MBA (Alberta)**  
Business Administration

**Bob Graves, PhD (Tennessee)**  
Marketing

**Makarand Gulawani, PhD (Pune)**  
Marketing

**Travis Huckell, LLB (Alberta)**  
Law

**Evguenia Iskra, LLM (Vienna)**  
International Legal Studies. Juris Doctor.

**Brian Keller, LLB (Alberta)**  
Law

**Carla Lemaire, Dip. Travel Consultant (MacEwan)**  
CTC. MCC.

**Gordon Lucyk, MBA (Pennsylvania)**  
Strategic Management and Operations

**Etayankara (Murli) Muralidharan, PhD (Manitoba)**  
Business Administration

**Albena Pergelova, PhD (UAB)**  
Entrepreneurship and Management

**Michael Roberts, PhD (Western; Ivey)**  
Business Administration

**Ali Taleb, PhD (HEC Montreal)**
Department of Organizational Behaviour, Human Resources and Management

This department develops and instills students with the capabilities of a successful business manager. Understanding the elements of a business and how they work together as a cohesive unit is key for a manager to lead, develop and innovate a business successfully.

Faculty from a wide range of disciplines (leadership development, knowledge management, organizational behavior and learning, business rhetoric, strategic human resources development, and business consulting), experiences (private and public sector, not-for-profit, business incubators) and backgrounds (Europe, Asia, Africa, Latin-America and North-America) give students a thorough education in each of their courses.

Faculty

Mike Annett, PhD (Alberta)
Business, CHRP

Lyle Benson, PhD (Alberta)
Physical Education and Sport Studies, CHRP

Evandro Bocatto, PhD (ESADE)
Management Studies

Theresa Chika-James, PhD (Cardiff)
Management & Organizational Behaviour

Dianna Dempsey, PhD (Alberta)
Strategic Management & Organization, CHRP

Norene Erickson, MLIS (Alberta)
Library and Information Studies

Chris Hancock, MBA (Southern Queensland)
Leadership

Charles Keim, PhD (British Columbia); PhD (Alberta)
English Literature, Organizational Behaviour

Tiffany Kriz, PhD (Case Western)
Organizational Behaviour

Noufou Ouedraogo, PhD (Strasbourg)
Management

Belinda Panganiban, MBA (Royal Roads)
Executive Management

Alan Riley, BA (Lethbridge)
CONTINUING EDUCATION

The School of Continuing Education was established in 2014 at the Alberta College Campus as the home of innovative education experiences and credentials that complement and enhance MacEwan’s diploma and degree programming and pedagogy. The guiding principles of the School address academic excellence, innovation, partnerships and sustainability. The School has three units: Academic and Language Preparation, Professional and Continuing Studies and the Conservatory of Music. The types of programs and services offered include: English as an additional language instruction; academic upgrading; certificate programs; general interest courses; professional development courses, workshops and seminars; customized training and partnerships with business, industry and community-based organizations; international professional development programs and study tours and music lessons, workshops, concerts, festivals and events.

Dean
Heather McRae, EdD (SFU)

Director
Ewa Wasniewski, PhD (Can), MEd (Alberta)

• English as an Additional Language (p. 61)
• University Preparation (p. 61)

• English as an Additional Language (p. 61)
• University Preparation (p. 61)

English as an Additional Language

Faculty
Andrea Cheuk, BA (Alberta); Grad. Dip. (Alberta)
Spanish, TESL

Birgitta Fishwick, MA (Dalhousie); M.Ed. (St. Mary’s)
French, TESL

Curt London, MA (Alberta); Grad. Dip. (Alberta)
English, TESL

Eaman Mah, M.Ed. (Alberta)
TESL

Terry McLean, M.Ed. (Alberta)
TESL

Peter Myhre, M.Ed. (Alberta)
TESL

Suzanne Oswald, M.Ed. (Alberta)
TESL

Don Strickland, B.Ed. (Alberta); Grad. Dip. (Alberta)
General/ESL; TESL

University Preparation

Faculty
Andrew Buhr, B.SC. (Hon.) (Alberta)

Mathematics
Michael Buhr, M.Sc. (Alberta)
Engineering

Son Doan, B.Sc.; B.Ed./AD (Alberta)
Chemistry; Secondary Education

Debra Lenton; BA; B.Ed. (Alberta)
English; Secondary Education

Donna McKenzie, BE (Saskatchewan); B.Ed./AD (Alberta)
Engineering; Secondary Education

Richard Pereschitz, M.Sc. (Calgary)
Zoology

Rod Rash, B.Ed. (Calgary)
Mathematics; Secondary Education

Martin Tucker, B.Sc.; B.Ed./AD (Alberta)
Biology; Secondary Education
FINE ARTS AND COMMUNICATIONS

The Faculty of Fine Arts and Communications (FFAC) has recently been on a trajectory of dynamic growth and transformation. With the 2017 move to the purpose-built Allard Hall at MacEwan’s City Centre Campus, the faculty and students enjoy even greater opportunities for creative collaborations and a deeper engagement with other members of MacEwan University and the rest of the wider Edmonton arts community. Designed by world-renowned architect Bing Thom, the new building showcases modern classrooms, state-of-the-art art studios and performance spaces, thereby making it a premier hub of knowledge and creativity as well as a major venue for showcasing local, national and international talents.

FFAC faculty and staff have also been busy developing new degree options including a new Bachelor of Design (B.Des) and a new major in Recording and Technology in the Bachelor of Music program. Both of these programs begin accepting applications in Fall 2018 for Fall 2019 admission. There is also a Bachelor of Fine Arts (BFA) with majors in Arts Management, Music Theatre Performance, Theatre Production, and Fine Art being proposed. These are valuable additions to the already well-known and established degree programs in music and communication studies respectively known as the Bachelor of Music in Jazz and Contemporary Popular Music (B.Mus) and the Bachelor of Communication Studies (BCS).

FFAC has launched a number of recruitment initiatives and has recently hired several new, full-time faculty members who will help deliver these new credentials and propel its programs to new levels of excellence in teaching, research and creative activity.

The number of creative and scholarly activities continues to grow with current faculty completing tours, and recordings, and exhibitions of original works, many of which are being showcased at international venues. Faculty are also engaged in peer-reviewed publications and conference presentations and in mentoring students in their research and creative work.

Dean
Allan Gilliland, PhD (Edinburgh)
Composition

Associate Dean
Rose Ginther, MA (Athabasca)
Arts – Integrated Studies
- Department of Art and Design (p. 62)
- Department of Arts and Cultural Management (p. 63)
- Department of Communication (p. 63)
- Department of Music (p. 64)
- Department of Theatre (p. 65)
- Arts and Cultural Management (p. 165)
- Communication (p. 111)
- Design Studies (p. 179)
- Fine Art (p. 189)
- Music (p. 115)

Department of Art and Design
Chair
Robert Andruchow, M.Des. (Alberta)
Visual Communication Design

Design Studies
Faculty
Dwight Allot, Dip. (SAIT)
Visual Art
Jaime Calayo, M.Des. (OCAD)
Grant Currie
Jennifer Duby
Carlos Fiorentino, M.Des. (Alberta)
Visual Communication Design
Adam Goudreau, Dip. (MacEwan)
Design and Photography
Valéry Goulet, MA (Laval)
Multimedia and Graphic Design
Sarah Jackson, Dip. (MacEwan)
Design and Illustration
Alexandria Keays
Janet King, Dip. (MacEwan)
Design and Digital Media
Eleanor Lazare, Dip. (Ryerson)
Photographic Arts
Michael Lewcio, MA (Alberta)
Humanities Computing
Clayton Lowe, Dip. (MacEwan)
Design and Illustration
Nichole Magneson, Dip. (MacEwan)
Visual Communication (Display)
John Montague, MA (Alberta)
Humanities Computing
Kathy Neiman, BFA (Alberta)
Art and Design
Dianne Nicholls, Dip. (MacEwan); Dip. (MacEwan)
Computer Graphic Design; Graphic Design and Illustration
Laura Olsen, Cert. (NAIT)
Graphic Communications
Constanza Pacher, M.Des. (Alberta)
Visual Communication Design
Leslie Robinson, PhD (Alberta); M.Des. (Alberta)
Secondary Education; Visual Communication Design

Matthew Satchwill, B.Des. (Alberta)
Isabelle Sperano, PhD (Laval)
Design and Information Architecture

Alexander Stewart, MFA (Rhode Island School of Design); BFA (Alberta)
Digital Media; Art and Design

Curtis Trent, Dip. (NAIT)
Photographic Technology

Colin Waugh, B.Comm. (Alberta)

Wayne Williams, MA (Alberta); B.Des. (Alberta)
Material and Culture; Communications and Technology; Visual Communication Design

Gillian Willans, MFA (Alberta); BFA (Alberta)
Painting; Art and Design

Fine Art
Faculty
Kyle Terrence Appelt, MFA (Alberta)
Drawing and Intermedia

Elizabeth Belliveau, MFA (Concordia)
Studio Arts

Paul Bernhardt, MFA (Purchase College State University of New York)
Visual Arts

Rose Clancy, BFA (Alberta)
Painting and Sculpture

Chai Duncan, MFA (Saskatchewan)
Studio Art

Anna Hawkins, MFA (Concordia University)
Studio Arts - Open Media

Carolyn Jervis, MA (British Columbia); BA (Alberta)
Art History (Critical Curatorial Studies); History of Art, Design, and Visual Culture

Liz Lawson, PhD (McGill)
Art History

Darci Mallon, MFA (York)
Painting

Kirk Marlow, MA (Carleton)
Art History

Brad Necyk, MFA (Alberta)
Intermedia

Deborah Rayment, MA (Alberta)
Art History

Hajnalka Santa-Balazs, MA (Alberta)
Art History

Leslie Sharpe, MFA (University of California, San Diego)
Visual Art - Computing for the Arts (Sabbatical Leave)

Marigold Santos, MFA (Concordia)
Studio Arts - Print Media

Gillian Willans, MFA (Alberta)
Painting

William Wood, PhD (Sussex)
History of Art

Department of Arts and Cultural Management
Chair
Denise Roy, MEd (Alberta)
Adult Education

Faculty
Marianne Bouthillier, B.Sc., MBA (Alberta)
Business

Jennifer Faulkner

Heather Fitzsimmons-Frey, PhD (Toronto)
Drama, Theatre and Performance Studies

Rose Ginther, MA (Athabasca)
Arts – Integrated Studies

Shawn Gramiak, Dip. (NAIT)
Radio & TV Arts

Kate Jestadt Hamblin, BA (Winnipeg); Dip. (MacEwan)
Theatre & Drama; Theatre Arts and Arts and Cultural Management

Annetta Latham, MAM (Sydney Opera House / Australian Institute of Music)

John Mahon, BMus, MBA (Alberta)

Candace Makowichuk, BGS (Athabasca)
Arts and Science

Rhea March

Sandi Mullane, Cert. (NAIT), CGA
Accelerated Accounting

Katrina Regan-Ingram, BBA (Simon Fraser)
Business Administration

Alexandra Tuscott, BSW (Manitoba)
Social Work

Marek Tyler, MBA (Simon Fraser)

Noel Xavier, BA (Brock)
General Studies

Department of Communication
Chair
Lucille Mazo, PhD (Walden)
Higher Education
Faculty
Timothy Anderson, MFA (British Columbia)
Creative Writing

Jason Bodnar, LLB (British Columbia)

Wayne DeFehr, PhD (Alberta)
English

Candas Jane Dorsey, MFA (British Columbia)
Creative Writing

Neill Fitzpatrick, MA (Royal Roads)
Professional Communication

David Garfinkle, PhD (Washington)
Drama

Vivian Giang

Brian Gorman, PhD (Carleton)
Journalism

Jessica Kluthe, MFA (Victoria)
Creative Writing

Roberta Laurie, MA, (Royal Roads)
Environmental Education and Communication

Tess Layton

Steve Lillebuen, BA (Alberta)
Film and Media Studies

Iain Macpherson, PhD (Calgary)
Communication Studies

Goldwin McEwen, MACT (Alberta)
Communication Studies

Patricia Porter, MBA (Alberta), MA (Alberta)
Marketing; English

Jana Pruden

Sony Jalarajan Raj, PhD (Mahatma Gandhi)
Communication and Journalism

Peter Roccia, PhD (Alberta)
English

Rey Rosales, PhD (Southern Illinois)
Journalism

Trisha Sarker, MA (Royal Roads)
Professional Communication

Gail Sobat, MA (Alberta)
English

Kevin Solez, PhD (British Columbia)
Classics

Jason Symington, MFA (Saskatchewan)
Photography

Leslie Vermeer, PhD (Alberta)

Educational Policy Studies
Sean Ward

Marlene Wurfel, MA (Alberta)
English and Film Studies

Department of Music
Chair
William Richards, PhD (Western)
Theory

Faculty
Chris Andrew, Dip. Music (MacEwan)
Performance

Raymond Baril, M.Mus. (Northwestern)
Conducting

Craig Brenan, EdD (Alberta)
Music Education

Graham Caddel

Mallory Chipman, B.Mus. (MacEwan)
Performance

Roxanne Classen, M.Mus. (McGill)
Performance

Kathleen Danser, MA (Alberta)
Music

Ryan Davidson, M.Mus. (North Texas)
Jazz Studies

Daniel Davis, M.Mus. (South Florida)
Performance

Rubim de Toledo, M.Mus. (University of Auckland)
Performance

Sandro Dominelli, B.Mus.Ed. (Concordia)
Music

Jerrold Dubyk, M.Mus. (Rutgers)
Performance

Daniel Gervais, MMus (Alberta)
Performance

Allan Gilliland, PhD (Edinburgh)
Composition

Andrew Glover

Julie Golosky, M.Mus. (Alberta)
Performance

Joel Gray

Marcel Hamel, B.Mus. (Berklee)
Music Technology
Devin Hart

Jim Head, M.Mus. (McGill)
Performance

Paul Johnston, M.Mus. (McGill)
Sound Recording

Connor Learmonth, B.Mus. (British Columbia)
Orchestral Instrument

Emilie LeBel, DMA (Toronto); MA (York)
Composition; Music

Mo Lefever, Dip. (MacEwan)
Performance

Kim Lesaca, BA (University of the Philippines)
Development Studies

John Mahon, B.Mus. (Alberta); MBA (Alberta)

Michael MacDonald, PhD (Alberta)
Music

Marty Majorowicz, M.Mus. (Queens College)
Jazz Studies

John McMillan, Cert. (UCLA); B.Mus. (Toronto)
Film Scoring; Performance

Matthew Parsons, Dip. (MacEwan); B.Eng. (Canterbury)
Recording Arts

Jamie Philp, Dip. (MacEwan)
Performance

Chandelle Rimmer, M.Mus. (Boston)
Performance; Music Education

Kent Sangster, M.Mus. (Miami)
Composition

Dan Skakun, MA (CUNY)
Performance

Dorothy Speers, M.Mus. (Alberta)
Performance

Rob Thompson, Dip. Music (MacEwan); BA (Alberta)
Performance

Brian Thurgood, M.Ed. (Victoria)
Education

Tom Van Seters, DMA (Toronto)
Performance

Robert Walsh, B.Mus. (McGill)
Performance

Cameron Watson, M.Mus. (Western)
Performance; Composition

Rhonda Withnell, Dip. (MacEwan)
Performance

Department of Theatre
Department Chair
Scott Spidell, MFA (York)
Theatre

Theatre Arts
Program Coordinator
Jim Guedo, BA (Saskatchewan)
Drama

Faculty
Morag Alexander, BA (University of Kent)
Voice Performance

Amber Borotsik, BFA (Alberta)
Drama

Renée Brad, B.Mus. (Saskatchewan)
Voice Performance

Marianne Copithorne, MFA (Alberta)
Directing

Cathy Derkach

Elaine Dunbar, BMus (Alberta)
Applied Music - Keyboard

Janice Flower

Steven Greenfield, Dip. (MacEwan)
Theatre Arts

Jan Henderson, B.A. (Dalhousie)
Theatre

Danica Hoffart, PhD (Calgary)
Musicology

Gloria Olchowy-Rozeboom

Jacqueline Pooke, Licentiate Member and Examiner (Imperial Society of Teachers of Dance); Licentiate (Merseyside Dance and Drama Centre)
Dance

Leigh Rivenbark, MFA (Alberta)
Directing

Kate Ryan, BFA (Alberta)
Acting

Dawn Sadoway, MFA (Alberta)
Theatre Voice Pedagogy

Andrew St. Hilaire

Jennifer Spencer, Dip. (MacEwan); Dip. (National Theatre School)
Theatre Arts; Acting

Vern Thiessen, MFA (Alberta)
Playwriting

Barbara Vargas
David Wilson, M.Mus. (Alberta)
Choral Conducting

Theatre Production
Faculty
Robyn Ayles, MFA (Alberta)
Theatre Design

Geoff Bacchus, Dip. (MacEwan)
Theatre Production

John Battye, MA (Alberta)
Drama

Josee Chartrand, BFA (Alberta)
Drama Design

Geoffrey George, BA (Brock); Dip EET & IET (NAIT); CET
Electrical Engineering

Travis Hatt, MFA (Calgary)
Drama - Design/Technical

Richard Lee, BFA (Alberta)
Drama

Clayton Rodney, Dip. (MacEwan)
Theatre Production

Wade Staples, Dip. (MacEwan); Dip. (MacEwan)
Music Performance; Theatre Production

Darcy Turlock, Dip. (MacEwan)
Theatre Production
HEALTH AND COMMUNITY STUDIES

The Faculty of Health and Community Studies offers a diverse range of programs designed to prepare students for careers that will change lives and impact society. Student learning is facilitated through innovation and excellence in teaching, curricula, and technology integration. Our labs, clinics, and other unique learning spaces are designed to maximize practical learning through the guidance and support of faculty. We are committed to preparing graduates with the knowledge, skills, and attributes for successful careers and lifelong learning.

The Faculty of Health and Community Studies has an established history of working collaboratively with communities – locally, provincially, nationally, and internationally. Our programs are engaged in a broad range of community activities that include research, field placement, volunteer initiatives, guest speakers, and information sharing. Our faculty engage in scholarly activity to inform and enrich their teaching, professional practice, and knowledge within their disciplines. We foster integrity, responsibility, and ethical practice and strive to demonstrate an appreciation for diversity to enrich our work with students, colleagues, and communities.

Our vision is to enhance the health, safety, and well-being of our communities. Our programs in public safety, human services, and allied health provide you with an education to empower you to effectively support the people and communities around you.

Dean
Fred McGinn, PhD (Southern Illinois University at Carbondale)
Vocational Rehabilitation

Interim Associate Dean
Cassie Prochnau, MScOT (Alberta)

- Department of Allied Health and Human Performance (p. 67)
- Department of Child and Youth Care (p. 69)
- Department of Human Services and Early Learning (p. 69)
- Department of Public Safety and Justice Studies (p. 70)
- School of Social Work (p. 71)

Department of Allied Health and Human Performance

The Department of Allied Health and Human Performance is focused on the health and well-being of individuals and their communities. Faculty members with strong connections to professional practice prepare students for professions that enhance the quality of life of individuals, families and communities. Students develop the skills, theoretical knowledge, and practical skills needed to be successful in their chosen field.

Department Chair
Cassie Prochnau, MScOT (Alberta)

Acupuncture
Faculty
Gail Amort-Larson, MSc (Alberta)
Physical Education

Nadine Crocker, MSc (Alberta)
Physical Therapy

Lynne Gagne-Webb, CPB (NAIT)

Gordon Grant, PhD (Alberta)
Food Science and Technology, R.Ac.

Vanessa Groshong, Dip. (MacEwan); BA (Alberta)

Andrea House, Dip. (MacEwan); BA (Alberta)

Amanda Roth, Dip. (MacEwan)
Acupuncture. R.Ac. RMT.

Debi Sawchuk, Dip. (MacEwan)
Acupuncture. R.Ac.

Tania Shiva, MSc (Alberta)
Physical Therapy

Monique Sweetapple, Dip. (MacEwan)
Acupuncture. R.Ac.

Darren Tellier, BA (Alberta)
Psychology. TCMD. R.Ac.

Barkley Tan, MSc (Nanjing)
Acupuncture. R.Ac.

Blanca Vanier, Dip. (Academy of Chinese Medicine)
Acupuncture. R.Ac.

Jiulin Wang, MD (China), MSc (Nanjing University of TCM)
Traditional Chinese Medicine. TCMD. R.Ac.

Bachelor of Physical Education Transfer
Faculty
Nicole Bann, BPE (Brandon); MCoach (Alberta)
Psychology

Barry Butt, BPE (Alberta)
Physical Activity & Sport Performance

Paul Chahal, PhD (Alberta)
Exercise Physiology

John Corlett, PhD (Simon Fraser)
Kinesiology

Tim Enger, BPE (Alberta)
Sports Administration

Dave Kato, MA (Indiana State)
Sports Medicine/Exercise Physiology

Eric Magdanz, MA (Alberta)
Physical Education & Recreation

Aletheia Mendes, MA (Alberta)
Physical Education

Cynthia Puddu, MSc (Alberta)
Physical Education

John Valentine, PhD (Carleton)
Canadian Studies

Hearing Aid Practitioner

Faculty

Ken Balcom, MBA (Alberta)
Business Administration

Cheryl Blair, AuD (Dalhousie)

Arlene Carson, PhD (British Columbia)
Audiology. R.Aud. (courtesy)

Jodi Haberstock, AuD (A.T. Still)
Audiology. R.Aud. (courtesy)

Lisa Lopez, AuD (Central Michigan)
Audiology. R.Aud.

Raeanne Rowswell, PhD (A.T. Still)
Audiology. R.Aud.

Carol Stevenson, MSHA (Central Michigan)
Health Administration

Patti-Jo Sullivan, AuD (A.T. Still)
Audiology. R.Aud.

Michael Vekasi, MCISc (Western)
Audiology. R.Aud.

Neil Walton, MSc (British Columbia)
Audiology. R.Aud. (courtesy)

Tara Winsor, AuD (Florida)
Audiology. R.Aud.

Lynn Gagne-Webb, CPB (NAIT)

Heidi Hanninen, Dip. (MacEwan)
Massage Therapy. RMT.

Sandra Macdonald, BA (Alberta)
Religious Studies; Sociology; Psychology. RMT.

Valla McLean, MAS, MLIS (British Columbia)

Dana Miller, Dip. (MacEwan)
Massage Therapy. RMT.

Jeff Moggach, MA (Royal Roads)
Learning and Technology. RMT.

Thu Nguyen, Dip. (MacEwan); BSc (Alberta); BEd (Alberta)
Massage Therapy. RMT.

Nicole Riou, Dip. (MacEwan)
Massage Therapy. RMT.

Rowe Anne Rivet, BA (Alberta)
Education. RMT.

Matthew Rolheiser, BSc; BEd (Alberta)
Biology; Education

Rajamalar Senthuran, MN (Alberta)
CDE.

Tania Shiva, MSc (Alberta)
Physical Therapy

Therapist Assistant

Faculty

Gail Amort Larson, M.Sc. (Alberta)
Physical Education

Cindy Wong, BScPT (Alberta)
Physical Therapy

Stewart Callioux, BPA (Athabasca)
Criminal Justice

Sharon Chatenay, MScOT (Alberta)
Occupational Therapy

Erin Duebel, MScOT (Alberta)
Occupational Therapy

C. Jonah Eleweke, PhD (Alberta and Manchester)
Special Education. Audiology

Maureen Gates, MEd (Alberta)
Speech Language Pathology

Jacqui Hunt, Dip. (Bristol)
Physical Therapy

Cara Landreth, MSc SLP (Alberta)
Speech Language Pathology. R.SLP.

Jody Marshall, MEd (Alberta)

Massage Therapy

Faculty

Gail Amort-Larson, MSc (Alberta)
Physical Education

Erin Blanchard, Dip. (MacEwan)
Massage. RMT

Jacqueline Chalifoux, BSc (Alberta)
Psychology. RMT.

Pam Cushing, BA (Alberta)
Gerontology. RMT.

Dawna-Lynne Duffy, Dip. (CCMH)
Massage Therapy. RMT.

Shauna Falls, BSc (Alberta)
Nutrition & Food Science
Department of Child and Youth Care

The Department of Child and Youth Care provides an undergraduate degree (with a diploma exit) focused on providing the knowledge and practical skills required to work in a professional environment with high-risk youth and families. Students have the opportunity to learn from highly qualified faculty involved in practice and research with children, youth, families and communities.

Department Chair

Donna Jamieson, MEd (Alberta)
Counselling. CCYC.

Faculty

Donna Barker, MSc (Nova Southeastern)
Child and Youth Care. CCYC.

Gerard Bellefeuille, PhD (Victoria)
Child and Youth Care

Ahna Berikoff, PhD (Victoria)
Child and Youth Care. CCYC.

Angila Chase, MA (Seattle)
Counselling. CCYC.

Linda Dionne-MacIsaac, BSc (Alberta)
Psychology. CCYC.

Kerry Heaney-Dalton, BA (Victoria)
Child and Youth Care. CCYC.

Catherine Hedlin, MPM (Alberta)
Public Management. CCYC.

Jenny McGrath, MSc (Nova Southeastern)
Family Support Studies. CCYC.

Jack Phelan, MS (Long Island University)

Counselling. CCYC.

Christine Pope, MHS (Nova Southeastern)
Child Protection. CCYC.

Kelsey Reed, MEd (Alberta)
Indigenous Peoples Education

Brenda Thompson, MC (Seattle)
Counseling Psychology

Programs

• Bachelor of Child and Youth Care (with diploma exit) (p. 95)

Department of Human Services and Early Learning

The Department of Human Services and Early Learning prepares students to become educators of children and youth in a variety of early learning and educational settings. The department also provides students the opportunity to become effective human service managers and leaders. Faculty with strong connections to the field ensure students acquire the necessary professional practice skills and knowledge to excel in their chosen career.

Department Chair

Tricia Lirette, PhD (Alberta)
Educational Policy Studies

Bachelor of Applied Human Service Administration

Faculty

Cheryl Crocker, PhD (Victoria)
Interdisciplinary

Marilyn Connor, MA (Yorkville); MBA (Royal Roads)
Counselling Psychology. Leadership

Christopher Hay, MA (Carleton)
Sociology. Criminology

Carole Massing, PhD (Alberta)
Elementary Education

Duane Massing, PhD (Alberta)
Secondary Education

Chantal Normand, MEd (Toronto)
Organizational Development

Ryan Popplestone, MBA (Royal Roads)
Special Education

Nora Shea, MA (Central Michigan)
Program Development and Administration

Leo Wong, PhD (Alberta)
Marketing
Early Learning and Child Care

Faculty

Aradhna Abraham, MEd (Alberta)
Elementary Education

Donna Badach, MEd (Alberta)
Elementary Education

Ann Basualdo, BEd (Alberta)
Elementary Education

Sandra Beckman, MSc (Nova Southeastern)
Early Childhood Administration

Sara Bowkowy, BAHSA (MacEwan)
Human Services Administration

Lynn Brewin, MEd (Alberta)
Educational Policy Studies

Rebecca Dupont, BEd (Alberta)
Elementary Education

Rhonda Fischer, MEd (Alberta)
Educational Policy Studies

Chelsea Freeborn, MEd (Alberta)
Educational Policy Studies

Cara Linzmayer, PhD (Alberta)
Physical Education & Recreation

Tricia Lirette, PhD (Alberta)
Educational Policy Studies

Lee Makovichuk, MEd (Alberta)
Elementary Education

Margaret Mykietshyn, MEd (Alberta)
Elementary Education

Elzbieta Olszewska, Dip (MacEwan)
Early Childhood Development

Kelsey Reed, MEd (Alberta)
Indigenous Peoples Education

Heather Stringer, MA (Victoria)
Child and Youth Care

Nancy Thomas, MEd (Alberta)
Elementary Education

Special Needs Educational Assistant

Faculty

Ann Basualdo, BEd (Alberta)
Elementary Education

Rhonda Fischer, MEd (Alberta)
Educational Policy Studies

Chelsea Freeborn, MEd (Alberta)
Educational Policy Studies

Kim Froese, BEd (Lethbridge)

English

Janelle Morrison, MSLP (Alberta)

Shauna Pilipchuk, BCR (Calgary)
Community Rehabilitation and Disability Studies

Theresa Pond, MEd (Seattle Pacific)
Curriculum and Instruction

Debbie Royer, MEd (Alberta)
Policy Studies

Linda Scouten, MEd (Alberta)
Adult Education

Programs

• Bachelor of Applied Human Service Administration (p. 145)
• Early Learning and Child Care (p. 184)
• Special Needs Educational Assistant (p. 220)

Department of Public Safety and Justice Studies

The Department of Public Safety and Justice Studies programs are focused on equipping students with the knowledge and skills required to build safe, secure and just communities. Faculty members with strong connections to professional practice prepare students to protect and serve our communities. With programs in policing, investigations, correctional services, and emergency communication and response, the department offers a variety of pathways towards a career in justice or public safety.

Department Chair

Kevin Hood, MEd (Alberta)

Correctional Services

Faculty

Michelle Andrews, MCA (Ottawa)
Criminology

A. Scott Aylwin, PhD (Alberta)
Psychiatry

James Clover, BA (Alberta)
Criminology

Tracey Cyca, MCA (Ottawa)
Criminology

Fiona Gironella, MA (Alberta)
Criminal Justice Administration

Alison Lewis, MC (Seattle)
Counseling Psychology

Caroline Madill, MA (Alberta)
Correctional Administration

Kelly Micetich, MA (Royal Roads)
Intercultural and International Communication
Emergency Communications and Response

Faculty
Lisa Buys, PhD (Illinois)
Clinical Psychology. C.Psych

Chelsea Davis, Cert.

Neil Hening

Connie Hilton

Doug Johnson, EMT-P (NAIT); MA (Royal Roads)
Paramedic. Leadership

Police and Investigations

Faculty
Tanya Anderson, MEd (Calgary)
Psychology

Stewart Callioux, BPA (Athabasca)
Criminal Justice

Danielle Campbell, BPE (Alberta)
Physical Education

Fons Chafe, MEd (Memorial)
Education

Randy Chaulk, BA (Saskatchewan); MEd (Alberta)
Educational Studies

Ted Chomchuk, BA (Alberta)
Criminology

Sharon Hobden, MEd (Alberta)
Adult Education

Amanda-Lynn Jensen, MA (City University Seattle)
Counselling Psychology

Devin LaForce, MSFS (Oklahoma)

Della Lewis, BA (Alberta)

Fred Rayner, BA (Alberta)
Political Science; Economics

Heather Smith, BA (Iowa)
Recreation, Health and Physical Education

Uzma Williams, PhD (McMaster)
Rehabilitation Sciences

Programs
• Correctional Services (p. 176)
• Emergency Communications and Response (p. 187)
• Police and Investigations (p. 207)

School of Social Work

Transformative, collaborative and supportive education: it’s at the heart of what we do. The same qualities are at the heart of what social workers do when they work with families, provide support and transform lives in the communities where they live and work. Students are prepared with the competencies and professional skills to assess and practice in a professional social work setting. Faculty members have a wide range of expertise in social work education, strong connections with the community, and active engagement in research and scholarly activities to advance social work knowledge and education.

Director
Kathaleen Quinn, MSW (Wilfrid Laurier)
Clinical Social Work. RSW.

Faculty
Anna Azulai, PhD (Calgary); MSW (Israel)
Social Work. RSW.

Ines Cesar, MSW (Calgary)
Social Work. RSW.

Derek Chewka, MSW (Calgary)
Social Work. RSW.

Amber Dion, MSW (Calgary)
Social Work. RSW.

Arlene Eaton-Erickson, MSW (Dalhousie)
Social Work. RSW.

Erin Gray, MSW (Wilfrid Laurier); PhD (Wales) UK
Social Policy. RSW.

Faye Hamilton, MSW (Calgary)
Social Work. RSW.

Helena Hawryluk, MSW (Calgary)
Social Work. RSW.

Michelle Holubinsky, MSW (Calgary)
Social Work. RSW.

Val Kelso, MSW (Calgary)
Social Work. RSW.

Alan Knowles, MSW (Calgary); PhD (Alberta)
Educational Policy Studies. RSW.

Danielle Larocque, MSW (Calgary)
Social Work. RSW.

Chrystal Littlechild-Hill, MSW (Victoria)
Social Work. RSW.

Gisele Mak, MSW (Dalhousie)
Social Work. RSW.
Melissa Manas, BSW (Calgary)
Social Work. RSW

Andrea Newberry-Koroluk, PhD (Calgary); MSW (Calgary)
Social Work. RSW.

Krista Osborne, MSW (Calgary)
Social Work. RSW.

Valerie Ouedraogo, MSW, PhD (Germany)
Social Work. RSW.

Josie Rinella, MSW (Dalhousie)
Social Work. RSW.

Frances Ross, MSW (Calgary)
Social Work. RSW.

Joby Scaria, MSW (York)
Social Work. RSW.

Maria Smyth, MSW (Carleton)
Social Work. RSW.

Peter Smyth, MSW (Calgary)
Social Work. RSW.

Hongmei Tong, MSW (Hong Kong); PhD (Calgary)
Social Work. RSW.

Stephanie Tyler, MSW (Calgary)
Social Work. RSW.

Debby Wiedeman, MSW (Calgary)
Social Work. RSW.

Marianne Wright, MA (Calgary)
Social Work. RSW.

Programs

- Bachelor of Social Work (p. 140)
- Social Work Diploma (p. 141)
NURSING

The Faculty of Nursing offers innovative and diverse programming designed to meet the transformative and educational needs of those aspiring to become registered nurses (RNs) or registered psychiatric nurses (RPNs), as well as practicing RNs and RPNs, and other health professionals. The Faculty of Nursing provides leadership that informs teaching and learning innovations that foster academic excellence. This excellence is advanced by creating an environment that develops partnerships, supports the well-being of students, faculty, and staff, and cultivates a culture of research and scholarship. Our mission is to create transformative learning opportunities in nursing and professional practice, as we work toward achieving our vision of nurses making a difference in the health of global communities.

Dean
Vincent Salyers, EdD (San Francisco)
Curriculum and Instruction. RN; ANEF

Associate Dean
Cheryl Pollard, PhD (Alberta)
Nursing. RN; RPN.

- Clinical Simulation Centre (p. 73)
- Department of Interprofessional Education and Simulation Learning (p. 73)
- Department of Nursing Science (p. 74)
- Department of Psychiatric Nursing (p. 76)

Clinical Simulation Centre
Director
Colette Foisy-Doll, MSN (Arizona)
Nursing. RN. CHSE.

Faculty
Sheena Simpkins Gibbs, MScN (Lethbridge)
Nursing. RN.

Cynthia Gundermann, MEd (Alberta)
Nursing. RN.

Margot Zemrau, BScN (Alberta)
Nursing. RN. CHSE

Department of Interprofessional Education and Simulation Learning

The Department of Interprofessional Education and Simulation Learning is dedicated to serving front-line multidisciplinary practitioners who strive to improve the health and quality of life for individuals, communities and industries. There is a mosaic of innovative continuing education programs for nurses and other health care professionals, with programming that is grounded in evidence-informed practice. Within this department is the Clinical Simulation Centre (CSC), a state-of-the-art clinical laboratory and simulation learning space that sets the stage for students from nursing and other health programs to practice skills and exercise critical thinking in a realistic, supportive environment.

Learning through simulation brings theory to life and enables students to integrate theory into practice within a safe, supportive environment that allows for active experimentation. The highly specialized CSC simulation team champions experiential and innovative learning, research, interprofessional collaborations, and patient safety.

Chair
(Vacant)

Faculty
Brenda Bowman-King MScN (Manchester)
Nursing Occupational Health RN

Kelly Brennan, BScN (Alberta)
Nursing RN.

Nancy Brennan, BScN (Alberta)
Nursing RN.

Shirley Chandler, MSc (McGill)
Nursing. Occupational Health. RN. OHNC.

Cathleen Clarke, BScN, (Saskatchewan)
Nursing RN

Lindsey Collen Felix, PhD (Alberta)
Biological Sciences.

Robin Cooper, MN (Alberta)
Nursing. RN.

Gail Couch, MN (Alberta)
Nursing. RN.

Tammy Damberger, MN (Alberta)
Nursing. RN.

Shirley Galenza M.Ed (Calgary)
Nursing. RN.

Tammy Irving, BN (Athabasca)
Nursing. Occupational Health. RN. COHN(C). CRSP. CPHR

Guen Kernaleguen, MCISc (Western)
Clinical Science Wound Healing. RN. CAET.

Janice Krushinsky, Dip. (Royal Alexandra Hospital)
Nursing. Occupational Health. RN.

Jodee Lancaster, Dip.N. (Alberta)
Nursing. RN.

Meagan LaRiviere, MALAT (Alberta)
RN. RVT. RDMS.

Andrea Lysak, BScN (Alberta), RNFA
Nursing. RN. CPN(c)

Kim McLennan-Robbins
RN. CPN(c).

Joan Mills, MN (Alberta)
Nursing. RN. CCN(c).

Leah Milton, BN (Calgary)
Nursing. Occupational Health. RN.

Shawna Nelson, BScN (Alberta)
Nursing. RN. COHH(C). LNC. ESS.

Claudia Seiler-Mutton, MEd (Alberta)
Nursing. RN.

Rajamalar Senthuran, MN (Alberta)
CDE

Marcie Smigorowsky, MN (Alberta)
Nursing. RN. NP CCN(c).

Michelle Suitor, MN (Alberta)
Nursing. RN. NP

Lindsay Thomas, MN; (Alberta)
Nursing. RN. NP

Gayle Urquhart, MN (Alberta)
Nursing. RN.

Lora Walker, BPE (Alberta)
Nursing. Occupational Health. RN.

Elizabeth Wilkey, MN (Athabasca)
Nursing. RN.

Clinical Simulation Centre

Director
Colette Foisy-Doll, MSN (Arizona)
Nursing. RN. CHSE.

Faculty
Sheena Simpkins Gibbs, MScN (Lethbridge)
Nursing. RN.

Cynthia Gundermann, MEd (Alberta)
Nursing. RN.

Margot Zemrau, BScN (Alberta)
Nursing. RN. CHSE.

• Cardiac Nursing Post-Basic Certificate (p. 148)
• Occupational Health Nursing Certificate (p. 201)
• Perioperative Nursing for Registered Nurses (p. 149)
• Post-Basic Nursing Practice (p. 151)
• Wound Management Post-Basic Certificate (p. 152)

Department of Nursing Science

The Bachelor of Science in Nursing (BScN) program is offered through the Department of Nursing Science. The mission of the BScN program is to prepare outstanding graduates who are committed to excellence in professional practice and who contribute to the health and well-being of individuals, families, communities, and society. Students are supported in their learning by faculty members having theoretical and/or clinical expertise in the study area and a passion for teaching. Program graduates possess the requisite knowledge, skills and other attributes to practice safe, ethical and evidence-informed nursing, both independently and collaboratively, with patients/clients and interprofessional/intersectoral members in diverse settings. Graduates demonstrate critical inquiry, clinical judgment, flexibility and creativity, and are able to function ethically and effectively in unpredictable and complex situations. Graduates may also transition into the practice domains of administration, education and research.

Department Chair
Margaret Milner, MN (Alberta)
Nursing. RN.

Faculty
Alicia Bankowski, BScN (Alberta)
Nursing. RN.

Gabriel Barrington-Moss, MSN (Phoenix)
Nursing. RN.

Keri-Ann Berga, MScN (Ottawa)
Nursing. RN. IBCLC. PNG(c).

Barb Borkent, BScN (Alberta)
Nursing. RN.

Bibi Boudreau, BScN (Queens)
Nursing. RN.

Elizabeth Burgess-Pinto, PhD (Alberta)
Nursing. RN. IBCLC.

Susan Carlson, MN (Alberta)
Nursing. RN.

Linda Cavanaugh, MAdEd (St. Francis Xavier)
Adult Education. RN.

Lorna Christensen, MN (Athabasca)
Nursing. RN.

Andrea Chute, MN (Athabasca)
Nursing. RN.

Pamela Clark, BScN (Alberta)
Nursing. RN.

Trish Clark, BScN (Alberta)
Nursing. RN.

Tracee Cowan, BScH; BSc (Ottawa)
Nursing. RN.

Paula Culling, MSNED (Phoenix)
Nursing. RN.

Sherri Dickson, BScN (Alberta)
Nursing. RN.

Claudine Drefs, BScN (Alberta)
Nursing. RN.

Melissa Dressler, BN (New Brunswick)
Nursing. RN.

Jana Frentz, BScN (MacEwan)
Nursing. RN.

Jennifer Friedenstab, BScN (Alberta)

Nursing. RN.
Melanie Gates, MN (Alberta)  
Nursing. RN.
Anna Glen, BScN (Alberta)  
Nursing. RN.
Mona Haimour, MN (Jordan)  
Nursing. RN.
Catherine Hall, BN (Lethbridge)  
Nursing. RN.
Shannon Harrington, BScN; BSc (Alberta)  
Nursing. RN.
Heather Hector, BScN (Alberta)  
Nursing. RN.
Tanya Heuver, MN (Alberta)  
Nursing. RN.
Nicole Hope, BScN (Alberta)  
Nursing. RN.
Sheila Hordal, BScN (Alberta)  
Nursing. RN.
Audrey (Lori) Jack, MSc (Saskatchewan)  
Community Health and Epidemiology. RN. CRRN. GNC.
Kimberly Jalal, BScN (Alberta)  
Nursing. RN.
James Johansson, BScN (MacEwan)  
Nursing. RN.
Sharon Johnston, MSc (Alberta)  
Health Promotion. RN.
Heather Kemp, BScN (Alberta)  
Nursing. RN.
Paul Kerr, PhD (London, UK)  
Pharmacology
Susan Knibbs, BScN (Saskatchewan)  
Nursing. RN.
Chelsea LaFond, BScN (Alberta)  
Nursing. RN.
Ann Little, MN (Victoria)  
Nursing. RN.
Pamela Maharaj, MN (Athabasca)  
Nursing. RN.
Trish Mandrusiak, MN (Alberta)  
Nursing. RN.
Sarah Masita, MN (Ryerson)  
Nursing. RN.
Colleen Maykut, DNP (Case Western Reserve)  
Nursing. RN.
Amanda (Mandy) McDonald, BScN (Alberta)  
Nursing. RN.
Safina McIntyre, MN (Alberta)  
Nursing. RN.
Lisa McKendrick-Calder, MN (Athabasca)  
Nursing. RN.
Adam Mella, MN (Alberta)  
Nursing. RN.
Kathleen Miller, MN (Alberta)  
Nursing. RN.
Joan Mills, MN (Alberta)  
Nursing. RN. CCN(c).
Agnes Mitchell, MN (Alberta)  
Nursing. RN. GNC(c).
Yuwaraj (Raj) Narnaware, PhD (Bath, UK)  
Physiology and Endocrinology
Vivian Neis, BScN (Alberta)  
Nursing. RN.
Melanie Neumeier, MN (Newfoundland)  
Nursing. RN.
Holly Newell, BScN (Dalhousie)  
Nursing. RN.
Sheri Norum, BScN (Alberta)  
Nursing. RN.
Alice Nyholat, BScN (Saskatchewan)  
Nursing. RN.
Judee Onyskiw, PhD (Alberta)  
Nursing. RN.
Janelle Ostby, BScN (Alberta)  
Nursing. RN.
Tanya Paananen, MBA (Ashford)  
Nursing. RN. Cneph(c).
Rachel Plaquin, BScN (Alberta)  
Nursing. RN.
Heather Reiter, BScN (Alberta)  
Nursing. RN.
Lynda Robinson, BScN (Alberta)  
Nursing. RN. IBCLC.
Sheryl Ross, BScN (Alberta)  
Nursing. RN.
Loveth Rudolph, BScN (Alberta)  
Nursing. RN.
Binthi Samuel, PhD (Rajasthan, India)  
Radiation Biology
Yvonne Shelast, MN (Alberta)
Department of Psychiatric Nursing

The aim of the Department of Psychiatric Nursing is to advance psychiatric nursing education and practice through development and delivery of high quality, innovative, relevant curricula; strong professional, academic and clinical partnerships; and attention to professional standards. The department offers a diploma and post-diploma degree program in Psychiatric Nursing. Faculty members are passionate about their field and are committed to providing a supportive, collaborative learning environment that fosters student success. Diploma graduates promote optimal mental, physical, and psychosocial health for clients across the lifespan in diverse settings. The post-diploma degree program offers a balance between liberal and professional education with increased depth and breadth of studies, a global perspective, and an opportunity to enhance knowledge, skills and other professional attributes in such areas as community mental health, child and adolescent psychiatry, the criminal justice system, addictions and substance abuse, nursing research, and leadership.

Department Chair
Ann Ranson Ratusz, PhD (Alberta)
Nursing. RN.

Faculty
Tracey Eklund, MHST (Athabasca)
Leadership. RPN.

Caitlin Evans, BScPN (Douglas College)
Nursing. RPN.

Rosie Gakhal, BScN (Alberta)
Nursing. RPN.

Emily Khalema, MHS (Athabasca)
Nursing. RPN.

Ken Kustiak, MN (Athabasca)
Nursing. RN. RPN.

Sydney Mosiuk, BScN (Alberta)

Programs
• Psychiatric Nursing Diploma (p. 211)
• Bachelor of Psychiatric Nursing (p. 122)
PROGRAMS OF STUDY

The following section is a complete listing of all programs for which MacEwan University offers provincially approved credentials. Each Program of Study establishes an approved pattern or group of credit courses or coursework and provides the program structure, by terms and/or years, for a provincially approved credential (certificate, diploma, post-diploma certificate, applied degree or bachelor degree).

A
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- Anthropology Minor (p. 86)
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- Asia Pacific Management (p. 168)
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- Bachelor of Arts (p. 81)
- Bachelor of Child and Youth Care (p. 95)
- Bachelor of Commerce (p. 98)
- Bachelor of Communication Studies (p. 111)
- Bachelor of Music in Jazz and Contemporary Popular Music (p. 115)
- Bachelor of Physical Education Transfer (p. 155)
- Bachelor of Psychiatric Nursing (p. 122)
- Bachelor of Science (p. 125)
- Bachelor of Science in Engineering Transfer (p. 157)
- Bachelor of Science in Nursing (p. 136)
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- English Minor (p. 88)
Programs of Study

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- Gender Studies Minor (p. 89)
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- History Minor (p. 90)
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J
- Journalism Major (p. 113)

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- Mathematics Major (p. 133)
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P
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- Psychology Major (p. 134)
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- Psychology Minor (p. 135)
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U
- University Credit Transfer Major (p. 141)
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- Wound Management Post-Basic Certificate (p. 152)
Program of Study Information

Each Program of Study is unique and may contain the following component parts:

- **Core** courses are essential credit courses required in the Program of Study.
- Some programs include **Elective(s)**. Electives are credit courses which are curriculum components of a Program of Study intended to supplement, not replace, any part of the program core. Electives present students with the choice and opportunity to vary their curriculum according to individual interests. Electives within Programs of Study may specify discipline and or level of study conditions, but do not restrict students to a prescribed list of specific courses.
- **Options** are credit courses which are curriculum components of a Program of Study. They provide students with greater specificity of knowledge within a field of study. Options differ from electives: student choice of options is restricted to a prescribed list of specific courses published by the program.

Example

**Correctional Services**

**PROGRAM OF STUDY**

<table>
<thead>
<tr>
<th>Term I</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CDRE 100 Human Relations</td>
<td>3</td>
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<tr>
<td>CDRE 102 Foundations of Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CDRE 104 Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 100 Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 111 Communications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
BACHELOR DEGREES

- Bachelor of Arts (p. 81)
- Bachelor of Child and Youth Care (p. 95)
- Bachelor of Commerce (p. 98)
- Bachelor of Communication Studies (p. 111)
- Bachelor of Music in Jazz and Contemporary Popular Music (p. 115)
- Bachelor of Psychiatric Nursing (p. 122)
- Bachelor of Science (p. 125)
- Bachelor of Science in Nursing (p. 136)
- Bachelor of Social Work (p. 140)
MacEwan University’s Bachelor of Arts (BA) is designed to provide a liberal arts education that allows students to explore a variety of academic disciplines and acquire a broad knowledge base that will prepare them for employment or future post-secondary studies. The degree is intended to provide students with breadth, depth, and diversity in the areas of humanities, sciences, social sciences, analytical studies, and fine arts as well as courses focused on language and literature. BA students study subjects in major and/or minor disciplines, and are required to be familiar with the academic and faculty regulations and procedures as published herein.

### Arts Disciplines

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Major</th>
<th>Minor</th>
<th>Honours</th>
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<tr>
<td>Anthropology</td>
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<td>⬿</td>
<td>⬿</td>
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<tr>
<td>Classics</td>
<td>-</td>
<td>⬿</td>
<td>-</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>-</td>
<td>⬿</td>
<td>-</td>
</tr>
<tr>
<td>Economics</td>
<td>⬿</td>
<td>⬿</td>
<td>⬿</td>
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<tr>
<td>English</td>
<td>⬿</td>
<td>⬿</td>
<td>⬿</td>
</tr>
<tr>
<td>French</td>
<td>-</td>
<td>⬿</td>
<td>-</td>
</tr>
<tr>
<td>Gender Studies</td>
<td>-</td>
<td>⬿</td>
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<td>History</td>
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</tr>
<tr>
<td>Spanish</td>
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### Science Disciplines

See Bachelor of Science program of study for details

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Minor</th>
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<tbody>
<tr>
<td>Biological Sciences</td>
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</tr>
<tr>
<td>Chemistry</td>
<td>⬿</td>
</tr>
<tr>
<td>Computer Science</td>
<td>⬿</td>
</tr>
<tr>
<td>Earth and Planetary Sciences</td>
<td>⬿</td>
</tr>
<tr>
<td>Mathematics</td>
<td>⬿</td>
</tr>
<tr>
<td>Physics</td>
<td>⬿</td>
</tr>
<tr>
<td>Planetary Physics</td>
<td>⬿</td>
</tr>
<tr>
<td>Statistics</td>
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</tr>
</tbody>
</table>

### Out of Faculty Minors

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Minor for Arts and Science</td>
<td>⬿</td>
</tr>
<tr>
<td>Business Law</td>
<td>⬿</td>
</tr>
<tr>
<td>Business Studies</td>
<td>⬿</td>
</tr>
<tr>
<td>Finance Minor for Arts and Science</td>
<td>⬿</td>
</tr>
</tbody>
</table>

### General Program Information

The BA program requires students to complete 120 credits of non-duplicative coursework. The degree emphasizes both breadth and depth and has been redesigned for exceptional flexibility and customization. Students can now complete a major and a minor, a double major, or a major and two minors.

### Preparing for Professional Studies

Students intending to enter professional programs at other universities, such as law and education, can take their pre-professional studies in the Faculty of Arts and Science at MacEwan University. For example, there is a selection of courses that may be taken to facilitate the transition to an after-degree education program or, if the student prefers, transfer to a Bachelor of Education program after completion of as many as 60 credits of coursework. Students are advised to consult the admissions requirements for the universities and programs of their choice, and to select their MacEwan University courses accordingly. Completion of pre-professional courses at MacEwan University does not guarantee admission to the subsequent professional program. Each professional program requires a separate application and entry is competitive, not automatic.

### Transferability

All courses completed for the Bachelor of Arts degree are credit courses and may be individually transferable toward further study at other Alberta institutions. For current, detailed information on individual course transferability, refer to the Online Alberta Transfer Guide (transferalberta.alberta.ca) or contact the receiving institution directly.

### Contact Information

T: 780-497-4505  
E: artsandscience@macewan.ca

### Categories of Admission

Applicants may be admitted to one of the following:

### Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Four subjects from Group A, B, C, or D

### Notes:

- Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
- A maximum of two Group B subjects may be presented; they must be from different disciplines.
• A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).
• Mathematics 30-1 or 30-2 is required for a major in Economics.
• Mathematics 30-1 or 31 is required for Economics Honours.
• Mathematics 30-1 or 30-2 is required for a major in Psychology.

Applicants with nine or more university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

**Mature Admission**
*To be evaluated through the Office of the University Registrar*

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have the following:

- ELA 30-1 with a minimum grade of 65 percent (or equivalent)
- Six credits of university-level English with no grade less than C-

Applicants with nine or more university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

**Previous Post-Secondary Work**
*To be evaluated through the Office of the University Registrar*

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed the following from a recognized institution:

- A minimum of 24 university-level credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale
- A MacEwan University diploma, or equivalent, with a minimum Graduation Grade Point Average (GGPA) of 2.0 on a 4.0 scale
- and English 30-1 or a minimum grade of C- in ENGL 111.

Applicants who present a minimum 2.0 on a 4.0 scale Graduation Grade Point Average (GGPA) from specific MacEwan University diplomas, or equivalent, may be eligible for block transfer of coursework.

**Additional Admission Criteria**

All applicants must meet the following:

1. **English Language Proficiency**
*To be evaluated through the Office of the University Registrar*

**Applicable to all admission categories**
All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

2. **Other Admission Criteria**
*To be evaluated through the Office of the University Registrar*

**Applicable to all admission categories**
Applicants who have been assigned two unsatisfactory academic records within the past five years will not be considered for admission or re-admission to the program until a minimum three years from the date of the assignment of the last unsatisfactory academic record. For the purpose of admission or re-admission, an unsatisfactory record is defined as a transcript with the notation ‘required to withdraw’ or equivalent.

**Program of Study**

<table>
<thead>
<tr>
<th>Program Element</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Major</td>
<td>The Arts major will range from 42 to 60 credits with a minimum 36 credits taken at the senior-level</td>
<td>42-60</td>
</tr>
<tr>
<td>Secondary Major or Minor(s)</td>
<td>Students have the option of completing a second Arts major, or one or two minors. Minor courses must be completed at the senior-level</td>
<td>18-60</td>
</tr>
<tr>
<td>Options</td>
<td>Students can complete up to 15 credits in out-of-faculty options, with no more than 3 credits in physical activity (PACT) courses</td>
<td>Up to 60</td>
</tr>
</tbody>
</table>

**Total Degree Credits Including Breadth**

<table>
<thead>
<tr>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Degree Credits Including Breadth</td>
<td>120</td>
</tr>
</tbody>
</table>

**Breadth Requirements**

Within the 120 credit BA degree, students must complete the following Breadth requirements. Courses can be used both to satisfy the breadth and placed in a student’s major(s), minor(s), and options.
Breadth Element | Description | Credits
--- | --- | ---
Literacy | ENGL 102 and 3 credits in university English (not including ENGL 111 and ENGL 108), as well as 6 credits in one language other than English or world literature (COMP 102 and COMP 103) | 12

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study. In the Faculty of Arts and Science, students typically require a minimum grade of C- to use a course as a prerequisite. Please check course descriptions for more information.

**Majors and Minors**

Academic and discipline advisors are available to assist the student to plan a program of study that will meet these degree requirements. Refer to MacEwan.ca/BA (https://MacEwan.ca/BA) for specific course requirements for each major and minor.

Note: there is a non-duplicative coursework requirement on all majors and minors.

- Accounting Minor for Arts and Science (p. 85)
- Anthropology Major (p. 86)
- Anthropology Minor (p. 86)
- Anthropology Honours (p. 86)
- Business Law Minor (p. 86)
- Business Studies Minor (p. 87)
- Classics Minor (p. 87)
- Creative Writing Minor (p. 87)
- Economics Major (p. 87)
- Economics Minor (p. 87)
- Economics Honours (p. 88)
- English Major (p. 88)
- English Minor (p. 88)
- English Honours (p. 88)
- Finance Minor for Arts and Science (p. 89)
- French Minor (p. 89)
- Gender Studies Minor (p. 89)
- History Major (p. 90)
- History Minor (p. 90)
- Human Resources Minor for Arts and Science (p. 90)
- Marketing Minor for Arts and Science (p. 90)
- Philosophy Major (p. 91)
- Philosophy Minor (p. 91)
- Political Science Major (p. 91)
- Political Science Minor (p. 91)
- Political Science Honours (p. 92)
- Psychology Major (p. 92)
- Psychology Minor (p. 92)
- Psychology Honours (p. 92)
- Sociology Major (p. 93)
- Sociology Minor (p. 93)
- Sociology Honours (p. 93)
- Spanish Minor (p. 94)

**Bachelor of Arts - Honours Disciplines Information**

The BA Honours provides eligible students with the opportunity to pursue more intensive study in their chosen field, which may be of benefit to students considering graduate studies. There are six Honours disciplines offered: anthropology, economics, English, political science, psychology, and sociology. Honours disciplines may have limited enrolment, and individual disciplines may have additional selection requirements.

**General Selection Criteria for Honours Disciplines**

For consideration into Honours disciplines, students must present the following:

1. Completion of a minimum of 45 university-level credits, applicable to the program of study, with a GPA of 3.0 or better
2. 24 of the 45 credits must have been completed in the last 12 months
3. A minimum of six credits completed at the senior-level in the discipline of study
4. A minimum GPA of 3.3 in all senior-level courses in the discipline of study

Students interested in one of the Honours disciplines are encouraged to request a graduation check from the Faculty of Arts and Science Program Services Office. Note that entry into an Honours discipline is competitive; satisfying the minimum requirements may not guarantee admission. For more information and to apply for entry, contact the Honours discipline advisor. Students can also email artsandscience@macewan.ca.

<table>
<thead>
<tr>
<th>Honours Discipline</th>
<th>Department Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>780-663-3890</td>
</tr>
<tr>
<td>Economics</td>
<td>780-663-3890</td>
</tr>
<tr>
<td>English</td>
<td>780-497-5346</td>
</tr>
</tbody>
</table>
Program of Study - BA Honours

<table>
<thead>
<tr>
<th>Program Element</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honour Requirements</td>
<td>Honours requirements are determined by each discipline</td>
<td>63-84</td>
</tr>
<tr>
<td>Options</td>
<td>Students can complete up to 15 credits in out-of-faculty options, with no more than 3 credits in physical activity (PACT) courses</td>
<td>36 to 57</td>
</tr>
</tbody>
</table>

Total Degree Credits: 120

Breadth Requirements

Within the 120 credit BA Honours program, students must complete the following Breadth requirements. Courses meeting these requirements can be used toward any combination of the Honours requirement and options.

<table>
<thead>
<tr>
<th>Program Element</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>ENGL 102 and 3 credits in university English (not including ENGL 111 and ENGL 108), as well as 6 credits in one language other than English or world literature (COMP 102 and COMP 103)</td>
<td>12</td>
</tr>
<tr>
<td>Humanities</td>
<td>CLAS, HIST, HUMN, or PHIL</td>
<td>6</td>
</tr>
<tr>
<td>Sciences</td>
<td>ASTR, BICM, BIOL, BOTN, CHEM, CMPT, EASC, GENE, PHYS, PSYC, SCIE, or ZOOL</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>ANTH, ECON, POLS, PSYC, or SOCi</td>
<td>6</td>
</tr>
<tr>
<td>Analytical Studies</td>
<td>LING 101, MATH, PHIL 125, or STAT</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>ARTE, CRWR, DRMA, MUSC, THAR, CLAS 252, CLAS 352, CLAS 353 or CLAS 356</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses can be used both to satisfy the breadth and honours requirements.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study. In the Faculty of Arts and Science, students typically require a minimum grade of C- to use a course as a prerequisite. Please check course description for more information.

Students are strongly encouraged to seek advice from the academic advisors about academic planning for completing degree requirements at MacEwan University.

Academic Residency - Credit Requirements

In addition to the academic residency requirements of the University, Bachelor of Arts students also must complete at MacEwan University:

- A minimum of 24 credits at the senior-level in the major discipline, with 12 of those senior credits completed at the 300- or 400-level. All 400-level requirements are to be completed at MacEwan University.
- AND, if applicable, a minimum of nine credits at the senior-level in a minor, with at least three of those credits at the 300- or 400-level.

Breadth Requirements

Courses taken to fulfill major, minor, or option requirements can also be used to satisfy breadth requirements.

Declaration of a Major and a Minor

Students are advised to declare a primary major and a minor, or a primary major and secondary major, or a primary major and two minors by the time they have completed 45 credits. Majors are selected from Arts disciplines and consist of 42 to 60 junior- and senior-level credits. With the exception of those students in an Honours program, a maximum of 60 credits may be completed from any one discipline for credit towards the degree. A major and minor cannot be in the same discipline and students may not declare more than one out-of-faculty minor. Students can re-declare their major(s) and/or minor(s) if required.

For students completing multiple majors or minors, the Faculty cannot guarantee a schedule of classes that will permit the student to complete their degree in eight consecutive fall and winter semesters. Furthermore, depending on the courses in which a student enrols, meeting the requirements of a double major may require the completion of more than 120 credits for graduation. Students are strongly encouraged to consult with a program advisor in the Program Services Office in the Faculty of Arts and Science and a discipline advisor in their major and minor disciplines prior to declaration.
Graduation Grade Point Average
As part of the Graduation Grade Point Average regulation above, Bachelor of Arts students must obtain an overall GGPA of 2.0 or higher, with a minimum GPA of 2.0 on all courses credited toward the major(s) and a minimum GPA of 2.0 on all courses credited toward the minor(s).

Graduation Requirements
Graduation requirements are governed by the date on which students declare their major(s) and minor(s). Students who declare their major(s) and minor(s) up to and including February 15 are bound by the requirements of the current academic year. Those students who declare after February 15 are bound by the programs of study and degree requirements of the upcoming academic year as published in the academic calendar.

Junior- and Senior-Level Courses
Courses numbered from 100 to 199 are considered junior-level and courses numbered from 200 to 499 are considered senior-level.

Major or Minor 300- and 400-Level Requirements
The 300- and 400-level requirements in the major or minor cannot consist solely of project, field placement, and/or individual study courses.

Maximum Independent Courses
The maximum number of credits for independent work (project, field placement, and/or individual study courses), excluding the Honours Thesis, is 15 credits. Specific disciplines may have further restrictions.

Maximum Junior-Level Courses
A maximum of 48 credits at the 100-level are permitted in completion of the BA degree. Additional courses at the 100-level will be declared extra to the 120 credits required to complete the BA degree and will not be counted toward fulfilment of graduation requirements.

Minimum Arts Courses
Students are required to complete successfully a minimum of 72 credits from Arts courses.

Minimum Passing Grade
A minimum grade of D is required for all Arts degree courses unless otherwise noted next to the appropriate course in the program of study. A maximum of six credits with a final grade of D or D+ are permitted in courses credited toward the minimum requirements for the major.

Minimum Transfer Grade for Credit
A minimum grade of D is required on any transfer credit granted for the program. Arts and Science courses require a minimum grade of C- when the course is used as a prerequisite. Transfer credit decisions made by the university are final and cannot be appealed.

Out-of-Faculty Options Requirements
Degree options may include a maximum of 15 credits from courses offered by a Faculty or School other than Arts and Science except for those students completing an out-of-faculty minor or those who have met the minor requirements with a diploma. These students must complete their degree options from courses offered within the Faculty of Arts and Science. Fine arts courses taken to fulfill breadth requirements do not count towards the allocation of out-of-faculty credit.

Progression of Studies
Students are responsible for ensuring they meet the prerequisite and/or co-requisite requirements as noted on all courses that may fulfill Bachelor of Arts or Arts Honours program requirements.

Additional Degree Regulations - Honours Overall Requirements
The Honours program of study consists of 63 to 84 credits as determined by the discipline. Students in the Honours program are not required to complete a minor.

Course Load
Students accepted into an Honours program must complete 24-credits in each twelve consecutive months they are in the program. Exceptions to this rule may occur with the approval of the Honours discipline advisor.

Grade Point Average Requirement
Students accepted and enrolled in the Arts Honours program must maintain a minimum overall GPA of 3.0. As well, students must maintain a minimum GPA of 3.3 in all courses specified in the Honours program of study for each twelve consecutive months following acceptance into the Honours program. Failure to do so will result in the student’s program status reverting to a BA with a major in the previous honours discipline.

Graduation Grade Point Average
In order to graduate, students must obtain an overall GGPA of 3.0 or higher, with a minimum GPA of 3.3 on all courses credited toward the Honours program of study.

Additional Degree Regulations - Subsequent Baccalaureate
In addition to meeting the degree regulations listed above, students who already hold a baccalaureate degree must satisfy policies pertaining to subsequent baccalaureate credentials.

Accounting Minor for Arts and Science
Total credits required for minor – 18 senior-level credits.
A minimum of six credits must be completed at the 300- or 400-level.

Note: The Accounting minor is a competitive minor. Students must complete or be enrolled in ACCT 311 by the Winter term to be considered for this minor. There are 10 seats available in the Accounting minor each year. Students will submit their declaration by January 15. Students who apply will be ranked by their admissions GPA, which is calculated using their most recent 24 credits of university-level course work, without breaking up a term. Applicants with the 10 highest GPAs will be admitted to the program. Students will be notified of the success or denial of their application to the Accounting minor no later than February 1. Students must complete prerequisite courses ECON 102, one of STAT 151 or STAT 161, and potentially STAT 252 depending on the chosen electives.
Anthropology Major

Total credits required for major – 42 to 60 credits with a minimum of 36 senior-level credits.

A minimum of 24 credits at the 300- or 400-level. A minimum of six credits must be at the 400-level, not including ANTH 495.

Course ID Course Name Credits
Specific Major Requirements
ACCT 311 Introductory Accounting 3
ACCT 315 Intermediate Financial Accounting I 3
ACCT 316 Intermediate Financial Accounting II 3
ACCT 322 Managerial Information and Control Systems 3
FNCE 301 Introductory Finance 3
Select 3 credits from the following: 3
ACCT 324 Intermediate Management Accounting
ACCT 328 Income Tax Fundamentals
ACCT 410 Financial Accounting - Advanced
ACCT 442 Auditing

Total Credits 18

Anthropology Minor

Total credits required for minor – 18 senior-level credits.

A minimum of nine credits must be completed at the 300- or 400-level.

Course ID Course Name Credits
Specific Minor Requirements
ANTH 399 Ecological Perspectives in Anthropology 3
Select 6 credits from the following: 6
ANTH 206 Introduction to Archaeology
ANTH 207 Introduction to Social and Cultural Anthropology
ANTH 208 Introduction to Linguistic Anthropology
ANTH 209 Biological Anthropology
ANTH 394 Ethnographic Research Methods
or ANTH 395 Archaeological Method Issues
ANTH 415 Anthropological Theory
or ANTH 481 Archaeological Theory History

General Major Requirements
Select 18 to 36 credits from junior- and senior-level ANTH 18-36

Total Credits 42-60

Anthropology Honours

Total credits required for Honours – 84 credits.

Course ID Course Name Credits
Specific Honours Requirements
ANTH 206 Introduction to Archaeology 3
ANTH 207 Introduction to Social and Cultural Anthropology 3
ANTH 208 Introduction to Linguistic Anthropology 3
ANTH 209 Biological Anthropology 3
ANTH 399 Ecological Perspectives in Anthropology 3
or ANTH 499A Honours Thesis I 3
ANTH 499B Honours Thesis II 3
ANTH 394 Ethnographic Research Methods 3
or ANTH 395 Archaeological Method Issues
ANTH 415 Anthropological Theory 3
or ANTH 481 Archaeological Theory History

General Honours Requirements
Approved Honours Options – Select 24 credits of senior-level ANTH courses chosen in consultation with the anthropology Honours advisor 24
Courses Outside the Discipline – Select 18 credits chosen in consultation with the anthropology Honours advisor 18
Flex Courses – Select 12 credits of junior- and senior-level ANTH, or courses outside of the discipline, chosen in consultation with the anthropology Honours advisor 12

Total Credits 84

Business Law Minor

Total credits required for minor – 18 senior-level credits.

A minimum of six credits must be completed at the 300- or 400-level.

Note: The Business Law minor is a competitive minor. Students must complete or be enrolled in LEGL 210 by the Winter term to be considered for this minor. There are 10 seats available in the Business Law minor each year. Students will submit their declaration by January 15. Students who apply will be ranked by their admissions GPA, which is calculated using their most recent 24 credits of university-level course work, without breaking up a term. Applicants with the 10 highest GPAs will be admitted to the program. Students will be notified of the success or denial of their application to the Business Law minor no later than February 1.

Course ID Course Name Credits
Specific Minor Requirements
LEGL 210 Business Law I 3
LEGL 315 Business Law II 3

General Minor Requirements
Select 12 credits from senior-level LEGL

Total Credits 12

Business Studies Minor

Total credits required for minor – 18 senior-level credits.

A minimum of six credits must be completed at the 300- or 400-level.

Note: It is highly recommended that students complete BUSN 201 during the second year of their program.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 311</td>
<td>Introductory Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 201</td>
<td>Introduction to Sustainable Business</td>
<td>3</td>
</tr>
<tr>
<td>Select 12 credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 322</td>
<td>Managerial Information and Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 301</td>
<td>Introductory Finance</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 210</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>MARK 301</td>
<td>Fundamentals of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ORGA 201</td>
<td>Introduction to Management</td>
<td>3</td>
</tr>
<tr>
<td>Select a minimum of 6 credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 322</td>
<td>Managerial Information and Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 404</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>INTB 300</td>
<td>Introduction to International Business</td>
<td>3</td>
</tr>
<tr>
<td>MARK 403</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ORGA 316</td>
<td>Contemporary Organizational Behaviour and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ORGA 330</td>
<td>Managerial Skill Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 18

Classics Minor

Total credits required for minor – 18 senior-level credits.

A minimum of six credits must be completed at the 300- or 400-level (CLAS 355 does not satisfy this requirement).

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 270</td>
<td>Greek Civilization</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 271</td>
<td>Roman Civilization</td>
<td>3</td>
</tr>
</tbody>
</table>

General Minor Requirements

Select 12 credits from senior-level CLAS

Total Credits 12

Total Credits 18

1. May use LATN 201, LATN 301, LATN 302 or PHIL 230 with permission to fulfil this requirement.

Creative Writing Minor

Total credits required for minor – 18 senior-level credits.

A minimum of six credits must be completed at the 300- or 400-level.

Six junior-level ENGL are required for this minor (not including ENGL 111 and ENGL 108).

Note: Courses cannot be used to fulfil the requirements of both the Creative Writing minor and the English major or minor.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWR 295</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>Select 12 credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRWR 394</td>
<td>Writing Character</td>
<td>3</td>
</tr>
<tr>
<td>CRWR 395</td>
<td>Writing Poetry</td>
<td>3</td>
</tr>
<tr>
<td>CRWR 397</td>
<td>Writing a Sense of Place: Setting</td>
<td>3</td>
</tr>
<tr>
<td>CRWR 399</td>
<td>Writing Literary Non-Fiction</td>
<td>3</td>
</tr>
<tr>
<td>CRWR 404</td>
<td>Further Studies in Creative Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 credits from the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 205</td>
<td>Rhetoric and Textual Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 207</td>
<td>Sentence Style and Textual Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 297</td>
<td>Academic Essay Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 18

Economics Major

Total credits required for major – 42 to 60 credits with a minimum of 36 senior-level credits.

A minimum of six credits must be completed at the 400-level; ECON 401 and ECON 497 do not satisfy this requirement.

STAT 151 or STAT 161 are required for this major. Students with credit for MATH 114 are not required to complete ECON 289.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>Introduction to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 281</td>
<td>Intermediate Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 282</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 289</td>
<td>Introduction to Mathematical Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 299</td>
<td>Quantitative Methods in Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 399</td>
<td>Introductory Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 497</td>
<td>Economic Analysis: A Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 credits from the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 290</td>
<td>Economics at Work: Reasoning and Writing in Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 319</td>
<td>Contemporary Canadian Economic Issues</td>
<td>3</td>
</tr>
<tr>
<td>ECON 384</td>
<td>Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 385</td>
<td>Macroeconomic Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

General Major Requirements

Select 12 to 30 credits from senior-level ECON

Total Credits 42-60

Economics Minor

Total credits required for minor – 18 senior-level credits.

A minimum of six credits must be completed at the 300- or 400-level; ECON 401 does not satisfy this requirement.
Economics Honours

Total credits required for Honours – 63 to 72 credits.

A minimum of 12 credits must be completed at the 400-level including ECON 499.

STAT 151 or STAT 161, and MATH 114 are required. It is recommended that students complete ECON 281, ECON 282, and STAT 151 before they declare Economics Honours. Students should be aware that if they do not complete ECON 289, they will be required to complete either MATH 120 or MATH 125 with a minimum grade of C-.

English Minor

Total credits required for minor – 18 senior-level credits.

A minimum of 12 credits at the 300- or 400-level.

A maximum of three credits from CRWR.

English Major

Total credits required for major – 42 to 60 credits with a minimum of 36 senior-level credits.

A minimum of six credits must be completed at the 400-level.

A minimum of six credits of one language other than English (LOE). The LOE can be taken as part of the Literacy Breadth requirement.

English Honours

Total credits required for Honours – 63 to 84 credits.
A minimum of 12 credits must be completed at the 400-level including ENGL 499.

Students in the honours degree must also take three credits in each of Canadian, British, and American literature. These may be duplicative within the five time periods and the General Honours Requirements.

### Course ID  Course Name  Credits
### Specific Honours Requirements
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>Analysis and Argument</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 103</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 391</td>
<td>Topics in Literary Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 499</td>
<td>Honours Thesis Project</td>
<td>3</td>
</tr>
<tr>
<td>Select 3 credits from the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 205</td>
<td>Rhetoric and Textual Analysis</td>
<td></td>
</tr>
<tr>
<td>ENGL 207</td>
<td>Sentence Style and Textual Analysis</td>
<td></td>
</tr>
<tr>
<td>ENGL 307</td>
<td>The History of the English Language</td>
<td></td>
</tr>
<tr>
<td>Select 3 credits from each of the following time periods:</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>ENGL 319</td>
<td>Earlier Medieval English Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 320</td>
<td>Later Middle English Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 324</td>
<td>Chaucer</td>
<td></td>
</tr>
<tr>
<td>ENGL 491</td>
<td>Early and Later Middle English</td>
<td></td>
</tr>
<tr>
<td>Elizabethan and 17th Century</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 336</td>
<td>Studies in Shakespeare</td>
<td></td>
</tr>
<tr>
<td>ENGL 337</td>
<td>Topics in English Renaissance Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 340</td>
<td>Studies in 17th Century English Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 348</td>
<td>Milton</td>
<td></td>
</tr>
<tr>
<td>ENGL 492</td>
<td>Elizabethan/17th Century Literature</td>
<td></td>
</tr>
<tr>
<td>Restoration and 18th Century</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 341</td>
<td>Augustan Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 342</td>
<td>Topics in the Long 18th Century Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 493</td>
<td>Restoration/Eighteenth Century Literature</td>
<td></td>
</tr>
<tr>
<td>British, American and Canadian 19th Century</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 350</td>
<td>Topics in Romantic Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 352</td>
<td>Early Victorian Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 353</td>
<td>Later Victorian Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 358</td>
<td>19th Century American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 494</td>
<td>Nineteenth Century Literature</td>
<td></td>
</tr>
<tr>
<td>British, American, Canadian and Post-Colonial Literature 20th and 21st Century</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 361</td>
<td>Early 20th Century American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 362</td>
<td>Contemporary American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 364</td>
<td>Topics in 20th and 21st Century Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 365</td>
<td>Early 20th Century British &amp; Anglophone Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 366</td>
<td>Contemporary British and Anglophone Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 374</td>
<td>Early Canadian Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 376</td>
<td>Contemporary Canadian Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 381</td>
<td>Topics in Post-Colonial Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 481</td>
<td>Post-Colonial Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>ENGL 495</td>
<td>Twentieth Century Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 496</td>
<td>Intersections - Theory and Culture</td>
<td></td>
</tr>
<tr>
<td>ENGL 497</td>
<td>Twenty-First Century Literature</td>
<td></td>
</tr>
</tbody>
</table>

**Finance Minor for Arts and Science**

Total credits required for minor – 18 senior-level credits.

A minimum of six credits must be completed at the 300- or 400-level.

**Note:** The Finance minor is a competitive minor. Students must complete or be enrolled in FNCE 301 by the Winter term to be considered for this minor. There are 10 seats available in the Finance minor each year. Students will submit their declaration by January 15. Students who apply will be ranked by their admissions GPA, which is calculated using their most recent 24 credits of university-level course work, without breaking up a term. Applicants with the 10 highest GPAs will be admitted to the program. Students will be notified of the success or denial of their application to the Finance minor no later than February 1. Students must complete prerequisite courses ECON 102 and either STAT 151 or STAT 161.

### Course ID  Course Name  Credits
### Specific Minor Requirements
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 311</td>
<td>Introductory Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 322</td>
<td>Managerial Information and Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 301</td>
<td>Introductory Finance</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 303</td>
<td>Personal Finance and Money Management</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 404</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 406</td>
<td>Valuation and Investment Decision</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

**French Minor**

Total credits required for minor – 18 senior-level credits.

A minimum of six FREN credits at the 300-level.

### Course ID  Course Name  Credits
### Minor Requirements
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 18 credits chosen from senior-level FREN</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

**Gender Studies Minor**

Total credits required for minor – 18 senior-level credits.

A minimum of six credits at the 300- or 400-level.

To ensure the interdisciplinarity of the program, students would not be allowed to fulfill minor requirements with more than two courses from within one discipline or three GEND courses.

Students must have completed or be enrolled in GEND 219 to declare the minor.

### Course ID  Course Name  Credits
### Specific Minor Requirements
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEND 219</td>
<td>Feminist Theories and Foundations</td>
<td>3</td>
</tr>
<tr>
<td>GEND 319</td>
<td>Indigenous and Postcolonial Feminisms</td>
<td>3</td>
</tr>
</tbody>
</table>
History Major

Total credits required for major – 42 to 60 credits with a minimum of 36 senior-level credits.

A minimum of nine credits must be completed at the 400-level.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 100</td>
<td>Introduction to History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 3 credits from each of the four areas:</td>
<td>12</td>
</tr>
<tr>
<td>HIST 260</td>
<td>History of Canada to 1867</td>
<td></td>
</tr>
<tr>
<td>HIST 261</td>
<td>History of Canada Since 1867</td>
<td></td>
</tr>
<tr>
<td>HIST 210</td>
<td>Modern European History</td>
<td></td>
</tr>
<tr>
<td>HIST 214</td>
<td>The Celtic Crescent before 1801</td>
<td></td>
</tr>
<tr>
<td>HIST 216</td>
<td>England: From Tudor to Glorious Revolution</td>
<td></td>
</tr>
<tr>
<td>HIST 217</td>
<td>Modern European History: 1789 - Present</td>
<td></td>
</tr>
<tr>
<td>HIST 251</td>
<td>American History Since 1865</td>
<td></td>
</tr>
<tr>
<td>HIST 282</td>
<td>History of Modern Japan</td>
<td></td>
</tr>
<tr>
<td>HIST 300</td>
<td>Making History: Theory and Methods in History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specific Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Junior- and senior-level HIST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLAS 110 Early World History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLAS 210 Survey of Greek and Roman History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLAS 314 Topics in Ancient Greek History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLAS 315 Topics in Roman History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>42-60</td>
</tr>
</tbody>
</table>

History Minor

Total credits required for minor – 18 senior-level credits.

A minimum of nine credits must be completed at the 300- or 400-level.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specific Minor Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HRMT 200 Management of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Minor Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 15 credits from senior-level HRMT</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

Human Resources Minor for Arts and Science

Total credits required for minor – 18 senior-level credits.

A minimum of six credits must be completed at the 300- or 400-level.

Note: The Human Resources minor is a competitive minor. Students must complete or be enrolled in HRMT 200 by the Winter term to be considered for this minor. There are 10 seats available in the Human Resources minor each year. Students will submit their declaration by January 15. Students who apply will be ranked by their admissions GPA, which is calculated using their most recent 24 credits of university-level course work, without breaking up a term. Applicants with the 10 highest GPAs will be admitted to the program. Students will be notified of the success or denial of their application to the Human Resources minor no later than February 1.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specific Minor Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HRMT 200 Management of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Minor Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 15 credits from senior-level HRMT</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

Marketing Minor for Arts and Science

Total credits required for minor – 18 senior-level credits.

A minimum of six credits must be completed at the 300- or 400-level.

Note: The Marketing minor is a competitive minor. Students must complete or be enrolled in BUSN 201 by the Winter term to be considered for this minor. There are 10 seats available in the Marketing minor each year. Students will submit their declaration by January 15. Students who apply will be ranked by their admissions GPA, which is using their most recent 24 credits of university-level course work, without breaking up a term. Applicants with the 10 highest GPAs will be admitted to the program. Students will be notified of the success or denial of their application to the Marketing minor no later than February 1.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specific Minor Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUSN 201 Introduction to Sustainable Business</td>
<td>3</td>
</tr>
</tbody>
</table>
MARK 301 Fundamentals of Marketing 3

General Minor Requirements
Select 12 credits from senior-level MARK 12
Total Credits 18

Philosophy Major
Total credits required for major – 42 to 60 credits with a minimum of 36 senior-level credits.

A minimum of six credits must be completed at the 400-level, including PHIL 401.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Specific Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 6 credits from the following:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>History of Philosophy</strong></td>
<td></td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Buddhist Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 202</td>
<td>Philosophies of China and Japan</td>
<td></td>
</tr>
<tr>
<td>PHIL 230</td>
<td>Ancient Western Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 240</td>
<td>Descartes to Kant</td>
<td></td>
</tr>
<tr>
<td>PHIL 247</td>
<td>Continental Philosophy: Heidegger to Foucault</td>
<td></td>
</tr>
<tr>
<td>PHIL 291</td>
<td>Existentialism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 3 credits from each of the five areas below:</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Metaphysics or Epistemology</strong></td>
<td></td>
</tr>
<tr>
<td>PHIL 200</td>
<td>Metaphysics</td>
<td></td>
</tr>
<tr>
<td>PHIL 215</td>
<td>Epistemology</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ethics or Social and Political Philosophy</strong></td>
<td></td>
</tr>
<tr>
<td>PHIL 250</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 270</td>
<td>Social and Political Philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Formal Reasoning</strong></td>
<td></td>
</tr>
<tr>
<td>PHIL 210</td>
<td>Symbolic Logic</td>
<td></td>
</tr>
<tr>
<td>PHIL 220</td>
<td>Symbolic Logic II</td>
<td></td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Risk, Choice and Rationality</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Senior Seminar</strong></td>
<td></td>
</tr>
<tr>
<td>PHIL 401</td>
<td>Senior Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>400-level Philosophy</strong></td>
<td></td>
</tr>
<tr>
<td>PHIL 400-level course</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

General Major Requirements
Select 21 to 39 credits from junior- and senior-level PHIL 21-39
Total Credits 42-60

Political Science Major
Total credits required for major – 42 to 60 credits with a minimum of 36 senior-level credits.

A minimum of 12 credits at the 300-level.

A minimum of six credits must be at the 400-level, including POLS 490.

POLS 221, POLS 261 and POLS 263 cannot be used to fulfill the senior-level POLS requirement.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Specific Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>POLS 101</td>
<td>Introduction to Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 200</td>
<td>Comparative Political Systems</td>
<td>3</td>
</tr>
<tr>
<td>POLS 214</td>
<td>History of Political Thought I</td>
<td>3</td>
</tr>
<tr>
<td>POLS 215</td>
<td>History of Political Thought II</td>
<td>3</td>
</tr>
<tr>
<td>POLS 224</td>
<td>Canadian National Government I</td>
<td>3</td>
</tr>
<tr>
<td>POLS 225</td>
<td>Canadian National Government II</td>
<td>3</td>
</tr>
<tr>
<td>POLS 264</td>
<td>Introduction to Global Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 265</td>
<td>Introduction to Global Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 490</td>
<td>Advanced Study in Political Science</td>
<td>3</td>
</tr>
</tbody>
</table>

General Major Requirements
Select 15 to 33 credits from junior- or senior-level POLS 15-33
Total Credits 42-60

Political Science Minor
Total credits required for minor – 18 senior-level credits.

A minimum of nine credits must be completed at the 300- or 400-level.

POLS 221, POLS 261 and POLS 263 cannot be used to meet minor requirement.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Specific Minor Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>POLS 200</td>
<td>Comparative Political Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 6 credits in the following three areas:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Canadian National Government</strong></td>
<td></td>
</tr>
<tr>
<td>POLS 224</td>
<td>Canadian National Government I</td>
<td></td>
</tr>
<tr>
<td>POLS 225</td>
<td>Canadian National Government II</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>History of Political Thought</strong></td>
<td></td>
</tr>
<tr>
<td>POLS 214</td>
<td>History of Political Thought I</td>
<td></td>
</tr>
<tr>
<td>POLS 215</td>
<td>History of Political Thought II</td>
<td></td>
</tr>
</tbody>
</table>
International Relations

- POLS 264 Introduction to Global Politics I
- POLS 265 Introduction to Global Politics II

General Minor Requirements

Select 9 credits chosen from 300- and 400-level POLS

Total Credits: 18

Political Science Honours

Total credits required for Honours – 84 credits.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 101</td>
<td>Introduction to Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 200</td>
<td>Comparative Political Systems</td>
<td>3</td>
</tr>
<tr>
<td>POLS 214</td>
<td>History of Political Thought I</td>
<td>3</td>
</tr>
<tr>
<td>POLS 215</td>
<td>History of Political Thought II</td>
<td>3</td>
</tr>
<tr>
<td>POLS 224</td>
<td>Canadian National Government I</td>
<td>3</td>
</tr>
<tr>
<td>POLS 225</td>
<td>Canadian National Government II</td>
<td>3</td>
</tr>
<tr>
<td>POLS 264</td>
<td>Introduction to Global Politics I</td>
<td>3</td>
</tr>
<tr>
<td>POLS 265</td>
<td>Introduction to Global Politics II</td>
<td>3</td>
</tr>
<tr>
<td>POLS 399</td>
<td>Empirical Research Methods in Political Science</td>
<td>3</td>
</tr>
<tr>
<td>POLS 490</td>
<td>Advanced Study in Political Science</td>
<td>3</td>
</tr>
<tr>
<td>POLS 499</td>
<td>Honours Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

General Honours Requirements

Approved Honours Options

Select 21 credits from senior-level POLS courses chosen in consultation with the political science Honours advisor

Courses Outside the Discipline

Select 18 credits chosen in consultation with the political science Honours advisor

Flex Courses

Select 12 credits of junior-or senior-level POLS, or courses outside of the discipline, chosen in consultation with the political science Honours advisor

Total Credits: 84

Psychology Minor

Total credits required for minor – 18 senior-level credits.

A minimum of six credits must be completed at the 300- or 400-level.

PSYC 439 does not satisfy this requirement. Junior-level PSYC 104 and PSYC 105 are required.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 104</td>
<td>Introductory Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 105</td>
<td>Introductory Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>Introduction to Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>History of Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 15 credits from the following:

- PSYC 223 Developmental Psychology
- PSYC 233 Personality
- PSYC 241 Social Psychology
- PSYC 258 Cognitive Psychology
- PSYC 267 Perception
- PSYC 275 Brain and Behaviour
- PSYC 281 Principles of Behaviour

Total Credits: 42-60

Psychology Honours

Total credits required for Honours – 84 credits.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 104</td>
<td>Introductory Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 105</td>
<td>Introductory Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>Introduction to Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>STAT 252</td>
<td>Applied Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>History of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 312</td>
<td>Advanced Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 400</td>
<td>Psychology Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 499A</td>
<td>Honours Thesis I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 499B</td>
<td>Honours Thesis II</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 15 credits from the following:

- PSYC 223 Developmental Psychology
- PSYC 233 Personality
- PSYC 241 Social Psychology
- PSYC 258 Cognitive Psychology
- PSYC 267 Perception
- PSYC 275 Brain and Behaviour
- PSYC 281 Principles of Behaviour

Total Credits: 84

Psychology Major

Total credits required for major – 42 to 60 credits with a minimum of 36 senior-level credits.

A minimum of nine credits must be completed at the 300-level.

A minimum of six credits must be completed at the 400-level.

PSYC 439 does not satisfy this requirement.

STAT 151 or STAT 161 is required for this major.

Note: Psychology is a competitive major. Psychology applicants are required to have completed PSYC 104, PSYC 105, STAT 151 or STAT 161, and one 200-level PSYC class with no grade lower than C- in any of them. They must also either have completed or be enrolled in PSYC 212 during the winter term when the declarations close. Students will be ranked by their AGPA, which is calculated using their most recent 24 credits of university-level course work, without breaking up a term.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 104</td>
<td>Introductory Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 105</td>
<td>Introductory Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>Introduction to Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>History of Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 15 credits from the following:

- PSYC 223 Developmental Psychology
- PSYC 233 Personality
- PSYC 241 Social Psychology
- PSYC 258 Cognitive Psychology
- PSYC 267 Perception
- PSYC 275 Brain and Behaviour
- PSYC 281 Principles of Behaviour

Total Credits: 84
Approved Honours Options
Select 21 credits from senior-level PSYC courses chosen in consultation with psychology Honours advisor 21

Courses Outside the Discipline
Select 15 credits chosen in consultation with psychology Honours advisor 15

Flex Courses
Select 6 credits chosen from PSYC or courses outside of the discipline in consultation with the psychology Honours advisor 6

Total Credits 84

Sociology Major
Total credits required for major - 42 to 60 credits with a minimum of 36 senior-level credits.

A minimum of six credits must be completed at the 400- level. Students can use a maximum of 3 credits from SOCI 496, SOCI 497, and SOCI 498 to fulfill the minimum 400-level requirement.

SOCI 496, SOCI 497, and SOCI 498 can be taken up to two times each, but cannot be used in combination more than four times to fulfill the minimum requirements of the Sociology major or either the Criminology or Family, Youth, and Diversity Streams.

Course ID          Course Name                Credits
SOCI 100           Introductory Sociology       3
SOCI 232           Classical Sociological Theory 3
SOCI 310           Introduction to Social Statistics 3
SOCI 315           Social Research Methods       3
SOCI 333           Contemporary Sociological Theory 3

Select either: the General Sociology Major, the Criminology Stream or the Family, Youth and Diversity Stream 27-45

Total Credits 42-60

General Sociology Major Requirements
Course ID          Course Name                Credits
Select 27 to 45 credits chosen from junior-and senior-level SOCI  27-45

Total Credits 27-45

Criminology Stream Requirements
Course ID          Course Name                Credits
SOCI 225           Criminology                   3
SOCI 321           Youth, Crime and Society       3
SOCI 327           The Canadian Criminal Justice System 3

Select 12 credits from the following (minimum of 9 credits): 9-12
SOCI 224           Deviance and Conformity
SOCI 303           Contemporary Issues in Criminology
SOCI 320           White Collar/Corporate Crime Criminality
SOCI 325           Restorative Justice
SOCI 329           Sociology of Law
SOCI 403           Special Topics in Criminology and Criminal Justice
SOCI 421           Sociology of Punishment

Total Credits 27-45

Family, Youth and Diversity Stream Requirements
Course ID          Course Name                Credits
Select 6 to 24 credits chosen from junior-and senior-level SOCI  6-24

Total Credits 27-45

Sociology Minor
Total credits required for minor – 18 senior-level credits.

A minimum of nine credits must be completed at the 300- or 400-level. SOCI 496, SOCI 497, and SOCI 498 can be taken up to two times each, but cannot be used in combination more than two times to fulfill the minimum requirements of the Sociology minor.

Course ID          Course Name                Credits
Select 18 credits chosen from senior-level SOCI  18

Total Credits 18

Sociology Honours
Total credits required for Honours – 63 to 84 credits.
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 100</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 232</td>
<td>Classical Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 310</td>
<td>Introduction to Social Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 315</td>
<td>Social Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 333</td>
<td>Contemporary Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 400</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 498</td>
<td>Advanced Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 499A</td>
<td>Honours Thesis I</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 499B</td>
<td>Honours Thesis II</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 416</td>
<td>Quantitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>or SOCI 418</td>
<td>Qualitative Research Methods</td>
<td></td>
</tr>
</tbody>
</table>

Select either: the General Sociology Honours, the Criminology Honours Stream or the Family, Youth and Diversity Honours Stream

Total Credits: 63-84

**General Sociology Honours Requirements**

Select 33 to 54 credits chosen from junior- and senior-level SOCI

Total Credits: 33-54

**Criminology Honours Stream Requirements**

Select 12 credits from the following Criminology and Deviance courses:

- SOCI 224 Deviance and Conformity
- SOCI 303 Contemporary Issues in Criminology
- SOCI 320 White Collar/Corporate Crime Criminality
- SOCI 325 Restorative Justice
- SOCI 329 Sociology of Law
- SOCI 403 Special Topics in Criminology and Criminal Justice
- SOCI 416 Quantitative Research Methods
- SOCI 418 Qualitative Research Methods
- SOCI 421 Sociology of Punishment
- SOCI 422 Aboriginal Peoples and Justice
- SOCI 424 Advanced Topics in Deviance, Normality and Social Control
- SOCI 428 Police and the Community
- SOCI 430 Gender, Crime and Social Justice
- SOCI 496 Independent Research Proposal
- SOCI 497 Independent Research Project
- SOCI 498 Advanced Independent Study

Total Credits: 33-54

**Spanish Minor**

Total credits required for minor – 18 senior-level credits.

A minimum of six SPAN credits at the 300-level.

Select 18 credits chosen from senior-level SPAN

Total Credits: 18

---

1 Only 3 credits from either SOCI 416 or SOCI 418 may be used as options within the Honours program, the other counting only as a specific requirement.
BACHELOR OF CHILD AND YOUTH CARE
(with diploma exit)

Faculty of Health and Community Studies
Department of Child and Youth Care
MacEwan.ca/CYC (http://MacEwan.ca/CYC)

Many young people experience neglect, abuse, emotional distress or family breakdown. Helping young people and their families overcome emotional and behavioural problems is the child and youth care worker’s role. The Bachelor of Child and Youth Care program equips students with the foundational knowledge and skills for professional practice with at-risk youth, their families and their community.

In years one and two, foundational courses with a personal-growth focus prepare students to form helping relationships with youth and families through effective communication and an understanding of adolescent and lifespan development, family dynamics and activity programming. Child and youth care methods, communication and counselling, and family support and intervention courses prepare students for entry-level positions in the field. Field placements provide the opportunity to apply coursework to practice settings. Students may choose the diploma exit option at the end of year two.

Years three and four prepare students for advanced practice in intensive programs with children, youth and families with multiple, complex challenges through courses on abuse and neglect, substance abuse, law and social services, and advanced methodology in individual, group and family practice. Research, statistics, advanced field placement and arts and science courses complete degree level education and prepare students for more complex positions and graduate programs in child and youth care.

Career Potential
Sensitive, well-educated and knowledgeable graduates are in demand across Canada. Graduates could enjoy rewarding careers as youth workers, family support workers, out-of-school care workers, child/youth care workers/counsellors, Children’s Service case workers or family-school liaison workers. Work settings include treatment centres, group homes, youth centres, mental health centres, family support programs, community-based programs, foster care and schools. Diploma exit students (after successful completion of year two) are prepared for entry-level, front-line positions. Degree graduates (after successful completion of year four) are prepared for positions as advanced front-line child and youth care practitioners or for supervisory positions.

Students presenting a completed Bachelor of Child and Youth Care degree from MacEwan University are eligible to apply to the Master of Arts in Child and Youth Care program at the University of Victoria.

Transferability

Internal Opportunities
MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Students who opt for the Child and Youth Care diploma exit may be granted up to 39 credits to the Bachelor of Arts degree. Graduates of the following MacEwan University certificate and diplomas may be granted up to 75 credits to MacEwan University’s Bachelor of Child and Youth Care degree:

- Special Needs Educational Assistant certificate (30 credits)
- Child and Youth Care diploma (60 credits)
- Disability Studies: Leadership & Community diploma (57 credits)
- Early Learning and Child Care diploma (51 credits)
- Social Work diploma (75 credits)
- Mental Health diploma (51 credits)

Students are advised to consult a program advisor for specific admission requirements.

External Opportunities
All courses completed for the Bachelor of Child and Youth Care degree are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed diploma from this program are eligible to receive up to 60 credits of transfer credit at Athabasca University. For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Students presenting a completed diploma from this program are eligible to apply to the Child and Youth Care programs at the University of Victoria, Vancouver Island University and the University of the Fraser Valley.

Contact Information
T: 780-497-5657
E: cyc@macewan.ca

Categories of Admission
Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Four subjects from Group A, B, C, or D

Notes:

- Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
- A maximum of two Group B subjects may be presented; they must be from different disciplines.
- A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g. two 3-credit subjects).

Mature Admission
To be evaluated through the Office of the University Registrar
Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have the following:

- ELA 30-1 with a minimum grade of 65 percent (or equivalent)
- OR
- Six credits of university-level English with a minimum grade of C-

Previous Post-Secondary Work

To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed one of the following from a recognized institution:

- A Child and Youth Care Diploma or a related Certificate or Diploma.
- OR
- A minimum of 24 university-level credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale and must have completed the required core courses listed under the Regular or Mature Admission category.

Additional Admission Criteria

All applicants must meet the following:

1. English Language Proficiency

To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

2. Other Admission Criteria

To be evaluated through the Program

Applicable to All Admission Categories

Applicants offered admission are required to submit the following:

- A clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.
- A current Standard First Aid and Level C CPR certification.

Course Substitutions

Credit Earned in:  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORR 100</td>
<td></td>
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<tr>
<td>CORR 112</td>
<td></td>
</tr>
<tr>
<td>ECDV 110</td>
<td></td>
</tr>
<tr>
<td>ECDV 115</td>
<td></td>
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</table>

May Be Substituted for Credit in Program Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYCW 101</td>
<td></td>
</tr>
<tr>
<td>CYCW 114</td>
<td></td>
</tr>
<tr>
<td>CYCW 100</td>
<td></td>
</tr>
<tr>
<td>CYCW 101</td>
<td></td>
</tr>
</tbody>
</table>

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECDV 160</td>
<td>CYCW 211</td>
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<tr>
<td>ECDV 165</td>
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<td>ENGL 100</td>
<td>ENGL 111</td>
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<td>ENGL 101</td>
<td>ENGL 111</td>
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<td>ENGL 102</td>
<td>ENGL 111</td>
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<td>ENGL 103</td>
<td>ENGL 111</td>
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<td>ENGL 105</td>
<td>ENGL 111</td>
</tr>
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<td>ENGL 108</td>
<td>ENGL 111</td>
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<tr>
<td>INTD 105</td>
<td>CYCW 101</td>
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<tr>
<td>MHST 101</td>
<td>CYCW 101</td>
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<tr>
<td>MHST 103</td>
<td>CYCW 100</td>
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<tr>
<td>MHST 123</td>
<td>CYCW 114</td>
</tr>
<tr>
<td>PSYC 223</td>
<td>CYCW 100</td>
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<tr>
<td>PSYC 223</td>
<td>CYCW 211</td>
</tr>
<tr>
<td>RPPR 103</td>
<td>CYCW 101</td>
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<tr>
<td>SOWK 102</td>
<td>CYCW 101</td>
</tr>
<tr>
<td>SOWK 110</td>
<td>CYCW 107</td>
</tr>
<tr>
<td>SOWK 202</td>
<td>CYCW 114</td>
</tr>
<tr>
<td>TAST 101</td>
<td>CYCW 201</td>
</tr>
<tr>
<td>TAST 107</td>
<td>CYCW 201</td>
</tr>
<tr>
<td>TAST 117</td>
<td>CYCW 201</td>
</tr>
</tbody>
</table>

**Academic Residency - Exemption**

A student entering year three of the Bachelor of Child and Youth Care degree with a diploma from an external institution must complete at least 35 per cent of courses through MacEwan University for degree completion. Challenge examinations, transfer credit and other special assessments (for example, prior learning and recognition) are not included in the 35 per cent.

**Degree Regulations**

**Elective Requirements**

Coursework for the elective requirements may be 100, 200, 300 or 400 level baccalaureate courses from the Faculty of Arts and Science.

**English Requirement**

The English course requirement may be a 100, 200, 300 or 400 level baccalaureate course from the English department.

**Progression of Studies**

Students are responsible for ensuring they meet the prerequisite and/or co-requisite requirements as noted on program courses.

**Field Placements**

Students must comply with the Work Integrated Learning policy regarding their field placements.
BACHELOR OF COMMERCE

School of Business
MacEwan.ca/BCom (http://%E2%80%8BMacEwan.ca/BCom)

The Bachelor of Commerce focuses on the development of basic business and managerial competencies combined with an understanding of globalization and its implications. The program is structured to provide comprehensive preparation for management positions with both for-profit and not-for-profit organizations as well as the public sector.

The degree provides students with knowledge and critical understanding of commerce and management, and the ability to gather, review, evaluate and interpret information relevant to business and management.

Key professional skills are taught: ethical business practices and sustainability, business communication skills, teamwork, business analytics and technology, global and local mindsets, critical thinking and research, including the opportunity to engage in independent research and practice. These skills are integrated across all courses in the program.

The program consists of three types of courses: core, major/minor and elective. Core courses develop fundamental skills and abilities in business and management. Upon completion of core courses, the student will choose one of seven majors: Accounting, Human Resources Management, International Business, Legal Studies in Business, Management, Marketing or Supply Chain Management. The courses in the majors deepen knowledge of business within a focal area and the elective courses broaden education beyond business and tailor the degree to the student’s interests. Cooperative Education streams are also available. Students have the option of completing a second major, or one or two minors. The program will prepare students for graduate studies in related fields.

Career Potential

Graduates of the Bachelor of Commerce program have a wide variety of options: they could choose to work in corporations, governments, not-for-profit organizations or perhaps start their own businesses. Careers in disciplines such as finance, marketing, accounting, banking, business consulting, management information systems, human resources management, team and organizational development, small business management, international business, operations management, purchasing or logistics are available. Another option is to continue their education by completing a graduate degree, such as an MBA or PhD, which could lead to an academic or research career.

Transferability

Internal Opportunities

Graduates of the following MacEwan University programs may be granted up to 60 credits towards the Bachelor of Commerce degree:

- Accounting and Strategic Measurement diploma
- Arts and Cultural Management diploma
- Asia Pacific Management diploma
- Human Resources Management diploma
- Business Management diploma – all majors

Students are advised to consult a program advisor for the Bachelor of Commerce program for specific admission requirements.

External Opportunities

All courses completed for the Bachelor of Commerce degree are credit courses and may be transferable individually toward further study at other Alberta institutions. For current, detailed information on individual course transferability, refer to Transfer Alberta (www.transferalberta.ca) or contact the receiving institution directly.

Contact Information

T: 780-497-5162
E: bcom@macelwan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Mathematics 30-1 or Mathematics 30-2
3. Three subjects from Group A, B, C, or D

Notes:

- Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
- A maximum of two Group B subjects may be presented; they must be from different disciplines.
- A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).
- Applicants are strongly recommended to present Math 31.

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be at least 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Mathematics 30-1 or Mathematics 30-2

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Previous Post-Secondary Work

To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement
(internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed one of the following from a recognized institution:

- A MacEwan University diploma or equivalent from a recognized institution (minimum 60 credits) with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale and must have completed the English and Math requirements listed under the Regular or Mature Admission category.

OR

- A minimum of 24 university-level credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale and must have completed the required core courses listed under the Regular or Mature Admission category.

**Block Transfer**

- Students who have graduated from an approved business or business-related diploma with a minimum GPA of 3.0 on the 4.0 scale over the most recent 24 credits may apply for a block transfer that will allow a student to enter third year. The approved business diploma must have the following content: Economics (3 credits), Marketing (3 credits), English/Communications/Business Communications (3 credits), Accounting (3 credits), Mathematics/Finance/Financial Math (3 credits), and Introduction to Management/Introduction to Business/Organization Behaviour (3 credits)

- Applicants with an accounting diploma applying for the third year of the Bachelor of Commerce Accounting major must present the following: Economics (3 credits), English/Communications/Business Communications (3 credits), Introductory Statistics (3 credits), Introductory Finance/Financial Management (3 credits), Business Law (3 credits), and at least 15 credits of Accounting.

**Additional Admission Criteria**

All applicants must meet the following:

1. **English Language Proficiency**

   *To be evaluated through the Office of the University Registrar*

2. **Other Admission Criteria**

   *To be evaluated through the Office of the University Registrar*

**Program of Study**

<table>
<thead>
<tr>
<th>Program Element</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Business</td>
<td>39</td>
</tr>
<tr>
<td>Core</td>
<td>Non-Business</td>
<td>18</td>
</tr>
<tr>
<td>Total Core Requirement Credits</td>
<td></td>
<td>57</td>
</tr>
<tr>
<td>Primary Major</td>
<td>Majors range from 21 to 33 credits with a minimum of 21 credits at the senior level and 12 of those credits at the 300 or 400-level. Majors are comprised of both required courses and a selection of options.</td>
<td>21-33</td>
</tr>
<tr>
<td>Non-Business Electives</td>
<td>Students must complete 21 credits of Non-Business electives and may use these credits to fulfill the requirements of a minor(s) or second major.</td>
<td>21</td>
</tr>
<tr>
<td>Open Electives</td>
<td>Students must complete 3-15 credits of Open electives and may use these credits to fulfill the requirements of a minor(s) or second major.</td>
<td>3-15</td>
</tr>
<tr>
<td>Business Electives</td>
<td>Students must complete 6 credits of Business electives and can use these credits to fulfill the requirements of a minor(s) or second major.</td>
<td>6</td>
</tr>
<tr>
<td>Total Required Minimum Core, Major and elective credits for the degree</td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>
Minor(s) or second major

Students have the option of completing one or two minors, or a second major from the Bachelor of Commerce, provided they can satisfy their requirements for Business, Non-Business and Open Electives with that same coursework. Minors are comprised of 15 credits of senior-level course work. Students are limited to one minor from outside the School of Business.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Core Business Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 311</td>
<td>Introductory Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 322</td>
<td>Managerial Information and Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 201</td>
<td>Introduction to Sustainable Business</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 450</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 301</td>
<td>Introductory Finance</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 210</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>MARK 301</td>
<td>Fundamentals of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MSYS 200</td>
<td>Introduction to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGTS 103</td>
<td>Probability and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MGTS 312</td>
<td>Probability and Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>MGTS 352</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>ORGA 201</td>
<td>Introduction to Management</td>
<td>3</td>
</tr>
<tr>
<td>ORGA 316</td>
<td>Contemporary Organizational Behaviour and Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Non-Business Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>Introduction to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Analysis and Argument</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 3 credits of university ENGL</td>
<td>3</td>
</tr>
<tr>
<td>PROW 210</td>
<td>Advanced Business Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 3 credits from the following:</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 113</td>
<td>Introduction to Quantitative Decision-Making</td>
<td></td>
</tr>
<tr>
<td>MATH 114</td>
<td>Elementary Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 120</td>
<td>Basic Linear Algebra I</td>
<td></td>
</tr>
</tbody>
</table>

1 not including ENGL 108 or ENGL 111

Majors

- Accounting Major (p. 103)
- Human Resources Management Major (p. 103)
- International Business Major (p. 104)
- International Business Major - Honours Designation (p. 104)
- Legal Studies in Business Major (p. 105)
- Management Major (p. 105)
- Management Major - Honours Designation (p. 106)
- Marketing Major (p. 106)
- Marketing Major - Honours Designation (p. 107)
- Supply Chain Management Major (p. 107)
- Minors (p. 108)
Bachelor of Commerce Honours Designation Information

The Bachelor of Commerce Honours Designation program provides eligible students with the opportunity to pursue more intensive study and research in their chosen field which may be of benefit to students considering graduate studies or a research-related position in business. There are three Honours disciplines offered: Management, Marketing and International Business.

General Selection Criteria for Honours Disciplines

For consideration into Honours disciplines, students must present the following:

1. Completion of a minimum of 45 credits applicable to the degree with a GPA of 3.0 or better;
2. Completion of a minimum of 6 credits at the senior level in the major required courses with a grade point average of 3.3 in all the courses completed in the discipline of study.

Students interested in one of the Honours disciplines are encouraged to request a Program Check from the School of Business Student Advisory Services Office. Note that entry into an Honours discipline is competitive; satisfying the minimum requirements may not guarantee admission. Admission is also dependent on the availability of an appropriate faculty supervisor for the thesis. For more information, contact: Gordon Lucyk, Associate Dean - Students at 780-497-5236 or email lucykg@macewan.ca.

Honours Admission

Honours in Management - Admission Requirements

Students must present the following to be eligible to apply to the Honours in Management Designation.

1. Completed 45 credits in the Bachelor of Commerce degree
2. Completed a minimum of 2 courses from the Management Major Requirements
3. Present a combined average final grade of 3.3 in the courses from point #2

Note: Entry is competitive and dependent on department resources – satisfying the minimum requirements does not guarantee admission.

Honours in Marketing - Admission Requirements

Students must present the following to be eligible to apply to the Honours in Marketing Designation.

1. Completed 45 credits in the Bachelor of Commerce degree
2. Completed a minimum of 2 courses from the Marketing Major Requirements
3. Present a combined average final grade of 3.3 in the courses from point #2

Note: Entry is competitive and dependent on department resources – satisfying the minimum requirements does not guarantee admission.

Honours in International Business - Admission Requirements

Students must present the following to be eligible to apply to the Honours in International Business Designation.

1. Completed 45 credits in the Bachelor of Commerce degree
2. Completed a minimum of 2 courses from the International Business Major Requirements
3. Present a combined average final grade of 3.3 in the courses from point #2

Note: Entry is competitive and dependent on department resources – satisfying the minimum requirements does not guarantee admission.

Program of Study - Bachelor of Commerce Honours Designation

Bachelor of Commerce Honours students complete their program in 120 credits as do all Bachelor of Commerce students. They fulfill the requirements of the Honours Designation by taking 15 credits of Honours programming for their elective courses.

Honours Designation Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 396</td>
<td>Advanced Quantitative Research Methods for Business</td>
<td></td>
</tr>
<tr>
<td>BUSN 397</td>
<td>Advanced Qualitative Research Methods for Management</td>
<td></td>
</tr>
<tr>
<td>BUSN 496</td>
<td>Senior Honours Seminar</td>
<td></td>
</tr>
<tr>
<td>INTB 499</td>
<td>Honours Thesis - International Business</td>
<td></td>
</tr>
<tr>
<td>or MARK 499</td>
<td>Honours Thesis - Marketing</td>
<td></td>
</tr>
<tr>
<td>or ORGA 499</td>
<td>Honours Thesis - Management</td>
<td></td>
</tr>
</tbody>
</table>

Select a Senior 400 level course as determined and approved by the Faculty Advisor

Degree Regulations

Students are strongly encouraged to seek advice from the academic advisors about program planning, whether for completing degree requirements at MacEwan University or for transfer to another post-secondary institution.

Academic Residency - Credit Requirements

Further to the Academic Residency regulation requirement, Policy C2100, the Bachelor of Commerce program requires that the 60 credits must include a minimum of 12 credits in a major with six of those completed at the 400 level.

Core and Major Requirements

The Bachelor of Commerce program consists of 120 non-duplicative credits. The core program requirements include 57 credits, comprised of 39 business credits and 18 non-business credits. Each major includes 21-33 credits of specific coursework requirements. Refer to the Program of Study for each major for specific requirements.
Declaration of Major and Minor
Students are required to declare a major by the completion of 60 credits and by published deadlines. As completion of one major is a graduation requirement, students are strongly encouraged to consult with a program advisor prior to declaration of their major. If students change their major following their declaration, additional coursework may be necessary to fulfill the requirements of the new major.

Students have the option of completing a second major from existing majors in Commerce, or one or two minors, provided they can satisfy their requirements for Business, Non-Business, and Open electives with that same coursework. Minors are comprised of 15 senior-level credits and are not a graduation requirement. Only one minor from outside the School of Business is permitted.

Depending on the courses or specializations in which a student chooses to enroll, meeting the requirements of a double major may require the completion of more than 120 credits. Further, students admitted into the Bachelor of Commerce via Block Transfer cannot complete a minor.

Electives and Options
The Bachelor of Commerce has specific requirements for elective and option credits.

The four categories are:

1. Options – a choice of courses from a list specified in the requirements for some majors
2. Business Electives – a choice of any baccalaureate level course from the School of Business which is not a required core or major course in the student’s primary major. Students may use Business Electives to meet minor or second major requirements.
3. Non-Business Electives – a choice of any baccalaureate level course outside the School of Business which is not a required core or major course in the student’s chosen major. Students may use Non-Business Electives to meet minor requirements inside and outside the School of Business.
4. Open Electives – a choice of any baccalaureate level course which is not a required core or major course in the student’s primary major. Students may use Open Electives to meet minor or second major requirements.

Maximum 100 Level Courses
A maximum of 39 credits at the 100-level are permitted in completion of the Bachelor of Commerce degree. Additional credits at the 100 level will be declared extra to the degree. The required 100 level language credits for students in the International Business major are exempt from this limit.

Progression of Studies
Students are responsible for ensuring they meet the prerequisite and/or co-requisite requirements as noted on all courses that may fulfill Bachelor of Commerce program requirements.

Bachelor of Commerce Co-operative Education Programming
The co-operative education program component is competitive as there are limited co-op placements. Students interested in this program are encouraged to speak with an advisor and visit the website for up-to-date information: MacEwan.ca/bcom (http://MacEwan.ca/bcom).

Co-operative Education Degree Regulations
All students who apply and are accepted into the Co-operative Education stream will be subject to MacEwan Policy C2065 Co-operative Education and the Bachelor of Commerce Co-operative Education Degree Regulations.

Applying to the Co-Operative Education Stream
Once students are admitted to the Bachelor of Commerce program and meet eligibility criteria for the Co-operative Education Stream they may apply. International students are eligible to apply but are responsible for obtaining any visas or work permits that are required.

Withdrawal from the Co-operative Education Stream
A student who fails to report to a work placement, or is dismissed from a work placement, may be assigned a failing grade for that work placement. Any student who leaves a work placement without university approval will receive a failing grade for the work placement and may be prohibited by the Chair or delegate from continuing in the Co-operative Education Stream. The university reserves the right, at any point during the work placement, to remove a student from situations in which students, clients, or other individuals are placed at risk, or when the student engages in behaviour that is contrary to the professional requirements of the work placement.

Additional Core Requirements
All co-op students must complete the following four courses in addition to the 120 credits required to graduate from the Bachelor of Commerce degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COOP 290</td>
<td>Co-op Pre-employment Seminar</td>
<td>0</td>
</tr>
<tr>
<td>COOP 295</td>
<td>Co-operative Education: First Work Experience</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(480 hours)</td>
<td></td>
</tr>
<tr>
<td>COOP 395</td>
<td>Co-operative Education: Second Work Experience</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(480 hours)</td>
<td></td>
</tr>
<tr>
<td>COOP 495</td>
<td>Co-operative Education: Third Work Experience</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(480 hours)</td>
<td></td>
</tr>
</tbody>
</table>

As part of these courses students will create learning objectives, complete a work placement report and be evaluated by their employer.

Prior to the start of a work placement students are required to sign a declaration stating that they have read and understood their responsibilities to both their employer and the university.

Work Placements and Timing
Each work placement will consist of a minimum of 480 hours of paid employment in a job that is relevant to the student’s program. The student must have no more than two academic terms remaining when the final work placement is completed; and the student’s last term in the program must be an academic term.

Students benefit from their work placement experience by being exposed to the work setting in more than one season of the year. They are strongly encouraged to choose work terms in more than one season, unless it can be demonstrated that their work is of a purely seasonal nature.
Course Load During Full-Time Co-Op Work Terms
Co-op work and study are designed to be engaged in full time. Students may not be enrolled in any other credit coursework concurrently when registered in a Co-op work term. This regulation applies to students registered in any one of COOP 295, COOP 395 or COOP 495.

Under certain circumstances, students may obtain consent to register in one, three-credit course for which credit can be recognized in the MacEwan University Bachelor of Commerce degree, while registered in one of the three COOP work experience courses. Students will submit a written request to the attention of the department chair (or delegate), c/o BCom, student services, explaining compelling reasons to enroll while on Co-op work term. Submissions must be hand delivered, dated and signed by the student. Permissions may be granted based on individual circumstance. If students register in course(s) while being registered in one of COOP 295, COOP 395 or COOP 495 without obtaining written consent, they will be automatically removed from the Co-op placement.

Responsibility for Obtaining a Work Placement
The university will facilitate the assignment of students in work placements. However, students are ultimately responsible for finding their own work placements, and all work placements must be approved by the University. The University cannot guarantee students’ co-op employment, because labour market conditions are variable and beyond university control. A student’s failure to find a work placement may result in the student being required to withdraw from the Co-op placement.

Grade Point Average (GPA) Requirements
The student must maintain good academic standing (a grade point average of at least 2.0) to enrol in co-op work placements. Failure to maintain a minimum GPA of 2.0 will result in the student being withdrawn from the Co-op stream.

Accounting Major
The Accounting major prepares students to be able to analyze and solve problems and participate in the management of business functions and strategy within an organization. Students will learn to contribute to collaborative, information-sharing and joint-planning processes. They will acquire the necessary qualitative and quantitative skills for complex problem solving in an accounting and business environment. With a generalist knowledge of all areas of business and in-depth study of advanced topics, students are able to continue with professional accreditation, graduate-level study or to assume an accounting position.

Program of Study

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 315</td>
<td>Intermediate Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 316</td>
<td>Intermediate Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 324</td>
<td>Intermediate Management Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 442</td>
<td>Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>

Option Requirement
Select 9 credits from the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 328</td>
<td>Income Tax Fundamentals</td>
<td></td>
</tr>
<tr>
<td>ACCT 366</td>
<td>Government and Not-for-Profit Accounting</td>
<td></td>
</tr>
<tr>
<td>FNCE 406</td>
<td>Valuation and Investment Decision</td>
<td></td>
</tr>
<tr>
<td>ACCT 410</td>
<td>Financial Accounting - Advanced</td>
<td></td>
</tr>
<tr>
<td>ACCT 412</td>
<td>Financial Accounting Theory</td>
<td></td>
</tr>
</tbody>
</table>

Complete 3 additional credits from the following:

ACCT 418, ACCT 422, ACCT 490, ACCT 493, ACCT 498

MacEwan University 2018-2019 Academic Calendar
Option Requirement
Select 3 credits from the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRMT 331</td>
<td>Health &amp; Retirement Benefits</td>
<td>3</td>
</tr>
<tr>
<td>HRMT 498</td>
<td>Independent Studies in Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>INTB 311</td>
<td>Diversity and Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ORGA 314</td>
<td>Managing Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>ORGA 433</td>
<td>Managing Change</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements
Non Business Electives 21
Open Electives 12
Business Electives 6
Total Credits 63

Course Substitutions
Credit Earned in: May Be Substituted for Credit in Program Course:

ACCT 111 & ACCT 161 ACCT 311
ACCT 218 & ACCT 268 ACCT 322
ENGL 101 ENGL 102 & ENGL 103
MGMT 223 ORGA 330
ORGA 214 ORGA 314
ORGA 233 ORGA 433

International Business Major

The International Business major prepares students to conduct business in an increasingly globalized environment. Students will learn how to apply concepts from functional areas, such as marketing and finance, within the global business setting and how international business practice differs from domestic business. Students will also learn how the language, culture and political economy influence business in different countries and regions.

Program of Study

Overall Major Requirement – 33 senior-level courses from this list. Students must also choose a regional specialization that includes a language other than English.

Course Substitutions
Credit Earned in: May Be Substituted for Credit in Program Course:

ACCT 111 & ACCT 161 ACCT 311
ACCT 218 & ACCT 268 ACCT 322
ENGL 101 ENGL 102 & ENGL 103
MGMT 223 ORGA 330
ORGA 214 ORGA 314
ORGA 233 ORGA 433

International Business Major - Honours Designation

The International Business major prepares students to conduct business in an increasingly globalized environment. Students will learn how to apply concepts from functional areas, such as marketing and finance, within the global business setting and how international business practice differs from domestic business. Students will also learn how the language, culture and political economy influence business in different countries and regions.

Program of Study

Overall Major Requirement – 33 senior-level courses from this list. Students must also choose a regional specialization that includes a language other than English.
### Legal Studies in Business Major

Knowledge of the commercial legal environment in which business operates is an increasingly important facet of business education. In today's business environment, virtually every aspect of business decision-making and operation is affected by legal considerations. A wide range of topics of study are available: intellectual property law, real estate law, administrative and regulatory law, creditor and debtor law, legal research and analysis, real estate transactions, civil litigation and dispute resolution, and ethics and the law.

### Program of Study

**Overall Major Requirements** – 21 senior level credits from this list:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEGL 308</td>
<td>Administrative Law and the Regulatory Environment</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 315</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 320</td>
<td>Law of Business Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Select 6 credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEGL 310</td>
<td>International Business Transactions</td>
<td></td>
</tr>
<tr>
<td>LEGL 312</td>
<td>Legal Issues in the Workplace</td>
<td></td>
</tr>
<tr>
<td>LEGL 350</td>
<td>Real Estate Law</td>
<td></td>
</tr>
<tr>
<td>Select 6 credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEGL 420</td>
<td>Intellectual Property Law</td>
<td></td>
</tr>
<tr>
<td>LEGL 430</td>
<td>Ethics and the Law</td>
<td></td>
</tr>
<tr>
<td>LEGL 450</td>
<td>Individual Research Topics in Legal Studies</td>
<td></td>
</tr>
<tr>
<td>LEGL 497</td>
<td>Special Topics in Legal Studies in Business</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Requirement**

| Business Electives                                                                 | 6       |
| Non-Business Electives                                                            | 21      |
| Open Electives                                                                   | 15      |
| **Total Credits**                                                                 | **63**  |

### Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 111 &amp; ACCT 161</td>
<td>ACCT 311</td>
</tr>
<tr>
<td>ACCT 218 &amp; ACCT 268</td>
<td>ACCT 322</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>ENGL 102 &amp; ENGL 103</td>
</tr>
<tr>
<td>MGMT 223</td>
<td>ORGA 330</td>
</tr>
<tr>
<td>ORGA 214</td>
<td>ORGA 314</td>
</tr>
<tr>
<td>ORGA 233</td>
<td>ORGA 433</td>
</tr>
</tbody>
</table>

### Management Major

The Management major focuses on the management of organizations. It provides students with a solid foundation in the fundamentals of business and specialization in key aspects of leadership, including team building, conflict resolution, consulting, change management and organizational development. The major is flexible, allowing students to study a range of contexts: local and global industry, the not-for-profit sector and government. It also has significant opportunity for the student to enhance their studies through business and non-business electives.
## Program of Study

### Overall Major Requirements: 21 senior-level courses from this list:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTB 311</td>
<td>Diversity and Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ORGA 310</td>
<td>Advanced Leadership Topics and Issues</td>
<td>3</td>
</tr>
<tr>
<td>ORGA 314</td>
<td>Managing Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>ORGA 330</td>
<td>Managerial Skill Development</td>
<td>3</td>
</tr>
<tr>
<td>ORGA 410</td>
<td>Business Consulting</td>
<td>3</td>
</tr>
<tr>
<td>ORGA 422</td>
<td>Contemporary Issues in Management</td>
<td>3</td>
</tr>
<tr>
<td>ORGA 433</td>
<td>Managing Change</td>
<td>3</td>
</tr>
</tbody>
</table>

### Elective Requirement

- Business Electives: 6
- Non-Business Electives: 21
- Open Electives: 15

Total Credits: 63

### Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 111 &amp; ACCT 161</td>
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<tr>
<td>ACCT 218 &amp; ACCT 268</td>
<td>ACCT 322</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>ENGL 102 &amp; ENGL 103</td>
</tr>
<tr>
<td>MGMT 223</td>
<td>ORGA 330</td>
</tr>
<tr>
<td>ORGA 214</td>
<td>ORGA 314</td>
</tr>
<tr>
<td>ORGA 233</td>
<td>ORGA 433</td>
</tr>
</tbody>
</table>

## Management Major - Honours Designation

The Management major focuses on the management of organizations. It provides students with a solid foundation in the fundamentals of business and specialization in key aspects of leadership, including team building, conflict resolution, consulting, change management and organizational development. The major is flexible, allowing students to study a range of contexts: local and global industry, the not-for-profit sector and government. It also has significant opportunity for the student to enhance their studies through business and non-business electives.

## Program of Study

### Overall Major Requirement – 21 senior-level courses from this list:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARK 310</td>
<td>Consumer Behaviour</td>
<td>3</td>
</tr>
<tr>
<td>MARK 312</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MARK 314</td>
<td>Marketing Metrics</td>
<td>3</td>
</tr>
<tr>
<td>MARK 403</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MARK 440</td>
<td>Strategic Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 396</td>
<td>Advanced Qualitative Research Methods for Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 credits from the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARK 412</td>
<td>Service Marketing</td>
<td></td>
</tr>
<tr>
<td>MARK 414</td>
<td>Electronic Marketing</td>
<td></td>
</tr>
<tr>
<td>MARK 416</td>
<td>Business to Business Marketing</td>
<td></td>
</tr>
<tr>
<td>MARK 418</td>
<td>Personal Selling and Sales Management</td>
<td></td>
</tr>
<tr>
<td>MARK 420</td>
<td>Product Management</td>
<td></td>
</tr>
</tbody>
</table>
MARK 422  Sustainability and Responsible Marketing
MARK 498  Independent Studies in Marketing

Elective Requirement
Business Electives  6
Non-Business Electives  21
Open Electives  15
Total Credits  63

Course Substitutions
Credit Earned in:  May Be Substituted for Credit in Program Course:
ACCT 111 & ACCT 161  ACCT 311
ACCT 218 & ACCT 268  ACCT 322
ENGL 101  ENGL 102 & ENGL 103
MGMT 223  ORGA 330
ORGA 214  ORGA 314
ORGA 233  ORGA 433

Marketing Major - Honours Designation
The marketing major curriculum provides students with both breadth and depth of study in general education, core business topics and marketing-specific study. The Marketing major focuses on marketing fundamentals, strategy, analysis and quantitative measurement. The focus on marketing strategy will provide students with an understanding of the marketing function and how that aligns with other organizational functions. Marketing research drives not only promotion (of which advertising is one small component) but also price, placement and product decisions. Any business strategy must begin and end with consumer needs. Consumer research is vital to the success of every aspect of a market offering, including the nature of the product itself. Students will undertake projects that involve conducting research and analyzing marketing metrics. Students will be prepared for strategic roles in public, private and non-profit organizations’ marketing departments as well as other departments in which marketing is a key component. The context in which students will be studying includes local, national and international marketing initiatives.

Program of Study
Course ID  Course Name  Credits
Major Requirements
MARK 310  Consumer Behaviour  3
MARK 312  Marketing Research  3
MARK 314  Marketing Metrics  3
MARK 403  International Marketing  3
MARK 440  Strategic Marketing  3
Select 6 credits from the following:  6
MARK 412  Service Marketing
MARK 414  Electronic Marketing
MARK 416  Business to Business Marketing
MARK 418  Personal Selling and Sales Management
MARK 420  Product Management
MARK 422  Sustainability and Responsible Marketing
MARK 498  Independent Studies in Marketing

Honours Designation Requirements
BUSN 396  Advanced Quantitative Research Methods for Business  3
BUSN 397  Advanced Qualitative Research Methods for Management  3
BUSN 496  Senior Honours Seminar  3
MARK 499  Honours Thesis - Marketing  3
Select one senior 400-level course as approved by faculty advisor  3

Elective Requirement
Non-Business Electives  21
Open Electives  6
Total Credits  63

Course Substitutions
Credit Earned in:  May Be Substituted for Credit in Program Course:
ACCT 111 & ACCT 161  ACCT 311
ACCT 218 & ACCT 268  ACCT 322
ENGL 101  ENGL 102 & ENGL 103
MGMT 223  ORGA 330
ORGA 214  ORGA 314
ORGA 233  ORGA 433

Supply Chain Management Major
The Supply Chain Management major prepares students to analyze business problems and participate in the strategic coordination and integration of business functions within an organization as well as with supply-chain partners. Students will learn to make general business decisions and supply-chain specific decisions in the areas of procurement, supplier management, inventory control, operations planning and control, logistics, e-business and demand management.

Program of Study
Overall Major Requirements – 27 senior-level courses from this list:
Course ID  Course Name  Credits
Major Requirements
SCMT 205  Introduction to e-Business  3
SCMT 305  Transportation Management  3
SCMT 307  Principles of Quality Management  3
SCMT 320  Production Planning and Scheduling  3
SCMT 322  Business Logistics Management  3
SCMT 324  Purchasing and Supply Management  3
SCMT 403  Supply Chain Planning and Coordination  3
SCMT 407  Global Sourcing and Logistics  3
SCMT 408  Business Negotiations and Supplier Management  3
or SCMT 425  Supply Chain Process Management
Elective Requirement
Business Electives  6
Non-Business Electives  21
Open Electives  9
Total Credits  63
Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 111 &amp; ACCT 161</td>
<td>ACCT 311</td>
</tr>
<tr>
<td>ACCT 218 &amp; ACCT 268</td>
<td>ACCT 322</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>ENGL 102 &amp; ENGL 103</td>
</tr>
<tr>
<td>MGMT 223</td>
<td>ORGA 330</td>
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<tr>
<td>ORGA 214</td>
<td>ORGA 314</td>
</tr>
<tr>
<td>ORGA 233</td>
<td>ORGA 433</td>
</tr>
</tbody>
</table>

Minors

Students have the option to declare a minor discipline of study from either the School of Business or the Faculty of Arts and Science.


Faculty of Arts and Science minors: Anthropology, Economics, French, History, Political Science, Psychology, Sociology, Spanish, Statistics.

Accounting Minor

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 315</td>
<td>Intermediate Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 316</td>
<td>Intermediate Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 324</td>
<td>Intermediate Management Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 credits from the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 328</td>
<td>Income Tax Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 366</td>
<td>Government and Not-for-Profit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 410</td>
<td>Financial Accounting - Advanced</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 412</td>
<td>Financial Accounting Theory</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 422</td>
<td>Management Accounting - Advanced</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 430</td>
<td>Accounting Information and Systems Support</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 442</td>
<td>Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

Economics Minor

Students must complete prerequisites ECON 101 and ECON 102.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 281</td>
<td>Intermediate Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 282</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 9 credits of 300 or 400-level ECON

Total Credits: 15

Finance Minor

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 341</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 303</td>
<td>Personal Finance and Money Management</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 401</td>
<td>New Venture Financing</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 404</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 406</td>
<td>Valuation and Investment Decision</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

French Minor

A minimum 3 FREN credits must be at the 300-level. FREN 211 and FREN 212 may also be used to fulfill this requirement.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 15 credits of senior-level FREN</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Total Credits: 15

History Minor

A minimum of 6 credits must be at the 300 or 400-level.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 15 credits of senior-level HIST</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Total Credits: 15

Anthropology Minor

Students must complete 100-level ANTH prerequisites.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 6 credits from the following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>ANTH 206</td>
<td>Introduction to Archaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 207</td>
<td>Introduction to Social and Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 208</td>
<td>Introduction to Linguistic Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 209</td>
<td>Biological Anthropology</td>
<td></td>
</tr>
</tbody>
</table>

Select 3 credits from the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 245</td>
<td>Ethnography of Mediterranean Peoples</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 246</td>
<td>Circumpolar Peoples</td>
<td></td>
</tr>
<tr>
<td>ANTH 250</td>
<td>Introduction to Canadian Indigenous Peoples</td>
<td></td>
</tr>
<tr>
<td>ANTH 261</td>
<td>Peoples and Cultures of Mesoamerica</td>
<td></td>
</tr>
</tbody>
</table>

Human Resource Management Minor

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRMT 200</td>
<td>Management of Human Resources</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 12 credits from the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRMT 314</td>
<td>Recruitment &amp; Selection</td>
<td></td>
</tr>
<tr>
<td>HRMT 316</td>
<td>Total Compensation Management</td>
<td></td>
</tr>
<tr>
<td>HRMT 318</td>
<td>Learning &amp; Development</td>
<td></td>
</tr>
</tbody>
</table>
### Political Science Minor

Students must complete prerequisite POLS 101.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MINOR REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>POLS 200</td>
<td>Comparative Political Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following course combinations for 6 credits:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Combination #1</td>
<td></td>
</tr>
<tr>
<td>POLS 214</td>
<td>History of Political Thought I</td>
<td></td>
</tr>
<tr>
<td>POLS 215</td>
<td>History of Political Thought II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Combination #2</td>
<td></td>
</tr>
<tr>
<td>POLS 224</td>
<td>Canadian National Government I</td>
<td></td>
</tr>
<tr>
<td>POLS 225</td>
<td>Canadian National Government II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Combination #3</td>
<td></td>
</tr>
<tr>
<td>POLS 264</td>
<td>Introduction to Global Politics I</td>
<td></td>
</tr>
<tr>
<td>POLS 265</td>
<td>Introduction to Global Politics II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 6 credits chosen from 300 or 400-level POLS</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>15</td>
</tr>
</tbody>
</table>

### Property Management Minor

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MINOR REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>PMGT 301</td>
<td>Introduction to Property Management</td>
<td>3</td>
</tr>
<tr>
<td>PMGT 304</td>
<td>Property Operations for the Property Manager</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 350</td>
<td>Real Estate Law</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 6 credits from the following:</td>
<td>6</td>
</tr>
<tr>
<td>PMGT 302</td>
<td>Workforce &amp; Tenant Management in Property</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>Management in Property Management</td>
<td></td>
</tr>
<tr>
<td>PMGT 305</td>
<td>Budgeting and Finance in Property Management</td>
<td></td>
</tr>
<tr>
<td>MARK 324</td>
<td>Marketing and Leasing Investment Properties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>15</td>
</tr>
</tbody>
</table>

### Psychology Minor

A minimum of 3 credits must be at the 300 or 400-level. Students must complete prerequisites PSYC 104 and PSYC 105.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MINOR REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 12 credits chosen from senior-level PSYC</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Select 3 credits chosen from 300 or 400-level PSYC</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>15</td>
</tr>
</tbody>
</table>

### Sociology Minor

A minimum of 3 credits must be at the 300 or 400-level. Students must complete prerequisite SOCI 100.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MINOR REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 12 credits chosen from senior-level SOCI</td>
<td>12</td>
</tr>
</tbody>
</table>
Spanish Minor

A minimum of 3 SPAN credits must be at the 300-level. SPAN 211 and SPAN 212 may be used to fulfill this requirement.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minor Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 15 credits chosen from senior-level SPAN</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Credits 15

Statistics Minor

Students must present required courses MATH 114 and MATH 115. Students may be required to complete MATH 120 or MATH 125 depending on which 300-level STAT they enrol in. Credit cannot be received for both STAT 252 and MGTS 312.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minor Requirements</td>
<td></td>
</tr>
<tr>
<td>STAT 265</td>
<td>Probability Theory</td>
<td>3</td>
</tr>
<tr>
<td>STAT 266</td>
<td>Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MGTS 312</td>
<td>Probability and Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 252</td>
<td>Applied Statistics II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 3 credits from the following:</td>
<td>3</td>
</tr>
<tr>
<td>STAT 370</td>
<td>Applied Time Series Analysis</td>
<td></td>
</tr>
<tr>
<td>STAT 371</td>
<td>Applied Categorical Data Analysis</td>
<td></td>
</tr>
<tr>
<td>STAT 372</td>
<td>Applied Multivariate Analysis</td>
<td></td>
</tr>
<tr>
<td>STAT 378</td>
<td>Applied Regression Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 3 credits of senior-level STAT</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

Supply Chain Management Minor

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minor Requirements</td>
<td></td>
</tr>
<tr>
<td>SCMT 200</td>
<td>Introduction to Global Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>SCMT 322</td>
<td>Business Logistics Management</td>
<td>3</td>
</tr>
<tr>
<td>SCMT 324</td>
<td>Purchasing and Supply Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 3 credits from the following:</td>
<td>3</td>
</tr>
<tr>
<td>SCMT 305</td>
<td>Transportation Management</td>
<td></td>
</tr>
<tr>
<td>SCMT 307</td>
<td>Principles of Quality Management</td>
<td></td>
</tr>
<tr>
<td>SCMT 320</td>
<td>Production Planning and Scheduling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 3 credits from the following:</td>
<td>3</td>
</tr>
<tr>
<td>SCMT 403</td>
<td>Supply Chain Planning and Coordination</td>
<td></td>
</tr>
<tr>
<td>SCMT 407</td>
<td>Global Sourcing and Logistics</td>
<td></td>
</tr>
<tr>
<td>SCMT 408</td>
<td>Business Negotiations and Supplier Management</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 15
BACHELOR OF COMMUNICATION STUDIES

Faculty of Fine Arts and Communications

MacEwan.ca/CommunicationDegree (https://www.macewan.ca/wcm/SchoolsFaculties/FFAC/Programs/BachelorofCommunicationStudies)

In our fast-paced world of evolving and conventional media, communication is key to interpersonal, organizational and career success. The Bachelor of Communication Studies (BCS) program provides students with the core skills of effective communication, combined with career specialization in two majors: professional communication and journalism. The courses in the majors offer depth and rigour, supported by a liberal arts framework that provides breadth, specialization and choice. The field is forward-looking, and so is this program of studies.

Years one and two include common coursework for both professional communication and journalism majors that builds a foundation in language, composition, visual communication, communication theory, communication law, and research methods. Students begin studying courses related to their major starting in their first year. Years three and four provide specialization in editing, strategic communication or technical communication (in the professional communication major), or in news gathering and digital media production (in the journalism major). Students also take 9 credits of electives.

Year three includes an ethical practice and portfolio course, followed by a professional field placement that includes BCSC 398 either/or BCSC 395. Students conclude year four with skills, experience and practical proof of their communication competency.

The Bachelor of Communication Studies program prepares students for strategic roles in business, traditional and new media, not-for-profit and public sector organizations: wherever clear, correct, and effective messages are valued. Confident in research methodology and contemporary communication theory, students are also ready for graduate studies in communication or a related field.

Career Potential

Graduates of MacEwan University’s Bachelor of Communication Studies degree will have competency in critical problem solving, global awareness and cultural sensitivity, creativity, information and research literacy, and ethical and professional practice. These competencies will bring career success in a variety of positions – writer, editor, researcher, journalist, reporter, marketer, client or community relations practitioner, communications advisor, communications coordinator, public information officer, producer, social media contact, reviewer, analyst, commentator – and in many roles that have yet to be created. In 2011, Statistics Canada reported a healthy demand for employment in the information and communication fields, and in 2010, the Government of Alberta reported that hiring is robust for journalists and good for writers and editors.

Technology Integration for Creative Learning (TICL)

On entering the second year of the Bachelor of Communication Studies program, students in the Journalism major will need to purchase a Mac laptop and necessary software identified by the program. For specifications, refer to the program website or contact the university advisor.

Transferability

Internal Opportunities

Graduates of the following MacEwan University programs may be granted credit towards the Bachelor of Communication Studies degree:

• Arts and Cultural Management diploma
• Journalism diploma
• Professional Writing diploma and applied degree
• Public Relations diploma

Graduates of the Bachelor of Communication Studies degree (all majors) may receive up to 30 credits to the Arts and Cultural Management diploma. Students are advised to consult a program advisor for specific admission requirements.

External Opportunities

All courses completed for the Bachelor of Communication Studies degree are credit courses and may be transferable individually toward further study at other Alberta institutions. For current, detailed information on individual course transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Contact Information

Joyce Nethercote, University Advisor
T: 780-497-5614
E: communicationdegree@macewan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Four subjects from Group A, B, C, or D

Notes:

• Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
• A maximum of two Group B subjects may be presented; they must be from different disciplines.
• A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission

To be evaluated through the Office of the University Registrar
Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have the following:

- ELA 30-1 with a minimum grade of 65 per cent (or equivalent) OR
- Six credits of university-level English with a minimum grade of C-

Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Previous Post-Secondary Work
To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed the following from a recognized institution:

- A minimum of 24 credits of university-level credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale and must have completed the required core courses listed under the Regular Admission category.

Additional Admission Criteria
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

2. Other Admission Criteria
To be evaluated through the Program

Applicable to All Admission Categories

Applicants must complete a writing assessment.

- Writing Assessment – Applicants must achieve a minimum grade of 65 per cent on this written assessment.

Note:

- Graduates of MacEwan University Bachelor of Applied Communications in Professional Writing, Diploma in Professional Writing and Journalism programs will not be required to write the program’s writing assessment.
- Journalism Major (p. 113)
- Professional Communication Major (p. 113)

Program of Study

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCSC 100</td>
<td>Grammar and Composition Foundations</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 101</td>
<td>Communication and Human Interaction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Analysis and Argument</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 103</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 102</td>
<td>Introduction to Visual Communication</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 200</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 202</td>
<td>Online Communication</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 203</td>
<td>Introduction to Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 301</td>
<td>Communication Law</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 302</td>
<td>Multimedia Authoring</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 306</td>
<td>Ethical Practice and Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 411</td>
<td>Advanced Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

General Education Core Requirements (9 credits must be senior level)

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Fine Art/ Performing Arts</td>
<td>6</td>
</tr>
<tr>
<td>Total Credits</td>
<td>63</td>
</tr>
</tbody>
</table>

Students are strongly encouraged to seek advice from a faculty or university advisor about fulfilling these degree requirements.

Declaration of a Major

Students are required to declare a major at the time of application into the Bachelor of Communication Studies degree.

General Education Requirement

Students complete 27 credits of general education classes as outlined in the programs of study and general education requirements must be baccalaureate level coursework. A minimum of nine credits must be senior level courses.

Core Field Placement Requirements

All program students must successfully complete BCSC 398, which is a three-credit, full-time or part-time placement, after successfully completing at least 84 credits out of 120 credits required for the degree. The program will assist students in finding field placement opportunities; however, students are ultimately responsible for securing their own work placements, and all placements must be approved by the program.

Junior- and Senior-Level Courses

Courses numbered from 100 to 199 are considered junior level and courses numbered from 200 to 499 are considered senior level.

Senior-Level Coursework Requirements

A minimum of 72 credits of the total 120 program credits must be at the senior level. Additional courses at the 100-level will be declared extra to the 120 credits required to complete the degree and will not be counted toward fulfillment of graduation requirements.
Options Requirements

Students are required to complete either 24 credits (Professional Communication major) or 21 credits (Journalism major) of options courses. Students must select from a list of BCSC option courses designed for each major. Not all option courses are offered each term or year. These courses must be at the baccalaureate level.

Electives Requirements

Students in the Professional Communication major are required to complete 9 credits of electives of which 3 credits must be at the senior level. Students in the Journalism major are required to complete 9 credits of electives of which 3 credits must be at the senior level. Elective requirements must be baccalaureate level coursework. Selections can be from the approved list of electives for the Bachelor of Communication Studies. Students are strongly encouraged to consult with their programs before confirming electives.

Changing Majors

Students declaring a change of major are governed by the program of study and the graduation requirements of the specific major (Professional Communication or Journalism). Students who declare a change of major up to and including the last day to withdraw from Winter term courses without academic penalty are bound by the requirements of the current academic year. Students who declare a change of major after this date are bound by the program of study and graduation requirements of the upcoming academic year as published in the academic calendar.

Progression of Studies

Students are responsible for ensuring they fulfill the prerequisite and/or co-requisite requirements of courses taken to complete the Bachelor of Communication Studies degree.

Journalism Major

Program of Study

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCSC 201</td>
<td>Foundations of Journalism</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 210</td>
<td>Introduction to News Reporting</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 313</td>
<td>Intermediate News Reporting</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 320</td>
<td>Canadian Press and Society</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 327</td>
<td>Online News Reporting: Journalism in the Digital Age</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 398</td>
<td>Professional Field Placement</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 420</td>
<td>Online Journalism Workshop: News Production for Digital Platforms</td>
<td>6</td>
</tr>
<tr>
<td>BCSC 433</td>
<td>Advanced News Reporting</td>
<td>3</td>
</tr>
</tbody>
</table>

Option Courses

Select 21 credits of Option courses 21

Elective Courses

Select 9 credits of any 100-400 University level courses (minimum 1 Senior level) 9

Total Credits 57

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Professional Communication Major

Program of Study

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCSC 204</td>
<td>Foundations in Sustainability Communication</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 215</td>
<td>Applied Communications</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 216</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 253</td>
<td>Classical and Modern Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 310</td>
<td>Strategic Communication Planning</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 395</td>
<td>Professional Field Placement and Practice</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 400</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>BCSC 418</td>
<td>Organizational Communication Theory</td>
<td>3</td>
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</table>

Option Courses

Select 24 credits of Option courses 24

Elective Courses

Select 9 credits of any 100-400 University level courses (minimum 1 Senior level) 9

Total Credits 57

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.
## Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>ENGL 102 &amp; ENGL 103</td>
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<tr>
<td>PROW 100</td>
<td>BCSC 100</td>
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<tr>
<td>PROW 102</td>
<td>BCSC 282</td>
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<td>PROW 104</td>
<td>BCSC 253</td>
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<td>PROW 115</td>
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<td>BCSC 102</td>
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<td>PROW 135</td>
<td>BCSC 215</td>
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<td>PROW 204</td>
<td>BCSC 221</td>
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<td>PROW 205</td>
<td>BCSC 301</td>
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<td>PROW 210</td>
<td>BCSC 100</td>
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<td>PROW 211</td>
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<td>PROW 240</td>
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<td>PROW 250</td>
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<td>PROW 302</td>
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<td>BCSC 223</td>
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<td>PROW 310</td>
<td>BCSC 343</td>
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<td>PROW 315</td>
<td>BCSC 331</td>
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<tr>
<td>PROW 316</td>
<td>BCSC 342</td>
</tr>
<tr>
<td>PROW 317</td>
<td>BCSC 352</td>
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<td>PROW 318</td>
<td>BCSC 441</td>
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<td>PROW 330</td>
<td>BCSC 432</td>
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<td>PROW 331</td>
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<td>PROW 335</td>
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<td>PROW 338</td>
<td>BCSC 461</td>
</tr>
<tr>
<td>PROW 343</td>
<td>BCSC 310</td>
</tr>
</tbody>
</table>
BACHELOR OF MUSIC IN JAZZ AND CONTEMPORARY POPULAR MUSIC

Faculty of Fine Arts and Communications
MacEwan.ca/MusicDegree (http://MacEwan.ca/MusicDegree)

The Bachelor of Music (B.Mus.) focuses on the study of jazz and contemporary popular music and responds to the current demands of the industry and combines a high degree of professionalism along with the academic rigour required for further education at the graduate level. The opportunity to study with internationally renowned professionals while pursuing a challenging academic curriculum will give you the skills, insights, competency and credentials to pursue a career as a performer, creator and leader in the evolving music industry.

YEAR 1
All music students share a common curriculum in the first year that focuses on individual study (voice, piano, guitar, bass, drums, winds or strings), performance, theory (jazz and traditional), aural skills, and musicology.

YEARS 2-4
After successful completion of the first year, students pursue a major route (specialized program of study).

Major routes include: Performance, Composition, and General. Students following the four-year General route also have the opportunity to pursue one of two unique minors: Music Technology and Production, or Music Career Management.

Further, students can also obtain a diploma credential after completing their second year.

Career Potential
The Department of Music has been training some of Canada’s most talented musicians for more than 40 years. The B.Mus. prepares students for the music profession and for further studies at the graduate level. Graduates have gone on to successful careers as songwriters, performers, accompanists, arrangers, composers, recording engineers and producers, record distributors, sound technicians, educators and academics. The Department of Music has a world-class faculty that includes highly skilled performers, creators, educators and academics, many of whom hold doctorates and master’s degrees in music as well as a variety of regional, national and international awards.

Transferability
Internal Opportunities
MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Students, who opt for the Music diploma exit, may be granted up to 36 credits to MacEwan University’s Bachelor of Arts degree.

External Opportunities
All credit courses may be transferable individually toward further study at other Alberta institutions. For current, detailed information on individual course and certificate transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Contact Information
E: musicdegree@macewan.ca
T: 780-497-4436
Carolyn Graber, University Advisor
E: graberc@macewan.ca
T: 780-497-4056
Debra Elliot, University Advisor
E: elliotd4@macewan.ca
T: 780-497-4056
Katie Olsson, University Advisor
E: olssonk@macewan.ca

Categories of Admission
Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the Office of the University Registrar
Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:
1. ELA 30-1 or 75 % in ELA 30-2
2. Four subjects from Group A, B, C, or D courses

Notes:
• Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
• A maximum of two Group B subjects may be presented; they must be from different disciplines.
• A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission
To be evaluated through the Office of the University Registrar
Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicant must have the following:
• ELA 30-1 with a minimum grade of 65 percent (or equivalent)
• Six credits of university-level English with a minimum grade of C-

Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Previous Post-Secondary Work
To be evaluated through the Office of the University Registrar
Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed one of the following from a recognized institution:

- A minimum of 24 university-level credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale and must have completed the required core courses listed under the Regular Admission category.

  or

- A University Music Diploma Program or equivalent

Probationary Admission
To be evaluated through the Program

This admission category will only be used if the program is not filled by Regular, Mature or Previous Post-Secondary applicants.

A limited number of probationary admissions may be granted to applicants with an Admission Grade Point Average (AGPA) less than 2.0 on a 4.0 scale. These applicants will be placed on probation.

Additional Admission Criteria
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

2. Other Admission Criteria
To be evaluated through the Program Office

Applicable to All Admission Categories

All applicants must audition.

Limited space is available, and not all applicants who are eligible may be admitted. When admission becomes competitive, performance in the audition is the primary criterion for admission. Applicants must also be aware that admission for any category is limited based on the availability of spaces for the principal instrument.

- Composition Major (p. 117)
- General Major (p. 118)
- General Major - Music Career Management Minor (p. 119)
- General Major - Music Technology and Production Minor (p. 120)
- Performance Major (p. 120)

Program of Study

<table>
<thead>
<tr>
<th>Program Element</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 Core</td>
<td>Music (30); Non Music (6)</td>
<td>36</td>
</tr>
<tr>
<td>Years 2-4 Majors</td>
<td>Composition</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Performance</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>General</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>General, minor in Music Career Management</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>General, minor in Music Technology and Production</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
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<td>128</td>
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</table>

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>Analysis and Argument</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 103</td>
<td>Theory I: Introduction to Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 111</td>
<td>Ear Training I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 123</td>
<td>Musicology I: Historical Musicology</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 131</td>
<td>Principal Instrument I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 141</td>
<td>Master Class I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 188</td>
<td>Performance Ensemble 1</td>
<td>0</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>ENGL 103</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 104</td>
<td>Theory II: Harmony, Voice Leading, and Function</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 112</td>
<td>Ear Training II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 124</td>
<td>Musicology II: Popular Music Studies</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 132</td>
<td>Principal Instrument II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 142</td>
<td>Master Class II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 189</td>
<td>Performance Ensemble 1</td>
<td>0</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

1 The minimum passing grade for this course is CR.

Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>ENGL 102 &amp; ENGL 103</td>
</tr>
</tbody>
</table>
Students are strongly encouraged to seek advice from a faculty or university advisor about fulfilling these degree requirements.

**Declaration of a Major and Minor (Concentration)**

Students are required to declare a major and minor concentration (for competitive programs by January 15 and for non-competitive by February 15) where applicable, after consulting with the appropriate section head and the department’s university advisors.

Students who declare a General Major and choose to declare a minor in either Music Technology and Production or Music Career Management must successfully complete 18 credits in their minor area.

Students declaring the following competitive streams: Performance Major, Composition Major, Recording Major, General Major with a Music Education Minor, or General Major with a Music Technology Production minor, should note that there are additional and specific requirements to be met. The program will confirm the status of the major/minor request by May 30 at the end of the first year of study.

**Graduation Recitals - Performance and Composition Majors**

Students in the Performance and Composition majors must undertake juried public graduation recitals in the fourth year of their program.

- The Performance major recital involves a programme of works performed on the major (principal) instrument in ensemble and solo settings that demonstrates the student's technical ability, musicality, creativity, professionalism, comprehension of jazz and contemporary popular genres and styles, and comprehension of other contemporary and near-contemporary genres and styles. Students in the Performance major must also successfully complete an area examination in preparation for their graduation recital.

- The Composition major recital involves a programme of original works and arrangements for a variety of instruments (ensemble and solo, instrumental and vocal) that demonstrates the student's technical ability, musicality, creativity, professionalism, comprehension of jazz and contemporary popular genres and styles, and comprehension of other contemporary and near-contemporary genres and styles.

The proposed programme of works intended to fulfill the Composition and Performance graduation recital requirements must receive prior approval from the appropriate section head.

Graduation recitals for the Performance and Composition majors are graded as credit/non-credit. For Performance majors, failure to complete this requirement also constitutes a failure in Principal Instrument VIII.

**Performance Ensembles**

All students must participate in required Performance Ensembles as noted in the programs of study. The Performance Ensemble requirements for Year I Core and Year II all majors (Fall & Winter terms) are 0 (zero) credit. The Performance Ensemble requirements for Year III all majors (Fall & Winter terms) are 1 credit per term, and Year IV (performance major or as music option, Fall & Winter terms) are 1.5 credits per term.

For all majors, students may choose to participate in a maximum of two performance ensembles per term, but will only earn credit for one ensemble per term. The second Performance Ensemble will be 0 (zero) credit in any term. In order to avoid jeopardy, students may be advised to withdraw from a second Performance Ensemble if the directors detect that the students are overburdened and cannot cope with the additional responsibility.

**Junior- and Senior-Level Courses**

Courses numbered from 100 to 199 are considered junior level and courses numbered from 200 to 499 are considered senior level.

**Elective Requirements**

Elective requirements in each of years II, III and IV of the program must be non-Music, baccalaureate level coursework, with a minimum of 9 credits earned at the senior level for all majors (Performance, Composition, and General). Students are encouraged to consult with the department's university advisors for guidance on selecting elective courses. Program courses cannot be used to fulfill elective requirements.

**Music Option Requirements**

All B.Mus. students must successfully complete one additional Music Technology and Production course beyond the introductory course and one additional Music Career Management course beyond the introductory course, as part of their core requirements. Students must select from a list of MUSC courses to fulfill music option requirements in their declared major or minor. Specified music option courses may also be required courses in one or more of the program's majors or minors, therefore, registration priority will be given to students who must take these courses as part of their specific program of study. Students must consult with the department's university advisors for guidance and availability of music option courses prior to registration.

**Arts and Cultural Management (AGAD) Courses**

Students following the General route with a minor in Music Career Management (which requires three Arts and Cultural Management courses defined in the program of study), as well as students seeking to use approved Arts and Cultural Management courses as Other Music options must take MUSC 361 (Introduction to Music Career Management) before entering Arts and Cultural Management (AGAD) courses.

**Progression of Studies**

Students are responsible for ensuring they meet the prerequisite and/or co-requisite requirements as noted on all courses that may fulfill Bachelor of Music program requirements. Any student who discontinues registration in degree courses for twelve months will be required to re-apply for admission.

**Diploma Requirements**

Students are eligible for a diploma after the completion of Year II of the Bachelor of Music degree program of study, any route.

Students who have obtained the diploma, or are otherwise eligible to do so, may continue with the degree. Obtaining the diploma does not require a student to exit the degree program; however, any student who discontinues registration in degree courses for twelve months will be required to re-apply for admission.

**Composition Major**
General Major

<table>
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<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 201</td>
<td>Theory III: Jazz Harmony and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 207</td>
<td>Songwriting I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 208</td>
<td>Songwriting II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 211</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 212</td>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 213</td>
<td>Ear Training III</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 214</td>
<td>Ear Training IV</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 263</td>
<td>Introduction to Music Technology and Production</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 294</td>
<td>Performance Ensemble I</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 295</td>
<td>Performance Ensemble II</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 361</td>
<td>Introduction to Music Career Management</td>
<td>3</td>
</tr>
<tr>
<td>Elective - 100 level or higher</td>
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</tbody>
</table>

|MUSC 215 | Functional Keyboard I or Accompanying I | 1.5 |
|MUSC 216 | Functional Keyboard II or Accompanying II | 1.5 |

Credits: 33

Year III

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MUSC 202</td>
<td>Theory IV: Chromatic Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 221</td>
<td>Applied Instrument I</td>
<td>1.5</td>
</tr>
<tr>
<td>MUSC 222</td>
<td>Applied Instrument II</td>
<td>1.5</td>
</tr>
<tr>
<td>MUSC 313</td>
<td>Arranging I: Introduction to Arranging</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 314</td>
<td>Arranging II: Arranging for Large Ensembles</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 326</td>
<td>Composition III</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 327</td>
<td>Composition IV</td>
<td>3</td>
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<tr>
<td>MUSC 396</td>
<td>Performance Ensemble</td>
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<tr>
<td>MUSC 397</td>
<td>Performance Ensemble</td>
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<tr>
<td>MUSC 427</td>
<td>Cultural Studies of Music</td>
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<td>Electives - 200 level or higher</td>
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<tr>
<td>Music Options - See list below</td>
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Credits: 32

Year IV

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<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 415</td>
<td>Orchestration</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 416</td>
<td>Scoring for Film and Other Visual Media</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 417</td>
<td>Composition V</td>
<td>1.5</td>
</tr>
<tr>
<td>MUSC 418</td>
<td>Composition VI</td>
<td>1.5</td>
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<tr>
<td>MUSC 424</td>
<td>Ethnomusicology</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 426</td>
<td>History of Electro-Acoustic Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 474</td>
<td>Graduation Recital and Portfolio (Composition)</td>
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<tr>
<td>Elective - 200 level or higher</td>
<td>3</td>
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<tr>
<td>Music Options - Students must take 3 credits in Music Technology Options and 3 credits in Music Career Management options</td>
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Credits: 27

Total Credits: 92

1 The minimum passing grade for this course is CR.

Music Technology Options

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 364</td>
<td>Applications in Music Technology I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 366</td>
<td>Introduction to the Recording Studio</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 465</td>
<td>Applications in Music Technology II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 467</td>
<td>Recording Studio Production</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 468</td>
<td>Acoustics and the Science of Musical Instruments</td>
<td>3</td>
</tr>
</tbody>
</table>

Music Career Management Options

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 362</td>
<td>The Business of Music</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 209</td>
<td>Publicity and Media Relations in the Arts</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 201</td>
<td>Advocacy in the Cultural Sector</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 225</td>
<td>Performing Arts Management</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 226</td>
<td>Museum/Gallery Management</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 227</td>
<td>Managing in the Music Industry</td>
<td>3</td>
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<tr>
<td>MUSC 476</td>
<td>Health Issues and the Professional Musician</td>
<td>3</td>
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Other Options

<table>
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<tr>
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<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 253</td>
<td>Live Sound Reinforcement I</td>
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<td>MUSC 254</td>
<td>Live Sound Reinforcement II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 380</td>
<td>Directed Project</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 482</td>
<td>Independent Study</td>
<td>3</td>
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<tr>
<td>MUSC 498</td>
<td>Performance Ensemble</td>
<td>1.5</td>
</tr>
<tr>
<td>MUSC 499</td>
<td>Performance Ensemble</td>
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</table>

Note: Two terms of Performance Ensemble (MUSC 498 & MUSC 499) may replace one 3 cr MUSC option

General Major

<table>
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<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 201</td>
<td>Theory III: Jazz Harmony and Analysis</td>
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</tr>
<tr>
<td>MUSC 213</td>
<td>Ear Training III</td>
<td>3</td>
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<tr>
<td>MUSC 214</td>
<td>Ear Training IV</td>
<td>3</td>
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<tr>
<td>MUSC 263</td>
<td>Introduction to Music Technology and Production</td>
<td>3</td>
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<tr>
<td>MUSC 294</td>
<td>Performance Ensemble I</td>
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<td>MUSC 295</td>
<td>Performance Ensemble II</td>
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<td>MUSC 361</td>
<td>Introduction to Music Career Management</td>
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<td>Electives - 100 or higher</td>
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Credits: 30

Year III

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<tr>
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<td>Theory IV: Chromatic Harmony</td>
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<tr>
<td>MUSC 221</td>
<td>Applied Instrument I</td>
<td>1.5</td>
</tr>
<tr>
<td>MUSC 222</td>
<td>Applied Instrument II</td>
<td>1.5</td>
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<tr>
<td>MUSC 313</td>
<td>Arranging I: Introduction to Arranging</td>
<td>3</td>
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<td>MUSC 396</td>
<td>Performance Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 397</td>
<td>Performance Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 427</td>
<td>Cultural Studies of Music</td>
<td>3</td>
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<tr>
<td>Electives - 100 or higher</td>
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Credits: 32

Year IV

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<td>Orchestration</td>
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<tr>
<td>MUSC 416</td>
<td>Scoring for Film and Other Visual Media</td>
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</tr>
<tr>
<td>MUSC 417</td>
<td>Composition V</td>
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</tr>
<tr>
<td>MUSC 418</td>
<td>Composition VI</td>
<td>1.5</td>
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<tr>
<td>MUSC 424</td>
<td>Ethnomusicology</td>
<td>3</td>
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<td>MUSC 426</td>
<td>History of Electro-Acoustic Music</td>
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<tr>
<td>MUSC 474</td>
<td>Graduation Recital and Portfolio (Composition)</td>
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<tr>
<td>Music Options - Students must take 3 credits in Music Technology Options and 3 credits in Music Career Management options</td>
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Credits: 27

Total Credits: 92

1 The minimum passing grade for this course is CR.
The minimum passing grade for this course is CR.

Students must take a minimum of 3 credits in Music Technology option and 3 Credits in Music Career Management options.

### Music Career Management Options

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 362</td>
<td>The Business of Music</td>
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<td>AGAD 201</td>
<td>Advocacy in the Cultural Sector</td>
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</tr>
<tr>
<td>AGAD 209</td>
<td>Publicity and Media Relations in the Arts</td>
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<td>AGAD 225</td>
<td>Performing Arts Management</td>
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<tr>
<td>AGAD 226</td>
<td>Museum/Gallery Management</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 227</td>
<td>Managing in the Music Industry</td>
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<tr>
<td>MUSC 476</td>
<td>Health Issues and the Professional Musician</td>
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### Music Technology Options

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<td>Applications in Music Technology I</td>
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<tr>
<td>MUSC 366</td>
<td>Introduction to the Recording Studio</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 465</td>
<td>Applications in Music Technology II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 467</td>
<td>Recording Studio Production</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 468</td>
<td>Acoustics and the Science of Musical Instruments</td>
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### Other Options

<table>
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<th>Course Name</th>
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<tbody>
<tr>
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<td>Songwriting I</td>
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<tr>
<td>MUSC 208</td>
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<td>MUSC 253</td>
<td>Live Sound Reinforcement I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 254</td>
<td>Live Sound Reinforcement II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 380</td>
<td>Directed Project</td>
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<tr>
<td>MUSC 482</td>
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<td>3</td>
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<tr>
<td>MUSC 498</td>
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<tr>
<td>MUSC 499</td>
<td>Performance Ensemble</td>
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Note: Two terms of Performance Ensemble (MUSC 498 & MUSC 499) may replace one 3 cr MUSC option.

Note: Not all option courses are offered in every year.

### General Major - Music Career Management Minor

<table>
<thead>
<tr>
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<td>Theory III: Jazz Harmony and Analysis</td>
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<td></td>
<td>MUSC 213</td>
<td>Ear Training III</td>
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<td></td>
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<tr>
<td></td>
<td>MUSC 263</td>
<td>Introduction to Music Technology and Production</td>
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<tr>
<td></td>
<td>MUSC 294</td>
<td>Performance Ensemble ¹</td>
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<tr>
<td></td>
<td>MUSC 295</td>
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<td></td>
<td>MUSC 361</td>
<td>Introduction to Music Career Management</td>
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<tr>
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Music Options - See list below

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 215</td>
<td>Functional Keyboard I or Accompanying I</td>
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<tr>
<td>MUSC 216</td>
<td>Functional Keyboard II or Accompanying II</td>
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</table>

Note: Two terms of Performance Ensemble (MUSC 498 & MUSC 499) may replace one 3 cr MUSC option.

Note: Not all option courses are offered in every year.
# General Major - Music Technology and Production Minor

<table>
<thead>
<tr>
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<td>Theory III: Jazz Harmony and Analysis</td>
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<tr>
<td>MUSC 213</td>
<td>Ear Training III</td>
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</tr>
<tr>
<td>MUSC 214</td>
<td>Ear Training IV</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 263</td>
<td>Introduction to Music Technology and Production</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 294</td>
<td>Performance Ensemble</td>
<td>0</td>
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<tr>
<td>MUSC 295</td>
<td>Performance Ensemble</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 361</td>
<td>Introduction to Music Career Management</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 366</td>
<td>Introduction to the Recording Studio</td>
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</tr>
<tr>
<td>MUSC 467</td>
<td>Recording Studio Production</td>
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<tr>
<td>Music Options - See list below</td>
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<tr>
<td>MUSC 215</td>
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<tr>
<td>MUSC 216</td>
<td>Functional Keyboard II</td>
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<tr>
<td>or MUSC 218</td>
<td>or Accompanying II</td>
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<tr>
<td>Credits</td>
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<tr>
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<td>MUSC 202</td>
<td>Theory IV: Chromatic Harmony</td>
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<td>MUSC 221</td>
<td>Applied Instrument I</td>
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<td>MUSC 222</td>
<td>Applied Instrument II</td>
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<tr>
<td>MUSC 313</td>
<td>Arranging I: Introduction to Arranging</td>
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</tr>
<tr>
<td>MUSC 364</td>
<td>Applications in Music Technology I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 396</td>
<td>Performance Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 397</td>
<td>Performance Ensemble</td>
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</tr>
<tr>
<td>MUSC 427</td>
<td>Cultural Studies of Music</td>
<td>3</td>
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<tr>
<td>Elective - 100 or 200 level</td>
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1 The minimum passing grade for this course is CR.

Students must take 3 credits in Music Career Management options in Year IV in addition to other option credits.

### Music Options

<table>
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<tr>
<th>Course ID</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>MUSC 207</td>
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<td>MUSC 208</td>
<td>Songwriting II</td>
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<tr>
<td>MUSC 253</td>
<td>Live Sound Reinforcement I</td>
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<td>MUSC 254</td>
<td>Live Sound Reinforcement II</td>
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<tr>
<td>MUSC 362</td>
<td>The Business of Music</td>
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<td>Health Issues and the Professional Musician</td>
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<td>Publicity and Media Relations in the Arts</td>
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<td>Museum/Gallery Management</td>
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<td>AGAD 227</td>
<td>Managing in the Music Industry</td>
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<tr>
<td>MUSC 499</td>
<td>Performance Ensemble</td>
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</table>

**Note:** Two terms of Performance Ensemble (MUSC 498 & MUSC 499) may replace one 3 cr MUSC option.

**Note:** Not all option courses are offered in every year.

### Performance Major

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
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<tr>
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<td>Theory III: Jazz Harmony and Analysis</td>
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<td>Ear Training III</td>
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<td>MUSC 214</td>
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<td>MUSC 235</td>
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<td>MUSC 295</td>
<td>Performance Ensemble</td>
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<td>MUSC 361</td>
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<tr>
<td>or MUSC 218</td>
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<td>Principal Instrument V</td>
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<td>MUSC 336</td>
<td>Principal Instrument VI</td>
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<td>MUSC 397</td>
<td>Performance Ensemble</td>
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<td>MUSC 427</td>
<td>Cultural Studies of Music</td>
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<tr>
<td>MUSC 424</td>
<td>Ethnomusicology</td>
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<td>MUSC 426</td>
<td>History of Electro-Acoustic Music</td>
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<td>MUSC 437</td>
<td>Principal Instrument VII</td>
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<td>MUSC 438</td>
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1 The minimum passing grade for this course is CR.
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<tbody>
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<td>MUSC 499</td>
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<tr>
<td>Total Credits</td>
<td></td>
<td>89</td>
</tr>
</tbody>
</table>

1 The minimum passing grade for this course is CR.

Note: Not all option courses are offered in every year

### Music Technology Options

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 364</td>
<td>Applications in Music Technology I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 366</td>
<td>Introduction to the Recording Studio</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 465</td>
<td>Applications in Music Technology II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 467</td>
<td>Recording Studio Production</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 468</td>
<td>Acoustics and the Science of Musical Instruments</td>
<td>3</td>
</tr>
</tbody>
</table>

### Music Career Management Options

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 362</td>
<td>The Business of Music</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 201</td>
<td>Advocacy in the Cultural Sector</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 209</td>
<td>Publicity and Media Relations in the Arts</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 225</td>
<td>Performing Arts Management</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 226</td>
<td>Museum/Gallery Management</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 227</td>
<td>Managing in the Music Industry</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 476</td>
<td>Health Issues and the Professional Musician</td>
<td>3</td>
</tr>
</tbody>
</table>

### Other Options

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 207</td>
<td>Songwriting I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 208</td>
<td>Songwriting II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 253</td>
<td>Live Sound Reinforcement I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 254</td>
<td>Live Sound Reinforcement II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 380</td>
<td>Directed Project</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 482</td>
<td>Independent Study</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Not all option courses are offered in every year.
BACHELOR OF PSYCHIATRIC NURSING

Faculty of Nursing
Department of Psychiatric Nursing
MacEwan.ca/PsychNursingDegree (http://MacEwan.ca/PsychNursingDegree)

The Bachelor of Psychiatric Nursing (BPN) builds on the foundation of a diploma in psychiatric nursing. This program is designed for diploma-prepared Registered Psychiatric Nurses (RPNs) who wish to pursue their passion for psychiatric/mental health nursing by further extending their knowledge and skills in their chosen field. The BPN is learner-centred, innovative, and offers a contextually relevant curriculum. The balance between liberal and professional education offers a depth and breadth of studies, a global perspective, and an opportunity to enhance knowledge, skills and other professional attributes in such areas as community mental health, child and adolescent psychiatry, the criminal justice system, mental health and addictions, application of therapeutic modalities, nursing research, and leadership. With two intakes per year, opportunities for full- or part-time studies, and delivery through a variety of distance and online learning technologies, the 45-credit BPN program facilitates ease of access for RPNs from both urban and rural settings.

Career Potential

MacEwan University Bachelor of Psychiatric Nursing graduates have advanced preparation for employment within complex health care environments. Attainment of a BPN facilitates opportunities for increased scope of practice and professional psychiatric/mental health nursing practice in a broader range of settings, including such areas as community mental health, counselling, family/group therapy, and forensics.

Transferability

All courses completed for the Bachelor of Psychiatric Nursing degree are credit courses and may be transferable individually toward further study at other Alberta institutions. For current, detailed information on individual course transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Contact Information

T: 780-497-5874
E: nurseinfo@macewan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

Applicants must present a Psychiatric Nursing diploma (or equivalent) with an Admission Grade Point Average (AGPA) of 2.3 on a 4.0 scale. In addition, applicants must present:

- A current registration as a psychiatric/mental health nurse in another country and be eligible for registration on the practicing register as a Registered Psychiatric Nurse in Canada.

Provisional Admission may be assigned to applicants who have completed the academic requirements of a Psychiatric Nursing diploma but have not written the Canadian Registered Psychiatric Nurse Examination. The examination must be successfully completed within the first term of their program.

Additional Admission Criteria

All applicants must meet the following:

1. English Language Proficiency

To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

Applicants who speak English as a second language – regardless of citizenship – are required to submit official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

2. Spoken English Proficiency

To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

Applicants who speak English as a second language – regardless of citizenship – are required to submit official documents such as high school, post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

3. Other Admission Criteria

To be evaluated through the Program

Applicants offered admission must present a clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.

Applicants who have two or more unsatisfactory academic records from any post-secondary program or institution will not be considered for admission or re-admission to the Program. For the purpose of admission or re-admission, an unsatisfactory record is defined as a transcript with the notation ‘required to withdraw’ or equivalent.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLST 320</td>
<td>Health and Society ¹</td>
<td>3</td>
</tr>
<tr>
<td>HLST 321</td>
<td>Advanced Skills in Therapeutic Modalities ¹</td>
<td>4</td>
</tr>
<tr>
<td>Elective ¹</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Option - Senior Social Science ¹</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Statistics ¹</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 341</td>
<td>Nursing Research Processes ¹</td>
<td>3</td>
</tr>
<tr>
<td>PNRS 320</td>
<td>Trends and Issues in Mental Health Care ¹</td>
<td>3</td>
</tr>
</tbody>
</table>
The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Students are strongly encouraged to seek advice from a Faculty School Advisor about fulfilling these degree requirements.

**Program Time Limits - Exemption for the Bachelor of Psychiatric Nursing Program**

A student in the Bachelor of Psychiatric Nursing program (BPN) has five years from the first day of the term of acceptance to complete all requirements to be eligible for a credential (C2075 Program Time Limits).

**Academic Residency**

Meeting of the academic residency requirement for the Bachelor of Psychiatric Nursing degree program requires completion of a minimum of 23 program credits through MacEwan University, including the 4-credit Capstone Course (PNRS 423). Courses completed to meet the admission requirements or completed through other institutions and assigned transfer credit, if any, cannot be used to meet the program’s residency requirement.

**Required English Course**

Learners who do not have a three-credit post-secondary English course at the time of admission to this program will be required to complete the course prior to the second term of study (policy C1030, Required English Course).

**Registration Requirements**

Achievement of optimal learning outcomes is facilitated through concurrent assimilation of knowledge with practice. Learners completing the BPN program in Canada must therefore maintain a current active practice permit as a Registered Psychiatric Nurse (RPN) in Canada and be in good standing with the regulatory body. Those completing the program outside of Canada must maintain current registration on the practice register as a psychiatric/mental health nurse in the other country. Learners wishing to temporarily change to non-practicing status must do so in consultation with the department chair.

**Elective/Option Requirements**

The Program of Study for this program enables learner choice in the selection of the three specified 3-credit university-level theory course options (statistics course, philosophy course at the 200 level or higher, and social science course at the 200 level or higher) and two electives (Open and Senior elective). The Open Elective (100 level or higher) and Senior Elective (200 level or higher) exclude subject codes PNRS and NURS and may be chosen to extend knowledge within an area of interest. A post-secondary English course completed to meet the English course requirement cannot be used to meet an Elective requirement for this program.

**Progression of Studies**

Learners are responsible for ensuring they meet the prerequisite and/or co-requisite requirements as specified in descriptions for program courses. Some flexibility in sequencing of courses is permitted, provided that specified pre- and co-requisites are adhered to. Course registration is required for participation in all program courses.

**Professional Code of Conduct**

Learners must adhere to the professional code of ethics and standards of psychiatric nursing practice for Registered Psychiatric Nurses, the professional code of conduct and the confidentiality agreements signed with MacEwan University and, as applicable, work integrated learning host agencies.

**Program Standards**

Learners admitted to this program are presumed to be capable of fulfilling the academic requirements of the program with, if applicable, provision of reasonable accommodation. The reasonable accommodation of learners with disabilities shall not require the university to lower its standards, academic or otherwise, nor shall it relieve a learner of the responsibility to develop and demonstrate the essential skills and competencies expected of all learners pursuing this program (policy E3400, Students with Disabilities).

**Police Information Check**

A current, clear Police Information Check (PIC) that includes a Vulnerable Sector Search is required for program admission. This check must be completed no earlier than 90 days prior to the program start date and submitted no later than the published document deadline. Having a pardon in progress does not meet the admission requirement for a clear PIC.

**Regulations Governing Work Integrated Learning Activities**

Selected field study or work integrated learning experiential activities may be incorporated into one or both of PNRS 420 and PNRS 423. These can generally be completed within the learner’s home community. The learner is responsible for any costs they incur for materials, meals, travel and, where applicable, accommodation for these experiences. Learners must comply with policy C2060 Work Integrated Learning and other applicable policies and regulations of the university, professional regulations, and policies and procedures of the host organization. In accordance with policy C2060, the university reserves the right to remove a learner from the work integrated learning experience at any point in the experience for serious performance issues (i.e., engaging in behaviour that places the client and/or others at risk or that is contrary to the professional or safety requirements of the placement). In such cases the Chair, through consultation with the Dean, will assign a grade of F in the course. Although the decision may be appealed according to policy E3103 Student Appeals, the learner will not be permitted to remain in the work integrated learning experience during the appeal.
Host agencies may specify additional prerequisite requirements for work integrated learning experiential activities, for example, currency of immunization against specified communicable diseases, N95 fit-testing, and Health Care Provider Level C Basic Life Support (BLS) certificate, and a current clear PIC with or without a child welfare check. Learners whose PIC status changes or who lack other specified additional requirements compromise their ability to complete the program requirements, as they may be denied work integrated learning experiences and, therefore, unable to meet graduation requirements.
The Bachelor of Science (B.Sc.) is a foundational general degree. This science degree provides broad and widely applicable knowledge and abilities, rather than a niche specialization. This broad base provides graduates with generalist knowledge and skills that give the flexibility and agility so highly valued in a dynamic world economy. It also gives students a solid foundation from which to specialize through employment or further schooling.

The degree provides breadth of study across a variety of Arts and Science disciplines, and sets the foundation for later years. The major and minor areas of study allow students to focus and gain in-depth expertise in complementary or entirely disparate disciplines; there is a wide array of possible combinations. Finally, options allow students to explore courses outside their disciplines, or even within their program, and so enhance their diversity of learning. The small classes, close interaction between instructors and students, opportunities for individual study, and faculty with a strong focus on teaching are signature strengths of this program.

### Science Disciplines

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Major</th>
<th>Minor</th>
<th>Honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Statistics</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Chemistry</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Computer Science</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Earth and Planetary Sciences</td>
<td></td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Mathematical Sciences</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Planetary Physics</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Physics</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Psychology</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Statistics</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
</tbody>
</table>

### Arts Disciplines

See Bachelor of Arts program of study for more details.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>✓</td>
</tr>
<tr>
<td>Classics</td>
<td>✓</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>✓</td>
</tr>
<tr>
<td>Economics</td>
<td>✓</td>
</tr>
<tr>
<td>English</td>
<td>✓</td>
</tr>
<tr>
<td>French</td>
<td>✓</td>
</tr>
<tr>
<td>Gender Studies</td>
<td>✓</td>
</tr>
<tr>
<td>History</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Out of Faculty Minors

See Bachelor of Arts program of study for more details.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Minor for Arts and Science</td>
<td>✓</td>
</tr>
<tr>
<td>Business Law</td>
<td>✓</td>
</tr>
<tr>
<td>Business Studies</td>
<td>✓</td>
</tr>
<tr>
<td>Finance Minor for Arts and Science</td>
<td>✓</td>
</tr>
<tr>
<td>Human Resources Minor for Arts and Science</td>
<td>✓</td>
</tr>
<tr>
<td>Marketing Minor for Arts and Science</td>
<td>✓</td>
</tr>
</tbody>
</table>

### General Program Information

The B.Sc. requires students to complete 120 credits of non-duplicative coursework. The B.Sc. emphasizes both breadth and depth and has been redesigned for exceptional flexibility and customization. Students can now complete a major and a minor, a double major, or a major and two minors.

### Transferability

All courses completed within the Bachelor of Science degree are credit courses and may be transferable individually toward further study at other Alberta institutions. For current, detailed information on individual course transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

### Preparing for Professional Studies

Students intending to enter professional programs at other universities can take their pre-professional programs in the Faculty of Arts and Science at MacEwan University. The university offers the first and second year of a number of pre-professional programs, including chiropractic medicine, dental hygiene, dentistry, medical laboratory science, medicine, optometry, pharmacy and veterinary medicine. All courses taken in these pre-professional programs are credit courses and, as such, they may be applied to any of the degrees offered by MacEwan University.

Students are advised to consult the admissions requirements for the universities and programs of their choice, and to select their MacEwan University courses accordingly. Completion of pre-professional courses at MacEwan University does not guarantee admission to the subsequent professional program. Each professional program requires a separate application and entry is competitive, not automatic.

### Contact Information

T: 780-497-4505  
E: artsandscience@macewan.ca

### Categories of Admission

Applicants may be admitted to one of the following:
Regular Admission
To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Mathematics 30-1
3. Two of Biology 30, Chemistry 30, Mathematics 31, Physics 30, or Computing Science-Advanced Career and Technology Studies (5 credits)
4. One subject from Group A, B, C or D

Notes:
- A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission
To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 60 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Mathematics 30-1
3. Two of Biology 30, Chemistry 30, Mathematics 31, Physics 30, or Computing Science-Advanced Level Career and Technology Studies (5 credits)

Applicants with nine or more university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Previous Post-Secondary Work
To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed the following:

- A minimum of 24 university-level credits, from a recognized institution, with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.
- The required core courses listed under the Regular or Mature Admission category.

Additional Admission Criteria
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar
Applicable to All Admission Categories

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

2. Other Admission Criteria
To be evaluated through the Office of the University Registrar
Applicable to All Admission Categories

Applicants who have been assigned two unsatisfactory academic records within the past five years will not be considered for admission or re-admission to the program until a minimum three years from the date of the assignment of the last unsatisfactory academic record. For the purpose of admission or re-admission, an unsatisfactory record is defined as a transcript with the notation ‘required to withdraw’ or equivalent.

Program of Study

<table>
<thead>
<tr>
<th>Program Element</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Major</td>
<td>The Science major will range from 42 to 60 credits with a minimum 36 credits taken at the senior-level.</td>
<td>42-60</td>
</tr>
<tr>
<td>Secondary Major or Minor(s)</td>
<td>Students have the option of completing a second Science major, or one or two minors. Minor courses must be completed at the senior-level.</td>
<td>18-60</td>
</tr>
<tr>
<td>Options</td>
<td>Students can complete up to 15 credits in out-of-faculty options, with no more than 3 credits in physical activity (PACT) courses</td>
<td>Up to 60</td>
</tr>
</tbody>
</table>

Total Degree Credits Including Breadth 120

1 Multi-disciplinary majors consist of 60-72 junior- and senior-level credits. Students majoring in mathematical or physical sciences may pursue a minor but are not required to do so.
**Breadth Requirements**

Within the 120 credit BSc degree, students must complete the following Breadth requirements. Courses can be used both to satisfy the breadth and placed in a student's major(s), minor(s), and options. BIOL, CHEM, EASC, or PHYS courses must include a laboratory component.

<table>
<thead>
<tr>
<th>Breadth Element</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological or Earth and Planetary Sciences</td>
<td>BIOL or EASC (not including BIOL 101, 102, or BIOL 103)</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry or Physics</td>
<td>CHEM or PHYS</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>ENGL 102 and 3 credits in university English (not including ENGL 111 or ENGL 108)</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>CLAS, COMP, HIST, HUMN, PHIL or a language other than English</td>
<td>6</td>
</tr>
<tr>
<td>Mathematical Sciences</td>
<td>One of MATH 114, MATH 120, or MATH 125, and 3 credits in MATH, STAT, or CMPT (not including MATH 160, MATH 170, or CMPT 104)</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>ANTH, ECON, LING, POLS, PSYC, and SOCI</td>
<td>6</td>
</tr>
</tbody>
</table>

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study. Students require a minimum grade of C- to use a course as a prerequisite. Please check course description for more information.

**Majors and Minors**

Faculty and discipline advisors are available to assist the student to plan a program of study that will meet these degree requirements. Refer to MacEwan.ca/Science (http://MacEwan.ca/Science) for specific course requirements for each major and minor.

- Applied Statistics Major (p. 129)
- Biological Sciences Major (p. 129)
- Biological Sciences Minor (p. 130)
- Biological Sciences Honours (p. 131)
- Chemistry Minor (p. 131)
- Computer Science Major (p. 132)
- Computer Science Minor (p. 132)
- Earth and Planetary Sciences Minor (p. 133)
- Mathematical Sciences Major (p. 133)
- Mathematics Major (p. 133)
- Mathematics Minor (p. 133)
- Physical Sciences Major (p. 133)
- Physics Minor (p. 134)
- Planetary Physics Minor (p. 134)
- Psychology Major (p. 134)
- Psychology Minor (p. 135)
- Psychology Honours (p. 135)
- Statistics Minor (p. 135)

**Bachelor of Science - Honours Information**

The B.Sc. Honours provides eligible students with the opportunity to pursue more intensive study in their chosen field, which may be of benefit to students considering graduate studies. There are two Honours disciplines offered: biological sciences and psychology. The Honours discipline may have limited enrolment and may have additional selection requirements.

**General Selection Criteria for Honours Disciplines**

For consideration into Honours, students must present the following:

1. Completion of a minimum of 45 university-level credits, applicable to the program of study, with a GPA of 3.0 or better
2. 24 of the 45 credits must have been completed in the last 12 months
3. A minimum of six credits completed at the senior-level in the discipline of study
4. A minimum GPA of 3.3 in all senior-level courses in the discipline of study

Students interested in one of the Honours disciplines are encouraged to request a graduation check from the Faculty of Arts and Science Program Services Office. Note that entry is competitive; satisfying the minimum requirements may not guarantee admission. For more information and to apply for entry, contact the Honours discipline advisor. Students can also email artsandscience@macewan.ca.

<table>
<thead>
<tr>
<th>Honours Discipline</th>
<th>Department Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>780-633-3399</td>
</tr>
<tr>
<td>Psychology</td>
<td>780-497-5305</td>
</tr>
</tbody>
</table>

**Program of Study - Honours Disciplines**

<table>
<thead>
<tr>
<th>Program Element</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Requirements</td>
<td>Honours requirements are determined by each discipline.</td>
<td>63-84</td>
</tr>
</tbody>
</table>
Options

Students can complete up to 15 credits in out-of-faculty options, with no more than 3 credits in physical activity (PACT) courses.

Total Degree Credits Including Breadth

120

Breadth Requirements

Within the 120 credit BSc degree, students must complete the following Breadth requirements. Courses can be used both to satisfy the breadth and the Honours requirements. BIOL, CHEM, EASC, or PHYS courses must include a laboratory component.

<table>
<thead>
<tr>
<th>Breadth Element</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological or Earth and Planetary Sciences</td>
<td>BIOL or EASC (not including BIOL 101, 102, or BIOL 103)</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry or Physics</td>
<td>CHEM or PHYS</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>ENGL 102 and 3 credits in university English (not including ENGL 111 or ENGL 108)</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>CLAS, COMP, HIST, HUMN, PHIL or a language other than English</td>
<td>6</td>
</tr>
<tr>
<td>Mathematical Sciences</td>
<td>One of MATH 114, MATH 120, or MATH 125, and 3 credits in MATH, STAT, or CMPT (not including MATH 160, MATH 170, or CMPT 104)</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>ANTH, ECON, LING, POLS, PSYC, and SOCI</td>
<td>6</td>
</tr>
</tbody>
</table>

Degree Regulations

Students are strongly encouraged to seek advice from the faculty advisors about program planning.

Academic Residency - Credit Requirements

In addition to the academic residency requirements of the University, Bachelor of Science students must complete at MacEwan University:

- A minimum of 24 credits at the senior-level in the major discipline, with 12 of those senior credits completed at the 300- or 400-level. All 400-level requirements are to be completed at MacEwan University.

And if applicable:

- A minimum of nine credits in a minor at the senior-level, with at least three of those credits completed at the 300- or 400-level.

Breadth Requirements

Courses taken to fulfill the major, minor, or option requirements can also be used to satisfy breadth requirements.

Declaration of a Major and Minor

Students are advised to declare a primary major and minor, or primary major and a secondary major, or a major and two minors by the time they have completed 45 credits. Majors are selected from Science disciplines and consist of 42 to 60 junior- and senior-level credits. Multi-disciplinary majors consist of 60-72 junior- and senior-level credits. With the exception of those students in an Honours program, a maximum of 60 credits may be completed from any one discipline for credit towards the degree. A major and minor cannot be in the same discipline and students may not declare more than one out-of-faculty minor. Students can re-declare their major(s) and/or minor(s) if required.

For students completing multiple majors or minors, the Faculty cannot guarantee a schedule of classes that will permit students to complete their degree in eight consecutive fall and winter semesters. Furthermore, depending on the courses in which a student enrolls, meeting the requirements of a double major may require the completion of more than 120 credits for graduation. Students are strongly encouraged to consult with a program advisor in the Program Services Office in the Faculty of Arts and Science and a discipline advisor in their major and minor prior to this declaration. Students majoring in mathematical or physical sciences may pursue a minor but are not required to do so.

Graduation Grade Point Average

As part of the Graduation Grade Point Average regulation above, Bachelor of Science students must obtain an overall GGPA of 2.0 or higher, with a minimum GPA of 2.0 on all courses credited toward the major(s) and a minimum GPA of 2.0 on all courses credited toward the minor(s).

Graduation Requirements

Graduation requirements are governed by the date on which a student declares their major(s) and minor(s). Students who declare after this date are bound by the programs of study and degree requirements of the upcoming academic year as published in the MacEwan calendar.

Junior - and Senior-Level Courses

Courses numbered from 100 to 199 are considered junior-level and courses numbered from 200 to 499 are considered senior-level.

Major or Minor 300- and 400- Level Requirements

The 300- and 400-level requirements in the major or minor cannot consist solely of project, field placement, and/or individual study courses.

Maximum Independent Courses

The maximum number of credits for independent work (project, field placement, and/or individual study courses) excluding the Honours Thesis is 15 credits. Specific disciplines may have further restrictions.

Maximum Junior-Level Courses

A maximum of 48 credits at the 100-level are permitted in completion of the B.Sc. degree. Additional courses at the 100-level are extra to the
120 credits required to complete the B.Sc. degree and will not be counted toward fulfillment of graduation requirements.

**Minimum Science Courses**
Students are required to complete successfully a minimum of 72 total credits from Science courses.

**Minimum Passing Grade**
A minimum grade of D is required for all Science degree courses unless otherwise noted next to the appropriate course in the program of study. A maximum of six credits with a final grade of D or D+ are permitted in courses credited toward the minimum requirements for the major.

**Minimum Transfer Grade for Credit**
A minimum grade of D is required on any transfer credit granted for the program. Arts and Science courses require a minimum grade of C- when the course is used as a prerequisite. Transfer credit decisions made by the university are final and cannot be appealed.

**Out-of-Faculty Options Requirements**
Degree options may include a maximum of 15 credits from courses offered by a Faculty or School other than Arts and Science except for those students completing an out-of-faculty minor or those who have met the minor requirements with a diploma. These students must complete their degree options from courses offered within the Faculty of Arts and Science.

**Progression of Studies**
Students are responsible for ensuring they meet the prerequisite and/or co-requisite requirements as noted on all courses that may fulfill Bachelor of Science program requirements.

**Additional Degree Regulations - Honours**

**Overall Requirements**
The Honours program of study consists of 63 to 84 credits as determined by the discipline. Students in the Honours program are not required to complete a minor.

**Course Load**
Students accepted into an Honours program must complete 24-credits in each twelve consecutive months they are in the program. Exceptions to this rule may occur with the approval of the Honours discipline advisor.

**Grade Point Average**
Students accepted and enrolled in the Science Honours program must maintain a minimum overall GPA of 3.0. As well, students must maintain a minimum GPA of 3.3 in all courses specified in the Honours discipline of study for each twelve consecutive months following acceptance into the Honours program. Failure to do so will result in the student's program status reverting to BSc with a major in the previous Honours discipline.

**Graduation Grade Point Average**
In order to graduate, students must obtain an overall GGPA of 3.0 or higher, with a minimum GPA of 3.3 on all courses credited toward the Honours program of study.

**Additional Degree Regulations - Subsequent Baccalaureate**
In addition to meeting the degree regulations listed above, students who already hold a baccalaureate degree must satisfy the provisions of policies pertaining to subsequent baccalaureate credentials.

**Applied Statistics Major**

Total credits required for major - 42 to 60 credits with a minimum of 36 senior-level credits.

**Note:** Students majoring in Applied Statistics are required to take prerequisite courses MATH 114, MATH 115, one of MATH 120 or MATH 125, and CMPT 101 or CMPT 103. These courses can be used to fulfill the breadth requirements.

**Course ID** | **Course Name** | **Credits**
--- | --- | ---
MATH 214 | Intermediate Calculus I | 3
MATH 215 | Intermediate Calculus II | 3
MATH 225 | Linear Algebra II | 3
STAT 265 | Probability Theory | 3
STAT 266 | Mathematical Statistics | 3
STAT 378 | Applied Regression Analysis | 3
STAT 496 | Statistical Consulting Project | 3
STAT 350 | Sampling Theory and Applications | 3
or STAT 353 | Design and Analysis of Experiments | 3

**General Major Requirements**
Select 18 to 36 credits chosen from junior- and senior-level STAT

**Total Credits**
42-60

**Biological Sciences Major**
The Biology major is a competitive major. Students must complete BIOL 107 and BIOL 108 with no grade lower than C-. Students must also have completed a minimum of one of BIOL 207 or BIOL 208, and be registered in the remaining course during the winter term when declarations close. The number of new seats available in the Biological Sciences major will be determined by the Biology department annually. Students will submit their declaration by January 15. Students who apply will be ranked by their admissions GPA, which is calculated using their most recent 24 credits of university-level course work, without breaking up a term. Applicants with the highest GPA will be admitted to the program first, until no seats remain. Students will be notified of the success or denial of their application to the Biological Sciences major no later than February 1.

**Total credits required for major - 42 to 60 credits with a minimum of 36 senior-level credits.**

A minimum of 18 credits at the 300- or 400- level.

A minimum of 6 credits must be at the 400- level.

**Note:** Students majoring in biological sciences are required to complete CHEM 101, CHEM 102, and STAT 151. These courses can be used to fulfill the Breadth Requirements.
### Biological Sciences Minor

**Specific Major Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 107</td>
<td>Introduction to Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 108</td>
<td>Organisms in Their Environment</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 207</td>
<td>Principles of Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 208</td>
<td>Principles of Ecology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select either: the General Biological Major, the Molecular/Cellular or 30-48 Ecology and Diversity Streams

| Total Credits | 42-60 |

**Ecology and Diversity Stream Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 310</td>
<td>Freshwater Ecology</td>
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<tr>
<td>BIOL 312</td>
<td>Terrestrial Ecology</td>
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<tr>
<td>BIOL 314</td>
<td>Population Ecology</td>
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<tr>
<td>BIOL 315</td>
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<td>BIOL 316</td>
<td>Community Ecology</td>
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<td>BIOL 321</td>
<td>Mechanisms of Evolution</td>
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<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>BIOL 498</td>
<td>Advanced Independent Study</td>
<td></td>
</tr>
<tr>
<td>BOTN 205</td>
<td>Fundamentals of Plant Biology</td>
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<tr>
<td>ZOOL 425</td>
<td>Entomology</td>
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</tr>
<tr>
<td>ZOOL 452</td>
<td>Principles of Parasitism</td>
<td></td>
</tr>
</tbody>
</table>

Select up to 18 credits of junior- and senior-level biological sciences courses

| Total Credits | 48 |

**General Biological Sciences Major Requirements**

Select 30 to 48 credits of junior- and senior-level biological sciences courses

| Total Credits | 30-48 |

**Molecular/Cellular Stream Requirements**

Select 30 credits from the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BICM 200</td>
<td>Introductory Biochemistry</td>
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</tr>
<tr>
<td>BICM 310</td>
<td>Intermediary Metabolism</td>
<td></td>
</tr>
<tr>
<td>BICM 320</td>
<td>Structure and Function of Biomolecules</td>
<td></td>
</tr>
<tr>
<td>BICM 330</td>
<td>Nucleic Acid Biochemistry</td>
<td></td>
</tr>
<tr>
<td>BIOL 201</td>
<td>Eukaryotic Cellular Biology I</td>
<td></td>
</tr>
<tr>
<td>BIOL 205</td>
<td>Principles of Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 211</td>
<td>Introduction to Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIOL 300</td>
<td>Eukaryotic Cellular Biology II</td>
<td></td>
</tr>
<tr>
<td>BIOL 313</td>
<td>Animal Developmental Biology</td>
<td></td>
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<tr>
<td>BIOL 315</td>
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<tr>
<td>BIOL 430</td>
<td>Pathobiology: The Cellular Basis of Disease</td>
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<td>BIOL 492</td>
<td>Field Placement</td>
<td></td>
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<tr>
<td>BIOL 495</td>
<td>Special Topics</td>
<td></td>
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<tr>
<td>BIOL 498</td>
<td>Advanced Independent Study</td>
<td></td>
</tr>
<tr>
<td>GENE 317</td>
<td>Genetics and Society</td>
<td></td>
</tr>
<tr>
<td>GENE 369</td>
<td>Genetic Analysis of Bacteria</td>
<td></td>
</tr>
<tr>
<td>GENE 370</td>
<td>Genetic Analysis of Eukaryotes</td>
<td></td>
</tr>
<tr>
<td>GENE 400</td>
<td>Genome Organization</td>
<td></td>
</tr>
<tr>
<td>GENE 404</td>
<td>Investigations into Gene Regulation</td>
<td></td>
</tr>
<tr>
<td>GENE 418</td>
<td>Human Genetics</td>
<td></td>
</tr>
<tr>
<td>ZOOL 241</td>
<td>Animal Physiology I</td>
<td></td>
</tr>
<tr>
<td>ZOOL 242</td>
<td>Animal Physiology II</td>
<td></td>
</tr>
</tbody>
</table>

Select up to 18 credits of junior- and senior-level biological sciences courses

| Total Credits | 48 |

**Biological Sciences Minor**

Total credits required for minor - 18 senior-level credits.

A minimum of six credits must be at the 300- or 400-level.

**Note:** Junior-level BIOL 107 and BIOL 108 are required. Both BIOL 207 and BIOL 208 may be taken for credit.

**Specific Minor Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 207</td>
<td>Principles of Genetics</td>
<td>3</td>
</tr>
<tr>
<td>or BIOL 208</td>
<td>Principles of Ecology</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Minor Requirements**

Including: BICM, BIOL, BOTN, GENE, and ZOOL – as well as SCIE 201.
Select 15 credits chosen from senior-level biological sciences - BICM, BIOL, BOTN, GENE, and ZOOL

Total Credits \( 18 \)

**Biological Sciences Honours**

**Total credits required for Honours – 63 to 84 credits.**

**Note:** Biological Sciences Honours are required to complete BIOL 207, BIOL 208, CHEM 101, CHEM 102, and STAT 151 prior to applying for the Honours program. A minimum grade of B- in BIOL 399 is required to progress in the Honours program.

<table>
<thead>
<tr>
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</tr>
<tr>
<td>CHEM 261</td>
<td>Organic Chemistry I</td>
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<td>BICM 200</td>
<td>Introductory Biochemistry</td>
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<td>BIOL 337</td>
<td>Biostatistics and Research Design</td>
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<td>BIOL 399</td>
<td>Honours Proposal</td>
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<tr>
<td>BIOL 499A</td>
<td>Honours Thesis I</td>
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<tr>
<td>BIOL 499B</td>
<td>Honours Thesis II</td>
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</tr>
</tbody>
</table>

Select either: the Molecular/Cellular or Ecology and Diversity Stream \( 30-51 \)

**Total Credits** \( 63-84 \)

### Molecular/Cellular Honours Stream Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BICM 310</td>
<td>Intermediary Metabolism</td>
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</table>

Select 30 credits from the following: \( 30 \)

<table>
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<tr>
<th>Course ID</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>BIOL 310</td>
<td>Freshwater Ecology</td>
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<td>BOTN 205</td>
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<tr>
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<td>Entomology</td>
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<tr>
<td>ZOOL 452</td>
<td>Principles of Parasitism</td>
<td></td>
</tr>
</tbody>
</table>

Select up to 21 credits of junior- and senior-level biological sciences \( 0-21 \)

**Total Credits** \( 30-51 \)

1 Including BICM, BIOL, BOTN, GENE, and ZOOL – as well as SCIE 201.

### Ecology and Diversity Stream Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 310</td>
<td>Freshwater Ecology</td>
<td></td>
</tr>
<tr>
<td>BIOL 312</td>
<td>Terrestrial Ecology</td>
<td></td>
</tr>
<tr>
<td>BIOL 314</td>
<td>Population Ecology</td>
<td></td>
</tr>
<tr>
<td>BIOL 315</td>
<td>History of Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 316</td>
<td>Community Ecology</td>
<td></td>
</tr>
<tr>
<td>BIOL 323</td>
<td>Introduction to Population Genetics</td>
<td></td>
</tr>
<tr>
<td>BIOL 361</td>
<td>Marine Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 365</td>
<td>Tropical Rainforest Ecology</td>
<td></td>
</tr>
<tr>
<td>BIOL 367</td>
<td>Conservation Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 371</td>
<td>Animal Behaviour</td>
<td></td>
</tr>
<tr>
<td>BIOL 410</td>
<td>Techniques in Field Ecology</td>
<td></td>
</tr>
<tr>
<td>BIOL 414</td>
<td>Invasion Ecology and Management</td>
<td></td>
</tr>
<tr>
<td>BIOL 422</td>
<td>Methods in Experimental Ecology</td>
<td></td>
</tr>
<tr>
<td>BIOL 492</td>
<td>Field Placement</td>
<td></td>
</tr>
<tr>
<td>BIOL 495</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>BOTN 205</td>
<td>Fundamentals of Plant Biology</td>
<td></td>
</tr>
<tr>
<td>BOTN 305</td>
<td>Plant Responses and Interactions</td>
<td></td>
</tr>
<tr>
<td>ZOOL 224</td>
<td>Vertebrate Adaptations and Evolution</td>
<td></td>
</tr>
<tr>
<td>ZOOL 241</td>
<td>Animal Physiology I</td>
<td></td>
</tr>
<tr>
<td>ZOOL 242</td>
<td>Animal Physiology II</td>
<td></td>
</tr>
<tr>
<td>ZOOL 250</td>
<td>Survey of the Invertebrates</td>
<td></td>
</tr>
<tr>
<td>ZOOL 324</td>
<td>Comparative Anatomy of Vertebrates</td>
<td></td>
</tr>
<tr>
<td>ZOOL 400</td>
<td>Aquatic Vertebrates</td>
<td></td>
</tr>
<tr>
<td>ZOOL 401</td>
<td>Terrestrial Vertebrates</td>
<td></td>
</tr>
<tr>
<td>ZOOL 425</td>
<td>Entomology</td>
<td></td>
</tr>
<tr>
<td>ZOOL 452</td>
<td>Principles of Parasitism</td>
<td></td>
</tr>
</tbody>
</table>

Select up to 21 credits of junior- and senior-level biological sciences \( 0-21 \)

**Total Credits** \( 30-51 \)

1 Including BICM, BIOL, BOTN, GENE, and ZOOL – as well as SCIE 201.

### Chemistry Minor

**Total credits required for minor - 18 senior-level credits.**

A minimum of six credits must be completed at the 300- or 400-level.

A maximum of three credits in PHSC may be used.

**Note:** CHEM 101 and CHEM 102 are required for this minor.
Computer Science Major

Total credits required for major - 42 to 60 credits with a minimum of 36 senior-level credits.

Notes:

• Students majoring in Computer Science are required to take MATH 114, one of MATH 120 or MATH 125, and STAT 151.
• No more than 9 credits of independent work from CMPT 398, CMPT 496, and CMPT 498, can be used to fulfill the minimum senior-level requirements.
• Students who declare the Computer Science Major and who do not have credit for CMPT 101, or equivalent, are required to take this course. CMPT 101 can be used to fulfill a general CMPT requirement.

General Computer Science Major Requirements

Course ID Course Name Credits
Select 6 credits from following: 6
CMPT 204 Algorithms I
CMPT 229 Computer Organization and Architecture
CMPT 250 Introduction to Human Computer Interaction
CMPT 280 Introduction to Computer Security
CMPT 291 Introduction to File and Database Management
Select 6 credits from the following: 6
CMPT 306 Non-Procedural Programming Languages
CMPT 315 Web Application Development
CMPT 330 Introduction to Real Time Gaming
CMPT 355 Introduction to Artificial Intelligence
CMPT 360 Introduction to Operating Systems
CMPT 361 Introduction to Networks
CMPT 370 Introduction to Computer Graphics
CMPT 380 Computer Systems Security
CMPT 391 Database Management Systems
Select 24 - 42 credits from the General Computer Science major or the Databases and Interactive Visualization, Systems and Information Security, or Gaming Streams 24-42
Total Credits 42-60

Databases and Interactive Visualization Stream

Course ID Course Name Credits
CMPT 250 Introduction to Human Computer Interaction 3
CMPT 272 Formal Systems and Logic in Computing Science 3
CMPT 291 Introduction to File and Database Management 3
Select 12 credits from the following: 12
CMPT 315 Web Application Development
CMPT 351 Human Computer Interaction: Usability
CMPT 391 Database Management Systems
CMPT 450 Information Visualization
CMPT 491 Datamining and Advanced Database Topics
Select 3 to 21 credits chosen from junior- and senior-level CMPT. 3-21
Total Credits 24-42

System and Information Security Stream

Course ID Course Name Credits
CMPT 229 Computer Organization and Architecture 3
CMPT 280 Introduction to Computer Security 3
CMPT 360 Introduction to Operating Systems 3
CMPT 361 Introduction to Networks 3
CMPT 380 Computer Systems Security 3
CMPT 464 Wireless Networks and Embedded Systems 3
CMPT 480 Computer Network Security 3
Select 3 to 21 credits chosen from junior- and senior-level CMPT. 3-21
Total Credits 24-42

Gaming Stream

Course ID Course Name Credits
CMPT 230 Introduction to Computer Games 3
CMPT 291 Introduction to File and Database Management 3
CMPT 330 Introduction to Real Time Gaming 3
CMPT 370 Introduction to Computer Graphics 3
CRWR 295 Introduction to Creative Writing 3
Select 3 credits from the following: 3
CMPT 250 Introduction to Human Computer Interaction
CMPT 280 Introduction to Computer Security
CMPT 355 Introduction to Artificial Intelligence
Select 6 to 24 credits chosen from junior- and senior-level CMPT 6-24
Total Credits 24-42

Computer Science Minor

Total credits required for minor - 18 senior-level credits.

A minimum of six credits must be at the 300- or 400-level, excluding CMPT 310 and CMPT 311.
### Earth and Planetary Sciences Minor

**Total credits required for minor - 18 senior-level credits.**

A minimum of six credits must be completed at the 300- or 400-level.

**Note:** EASC 101 and either EASC 102 or EASC 103 are required for this minor.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 200</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 201</td>
<td>Practical Programming Methodology</td>
<td></td>
</tr>
<tr>
<td>CMPT 204</td>
<td>Algorithms I</td>
<td></td>
</tr>
<tr>
<td>CMPT 229</td>
<td>Computer Organization and Architecture</td>
<td></td>
</tr>
<tr>
<td>CMPT 291</td>
<td>Introduction to File and Database Management</td>
<td></td>
</tr>
</tbody>
</table>

**General Minor Requirements**

Select 12 credits chosen from senior-level CMPT 12

**Total Credits** 18

---

### Mathematical Sciences Major

**Total credits required for major - 60 to 72 credits with a minimum of 42 senior-level credits.**

Three disciplines – computer science, mathematics and statistics.

**Notes:**

1. Requirement to choose two of the three as primary disciplines.
2. If any of computer science, mathematics or statistics disciplines are chosen as a minor, all senior-level credits in that discipline will only count toward the minor.

Three credits at the 300- or 400-level in each primary discipline.

A minimum of 12 credits at the 300- or 400-level in the primary disciplines.

If mathematics is a primary discipline – STAT 265 and STAT 266 may be used to fulfill this requirement.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 114</td>
<td>Elementary Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 115</td>
<td>Elementary Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 214</td>
<td>Intermediate Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Intermediate Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 225</td>
<td>Linear Algebra II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 310</td>
<td>Real Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 330</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120</td>
<td>Basic Linear Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 125</td>
<td>Linear Algebra I</td>
<td></td>
</tr>
<tr>
<td>MATH 200</td>
<td>Fundamental Concepts of Math</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 241</td>
<td>Geometry</td>
<td></td>
</tr>
</tbody>
</table>

**General Major Requirements**

Select 18 to 33 credits chosen from senior-level MATH 18-33

**Total Credits** 45-60

---

### Mathematics Minor

**Total credits required for minor - 18 senior-level credits.**

A minimum of six credits must be completed at the 300- or 400-level.

**Note:** Junior-level required courses MATH 114, MATH 115, and either MATH 120 or MATH 125.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 114</td>
<td>Elementary Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 115</td>
<td>Elementary Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120</td>
<td>Basic Linear Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 125</td>
<td>Linear Algebra I</td>
<td></td>
</tr>
<tr>
<td>CMPT 101</td>
<td>Introduction to Computing I</td>
<td>3</td>
</tr>
<tr>
<td>or CMPT 103</td>
<td>Introduction to Computing II</td>
<td></td>
</tr>
</tbody>
</table>

**General Major Requirements**

**Primary Discipline I**

Select 18 to 24 junior- and senior-level credits chosen from the first 18-24 primary discipline

Select 18 to 24 junior- and senior-level credits chosen from the second primary discipline

**General Requirements**

Select 6 to 12 credits of junior- and senior-level CMPT, MATH, and STAT 6-12

**Total Credits** 18

---

### Physics Sciences Major

**Total credits required for major - 60 to 72 credits with a minimum of 42 senior-level credits.**
Three disciplines – chemistry, Earth and planetary sciences, physics.

Notes:

1. Requirement to choose two of the three disciplines as primary disciplines.
2. If any of chemistry, Earth and planetary sciences or physics disciplines are chosen as a minor, all senior-level credits in that discipline will only count toward the minor.
3. MATH 114 is a prerequisite for most 200-level PHYS courses. Students are advised to take MATH 114 in the first year of their program.

A minimum of 12 credits at the 300- or 400-level in the primary disciplines.

A minimum of 3 credits at the 300- or 400-level required for each discipline.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Major Requirements</td>
<td>Select 6 credits from each of the following disciplines:</td>
<td>18</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHEM 101 Introductory University Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CHEM 102 Introductory University Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>Earth and Planetary Science</td>
<td>EASC 101 Introduction to Physical Science</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EASC 102 Introduction to Environmental Earth Science</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EASC 103 Historical Geology</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>PHYS 124 Physics for Life Sciences I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>&amp; PHYS 126 and Physics for Life Sciences II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PHYS 144 Mechanics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>&amp; PHYS 146 and Electromagnetism</td>
<td>1</td>
</tr>
<tr>
<td>General Major Requirements</td>
<td>Three Disciplines - Chemistry (CHEM), Earth and Planetary Sciences (EASC), and Physics (PHYS). PHSC can be used wherever CHEM, EASC, or PHYS is used.</td>
<td></td>
</tr>
<tr>
<td>Primary Discipline I</td>
<td>Select 18 to 24 credits chosen from senior-level courses from the first primary discipline</td>
<td>18-24</td>
</tr>
<tr>
<td>Primary Discipline II</td>
<td>Select 18 to 24 credits chosen from senior-level courses from the second primary discipline</td>
<td>18-24</td>
</tr>
<tr>
<td>General Requirements</td>
<td>Select 6-12 credits chosen from senior-level courses from the third discipline</td>
<td>6-12</td>
</tr>
<tr>
<td>Total Credits</td>
<td>60-78</td>
<td></td>
</tr>
</tbody>
</table>

**Physics Minor**

**Total credits required for minor - 18 senior-level credits.**

A minimum of six credits must be at the 300- or 400-level.

Notes:

1. PHYS 124 and PHYS 126, or PHYS 144 and PHYS 146 are required for this minor.

2. MATH 114 is a prerequisite for most 200-level PHYS courses. Students are advised to take MATH 114 in the first year of their program.

**Course ID | Course Name | Credits**
**Specific Minor Requirements**
Select 6 credits from the following: | 6 |
| PHYS 200 Introduction to Relativity | |
| PHYS 208 Quantum Aspects of Physics | |
| PHYS 224 Fluids and Heat | |
| PHYS 244 Mechanics | |

**General Minor Requirements**
Select 12 credits chosen from senior-level PHYS | 12 |
| Total Credits | 18 |

1. A maximum of three credits in PHSC may be used.

**Planetary Physics Minor**

**Total credits required for minor - 18 senior-level credits.**

A minimum of six credits must be at the 300- or 400-level.

EASC 398, EASC 495, EASC 498, PHYS 398, PHYS 495, or PHYS 498 can be used to fulfill this requirement if the topic is relevant to planetary physics.

Note: Students are responsible for ensuring they have the prerequisites for the required courses in this minor.

**Course ID | Course Name | Credits**
**Specific Minor Requirements**
EASC 206 Geology of the Solar System | 3 |
| PHYS 226 Optics and Sound Waves | 3 |
| PHYS 242 Physics of Planetary Exploration | 3 |
| PHYS 252 Physics of the Earth | 3 |
| Select 6 credits from the following: | 6 |
| EASC 334 Planetary Surface Imaging | |
| EASC 406 Planetary Materials | |
| PHYS 324 Origins of Planetary Systems | |
| Total Credits | 18 |

**Psychology Major**

**Total credits required for major - 42 to 60 credits with a minimum of 36 senior-level credits.**

A minimum of nine credits at the 300-level.

A minimum of six credits at the 400-level. PSYC 439 does not satisfy the 400-level requirement. Students in the Psychology Science major are required to complete BIOL 107 and BIOL 108.

Psychology is a competitive major. Psychology applicants are required to have completed PSYC 104, PSYC 105, STAT 151 or STAT 161, and one 200-level PSYC class with no grade lower than C- in any of them. They must also either have completed or be enrolled in PSYC 212 during the winter term when the declarations close. They will be ranked by their
AGPA, which is calculated using their most recent 24 credits of university-level course work, without breaking up a term.

### Specific Major Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 104</td>
<td>Introductory Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 105</td>
<td>Introductory Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>Introduction to Research Methods in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 15 credits from the following: 15

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 223</td>
<td>Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 233</td>
<td>Personality</td>
<td></td>
</tr>
<tr>
<td>PSYC 241</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 258</td>
<td>Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 267</td>
<td>Perception</td>
<td></td>
</tr>
<tr>
<td>PSYC 275</td>
<td>Brain and Behaviour</td>
<td></td>
</tr>
<tr>
<td>PSYC 281</td>
<td>Principles of Behaviour</td>
<td></td>
</tr>
</tbody>
</table>

### General Major Requirements

Select 18 to 36 credits chosen from senior-level PSYC 18-36

Total Credits 42-60

### Psychology Minor

Total credits required for minor - 18 senior-level credits.

A minimum of six credits must be completed at the 300- or 400-level. PSYC 439 does not satisfy this requirement. Junior-level PSYC 104 and PSYC 105 are required.

<table>
<thead>
<tr>
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<th>Course Name</th>
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</thead>
<tbody>
<tr>
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<td>Developmental Psychology</td>
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<td>Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 267</td>
<td>Perception</td>
<td></td>
</tr>
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<td>PSYC 275</td>
<td>Brain and Behaviour</td>
<td></td>
</tr>
<tr>
<td>PSYC 281</td>
<td>Principles of Behaviour</td>
<td></td>
</tr>
</tbody>
</table>

### General Honours Requirements

Select 21 credits of senior-level PSYC courses chosen in consultation with psychology Honours advisor

### Approved Honours Options

Select 15 credits of senior-level PSYC courses chosen in consultation with psychology Honours advisor

### Courses Outside the Discipline

Select 15 credits chosen in consultation with psychology Honours advisor

### Flex Courses

Select 6 credits of PSYC or courses outside of the discipline chosen in consultation with psychology Honours advisor

Total Credits 84

### Statistics Minor

Total credits required for minor - 18 senior-level credits.

A minimum of six credits must be completed at the 300- or 400-level. Junior-level required courses MATH 114 and MATH 115.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 265</td>
<td>Probability Theory</td>
<td>3</td>
</tr>
<tr>
<td>STAT 266</td>
<td>Mathematical Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Specific Minor Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 265</td>
<td>Probability Theory</td>
<td></td>
</tr>
<tr>
<td>STAT 266</td>
<td>Mathematical Statistics</td>
<td></td>
</tr>
</tbody>
</table>

### General Minor Requirements

Select 12 credits chosen from senior-level STAT 12

Total Credits 18

### Psychology Honours

Total credits required for Honours – 84 credits.

**Note:** Junior-level courses BIOL 107, BIOL 108, and either STAT 151 or STAT 161 are required for Psychology Science Honours. To enter the Honours program, students require a minimum 3.3 GPA in PSYC courses and completion of a 200-level PSYC, as well as completion or enrolment in PSYC 212.

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<tr>
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</tr>
<tr>
<td>PSYC 105</td>
<td>Introductory Psychology II</td>
<td>3</td>
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<tr>
<td>PSYC 212</td>
<td>Introduction to Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>STAT 252</td>
<td>Applied Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>History of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 312</td>
<td>Advanced Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 400</td>
<td>Psychology Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 499A</td>
<td>Honours Thesis I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 499B</td>
<td>Honours Thesis II</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 15 credits from the following: 15

<table>
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<tbody>
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<tr>
<td>PSYC 233</td>
<td>Personality</td>
<td></td>
</tr>
</tbody>
</table>
Consistent with the philosophy of Dr. J.W. Grant MacEwan, MacEwan University's Bachelor of Science in Nursing (BScN) program holds the values of respect, compassion, leadership, scholarship and accountability. The BScN program is designed to prepare graduates who are committed to excellence in professional practice and who contribute to the health and well-being of individuals, families, communities and society. Throughout the program students acquire knowledge, skills and attributes to ready themselves for safe, compassionate, evidence-informed, competent and ethical nursing practice.

MacEwan University's BScN program is a rigorous, four-year program designed to introduce, expand and sequentially integrate knowledge, concepts and theories. Our approach to learning promotes the retention and application of in-depth knowledge and diverse skills. The program is delivered through contextual and experiential learning in classroom, laboratory and practice settings. Theoretical knowledge is attained from the disciplines of nursing, arts, sciences and humanities. Knowledge and competencies for nursing research, education and leadership roles are encompassed within the program. BScN graduates are eligible to write the NCLEX – RN Canadian Registered Nurse Examination.

Career Potential
The profession of registered nursing offers a highly challenging and deeply rewarding career for dedicated individuals. Registered nurses play a vital role within complex and changing health systems. MacEwan University's BScN graduates attain knowledge, skills, and other professional attributes to practice in diverse settings including tertiary, community and continuing care.

Transferability
All courses completed for the Bachelor of Science in Nursing degree are credit courses and may be transferable individually toward further study at other Alberta institutions. For current, detailed information on individual course transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Contact Information
T: 780-497-5874
E: nurseinfo@macewan.ca

Categories of Admission
Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the Office of the University Registrar
Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:
1. ELA 30-1
2. Biology 30
3. Chemistry 30 or Science 30
4. Mathematics 30-1 or Mathematics 30-2 or Mathematics 31
5. One Group A, B, C or D course

Notes:
• A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine to 23 university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale. Applicants with 24 or more university-level credits will be considered under Previous Post-Secondary Work.

Mature Admission
To be evaluated through the Office of the University Registrar
Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:
1. ELA 30-1
2. Biology 30
3. Chemistry 30 or Science 30
4. Mathematics 30-1 or Mathematics 30-2 or Mathematics 31

Note:
• For Mature Admission only, another Group C course grade could be used to replace the Mathematics 30-1 or Mathematics 30-2 or Mathematics 31 grade in the calculation of the competitive average.

Applicants with nine to 23 university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale. Applicants with 24 or more university-level credits will be considered under Previous Post-Secondary Work.

Previous Post-Secondary Work
To be evaluated through the Office of the University Registrar
Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed the following from a recognized institution:
• A minimum of 24 credits of university-level credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale and must have completed the required core courses listed under the Regular or Mature Admission category.

Additional Admission Criteria
All applicants must meet the following:
1. **English Language Proficiency**  
*To be evaluated through the Office of the University Registrar*

**Applicable to All Admission Categories**

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University's academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

2. **Spoken English Proficiency**  
*To be evaluated through the Office of the University Registrar*

**Applicable to All Admission Categories**

Applicants who speak English as a second language – regardless of citizenship – are required to submit official documents such as high school, post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University's academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

3. **Other Admission Criteria**  
*To be evaluated through the Office of the University Registrar*

**Applicable to All Admission Categories**

Applicants who have had one or more unsatisfactory academic records from any post-secondary program or institution must meet the admission requirements under the Previous Post-Secondary Work admission category.

Applicants who have two or more unsatisfactory academic records within the past 10 years from any post-secondary program or institution will not be considered for admission or re-admission to the Program until a minimum five years from the date of assignment of the last unsatisfactory record. For the purpose of admission or re-admission, an unsatisfactory record is defined as a transcript with the notation ‘required to withdraw’ or equivalent.

*To be evaluated through the Program*

**Applicable to All Admission Categories**

Applicants offered admission to the program are required to present a clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.

Conditionally accepted applicants who have had a break in the continuity of their nursing program or who completed a portion of a nursing program through another institution may have to meet additional course requirements to establish course currency and/or course equivalence.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year I</td>
<td></td>
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<tr>
<td>Term I</td>
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<tr>
<td>University-level English 1,2</td>
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<tr>
<td>HLSC 120</td>
<td>Human Anatomy 1</td>
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<td>HLSC 126</td>
<td>Human Physiology 1</td>
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<tr>
<td>HLST 152</td>
<td>Foundations in Health 1</td>
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<td>NURS 170</td>
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<td>HLSC 124</td>
<td>Microbiology for Health Professionals 1</td>
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<tr>
<td>HLSC 128</td>
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<td>NURS 175</td>
<td>Nursing Practice Foundations 1</td>
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<td>PSYC 104</td>
<td>Introductory Psychology II 1</td>
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<td>HLSC 220</td>
<td>Pharmacotherapeutics for Health Professionals 1</td>
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<tr>
<td>HLSC 222</td>
<td>Alterations in Health Across the Lifespan 1</td>
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<td>NURS 252</td>
<td>Health Assessment Across the Lifespan 1</td>
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<tr>
<td>NURS 270</td>
<td>Nursing Care Across the Lifespan 1</td>
<td>4</td>
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<tr>
<td>NURS 272</td>
<td>Mental Health Nursing 1</td>
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<tr>
<td>Term II</td>
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<tr>
<td>NURS 275</td>
<td>Nursing Practice I Across the Lifespan 1</td>
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<tr>
<td>NURS 277</td>
<td>Nursing Practice II Across the Lifespan 1</td>
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<tr>
<td>NURS 279</td>
<td>Nursing Practice Mental Health Nursing 1</td>
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<td>Term III</td>
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<td>STAT 151</td>
<td>Introduction to Applied Statistics 1</td>
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<td>Year III</td>
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<td>Term I</td>
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<td>HLST 354</td>
<td>Healthy Populations 1</td>
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<td>NURS 344</td>
<td>Fundamentals of Nursing Research 1</td>
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<td>NURS 370</td>
<td>Nursing Care of the Acutely Ill Across the Lifespan 1</td>
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<td>NURS 372</td>
<td>Nursing Care of Families with Young Children 1</td>
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<tr>
<td>Open Elective  1</td>
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<td>Term II</td>
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<tr>
<td>NURS 375</td>
<td>Nursing Practice: Nursing Care of Acutely Ill Across the Lifespan 1</td>
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</tr>
<tr>
<td>NURS 377</td>
<td>Nursing Practice: Nursing in the Community 1</td>
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<tr>
<td>NURS 379</td>
<td>Nursing Practice: Nursing Care of Families with Young Children 1</td>
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<tr>
<td>Term III</td>
<td></td>
<td></td>
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<tr>
<td>Year IV</td>
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<tr>
<td>Term I</td>
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<td>NURS 472</td>
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<td>NURS 474</td>
<td>Future Directions in Nursing 1</td>
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</tr>
<tr>
<td>PHIL 386</td>
<td>Philosophy and Health Care 1</td>
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<td>Senior Elective 1</td>
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<tr>
<td>Senior Nursing Elective 1</td>
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<td>Term II</td>
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<td></td>
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<tr>
<td>NURS 479</td>
<td>Nursing Practice: Professional Roles Influencing Care 1</td>
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<tr>
<td>NURS 489</td>
<td>Nursing Practice: Preceptorship 1</td>
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<td>Total Credits</td>
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</table>

1. The minimum passing grade for this course is a C-.
2. Excluding ENGL 111
Credit Earned in: | May Be Substituted for Credit in Program Course:
---|---
HLSC 122 | HLSC 126 & HLSC 128
HLST 159 | HLST 152
NURS 105 | HLSC 120
NURS 108 | HLSC 126 & HLSC 128
NURS 118 & NURS 228 | HLSC 126 & HLSC 128
PEDS 100 | HLSC 120
PEDS 101 | HLSC 126
PEDS 102 | HLSC 126 & HLSC 128
PEDS 103 | HLSC 128
PHSL 162 | HLSC 126 & HLSC 128

Program Time Limit - Exemption
A student in the Bachelor of Science in Nursing degree has six years from the first day of the term of acceptance to complete all requirements to be eligible for a credential (C2075 Program Time Limits).

Degree Regulations
Students are strongly encouraged to seek advice from a faculty or university advisor about program planning for completing degree requirements at MacEwan University.

English Requirement
A three-credit university-level English course at the 100, 200, 300, or 400 level is required as a prerequisite for Year 2; completion of ENGL 102 is recommended. ENGL 111, Communications, cannot be used to meet the English course requirement for the BScN.

Elective and Philosophy Requirements
The Open Elective, Senior Elective, Senior NURS Elective and PHIL 386 are required as prerequisites for program completion. The Open Elective (100 to 400 level) and Senior Elective (200 to 400 level) are university-level theory courses excluding subject code NURS that extend knowledge within an area of interest. The Open Elective may also be chosen to satisfy a prerequisite requirement for a senior elective. The Senior Nursing Elective is a 300 or 400 university-level NURS course that extends nursing knowledge in an area of interest. Students are encouraged to complete these courses in advance of the final program term, thus avoiding a potential delay in fulfilling graduation requirements.

Profession Code of Conduct
Students must adhere to the Canadian Nurses Association Code of Ethics, the professional code of conduct and the confidentiality agreements signed with MacEwan University and clinical placement/other agencies.

Regulations Governing Clinical Courses
Students must achieve satisfactory performance in all clinical courses in accordance with the course/clinical criteria and outcomes. Clinical course hours may include days, evenings, nights and weekends. Students are to arrange their own transportation for required program activities and any costs incurred for meals, travel and accommodation are the student’s responsibility. Students will require daily access to a vehicle for any practice experience not accessible through public transportation. Required nursing practice placements will generally be within a 150 kilometer radius of the program site.

Students cannot be in attendance at clinical agencies as a MacEwan University nursing student except at times and locations authorized by the clinical course instructor for the course in which the student is currently enrolled. Students must comply with policy C2060 Work Integrated Learning regarding clinical and/or nursing practice placements.

Students must have completed all prerequisite courses as well as all program and agency pre-clinical requirements prior to the start of any clinical course. In accordance with policy C2060 Work Integrated Learning, the University reserves the right, at any point during the clinical placement, to remove a student from the clinical placement for serious performance issues (i.e., engaging in behaviour that places the client and/ or others at risk or that is contrary to the professional or safety requirements of the placement). In such cases the Chair, through consultation with the Dean, will assign a grade of F in the course. Although the decision may be appealed according to policy E3103 Student Appeals, the student will not be permitted to remain in the clinical placement during the appeal.

Police Information Check
A current, clear Police Information Check (PIC) that includes a Vulnerable Sector Search is required for program admission. This check must be completed no earlier than 90 days prior to the program start date and submitted no later than the published document deadline. Having a pardon in progress does not meet the admission requirement for a clear PIC. Students are responsible for obtaining a PIC at intervals specified by clinical agencies and for making these available, upon request, to their clinical agency representative. Students may also be required to obtain child welfare checks for some clinical placements. Students must be able to satisfy agency requirements prior to the start of clinical placements. Students whose PIC status changes following program admission must self-report this change in status; this may compromise their ability to complete the program requirements as they may be denied required clinical placements and, therefore, be unable to meet graduation requirements.

Program Standards
Students admitted to this program are presumed to be capable of fulfilling the academic requirements of their program with, if applicable, provision of reasonable accommodation. The reasonable accommodation of students with disabilities shall not require the University to lower its standards, academic or otherwise, nor shall it relieve a student of the responsibility to develop and demonstrate the
essential skills and competencies expected of all students pursuing this program (policy E3400, Students with Disabilities).

**Immunization Status**
Program students may be required to care for patients/clients who have infectious diseases such as Hepatitis B or other blood-borne pathogens. Students must be able to meet agency requirements for immunizations prior to the start of all clinical or practice placement courses. Current immunization against specified communicable diseases is required as a prerequisite for practice placements and thus for continued enrollment in the program.

**N95 Mask**
Program students must be fitted for an N95 mask as a prerequisite for clinical experiences, and refitted in accordance with health agency requirements. It is the responsibility of the student to meet the required timelines for mask fitting.

**Basic Life Support Certification**
A current Standard First Aide Course in addition to Health Care Provider Level C Basic Life Support (BLS) certificate is required prior to the start of all clinical placements. The BLS certification must be for Health Care Providers and include one and two person rescuers (adult, infant, child), bag-valve masks, and automated external defibrillation (AED). BLS certification must be updated every 12 months to meet this requirement, with no grace period provided for the clinical courses. The Standard First Aide Course is valid for 3 years, and must be renewed upon expiration to be eligible to continue into the next clinical placement.

**Agency-Specific Certifications**
Program students may be required to complete additional agency-specific certifications as a prerequisite for clinical experiences.
BACHELOR OF SOCIAL WORK

Faculty of Health and Community Studies
School of Social Work
MacEwan.ca/BSW (http://MacEwan.ca/BSW)

The Bachelor of Social Work program provides 3rd and 4th year undergraduate degree studies and will be of interest to Alberta Social Work diploma graduates and other students who have completed 60 university level Arts and Science credits. The School of Social Work offers transformative, collaborative and supportive education to prepare students for leadership roles in meeting the social justice mandate of the profession of social work. As professionals in a country that upholds respect for diversity, and in keeping with democratic rights and freedoms, social workers respect the distinct systems of beliefs and lifestyles of individuals, families, groups, communities and nations without prejudice (United Nations Centre for Human Rights, 1992). Specifically, social workers do not tolerate discrimination based on age, abilities, ethnic background, gender, language, marital status, national ancestry, political affiliation, race, religion, sexual orientation or socio-economic status (CASW Code of Ethics, 2005).

Unique to this degree is the focus on sustainability — how social, environmental and economic issues interrelate, and how we fit into the larger community. Students have the opportunity to focus their studies around a number of themes, including working with children and families, working with Indigenous people, health and mental health, and community social work practice. Students learn from faculty who are engaged in research, blended learning and all areas of social work practice.

Career Potential

Graduates of the program are eligible to apply to the Alberta College of Social Workers to become registered social workers (RSW). Graduates will have strong critical thinking skills and be prepared to work in a wide and diverse range of settings, making valuable contributions to the health and safety of children and families, supporting the development of a vibrant and healthy workforce, and providing leadership in the area of social and environmental sustainability.

Transferability

All courses completed for the Bachelor of Social Work degree are credit courses and may be individually transferable toward further study at other post-secondary institutions. Graduates are eligible to apply for Master of Social Work programs and should research the program of study and transfer policies at the institution they wish to attend to ensure compliance with admission and graduation requirements.

Contact Information

T: 780-497-5099
E: bsw@macEwan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

1. a) Applicants must have completed MacEwan University’s Social Work Diploma (or equivalent) with a minimum Admission Grade Point Average (AGPA) of 2.5 on a 4.0 scale.

or

2. b) Applicants must have completed 60 university-level credits with a minimum Admission Grade Point Average (AGPA) of 2.5 on a 4.0 scale, and must have completed the following courses:

• Three credits of university-level English.
• SOWK 240 (or equivalent) with a minimum grade of C-.

Additional Admission Criteria

All applicants must meet the following:

1. English Language Proficiency

To be evaluated through the Office of the University Registrar

2. Other Admission Criteria

To be evaluated through the Program

Applicable to All Admission Categories

Applicants are required to submit the following to be assessed by faculty from the School of Social Work:

1. Resume
2. Personal/professional profile and essay
3. Evidence of a minimum 70 hours social service volunteer or work experience within the last two years
4. Two letters of reference

• Social Work diploma applicants—one reference from the Social Work program, and one reference from the applicant’s most recent field placement agency supervisor or employer if working in the social work field.
• All other applicants—one reference from a social service volunteer or work experience, and one academic reference (preferred) or a general reference if it is not possible to provide an academic reference.

Applicants offered admission are required to submit the following:

• A clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.
• An Alberta Intervention Record Check (or equivalent from another province/territory). The Intervention Record Check must be submitted by the published document deadline.

• Social Work Post-Diploma (p. 141)
• University Credit Transfer Major (p. 141)
Students are strongly encouraged to seek advice from a faculty or university advisor about program planning for completing degree requirements at MacEwan University.

**Progression of Studies**

Course registration is required for attendance in all program courses. Students who have had a break in the continuity of their program may have additional course requirements to establish course currency.

**Agency-Specific Requirements**

Students must be able to meet requirements for immunizations prior to the start of all practicum courses if required by their field placement agency. Students may be required to complete additional agency-specific certifications as a prerequisite for practicum experiences.

**Program Graduation Regulations**

**Program Standards**

Students admitted to this program are presumed to be capable of fulfilling the academic requirements of their program with, if applicable, provision of reasonable accommodation. The reasonable accommodation of students with disabilities shall not require the University to lower its standards, academic or otherwise, nor shall it relieve a student of the responsibility to develop and demonstrate the essential skills and competencies expected of all students pursuing the program (policy E3400, Students with Disabilities).

**Regulations Governing Field Practicum (Work Integrated Learning)**

Students must achieve satisfactory performance in all field placement courses in accordance with the course learning outcomes and grading criteria. Field placement hours may include days, evenings and weekends. Students are required to arrange their own transportation for required field placement activities and any costs incurred for meals, travel, parking and accommodation are the student's responsibility. Students will require daily access to a vehicle for any practice experience not accessible through public transportation. Required field placements will generally be within a 150 km radius of the MacEwan University site. Students cannot be in attendance at field placement agencies as a MacEwan University student except at times and locations authorized by the field placement course instructor for the course in which the student is currently enrolled. Students must comply with policy C2060 Work Integrated Learning regarding field placements. Students must have completed all prerequisite courses as well as all program and agency specific requirements (i.e. which could include vaccinations and supporting documents) prior to the start of any field placement course. In accordance with policy C2060 Work Integrated Learning, the University reserves the right, at any point during a field placement, to remove a student from the placement for serious performance issues (i.e. engaging in behaviors that place a client and/or others at risk or that is contrary to the professional or safety requirements of the placement). In such cases and with the concurrence of the Dean, the student will be assigned a grade of F in the course. Although this decision may be appealed according to policy E3103 Student Appeals, the student will not be permitted to remain in the field placement during the appeal.

**Police Information Check**

A student must meet the specific Security Clearance / Police Information Check requirements, including a Vulnerable Sector and Intervention Check, as set out in the admission criteria for the duration of the program, or they may be required to withdraw from the program. Students must be able to satisfy agency requirements prior to the start of each field placement.

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**Social Work Post-Diploma**

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<tr>
<th>Year III</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Term I</td>
<td>SDWK 302</td>
<td>Indigenous Knowledge: Contributions to Sustainable Social Work Practice</td>
<td>3</td>
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<tr>
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<td>SDWK 303</td>
<td>Social Work and Sustainability</td>
<td>3</td>
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<td></td>
<td>Arts and Science Electives (3)</td>
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<td>Credits</td>
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<td>Term II</td>
<td>SDWK 310</td>
<td>Social Work and Intercultural Practice</td>
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<tr>
<td></td>
<td>SDWK 311</td>
<td>Critical Thinking and Social Work Research Methods</td>
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<td></td>
<td>SDWK 3XX</td>
<td>Social Work Option</td>
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<td>Arts and Science Electives (2)</td>
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<td>Term III</td>
<td>SDWK 403</td>
<td>Leadership in Human Service Organizations</td>
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<td>SDWK 4XX</td>
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<td></td>
<td>Credits</td>
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<tr>
<td>Term IV</td>
<td>SDWK 4XX</td>
<td>Social Work Option</td>
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<td>SDWK 450</td>
<td>Field Practicum</td>
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<td>SDWK 451</td>
<td>Field Practicum Seminar</td>
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<td>SDWK 410</td>
<td>Advanced Social Work Practice with Children and Families</td>
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<td></td>
<td>SDWK 411</td>
<td>Advanced Social Work Practice with Indigenous Peoples</td>
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<td></td>
<td>SDWK 412</td>
<td>Advanced Social Work Practice with Communities</td>
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<td></td>
<td>SDWK 413</td>
<td>Advanced Practice in Health and Mental Health Settings</td>
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The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

**University Credit Transfer Major**

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<tbody>
<tr>
<td>Term I</td>
<td>SDWK 301</td>
<td>Introduction to Social Work Ideology and Ethics</td>
<td>3</td>
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<tr>
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<td>SDWK 302</td>
<td>Indigenous Knowledge: Contributions to Sustainable Social Work Practice</td>
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<td>SDWK 303</td>
<td>Social Work and Sustainability</td>
<td>3</td>
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<tr>
<td></td>
<td>SDWK 304</td>
<td>Human Development and the Environment</td>
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<tr>
<td></td>
<td>SDWK 305</td>
<td>Social Work Practice with Individuals and Families</td>
<td>3</td>
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<tr>
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<td>Credits</td>
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<td>15</td>
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<tr>
<td>Term II</td>
<td>SDWK 310</td>
<td>Social Work and Intercultural Practice</td>
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<td>Critical Thinking and Social Work Research Methods</td>
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<td>Social Policy</td>
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<td>Field Practicum Seminar</td>
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<td>SDWK 402</td>
<td>Social Work with Groups</td>
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The minimum passing grade for a course at MacEwan is a D unless otherwise noted next to the appropriate course in the program of study.
APPLIED DEGREE PROGRAMS

- Bachelor of Applied Business Administration - Accounting - Suspended (p. 144)
- Bachelor of Applied Human Service Administration (p. 145)
BACHELOR OF APPLIED BUSINESS ADMINISTRATION - ACCOUNTING - SUSPENDED

School of Business
MacEwan.ca/BABA (https://MacEwan.ca/BABA)

Suspended: There are no planned intakes for this program. Applications for admission are not being accepted.

The Bachelor of Applied Business Administration – Accounting prepares students for careers in accounting and industry-related professions. This applied degree is completed after an accounting diploma, so students who have graduated from programs like MacEwan University’s Accounting and Strategic Measurement diploma possess the right entrance credential. The accountant’s role is changing, demanding that graduates think strategically, view business from more than a financial perspective and develop a modern, whole-business picture.

The applied degree combines professional accounting studies with extensive learning and practice cycles in the workplace. Preparation for entry into the applied degree is completed in programs like MacEwan University’s Accounting and Strategic Measurement diploma (or equivalent from another recognized post-secondary institution that includes the prerequisite courses). The first year of this credential is comprised of advanced accounting study that builds upon the knowledge and skills gained in previous post-secondary education. The second year is when all directed field studies take place. This component of the program of study is where students explore real business issues by conducting both practical and academic research while working. The combination of classroom instruction with one year of mentored studies in industry prepares students for immediate success in the workplace.

This program is targeted to students who are seeking high-level careers as accountants. Successful students are self-motivated and possess strong oral and written communication skills. Critical thinking and problem-solving skills are essential, as is the ability to work in a team environment. Students must have the ability to synthesize and analyze information and be comfortable in a technology-enhanced environment.

This program requires that students use a laptop computer for many classes. For information on the laptop hardware and software requirements, contact the program's advisor.

Career Potential

This applied degree is recognized by the CPA designation as meeting its degree requirements, as well as prerequisite subject area requirements.

The applied degree is intended to educate and train students for careers as accountants.

Graduates find jobs as accountants, cost analysts, payroll accountants, or supervisors in related areas. They also enjoy job opportunities at different levels in financial accounting, internal auditing, financial analysis, cost accounting, public accounting firms and government departments. Graduates work in a variety of environments such as government, industry, accounting firms, banks, hospitals and consulting firms.

Contact Information
T: 780-497-5162
E: accounting@macewan.ca

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>Advanced Management Accounting</td>
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<td>Directed Field Study Seminar</td>
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<td>ACCT 410</td>
<td>Financial Accounting - Advanced</td>
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<td>ACCT 353</td>
<td>Leadership and Ethics</td>
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<td>ACCT 366</td>
<td>Government and Not-for-Profit Accounting</td>
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<td>ACCT 372</td>
<td>Directed Field Study II</td>
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<td>ACCT 374</td>
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<td>ACCT 493</td>
<td>Integrated Case Studies in Accounting</td>
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<td>Term VIII</td>
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<td>Directed Field Study VI</td>
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<td>ACCT 377</td>
<td>Directed Field Study VII</td>
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<td>ACCT 378</td>
<td>Directed Field Study VIII</td>
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<td>ACCT 398</td>
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Credit Earned in: May Be Substituted for Credit in Program Course:

- ACCT 410 | ACCT 351
- ACCT 422 | ACCT 358
- ACCT 442 | ACCT 350
- BUSN 450 | ACCT 398
- ORGA 310 | ACCT 353
- SCMT 200 | MGTS 352
BACHELOR OF APPLIED HUMAN SERVICE ADMINISTRATION

Faculty of Health and Community Studies
Department of Human Services and Early Learning
MacEwan.ca/HSA (https://MacEwan.ca/HSA)

Bachelor of Applied Human Service Administration (BAHSA) is a distance-delivered program designed for individuals working in the health or human service field who hold, or strive to hold, supervisory or management positions. Distance study makes the program accessible to students regardless of geographic location and provides the flexibility to balance studies with professional and family responsibilities. Students access their course material and readings online and become part of a virtual community of learners. Faculty guide student learning through online class discussions and activities.

The curriculum includes theory in administration, with an emphasis on leadership, supervision and management. Studies include human, financial and physical resource management, managing change, communication, community-based practice, research practices and trend and issue analysis. Assignments are practical in nature and generally involve the application of theory to the student's workplace. Building on a previous diploma or degree, the program consists of ten 3-credit theory courses and two 15-credit directed field studies. Students may complete the directed field studies in their current workplace or in an appropriate agency. Study may be full or part-time. Students have six years to complete the program; however, it may be completed in as little as three years.

Career Potential

BAHSA graduates are employed in managerial roles in a wide variety of agencies including early learning, child and youth care, community living, human ecology, addictions, corrections, social work, rehabilitation, non-profit/voluntary sector, health care, gerontology and related fields. BAHSA graduates have the knowledge, management skills and confidence to manage a dynamic staff of practitioners, work with boards, be an effective human service leader, and still serve the clients and families at the heart of their organization.

Transferability

Internal Opportunities

Graduates from a two-year diploma in a human service or related field may be eligible for admission to the Bachelor of Applied Human Services Administration program. These include MacEwan University diplomas such as Child and Youth Care, Early Learning and Child Care, Social Work, and Police and Investigations. Students are advised to consult a program advisor in the Bachelor of Applied Human Services Administration program for specific admission requirements.

External Opportunities

All courses completed for the Bachelor of Applied Human Service program are credit courses and may be transferable individually toward further study at other Alberta institutions. For current, detailed information on individual course transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Program Standards

Learners admitted to this program are presumed to be capable of fulfilling the academic requirements of the program with, if applicable, provision of reasonable accommodation. The reasonable accommodation of learners with disabilities shall not require the university to lower its standards, academic or otherwise, nor shall it relieve a learner of the responsibility to develop and demonstrate the essential skills and competencies expected of all learners pursing this program (policy E3400, Students with Disabilities).

Contact Information

T: 780-497-5164
Toll-free: 1-888-497-4622 ext. 5164
E: hsa@macewan.ca

Category of Admission

Applicants may be admitted to the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have: a two-year diploma or a minimum of 60 credits from a recognized post-secondary institution with an Admission Grade Point Average (AGPA) of 2.0 or better on a 4.0 scale with a minimum grade of C- in MacEwan University’s ENGL 111 or equivalent.

Additional Admission Criteria

All applicants must meet the following:

1. English Language Proficiency

To be evaluated through the Office of the University Registrar

Applicable to all admission categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (https://MacEwan.ca/ELP).

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<td>HSAD 300</td>
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<td>HSAD 305</td>
<td>Interpersonal Communication Skills for Human Service Administrators</td>
<td>3</td>
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<td>HSAD 310</td>
<td>Managing Human Resources</td>
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<td>Managing Financial Resources in Human Service Agencies</td>
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<td>HSAD 325</td>
<td>Research Practices in Human Service</td>
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<td>Managing Physical Resources in Human Service Agencies</td>
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<td>HSAD 335</td>
<td>Managing Change in Human Service Agencies</td>
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<td>HSAD 345</td>
<td>Community-Based Practice in Human Service Agencies</td>
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<td>HSAD 350</td>
<td>Trends and Issues in Human Service Administration</td>
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<td>Elective</td>
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Bachelor of Applied Human Service Administration

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The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

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<td>EA 533.2</td>
<td>HSAD 315</td>
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<td>HSAD 350</td>
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<td>EA 537.2</td>
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<td>EA 540.2 &amp; EA 532.2</td>
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<td>HSAD 350</td>
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<td>EA 627.2</td>
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POST-DIPLOMA CERTIFICATE PROGRAMS

- Cardiac Nursing Post-Basic Certificate (p. 148)
- Perioperative Nursing for Registered Nurses (p. 149)
- Post-Basic Nursing Practice (p. 151)
- Wound Management Post-Basic Certificate (p. 152)
**CARDIAC NURSING POST-BASIC CERTIFICATE**

**Faculty of Nursing**  
Department of Interprofessional Education and Simulation Learning  
MacEwan.ca/CardiacNursing (http://MacEwan.ca/CardiacNursing)

The Cardiac Nursing Post-basic certificate is intended for experienced nurses who are currently working in cardiac sciences, as well as for those who have an interest in caring for the cardiac population. The program provides registered nurses with the specialty knowledge and expertise required to work with patients with or at risk for cardiac disease. The entire patient journey is addressed, including health promotion, disease prevention, management of acute episodes and chronic conditions, rehabilitation and palliation. The program prepares cardiac nurses to provide care to individual families, groups, communities and populations in a variety of settings in both urban and rural environments.

Online delivery courses offer mature learners the flexibility to balance their studies with professional commitments and family responsibilities.

**Career Potential**

A broad spectrum of employment opportunities are available for qualified cardiac nurses. Graduates work in emergency departments, coronary care units, medical units, diagnostic imaging centres, rehabilitation settings, research areas and out-patient units. Because nurses have contact with cardiac patients in a myriad of settings, they are strategically positioned to confront cardiac disease and to educate patients and their families about the disease and its treatment.

**Contact Information**

T: 780-497-5188  
Toll-free: 1-888-497-9390  
E: cardiac@macewan.ca

**Categories of Admission**

Applicants may be admitted to the following:

**Regular Admission**

*To be evaluated through the Office of the University*

Applicants must present a Nursing diploma or degree and be actively registered in Canada as a Registered Nurse or Graduate Nurse with a practice permit and eligibility to write the Canadian Registered Nurse Exam (CRNE) or licensed as a nurse in another country, and have received a practice permit from their professional jurisdiction.

**Additional Admission Criteria**

All applicants must meet the following:

**1. English Language Proficiency**

*To be evaluated through the Office of the University Registrar*

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

**2. Other Admission Criteria**

*To be evaluated through the Program*

**Applicable to All Admission Categories**

Applicants must present a current Basic Life Support for Health Care Providers Level C certificate.  

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<td>PBNS 466</td>
<td>Focused Assessment of Cardiac Function</td>
<td>3</td>
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<td>PBNS 467</td>
<td>Management of Cardiac Disorders</td>
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</tr>
<tr>
<td>PBNS 468</td>
<td>Care of Cardiac Surgical Patient</td>
<td>4</td>
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<tr>
<td>PBNS 469</td>
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</table>

1 The minimum passing grade for this course is a C-.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.
PERIOPERATIVE NURSING FOR REGISTERED NURSES

Faculty of Nursing
Department of Interprofessional Education and Simulation Learning
MacEwan.ca/PeriopRN

Nurses in the perioperative field provide care and support to patients before, during and after surgery. Ultimately, nurses are responsible for maintaining a sterile environment in the operating room, monitoring the patient during surgery and coordinating care throughout the process.

The courses, offered via online distance delivery and classroom lab, provide registered nurses with the fundamental skills required to work alongside surgeons and other health care professionals in a challenging, fast-paced and team-oriented environment — the operating room.

Students in the Perioperative Nursing for Registered Nurses program come with a diverse base of expertise, from new graduates to seasoned generalists, seeking a new challenge and direction in nursing. Upon successful completion of the program and fulfillment of the clinical hours, nurses are eligible to write the Canadian Nurses Association certification for nursing specialties exam in perioperative nursing.

Career Potential
Due to an aging workforce and the growing demand for health care, the need for nurses in the specialty of perioperative nursing has never been stronger.

Contact Information
University Advisor
T: 780-497-5188
Toll-free: 1-888-497-9390
E: cpne@macewan.ca

Category of Admission
Applicants may be admitted to the following:

Regular Admission
To be evaluated through the Office of the University Registrar

Applicants must be actively registered in Canada as a Registered Nurse or a graduate nurse with a practice permit and eligibility to write National Council Licensure Examination for Registered Nurses (NCLEX).

Additional Admission Criteria
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories
All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

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<td>PBNS 402</td>
<td>Concepts of anesthesia within perioperative nursing 1</td>
<td>2</td>
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<td>PBNS 403</td>
<td>Perioperative nursing in the preoperative, intraoperative and postoperative environment 1</td>
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<tr>
<td>PBNS 404</td>
<td>Fundamentals of Perioperative Techniques 1</td>
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<td>PBNS 405</td>
<td>Perioperative Clinical Preceptorship 2</td>
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1  The minimum passing grade for this course is a C-.
2  The minimum passing grade for this course is CR.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Academic Residency - Exemption
A student in the Perioperative Nursing for Registered Nurses program must complete at least 44 per cent of courses through MacEwan University. Challenge examinations, transfer credit and other special assessments (for example, prior learning and recognition) are not included in the 44 per cent.

Program Graduation Regulations
Students are strongly encouraged to seek advice from the University Advisor about program planning.

Progression of Studies
Students are responsible for ensuring they meet the prerequisite requirements as noted on program courses.

Professional Code of Conduct
Students must adhere to the Canadian Nurses Association Code of Ethics, the professional code of conduct and the confidentiality agreements signed with MacEwan by the clinical placement/other agencies.

Regulations Governing Clinical Courses
Students must achieve satisfactory performance in all clinical courses in accordance with the course/clinical criteria and outcome. Clinical course hours may include days, evening, nights and weekends.

Students must start their clinical placement within a four month period of completing the clinical skills lab. If more than four months have lapsed since their successful completion of the clinical skills lab, students will be required to repeat the clinical skills lab to ensure currency of skills prior to stating the clinical placement.

In order to secure a clinical placement, the program requires all students to do the following:

• Complete a Personal Information Disclosure Authorization Form so that the Program may forward the student’s name to the clinical placement site.

Students shall acknowledge that clinical placements may not be available at the time(s) or in the location(s) preferred by the student. While every effort shall be made by the Program to secure a suitable placement according to the student needs and or preference, all students
shall accept that labour market conditions are variable and beyond the Program’s control.

Notwithstanding of the above, students shall accept the first clinical placement available. In the event that a student does not accept the first available clinical placement, the Program shall not be responsible for arranging an alternative. Students are fully responsible for obtaining required licences and/or permits prior to commencing a clinical placement.

Once a placement is accepted by the student, the student shall remain at the clinical placement site for the entirety of the placement. Days missed due to illness and extenuating circumstance will need to be made up.

Students must have completed all prerequisite courses as well as all program and agency pre-clinical requirements prior to the start of any clinical course. In accordance with policy C2060 Work Integrated Learning, the university reserves the right, at any point during the clinical placement, to remove a student from the clinical placement for serious performance issues (i.e., engaging in behaviour that places the client and/or other at risk or that is contrary to the professional or safety requirements of the placement). In such cases and with concurrence of the Dean, the student will be assigned a grade of F in the course. Although the decision may be appealed according to policy E3103 Appeals, the student will not be permitted to remain in the clinical placement during the appeal.

**Police Information Check**
A current clear police information check is required prior to starting the clinical course.

**Health Status**
 Students must be able, both physically and mentally, to fully undertake all program activities without the need for modifying program standards, academic or otherwise. Policy E3400, Student with Disabilities, states that students are “presumed to be capable of fulfilling the essential requirements of the program, with the provision of reasonable accommodation when required”.

**Immunization Status**
Program students may be required to care for patients/clients who have infectious diseases such as Hepatitis B or other blood-borne pathogens. Current immunization against specified communicable diseases is required prior to registration in the clinical course.

**N 95 Mask**
Students must be fitted for an N95 mask as a prerequisite for clinical experiences and refitted in accordance with health zone requirements. It is the responsibility of the student to meet the required timelines for mask fitting.

**Basic Life Support Certification**
A current Heart and Stroke Basic Life Support (BLS) Provider or equivalent certificate is required prior to start of the clinical placement. BLS certification is updated every 12 months to meet this requirement.
POST-BASIC NURSING PRACTICE

Note: Not accepting applications at this time.

Faculty of Nursing
Department of Interprofessional Education and Simulation Learning
MacEwan.ca/PostBasic (http://MacEwan.ca/PostBasic)

As our population continues to age, the demand for nurses qualified to work with both the elderly and the terminally ill will increase. MacEwan University’s Post-basic Nursing Practice certificate meets this demand as it combines the common skill sets necessary for practice in the areas of gerontology or hospice palliative care. Through innovative distance education strategies, this 18-credit program challenges nurses to apply their compassion, dedication, leadership and knowledge to end-of-life care populations. Evidence-based theoretical foundations guide students to best practices in palliative care and gerontological nursing. The program also prepares nurses to write the Canadian Nurses Association gerontological or hospice palliative care certification examinations and contributes to the ongoing educational competency expectations of provincial associations.

Career Potential
The global nursing shortage has created unprecedented career opportunities for nurses who specialize in their practice. Graduates are prepared for rewarding careers in their pursuit of excellence in a variety of acute care, continuing care, hospice or community practice settings. Nurses enrolled in the certificate build increased knowledge and skill in the physical, social, emotional and spiritual domains of specialized client care.

Contact Information
T: 780-497-5188
Toll-free: 1-888-497-9390
E: cpne@macewan.ca

Categories of Admission
Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the Office of the University Registrar

Applicants must be actively registered in Canada as one of the following:

• Registered Nurse
• Registered Psychiatric Nurse
• Graduate Nurse with a temporary permit
• Licensed Practical Nurse, Registered Practical Nurse

Additional Admission Criteria
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

Program of Study - Gerontology Major

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 475</td>
<td>Ethics in Gerontology and Palliative Care ¹</td>
<td>2</td>
</tr>
<tr>
<td>NURS 476</td>
<td>Leadership in Care Management ¹</td>
<td>2</td>
</tr>
<tr>
<td>NURS 477</td>
<td>Therapeutic Relations in Specialty Practice ¹</td>
<td>3</td>
</tr>
<tr>
<td>NURS 478</td>
<td>Field Project ¹</td>
<td>1</td>
</tr>
<tr>
<td>NURS 480</td>
<td>Conceptualizing Gerontology ¹</td>
<td>2</td>
</tr>
<tr>
<td>NURS 481</td>
<td>Optimizing Older Adult Health ¹</td>
<td>4</td>
</tr>
<tr>
<td>NURS 482</td>
<td>Dementia Care in the Elderly ¹</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

¹ The minimum passing grade for this course is a C-.

Program of Study - Hospice Palliative Care Major

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 475</td>
<td>Ethics in Gerontology and Palliative Care ¹</td>
<td>2</td>
</tr>
<tr>
<td>NURS 477</td>
<td>Therapeutic Relations in Specialty Practice ¹</td>
<td>3</td>
</tr>
<tr>
<td>NURS 478</td>
<td>Field Project ¹</td>
<td>1</td>
</tr>
<tr>
<td>NURS 483</td>
<td>Conceptualizing Hospice Palliative Care ¹</td>
<td>2</td>
</tr>
<tr>
<td>NURS 484</td>
<td>Pain Assessment and Management ¹</td>
<td>4</td>
</tr>
<tr>
<td>NURS 485</td>
<td>Palliative Symptoms ¹</td>
<td>4</td>
</tr>
<tr>
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<td>Total Credits</td>
<td>16</td>
</tr>
</tbody>
</table>

¹ The minimum passing grade for this course is a C-.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.
The Wound Management Post-basic certificate provides health care practitioners with the specialty knowledge and expertise required to work in a practice setting with patients who have complex wounds resulting from a variety of disease pathologies and factors. The focus of the program is on the management of all complex wounds, but some emphasis is placed on certain populations that are at greater risk to develop wounds.

Prevention of the exacerbation of wounds is covered throughout the program. It is part of a standardized approach to wound management involving all members of an interdisciplinary wound management team.

Distance delivery courses offer mature learners the flexibility to balance their studies with professional commitments and family responsibilities. The program is offered via online distance delivery. Labs are presented live over the internet.

Career Potential
As the population ages and produces a higher number of patients at risk for developing complex wounds, there is an increase in demand for health care practitioners skilled in complex wound management.

Contact Information
T: 780-497-5188
Toll-free: 1-888-497-9390
E: cpne@macewnan.ca

Categories of Admission
Applicants may be admitted to the following:

Regular Admission
To be evaluated through the Office of the University Registrar

Applicants must have, at minimum, a diploma in a health-related discipline (e.g. nursing, occupational therapy, physiotherapy, pharmacy, dietetics).

Additional Admission Criteria
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories
All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University's academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

Program of Study

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HLST 350</td>
<td>Principles of Wound Assessment and Management 1</td>
<td>3</td>
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<tr>
<td>HLST 351</td>
<td>Management of Acute and Chronic Wounds 1</td>
<td>3</td>
</tr>
<tr>
<td>HLST 352</td>
<td>Wound Management Clinical 1</td>
<td>3</td>
</tr>
<tr>
<td>HLST 353</td>
<td>Drains, Fistulas, Peristomal 1</td>
<td>3</td>
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<td>HLST 355</td>
<td>Vascular Assessment 1</td>
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</tr>
</tbody>
</table>

1 The minimum passing grade for this course is a C-.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Program Graduation Regulations
Students are strongly encouraged to seek advice from the University Advisor about program planning.

Progression of Studies
Students are responsible for ensuring they meet the prerequisite requirements as noted on program courses.

Professional Code of Conduct
Students must adhere to their professional code of conduct and the confidentiality agreements signed with MacEwan by the clinical placement/other agencies.

Regulations Governing Clinical Courses
Students must achieve satisfactory performance in all clinical courses in accordance with the course/clinical criteria and outcome. Clinical course hours may include days, evenings, nights and weekends.

Students shall acknowledge that clinical placements may not be available at the time(s) or in the location(s) preferred by the student. While every effort shall be made by the Program to secure a suitable placement according to the student needs and or preference, all students shall accept that labour market conditions are variable and beyond the Program's control.

Notwithstanding of the above, students shall accept the first clinical placement available. In the event that a student does not accept the first available clinical placement, the Program shall not be responsible for arranging an alternative.

Students are fully responsible for obtaining required licenses and/or permit prior to commencing a clinical placement.

Students must have completed all prerequisite courses as well as all program and agency pre-clinical requirements prior to the start of any clinical course. In accordance with policy C2060 Work Integrated Learning, the university reserves the right, at any point during the clinical
placement, to remove a student from the clinical placement for serious performance issues (i.e., engaging in behaviour that places the client and/or other at risk or that is contrary to the professional or safety requirements of the placement). In such cases and with concurrence of the Dean, the student will be assigned a grade of F in the course. Although the decision may be appealed according to policy E3103 Appeals, the student will not be permitted to remain in the clinical placement during the appeal.

**Police Information Check**
A current clear police information check is required prior to starting the clinical course.

**Health Status**
Students must be able, both physically and mentally, to fully undertake all program activities without the need for modifying program standards, academic or otherwise. Policy E3400, Student with Disabilities, states that students are "presumed to be capable of fulfilling the essential requirements of the program, with the provision of reasonable accommodation when required".

**Immunization Status**
Program students may be required to care for patients/clients who have infectious diseases such as Hepatitis B or other blood-borne pathogens. Current immunization against specified communicable diseases is required prior to registration in the clinical course.

**N 95 Mask**
Students must be fitted for an N95 mask as a prerequisite for clinical experiences and refitted in accordance with health zone requirements. It is the responsibility of the student to meet the required timelines for mask fitting.

**Basic Life Support Certification**
A current Health and Stroke Basic Life Support (BLS) Provider or equivalent certificate is required prior to start of the clinical placement. BLS certification is updated every 12 months to meet this requirement.
UNIVERSITY TRANSFER

- Bachelor of Physical Education Transfer (p. 155)
- Bachelor of Science in Engineering Transfer (p. 157)
BACHELOR OF PHYSICAL EDUCATION TRANSFER

Faculty of Health and Community Studies
Department of Allied Health and Human Performance
MacEwan.ca/PhysEd (http://MacEwan.ca/PhysEd)

The Bachelor of Physical Education Transfer program offers first and second-year courses that may be used toward obtaining a Bachelor of Kinesiology, a Bachelor of Science in Kinesiology, or a five-year combined Bachelor of Kinesiology/ Bachelor of Education degree offered at the University of Alberta.

MacEwan University offers a student-centred focus in the delivery of the program by offering small classes and opportunities to participate in intramural and interscholastic athletic activities.

Admission to the program is competitive and is subject to a quota. The competitive admission average may be considerably higher than the posted minimum.

Career Potential

Growing interest in health and personal fitness makes this degree an attractive area of study for the future. Potential growth occupations include secondary and elementary school teachers, administrative and managerial positions, and lifestyle and fitness consultants. Graduates have also found work as athletic therapists, coaches and kinesiologists. Graduates have continued their education and entered professional programs such as Physiotherapy and Medicine. The physical education experience provides a well-rounded education and the people skills needed to find employment in a variety of areas.

Transferability

All courses completed within the Bachelor of Physical Education Transfer program are credit courses and may be transferable individually toward further study at other Alberta institutions. For current, detailed information on individual course transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca (http://www.transferalberta.ca)) or contact the receiving institution directly.

The Bachelor of Physical Education Transfer program is aligned to specifically meet the admission and program requirements at the University of Alberta.

1. Students in the program who have achieved a GPA of 2.5 on their most recent 24 credits and who have successfully completed a minimum of 45 university transferable credits are guaranteed entrance to the Bachelor of Kinesiology degree at the University of Alberta.

2. Students who have completed a minimum of 45 credits with a GPA below 2.5 on their most recent 24 credits may be offered admission on a space available basis. Note: Admission will be competitive.

Students are eligible to apply for admission to the Faculty of Physical Education and Recreation at the University of Alberta in the B.Sc. in Kinesiology and combined BKin /BEd routes if they have:

1. Successfully completed the five required matriculation subjects (B.Sc. in Kinesiology students must see an advisor).

2. Met all other admission criteria established by the Faculty of Physical Education and Recreation (including presenting the competitive admission average on the most recent 24 credits).

The University of Alberta retains the right to impose quota restrictions on any faculty and possession of all the minimum requirements may not guarantee admission.

Students may also transfer to an institution other than the University of Alberta after one or two years of study. Each institution has its own admission and graduation requirements. Students are responsible for familiarizing themselves with the requirements of the institution of their choice. For additional information on transferring from the Bachelor of Physical Education Transfer program, including information on transferring individual coursework to the University of Alberta, please see an advisor.

Contact Information

T: 780-633-3594
E: physed@macewan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Biology 30
3. Three subjects from Group A, B, C, or D

Notes:

• Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.

• A maximum of two Group B subjects may be presented; they must be from different disciplines.

• A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale (no time limit on calculation of AGPA).

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, in the following high school courses:

1. ELA 30-1 with a minimum grade of 60 percent
2. Biology 30 with a minimum grade of 60 percent
Applicants with nine or more university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale (no time limit on calculation of AGPA).

**Previous Post-Secondary Work**

*To be evaluated through the Office of the University Registrar*

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed the following from a recognized institution:

- A minimum of 24 university-level credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale and must have completed the required core courses listed under the Regular or Mature Admission category.

**Additional Admission Criteria**

All applicants must meet the following:

1. **English Language Proficiency**

*To be evaluated through the Office of the University Registrar*

**Applicable to All Admission Categories**

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>Analysis and Argument</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 103</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>PEDS 100</td>
<td>Structural Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>PEDS 101</td>
<td>Introduction to Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PEDS 103</td>
<td>Integrative Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PEDS 109</td>
<td>Statistics, Measurement, and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PERL 104</td>
<td>Introduction to Sociocultural Aspects of Leisure and Sport</td>
<td>3</td>
</tr>
<tr>
<td>PERL 105</td>
<td>Introduction to the Management of Sport, Physical Activity and Recreation Programs</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 104</td>
<td>Introductory Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PACT Coursework</td>
<td></td>
<td>3</td>
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<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HEED 220</td>
<td>Introduction to the Biological Aspects of Fitness to Health</td>
<td>3</td>
</tr>
<tr>
<td>PEDS 200</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PEDS 203</td>
<td>Skill Acquisition and Performance</td>
<td>3</td>
</tr>
<tr>
<td>PEDS 206</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>PEDS 207</td>
<td>Physical Growth and Psychomotor Development</td>
<td>3</td>
</tr>
<tr>
<td>PEDS 209</td>
<td>Research Methods in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PEDS 240</td>
<td>Introduction to Sports Injury Management</td>
<td>3</td>
</tr>
<tr>
<td>PERL 204</td>
<td>Canadian History of Leisure, Sport and Health</td>
<td>3</td>
</tr>
<tr>
<td>PERL 207</td>
<td>Adapted Physical Activity and Leisure for Diverse Populations</td>
<td>3</td>
</tr>
</tbody>
</table>
BACHELOR OF SCIENCE IN ENGINEERING TRANSFER

Faculty of Arts and Science
MacEwan.ca/Engineering (http://MacEwan.ca/Engineering)

The Bachelor of Science in Engineering Transfer program offers first-year courses that may be used toward obtaining a Bachelor of Science in Engineering at the University of Alberta. Credit for courses taken at MacEwan University may be transferred to other post-secondary institutions within or outside Alberta. For a complete listing of transferable courses within Alberta, refer to the Alberta Transfer Guide website at www.transferalberta.ca.

MacEwan University provides a student-centred focus in the delivery of the program by offering small class sizes, extra tutorial sessions and an annual boot camp to prepare students for the challenging course material.

Admission to the Bachelor of Science in Engineering Transfer program is competitive and is subject to a quota. The competitive admission average may be considerably higher than the posted minimum. Within the overall quota, limitations are also placed on the number of international (visa) and mature students, and on the number of students who have been previously enrolled in other post-secondary institutions.

Transferability
All courses completed within the Bachelor of Science in Engineering Transfer program are credit courses and may be transferable individually toward further study at MacEwan University and other Alberta institutions. For current, detailed information on individual course transferability, contact your program advisor, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution.

The Bachelor of Science in Engineering Transfer program is specifically aligned to meet the admission and program requirements at the University of Alberta. The general requirements for transferring into Year II at the Faculty of Engineering are:

- A minimum grade point average of 2.5 on the 4.0 scale.
- Successful completion with a grade of C- or higher of a minimum of 30 engineering transfer credits (not including ENGG 100 and ENGG 101).

Students are advised that transfer to the Faculty of Engineering at the University of Alberta has become increasingly competitive. A grade point average of 2.5 on the 4.0 scale is required as a minimum to attain successful admission to the Faculty of Engineering. The University of Alberta retains the right to impose quota restrictions and competitive admission requirements on any faculty — possession of all the minimum requirements does not guarantee admission to the university or a particular faculty.

Due to the extremely competitive nature of admission to the University of Alberta, students who do not successfully transfer into Year 2 at the University of Alberta after completing Year 1 at MacEwan University are not eligible to take first year Engineering again.

Students may also transfer to an institution other than the University of Alberta after one year of study. Each institution has its own admission and graduation requirements.

Students are responsible for familiarizing themselves with the requirements of the institution of their choice. For additional information on transferring from the Bachelor of Science in Engineering Transfer program and individual coursework to MacEwan University, the University of Alberta or another institution, contact a program advisor.

Contact Information
T: 780-497-4505
E: engineering@macewan.ca

Categories of Admission

Regular Admission
To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 70 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Chemistry 30
3. Mathematics 30-1
4. Mathematics 31
5. Physics 30

Note:
- No post-secondary substitutions may be used in lieu of high school courses.

To be evaluated through the program

Applicants with nine or more university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 3.3 on a 4.0 scale (no time limit on calculation of AGPA).

Applicants cannot be accepted for admission into the program who have more than one core engineering course from the first year program of study (this includes English but not complementary studies electives).

Previous Post-Secondary Work
To be evaluated through the program

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed the following:

- An approved engineering technology diploma from NAIT, SAIT or Lethbridge College with a minimum Admission Grade Point Average (AGPA) of 3.3 on a 4.0 scale.
- The required core courses listed under the Regular Admission category.

Additional Admission Criteria
All applicants must meet the following:
1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

2. Other Admission Criteria
To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

Applicants who have been required to withdraw twice from any recognized post-secondary institution or once from any engineering or engineering technology program will not be considered for admission or re-admission to the Program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year I</td>
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<tr>
<td>CHME 103</td>
<td>Introductory University Chemistry I for Engineers</td>
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<tr>
<td>ENGG 100</td>
<td>Orientation to the Engineering Profession I</td>
<td>1</td>
</tr>
<tr>
<td>ENGG 130</td>
<td>Engineering Mechanics - Statics</td>
<td>4</td>
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<tr>
<td>ENGL 199</td>
<td>Writing for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 100</td>
<td>Calculus I</td>
<td>3.5</td>
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<td>PHYS 130</td>
<td>Wave Motion, Optics and Sound</td>
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<td>CHME 105</td>
<td>Introductory University Chemistry II for Engineers</td>
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<td>ENCP 100</td>
<td>Computer Programming for Engineers</td>
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<td>ENGG 101</td>
<td>Orientation to the Engineering Profession II</td>
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<td>ENPH 131</td>
<td>Engineering Mechanics - Dynamics</td>
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<td>Calculus II</td>
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CERTIFICATE AND DIPLOMA PROGRAMS

• Accounting and Strategic Measurement (p. 160)
• Acupuncture (p. 162)
• Arts and Cultural Management (p. 165)
• Asia Pacific Management (p. 168)
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  • Aviation Management Major (p. 171)
  • Business Management Certificate (p. 172)
  • Business Management Diploma (p. 173)
  • Insurance and Risk Management Major (p. 173)
• Correctional Services (p. 176)
• Design Studies (p. 179)
• Disability Management in the Workplace - Suspended (p. 182)
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• Emergency Communications and Response (p. 187)
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• Theatre Production (p. 225)
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  • Physical Therapist Assistant & Occupational Therapist Assistant (p. 227)
  • Speech Language Pathologist Assistant (p. 229)
• Travel (p. 233)
ACCOUNTING AND STRATEGIC MEASUREMENT

School of Business
MacEwan.ca/Accounting (http://%E2%80%8BMacEwan.ca/Accounting)

Success in today's business world depends on sound decisions based on timely, accurate and well-directed financial information. Successful accounting students have good analytical skills, are able to work in a team environment and are self-motivated. In addition, they need effective oral and written communication skills for success.

Good computing skills are essential for this technology-integrated program. Students enrolled in the day sections carry and use laptop computers for optimal learning in technology courses. Students are responsible for the hardware and software costs.

The Accounting and Strategic Measurement program provides students with the option of working toward either the one-year Accounting Technology certificate or the two-year diploma. Students performing at a high level may consider applying for a block transfer to the Bachelor of Commerce.

This program requires that students carry and use a laptop computer for most daytime classes. Evening and online students must have access to a computer. For information on the laptop hardware and software requirements, contact a program advisor.

Accounting Technology Certificate
The Accounting Technology certificate is designed to provide students with practical, marketable skills, and comprises the first 10 courses of the diploma providing them with introductory level accounting knowledge. The program may be taken on a full-time basis during the day, and a part-time program is offered in the evening. This certificate is also available online.

Career Potential
With skills in accounting and computing, graduates of this program may pursue careers in administrative or financial positions in a variety of environments, such as private business, government, industry, accounting firms, financial institutions, hospitals and consulting firms. Students completing this certificate typically find entry-level positions as accounting technicians, accounting clerks and bookkeepers.

Transferability
All courses completed for the Accounting Technology certificate are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed diploma in this program may receive up to 60 credits of transfer credit at Athabasca University, and other post-diploma programs.

External Opportunities
All courses completed for the Accounting and Strategic Measurement diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed diploma in this program may receive up to 60 credits of transfer credit at Athabasca University, and other post-diploma programs. Check with the receiving institution. For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca (http://www.transferalberta.ca)) or contact the receiving institution directly.

Contact Information
T: 780-497-5162
E: accounting@macewan.ca

Categories of Admission
Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the Office of the University Registrar
Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:
1. ELA 30-1 or ELA 30-2
2. Mathematics 30-1 or Mathematics 30-2
3. Three Subjects from Group A, B, C, or D

Notes:
• Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
• A maximum of two Group B subjects may be presented; they must be from different disciplines.

These courses may be taken on a full-time basis during the day and a part-time program is offered in the evening. Courses from this program provide exemption and meet prerequisites for the Advanced Certificate in Accounting and Finance (ACAF) program offered by CPA.

Career Potential
Graduates of the diploma apply their training and skills as accountants in private business, public accounting firms, financial institutions, government, hospitals, industry and consulting firms. Common starting positions include analysts, junior accountants, payroll accountants, financial accountants, cost accountants, assistant controllers and accounting technicians. The experience and learning acquired through the integration of technology gives graduates unequalled leverage in the job market.

Transferability
Internal Opportunities
MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma may be granted up to 60 credits to MacEwan University's Bachelor of Commerce degree and up to 33 credits to the Bachelor of Arts degree.

External Opportunities
All courses completed for the Accounting and Strategic Measurement diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed diploma in this program may receive up to 60 credits of transfer credit at Athabasca University, and other post-diploma programs. Check with the receiving institution. For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca (http://www.transferalberta.ca)) or contact the receiving institution directly.
A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least five credits (e.g.: two 3-credit subjects).

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

**Mature Admission**
*To be evaluated through the Office of the University Registrar*

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Mathematics 30-1 or Mathematics 30-2

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

**Previous Post-Secondary Admission**
*To be evaluated through the Office of the University Registrar*

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the Calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must present a minimum of 24 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on the 4.0 scale and must have completed the required core courses listed under the Regular or Mature Category.

**Additional Admission Criteria**

1. **English Language Proficiency**
*To be evaluated through the Office of the University Registrar*

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

**Accounting Technology Certificate (30 credits - Year I)**

**Accounting and Strategic Measurement Diploma (60 credits - Years I and II)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 111</td>
<td>Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 201</td>
<td>Introduction to Sustainable Business</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Introduction to Microeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

| ENGL 102 | Analysis and Argument            | 3       |
| MGMT 107 | Business Computing                | 3       |

<table>
<thead>
<tr>
<th>Term II</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 161</td>
</tr>
<tr>
<td>ACCT 162</td>
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<tr>
<td>ACCT 164</td>
</tr>
<tr>
<td>LEGL 210</td>
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<td>PROW 210</td>
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<table>
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<table>
<thead>
<tr>
<th>Year II</th>
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</thead>
<tbody>
<tr>
<td>ACCT 214</td>
</tr>
<tr>
<td>ACCT 215</td>
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<tr>
<td>ACCT 315</td>
</tr>
<tr>
<td>ACCT 322</td>
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<tr>
<td>Elective</td>
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<th>Term III</th>
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<td>ACCT 316</td>
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<tr>
<td>ACCT 324</td>
</tr>
<tr>
<td>FNCE 301</td>
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<tr>
<td>Electives</td>
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<tr>
<th>Credits</th>
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<th>Total Credits</th>
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The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

<table>
<thead>
<tr>
<th>Course Substitutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Earned in:</td>
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<td>ACCT 211</td>
</tr>
<tr>
<td>ACCT 261</td>
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<td>ACCT 311</td>
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<tr>
<td>ACCT 312</td>
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<tr>
<td>ACCT 322</td>
</tr>
<tr>
<td>CMPT 157</td>
</tr>
<tr>
<td>MCSP 131</td>
</tr>
<tr>
<td>MGTS 103</td>
</tr>
<tr>
<td>OAA 111 &amp; OAAS 121</td>
</tr>
<tr>
<td>STAT 141</td>
</tr>
<tr>
<td>STAT 151</td>
</tr>
</tbody>
</table>
Acupuncture, a primary component of Traditional Chinese Medicine (TCM), has established itself as a well-respected, regulated health profession in Alberta and other provinces in Canada. The fundamental theories of acupuncture are rooted in holistic ideas that developed in ancient China. Acupuncture promotes health, and is used to treat acute and chronic illness, mainly through the insertion of filiform needles to establish a healthy balance of the individual's energy and body functions.

The Acupuncture program prepares you to become a registered acupuncturist, subject to successful completion of the provincial enrolment examination for acupuncturists. Students receive the instruction needed to practice acupuncture competently based on the most recent national and international standards.

**Career Potential**
- Regulated Health Profession
- Recognized under the Health Disciplines Act
- Respected in the medical community
- Relatively few practicing Acupuncturists in Alberta with comprehensive training
- Private practice or multi-disciplinary clinics with chiropractors, massage therapists, physiotherapists, holistic health practitioners, naturopathic doctors, homeopathic practitioners and physicians

**Transferability**

**Internal Opportunities**
MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma may be granted up to 45 credits to the Bachelor of Arts degree or Bachelor of Science degree. Students are advised to consult a program advisor for specific admission requirements.

**External Opportunities**
Graduates have a wide range of continuing education options, ranging from ongoing study in specialty areas to undergraduate and graduate study at institutes and universities both nationally and internationally. Graduates of this diploma are eligible to apply for admission to the Bachelor of Health Science and General Studies degree programs at Thompson Rivers University.

**Contact Information**
E: acupuncture@macewan.ca
University Advisor
T: 780-497-4129
Teaching Clinic Receptionist
T: 780-497-4610

All the courses of the program directly related to Traditional Chinese Medicine (TCM) are taught by registered acupuncturists with extensive clinical and teaching experience. Basic western medical sciences are taught by specialists in the related fields.
or
• Completion of a two year diploma (or equivalent) in Traditional Chinese Medicine (TCM), Holistic Health, Herbology, Massage Therapy, or complementary medicine.

Additional Admission Criteria
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories
All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

2. Other Admission Criteria
To be evaluated through the Program

Applicable to All Admission Categories
Applicants offered admission must present a clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACUP 105</td>
<td>Introduction to Qi Gong and Tui Na&lt;sup&gt;1&lt;/sup&gt;</td>
<td>1</td>
</tr>
<tr>
<td>ACUP 106</td>
<td>Medical Terminology&lt;sup&gt;1&lt;/sup&gt;</td>
<td>1</td>
</tr>
<tr>
<td>ACUP 117</td>
<td>Foundations of Traditional Chinese Medicine&lt;sup&gt;1&lt;/sup&gt;</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>3</td>
</tr>
<tr>
<td>HLSC 104</td>
<td>Applied Human Anatomy&lt;sup&gt;2&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>MTST 125</td>
<td>Physiology II&lt;sup&gt;2&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

| Term II |       |         |
| ACUP 101 | Meridian Systems and Acupuncture Points I<sup>1</sup> | 3 |
| ACUP 104 | Diagnostics in Traditional Chinese Medicine<sup>1</sup> | 3 |
| ACUP 114 | Introduction to Research Methodology<sup>1</sup> | 2 |
| ACUP 115 | Qi Gong and Tui na II<sup>1</sup> | 2 |
| ACUP 119 | Foundations of Traditional Chinese Medicine II<sup>1</sup> | 3 |
| MTST 126 | Physiology II<sup>2</sup> | 3 |
| Credits | | 16 |

| Term III |       |         |
| ACUP 103 | Meridian Systems and Acupuncture Points II<sup>1</sup> | 3 |
| ACUP 108 | Clinical Observation I<sup>1</sup> | 1 |
| ACUP 116 | Traditional Chinese Medicine Diagnostics Lab<sup>1</sup> | 1 |
| ACUP 124 | Introduction to Medical Microbiology<sup>1</sup> | 3 |
| Credits | | 8 |

| Year II |       |         |
| Term IV |       |         |
| ACUP 110 | Meridian Systems and Acupuncture Points III<sup>1</sup> | 3 |
| ACUP 112 | Traditional Chinese Medicine Internal Therapeutics I<sup>1</sup> | 2 |
| ACUP 113 | Clinical Observation and Practice I<sup>1</sup> | 1 |
| ACUP 203 | Therapeutic Principles of Acupuncture, Point Selection and Combination<sup>1</sup> | 2 |
| Credits | | 7 |

1. The minimum passing grade for this course is a C.
2. The minimum passing grade for this course is a C-.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Course Substitutions
Credit Earned in:  | May Be Substituted for Credit in Program Course:
--- | ---
ENGL 101 | ENGL 111
ENGL 102 | ENGL 111
ENGL 103 | ENGL 111
ENGL 105 | ENGL 111
ENGL 108 | ENGL 111
HLSC 105 | MTST 125 & MTST 126
HLSC 120 | HLSC 104
HLSC 124 | ACUP 124
HLSC 126 | MTST 125
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<td>HLSC 128</td>
<td>MTST 126</td>
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<td>HLSC 220</td>
<td>ACUP 320</td>
</tr>
<tr>
<td>HLSC 222</td>
<td>HLST 150</td>
</tr>
<tr>
<td>MTST 108</td>
<td>ACUP 106</td>
</tr>
<tr>
<td>MTST 120 &amp; MTST 122</td>
<td>HLSC 104</td>
</tr>
<tr>
<td>OAMS 113</td>
<td>ACUP 106</td>
</tr>
<tr>
<td>Peds 100</td>
<td>HLSC 104</td>
</tr>
<tr>
<td>Peds 101 &amp; Peds 200</td>
<td>MTST 125</td>
</tr>
<tr>
<td>Peds 102</td>
<td>MTST 125</td>
</tr>
<tr>
<td>Peds 103</td>
<td>MTST 126</td>
</tr>
</tbody>
</table>

**Program Graduation Regulations**

**Police Information Check (Security Clearance)**

A student must meet the specific Police Information Check requirements as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program.

**Immunization**

Current immunization against specified communicable diseases is required as a prerequisite for clinical experience and thus for continued enrolment in the program. Students must meet the specific immunization requirements by the end of the second term. Documentation of these requirements must be provided to the program by the end of the second term. Failure to meet the specified immunization requirements may result in a student being denied an approved clinical experience and/or they may be required to withdraw from the program.

**CPR - Basic Life Support for Health Care Provider (C) or Equivalent**

Students must meet the specific CPR requirements by the start of the fourth term. The certification must be for Health Care Providers and include one and two person rescuers (adult, infant, child), bag-valve masks, and automated external defibrillation (AED). Documentation of these requirements must be provided to the program by the start of the fourth term. Failure to meet the specified CPR requirements may result in a student being denied an approved clinical experience and/or they may be required to withdraw from the program.

**First Aid - Basic**

Students must meet the specific First Aid requirements by the start of the fourth term. Documentation of these requirements must be provided to the program by the start of the fourth term. Failure to meet the specified First Aid requirements may result in a student being denied an approved clinical experience and/or they may be required to withdraw from the program.
ARTS AND CULTURAL MANAGEMENT

Faculty of Fine Arts and Communications
MacEwan.ca/ArtsManagement (http://MacEwan.ca/ArtsManagement)

MacEwan University’s innovative and dynamic two-year 60-credit diploma in Arts and Cultural Management will prepare you for a career in arts management. Whether you are a practicing artist looking for the skill set to manage your own career or someone who loves supporting the creation and development of arts and culture in your community, this diploma will prepare you to take on administrative and management roles in the creative and cultural sectors. Building on the success of almost 40 years of arts management training at MacEwan University, you will leave the program with the skills you need to begin an exciting career in arts and cultural management.

Through the program, you develop close ties to the arts and cultural community, and emerge from your studies ready to assist organizations in the areas of fund/resource and audience development, publicity and media relations, human resource management, special event planning, project management, and much more.

After completing the academic portion of the program, you will practice what you have learned in an exciting two-month field placement with an organization of your choice. This practical experience comprises six credits in the credential and is a key factor for your successful transition into paid employment in the sector.

A variety of international educational opportunities are available to students throughout their course of study, including cultural study tours and international exchange opportunities.

If you have other post-secondary education and want to start working sooner, you may choose to exit the program with a certificate after one year of study. The program is available through classroom study or online, full-time or part-time.

Career Potential

Graduates can be found working across Canada in a wide variety of arts organizations, large and small; as fundraisers and fund development officers for arts organizations, managers of professional theatres; volunteer or marketing coordinators, special event coordinators, publicists, artist managers, and festival directors; or as public programming managers in museums and art galleries. Many graduates transition into starting their own businesses or managing their own artistic practice.

Transferability

Internal Opportunities

MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma may be granted credit towards various MacEwan University diploma and degree programs:

- Business Management diploma up to 21 credits
- Bachelor of Arts degree up to 33 credits
- Bachelor of Commerce degree up to 24 credits
- Bachelor of Communication Studies degree up to 51 credits

Students are advised to consult a program advisor for specific admission requirements.

External Opportunities

All courses completed for the Arts and Cultural Management diploma are credit courses and may be transferable individually toward further study at other Alberta institutions.

Students presenting a completed certificate in this program may be eligible to receive up to 60 credits towards the Bachelor of Professional Arts in Communication Studies at Athabasca University. University of Alberta students in the Bachelor of Arts in Drama degree program may complete 18 credits of coursework in this program at MacEwan University and transfer the credit towards a minor in Arts Management at the University of Alberta. For current, detailed information on individual course and certificate/diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca (http://www.transferalberta.ca)) or contact the receiving institution directly.

Technology Integration

Classroom students in the Arts and Cultural Management program are required to purchase a laptop and necessary software identified by the program. This initiative is designed to maximize student learning through the integration of their coursework and the software used in the field. For more information, attend a program information session (dates are listed on the program website at MacEwan.ca/ArtsManagement (http://MacEwan.ca/ArtsManagement)), attend as student for a day or contact the program’s University Advisor, T: 780-497-4364, E: artsmanagement@macewan.ca.

Contact Information

University Advisor
T: 780-497-4364
Toll-free: 1-888-497-4622 Ext. 4364
E: artsmanagement@macewan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Four subjects from Group A, B, C, or D

Notes:

- Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
- A maximum of two Group B subjects may be presented; they must be from different disciplines.
- A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).
Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission
To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have the following:

- ELA 30-1 with a minimum grade of 65 percent (or equivalent)
- Six credits of university-level English with no grade less than C-

Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Previous Post-Secondary Admission
To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed the following from a recognized institution:

- A minimum of 18 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale and must have completed ELA 30-1 (or equivalent) listed under the Regular or Mature category.

Additional Admission Criteria
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

2. Other Admission Criteria
To be evaluated through the Program

Applicable to All Admission Categories

Applicants are required to submit a program questionnaire. Successful applicants will demonstrate in their responses:

- knowledge of arts/culture in their community
- research completed regarding the work of arts administrators/managers
- how this MacEwan University program is aligned with their interests and goals

### Option Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGAD 209</td>
<td>Publicity and Media Relations in the Arts</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 225</td>
<td>Performing Arts Management</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 226</td>
<td>Museum/Gallery Management</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 227</td>
<td>Managing in the Music Industry</td>
<td>3</td>
</tr>
<tr>
<td>AGAD 201</td>
<td>Advocacy in the Cultural Sector</td>
<td>3</td>
</tr>
<tr>
<td>or AGAD 301</td>
<td>Advocacy in the Cultural Sector (Scotland Study Tour)</td>
<td></td>
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</table>

### Option Courses Requiring Department Consent

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGAD 300</td>
<td>Practicum in Arts Management</td>
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</table>

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

### Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
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<tbody>
<tr>
<td>AGAD 103 &amp; AGAD 127</td>
<td>AGAD 112</td>
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<tr>
<td>AGAD 121 &amp; AGAD 127</td>
<td>AGAD 122</td>
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<td>AGAD 120</td>
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<td>AGAD 103 &amp; AGAD 127 &amp; AGAD 121</td>
<td>AGAD 232</td>
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<td>AGAD 125</td>
<td>AGAD 225</td>
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<td>AGAD 126</td>
<td>AGAD 226</td>
</tr>
<tr>
<td>AGAD 101</td>
<td>AGAD 201</td>
</tr>
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</table>
Program Graduation Regulations
Declaring the Certificate Exit Option
Students who choose the certificate exit option for this program must complete a total of 36 credits – all Year 1 core courses, two options and the field placement consisting of co-requisites AGAD 231 Field Placement and AGAD 233 Integration Seminar per the Program of Study. Students are required to declare their intention for the certificate exit option to the Chair by November 30th to ensure an appropriate field placement can be arranged for the Spring/Summer term (May and June).

Field Placement Term
Students taking either the diploma or certificate exit program must successfully complete all courses and coursework requirements for the chosen credential in order to register in the AGAD 231 Field Placement and AGAD 233 Integration Seminar. Students completing the diploma must successfully complete all courses and coursework in Years 1 and 2 before registering in AGAD 231 and AGAD 233. Students choosing the certificate exit must successfully complete all courses and coursework in Year 1 before registering in AGAD 231 and AGAD 233.

Program of Study
Students taking the diploma must complete six credits of electives and six credits of English. Arts and Cultural Management program courses may not be used as electives. Students must also take 12 option credits, with a minimum of 9 of those credits coming from Arts and Cultural Management option offerings. The remaining 3 credits may be taken from courses offered in other programs in the Faculty of Fine Arts and Communications from an approved list and pending availability.
ASIA PACIFIC MANAGEMENT

School of Business
MacEwan.ca/AsiaPacific (http://%E2%80%8BMacEwan.ca/AsiaPacific)

International business and cross-cultural skills are fast becoming a requirement in today's global economy. The Asia Pacific region is Canada's second largest trade partner. Success in this region requires employees with international business skills and knowledge of the cultural and business environment in Asia.

The Asia Pacific Management diploma is a two-year, international business program designed to prepare Canadian and international students to launch a career in international business and management. The program of study cultivates the skills and insights required to be successful in domestic and international economies. Students can expect a range of academic business courses, specialized practical coursework in Asian culture, language, intercultural communications and international business principles, as well as an overseas practicum in Asia.

Career Potential

Asia Pacific Management is a demanding program ideal for individuals interested in a career in international business with a focus on the Asia Pacific region. In addition to the usual employment opportunities available to business diploma graduates, graduates may also join an increasing number of Canadian companies and agencies active in international business exchanges, as well as Canadian companies serving an ever-growing number of Asian clients. Graduates can also join the list of successful entrepreneurs with an Asian customer base. The Asia Pacific Management program also makes an excellent post-degree diploma.

Transferability

Internal Opportunities

MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma may be granted up to 60 credits to MacEwan University's Bachelor of Commerce degree. Students are advised to consult a program advisor for the Commerce program for specific admission requirements.

External Opportunities

All courses completed for the Asia Pacific Management diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed diploma in this program may receive up to 60 credits of transfer credit at Athabasca University, and up to 51 credits of individual course transfer credit to the Bachelor of Commerce program at the University of Alberta. For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca (http://www.transferalberta.ca)) or contact the receiving institution directly.

Contact Information

T: 780-497-5162
E: asiapacific@macewan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Mathematics 30-1 or Mathematics 30-2
3. Three subjects from Group A, B, C or D

Notes:

• Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.

• A maximum of two Group B subjects may be presented; they must be from different disciplines.

• A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Mathematics 30-1 or Mathematics 30-2

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Previous Post-Secondary Work

To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed the following from a recognized institution:

• A minimum of 24 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale and must have completed the required core courses listed under the Regular or Mature Admission category.

Additional Admission Criteria

All applicants must meet the following:
1. English Language Proficiency  
To be evaluated through the Office of the University Registrar  
Applicable to All Admission Categories  
All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan’s full-time calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

2. Other Admission Criteria  
To be evaluated through the Office of the University Registrar  
Applicable to All Admission Categories  
Applicants who have been assigned two unsatisfactory academic records within the past five years will not be considered for admission or re-admission to the program until a minimum three years from the date of the assignment of the last unsatisfactory academic record. For the purpose of admission or re-admission, an unsatisfactory record is defined as a transcript with the notation ‘required to withdraw’ or equivalent.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
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<tr>
<td>ACCT 311</td>
<td>Introductory Accounting</td>
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<td>BUSN 201</td>
<td>Introduction to Sustainable Business</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Introduction to Microeconomics</td>
<td>3</td>
</tr>
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<td>ECON 102</td>
<td>Introduction to Macroeconomics</td>
<td>3</td>
</tr>
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<td>INTB 312</td>
<td>Conducting Business in Asia</td>
<td>3</td>
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<td>MGTS 103</td>
<td>Probability and Statistics I</td>
<td>3</td>
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<td>ORGA 201</td>
<td>Introduction to Management</td>
<td>3</td>
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<td>CHIN 101</td>
<td>Introductory Chinese I</td>
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<td>CHIN 102</td>
<td>Introductory Chinese II</td>
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<td>CHIN 103</td>
<td>or Introductory Japanese I</td>
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<td>CHIN 104</td>
<td>or Introductory Japanese II</td>
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<td>Analysis and Argument</td>
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<td>ENGL 111</td>
<td>or Communications</td>
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| Credits | 30 |

Year II  

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<tr>
<td>INTB 300</td>
<td>Introduction to International Business</td>
<td>3</td>
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<tr>
<td>INTB 311</td>
<td>Diversity and Intercultural Communication</td>
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</tr>
<tr>
<td>LEGL 210</td>
<td>Business Law I</td>
<td>3</td>
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<td>MARK 301</td>
<td>Fundamentals of Marketing</td>
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</tr>
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<td>POLS 261</td>
<td>Asia Pacific Political Systems</td>
<td>3</td>
</tr>
<tr>
<td>INTB Option</td>
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<td>3</td>
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<td>CHIN 201</td>
<td>Introductory Chinese III</td>
<td>3</td>
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<td>CHIN 202</td>
<td>or Introductory Japanese III</td>
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<td>CHIN 203</td>
<td>Introductory Chinese IV</td>
<td>3</td>
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<td>CHIN 204</td>
<td>or Introductory Japanese IV</td>
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<td>or MARK 403</td>
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| Credits | 30 |

| Total Credits | 60 |

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
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Program Graduation Regulations  
Foreign Language Course Exemption
Students who demonstrate fluency in reading and writing Chinese or Japanese as assessed by a designated faculty member or test at MacEwan University may request an exemption to the requirement of 12 credits of Chinese or Japanese language study. If an exemption is granted, students will select 12 credits of substitute study as approved by the Chair.
**BUSINESS MANAGEMENT**

*School of Business*
MacEwan.ca/Management (http://MacEwan.ca/Management)

The Business Management diploma is a comprehensive general business program that prepares students to take on any business challenge. Using more than traditional books and theory, this program teaches through lectures, individual and group case-studies and real-world examples.

To help develop and demonstrate the potential of our students to become managers, administrators, entrepreneurs and leaders, we emphasize the integration of soft skills such as professionalism, interpersonal relations, teamwork and communications with quantitative and strategic decision-making abilities.

Students choose from the following:

- Business Management certificate
- Business Management diploma
- Aviation Management major
- Insurance and Risk Management major

With the exception of Insurance and Risk Management, these programs require that students carry and use a laptop computer for most classes.

MacEwan University recognizes that every student has unique demands on their time, so we offer a range of scheduling choices. The Business Management certificate and diploma are available on a full-time or part-time basis as follows:

- Traditional school year: September through April over two years.
- Flexible route: complete classes over a longer period of time. This option offers courses year round that may be taken on a full- or part-time basis. Begin in September.
- Part-time and online: all courses are available in the evenings and most are available online.

**Career Potential**

The Business Management program appeals to people who want to pursue a career in business and/or management and want a balance of theory and practical experience. The program is ideal for a wide range of possible careers in business including starting your own business, sales, marketing, hospitality management and financial services. It is also well suited to those wanting to pursue further post-secondary studies, either immediately upon graduation or at some point in the future.

Graduates of this diploma are eligible for the Certified in Management designation with the Canadian Institute of Management. Visit www.cim.ca for more information regarding membership and designation.

**Transferability**

**Internal Opportunities**

MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma may be granted up to 60 credits to MacEwan University’s Bachelor of Commerce degree and up to 33 credits to the Bachelor of Arts degree. Students are advised to consult a program advisor for specific admission requirements.

**External Opportunities**

All courses completed for the Business Management certificate and diploma programs are credit courses and may be transferable individually toward further study at other Alberta institutions. This program may receive up to 60 credits of transfer credit at Athabasca University. For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

**Categories of Admission**

Applicants may be admitted to one of the following:

**Regular Admission**

*To be evaluated through the Office of the University Registrar*

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Mathematics 30-1 or Mathematics 30-2
3. Three subjects from Group A, B, C, or D

**Notes:**

- Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
- A maximum of two Group B subjects may be presented; they must be from different disciplines.
- A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

**Mature Admission**

*To be evaluated through the Office of the University Registrar*

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Mathematics 30-1 or Mathematics 30-2

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

**Previous Post-Secondary Admission**

*To be evaluated through the Office of the University Registrar*

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the Calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.
Applicants must present a minimum of 24 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on the 4.0 scale and must have completed the required core courses listed under the Regular or Mature Category.

**Additional Admission Criteria**

All applicants must meet the following:

1. **English Language Proficiency**
   
   *To be evaluated through the Office of the University Registrar*

   Applicable to All Admission Categories

   All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University's academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

   - Aviation Management Major (p. 171)
   - Business Management Certificate (p. 172)
   - Business Management Diploma (p. 173)
   - Insurance and Risk Management Major (p. 173)

2. **Mathematics 30-1 or Mathematics 30-2**

3. **ELA 30-1 or ELA 30-2**

4. **Three subjects from Group A, B, C, or D**

   - A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).
   - A maximum of two Group B subjects may be presented; they must be from different disciplines.
   - Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.

   Students who love to fly and would like a solid business education should consider this program. The program also appeals to people wanting to pursue their own business, manage flight operations or become commercial pilots.

   The flight training and ground school component may be completed at any Transport Canada approved training centre. To complete the management portion of this major, students may complete any delivery method (i.e., flexible, regular two-year, evening or online) of the Business Management program. To attain this major, five management courses (15 credits) are replaced with aviation training obtained from the flight school of your choice.

**Career Potential**

Graduates of this specialized diploma gain employment in a variety of aviation-related careers – both as pilots and airport management personnel. Within Alberta, the oil industry creates significant aviation work, as oilfield workers are increasingly being transported to and from the north by air. Domestic airlines are also expanding. These factors create demand for both pilots and airport management personnel.

Graduates of this diploma are eligible for the Certified in Management designation with the Canadian Institute of Management. Visit www.cim.ca for more information regarding membership and designation.

**Transferability**

**Internal Opportunities**

MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma may be granted up to 60 credits to MacEwan University's Bachelor of Commerce degree. Students are advised to consult a program advisor for specific admission requirements.

**External Opportunities**

All courses completed for the Business Management, Aviation Management Major diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca (http://www.transferalberta.ca)) or contact the receiving institution directly.

**Categories of Admission**

**Regular Admission**

*To be evaluated through the Office of the University Registrar*

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Mathematics 30-1 or Mathematics 30-2
3. Three subjects from Group A, B, C, or D

**Notes:**

- Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

**Mature Admission**

*To be evaluated through the Office of the University Registrar*

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Mathematics 30-1 or Mathematics 30-2

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

**Previous Post-Secondary Admission**

*To be evaluated through the Office of the University Registrar*

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the Calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.
Applicants must present a minimum of 24 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on the 4.0 scale and must have completed the required core courses listed under the Regular or Mature Category.

**Additional Admission Criteria**

All applicants must meet the following:

1. **English Language Proficiency**
   
   *To be evaluated through the Office of the University Registrar*

   **Applicable to All Admission Categories**

   All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

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<thead>
<tr>
<th>Course ID</th>
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<td>ACCT 111</td>
<td>Financial Accounting I</td>
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<td>ACCT 215</td>
<td>Quantitative Decision Support</td>
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<td>ACCT 218</td>
<td>Management Accounting I</td>
<td>3</td>
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<td>ECON 101</td>
<td>Introduction to Microeconomics</td>
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</tr>
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<td>FNCE 113</td>
<td>Introduction to Quantitative Decision-Making</td>
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</tr>
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<td>HRMT 200</td>
<td>Management of Human Resources</td>
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<td>Business Law I</td>
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<td>MGMT 121</td>
<td>Principles of Management</td>
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<td>MGMT 122</td>
<td>Organizational Behaviour</td>
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<td>MGMT 131</td>
<td>Marketing</td>
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<td>MGMT 211</td>
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<td>MGMT 240</td>
<td>Business Research and Report Writing</td>
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<td>MGMT 261</td>
<td>Integrated Management Practice</td>
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<td>Instrument Rating</td>
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<td>Instructor Rating</td>
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   Total Credits: **60**

   1. Students must present the following Transport Canada approved aviation credentials in order to graduate and will receive a total of 15 credits towards the diploma.

   The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

   **Course Substitutions**

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<tr>
<th>Credit Earned in:</th>
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<td>ACCT 215</td>
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<td>STAT 151</td>
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   **Business Management Certificate**

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   Total Credits: **30**
## Course Substitutions

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### Business Management Diploma

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<td>Quantitative Decision Support</td>
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<td>ECON 101</td>
<td>Introduction to Microeconomics</td>
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<td>HRMT 200</td>
<td>Management of Human Resources</td>
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<td>LEGL 210</td>
<td>Business Law I</td>
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The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

### Course Substitutions

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Select one business elective 3
Select 9 elective credits 9
Total Credits 60

MacEwan.ca/Insure (http://MacEwan.ca/Insure)

Can you think through problems and weigh various options? This quality can help you shine in the insurance profession. Learn how to use information to make smart business decisions. Highly trained insurance...
professionals assess risks and insure clients against unforeseen events: physical, financial, or acts of nature.

The Insurance and Risk Management diploma is suited to students who thrive in a challenging environment. Critical thinking, problem-solving, attention to detail and customer service skills are all valuable assets.

The program is offered in a condensed course of study, with students completing a full diploma in 13 months. Offered in co-operation with the Insurance Institute of Canada and the Insurance Institute of Northern Alberta, this major prepares students for the Institute's Chartered Insurance Professional (CIP) designation. Topics covered include general business courses such as accounting, business law, sales and marketing combined with insurance industry-specific courses such as property insurance, liability insurance, loss adjusting, underwriting and risk management.

**Career Potential**
The insurance industry is a vital part of the financial/business community across Canada. It offers excellent career opportunities as claims adjusters, commercial and personal lines underwriters, account executives, brokers, agents, customer service representatives, risk management professionals, marketing representatives, and office or department managers.

**Transferability**

**Internal Opportunities**
MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma may be granted up to 60 credits to MacEwan University's Bachelor of Commerce degree and up to 24 credits to the Bachelor of Arts degree. Students are advised to consult a program advisor for specific admission requirements.

**External Opportunities**
All courses completed for the Business Management, Insurance and Risk Management major diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

**Contact Information**
T: 780-497-5162  
E: insurance@macewan.ca

**Categories of Admission**

Applicants may be admitted to one of the following:

**Regular Admission**

*To be evaluated through the Office of the University Registrar*

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Mathematics 30-1 or Mathematics 30-2
3. Three subjects from Group A, B, C, or D

**Notes:**

- Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
- A maximum of two Group B subjects may be presented; they must be from different disciplines.
- A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

**Mature Admission**

*To be evaluated through the Office of the University Registrar*

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

- ELA 30-1 or ELA 30-2
- Mathematics 30-1 or Mathematics 30-2

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

**Previous Post-Secondary Admission**

*To be evaluated through the Office of the University Registrar*

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the Calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must present a minimum of 24 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on the 4.0 scale and must have completed the required core courses listed under the Regular or Mature Category.

**Additional Admission Criteria**

All applicants must meet the following:

1. **English Language Proficiency**

   *To be evaluated through the Office of the University Registrar*

**Applicable to All Admission Categories**

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

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**CORRECTIONAL SERVICES**

Faculty of Health and Community Studies  
Department of Public Safety and Justice Studies  
MacEwan.ca/Corrections (http://MacEwan.ca/Corrections)

The Correctional Services diploma prepares graduates to work in a variety of positions in corrections and criminal justice fields including community agencies, correctional institutions, residential settings, restorative justice and related human service careers. Graduates work with adults and youth in conflict with the law, or who are at risk of becoming involved in the criminal justice system. The program provides theoretical knowledge, skill development and practical experience for the entry-level corrections and criminal justice professional.

The Correctional Services program stresses the dual yet inseparable function of the criminal justice system: protection of the public and providing assistance to offenders to become law abiding citizens. Students acquire essential skills and knowledge about the criminal justice system as well as professional practice information and expertise.

The first year provides a number of foundation courses concentrating on self-awareness, criminological theory and knowledge of the criminal justice system. Introduction to field placement provides an opportunity for students to acquire practice competencies including professionalism, crisis intervention, security procedures and suicide prevention.

The second year concentrates on skill development such as counselling strategies, case management, risk/needs assessment, documentation and working with special offender populations. Field placement provides students with the practical, first-hand experience in the field of corrections and criminal justice with the expectation that students apply the knowledge and skills discussed in the classroom.

**Career Potential**

Graduates are employed by both the provincial and federal governments and non-profit agencies. Graduates obtain employment as probation officers, youth workers, behavioural counsellors, correctional officers, case workers, police officers, and other related criminal justice positions. Many graduates eventually move into administrative and managerial positions in corrections and criminal justice agencies. Program graduates establish a network of career contacts through field placement and classroom activities. Graduates apply directly to corrections and/or criminal justice or related agencies and must demonstrate they meet the minimum position requirements. Shift work is often required, and many entry positions recruit through casual or wage employment.

**Transferability**

**Internal Opportunities**

MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this program are eligible to transfer up to 54 credits to MacEwan University’s Bachelor of Arts degree or up to 60 credits to the Bachelor of Applied Human Service Administration.

**External Opportunities**

All courses completed for the Correctional Services diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed diploma in this program are eligible to block transfer to a number of colleges and universities in Alberta:

- Athabasca University: 60 credits (two years) towards the Bachelor of Professional Arts in Criminal Justice degree or the Bachelor of Professional Arts in Human Services
- Lethbridge College: 60 credits (two years) towards the Bachelor of Applied Arts in Correctional Studies
- Mount Royal University: approximately 30 credits towards the Bachelor of Arts in Criminal Justice
- University of Alberta: Up to 30 units of course weight in the Faculty of Arts

For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Students presenting a completed diploma in this program are eligible to block transfer to a number of colleges and universities outside of Alberta:

- Royal Roads University (British Columbia): 60 credits (two years) towards a Bachelor of Arts in Justice Studies
- University of Great Falls (Montana): 60 credits (two years) towards a Bachelor of Arts or Science in Criminal Justice degree

For more information on these study options outside of Alberta, contact an advisor in the Correctional Services program.

**Contact Information**

On-Campus Studies  
T: 780-497-5379  
E: corrections@macewan.ca

Distance Studies  
T: 780-497-5186  
E: correctionsdistance@macewan.ca

**Categories of Admission**

Applicants may be admitted to one of the following:

**Regular Admission**

*To be evaluated through the Office of the University Registrar*

Applicants must have an Alberta high school diploma (or equivalent) and be 18 years of age by the beginning of the second term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Social Studies 30-1 or 30-2
3. One subject from Group A, B, C, or D

Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

**Additional Admission Criteria**

All applicants must meet the following:

1. **English Language Proficiency**
   *To be evaluated through the Office of the University Registrar*
Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

2. Other Admission Criteria
To be evaluated through the Program

Applicable to All Admission Categories

Applicants offered admission must present a clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.

Equity Admission

The Department of Public Safety and Justice Studies at MacEwan University is committed to principles of equity and diversity. The Department supports equitable representation of groups underrepresented in public safety and justice professions and has reserved up to 10% of admission spaces in each program as equity admission spaces for applicants who self-identify as Aboriginal. Aboriginal peoples of Canada are defined in the Constitution Act, 1982, Section 35 (2) as including the Indian, Inuit and Métis peoples of Canada.

In order to be considered for admission under the Equity Admission criteria, candidates must still meet the minimum admission criteria for the program option to which they apply.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term I</td>
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<tr>
<td>CORR 100</td>
<td>Human Relations</td>
<td>3</td>
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<tr>
<td>CORR 102</td>
<td>Foundations of Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CORR 104</td>
<td>Criminal Justice System</td>
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</tr>
<tr>
<td>SOCI 100</td>
<td>Introductory Sociology</td>
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<tr>
<td>ENGL 111</td>
<td>Communications</td>
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</tr>
<tr>
<td></td>
<td>Credits</td>
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</tr>
<tr>
<td>Term II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORR 110</td>
<td>Introductory Criminology</td>
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</tr>
<tr>
<td>CORR 112</td>
<td>Correctional Interviewing</td>
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</tr>
<tr>
<td>CORR 114</td>
<td>Introduction to Field Placement</td>
<td>2</td>
</tr>
<tr>
<td>CORR 118</td>
<td>Introduction to Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CORR 120</td>
<td>Restorative Justice</td>
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</tr>
<tr>
<td>CORR 206</td>
<td>Addiction in the Criminal Justice System</td>
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<tr>
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<td>Term III</td>
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<tr>
<td>CORR 116</td>
<td>Integration Seminar I</td>
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<td>CORR 212</td>
<td>Correctional Counselling</td>
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<td>CORR 214</td>
<td>Field Placement I</td>
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<td>CORR 218</td>
<td>Youth and Crime</td>
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<td>PSYC 105</td>
<td>Introductory Psychology II</td>
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<tr>
<td></td>
<td>Credits</td>
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<tr>
<td>Term IV</td>
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<tr>
<td>CORR 202</td>
<td>Diversity Issues in Criminal Justice</td>
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</tr>
<tr>
<td>CORR 208</td>
<td>Selected Issues</td>
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</tr>
</tbody>
</table>

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
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</thead>
<tbody>
<tr>
<td>CORR 108</td>
<td>CORR 118</td>
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<tr>
<td>CYCW 101</td>
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<tr>
<td>CYCW 203</td>
<td>CORR 214</td>
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<td>ENGL 100</td>
<td>ENGL 111</td>
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<td>ENGL 101</td>
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<td>ENGL 102</td>
<td>ENGL 111</td>
</tr>
<tr>
<td>ENGL 103</td>
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<td>ENGL 111</td>
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<td>ENGL 111</td>
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<td>INTD 105</td>
<td>CORR 100</td>
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<td>CORR 100</td>
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<td>CORR 206</td>
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<td>CORR 100</td>
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<tr>
<td>SOCI 225</td>
<td>CORR 110</td>
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<tr>
<td>SOCI 321</td>
<td>CORR 218</td>
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<tr>
<td>SOCI 327</td>
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<td>CORR 100</td>
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<tr>
<td>SOWK 110</td>
<td>CORR 112</td>
</tr>
<tr>
<td>SOWK 115</td>
<td>CORR 214</td>
</tr>
<tr>
<td>SOWK 205</td>
<td>CORR 224</td>
</tr>
</tbody>
</table>

Program Standards

Students admitted to this program are presumed to be capable of fulfilling the academic requirements of their program with, if applicable, provision of reasonable accommodation. The reasonable accommodation of students with disabilities shall not require the University to lower its standards, academic or otherwise, nor shall it relieve a student of the responsibility to develop and demonstrate the essential skills and competencies expected of all students pursuing this program (policy E3400, Students with Disabilities).

Regulations Governing Field Placement (Work Integrated Learning)

Students must achieve satisfactory performance in all field placement courses in accordance with the course learning outcomes and grading criteria. Field placement hours may include days, evenings and weekends. Students are required to arrange their own transportation for required field placement activities and any costs incurred for meals, travel.
and accommodation are the student's responsibility. Students will require daily access to a vehicle for any practice experience not accessible through public transportation. Required field placements will generally be within a 150 kilometer radius of the MacEwan University site.

Students cannot be in attendance at field placement agencies as a MacEwan University student except at times and locations authorized by the field placement course instructor for the course in which the student is currently enrolled. Students must comply with policy C2060 Work Integrated Learning regarding field placements. Students must have completed all prerequisite courses as well as all program and agency specific requirements prior to the start of any field placement course. In accordance with policy C2060 Work Integrated Learning, the University reserves the right, at any point during a field placement, to remove a student from the placement for serious performance issues (i.e., engaging in behaviour that places a client and/or others at risk or that is contrary to the professional or safety requirements of the placement). In such cases and with the concurrence of the Dean, the student will be assigned a grade of F in the course. Although this decision may be appealed according to policy E3103 Student Appeals, the student will not be permitted to remain in the field placement during the appeal.

Program Graduation Regulations

Police Information Check

A student must meet the specific police information check requirements as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program.
Design Studies students are prepared for a career in the exciting, ever-changing and multi-disciplinary field of design. Graduates are experts in crafting solutions that communicate with impact on the printed page, the screen, and in physical environments in areas of discipline such as graphic design, branding, advertising, publication design, illustration, photography, website and app design, user experience design, motion graphics and editing, packaging design and information design. Graduates will be able to embark on careers in which employers expect a thorough understanding of design theory, technical proficiency, a core set of skills within a subset of the discipline, and a broad understanding of the discipline in general.

The three-year Design Studies diploma offers great flexibility in course selection and an opportunity for students to determine the skills they wish to develop. Students will also develop enhanced levels of critical thinking, writing and research. The curriculum is designed to be responsive to changes occurring in the field, increasing employer demands and the changing nature of the design industry.

Over three years of study, students complete required courses that develop general design skills. By selecting specific options, students form a pathway. Students do not declare pathways – they are simply program recommendations for how students could select their option courses. Students can customize each pathway to suit their own needs. The following are two potential pathways students could adopt:

Visual Communication Design
In this pathway, students get a well-rounded graphic design training by taking courses in photography, advertising design, publication design, information design, user experience design, video and environmental design.

User Experience Design
In this pathway, students focus on the skills, methods and theories that are required to design websites, applications (apps), wearables, game interfaces and other digital products. They learn to make digital products that are useful, usable and desirable.

Regardless of the pathway, every student begins their study in year one by learning fundamental design skills that are common across all disciplines within the field. Students explore design theory, practices, principles and process, the meaning and significance of visual imagery, develop drawing and rendering skills, apply basic typography and learn the basics of industry standard software. In year two, students learn the historical and contemporary cultural context of design and continue to develop creative, conceptual and visual design skills through required courses and select options to start their pathway. In year three, students learn about the business of design, continue to develop skills in their chosen pathway, broaden their exposure to other areas of design and finalize a portfolio of work to gain employment.

Career Potential
Upon graduation, students find work in large agencies, small studios, print shops, and communications departments in medium-sized businesses up to large corporations. Depending on their pathway, a graduate's responsibilities might include graphic design, branding, advertising, publication design, information design, illustration, photography, website and app design, user experience design, user interface design, motion graphics, packaging design or environmental graphic design. Many graduates from Design Studies also succeed at starting their own freelance design or photography studios.

Technology Integration for Creative Learning (TICL)
All students entering year one are required to purchase a Digital SLR camera. All students entering year two are required to purchase a Macintosh laptop computer and software specific to their program of study. Specifications will be emailed to students and posted on the web. Students may be required to attend a technology orientation session prior to the start of Fall term classes.

Transferability
Internal Opportunities
MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this program are eligible to transfer up to 42 credits to MacEwan University's Bachelor of Arts degree.

External Opportunities
All courses completed for the Design Studies program are credit courses and may transfer individually toward further study at other Alberta institutions. Students interested in transferring courses are advised to consult both the receiving institution regarding transfer policies and the MacEwan University Design Studies program regarding coursework and portfolio development. Like the Design Studies program at MacEwan University, other institutions typically base transfer on both the application of creative skills as demonstrated in an entrance portfolio and on an assessment of course content. Students presenting a completed Design Studies diploma may be eligible for admission and block transfer to Athabasca University and ACAD (Alberta College of Art and Design). For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Contact Information
Dianne Nicholls, Instructional Assistant
T: 780-497-4312
E: designstudies@macewan.ca

Categories of Admission
Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or 75% in ELA 30-2
2. Four subjects from Group A, B, C, or D

Notes:
• Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
• A maximum of two Group B subjects may be presented; they must be from different disciplines.
• A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission
To be evaluated through the Office of the University Registrar
Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have the following:
• ELA 30-1 with a minimum grade of 65 percent (or equivalent)
• Six credits of university-level English with no grade less than C-
Applicants with nine or more university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Previous Post-Secondary Admission
To be evaluated through the Office of the University Registrar
Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed one of the following from a recognized institution:
• A diploma in design (or equivalent)
• A minimum of 24 university-level credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale and must have completed the required core courses listed under the Regular or Mature Admission category.

Additional Admission Criteria
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar
Applicable to All Admission Categories
All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

2. Other Admission Criteria
To be evaluated through the Program
Applicable to All Admission Categories
Applicants are required to submit a Portfolio and a Statement of Intent to a committee of Design Studies faculty.
1. Portfolio - the portfolio of design work shall consist of the applicant’s original body of work.
2. Statement of Intent - applicants must demonstrate the following in their statement:
• the ability to express ideas well in writing
• how the MacEwan University program is aligned with their interests and goals
• an interest in learning about design theory and practice

Course Title Credits

<table>
<thead>
<tr>
<th>Year I</th>
<th>Term I</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESN 102</td>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>DESN 103</td>
<td>Concept Visualization</td>
<td>3</td>
</tr>
<tr>
<td>DESN 110</td>
<td>Design Studio I: Visual Organization, Composition and Visual Language</td>
<td>3</td>
</tr>
<tr>
<td>DESN 120</td>
<td>Introduction to Design Software</td>
<td>3</td>
</tr>
<tr>
<td>DESN 150</td>
<td>Image Structure and Meaning</td>
<td>3</td>
</tr>
<tr>
<td>DESN 210</td>
<td>Design Studio II: Intradisciplinary Design Projects</td>
<td>6</td>
</tr>
<tr>
<td>DESN 230</td>
<td>Typography I</td>
<td>3</td>
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<tr>
<td>Select 6 credits from the following:</td>
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<td>6</td>
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<tr>
<td>ENGL 102</td>
<td>Analysis and Argument</td>
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<tr>
<td>ENGL 103</td>
<td>Introduction to Literature</td>
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<tr>
<td>ENGL 111</td>
<td>Communications</td>
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<tr>
<td>ENGL 211</td>
<td>Business Communication</td>
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<tr>
<th>Credits</th>
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</table>

| Year II | |
| DESN 240 | Introduction to User Experience Design | 3 |
| DESN 270 | The History of Design and Material Culture Through the 18th Century | 3 |
| DESN 310 | Design Studio III | 3 |
| DESN 330 | Typography II | 3 |
| DESN 271 | The History of Material Culture and Design From the 18th Century | 3 |
| DESN 311 | Corporate Identity Design and Branding | 3 |
| Liberal Arts Requirement | | 3 |
| Program Options | | 9 |

<table>
<thead>
<tr>
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</thead>
<tbody>
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</table>

| Year III | |
| DESN 380 | Design Thinking Seminar: Design Strategy, Complex Projects & Systems | 3 |
| DESN 381 | Design Issues Seminar | 3 |
| DESN 390 | Portfolio & Business of Design | 3 |
| Program Options | | 12 |
| Program Options or Liberal Arts Option | | 6 |
| Liberal Arts Requirement | | 3 |

<table>
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<tr>
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Program Options

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<tr>
<td>DESN 200</td>
<td>Drawing for Illustration</td>
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</tr>
<tr>
<td>DESN 241</td>
<td>Interaction Design I</td>
<td>3</td>
</tr>
</tbody>
</table>
Liberal Arts Requirements

Liberal Arts requirements in Design Studies encompass courses in humanities or social sciences. Students are required to complete six credits of liberal arts options of which three credits must be at the senior level (200-399). In place of selected program options in the final year of study, a student can take up to six additional credits of liberal arts options.

Any liberal arts requirements must be baccalaureate level coursework. Selections are made from the approved list of liberal arts options for Design Studies. Subject to written approval of the chair, students may earn credit for courses not listed in the approved list of liberal arts courses. Students are strongly encouraged to consult with their program advisor before confirming liberal arts options.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Pathway Detail

Pathways are recommendations on what courses students could choose for their required 21 credits of option courses.

Visual Communication Design (VCD)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DESN 250</td>
<td>Introduction to Photography</td>
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<tr>
<td>DESN 251</td>
<td>Applied Photographic Design</td>
<td>3</td>
</tr>
<tr>
<td>DESN 252</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>DESN 260</td>
<td>Introduction to Video</td>
<td>3</td>
</tr>
<tr>
<td>DESN 261</td>
<td>Motion Graphics I</td>
<td>3</td>
</tr>
<tr>
<td>DESN 300</td>
<td>Illustration Techniques</td>
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</tr>
<tr>
<td>DESN 313</td>
<td>Information Design</td>
<td>3</td>
</tr>
<tr>
<td>DESN 314</td>
<td>Environmental Graphic Design</td>
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</tr>
<tr>
<td>DESN 315</td>
<td>Visual Narrative and Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>DESN 316</td>
<td>Branded Environments</td>
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</tr>
<tr>
<td>DESN 317</td>
<td>Publication Design</td>
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<tr>
<td>DESN 318</td>
<td>Advertising Design</td>
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<tr>
<td>DESN 340</td>
<td>Web Design &amp; Development I</td>
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<tr>
<td>DESN 341</td>
<td>Interaction Design II</td>
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</tr>
<tr>
<td>DESN 342</td>
<td>User Experience Design Theory &amp; Methods</td>
<td>3</td>
</tr>
<tr>
<td>DESN 343</td>
<td>Web Design &amp; Development II</td>
<td>3</td>
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<tr>
<td>DESN 361</td>
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<tr>
<td>DESN 391</td>
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Total Credits 21

User Experience Design (UXD)

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<td>DESN 241</td>
<td>Interaction Design I</td>
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<tr>
<td>DESN 261</td>
<td>Motion Graphics I</td>
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<tr>
<td>DESN 313</td>
<td>Information Design</td>
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<tr>
<td>DESN 340</td>
<td>Web Design &amp; Development I</td>
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<td>DESN 341</td>
<td>Interaction Design II</td>
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</tr>
<tr>
<td>DESN 342</td>
<td>User Experience Design Theory &amp; Methods</td>
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</tr>
<tr>
<td>DESN 343</td>
<td>Web Design &amp; Development II</td>
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Total Credits 21

Course Substitutions

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<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
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<tr>
<td>DESN 100</td>
<td>DESN 103</td>
</tr>
<tr>
<td>DESN 101</td>
<td>DESN 102</td>
</tr>
</tbody>
</table>

MacEwan University 2018-2019 Academic Calendar 181
DISABILITY MANAGEMENT IN THE WORKPLACE - SUSPENDED

Faculty of Nursing
Department of Interprofessional Education and Simulation Learning

Suspended: There are no planned intakes for this program. Applications for admission are not being accepted.

The Disability Management in the Workplace certificate provides individuals with the knowledge and skills to coordinate return to work plans, and develop and implement disability management programs in the workplace. As the economic and human costs of worker injuries and illnesses rise, disability management professionals in the workplace are increasingly in demand. The focus of disability management is to assist workers who have been injured, ill or disabled to adapt to a meaningful and productive work environment.

This program is offered via online distance delivery. Students successfully complete 30 credits to receive a certificate in Disability Management in the Workplace.

Career Potential
A qualified individual has a broad spectrum of employment opportunities. Prospective places of employment include a wide range of corporate environments, federal, provincial and municipal governments, unions, health care providers, insurance providers and disability management service providers.

Contact Information
T: 780-497-5188
Toll-free: 1-888-497-9390
E: cpne@macewan.ca

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Year I</td>
<td></td>
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<tr>
<td>DMWP 100</td>
<td>Essential Anatomy and Physiology ¹</td>
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</tr>
<tr>
<td>DMWP 102</td>
<td>Medical and Pharmaceutical Concepts ¹</td>
<td>3</td>
</tr>
<tr>
<td>DMWP 104</td>
<td>Introduction to Disability Management ¹</td>
<td>3</td>
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<tr>
<td>DMWP 110</td>
<td>Ethics and Professionalism in Disability Management ¹</td>
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<td>DMWP 112</td>
<td>Health, Social and Legislative Foundations ¹</td>
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<td>Conflict and Crisis Management in Return To Work ¹</td>
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| Total Credits | 30 |

¹ The minimum passing grade for this course is a C-.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.
DISABILITY STUDIES:
LEADERSHIP AND
COMMUNITY - SUSPENDED

Faculty of Health and Community Studies
MacEwan.ca/DisabilityStudies (http://MacEwan.ca/DisabilityStudies)

Suspended: There are no planned intakes for this program. Applications for admission are not being accepted.

The Disability Studies: Leadership and Community (DSLC) program works closely with community agencies, people with disabilities, their families and governments to prepare exceptional graduates with a broad background and the practical skills to help build inclusive communities. Acting as allies, graduates honour the self-determination of people with disabilities in reaching their goals.

This diploma provides a solid theoretical background in disability studies through comprehensive coursework. Supervised field placements provide opportunities for the practical application of theory and a broader educational experience.

Career Potential
Expanding community options for people with disabilities has created an urgent need for qualified professionals to work in a variety of settings. Graduates find employment as early intervention specialists, educational assistants, job coaches, rehabilitation practitioners, and community support. They are respected professionals with a strong sense of social justice and the vision to see the potential in every individual.

Contact Information
T: 780-497-5569
Toll-free 1-888-497-5723 ext 5569
E: disabilitystudies@macewan.ca

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<thead>
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<td>Person Directed Practice</td>
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<td>Family Support</td>
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<td>Advocacy and Activism</td>
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The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Program Graduation Regulations

Security Clearance
A student must meet the specific security clearance requirements as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program.

Immunization
A student must meet the specific immunization requirements as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program.

Standard First Aid
A student must meet the specific Standard First Aid requirements as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program.
EARLY LEARNING AND CHILD CARE

Faculty of Health and Community Studies
Department of Human Services and Early Learning
MacEwan.ca/EarlyLearning (http://%E2%80%8BMacEwan.ca/EarlyLearning)

The Early Learning and Child Care Program prepares you to be an early childhood educator and care for the youngest citizens in our community. In this program, you learn how to foster children's growing sense of identity and belonging, as active, contributing members of the community. The foundation of professional practice is facilitating early learning through play.

The Early Learning and Child Care diploma prepares you to become knowledgeable, skilled, responsive educators and advocates for young children and their families. Courses focus on child development, curriculum planning, positive child guidance, professional team communications and working with families. Classes are a unique blend of experiential learning and theoretical knowledge. Course content focuses on children from birth to eight years.

Graduates of the program are confident in their ability to:
- respond to each child as a unique individual
- build strong and supportive relationships with families
- offer early learning curriculum experiences based on current theoretical perspectives.

The program works with community-based early childhood programs in the Edmonton region to provide opportunities to explore approaches to early learning and care in practice as well as to experience the realities of work in the field. Combined with classroom learning, these field experiences prepare graduates to be leaders in the early childhood profession.

A unique feature of the program is our on-campus lab school. All students are actively involved with the early learning educators and the children in the centre. Students have regular opportunities to reflect on the integration of theory and practice using real life examples from the child care centre.

Career Potential
This rewarding profession has a high demand for graduates and an increasing variety of career options. Graduates are employed in child care centres, family day homes, and early intervention programs, family support programs, kindergarten and pre-kindergarten classrooms, playschools, preschools, out-of-school care centres, and parent relief child care centres. Graduates are prepared to work with infants, toddlers, preschoolers, and school-aged children.

Transferability

Internal Opportunities
MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma program may be granted up to 60 credits to MacEwan University's Bachelor of Child and Youth Care degree and up to 39 credits to the Bachelor of Arts degree. Graduates may also use this diploma to meet admission requirements to the Bachelor of Applied Human Services Administration degree. Students are advised to consult an advisor for these programs for specific admission requirements and required bridging course information.

External Opportunities
All courses completed for the Early Learning and Child Care diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed diploma in this program may receive up to 30 credits to the Bachelor of Education-Elementary degree program at the University of Alberta and up to 60 credits of transfer credit at Athabasca University and the University of Calgary. For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (http://www.transferalberta.ca) or contact the receiving institution directly.

Contact Information
T: 780-497-5146
E: earlylearning@macewan.ca

Categories of Admission
Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the Office of the University Registrar
Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:
1. ELA 30-1 or ELA 30-2
2. Social Studies 30-1 or 30-2
3. Three subjects from Group A, B, C or D

Notes:
- Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
- A maximum of two Group B subjects may be presented; they must be from different disciplines.
- A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission
To be evaluated through the Office of the University Registrar
Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:
1. ELA 30-1 or ELA 30-2
2. Social Studies 30-1 or 30-2
Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

**Previous Post-Secondary Admission**

*To be evaluated through the Office of the University Registrar*

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed the following from a recognized institution:

- A minimum of 24 post-secondary level credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

**Additional Admission Criteria**

All applicants must meet the following:

1. **English Language Proficiency**

   *To be evaluated through the Office of the University Registrar*

   **Applicable to All Admission Categories**

   All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s full-time calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

2. **Other Admission Criteria**

   *To be evaluated through the Program*

   **Applicable to All Admission Categories**

   Applicants offered admission are required to submit the following:

   - A clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.
   - A valid child care first aid (standard level) certificate issued by the Canadian Red Cross or St. John Ambulance by the published document deadline.

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<td>Curriculum I: Creative Expression in Early Learning and Care</td>
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<tr>
<td>ECDV 110</td>
<td>Child Development I 1</td>
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<td>ECDV 115</td>
<td>Communications I: Interpersonal Competencies</td>
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<td>ECDV 125</td>
<td>Integration Seminar I 1</td>
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**Course Substitutions**

1 The minimum passing grade for this course is a C.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

**Program Standards**

Learners admitted to this program are presumed to be capable of fulfilling the academic requirements of the program with, if applicable, provision of reasonable accommodation. The reasonable accommodation of learners with disabilities shall not require the university to lower its standards, academic or otherwise, nor shall it relieve a learner of the responsibility to develop and demonstrate the essential skills and competencies expected of all learners pursing this program (policy E3400, Students with Disabilities).
Regulations Governing Work Integrated Learning Activities

Completion of four Field Placement courses is required. Learners must comply with policy C2060 Work Integrated Learning and other applicable policies and regulations of the university and host organization. In accordance with policy C2060, the university reserves the right to remove a learner from the work integrated learning experience at any point in the experience for serious performance issues (i.e., engaging in behavior that places the client and/or others at risk or that is contrary to the professional or safety requirements of the placement). In such cases and with concurrence of the Dean, the learner will be assigned a grade of F in the course. Although the decision may be appealed according to policy E3103 Student Appeals, the learner will not be permitted to remain in the work integrated learning experience during the appeal.

Host organizations may specify additional prerequisite requirements for work integrated learning experiential activities, for example, a current, clear Police Information Check (PIC), current Child Welfare Check or currency of immunization.

Learners whose PIC status changes or who lack other specified additional requirements compromise their ability to complete the program requirements as they may be denied work integrated learning experiences and, therefore, be unable to meet graduation requirements.

Learners are responsible for any costs they incur related to travel to and from and parking at the host site.

Learners acknowledge that, during scheduled course periods, they are expected to attend field placement eight hours per day with appropriate breaks. Shifts will be scheduled between 7 a.m. and 6 p.m. Learners will be notified of their particular hours prior to the start of the placement. Hours of attendance will vary between host organizations.

Program Graduation Regulations

Police Information Check

Students must meet the specific police information check requirements as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program.

Students are responsible for obtaining police information checks annually or at intervals specific to their field placement agency and for making these available upon request. Students may also be required to obtain an Intervention Record Check for some field placements. Students must be able to satisfy agency requirements prior to the start of each field placement.

First Aid in Child Care

A student must meet the specific First Aid in Child Care requirements as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program.
EMERGENCY COMMUNICATIONS AND RESPONSE

Faculty of Health and Community Studies
Department of Public Safety and Justice Studies
MacEwan.ca/Emergency (http://MacEwan.ca/Emergency)

In the increasingly complex field of emergency telecommunications, there is a need for personnel who have the ability to assess situations quickly and respond in an appropriate manner. Emergency communicators are the critical link between the public and those who provide police, fire and emergency medical assistance. As the field evolves, the need for highly skilled and knowledgeable professionals is critical. The field demands professionals who are able to multi-task, use high-tech equipment, think critically and quickly in a stressful setting, and respond to the challenges of the field.

The Emergency Communications and Response program develops the broad knowledge and skills required of call evaluators or dispatchers and the unique knowledge and skills in police, fire and emergency medical environments. The program is a full-time, eight-month certificate. Full-time program entry occurs each fall. The full-time program may be offered as a combination of day and evening courses. The students participate in a short field placement with a communication centre in the final month of the program.

Career Potential
Challenging and rewarding careers as call evaluators or dispatchers can be found in police, fire or medical communication centres in provincial, federal or municipal settings. Many opportunities are also available in specialized public or private communication centres dealing with priority service requests.

Transferability
MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this program may be granted up to 18 credits to the Bachelor of Arts program. Students are advised to consult an advisor for specific admission requirements and required bridging course information.

Contact Information
T: 780-497-5379
E: emergencycommunications@macewan.ca

Category of Admission
Applicants may be admitted to the following:

Regular Admission
To be evaluated through the Office of the University Registrar

Applicants must have an Alberta high school diploma (or equivalent) or GED diploma.

Applicants must have a minimum overall average of 65% with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Social Studies 30-1 or 30-2
3. One subject from Group A, B, C, or D

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average of 2.0 on a 4.0 scale.

Additional Admission Criteria
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories
All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (https://MacEwan.ca/ELPs).

2. Other Admission Criteria
To be evaluated through the Program

Applicable to All Admission Categories
Applicants offered admission must present a clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.

Equity Admission
The Department of Public Safety and Justice Studies at MacEwan University is committed to principles of equity and diversity. The Department supports equitable representation of groups underrepresented in public safety and justice professions and has reserved up to 10% of admission spaces in each program as equity admission spaces for applicants who self-identify as Aboriginal. Aboriginal peoples of Canada are defined in the Constitution Act, 1982, Section 35 (2) as including the Indian, Inuit and Métis peoples of Canada. In order to be considered for admission under the Equity Admission criteria, candidates must still meet the minimum admission criteria for the program option to which they apply.

Course Title Credits
---
ECRP 131 Call Processing/Radio Communications 3
ECRP 141 Emergency Communications I 3
ENGL 111 Communications 3
PSSC 121 Law and the Administration of Justice 3
PSYC 104 Introductory Psychology I 3

Credits 15

Term II
ECRP 151 Emergency Communications II 3
ECRP 161 Emergency Planning 2
ECRP 171 Field Placement 2
ECRP 172 Integration Seminar 1
ECRP 181 Document Processing in Emergency Communications 1
PSSC 141 Interpersonal Skills 3
The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Course Substitutions

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Academic Residency - Exemption

A student in Emergency Communications and Response must complete at least 30 per cent of courses through MacEwan University. Challenge examinations, transfer credit and other special assessments (for example, prior learning and recognition) are not included in the 30 per cent.

Program Standards

Students admitted to this program are presumed to be capable of fulfilling the academic requirements of their program with, if applicable, provision of reasonable accommodation. The reasonable accommodation of students with disabilities shall not require the University to lower its standards, academic or otherwise, nor shall it relieve a student of the responsibility to develop and demonstrate the essential skills and competencies expected of all students pursuing this program (policy E3400, Students with Disabilities).

Regulations Governing Field Placement (Work Integrated Learning)

Students must achieve satisfactory performance in all field placement courses in accordance with the course learning outcomes and grading criteria. Field placement hours may include days, evenings and weekends. Students are required to arrange their own transportation for required field placement activities and any costs incurred for meals, travel and accommodation are the student’s responsibility. Students will require daily access to a vehicle for any practice experience not accessible through public transportation. Required field placements will generally be within a 150 kilometer radius of the MacEwan University site.

Students cannot be in attendance at field placement agencies as a MacEwan University student except at times and locations authorized by the field placement course instructor for the course in which the student is currently enrolled. Students must comply with policy C2060 Work Integrated Learning regarding field placements. Students must have completed all prerequisite courses as well as all program and agency specific requirements prior to the start of any field placement course. In accordance with policy C2060 Work Integrated Learning, the University reserves the right, at any point during a field placement, to remove a student from the placement for serious performance issues (i.e., engaging in behaviour that places a client and/or others at risk or that is contrary to the professional or safety requirements of the placement). In such cases and with the concurrence of the Dean, the student will be assigned a grade of F in the course. Although this decision may be appealed according to policy E3103 Student Appeals, the student will not be permitted to remain in the field placement during the appeal.

Program Graduation Regulations

Police Information Check

A student must meet the specific police information check requirements as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program.
FINE ART

Faculty of Fine Arts and Communications
MacEwan.ca/FineArt (https://%E2%80%8BMacEwan.ca/FineArt)

The two-year Fine Art diploma program prepares students for degree completion (Bachelor of Fine Art or Bachelor of Arts) and for starting a professional art practice. Students study historical and contemporary art in studio and art history courses, along with English, FFAC options and university electives. Students work in studios in Allard Hall on MacEwan University’s downtown campus, walking distance to campus facilities and services, as well as to museums and galleries in Edmonton’s downtown arts district.

The Fine Art program exposes students to the diversity of contemporary art practice, and emphasizes the development of creative, research and professional skills. In the first year, students learn elements and principles used in visual composition, art themes and media, creative research and histories of art and visual culture. In the second year, they develop a personal direction as they study and explore contemporary art theories and practice, professional practice, and pursue idea and process within studio course objectives. Digital technologies along with traditional approaches are incorporated throughout the curricula in coursework in drawing, painting, sculpture, installation, performance art, digital art, video and emerging forms. Studio assignments are designed to foster creative problem-solving skills, fluency with creative language and a strong work ethic. Through critiques, lectures and seminars, and visiting artist lectures, students learn to discuss their own art as it relates to contemporary art and its influences and contexts.

Career Potential

Graduates of the program can be self-employed artists who work on commissioned artworks or exhibit their artwork in art galleries and museums or the public sphere. The program provides a solid grounding to pursue various career pathways such as becoming artists, designers, illustrators, architects, film or media production artists, muralists, art teachers, university art professors, photographers, art historians, art writers, gallery administrators, art technicians, curators, archivists, and art conservators.

Transferability

Internal Opportunities

MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this program are eligible to transfer up to 36 credits to MacEwan University’s Bachelor of Arts degree.

External Opportunities

All courses completed for the Fine Art diploma are credit courses and may be transferable individually or by block transfer toward a Bachelor of Fine Art degree at ACAD (Alberta College of Art and Design) and other Alberta and Canadian institutions (e.g., Emily Carr, NSCAD). Admission to provincial or out-of-province degree-granting art institutions is generally determined through an evaluation of the student’s MacEwan University transcript and the level of portfolio achievement. Students interested in transferring a completed diploma are advised to consult the receiving institution regarding their application requirements, procedures and transfer policies.

For current, detailed information on individual course and diploma transferability in Alberta, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Contact Information

Rosemary Clancy, Instructional Assistant
T: 780-497-4321
E: fineart@macewan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 60 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or a minimum of 65% in ELA 30-2
2. One Group A course
3. One Group B or C course
4. One Group C or D course

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term.

Additional Admission Criteria

All applicants must meet the following:

1. English Language Proficiency

To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (https://MacEwan.ca/ELP).

2. Other Admission Criteria

To be evaluated through the Program

Applicable to All Admission Categories

Applicants must submit a portfolio and a statement of intent to be assessed by a committee of Fine Art faculty. Successful applicants will demonstrate in their portfolio:

- a basic understanding of composition, colour, tone and perspective
- an interest in working with a variety of mediums and subjects
- an attention to presentation

Successful applicants will demonstrate in their statement of intent:
• the ability to express ideas well in writing
• how this MacEwan University program is aligned with their interests and goals
• an interest in learning about the theories and practice of historical and contemporary art

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTE 104</td>
<td>Five Centuries of Art and Visual Culture: From Renaissance to the 19th-Century</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 107</td>
<td>Three-Dimensional Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 110</td>
<td>Foundation Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 111</td>
<td>2D Foundation: Theory and Structure</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Analysis and Argument</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 106</td>
<td>Digital Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 119</td>
<td>Introduction to Creative Research</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 120</td>
<td>Observational Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 224</td>
<td>The Visual Culture of Modernity: Fin-de-siècle to Mid-Twentieth Century</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 103</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 205</td>
<td>Introduction to Painting</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 206</td>
<td>Intermedia: Digital Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 230</td>
<td>Introduction to Contemporary Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 234</td>
<td>Art and Visual Culture II: Modernism and Postmodernism</td>
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<tr>
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</tr>
<tr>
<td>ARTE 207</td>
<td>3D Spatial Practice</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 208</td>
<td>Introduction to Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 219</td>
<td>Concepts and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Fine Art Option</td>
<td>Senior level</td>
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<tr>
<td>ELEC</td>
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<tr>
<td>Credits</td>
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<td>Total Credits</td>
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1 The minimum passing grade for this course is a C-.

### Fine Art Option Courses

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<thead>
<tr>
<th>Course ID</th>
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</thead>
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<tr>
<td>ARTE 214</td>
<td>History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 314</td>
<td>Thinking Photography</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 215</td>
<td>Painting II</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 216</td>
<td>Intermedia II: Emerging Forms</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 259</td>
<td>Special Topics in Art</td>
<td>3</td>
</tr>
</tbody>
</table>

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

### Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTE 102</td>
<td>ARTE 104</td>
</tr>
<tr>
<td>ARTE 121</td>
<td>ARTE 119</td>
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<tr>
<td>ARTE 123</td>
<td>ARTE 107</td>
</tr>
<tr>
<td>ARTE 202</td>
<td>ARTE 224</td>
</tr>
<tr>
<td>ARTE 203</td>
<td>ARTE 234</td>
</tr>
<tr>
<td>ARTE 231</td>
<td>ARTE 205, ARTE 215</td>
</tr>
<tr>
<td>ARTE 240</td>
<td>ARTE 219</td>
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<td>ARTE 241</td>
<td>ARTE 206, ARTE 207</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>ENGL 111</td>
</tr>
<tr>
<td>ENGL 108</td>
<td>ENGL 111</td>
</tr>
<tr>
<td>VCPH 100</td>
<td>ARTE 106</td>
</tr>
</tbody>
</table>

### Program Graduation Regulations

Students in the Fine Art program are required to successfully complete all courses in Year 1 of the Program of Study in order to be able to progress to Year 2.

Program courses (ARTE) and Design Studies courses (DESN, VCDE, VCDF, VCDI, VCDM, VCDR, VCMO, VCPH, VCPR) cannot be used to fulfill elective requirements.
GENERAL STUDIES

Faculty of Arts and Science
MacEwan.ca/GeneralStudies (http://MacEwan.ca/GeneralStudies)

SUSPENDED: THERE ARE NO PLANNED INTAKES FOR THIS PROGRAM. APPLICATIONS FOR ADMISSION ARE NOT BEING ACCEPTED.

General Studies is excellent preparation for entry into career studies, university-transfer and degree programs at MacEwan University, and various other faculties in Alberta universities. The General Studies program offers university credit coursework in the following areas:

- anthropology
- art history
- biology
- classics
- computer science
- drama
- economics
- health education
- history
- music
- philosophy
- political science
- psychology
- sociology

Students are encouraged to seek admission to a degree or university-transfer program, even if their academic goal is undecided. If a student does not meet the admission requirements of the Bachelor of Arts or another university program, the General Studies program may be the right option. University credit courses are available through the General Studies program, although it is not considered a degree or university-transfer program.

Note:

- General Studies offers a liberal arts education. Normally, only first-year courses are available to General Studies students
- Students are encouraged, but not required, to complete a General Studies diploma (60 credits) while enrolled in the program. General Studies students who have completed the diploma will be eligible for MacEwan University alumni benefits

Career Potential

The General Studies program is not designed as a career program. However, the benefits of its liberal arts programming can be an important asset to any career. Prospective applicants are encouraged to contact the General Studies program to ensure it is appropriate to assist them with their academic goals.

Contact Information

T: 780-497-4505
E: artsandscience@macewan.ca

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Select 12 credits in any courses in English except upgrading and developmental courses</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>Select 15 credits in any courses in anthropology, economics, political science, psychology, or sociology</td>
<td>15</td>
</tr>
<tr>
<td>Canadian Studies</td>
<td>Select two of the following:</td>
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<tr>
<td></td>
<td>ECON 102 Introduction to Macroeconomics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIST 260 History of Canada to 1867</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIST 261 History of Canada Since 1867</td>
<td></td>
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<tr>
<td></td>
<td>POLS 221 Canadian Political Realities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCI 201 Canadian Society</td>
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</tr>
<tr>
<td>Humanities</td>
<td>Select 12 credits in any courses in classics, history or philosophy</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
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</tr>
<tr>
<td></td>
<td>BIOL 101 Current Issues in Human Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIOL 103 Humans and Their Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC 104 Introductory Psychology I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMPT 101 Introduction to Computing I</td>
<td></td>
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<td></td>
<td>PHIL 125 Analytical Reasoning</td>
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<tr>
<td>Electives</td>
<td>Select 18 credits in any baccalaureate-level courses with a minimum of three credits</td>
<td>18</td>
</tr>
<tr>
<td>Total Credits</td>
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</tr>
</tbody>
</table>

All courses taken to satisfy diploma requirements must have a minimum value of three credits.

With approval, additional courses may be used to satisfy course and discipline requirements.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.
HEARING AID PRACTITIONER

Faculty of Health and Community Studies
Department of Allied Health and Human Performance
MacEwan.ca/HearingAid (http://MacEwan.ca/HearingAid)

Hearing Aid Practitioners

Hearing aid practitioners evaluate hearing ability, select, fit and sell hearing aids and assistive listening devices, and provide counseling and support to adult hearing aid and/or assistive device users. They generally work in and/or own hearing aid dispensing businesses, but can also work for hearing aid manufacturing companies.

Hearing aid practitioners are regulated and/or licensed in most provinces in Canada. In order to maintain their professional status, hearing aid practitioners must abide by a code of ethics, demonstrate competence, and participate in ongoing continuing education activities required for professionals in their jurisdiction.

The Hearing Aid Practitioner Program

The program is a 60-credit, distance-delivery diploma with 19 courses required for graduation. Full-time students complete the program in two years, while part-time students may take up to seven years to complete program requirements.

Students are provided with curriculum materials online and purchase textbooks and other learning resources to supplement the online curriculum. Contact with instructors and other students is provided through asynchronous interaction online within classes; individual instructor support is provided upon request.

Students must have Internet access (high-speed access is recommended) because most courses require online interaction with the instructor and other students. Assignments are submitted online, and exams and quizzes are all completed online.

To complete practical assignments in HAPR 102, HAPR 103, HAPR 111, HAPR 203, HAPR 114 courses, students either attend labs at MacEwan University in Edmonton or they must find a local licensed professional and complete and submit the Hearing Aid Practitioner Program Tutor/Field Placement Approval Request Form to the program office for approval prior to the start of each course. Attendance at the university is mandatory for 10 days in the Year II Term V for courses HAPR 204 and HAPR 211 (Winter term) to complete labs in the final hearing testing and hearing aid courses. In Year II Term VI, students must find a local clinic, complete and submit a new Hearing Aid Practitioner Program Tutor/Field Placement Approval Request Form to the program office prior to the start of the course for field placement site approval. Students are required to complete at least 180 hours of supervised hearing aid dispensing work in an approved (by the program) clinic with an approved (by the program) professional.

Career Potential

Trained hearing aid practitioners are in high demand in Canada and internationally.

Transferability

Internal Opportunities

MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma program may be granted up to 36 credits to the Bachelor of Arts degree. Students are advised to consult an advisor for specific admission requirements and required bridging course information.

External Opportunities

All courses completed for the Hearing Aid Practitioner diploma are credit courses and may be transferable individually toward further study at other Alberta or Canadian institutions. Graduates of the program may receive up to 60 credits of transfer credit at Athabasca University, and are also eligible to apply for admission to the Bachelor of Health Science and General Studies degree programs at Thompson Rivers University.

For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca (http://www.transferalberta.ca)) or contact the receiving institution directly.

Contact Information

T: 780-497-5723
Toll-free: 1-888-497-4622 ext. 5723
E: hearingaid@macewan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. One subject from Group C
3. One subject from Group A, B, C or D

Note:

• Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 60 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. One subject from Group A, B, C or D

Additional Admission Criteria

All applicants must meet the following:

1. English Language Proficiency

To be evaluated through the Office of the University Registrar
Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>3</td>
</tr>
<tr>
<td>HAPR 101</td>
<td>Bioacoustics of Human Hearing ¹</td>
<td>3</td>
</tr>
<tr>
<td>HAPR 102</td>
<td>Hearing Testing I</td>
<td>2</td>
</tr>
<tr>
<td>HAPR 103</td>
<td>Hearing Instrument Technology I ¹</td>
<td>4</td>
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<tr>
<td></td>
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<tr>
<td><strong>Term II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAPR 105</td>
<td>Customer Relations and Communications ¹</td>
<td>3</td>
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<tr>
<td>HAPR 110</td>
<td>Hearing Disorders ¹</td>
<td>2</td>
</tr>
<tr>
<td>HAPR 111</td>
<td>Hearing Testing II ¹</td>
<td>4</td>
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<tr>
<td>HAPR 202</td>
<td>Aural Rehabilitation I ¹</td>
<td>3</td>
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<tr>
<td>ELEC</td>
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<td>Credits</td>
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<tr>
<td><strong>Term III</strong></td>
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<tr>
<td>HAPR 114</td>
<td>Professional Practice ¹</td>
<td>4</td>
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<tr>
<td><strong>Year II</strong></td>
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<tr>
<td><strong>Term IV</strong></td>
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<tr>
<td>HAPR 104</td>
<td>The Aging Client ¹</td>
<td>3</td>
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<tr>
<td>HAPR 201</td>
<td>Interviewing and Counselling ¹</td>
<td>3</td>
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<td>HAPR 203</td>
<td>Hearing Instrument Technology II ¹</td>
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<td>HAPR 210</td>
<td>Aural Rehabilitation II ¹</td>
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<td>HAPR 108</td>
<td>Business Management ¹</td>
<td>3</td>
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<tr>
<td>HAPR 112</td>
<td>Professional Responsibilities ¹</td>
<td>3</td>
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<td>HAPR 204</td>
<td>Hearing Testing III ¹</td>
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</tr>
<tr>
<td>HAPR 211</td>
<td>Hearing Instrument Technology III ¹</td>
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<tr>
<td>HAPR 212</td>
<td>Field Placement ¹</td>
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<td></td>
<td>Total Credits</td>
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</tbody>
</table>

¹ The minimum passing grade for this course is a C-.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

**Course Substitutions**

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
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</thead>
<tbody>
<tr>
<td>ENGL 100</td>
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<td>ENGL 103</td>
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<td>ENGL 105</td>
<td>ENGL 111</td>
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<td>ENGL 108</td>
<td>ENGL 111</td>
</tr>
<tr>
<td>INTD 105</td>
<td>HAPR 105</td>
</tr>
</tbody>
</table>
HUMAN RESOURCES MANAGEMENT

School of Business
MacEwan.ca/HRManagement (http://MacEwan.ca/HRManagement)

Human resource (HR) management professionals add value to their organizations by creating solutions to complex issues, such as succession planning, staffing strategies and adjusting to workplace change.

Designed by leading practitioners in the field, this program gives students both the skills and strategic insights necessary for successful human resources management practice. Students learn about general management theories, organizational behaviour, labour and employee relations, employee training and development, compensation, staffing, workplace health and safety, employment law and change management. The program combines case study analysis with exposure to actual human resources projects and challenges.

This full-time, two-year diploma is delivered evenings and Saturday mornings. This format enables our instructors, HR professionals and specialists, to be available to teach in the program. The program is also available in a part-time and online format.

MacEwan University has made another move to prepare their Human Resources Management graduates for success in their careers. MacEwan University’s Human Resources Management program is now accredited with the Chartered Professionals in Human Resources of Alberta (CPHR). Visit the CPHR Alberta Designation page (https://www.cphrab.ca/cphr-designation) which outlines the process required to achieve the designation, and includes information on how to apply to waive the National Knowledge Exam (NKE).

Career Potential

Graduates of this program work in a variety of organizational settings and in a range of capacities. Typical positions include benefits assistants, human resources advisors, corporate trainers, employee relations coordinators and recruiters.

Transferability

Internal Opportunities

MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma may be granted up to 60 credits to MacEwan University’s Bachelor of Commerce degree and up to 27 credits to the Bachelor of Arts degree. Students are advised to consult a program advisor for specific admission requirements.

External Opportunities

All courses completed for the Human Resources Management certificate and diploma programs are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed diploma in this program may receive up to 60 credits of transfer credit at Athabasca University. For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca (http://www.transferalberta.ca)) or contact the receiving institution directly.

Contact Information

T: 780-497-5162
E: hrprogram@macewan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Math 30-1 or Math 30-2
3. Three subjects from Group A, B, C or D

Notes:

• Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
• A maximum of two Group B subjects may be presented; they must be from different disciplines.
• A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Math 30-1 or Math 30-2

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Previous Post-Secondary Admission

To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the Calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must present a minimum of 24 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on the 4.0 scale and must have completed the required core courses listed under the Regular or Mature Category.
Additional Admission Criteria

All applicants must meet the following:

1. English Language Proficiency
   To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

Human Resources Management Certificate (30 Credits - Year I)

Human Resources Management Diploma (60 Credits - Year I and II)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 113</td>
<td>Introduction to Quantitative Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>HRMT 200</td>
<td>Management of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 107</td>
<td>Business Computing</td>
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<td>MGMT 122</td>
<td>Organizational Behaviour</td>
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</tr>
<tr>
<td><strong>Credits</strong></td>
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<tr>
<td><strong>Term II</strong></td>
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<td></td>
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<tr>
<td>BUSN 201</td>
<td>Introduction to Sustainable Business</td>
<td>3</td>
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<td>HRMT 131</td>
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<td>HRMT 160</td>
<td>Training and Development</td>
<td>3</td>
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<td>LEGL 212</td>
<td>Employment Law</td>
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<tr>
<td>ACCT 111</td>
<td>Financial Accounting I</td>
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<tr>
<td>HRMT 151</td>
<td>Employee and Labour Relations</td>
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<td>Organizational Effectiveness and Change</td>
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The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Course Substitutions

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<td>ORGA 433</td>
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LEGAL ASSISTANT - SUSPENDED

School of Business
MacEwan.ca/Legal (http://MacEwan.ca/Legal)

Suspended: This program has been replaced with Paralegal Studies. Applications for admission are not being accepted.

This program has been preparing students to work in legal support positions in law offices for almost 40 years. One of the primary objectives of the program is to familiarize students with the legal terms, concepts and documentation used in a legal office. Students learn theory as well as practical and procedural steps in a number of fields, including litigation, real estate, commercial transactions, administration of estates and corporate law. As well, the program introduces students to law office technology and the computer skills necessary for work in a legal environment.

Students come to the Legal Assistant program with an enthusiasm for the law, a drive to learn and a desire to play a key role in the legal process. They graduate with a strong theoretical and practical foundation that allows them to realize that goal.

Students also develop the communication skills – spoken and written – necessary for the law office. During the last term of study, students participate in a five-week field placement, which provides them with valuable practical experience in a legal setting and often leads to permanent employment. The field experience component gives students an opportunity to see first-hand how a law office functions.

If you are unable to attend university full time, the program also offers a part-time evening diploma study option.

Career Potential

While the primary aim of the program is to prepare graduates for work in law offices, many find employment opportunities in government or in the legal departments of large corporations. The program also prepares graduates to work in other settings, such as trust companies and real estate companies. This program is highly respected by the legal community for its ability to adapt to and meet the changing needs of the profession. For this reason, there are excellent career opportunities in Alberta.

Contact Information

T: 780-497-5162
E: legal@macewan.ca

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>Introduction to Legal Research</td>
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<td>Corporate Procedures</td>
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<td>Business Law I</td>
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<td>Word Processing for Legal Assistants</td>
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<td>LEGL 215</td>
<td>Commercial Transactions</td>
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<td>LEGL 220</td>
<td>Criminal Law Procedures</td>
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<td>Civil Litigation Procedures II</td>
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<td>Technology in the Law Office II</td>
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</tbody>
</table>

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LIBRARY AND INFORMATION TECHNOLOGY

School of Business
MacEwan.ca/LIT (http://MacEwan.ca/LIT)

Since the Library and Information Technology program started more than 40 years ago, the proliferation of information has led to a dramatic increase in the use of technology to organize, control and provide access to information resources.

Information personnel require excellent interpersonal and communication skills coupled with the ability to deal accurately with detail. They are versatile and can quickly adapt to a rapidly changing work environment.

Students in the Library and Information Technology program develop the expertise needed to organize, retrieve and manage information. Graduates are equipped with the skills necessary to work in any setting that handles information management, not just traditional libraries.

This program exposes students to practical aspects of the profession, including cataloguing, reference, circulation, research techniques, information systems design, records management, and services to various types of library patrons. Using a wide array of electronic and print resources, students become familiar with the broad scope of information organization and retrieval. Students will also develop strong professional skills and competencies to work effectively within an organizational structure and in a customer service role. They will examine the central purpose of libraries in society, and consider ways that social responsibility, ethical behaviour, and social justice are important philosophical foundations for the library profession.

Career Potential
The demand for qualified information specialists is growing. Graduates of this program find employment in libraries, large corporations, schools, government departments, universities, publishing houses, research organizations, consulting companies and software producers. They work as library technicians, research or library assistants for corporations, records management technicians and library software specialists, to name just a few jobs.

Transferability

Internal Opportunities
MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this program are eligible to transfer up to 51 credits to MacEwan University’s Bachelor of Arts degree.

External Opportunities
All courses completed for the Library and Information Technology diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed diploma in this program may receive up to 30 credits of transfer credit at Athabasca University and the University of Alberta. For current, detailed information on the individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca (http://www.transferalberta.ca)) or contact the receiving institution directly.

Contact Information
T: 780-497-5162
E: lit@macewan.ca

Categories of Admission
Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the office of the University Registrar
Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:
1. ELA 30-1
2. Four subjects from Group A, B, C, or D

Notes:
• Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
• A maximum of two Group B subjects may be presented; they must be from different disciplines.
• A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission
To be evaluated through the Office of the University Registrar
Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have the following:
• ELA 30-1 with a minimum grade of 65 percent (or equivalent)
Or
• Six credits of university-level English with no grade less than C-

Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Previous Post-Secondary Admission
To be evaluated through the Office of the University Registrar
Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the Calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must present a minimum of 24 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on the 4.0 scale and must have completed the required core courses listed under the Regular or Mature Category.

Additional Admission Criteria
All applicants must meet the following:
1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

Course Title Credits
Year I
Term I
CMPT 104 Fluency with Information Technology 3
ENGL 102 Analysis and Argument 3
INF 101 Libraries in the Information Age 3
INF 104 Acquisition and Management of Collections 3
SOCI 100 Introductory Sociology 3
Credits 15

Term II
ENGL 103 Introduction to Literature 3
INF 152 Information Services I 3
INF 155 Organization of Information I 3
INF 210 Information and Society 3
Open Elective 3
Credits 15

Year II
Term III
ENGL English Elective 3
INF 202 Information Services II 3
INF 209 Records, Information, and Privacy Management 3
PSYC 105 Introductory Psychology II 3
Select one of the following: 3
INF 205 Organization of Information II
SOCI 200-level or higher Sociology course
Credits 15

Term IV
INF 208 Library Services for Children and Young Adults 3
INF 258 Information Systems Design 3
INF 259 Information Services Management 3
INF 260 Field Placement 3
Select one of the following: 3
INF 219 Archives and Electronic Records Management
Open Elective
Credits 15
Total Credits 60

The minimum passing grade for a course at MacEwan is a D unless otherwise noted next to the appropriate course in the program of study.

Course Substitutions

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<tr>
<th>Credit Earned in</th>
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<td>ENGL 108</td>
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MASSAGE THERAPY

Faculty of Health and Community Studies
Department of Allied Health and Human Performance
MacEwan.ca/Massage (http://MacEwan.ca/Massage)

The Massage Therapy program offers a unique blend of scientific theory and clinical practice. It offers a comprehensive clinical education that develops well-rounded massage therapists able to practice in a wide range of medical and therapeutic environments. The program teaches soft tissue manipulation techniques for the assessment and treatment of stress, pain and a variety of physical conditions. With challenging courses in anatomy, physiology, kinesiology, pathology and communication, students gain a foundation of knowledge that carries them through dynamic field placement experiences and professional practice at MacEwan University’s public massage clinic.

The program prepares students to become a registered massage therapist (RMT) with a provincial association. With MacEwan University’s reputation as a leader in massage education, graduates may be eligible for registration across Canada and internationally.

Career Potential
Massage therapy is on the leading edge of a vastly expanding market of health-related services. As massage therapy continues to gain recognition in the general population and the health care community, the profession can be seen as having high job potential, particularly with the growing trend toward self-employment. Graduates can specialize in areas that suit their lifestyles, their needs and the needs of their patients. Potential work sites for massage therapists include multi-disciplinary health-care settings, private practice, sports centres, hospitals, and health spas.

Transferability
Internal Opportunities
MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma program may be granted up to 42 credits to the Bachelor of Arts or the Bachelor of Science degree programs. Students are advised to consult an advisor for specific admission requirements and required bridging course information.

External Opportunities
Diploma graduates have a wide range of continuing education options, ranging from ongoing study in specialty areas to undergraduate and graduate study at institutes and universities across North America. Graduates of this diploma are eligible to apply for admission to the Bachelor of Health Science and General Studies programs at Thompson Rivers University.

Contact Information
T: 780-497-4129
E: massage@macewan.ca

Categories of Admission
Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the Office of the University Registrar
Applicants must have a minimum overall average of 60 percent, with no course grade lower than 50 percent, in the following high school courses:
1. ELA 30-1 or ELA 30-2
2. Biology 30
3. One subject from Group A, B, C or D

Notes:
• A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Mature Admission
To be evaluated through the Office of the University Registrar
Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 60 percent, with no course grade lower than 50 percent, in the following high school courses:
1. ELA 30-1 or ELA 30-2
2. Biology 30

Additional Admission Criteria
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Applicable to all admission categories
All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

2. Other Admission Criteria
To be evaluated through the Program

Applicable to All Admission Categories
Applicants offered admission must present a clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.

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<td>I</td>
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<td>MTST 109</td>
<td>Palpation Lab</td>
<td>I</td>
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<td>MTST 115</td>
<td>Functional Survey for Massage Therapists 1</td>
<td>I</td>
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<td>MTST 120</td>
<td>Human Anatomy 1</td>
<td>I</td>
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<td>MTST 125</td>
<td>Physiology 1</td>
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<td>MTST 131</td>
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Term II
MTST 122 Human Anatomy II 3
MTST 126 Physiology II 3
MTST 137 Developing Therapeutic Relationships 2
MTST 142 Techniques II 3
MTST 146 Body Movements 3
MTST 161 Clinical Practice I 1
Credits 15

Term III
MTST 143 Techniques III 1
MTST 155 Assessment for Massage Therapists I 1
MTST 162 Clinical Practice II 1
Credits 6

Year II
Term IV
HLST 150 Pathophysiology 1
MTST 151 Research Literacy for Massage Therapists 1
MTST 156 Assessment for Massage Therapists II 1
MTST 224 Techniques IV 1
MTST 260 Clinical Practice III 1
MTST 273 Massage Therapy for Special Populations I 1
MTST 281 Treatments and Planning I 1
Credits 14

Term V
HLST 290 Nutrition/Pharmacological Concepts 1
MTST 225 Techniques V 1
MTST 261 Clinical Practice IV 1
MTST 274 Massage Therapy for Special Populations II 1
MTST 283 Treatments and Planning II 1
MTST 286 Sport Massage 1
Credits 14

Term VI
MTST 226 Techniques VI 1
MTST 262 Clinical Practice V 1
MTST 265 Business Management for Massage Therapists I 1
Credits 6

Total Credits 71

1 The minimum passing grade for this course is C-.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Course Substitutions

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<td>PSYC 212</td>
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Program Graduation Regulations

Police Information Check (Security Clearance)
Students must meet the specific police information check (PIC) requirement as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program. Students are responsible for obtaining a PIC at intervals specified by clinical agencies or the program and making these available, upon request, to their clinical agency representative. Students whose PIC status changes following program admission must self-report this change in status; this may compromise the student’s ability to complete the program and/or they may be required to withdraw from the program.

Immunization
Current immunization against specified communicable diseases is required as a prerequisite for clinical experiences and thus for continued enrolment in the program. Students must meet the specific immunization requirements prior to the end of the fifth term. Documentation of these requirements must be provided to the program by the end of the fifth term. Failure to meet the specified immunization requirements may result in a student being denied an approved clinical experience and/or they may be required to withdraw from the program.

CPR – Basic Life Support for Health Care Provider (C) or equivalent
Students must meet the specific CPR requirements prior to the end of first term. The certification must be for Health Care Providers and include one and two person rescuers (adult, infant, child), bag-valve masks, and automated external defibrillation (AED). Documentation of these requirements must be provided to the program by the end of the first term. Failure to meet the specified CPR requirements may result in a student being denied an approved clinical experience and/or they may be required to withdraw from the program.

First Aid – Basic
Students must meet the specific First Aid requirements by the end of the first term. Documentation of these requirements must be provided to the program by the end of the first term. Failure to meet the specified First Aid requirements may result in a student being denied an approved clinical experience and/or they may be required to withdraw from the program.
OCCUPATIONAL HEALTH NURSING

Faculty of Nursing
Department of Interprofessional Education and Simulation Learning
MacEwan.ca/OHN (http://MacEwan.ca/OHN)

Occupational Health Nursing (OHN) focuses on protecting workers from hazards in their work, promoting workers' health, preventing illness and injuries and placing workers in jobs suited to their physical, mental and psychosocial abilities. The broad scope of practice encompasses the application of theoretical principles in management, health assessment, health education, counselling, occupational hygiene, toxicology, program development, information management, primary care, emergency response, disability management and client advocacy.

This 30-credit program is offered via online distance delivery, which allows students to study while they maintain their personal and professional obligations. In combination with required clinical hours this program prepares graduates to write the Canadian Nurses Association (CNA) Occupational Health Nursing certification exam.

Career Potential

There is a broad spectrum of employment opportunities for a qualified OHN. Prospective places of employment include the manufacturing, food processing, petrochemical and mining industries, as well as health care agencies, government offices and educational institutions.

Transferability

All courses completed for the Occupational Health Nursing certificate are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed certificate in this program may receive up to 22 credits of transfer credit at Athabasca University. For detailed information on individual course and certificate transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Contact Information

T: 780-497-5188
Toll-free: 1-888-497-9390
E: cpne@macewan.ca

Category of Admission

Applicants may be admitted to the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must be actively registered as a Registered Nurse in Canada or licensed as a nurse in another country, and have received a practicing permit from their professional provincial jurisdiction.

Additional Admission Criteria

All applicants must meet the following:

1. English Language Proficiency

To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

Course ID       Course Name                          Credits
OCCH 300      Introduction to Occupational Health Nursing  3
OCCH 301      Occupational Environments                 4
OCCH 302      Occupational Health Screening             4
OCCH 303      Field Experience in Occupational Health Nursing  2
OCCH 304      Occupational Health Program Development    3
OCCH 305      Disability Management                    3
OCCH 306      Trends and Issues in Occupational Health   3
OCCH 307      Occupational Toxicology                   3
OCCH 308      Occupational Health Surveillance          3
OCCH 309      Occupational Health Nursing: Final Project  2
Total Credits  30

The minimum passing grade for this course is a C-.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Course Substitutions

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<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
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<tbody>
<tr>
<td>ENGL 102 OR ENGL 100</td>
<td>ENGL 111 OR ENGL 108</td>
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</table>

Program Time Limit - Exemption

A student in Occupational Health Nursing has four years from the first day of the term of acceptance to complete all requirements to be eligible for a credential (C2075 Program Time Limits).

Program Graduation Regulations

Active Registered Nurse License

Students must meet the specific registered nurse requirements as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program.
OFFICE ASSISTANT

School of Business
MacEwan.ca/OfficeAssist (http://MacEwan.ca/OfficeAssist)

For more than 44 years the Office Assistant program has been providing quality graduates. Today’s office assistants are highly accomplished software experts who use their skills to help other staff get the most from a computerized office. In addition, office assistants are involved in managing the organizational affairs of their areas that include handling public enquiries, managing computer and paper files, organizing schedules, arranging meetings of senior staff, as well as providing strong customer service and problem-solving skills.

The Office Assistant program is ideal as a foundation for other careers or as a complement to prior training and experience. It runs for 10 months from September until June, ending with a field placement. It is a comprehensive program that offers students the opportunity to specialize in one of the following three majors:

- Administrative
- Legal
- Medical

The program is well suited for individuals with strong organizational skills, attention to details, familiarity with computers and software, a professional manner, and excellent verbal and written communication skills. Graduates are often required to work independently and in a team environment, so students who are positive and self-motivated do exceptionally well. The program has built a solid reputation with employers, resulting in a job placement rate near 100 per cent.

Transferability

Internal Opportunities

MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of the Office Assistant, Administrative major certificate may be granted up to 15 credits to MacEwan University’s Business Management diploma. Students are advised to consult a program advisor in the respective programs for specific admission requirements.

External Opportunities

All courses completed for the Office Assistant certificate (all majors) are credit courses and may be transferable individually toward further study at other Alberta institutions. For current, detailed information on individual course and certificate transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Contact Information

T: 780-497-5162
E: office@macewana.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Math 30-1 or Math 30-2
3. Three subjects from Group A, B, C, or D

Notes:

- Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
- A maximum of two Group B subjects may be presented; they must be from different disciplines.
- A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Math 30-1 or Math 30-2

Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Previous Post-Secondary Admission

To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the Calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must present a minimum of 24 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on the 4.0 scale and must have completed the required core courses listed under the Regular or Mature Category.

Additional Admission Criteria

All applicants must meet the following:

1. English Language Proficiency

To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan
University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

2. Other Admission Criteria
To be evaluated through the Program

Applicable to All Admission Categories

Applicants are required to successfully pass a five-minute keyboard test.

For Medical Major Only

Applicants offered admission are required to submit the following:

- A clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.
- A valid Immunization record form meeting provincial regulations for health care workers.
- Administrative Major (p. 203)
- Legal Major (p. 203)
- Medical Major (p. 204)

Administrative Major

The administrative major provides students with a wide range of skills covering all aspects of the office environment from word processing and accounting to office procedures and customer service. Technology is an integral part of this program – students are trained with the latest software programs as they learn how to process and manage information efficiently.

Career Potential

Students can expect to work as office assistants, receptionists, administrative assistants, executive assistants, personal assistants or secretaries in private companies, business and government offices, and non-profit associations. This program prepares graduates to work in many diverse areas and there are excellent career opportunities.

Legal Major

The legal major provides core office skills and legal-specific courses for entry-level legal assistants that include legal transcription, basic legal theory and legal office procedures. The legal assistant in today’s competitive market must be adept with technology, understand procedures in a law office, have a basic knowledge of law and be able to work within time limits.

Course Substitutions

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<tr>
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<tr>
<td>MGMT 122</td>
<td>OAAS 110</td>
</tr>
<tr>
<td>OAAMS 128</td>
<td>OADM 124</td>
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</tbody>
</table>

Career Potential

Graduates work as entry-level legal assistants, transcriptionists or word processing operators in law offices, legal departments of government or private industry, or in general business offices.

Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<tr>
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<td>Communications</td>
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<tr>
<td>OAAS 110</td>
<td>Administrative Office Procedures I</td>
<td>3</td>
</tr>
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<td>OAAS 111</td>
<td>Office Technology I</td>
<td>3</td>
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<td>Customer Communications and Service I</td>
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<td>Document Formatting I</td>
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<td>Accounting Applications</td>
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<tr>
<td>ENGL 111</td>
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<td>Legal Office Procedures II</td>
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<td>OALS 121</td>
<td>Integrated Office Applications</td>
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<td>Legal Research and Technology</td>
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<td>OADM 124</td>
<td>Office Math Applications</td>
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<tr>
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<tr>
<td>Term III</td>
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<td>OALS 131</td>
<td>Legal Transcription and Field Placement</td>
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Course Substitutions
Credit Earned in: May Be Substituted for Credit in Program Course:

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<th>Credit Earned in:</th>
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<td>OALS 111</td>
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<tr>
<td>OAMS 128</td>
<td>OADM 124</td>
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</table>

Medical Major
The medical major provides students with the computer and medical software skills necessary for today's health care field. Students will receive a solid foundation in medical and pharmaceutical terminology, transcription, and medical office procedures which will prepare graduates for a variety of unit clerk and medical office assistant positions.

Career Potential
Graduates work as unit clerks, medical office assistants, medical receptionists, secretaries or clerks and transcriptionists in medical offices, clinics, hospitals and government agencies, as well as general areas such as insurance.

Course Substitutions
Credit Earned in: May Be Substituted for Credit in Program Course:

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<td>OAMS 128</td>
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</table>

Progression of Studies
In order to register in Field Placement (OAMS 134), students in the Office Assistant Program, Medical major, are required to successfully complete all Term I courses, all Term II courses and OAMS 130, and have achieved a minimum 2.0 GPA. The Office Assistant program will provide the consent to students to register in OAMS 134 if the above conditions are met. If these conditions are not met, the program will de-register students from the Field Placement (OAMS 134) as required.
PARALEGAL STUDIES

School of Business
MacEwan.ca/Paralegal (http://MacEwan.ca/Paralegal)

The Paralegal Studies diploma program produces skilled, analytical, and knowledgeable legal professionals, capable of carrying out certain legal tasks in a more independent fashion under the supervision of a lawyer. Students will focus on core legal subject areas such as real estate transactions and corporate procedures but will have greater flexibility to customize their program through their choices of options and electives.

Solid writing and communication skills are critical for work in the legal environment and this program includes an English course that emphasizes writing skills, summarizing and synthesizing written material, as well as grammar and sentence structure.

Graduates of this program are able to use the credit earned in these courses toward any major in the Bachelor of Commerce degree.

Career Potential

While the primary aim of the program is to prepare graduates for work in law offices, many find employment opportunities in government or in the legal departments of large corporations. The program also prepares graduates to work in other settings, such as trust companies and real estate companies. This program is highly respected by the legal community for its ability to adapt to and meet the changing needs of the profession. For this reason, there are excellent career opportunities in Alberta.

Transferability

Internal Opportunities

MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma may be granted up to 39 credits to MacEwan University’s Bachelor of Arts degree. Students are advised to consult a program advisor for specific admission requirements.

External Opportunities

All courses completed for the Paralegal Studies diploma are credit courses and may be transferable individually toward further study at other post-secondary institutions. For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Contact Information

T: 780-497-5162
E: paralegal@macewan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Mathematics 30-1 or Mathematics 30-2
3. Three subjects from Group A, B, C or D courses

Notes:

- Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
- A maximum of two Group B subjects may be presented; they must be from different disciplines.
- A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term.

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Mathematics 30-1 or Mathematics 30-2

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Previous Post-Secondary Admission

To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must present a minimum of 18 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Additional Admission Criteria

All applicants must meet the following:

1. English Language Proficiency

Applicable to All Admission Categories

To be evaluated through the Office of the University Registrar

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).
### Course Substitutions

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<thead>
<tr>
<th>Credit Earned in:</th>
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<tr>
<td>LEGL 108</td>
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<td>LEGL 130</td>
<td>LEGL 231</td>
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<td>LEGL 280</td>
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POLICE AND INVESTIGATIONS

Faculty of Health and Community Studies
Department of Public Safety and Justice Studies
MacEwan.ca/Investigations (http://MacEwan.ca/Investigations)
MacEwan.ca/Police (http://MacEwan.ca/Police)

Investigate which of the two-year diplomas offered through the Police and Investigations program prepares you for the career of your choice: Investigative Studies or Police Studies.

Contact Information
Full-time day program
T: 780-497-5186
E: police@macewan.ca
E: investigations@macewan.ca

Part-time program
T: 780-497-5379
E: investigationsparttime@macewan.ca
E: policeparttime@macewan.ca

- Investigative Studies Diploma (p. 207)
- Police Studies Diploma (p. 209)

Academic Residency - Exemption
A student in Police and Investigations (Police Studies or Investigative Studies) must complete at least 30 per cent of courses through MacEwan University. Challenge examinations, transfer credit and other special assessments (for example, prior learning and recognition) are not included in the 30 per cent.

Program Standards
Students admitted to this program are presumed to be capable of fulfilling the academic requirements of their program with, if applicable, provision of reasonable accommodation. The reasonable accommodation of students with disabilities shall not require the University to lower its standards, academic or otherwise, nor shall it relieve a student of the responsibility to develop and demonstrate the essential skills and competencies expected of all students pursuing this program (policy E3400, Students with Disabilities).

Regulations Governing Field Placement (Work Integrated Learning)
Students must achieve satisfactory performance in all field placement courses in accordance with the course learning outcomes and grading criteria. Field placement hours may include days, evenings and weekends. Students are required to arrange their own transportation for required field placement activities and any costs incurred for meals, travel and accommodation are the student’s responsibility. Students will require daily access to a vehicle for any practice experience not accessible through public transportation. Required field placements will generally be within a 150 kilometer radius of the MacEwan University site.

Students cannot be in attendance at field placement agencies as a MacEwan University student except at times and locations authorized by the field placement course instructor for the course in which the student is currently enrolled. Students must comply with policy C2060 Work Integrated Learning regarding field placements. Students must have completed all prerequisite courses as well as all program and agency specific requirements prior to the start of any field placement course. In accordance with policy C2060 Work Integrated Learning, the University reserves the right, at any point during a field placement, to remove a student from the placement for serious performance issues (i.e., engaging in behaviour that places a client and/or others at risk or that is contrary to the professional or safety requirements of the placement). In such cases and with the concurrence of the Dean, the student will be assigned a grade of F in the course. Although this decision may be appealed according to policy E3103 Student Appeals, the student will not be permitted to remain in the field placement during the appeal.

Program Graduation Regulations (Both Majors)

Police Information Check
Students are responsible for obtaining a Police Information Check annually and for submitting these to the Program prior to September 1 for the duration of the program.

Students must be able to satisfy agency requirements prior to the start of each field placement.

A student must meet the specific Police Information Check requirements as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program.

Investigative Studies Diploma
To respond to society’s increasing concern for security, the demand for educated personnel in both the public and private sectors of protective services continues to grow at a phenomenal rate. To meet the emerging challenges and responsibilities of this growing profession, the two-year diploma emphasizes the knowledge and skills necessary to conduct investigations and develop and implement comprehensive security programs.

Evidence of the growth in this profession is often visible. However, there also exists a less visible side of private investigations and security that includes a diverse group of specialists who engage in investigative work for banks, retail outlets, corporations and government. As the roles continue to expand and become increasingly complex, individuals must be well-grounded in the law and investigative techniques and develop a broad understanding of the field.

The diploma consists of 61 credits and can be completed through full-time day or part-time evening studies. The full-time day program is completed over a two-year period, with one intake in the Fall term. Part-time evening studies can be completed over a three-year period or longer, with one intake in the Fall term.

Admission to the program is competitive and is subject to a quota. The competitive admission average may be considerably higher than the posted minimum.

Career Potential
Investigative Studies provides a foundation for individuals seeking positions as investigators, security practitioners and management professionals. Investigators and security practitioners are found within a broad cross-section of public and private institutions and organizations. Some examples include investigators within federal, provincial and
municipal government departments, sheriff’s department, security consultants and private investigators. Other related career options include emergency planner, customs and immigration officer, border services officer, insurance investigator, public security peace officer, municipal bylaw enforcement officer, animal control officer, special constables, gaming and liquor inspectors, hospital security officers, maintenance enforcement officers, peace officers and transit security officers.

Transferability
Internal Opportunities
MacEwan University is committed to providing bridging and laddering opportunities to certificate and diploma graduates. Graduates of this diploma may be granted up to 60 credits to MacEwan University’s Bachelor of Applied Human Services degree and up to 51 credits to the Bachelor of Arts degree. Students are advised to consult a program advisor for specific admission requirements.

External Opportunities
All courses completed for the Police and Investigations, Investigative Studies Major diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed diploma in this program may be eligible to receive up to 60 credits to the Bachelor of Professional Arts in Criminal Justice at Athabasca University and a block transfer of 15 credits to the Bachelor of Arts in Criminal Justice Major at Mount Royal University. For current, detailed information on individual course and certificate/diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Categories of Admission
Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the Office of the University Registrar
Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Social Studies 30-1 or Social Studies 30-2
3. One subject from Group A, B, C, or D

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average of 2.0 on a 4.0 scale.

Additional Admission Criteria
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories
All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

2. Other Admission Criteria
To be evaluated through the Program

Applicable to All Admission Categories
Applicants offered admission must present a clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.

Equity Admission
The Department of Public Safety and Justice Studies at MacEwan University is committed to principles of equity and diversity. The Department supports equitable representation of groups underrepresented in public safety and justice professions and has reserved up to 10% of admission spaces in each program as equity admission spaces for applicants who self-identify as Aboriginal. Aboriginal peoples of Canada are defined in the Constitution Act, 1982, Section 35 (2) as including the Indian, Inuit and Métis peoples of Canada.

In order to be considered for admission under the Equity Admission criteria, candidates must still meet the minimum admission criteria for the program option to which they apply.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>3</td>
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<tr>
<td>PSYC 104</td>
<td>Introductory Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSSC 121</td>
<td>Law and the Administration of Justice</td>
<td>3</td>
</tr>
<tr>
<td>PSSC 132</td>
<td>Investigative Law</td>
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<tr>
<td>PSSC 151</td>
<td>Security Programs and Risk Management</td>
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Year II

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<td>Abnormal Behaviour and Crime</td>
<td>3</td>
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<td>PSSC 242</td>
<td>Leadership Skills</td>
<td>3</td>
</tr>
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<td>PSSC 262</td>
<td>Integration Seminar</td>
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<tr>
<td>PSSC 272</td>
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<tr>
<td>SOCI 225</td>
<td>Criminology 1</td>
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Term IV

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<td>PSSC 273</td>
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<td>PSSC 293</td>
<td>Emergency Management</td>
<td>3</td>
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<tr>
<td>SOCI 321</td>
<td>Youth, Crime and Society</td>
<td>3</td>
</tr>
<tr>
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</tbody>
</table>
The minimum passing grade for this course is a C-. The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

### Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
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<tbody>
<tr>
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<td>CORR 104</td>
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<td>PSSC 293</td>
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<td>RPPR 103</td>
<td>PSSC 141</td>
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</table>

### Police Studies Diploma

With rapid societal change and evolving technology, there is a need for police officers dedicated to the community, to problem solving and to making a difference. Policing in the 21st century requires a broad base of knowledge and skill. This challenging and rewarding two-year diploma provides potential police officers with knowledge and skills in leadership techniques, policing, criminalistics, investigative techniques, criminology, law, psychology, sociology and human relations.

The diploma consists of 61 credits and can be completed through a full-time day program or part-time evening studies. The full-time day program is completed over two years, with one intake in the Fall term. Part-time evening studies can be completed over a three-year period or longer, with one intake in the Fall term.

Admission to the program is competitive and is subject to a quota. The competitive admission average may be considerably higher than the posted minimum.

### Career Potential

Graduates from Police Studies may gain employment with the RCMP, municipal police services (e.g. Edmonton Police Service, Calgary Police Service) across Canada, the CN Police, Sheriff’s Department and the Canadian Forces Military Police. Graduates must apply directly to a police service and meet its minimum standards.

### Transferability

#### Internal Opportunities

MacEwan University is committed to providing bridging and laddering opportunities to certificate and diploma graduates. Graduates of this diploma may be granted up to 57 credits to the Bachelor of Arts degree. Students are advised to consult a program advisor for specific admission requirements.

#### External Opportunities

All courses completed for the Police and Investigations, Police Studies Major diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed diploma in this program may be eligible to receive up to 60 credits to the Bachelor of Professional Arts in Criminal Justice at Athabasca University and a block transfer of 15 credits to the Bachelor of Arts in Criminal Justice Major at Mount Royal University. For current, detailed information on individual course and certificate/diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

### Category of Admission

Applicants may be admitted to the following:

#### Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have an Alberta high school diploma (or equivalent) or GED diploma. Applicants must have a minimum overall average of 65 percent with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Social Studies 30-1 or 30-2
3. One subject from Group A, B, C, or D

Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average of 2.0 on a 4.0 scale.

#### Additional Admission Criteria

All applicants must meet the following:

1. **English Language Proficiency**
   To be evaluated through the Office of the University Registrar

### Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

2. **Other Admission Criteria**
   To be evaluated through the Program

#### Applicable to All Admission Categories
Applicants are required to complete the fitness test. Applicants must meet the minimum standard (rating of 1) for each fitness test component and achieve a minimum score of 30/50.

Applicants offered admission must present a clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.

**Equity Admission**
The Department of Public Safety and Justice Studies at MacEwan University is committed to principles of equity and diversity. The Department supports equitable representation of groups underrepresented in public safety and justice professions and has reserved up to 10% of admission spaces in each program as equity admission spaces for applicants who self-identify as Aboriginal. Aboriginal peoples of Canada are defined in the Constitution Act, 1982, Section 35 (2) as including the Indian, Inuit and Métis peoples of Canada.

In order to be considered for admission under the Equity Admission criteria, candidates must still meet the minimum admission criteria for the program option to which they apply.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
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<tr>
<td><strong>Term I</strong></td>
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<tr>
<td>ENGL 111</td>
<td>Communications</td>
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<td>PSYC 104</td>
<td>Introductory Psychology I</td>
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<td>PSSC 112</td>
<td>Policing in Canada</td>
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<td>PSSC 121</td>
<td>Law and the Administration of Justice</td>
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<td>PSSC 122</td>
<td>Criminal Law</td>
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<tr>
<td><strong>Credits</strong></td>
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<tr>
<td><strong>Term II</strong></td>
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<td></td>
</tr>
<tr>
<td>ENGL 211</td>
<td>Business Communication</td>
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<tr>
<td>PSSC 102</td>
<td>Criminal Investigation</td>
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</tr>
<tr>
<td>PSSC 123</td>
<td>Legal Evidence in Criminal Investigations</td>
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<tr>
<td>PSSC 141</td>
<td>Interpersonal Skills</td>
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<tr>
<td>SOCI 100</td>
<td>Introductory Sociology</td>
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<tr>
<td><strong>Credits</strong></td>
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<tr>
<td><strong>Year II</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Term III</strong></td>
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<td>PSSC 203</td>
<td>Forensic Science (^1)</td>
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<td>PSSC 212</td>
<td>Abnormal Behaviour and Crime</td>
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<td>PSSC 242</td>
<td>Leadership Skills</td>
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<td>PSSC 262</td>
<td>Integration Seminar</td>
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<tr>
<td>PSSC 272</td>
<td>Field Placement</td>
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<tr>
<td>SOCI 225</td>
<td>Criminology (^1)</td>
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<tr>
<td><strong>Credits</strong></td>
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<tr>
<td><strong>Term IV</strong></td>
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<tr>
<td>PSSC 204</td>
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<td>PSSC 283</td>
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<td>3</td>
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<tr>
<td>SOCI 321</td>
<td>Youth, Crime and Society</td>
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<td><strong>Credits</strong></td>
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<td>14</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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<td>61</td>
</tr>
</tbody>
</table>

\(^1\) The minimum passing grade for this course is a C-.
PSYCHIATRIC NURSING

Faculty of Nursing
Department of Psychiatric Nursing
MacEwan.ca/PsychNursing (http://MacEwan.ca/PsychNursing)

MacEwan University’s Psychiatric Nursing diploma prepares graduates for a professional career as a registered psychiatric nurse (RPN). This 28-month program is designed for full-time studies and comprises 89 credits of coursework distributed over 2.5 academic years. The program has intakes at two sites: City Centre Campus in Edmonton and the Centennial Centre for Mental Health and Brain Injury in Ponoka.

The curriculum helps students develop the professional competencies they need to care for people experiencing mental and physical health problems. Graduates are ready to promote optimal wellness for patients/clients and provide holistic, client-centred nursing care across the lifespan. The program of study incorporates extensive theory, laboratory and clinical practice. It builds on knowledge from nursing and psychiatric nursing, as well as the biological, health and social sciences. Concentrated blocks of nursing practice experiences, scheduled in a variety of settings, are strategically positioned within each academic year.

Graduates of this program receive a diploma in Psychiatric Nursing and are eligible to write the Registered Psychiatric Nurses of Canada Examination (RPNCE), which is required for registration as an RPN. Program graduates who wish to further their studies in their chosen field may apply for admission to MacEwan University’s 45-credit Bachelor of Psychiatric Nursing degree.

Career Potential

RPNs play an integral role as members of the inter-professional health care team. They are employed in such areas as community mental health, acute and sub-acute psychiatry, palliative care, rehabilitation, continuing care, correctional services, crisis intervention, mental health and addictions, education, research and private practice. Psychiatric nurses bring an important mental health perspective to the delivery of health services through their employment in such roles as staff psychiatric nurses, addictions counsellors, therapists, community mental health workers, case managers, educators, administrators, researchers and self-employed practitioners. Psychiatric nursing is recognized as a distinct profession in the Yukon, throughout the Western Canadian provinces and in numerous other countries.

Transferability

All courses completed for the Psychiatric Nursing diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca (http://www.transferalberta.ca)) or contact the receiving institution directly.

Following completion of the Psychiatric Nursing diploma, graduates may choose to apply to the post-diploma Bachelor of Psychiatric Nursing (BPN) program at MacEwan University or other Canadian post-secondary institutions.

Contact Information

T: 780-497-5874 (Edmonton site)
T: 403-783-7801 (Ponoka site)

E: psychnurseinfo@macewan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Biology 30
3. Chemistry 30 or Science 30
4. Mathematics 30-1 or Mathematics 30-2 or Mathematics 31
5. One subject from Group A, B, C or D course

Notes:

- A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine to 23 university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale. Applicants with 24 or more university-level credits will be considered under Previous Post-Secondary Work.

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Biology 30
3. Chemistry 30 or Science 30
4. Mathematics 30-1 or Mathematics 30-2 or Mathematics 31

Note:

- For Mature Admission only, another Group C course grade could be used to replace the Mathematics 30-1 or Mathematics 30-2 or Mathematics 31 grade in the calculation of the competitive average.

Applicants with nine to 23 university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale. Applicants with 24 or more university-level credits will be considered under Previous Post-Secondary Work.

Previous Post-Secondary Work

To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.
Applicants must have successfully completed the following from a recognized institution:

- A minimum of 24 university-level credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale and must have completed the required core courses listed under the Regular or Mature Admission category.

### Additional Admission Criteria

#### 1. English Language Proficiency

*To be evaluated through the Office of the University Registrar*

**Applicable to All Admission Categories**

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

Applicants must meet university-level requirements for English language proficiency.

#### 2. Spoken English Proficiency

*To be evaluated through the Office of the University Registrar*

**Applicable to All Admission Categories**

Applicants who speak English as a second language – regardless of citizenship – are required to submit official documents such as high school, post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

#### 3. Other Admission Criteria

*To be evaluated through the Office of the University Registrar*

**Applicable to All Admission Categories**

Applicants who have had one or more unsatisfactory academic records from any post-secondary program or institution must meet the admission requirements under the Previous Post-Secondary Work admission category.

Applicants who have two or more unsatisfactory academic records within the past 10 years from any post-secondary program or institution will not be considered for admission or re-admission to the Program until a minimum five years from the date of assignment of the last unsatisfactory record. For the purpose of admission or re-admission, an unsatisfactory record is defined as a transcript with the notation ‘required to withdraw’ or equivalent.

*To be evaluated through the Program*

**Applicable to All Admission Categories**

Applicants offered admission to the program are required to present a clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.

Conditionally accepted applicants who have had a break in the continuity of their nursing program or who completed a portion of a nursing program through another institution may have to meet additional course requirements to establish course currency and/or course equivalence.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<td>Human Physiology</td>
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<td>Professional Communication</td>
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<td>HLST 159</td>
<td>Health Foundations</td>
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<td>NURS 150</td>
<td>The Discipline of Psychiatric Nursing</td>
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<tr>
<td>HLSC 222</td>
<td>Alterations in Health Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NURS 251</td>
<td>Nursing Care, Diverse Populations</td>
<td>4</td>
</tr>
<tr>
<td>NURS 252</td>
<td>Health Assessment Across the Lifespan</td>
<td>4</td>
</tr>
<tr>
<td>PNRS 252</td>
<td>Mental Health Nursing</td>
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</tr>
<tr>
<td>PNRS 253</td>
<td>Nursing Practice, Diverse Populations</td>
<td>5</td>
</tr>
<tr>
<td>NURS 255</td>
<td>Psychiatric Nursing Practice, Adult Populations</td>
<td>5</td>
</tr>
<tr>
<td>PNRS 259</td>
<td>Psychiatric Nursing Practice, Special Populations</td>
<td>5</td>
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<tr>
<td>PNRS 352</td>
<td>Mental Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>PNRS 355</td>
<td>Clinical Preceptorship</td>
<td>7</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>89</td>
</tr>
</tbody>
</table>

1. The minimum passing grade for this course is a C-.
2. Excluding ENGL 111

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

### Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC 122</td>
<td>HLSC 126 &amp; HLSC 128</td>
</tr>
<tr>
<td>NURS 105</td>
<td>HLSC 120</td>
</tr>
<tr>
<td>NURS 108</td>
<td>HLSC 126 &amp; HLSC 128</td>
</tr>
<tr>
<td>NURS 118 &amp; NURS 228</td>
<td>HLSC 126 &amp; HLSC 128</td>
</tr>
</tbody>
</table>
Program Time Limit - Exemption
A student in Psychiatric Nursing has four years from the first day of the term of acceptance to complete all requirements to be eligible for a credential (C2075 Program Time Limits).

Program Regulations

English Requirement
A three-credit university-level English course at the 100, 200, 300, or 400 level is required as a prerequisite for program completion; ENGL 102 is recommended. ENGL 111, Communications, cannot be used to meet the English course requirement for this program.

Progression of Studies
Program regulations also require all transfer credit(s) meet currency requirements. To be considered for credit all NURS, PNRS, and HLST equivalent courses must have been completed within the five years immediately preceding a student’s program start date. All other courses being considered for transfer credit must be completed within the 10 years immediately preceding a student’s program start date. The decision to award transfer credit is the rests with the program and cannot be appealed. Course registration is required for attendance in all program courses. Students who have had a break in the continuity of their program may have additional course requirements to establish course currency.

Students are responsible for ensuring they meet the prerequisite and/or co-requisite requirements as noted on program courses. In accordance with the Academic Standing policy, a student who fails to complete a pre- or co-requisite course designated as being required for progression in the program (or for program completion) may be Required to Withdraw from the program.

Professional Code of Conduct
Students must adhere to the College of Registered Psychiatric Nurses of Alberta (CRPNA) Code of Ethics & Standards of Psychiatric Nursing Practice, the professional code of conduct and the confidentiality agreements signed with MacEwan University and clinical placement/other agencies.

Regulations Governing Clinical Courses
Students must achieve satisfactory performance in all clinical courses in accordance with the course/clinical criteria. Clinical course hours may include days, evenings, nights and weekends. Students are to arrange their own transportation for required program activities and any costs incurred for meals, travel and accommodation are the student’s responsibility. Students will require daily access to a vehicle for any practice experience not accessible through public transportation.

Required nursing practice placements will generally be within a 150 kilometer radius of the program site.

Students must have completed all prerequisite courses as well as all program and agency pre-clinical requirements prior to the start of any clinical course. Students cannot be in attendance at clinical agencies as a MacEwan University psychiatric nursing student except at times and locations authorized by the clinical course instructor for the course in which the student is currently enrolled. Students must comply with the Work Integrated Learning policy regarding clinical and/or nursing practice placements.

In accordance with the Work Integrated Learning policy, the university reserves the right, at any point during the clinical placement, to remove a student from the clinical placement for serious performance issues (i.e., engaging in behaviour that places the client and/or others at risk or that is contrary to the professional or safety requirements of the placement). In such cases the Department Chair, through consultation with the Dean, will assign a grade of F in the course. Although the decision may be appealed according to the Student Appeals policy, the student will not be permitted to remain in the clinical placement during the appeal.

Police Information Check
A current, clear Police Information Check (PIC) that includes a Vulnerable Sector Search is required for program admission. This check must be completed no earlier than 90 days prior to the program start date and submitted no later than the published document deadline. Having a pardon in progress does not meet the admission requirement for a clear PIC.

Students are responsible for obtaining, retaining, and submitting the original security clearance /PIC including vulnerable sector check, as requested by clinical agencies throughout the duration of the program. Students may also be required to obtain child welfare checks for some clinical placements.

Students whose PIC changes following admission must self-report this to the Department Chair, who will identify the process for initiating an assessment by AHS, and/or Covenant Health (and other agencies as applicable) of their ability to accommodate the students’ clinical course placement(s). As this assessment process may take four to six weeks for completion, self-reporting of this information must be done in a timely manner. A change in the student’s PIC may compromise their ability to complete the program requirements as they may be denied required clinical placements and, therefore, be unable to meet graduation requirements.

Program Standards
Students admitted to this program are presumed to be capable of fulfilling the academic requirements of their program with, if applicable, provision of reasonable accommodation. The reasonable accommodation of students with disabilities shall not require the University to lower its standards, academic or otherwise, nor shall it relieve a student of the responsibility to develop and demonstrate the essential skills and competencies expected of all students pursuing this program (Students with Disabilities policy).

Students require the requisite skills and abilities necessary for entry to practice as Registered Psychiatric Nurses (RPNs) in Alberta, as the CRPNA outlines in their document entitled Requisite Skills and Abilities for Becoming a Registered Psychiatric Nurse in Alberta. All students must meet the physical and mental health attributes that will support success in a psychiatric nursing education program. Students
must participate in clinical practice courses requiring performance of physically and mentally challenging activities such as cognitive, behavioural, communication, interpersonal, physical, sensory perceptual, and environmental requirements.

**Immunization Status**
Program students are exposed to high risk/vulnerable populations, exposing themselves, staff, and patients/clients to infectious diseases such as Hepatitis B and those with other blood-borne pathogens when assigned to their care. Students must be able to meet agency requirements for immunizations prior to the start of all clinical or practice placement courses. Current immunization against specified communicable diseases is required as a prerequisite for practice placements and thus for continued enrollment in the program.

**N95 Mask**
Program students must be fitted for an N95 mask as a prerequisite for clinical experiences, and refitted in accordance with health authority requirements. It is the responsibility of the student to meet the required timelines for mask fitting.

**Basic Life Support Certification**
A current Basic Life Support (BLS) Provider certificate obtained through the Heart and Stroke Foundation is required prior to the start of all clinical courses. The BLS Provider certification must be for Health Care Providers and include one and two person rescuers (adult, infant, child), bag-valve-masks (BVM), and automated external defibrillation (AED). BLS certification must be updated every 12 months to meet this requirement, with no grace period provided for the clinical courses.

**Standard First Aid**
Students entering year 1 clinical must complete Heart and Stroke Standard First Aid & BLS Provider.

**Agency-Specific Certifications**
Program students may be required to complete additional agency-specific certifications as a prerequisite for clinical experiences.
PUBLIC RELATIONS

School of Business
MacEwan.ca/PR (http://MacEwan.ca/PR)

The Public Relations diploma offers a unique opportunity for people with previous post-secondary education to ready themselves for an exciting new career in communications in less than a year.

Public relations is a vibrant, dynamic field in the business environment, simply because organizations are being challenged by their publics – clients, shareholders, communities, employees – to do a better job of communicating.

This program has an excellent, nationwide reputation in the business community. It focuses on training students to be functional, entry-level practitioners the minute they leave the program. While theory receives the necessary attention to develop the students’ understanding of the “big picture” and the potential for growth, the primary goal of the program is to give students the practical tools and skills to make an immediate, positive contribution.

Critical-thinking skills, problem-solving ability, creativity and the ability to rise to a challenge are all valuable assets in this fast-paced program. Group work is extensive and students must work effectively in a team setting. Students should have excellent language skills and be prepared to excel in writing.

The full-time program begins in the fall and consists of 35 credits over three terms. Students are required to complete a two-month practicum in the Spring term.

Part-time study is available with a September start date.

Career Potential

Graduates find employment in all levels of government, education and health-related organizations, professional associations, resource sectors, private companies, not-for-profit, media – just about any organization dedicated to strategic, timely and relevant communication.

Transferability

Internal Opportunities

MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma may be granted up to 63 credits to MacEwan University’s Bachelor of Communication Studies degree. Students are advised to consult a program advisor for the Bachelor of Communications Studies degree for specific admission requirements.

External Opportunities

All courses completed for the Public Relations diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed diploma in this program may receive up to 30 credits of transfer credit towards the Bachelor of Professional Arts in Communication Studies at Athabasca University. For current, detailed information on individual course and certificate transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca (http://www.transferalberta.ca)) or contact the receiving institution directly.

Contact Information

T: 780-497-5162
E: prprogram@macewan.ca

Category of Admission

Applicants may be admitted to the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum of 30 post-secondary credits, including a post-secondary English course.

Additional Admission Criteria

All applicants must meet the following:

1. English Language Proficiency

To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

2. Other Admission Criteria

To be evaluated through the Program

Applicable to All Admission Categories

Applicants must pass the Program’s English Entrance Exam, with a minimum grade of 70 percent.

Course Title Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 201</td>
<td>Introduction to Sustainable Business</td>
<td>3</td>
</tr>
<tr>
<td>PREL 230</td>
<td>Public Relations Fundamentals and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PREL 238</td>
<td>Public Relations &amp; Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>PREL 245</td>
<td>Communications Research and Planning</td>
<td>3</td>
</tr>
<tr>
<td>PROW 211</td>
<td>Writing Fundamentals</td>
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<td>PREL 233</td>
<td>Media Relations and Mass Media</td>
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<tr>
<td>PREL 240</td>
<td>Integrated Marketing Communications</td>
<td>3</td>
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<td>PREL 241</td>
<td>Writing for Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>PREL 242</td>
<td>Internal Communications and Organizational Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PREL 246</td>
<td>Issues and Reputation Management</td>
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<td>PREL 250</td>
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</table>

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.
## Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCSC 100</td>
<td>PROW 211</td>
</tr>
<tr>
<td>BUSN 201</td>
<td>BUSN 200</td>
</tr>
<tr>
<td>PREL 231</td>
<td>PROW 211</td>
</tr>
<tr>
<td>PROW 100</td>
<td>PROW 211</td>
</tr>
</tbody>
</table>
SOCIAL WORK

Faculty of Health and Community Studies
School of Social Work
MacEwan.ca/SocialWork (http://MacEwan.ca/SocialWork)

At MacEwan University, social work students learn how to create meaningful change. You are the catalyst in the lives of others that helps them move forward in a positive manner. In this constantly evolving field, MacEwan University prepares students with the competency and professional skills to practice in a social work setting.

For more than 40 years, the university has earned a reputation for graduating skilled, compassionate and professional social workers. Social workers assess and respond to human problems at both an individual and a societal level.

MacEwan University combines a strong academic approach to social work with direct practice field placements and university level electives. Diversity and work with different cultures is integrated into all aspects of the program.

As professionals in a country that upholds respect for diversity, and in keeping with democratic rights and freedoms, social workers respect the distinct systems of beliefs and lifestyles of individuals, families, groups communities and nations without prejudice (United Nations Centre for Human Rights, 1992). Specifically, social workers do not tolerate discrimination based on age, abilities, ethnic background, gender, language, marital status, national ancestry, political affiliation, race, religion, sexual orientation or socio-economic status. Taken from the Canadian Association of Social Workers (CASW) Code of Ethics, copyright 2005.

Career Potential

Graduates of the program are eligible to apply to the Alberta College of Social Workers to become registered social workers (RSW). Graduates can enter the workforce immediately upon graduation or, if eligible, apply to continue their studies in the MacEwan Bachelor of Social Work. Graduates may choose to work in a broad range of social work related areas, including:

- services to families, children and youth
- addiction and mental health
- community health and social service agencies
- correctional services agencies
- employment assistance programs
- family counselling agencies
- health and long-term care organizations
- immigration and settlement services
- preventive social services
- non-profit community agencies
- school boards
- services to seniors

Transferability

Internal Opportunities

MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma can apply to year 3 of the MacEwan Bachelor of Social Work (BSW). Graduates may also be granted up to 75 credits to MacEwan University's Bachelor of Child and Youth Care degree and up to 60 credits to the Bachelor of Arts degree. Students are advised to consult an advisor for these programs for specific admission requirements and required bridging courses.

External Opportunities

All courses completed for the Social Work diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. Students may also apply to several other BSW programs including but not limited to: Fraser Valley University, Thompson Rivers University, the University of Calgary, and the University of Victoria. For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca (http://www.transferalberta.ca)) or contact the receiving institution directly.

Contact Information

T: 780-497-5154
E: socialwork@macewan.ca

For information on the Bachelor of Social Work go to MacEwan.ca/BSW (http://MacEwan.ca/BSW)

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must be 19 years of age or older by December 31st of the year they enter the program, and must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Social Studies 30-1
3. Three Group A, B, C or D courses

Notes:

- Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
- A maximum of two Group B subjects may be presented; they must be from different disciplines.
- A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:
Applicants with nine or more university-level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Previous Post-Secondary Work

To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed the following from a recognized institution:

- A minimum of 24 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Additional Admission Criteria

All applicants must meet the following:

English Language Proficiency

To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

Other Admission Criteria

To be evaluated through the Program

Applicable to All Admission Categories

Applicants are required to submit the following to be assessed by faculty from the Social Work program:

1. A resume and personal/professional profile.
2. Evidence of a minimum 70 hours of relevant volunteer/work experience within the last two years.
3. Applicants must include two reference letters, one general and one from a volunteer or work experience supervisor.

Applicants offered admission are required to submit the following:

- A clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.
- An Alberta Intervention Record Check (or equivalent from another province/territory). The Intervention Record Check must be submitted by the published document deadline.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 101</td>
<td>Social Work Philosophy and Ethics ¹</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 102</td>
<td>Introduction to Social Work Practice ²</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 105</td>
<td>Field Placement</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Analysis and Argument</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 104</td>
<td>Introductory Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>SDCI 100</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 110</td>
<td>Social Work Practice Methods I ³</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 111</td>
<td>Social Work With Families</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 112</td>
<td>Social Work With Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 115</td>
<td>Field Placement</td>
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<tr>
<td>ENGL 103</td>
<td>Introduction to Literature</td>
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<tr>
<td>ELEC</td>
<td>Select one Arts and Science Elective</td>
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<tr>
<td>SOWK 201</td>
<td>Group Work</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 202</td>
<td>Social Work Practice Methods II ³</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 204</td>
<td>Social Policy and Anti-Oppressive Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 205</td>
<td>Field Placement</td>
<td>4</td>
</tr>
<tr>
<td>POLS 101</td>
<td>Introduction to Politics</td>
<td>3</td>
</tr>
<tr>
<td>ELEC</td>
<td>Select one Arts and Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 203</td>
<td>Mental Health, Trauma and Addictions</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 210</td>
<td>Community Practice Methods III</td>
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</tr>
<tr>
<td>SOWK 211</td>
<td>Social Work Methods IV</td>
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<td>SOWK 215</td>
<td>Field Placement</td>
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<td>ELEC</td>
<td>Select two Arts and Science Electives</td>
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</tbody>
</table>

Total Credits: 76

¹ The minimum passing grade for this course is a C-.
² The minimum passing grade for this course is CR.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
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<tbody>
<tr>
<td>CORR 100</td>
<td>SOWK 102</td>
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<tr>
<td>CYCW 100 &amp; CYCW 211</td>
<td>SOWK 112</td>
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<tr>
<td>CYCW 101</td>
<td>SOWK 102</td>
</tr>
<tr>
<td>CYCW 112 &amp; CYCW 209</td>
<td>SOWK 111</td>
</tr>
<tr>
<td>CYCW 204</td>
<td>SOWK 201</td>
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<tr>
<td>ECDV 110 &amp; ECDV 160</td>
<td>SOWK 112</td>
</tr>
<tr>
<td>ECDV 115 &amp; ECDV 165 &amp; ECDV 230</td>
<td>SOWK 102</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>ENGL 102 &amp; ENGL 103</td>
</tr>
<tr>
<td>INTD 105</td>
<td>SOWK 102</td>
</tr>
<tr>
<td>MHST 101</td>
<td>SOWK 102</td>
</tr>
<tr>
<td>MHST 103</td>
<td>SOWK 112</td>
</tr>
<tr>
<td>MHST 106 &amp; MHST 122</td>
<td>SOWK 111</td>
</tr>
</tbody>
</table>
Program Standards

Students admitted to this program are presumed to be capable of fulfilling the academic requirements of their program with, if applicable, provision of reasonable accommodation. The reasonable accommodation of students with disabilities shall not require the University to lower its standards, academic or otherwise, nor shall it relieve a student of the responsibility to develop and demonstrate the essential skills and competencies expected of all students pursuing the program (policy E3400, Students with Disabilities).

Regulations Governing Field Placement (Work Integrated Learning)

Students must achieve satisfactory performance in all field placement courses in accordance with the course learning outcomes and grading criteria. Field placement hours may include days, evenings and weekends. Students are required to arrange their own transportation for required field placement activities and any costs incurred for meals, travel, parking and accommodation are the student’s responsibility. Students will require daily access to a vehicle for any practice experience not accessible through public transportation. Required field placements will generally be within a 150 km radius of the MacEwan University site. Students cannot be in attendance at field placement agencies as a MacEwan University student except at times and locations authorized by the field placement course instructor for the course in which the student is currently enrolled. Students must comply with policy C2060 Work Integrated Learning regarding field placements. Students must have completed all prerequisite courses as well as all program and agency specific requirements (i.e. which could include vaccinations and supporting documents) prior to the start of any field placement course. In accordance with policy C2060 Work Integrated Learning, the University reserves the right, at any point during a field placement, to remove a student from the placement for serious performance issues (i.e. engaging in behaviors that place a client and/or others at risk or that is contrary to the professional or safety requirements of the placement). In such cases and with the concurrence of the Dean, the student will be assigned a grade of F in the course. Although this decision may be appealed according to policy E3103 Student Appeals, the student will not be permitted to remain in the field placement during the appeal.

Program Graduation Regulations

Police Information Check – A student must meet the specific Security Clearance / Police Information Check requirements including Vulnerable Sector and Intervention Check as set out in the admission criteria for the program.
SPECIAL NEEDS
EDUCATIONAL ASSISTANT

Faculty of Health and Community Studies
Department of Human Services and Early Learning
MacEwan.ca/SpecialNeeds (http://MacEwan.ca/SpecialNeeds)

The Special Needs Educational Assistant program prepares graduates to assist teachers in developing and implementing appropriate instructional programs and methods within educational settings. The implementation of inclusive educational policies for students with special needs has created a strong demand for trained educational assistants. The certificate provides a solid foundation of theoretical knowledge combined with practical strategies to support classroom instructional, behavioural, and social learning of students with exceptionalities.

The program is offered in full-time day, part-time evening, and distance formats.

On-Campus Day Program
The 8 month (September - April) full-time program is offered at City Centre Campus.

On-Campus Part-time Evening Program
Evening classes are offered at City Center Campus. Students can begin classes in September or January and complete the program in 2-4 years.

Distance
Distance study makes the program accessible to students regardless of geographic location and provides the flexibility to balance studies with professional and family responsibilities. Students access their course material and readings online and become part of a virtual community of learners. Students learn content through a combination of self-study and faculty guided online discussions. The program can be completed in 2-4 years.

Career Potential
Educational assistants are employed as valuable members of learning teams in a variety of educational settings including pre-school early intervention programs, kindergarten through grade 12 and post-secondary programs. The demand for program graduates in the field continues to be high.

Transferability
Internal Opportunities
MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this program can transfer up to 30 credits to MacEwan University's Bachelor of Child and Youth Care degree after successful completion of bridging courses and up to 15 credits to the Bachelor of Arts degree.

External Opportunities
All courses completed for the Special Needs Educational Assistant certificate are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed certificate in this program may receive up to 30 credits of transfer credit at Athabasca University. For current, detailed information on individual course and certificate transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Contact Information
T: 780-497-5569
Toll free: 1-888-497-4622 ext 5569
E: snea@macewan.ca

Categories of Admission
Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the Office of the University Registrar
Applicants must have a minimum overall average of 60 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Two subjects from Group A, B, C or D

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Notes:
1. Applicants are strongly encouraged to present a broad range of subjects across the humanities and sciences in order to benefit from the breadth of learning and to increase flexibility of future course choices.
2. A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5 credit or any credit combination of at least 5 credits (e.g. two 3-credit subjects).

Mature Admission
To be evaluated through the Office of the University Registrar
Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term.

Applicants must have a minimum overall average of 60 percent, with no course grade lower than 50 percent, in the following high school courses.

1. ELA 30-1 or ELA 30-2
2. One subject from Group A, B or C

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Additional Admission Criteria
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories
All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of
standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Term I</td>
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<tr>
<td>ENGL 111</td>
<td>Communications</td>
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<tr>
<td>TAST 101</td>
<td>Child and Adolescent Development</td>
<td>3</td>
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<td>TAST 107</td>
<td>Students with Exceptionalities - Level I</td>
<td>3</td>
</tr>
<tr>
<td>TAST 125</td>
<td>Collaborative Team Practice</td>
<td>3</td>
</tr>
<tr>
<td>TAST 128</td>
<td>Assistive and Adaptive Technology</td>
<td>3</td>
</tr>
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<td></td>
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<tr>
<td>Term II</td>
<td></td>
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<tr>
<td>TAST 102</td>
<td>Supporting Classroom Behaviour Management</td>
<td>3</td>
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<td>TAST 103</td>
<td>Language Learning and Math Across the Curriculum</td>
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<td>TAST 114</td>
<td>Specialized Skills and Practice</td>
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<td>TAST 117</td>
<td>Students With Exceptionalities- Level II</td>
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<td>Seminar</td>
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The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

### Course Substitutions

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<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
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<tr>
<td>CYCW 100</td>
<td>TAST 114</td>
</tr>
<tr>
<td>CYCW 101</td>
<td>TAST 114</td>
</tr>
<tr>
<td>CYCW 108</td>
<td>TAST 114</td>
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<td>CYCW 201</td>
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<td>ECDV 155</td>
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</tr>
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<td>ECDV 160</td>
<td>TAST 101</td>
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<tr>
<td>ECDV 255</td>
<td>TAST 107 OR TAST 117</td>
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<tr>
<td>ECDV 280</td>
<td>TAST 114</td>
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<td>EDPY 200</td>
<td>TAST 102</td>
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<td>ENGL 111</td>
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<td>ENGL 102</td>
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<td>RPPR 119</td>
<td>TAST 114</td>
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<td>SOWK 102 &amp; SOWK 110</td>
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<td>TAST 104</td>
<td>TAST 114</td>
</tr>
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<td>TAST 104</td>
<td>TAST 125</td>
</tr>
<tr>
<td>THAS 115</td>
<td>TAST 101</td>
</tr>
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</table>

### Program Standards

Learners admitted to this program are presumed to be capable of fulfilling the academic requirements of the program with, if applicable, provision of reasonable accommodation. The reasonable accommodation of learners with disabilities shall not require the university to lower its standards, academic or otherwise, nor shall it relieve a learner of the responsibility to develop and demonstrate the essential skills and competencies expected of all learners pursuing this program (policy E3400, Students with Disabilities).

### Regulations Governing Work Integrated Learning Activities

Completion of one practicum course is required. Learners must comply with policy C2060 Work Integrated Learning and other applicable policies and regulations of the university and host organization. In accordance with policy C2060, the university reserves the right to remove a learner from the work integrated learning experience at any point in the experience for serious performance issues (i.e., engaging in behavior that places the client and/or others at risk or that is contrary to the professional or safety requirements of the placement). In such cases and with concurrence of the Dean, the learner will be assigned a grade of F in the course. Although the decision may be appealed according to policy E3103 Student Appeals, the learner will not be permitted to remain in the work integrated learning experience during the appeal.

Host organizations may specify additional prerequisite requirements for work integrated learning experiential activities, for example, a current, clear Police Information Check (PIC), current Child Welfare Check or currency of immunization or first aid certification.

Learners whose PIC status changes or who lack other specified additional requirements compromise their ability to complete the program requirements as they may be denied work integrated learning experiences and, therefore, be unable to meet graduation requirements.

Learners are responsible for any costs they incur related to travel to and from and parking at the host site.

Learners acknowledge that, during scheduled course periods, they are expected to attend practicum during the days/hours as outlined in the program and by the host. Learners will be notified of their particular hours prior to the start of the placement. Hours of attendance may vary between host organizations.

### Graduation Regulations

#### Police Information Check

A current, clear police information check with vulnerable sector check is required for practicum placement. This check must be completed no earlier than three months prior to the practicum start date and submitted no later than the document deadline posted by the program (must be received by the program prior to placement). Having a pardon in progress does not meet the admission requirement for a clear police information check.

Students are responsible for obtaining police information check with vulnerable sector check and for making these available upon request to both the program and the practicum host.
First Aid
First Aid certification may be required by practicum hosts. If so, the student is responsible to obtain and pay for the course/certification.
THEATRE ARTS

Faculty of Fine Arts and Communications
MacEwan.ca/TheatreArts (http://MacEwan.ca/TheatreArts)

Theatre Arts is an intense, two-year diploma with an emphasis on musical theatre actor training. The first year is spent in studio, private coaching, and classroom instruction, mastering the basics of all three disciplines while studying music theatre history, textual analysis, music theory and ear training.

The year culminates with workshop productions of a play and musical for invited audiences. In the second year, studio and laboratory courses continue while students apply their training in public productions in our new state of the art performance spaces.

To gain admission to this program, applicants must meet the academic admission requirements and be successful at an audition, demonstrating an aptitude in all three disciplines of acting, singing and dancing. A diagnostic will assess applicants’ basic skills in music theory and ear training.

Career Potential

Theatre Arts graduates work provincially, nationally and internationally in a variety of venues: regional theatres as well as Broadway and London’s West End; Fringe festivals; dinner theatres; cruise entertainment; TV, film, video gaming and voice over work. Many self-produce their own work, while others continue their studies in acting, directing or writing at other institutions.

Transferability

Internal Opportunities

MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this program are eligible to transfer up to 27 credits to MacEwan University’s Bachelor of Arts degree.

External Opportunities

All courses completed for the Theatre Arts diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. Students interested in transferring a completed diploma are advised to consult both the receiving institution regarding transfer policies and the MacEwan University Theatre Arts program regarding coursework and audition preparation. Like the Theatre Arts program at MacEwan University, other institutions typically base transfer on both the application of creative skills as demonstrated in an entrance audition and on an assessment of course content.

Students presenting a completed diploma in this program may be eligible to receive up to 20 credits to the Post-Diploma BFA (Dramatic Arts or Multidisciplinary) or 35 credits to the Pre-Post-Diploma BFA (Dramatic Arts)/BEd programs at the University of Lethbridge. For current, detailed information on eligibility, refer to the Online Alberta Transfer Guide (http://www.transferalberta.ca) or contact the receiving institution directly.

Contact Information

Cindy Burgess, University Advisor
T: 780-497-4393
E: theatrearts@macewan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the Office of the University Registrar
Applicants must have an Alberta high school diploma (or equivalent).

Mature Admission
To be evaluated through the Office of the University Registrar
Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term and have at least 50 percent in ELA 30-1 or ELA 30-2.

Additional Admission Criteria

All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Course Title Credits

<table>
<thead>
<tr>
<th>Year I</th>
<th>Term I</th>
<th>Credits</th>
<th>Year II</th>
<th>Term I</th>
<th>Credits</th>
<th>Year II</th>
<th>Term I</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAR 101</td>
<td>Acting Skills I</td>
<td>3</td>
<td>THAR 201</td>
<td>Acting Skills III</td>
<td>3</td>
<td>THAR 206</td>
<td>Performance I</td>
<td>3</td>
</tr>
<tr>
<td>THAR 104</td>
<td>Vocal Production for Music Theatre I</td>
<td>3</td>
<td>THAR 204</td>
<td>Vocal Production for Musical Theatre III</td>
<td>3</td>
<td>ENGL 102</td>
<td>Analysis and Argument</td>
<td>3</td>
</tr>
<tr>
<td>THAR 110</td>
<td>Dance Skills I</td>
<td>3</td>
<td>THAR 140</td>
<td>Music Theory and Ear Training I</td>
<td>3</td>
<td>THAR 151</td>
<td>Acting Skills II</td>
<td>3</td>
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<tr>
<td>THAR 154</td>
<td>Vocal Production for Music Theatre II</td>
<td>3</td>
<td>THAR 160</td>
<td>Dance Skills II</td>
<td>3</td>
<td>THAR 154</td>
<td>Music Theory and Ear Training II</td>
<td>3</td>
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<tr>
<td>ENGL 103</td>
<td>Introduction to Literature</td>
<td>3</td>
<td>THAR 160</td>
<td>Dance Skills II</td>
<td>3</td>
<td>THAR 204</td>
<td>Vocal Production for Musical Theatre III</td>
<td>3</td>
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<tr>
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<td>Credits</td>
<td>18</td>
<td></td>
<td>Credits</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

Applicable to Regular Admission

Applicants are required to audition. Jurors will assess singing, dancing, and acting ability.

Applicable to Mature Admission

Applicants are required to audition. Jurors will assess singing, dancing, and acting ability.
The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

Only full-time students admitted to the Theatre Arts program may register in THAR courses.

**Program Graduation Regulations**

**Progression of Studies**

Students in the Theatre Arts program are required to successfully complete all Theatre Arts courses in Term 1 of the program of study in order to be able to progress to Term 2.

Students in the Theatre Arts program are required to successfully complete all courses in Year 1 of the program of study in order to be able to progress to Year 2.
THEATRE PRODUCTION

Faculty of Fine Arts and Communications
MacEwan.ca/Production (http://MacEwan.ca/Production)

The theatre profession requires skilled theatre artisans and technicians. Theatre Production’s curriculum provides instruction and practical experience in lighting, audio, stagecraft, scenic painting, prop-making, costuming, projection and management, ensuring that Theatre Production grads are well-equipped for employment in the entertainment industry.

Instructors who are members of the professional community provide equal parts knowledge and experience. Instruction is complemented by hands-on learning in our new state-of-the-art performance spaces.

Career Potential
Theatre Production graduates are employed in professional theatre, film and television, as well as in the cruise line, conference and special event industries. Graduates have filled key positions at the Citadel Theatre, Winspear Centre, Edmonton Opera, Alberta Ballet, Edmonton International Fringe Festival, Alberta Theatre Projects, The Stratford Festival, Carnival Cruise Lines, Royal Winnipeg Ballet, Disney, and Rexall Place, to cite only a few examples.

Technology Integration for Creative learning (TICL)

Students in the Theatre Production program will need to purchase an Apple laptop and necessary software identified by the program. This initiative is designed to maximize student learning through the use of digital technology and provide students with the tools required to succeed in the industry. For more information, see the program website (MacEwan.ca/TheatreProduction (http://MacEwan.ca/TheatreProduction)) or contact the program’s University Advisor, at 780-497-4393 or theatreproduction@macewan.ca.

Transferability

Internal Opportunities
MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this program are eligible to transfer up to 33 credits to MacEwan University’s Bachelor of Arts degree.

External Opportunities
All courses completed for the Theatre Production diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. Students interested in transferring a completed diploma are advised to consult both the receiving institution regarding transfer policies and the MacEwan University Theatre Production program regarding coursework and portfolio preparation. Like the Theatre Production program at MacEwan University, other institutions typically base transfer on both the application of creative skills as demonstrated in a portfolio presentation and an assessment of course content.

Students presenting a completed diploma in this program may be eligible to receive up to 20 credits to the Post-Diploma BFA (Dramatic Arts or Multidisciplinary) or 35 credits to the Pre-Post-Diploma BFA (Dramatic Arts)/BEd programs at the University of Lethbridge. For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca (http://www.transferalberta.ca)) or contact the receiving institution directly.

Contact Information
Cindy Burgess, University Advisor
T: 780-497-4393
E: theatrearts@macewan.ca

Categories of Admission
Applicants may be admitted to one of the following:

Regular Admission
To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Four subjects from Group A, B, C, or D

Notes:
• Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
• A maximum of two Group B subjects may be presented; they must be from different disciplines.
• A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Mature Admission
To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have the following:

• ELA 30-1 or ELA 30-2 with a minimum grade of 50 percent (or equivalent)

Additional Admission Criteria
All applicants must meet the following:

1. English Language Proficiency
To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories
All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

2. Other Admission Criteria
To be evaluated through the Program
Applicable to All Admission Categories
Applicants are required to submit a program questionnaire (500 – 1000 words). Successful applicants will demonstrate in their questionnaire responses their interest and exposure to theatre and live arts productions and their career aspirations.

Applicants offered admission are required to submit the following:

- A valid Standard First Aid certificate by the published document deadline.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term I</td>
<td></td>
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</tr>
<tr>
<td>THPR 100</td>
<td>Theatre Production Boot Camp</td>
<td>3</td>
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<tr>
<td>THPR 101</td>
<td>Technical Crafts I</td>
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</tr>
<tr>
<td>THPR 102</td>
<td>Artisan Crafts I</td>
<td>3</td>
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<td>THPR 103</td>
<td>Stage Crafts I</td>
<td>3</td>
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<tr>
<td>THPR 104</td>
<td>Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
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<td>15</td>
</tr>
<tr>
<td>Term II</td>
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<td>THPR 201</td>
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<td>Theatre Culture in Context</td>
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<td>Total Credits</td>
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</tbody>
</table>

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.
THERAPIST ASSISTANT

Faculty of Health and Community Studies  
Department of Allied Health and Human Performance  
MacEwan.ca/SLPA (http://MacEwan.ca/SLPA)  
MacEwan.ca/PTAOTA (http://MacEwan.ca/PTAOTA)

The are two major programs of study in the two-year Therapist Assistant diploma:

- Speech Language Pathologist Assistant
- Physical Therapist Assistant & Occupational Therapist Assistant

Contact Information

T: 780-497-5723  
Toll-free: 1-888-497-4622 ext. 5723  
E: therapistassistant@macewan.ca

Physical Therapist Assistant & Occupational Therapist Assistant

Faculty of Health and Community Studies  
Department of Allied Health and Human Performance  
MacEwan.ca/SLPA (http://MacEwan.ca/SLPA)  
MacEwan.ca/PTAOTA (http://MacEwan.ca/PTAOTA)

The Physical Therapist & Occupational Therapist Assistant (PTA & OTA) major prepares students to work in the fields of physical and occupational therapy, providing patient treatment interventions related to movement and function. PTAs & OTAs assist people to gain or maintain strength, flexibility and their functional status. In addition to working with people with physical health problems, they also work with people with emotional/mental health problems.

Career Potential

PTAs & OTAs work in hospitals, long-term care facilities, subacute units, rehabilitation hospitals, mental health programs, physical therapy clinics, schools and home care. To succeed in this field, people should possess patience and flexibility, as they will work with people who are under physical and emotional stress. Creativity, manual dexterity and an interest in fitness are assets, as is the ability to work in a team environment. The employment rate for graduates is currently 100 per cent.

Admission to the program is competitive and is subject to a quota.

Transferability

Internal Opportunities

MacEwan University is committed to providing bridging and ladderling opportunities to its certificate and diploma graduates. Graduates of this diploma program may be granted up to 39 credits to the Bachelor of Arts or Bachelor of Science degree programs. Students are advised to consult an advisor for specific admission requirements and required bridging course information.

External Opportunities

All courses completed for the Therapist Assistant, Physical Therapist Assistant and Occupational Therapist Assistant Major diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed diploma in this program may receive up to 60 credits of transfer credit at Athabasca University and may be considered for entrance into the third year of the Bachelor of Community Rehabilitation degree at the University of Calgary. For current, detailed information on individual course and certificate transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

Contact Information

T: 780-497-5723  
Toll-free: 1-888-497-4622 ext. 5723  
E: therapistassistant@macewan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Biology 30
3. One subject from Group C
4. Two subjects from Group A, B, C or D

Notes:

- Applicants are strongly encouraged to present a broad range of subjects across the humanities and sciences in order to benefit from the breadth of learning and to increase flexibility of future course choices.
- A maximum of two Group B subjects; they must be from different disciplines.
- A maximum of one Group D subject. Group D subjects used for admission must be one five-credit subject or any credit combination of at least five credits (e.g., two three-credit subjects).

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Biology 30
3. One subject from Group C

Previous Post-Secondary Work

To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the
Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed:

• A minimum of 18 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale and must have successfully completed Biology 30.

**Additional Admission Criteria**

All applicants must meet the following:

1. **English Language Proficiency**
   *To be evaluated through the Office of the University Registrar*

   **Applicable to All Admission Categories**

   All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan’s academic calendar or online at MacEwan.ca/ELP.

2. **Other Admission Criteria**
   *To be evaluated through the Program*

   **Applicable to All Admission Categories**

   Applicants offered admission must present a clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year I</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Term I</strong></td>
<td></td>
<td></td>
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<tr>
<td>HLSC 104</td>
<td>Applied Human Anatomy ¹</td>
<td>3</td>
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<tr>
<td>HLSC 105</td>
<td>Applied Human Physiology ¹</td>
<td>6</td>
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<td>HLST 101</td>
<td>Interpersonal Skills Development ¹</td>
<td>3</td>
</tr>
<tr>
<td>THAS 103</td>
<td>Pathology ¹</td>
<td>4</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
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<td>16</td>
</tr>
<tr>
<td><strong>Term II</strong></td>
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<tr>
<td>ENGL 111</td>
<td>Communications</td>
<td>3</td>
</tr>
<tr>
<td>THAS 115</td>
<td>Human Development ¹</td>
<td>4</td>
</tr>
<tr>
<td>THAS 116</td>
<td>Functional Anatomy and Orthopedics ¹</td>
<td>4</td>
</tr>
<tr>
<td>THAS 117</td>
<td>Principles and Techniques of Client Contact ¹</td>
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</tr>
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<td><strong>Credits</strong></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td><strong>Year II</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Term III</strong></td>
<td></td>
<td></td>
</tr>
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<td>THAS 220</td>
<td>Exercise in Physical Therapy ¹</td>
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<td>THAS 221</td>
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<td>Occupational Therapy in Mental Health ¹</td>
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<tr>
<td>THAS 211</td>
<td>Field Placement II ²</td>
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<td><strong>Total Credits</strong></td>
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<td>60</td>
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</table>

¹ The minimum passing grade for this course is a C-.
² The minimum passing grade for this course is a CR.

The minimum passing grade for a course at MacEwan University is a D unless otherwise noted next to the appropriate course in the program of study.

### Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORR 100</td>
<td>HLST 101</td>
</tr>
<tr>
<td>CYCW 101</td>
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<td>ENGL 100</td>
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<td>THAS 116</td>
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<td>THAS 223</td>
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<td>THAS 220</td>
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<td>THAS 222</td>
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<tr>
<td>THAS 209</td>
<td>THAS 223</td>
</tr>
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</table>

### Program Graduation Regulations

**Regulations Governing Clinical Fieldwork Courses**

Students must achieve satisfactory performance in all clinical fieldwork courses in accordance with the course/clinical criteria and outcomes. Clinical fieldwork hours may include days, evenings, nights...
and weekends. Students are to arrange their own transportation for required program activities and any costs incurred for meals, travel and accommodation are the student's responsibility. Students will require daily access to a vehicle for any clinical fieldwork experience not accessible through public transportation. Students cannot be in attendance at clinical agencies as a MacEwan University therapist assistant student except at times and locations authorized by the clinical fieldwork instructor for the course in which the student is currently enrolled. Students must comply with policy C2060 Work Integrated Learning regarding clinical fieldwork practice and/or placement as well as other applicable policies and regulations of the university and the host agency. Students must have completed all prerequisite courses as well as all program and agency pre-clinical requirements prior to the start of any clinical fieldwork course. In accordance with policy C2060 Work Integrated Learning, the university reserves the right, at any point during the clinical fieldwork placement, to remove a student from the clinical fieldwork placement for serious performance issues (i.e., engaging in behaviour that places the client and/or others at risk or that is contrary to the professional or safety requirements of the placement). In such cases the Chair, through consultation with the Dean, will assign a grade of F in the course. Although the decision may be appealed according to policy E3103 Appeals, the student will not be permitted to remain in the clinical fieldwork placement during the appeal.

**Police Information Check (Security Clearance)**

Students must meet the specific police information check (PIC) requirement as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program. Students are responsible for obtaining a PIC at intervals specified by clinical agencies or the program and making these available, upon request, to their clinical agency representative. Student may also be required to obtain child welfare checks for some clinical fieldwork placements. Students whose PIC status changes following program admission must self-report this change in status; this may compromise the student's ability to complete the program requirements as they may be denied required clinical fieldwork placements and, therefore, be unable to meet graduation requirements.

**Immunization**

Students must be able to meet agency requirements for immunizations prior to the start of all clinical fieldwork placement courses. Current immunization against specified communicable diseases is required as a prerequisite for clinical fieldwork placements and thus for continued enrolment in the program. Students must meet the specific immunization requirements prior to the start of the third term. Documentation of these requirements must be provided to the program by the start of the third term. Failure to meet the specified immunization requirements may result in a student being denied an approved clinical fieldwork placement and, therefore, be unable to meet graduation requirements.

**CPR – Basic Life Support for Health Care Provider (C) or Equivalent**

Students must meet the specific CPR requirements prior to the start of the third term. The certification must be for Health Care Providers and include one and two person rescuers (adult, infant, child), bag-valve masks, and automated external defibrillation (AED). Certification must be current, with no grace period provided for clinical fieldwork courses. Documentation of these requirements must be provided to the program by the start of the third term. Failure to meet the specified CPR requirements may result in a student being denied an approved clinical fieldwork placement and, therefore, be unable to meet graduation requirements.

**First Aid – Basic**

Students must meet the specific First Aid requirements prior to the start of the third term. Documentation of these requirements must be provided to the program by the start of the third term. Failure to meet the specified First Aid requirements may result in a student being denied an approved clinical fieldwork placement and, therefore, be unable to meet graduation requirements.

**N95 Mask or Equivalent**

Students must be fitted for an N95 mask (or equivalent) as a prerequisite for clinical fieldwork experiences, and refitted in accordance with health agency requirements. It is the responsibility of the student to meet the required timelines for mask fitting.

**Speech Language Pathologist Assistant**

Faculty of Health and Community Studies  
Department of Allied Health and Human Performance  
MacEwan.ca/SLPA (http://MacEwan.ca/SLPA)  
MacEwan.ca/PTAOTA (http://MacEwan.ca/PTAOTA)

**Speech Language Pathologist Assistant Major**

The Speech Language Pathologist Assistant (SLPA) route provides the theoretical knowledge, skill development and practical experience required to work as an SLPA. SLPAs primarily work with children and support the implementation of treatment for communication disorders. The SLPA major is delivered at City Centre Campus and online.

**Career Potential**

SLPAs work in early education settings and in schools. People who succeed in this career enjoy working with children and are patient, flexible and creative team players. The ability to communicate in English with clear pronunciation is a requirement of employment in this field. The employment rate for graduates is currently 100 per cent.

Admission to the program is competitive and is subject to a quota.

**Transferability**

**Internal Opportunities**

MacEwan University is committed to providing bridging and laddering opportunities to its certificate and diploma graduates. Graduates of this diploma program may be granted up to 23 credits to the Bachelor of Child and Youth Care degree or 42 credits to the Bachelor of Arts or Bachelor of Science degree programs. Students are advised to consult an advisor for specific admission requirements and required bridging course information.

**External Opportunities**

All courses completed for the Therapist Assistant, Speech Language Pathologist Assistant Major diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. Students presenting a completed diploma in this program may receive up to 21 credits to the Bachelor of Health Administration program or 45 credits to the Bachelor of Science (Human Science) Post-Diploma
program at Athabasca University. Students presenting a completed diploma in this program will be considered for entrance into the third year of the Bachelor of Community Rehabilitation degree at the University of Calgary. For current, detailed information on individual course and diploma transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca) or contact the receiving institution directly.

**Contact Information**

T: 780-497-5723  
Toll-free: 1-888-497-4622 ext. 5723  
E: therapistassistant@macewan.ca

**Categories of Admission**

Applicants may be admitted to one of the following:

**Regular Admission**  
*To be evaluated through the Office of the University Registrar*

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2  
2. Four subjects from Group A, B, C or D

**Notes:**

- Applicants are strongly encouraged to present a broad range of subjects across the humanities and sciences in order to benefit from the breadth of learning and to increase flexibility of future course choices.
- A maximum of two Group B subjects; they must be from different disciplines.
- A maximum of one Group D subject. Group D subjects used for admission must be one five-credit subject or any credit combination of at least five credits (e.g., two three-credit subjects).

**Mature Admission**  
*To be evaluated through the Office of the University Registrar*

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2  
2. One subject from Group A, B, or C

**Previous Post-Secondary Work**  
*To be evaluated through the Office of the University Registrar*

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed:

- A minimum of 18 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

---

**Additional Admission Criteria**

All applicants must meet the following:

**1. English Language Proficiency**  
*To be evaluated through the Office of the University Registrar*

**Applicable to All Admission Categories**

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

**2. Spoken English Proficiency**  
*To be evaluated through the Office of the University Registrar*

**Applicable to All Admission Categories**

Applicants who speak English as a second language – regardless of citizenship – are required to submit official documents such as high school, post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).

**3. Other Admission Criteria**  
*To be evaluated through the Program*

**Applicable to All Admission Categories**

Applicants offered admission must present a clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.

**Course Title Credits**

<table>
<thead>
<tr>
<th>Year I</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Term I</td>
<td>Interpersonal Skills Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to Human Language</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Normal Development of Speech, Language and Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Role and Responsibilities of Paraprofessionals in an Educational Setting</td>
<td>2</td>
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<tr>
<td>Credits</td>
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<table>
<thead>
<tr>
<th>Term II</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td></td>
<td>Curriculum II: Learning Through Play</td>
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<tr>
<td></td>
<td>Communications</td>
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<td>4</td>
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<td></td>
<td>Human Development</td>
<td>4</td>
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<table>
<thead>
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<td></td>
<td>Therapeutic Interventions I: Articulation and Phonology</td>
<td>5</td>
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<td></td>
<td>Therapeutic Interventions II: Introduction to Clinical Role and Skills</td>
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<tr>
<td></td>
<td>Field Placement</td>
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<tr>
<td>Credits</td>
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</table>
The minimum passing grade for this course is a C-.

2 The minimum passing grade for this course is a CR.

Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
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<tr>
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<td>HLST 101</td>
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<tr>
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<td>HLST 101</td>
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<tr>
<td>ENGL 100</td>
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<td>TAST 100</td>
<td>THAS 104</td>
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</table>

Academic Residency - Exemption

A student in the Therapist Assistant-Speech Language Pathologist Assistant major must complete at least 40 per cent of courses through MacEwan University. Challenge examinations, transfer credit and other special assessments (for example, prior learning and recognition) are not included in the 40 per cent.

Program Graduation Regulations

Regulations Governing Clinical Fieldwork Courses

Students must achieve satisfactory performance in all clinical fieldwork courses in accordance with the course/clinical criteria and outcomes. Clinical fieldwork hours may include days, evenings, nights and weekends. Students are to arrange their own transportation for required program activities and any costs incurred for meals, travel and accommodation are the student's responsibility. Students will require daily access to a vehicle for any clinical fieldwork experience not accessible through public transportation. Students cannot be in attendance at clinical agencies as a MacEwan University therapist assistant student except at times and locations authorized by the clinical fieldwork instructor for the course in which the student is currently enrolled. Students must comply with policy C2060 Work Integrated Learning regarding clinical fieldwork practice and/or placement as well as other applicable policies and regulations of the university and the host agency. Students must have completed all prerequisite courses as well as all program and agency pre-clinical requirements prior to the start of any clinical fieldwork course. In accordance with policy C2060 Work Integrated Learning, the university reserves the right, at any point during the clinical fieldwork placement, to remove a student from the clinical fieldwork placement for serious performance issues (i.e., engaging in behaviour that places the client and/or others at risk or that is contrary to the professional or safety requirements of the placement). In such cases the Chair, through consultation with the Dean, will assign a grade of F in the course. Although the decision may be appealed according to policy E3103 Appeals, the student will not be permitted to remain in the clinical fieldwork placement during the appeal.

Police Information Check (Security Clearance)

Students must meet the specific police information check (PIC) requirement as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program. Students are responsible for obtaining a PIC at intervals specified by clinical agencies or the program and making these available, upon request, to their clinical agency representative. Students may also be required to obtain an intervention record check (child welfare check) for some clinical fieldwork placements. Students whose PIC status changes following admission must self-report this change in status; this may compromise the student’s ability to complete the program requirements as they may be denied required clinical fieldwork placements and, therefore, be unable to meet graduation requirements.

Immunization

Students must be able to meet agency requirements for immunizations prior to the start of all clinical fieldwork placement courses. Current immunization against specified communicable diseases is required as a prerequisite for clinical fieldwork placements and thus for continued enrollment in the program. Students must meet the specific immunization requirements prior to the start of the third term. Documentation of these requirements must be provided to the program by the start of the third term. Failure to meet the specific immunization requirements may result in a student being denied an approved clinical fieldwork placement and, therefore, be unable to meet graduation requirements.

CPR – Basic Life Support for Health Care Provider (C) or Equivalent

Students must meet the specific CPR requirements prior to the start of the third term. The certification must be for Health Care Providers and include one and two person rescuers (adult, infant, child), bag-valve masks, and automated external defibrillation (AED). Certification must be current, with no grace period provided for clinical fieldwork courses. Documentation of these requirements must be provided to the program by the start of the third term. Failure to meet the specified CPR requirements may result in a student being denied an approved clinical fieldwork placement and, therefore, be unable to meet graduation requirements.

First Aid – Basic

Students must meet the specific First Aid requirements prior to the start of the third term. Documentation of these requirements must be provided...
to the program by the start of the third term. Failure to meet the specified First Aid requirements may result in a student being denied an approved clinical fieldwork placement and, therefore, be unable to meet graduation requirements.
TRAVEL

School of Business
MacEwan.ca/Travel (http://MacEwan.ca/Travel)

This program meets the highest Canadian standards for industry education. It is fast-paced and hands-on: you will work in a computer lab with access to industry software and a live reservation system. Combine this with a one-month practicum at program's end, and you are highly employable immediately upon graduation.

You'll take an in-depth look at the world's most important tourist destinations and learn what motivates travellers to visit them. You'll also develop an understanding of the evolving travel market and the technology used to document and sell North American and international travel. In just 13 months, you'll learn the skills Canada's travel industry demands most: communications, sales techniques, customer service and automation.

To succeed in this career, you should welcome challenges and deadlines. Typically mature students fare better in this program than younger students. Communication skills, people skills and a passion for sales are essential, as are superior organizational skills and a curiosity about the world. Your personal travel experiences are a definite asset.

Career Potential

Educated travel professionals are in high demand. Opportunities abound in everything from adventure tours and special interest to selling leisure packages and incentive travel. Graduates work as travel consultants, reservations agents, customer service representatives, sales representatives and marketing managers. Throughout Canada and around the globe, MacEwan University grads can be found in a range of pursuits: booking scuba diving tours, escorting European coach tours and arranging honeymoons in Hawaii or safari groups to Africa.

Transferability

All courses completed for the Travel diploma are credit courses and may be transferable individually toward further study at other Alberta institutions. For current, detailed information on individual course transferability, refer to the Online Alberta Transfer Guide (www.transferalberta.ca (http://www.transferalberta.ca)) or contact the receiving institution directly.

This program has a 5 Star rating from the Association of Canadian Travel Agencies (ACTA). The completion of this diploma helps students earn their CTC (Certified Travel Consultant) certification from ACTA.

Contact Information

T: 780-497-5162
E: travel@macewan.ca

Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Math 30-1 or Math 30-2
3. Three subjects from Group A, B, C or D

Notes:

• Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
• A maximum of two Group B subjects may be presented; they must be from different disciplines.
• A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Math 30-1 or Math 30-2

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Previous Post-Secondary Work

To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must present a minimum of 24 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale and must have completed the required high school courses listed under the Regular or Mature Admission category.

Additional Admission Criteria

All applicants must meet the following:

1. English Language Proficiency

To be evaluated through the Office of the University Registrar

Applicable to All Admission Categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University’s academic calendar or online at MacEwan.ca/ELP (http://MacEwan.ca/ELP).
## Course Substitutions

<table>
<thead>
<tr>
<th>Credit Earned in:</th>
<th>May Be Substituted for Credit in Program Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 100</td>
<td>ENGL 111</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>ENGL 111</td>
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<tr>
<td>ENGL 102</td>
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<td>ENGL 103</td>
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<td>ENGL 105</td>
<td>ENGL 111</td>
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<td>ENGL 108</td>
<td>ENGL 111</td>
</tr>
<tr>
<td>MGMT 107</td>
<td>OADM 101</td>
</tr>
</tbody>
</table>
CERTIFICATES OF ACHIEVEMENT

- Behavioural Interventions Certificate (p. 236)
BEHAVIOURAL INTERVENTIONS CERTIFICATE

School of Continuing Education
MacEwan.ca/Behavioural Interventions (http://MacEwan.ca/BehaviouralInterventions)

The Behavioural Interventions Certificate of Achievement (BICA) program provides a blend of academic training and skill development in applied behaviour analysis (ABA). ABA principles and procedures are applicable across a wide range of human services, especially in the assistance and treatment of individuals with autism and other developmental disabilities.

This program will also enable students to meet the course requirements to become a Board Certified Assistant Behaviour Analyst (BCaBA), as specified by the Behavior Analyst Certification Board (BACB®). Information about the BCaBA, and its additional requirements (practical experience component and final examination), can be found on the BACB® website: bacb.com (http://bacb.com).

Career Potential

Recipients of the certificate who wish to pursue BCaBA certification will be well-positioned to obtain supervised positions in which they can accumulate the required hours of practical experience. Those who choose not to pursue BCaBA certification will nevertheless have acquired knowledge and skills that should be of considerable value in assisting with the implementation of behaviour change procedures in a variety of human service professions, such as social work, nursing, teaching, coaching, and organizational behaviour. Most importantly, the completion of this program will help meet the needs of a growing number of families in Alberta who are lobbying for increased access to ABA and ABA-related services.

Contact Information

BICA Coordinator
Miranda Macauley, M.A., BCBA
BICA@MacEwan.ca (BICA@macewan.ca)

Categories of Admission

Internal/Current MacEwan Student Applicants must have completed MacEwan’s:

- PSYC 281 with a minimum grade of C-
- PSYC 385 with a minimum grade of C, or be currently enrolled in it
- a minimum of 60 university credits in a degree program

External applicants and past MacEwan University student applicants must have:

- completed MacEwan’s PSYC 281 (or equivalent) with a minimum grade of C-
- completed MacEwan’s PSYC 385 (or equivalent) with a minimum grade of C-
- been awarded an undergraduate degree in a related field from an accredited institute

Application steps:

1. If you are currently enrolled in a MacEwan University program, proceed to step 3.
2. If you are not a current MacEwan student, apply to Open Studies through Apply Alberta.
3. Once you have a MacEwan Student ID, please complete the application form available through BICA@macewan.ca.
4. Submit the completed application form, CV, Statement of Intent and all supporting documentation (i.e. out of province transcripts) to SCE@macewan.ca.

Successful application will be contingent on grades and statement of intent. Applications for the Fall term will be assessed beginning on May 1, applications for the Winter term will be assessed beginning on October 1, and applications for the Spring term will be assessed beginning on February 1.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PABA 386</td>
<td>The Science and Practice of Behaviour Self-Management</td>
<td>3</td>
</tr>
<tr>
<td>PABA 485</td>
<td>Single-Case Research Designs</td>
<td>3</td>
</tr>
<tr>
<td>PABA 486</td>
<td>Behavioural Interventions in Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>9</td>
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</table>

Field experience in applied behavioural analysis is also available as an optional, not for credit course (HTWL 0581 Applied Behavior Analysis Field Experience - 140). For information regarding the application process for the field experience course, please email BICA@macewan.ca.
COLLEGE AND UNIVERSITY ENTRANCE PROGRAMMING

- English as an Additional Language (EAL) (p. 238)
- University Preparation (p. 239)
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

School of Continuing Education
MacEwan.ca/ESL (http://MacEwan.ca/ESL)

The School of Continuing Education offers a range of courses for learners of English as an Additional Language.

Core courses in reading/writing and listening/speaking are offered at five levels of proficiency from Intermediate to English for academic purposes and preparation for post-secondary studies. Focused courses target specific needs and interests including pronunciation, grammar, and academic vocabulary.

The program focuses on English for academic studies for English language learners who wish to complete high school studies, continue to post-secondary studies or re-enter their professions in Canada.

Additional programming includes courses in writing, speaking and IELTS. Not all courses may be offered in each term.

Class participation, homework and regular attendance are essential parts of the language learning process.

New applicants take a placement test to determine their starting level in the program.

Career Potential
EAL prepares students for employment, academic upgrading or university admissions.

Contact Information
T: 780-497-4400
E: esl@macewan.ca

Canadian Citizens and Permanent Residents Applicants must have completed the equivalent of grade 10 either in Canada or in their native country and have a minimum CLB4 or equivalent. Students under 18 years of age are not accepted except with special permission.

Application Process
Core courses and focus courses:

- Contact the EAL office for pre-advising.
- Apply at www.macewan.ca/EAL and pay the nonrefundable application fee. Print the receipt.
- If you are not able to use the web site, applications can be made in person at Alberta College Campus or City Centre Campus.
- Once accepted to the program please call the EAL office to arrange for a placement test. Once you are done the placement test, an advising meeting will be booked to discuss your results and course placement. When your courses are selected you can go online to enrol in your classes.

International Applicants
International students may apply directly to the English as an Additional Language program. For more information, visit www.macewan.ca/
UNIVERSITY PREPARATION

School of Continuing Education
MacEwan.ca/Preparation (http://MacEwan.ca/Preparation)

University Preparation offers core high school equivalent courses that are prerequisites for entrance to university programs.

Career Potential
University Preparation is an essential first step toward the achievement of a student’s career goal. This program allows most students to complete all of their prerequisites within a year and move into the program of their choice.

Transferability
Courses offered in this program are accepted for admission purposes by all post-secondary institutions within Alberta and Canada.

Contact Information
T: 780-497-4400
E: preparation@macewan.ca

Applicants must be able to read and write in English at a minimum level of grade 10 level. Applicants presenting transcripts with coursework completed more than two years ago will be required to write a placement test to determine their current academic standing and placement level in the program. University Preparation does not have a mature entrance category.

High School Equivalency Diploma
University Preparation offers a high school equivalency diploma. In order to qualify, students must present five courses with a minimum grade of “D” at the 30-level. Three of the five courses must be completed in the University Preparation program. Of the five courses required for the equivalency diploma, at least one must be in English (30-level) and one must be in mathematics (30-level). For more information, contact our office at 780-497-4400.

Application Process
To apply to this program, Students can apply online via the ApplyAlberta website (Visa or MasterCard) and pay the $110 nonrefundable application fee.

Note: International applicants who are students studying in Canada on a Study Permit or other visa can apply directly to University Preparation through the same process as above.

International applicants must write a placement test and have a meeting with the advisor to discuss test results and career goals. Domestic applicants with a transcript or pre-requisites more than two years old must write the placement test and have a meeting with the advisor to discuss test results and career goals. Funding may be available to students to cover the cost of tuition fees and some course materials. For more information, call 780-497-4400.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>ENGL 020-2</td>
<td>English 20-2</td>
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<td>Senior Non-Academic English</td>
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<tr>
<td>SOST 030-1</td>
<td>Social Studies 030-1</td>
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</tbody>
</table>

Total Credits 100

Not all courses are offered each term. Evening courses have separate start and end dates. Consult the program for further details.
COURSE DESCRIPTIONS

The following section is a complete alphabetical listing of courses for all MacEwan University programs in this academic calendar. Many of the courses are transferable to the University of Alberta and other Alberta universities, university colleges and colleges/technical institutes. For the most up-to-date transfer information, refer to the Online Alberta Transfer Guide at transferalberta.alberta.ca. For more information on course descriptions and course hours, please see the Course Description Info tab.

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- ACCT – Accounting (p. 243)
- ACUP – Acupuncture (p. 248)
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- ANTH – Anthropology (p. 254)
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B
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- EDUC – Education (p. 326)
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- ENGL – English (p. 329)
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• HUMN – Humanities (p. 364)

I
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• INFM – Library & Information Technology (p. 366)
• INSE – Integration Seminar (p. 368)
• INSR – Insurance Studies (p. 369)
• INTA – Interdisciplinary Studies in the Arts (p. 370)
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• INTD – Interdisciplinary Courses (p. 373)

J
• JAPN – Japanese Language (p. 374)

L
• LATN – Latin Language (p. 375)
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M
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• OADM – Office Assistant (p. 410)
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P
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• PESS – Physical Education & Sport Studies (p. 425)
• PHIL – Philosophy (p. 426)
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Course Description Information
Each MacEwan University course listed in this section has information that all students need to know. The legend provides an explanation for each element included in the course description.
Course Hours

Course hours are represented using either a weekly or total hour format. Weekly hour format is based on a regular fall or winter term as indicated in the Academic Schedule. Both formats use the same three digits – lecture, lab, and other course hours. The method of display – “Weekly” or “Total” is identified before the hours as shown below:

Weekly (a-b-c) or Total (a-b-c):

a) Hours assigned to lecture
b) Hours assigned to lab
c) Hours assigned to other forms of instruction such as seminar, clinical, co-op placement, field placement, practicum, and/or research hours

Course hours do not reflect the offering pattern(s) for specific courses in a given term. Student timetables, available on class registration, clearly indicate the date, time and duration of classes.

Normally, a 3 credit course in the fall or winter term is offered over a 13 week instructional period, for 3 hours a week. The most common offering patterns for courses in these terms are 1 hour per day on a Monday, Wednesday and Friday (MWF) pattern, or 1.5 hours per day on a Tuesday, Thursday (TR) pattern. Courses with lab components will have additional weekly hours. Courses offered over a shorter period of time will be scheduled for more hours per week. While this describes the duration of many classes, there are exceptions such as clinical placements and practica. Student timetables, available on class registration clearly indicate date, time and duration of classes.
ACCT 100
Introduction to Accounting and Computerized Accounting Applications
3 Credits  Weekly (3-0-0)
This is a basic financial accounting course in which students explore the introductory principles, concepts and applications of accounting. Through an overview of the nine step accounting cycle, students demonstrate the full range of processes from the initial recording of transactions to the creation of financial statements and reports. Students record transactions manually, and then electronically using an industry standard software package(s).

ACCT 111
Financial Accounting I
3 Credits  Weekly (3-0-0)
Students are introduced to fundamental accounting principles, concepts and techniques. The course provides an overview of the accounting cycle from the initial recording of transactions through to the preparation of financial statements for merchandising and service businesses that are organized as proprietorships, partnerships or corporations. Internal controls for cash, calculating and recording of payroll, sales taxes and some alternate inventory cost flow assumptions are other topics that are examined in detail.

ACCT 161
Financial Accounting II
3 Credits  Weekly (3-0-0)
Students study recording and reporting issues for receivables, capital assets, current and long-term liabilities, and investments. The unique equity recording and reporting issues for partnerships and corporations are explored in detail. Preparation of the cash flow statement is introduced. Analysis of financial statement information is also included in the course.
Prerequisites: Minimum grade of C- in ACCT 111.

ACCT 162
Practical Tax Applications
3 Credits  Weekly (3-0-0)
This hands-on course introduces students to the preparation of personal tax returns (T1) and corporate tax returns (T2), including the documentation and schedules related to T1 and T2 preparation. Students gain an understanding of the concepts underlying income tax legislation. This course also provides a brief introduction to the Goods and Services Tax (GST). The explicit use of taxation software is expected in this course.
Prerequisites: ACCT 111.

ACCT 164
Accounting Software Applications
3 Credits  Weekly (3-0-0)
Students record business transactions during all steps of the accounting cycle using multiple accounting software packages (information systems). Students create financial statements, generate reports, compare multiple accounting information systems and make recommendations.
Prerequisites: MGMT 107, and ACCT 111.

ACCT 214
Integrated Accounting Systems
3 Credits  Weekly (3-0-0)
Students focus on two key software packages: spreadsheet applications and advanced financial accounting software such as ERP software. Students build intermediate and advanced spreadsheet applications to analyze and solve business problems. Students also explore and use advanced accounting software to record transactions and prepare financial statements, create reports and analyze the results.
Prerequisites: ACCT 161 and ACCT 164.

ACCT 215
Quantitative Decision Support
3 Credits  Weekly (3-0-0)
An introduction to descriptive and inferential statistics, and the use of statistical analysis within the business environment. Manual and computer software methods are used to explore topics such as: probability distributions, sampling distributions, hypothesis tests and simple linear regression.
Prerequisites: MGMT 107.

ACCT 218
Management Accounting I
3 Credits  Weekly (3-0-0)
Students gain an understanding of the managerial accounting tools used for planning, directing and controlling an organization. This course covers topics and concepts such as cost behaviour, costing methods, cost-volume-profit analysis, budgeting, relevant costs, segment reporting and performance measurement. Familiarity with spreadsheets is an asset in this course.
Prerequisites: ACCT 111.

ACCT 268
Management Accounting II
3 Credits  Weekly (3-0-0)
The focus of this intermediate accounting course is on cost management and costing systems. The emphasis is on the use of cost information for planning, decision making, and control. This is accomplished through an in depth study of various costing systems e.g. job costing, process costing, activity based costing and management, support department cost allocation, joint product and by product costing and variable and absorption costing.
Prerequisites: Minimum grade of C- in one of ACCT 218 or ACCT 322.

ACCT 275
Accounting Information Systems
3 Credits  Weekly (3-0-0)
This course emphasizes the accountant’s role in the design, development, implementation, operation, and control of accounting information systems. Students use and interpret common documentation tools to represent, explain and analyze business processes and cycles. Students also evaluate internal control systems to assist organizations to achieve their goals, assess risks and propose effective control plans. The fundamentals of information security, risk management and fraud detection are analyzed in accounting systems.
Prerequisites: MGMT 107 and a minimum grade of C- in one of ACCT 211 or ACCT 315.
ACCT 311
Introductory Accounting
3 Credits Weekly (3-1-0)
Students are introduced to the preparation, use, and interpretation of financial statements. Emphasis is on reporting to shareholders, creditors, and other external decision makers. The course also includes principles and standards of balance sheet valuation, income measurements, financial disclosure, and cash flow analysis. Restricted to Bachelor of Commerce, Asia Pacific Management, Bachelor of Applied International Business and Supply Chain Management and Business Studies Minor students.
Prerequisites: ECON 102.

ACCT 315
Intermediate Financial Accounting I
3 Credits Weekly (3-0-0)
This is the first of two intermediate financial accounting courses that emphasize the preparation of financial statements for external users in accordance with Generally Accepted Accounting Principles (GAAP) which includes International Financial Reporting Standards (IFRS) and Accounting Standards for Private Enterprise (ASPE). This course focuses on a detailed analysis of accounting for assets and revenue recognition.
Prerequisites: Minimum grade of C- in ACCT 161, or a minimum grade of C- in both FNCE 301 and ACCT 311.

ACCT 316
Intermediate Financial Accounting II
3 Credits Weekly (3-0-0)
This is the second of two intermediate financial accounting courses that emphasize the preparation of financial statements for external users in accordance with current reporting standard, International Financial Reporting Standards (IFRS) and Accounting Standards for Private Enterprise (ASPE). This course provides an in-depth examination of accounting for liabilities, owners' equity and cash flow, including accounting for complex accounting situations.
Prerequisites: Minimum grade of C- in ACCT 315.

ACCT 318
Management Accounting III
3 Credits Weekly (3-0-0)
The focus of this course is on complex decision analysis tools to solve problems in regression analysis; linear programing; flexible budgeting; variance analysis; capital budgeting with taxes; quality and simulations. Instruction will be done through lecture and by the use of computer modeling.
Prerequisites: Minimum grade of C- in both prerequisites: ACCT 268, and one of ACCT 215 or MGTS 103.

ACCT 322
Managerial Information and Control Systems
3 Credits Weekly (3-0-0)
Students focus on how to prepare and use managerial accounting information for management decision-making. Major topics include: product costing, cost-volume-profit analysis, budgeting, and relevant costs in decision-making.
Prerequisites: ACCT 311 or ACCT 161.

ACCT 324
Intermediate Management Accounting
3 Credits Weekly (3-0-0)
Students enhance and expand upon the concepts and tools acquired in prerequisite courses aimed at costing products, services and processes and developing the accounting information required to support business decisions. Topics include cost allocation procedures in a process environment, service departments and within joint production and decision support for pricing, profit, transfer prices and capital expenditures.
Prerequisites: MGTS 312 or ACCT 215 and a minimum grade of C- in either ACCT 322 or ACCT 218.

ACCT 328
Income Tax Fundamentals
3 Credits Weekly (3-0-0)
Students build on concepts learned in in introductory financial accounting and microeconomics in the study of the fundamentals of the Canadian Income Tax System. Topics covered include the identification of the sources of income and how they are taxed, the computation of net income, taxable income and taxes payable for individuals and corporations resident in Canada and the impact of income taxation on business decision-making. Note: A student may receive credit for only one of ACCT 328 and ACCT 362.
Prerequisites: Minimum grade of C- in one of ACCT 311 or ACCT 161.

ACCT 350
Audit
3 Credits Weekly (3-0-0)
This course introduces students to the concepts, principles and practical applications of auditing in the business world. It covers the fundamentals of auditing objectives, analytical procedures, internal control, materiality, control risk and audit planning. Audit sampling techniques to test controls, and to provide detailed account balances are reviewed. Operational and comprehensive audit services are also examined.
Prerequisites: minimum grade of C- in one of ACCT 211 or ACCT 315.

ACCT 351
Advanced Financial Accounting
3 Credits Weekly (3-0-0)
This course covers advanced financial accounting topics. The topics covered are investments in equity securities, business combinations, inter-corporate investments, foreign currency transactions, accounting for not-for-profit and public sector organizations and partnership accounting.
Prerequisites: ACCT 261.

ACCT 353
Leadership and Ethics
3 Credits Weekly (3-0-0)
Students examine the theoretical and practical aspects of leadership and ethics with a focus on ethical decision-making in business contexts. Concepts including utilitarianism, virtue ethics, organizational values, ethical relativism, transformational, situational and servant leadership, and intercultural contexts are discussed. Students analyze case studies to develop an in-depth understanding of leadership and ethical practice in the workplace, and discuss the implications of unethical business conduct.
Prerequisites: MGMT 122 or BUSN 200 or BUSN 201.
ACCT 358
Advanced Management Accounting
3 Credits Weekly (3-0-0)
The course focuses on three key aspects of management accounting. The first component of the course examines how the management accountant evaluates the strategy of the organization. Next, some of the planning tools available to the firm are analyzed and applied. These planning models include the product life cycle, target costing, the theory of constraints, quality and strategic pricing. The course will also look at how senior management controls the overall direction of the firm's strategy by examining the organizational structure, the balanced scorecard and the management compensation system. The course will also integrate cases throughout the course to illustrate and apply the concepts taught.
Prerequisites: ACCT 318.

ACCT 366
Government and Not-for-Profit Accounting
3 Credits Weekly (3-0-0)
Students gain an understanding of the mission requirements of Not-For-Profit (NFP) and Government entities which result in differences between traditional IFRS or ASPE accounting, and NFP & Government accounting. Students develop more in-depth knowledge about the legislative process at the municipal, provincial and federal government level, and at the Board level of NFP organizations. Students develop the ability to prepare NFP and Government financial statements which includes the disclosure of issues such as fund accounting and accounting for endowments.
Prerequisites: ACCT 311 or ACCT 111 & ACCT 161 Minimum grade of C- is required in all prerequisite courses.

ACCT 370
Directed Field Study Seminar
3 Credits Weekly (3-0-0)
Directed Field Studies Seminar (DFSS) bridges the gap between academic studies and practical experience. This advanced course prepares students for their Directed Field Studies thus building on the program’s guiding principle of “Theory + Experience = Learning.” DFSS develops theoretical understanding and field-related skills in research design and methodology, as well as critical analysis and interpretation of research literature, research studies and findings. Students also prepare for the workforce through the development of presentation skills, job search skills, resumes, cover letters and interview techniques.
Prerequisites: ACCT 261 and ACCT 318.

ACCT 371
Directed Field Study I
3 Credits Total (45-0-120)
In Directed Field Study (DFS) courses ACCT 371 – 378, students are required to select and research four different accounting topics over a period of eight months. Each round of DFS (371 & 372; 373 & 374; 375 & 376; 377 & 378) is of two months duration and has two parts. DFS-371 is Part-1 of the second round of two-part DFS and begins with the student selecting a topic in conjunction with the faculty advisor and the employer from the areas of management accounting, financial accounting, auditing, accounting information systems or finance. The research topic selected must be related to the workplace activities. In this part, the student will prepare an outline of the proposed topic, select and appraise secondary research sources and compose a literature review from the selected references. In order to enroll in this course, students must be employed in an accounting position with a minimum of 30 hours per week.
Prerequisites: Minimum grade of C- in all prerequisites: ACCT 350 or ACCT 442, and ACCT 351 or ACCT 410, and ACCT 358 or ACCT 422, and ACCT 370, and ACCT 391 or ACCT 412.

ACCT 372
Directed Field Study II
3 Credits Total (45-0-120)
This course is the second part of the two-part Directed Field Study (DFS) and a continuation of DFS 371. In this part, the student will write one cohesive final report from the literature review, surveys, interviews and all other research done so far and present the final paper to other students, employers, faculty and other interested members of the community. Students also select and critique a presentation of their peers. In order to enroll in this course, students must be employed in an accounting position with a minimum of 30 hours per week.
Prerequisites: ACCT 371.

ACCT 373
Directed Field Study III
3 Credits Total (45-0-120)
In Directed Field Study (DFS) courses ACCT 371 – 378, students are required to select and research four different accounting topics over a period of eight months. Each round of DFS (371 & 372; 373 & 374; 375 & 376; 377 & 378) is of two months duration and has two parts. DFS-373 is Part-1 of the second round of two-part DFS and begins with the student selecting a topic in conjunction with the faculty advisor and the employer from the areas of management accounting, financial accounting, auditing, accounting information systems or finance. The research topic selected must be related to the workplace activities. In this part, the student will prepare an outline of the proposed topic, select and appraise secondary research sources and compose a literature review from the selected references. In order to enroll in this course, students must be employed in an accounting position with a minimum of 30 hours per week.
Prerequisites: ACCT 372.

ACCT 374
Directed Field Study IV
3 Credits Total (45-0-120)
This course is the second part of the two-part Directed Field Study (DFS) and a continuation of DFS 373. In this part, the student will write one cohesive final report from the literature review, surveys, interviews and all other research done so far and present the final paper to other students, employers, faculty and other interested members of the community. Students also select and critique a presentation of their peers. In order to enroll in this course, students must be employed in an accounting position with a minimum of 30 hours per week.
Prerequisites: ACCT 373.

ACCT 375
Directed Field Study V
3 Credits Total (45-0-120)
In Directed Field Study (DFS) courses ACCT 371 – 378, students are required to select and research four different accounting topics over a period of eight months. Each round of DFS (371 & 372; 373 & 374; 375 & 376; 377 & 378) is of two months duration and has two parts. DFS-375 is Part-1 of the third round of two-part DFS and begins with the student selecting a topic in conjunction with the faculty advisor and the employer from the areas of management accounting, financial accounting, auditing, accounting information systems or finance. The research topic selected must be related to the workplace activities. In this part, the student will prepare an outline of the proposed topic, select and appraise secondary research sources and compose a literature review from the selected references. In order to enroll in this course, students must be employed in an accounting position with a minimum of 30 hours per week.
Prerequisites: ACCT 374.
ACCT 376
Directed Field Study VI
3 Credits    Total (45-0-120)
This course is the second part of the two-part Directed Field Study (DFS) and a continuation of DFS 375. In this part, the student will write a one cohesive final report from the literature review, surveys, interviews and all other research done so far and present the final paper to other students, employers, faculty and other interested members of the community. Students also select and critique a presentation of their peers. In order to enroll in this course, students must be employed in an accounting position with a minimum of 30 hours per week.
Prerequisites: ACCT 375.

ACCT 377
Directed Field Study VII
3 Credits    Total (45-0-120)
In Directed Field Study (DFS) courses ACCT 371 – 378, students are required to select and research four different accounting topics over a period of eight months. Each round of DFS (371 & 372; 373 & 374; 375 & 376; 377 & 378) is of two months duration and has two parts. DFS-377 is Part-1 of the fourth round of two-part DFS and begins with the student selecting a topic in conjunction with the faculty advisor and the employer from the areas of management accounting, financial accounting, auditing, accounting information systems or finance. The research topic selected must be related to the workplace activities. In this part, the student will prepare an outline of the proposed topic, select and appraise secondary research sources and compose a literature review from the selected references. In order to enroll in this course, students must be employed in an accounting position with a minimum of 30 hours per week.
Prerequisites: ACCT 376.

ACCT 378
Directed Field Study VIII
3 Credits    Total (45-0-120)
This course is the second part of the two-part Directed Field Study (DFS) and a continuation of DFS 377. In this part, the student will write a one cohesive final report from the literature review, surveys, interviews and all other research done so far and present the final paper to other students, employers, faculty and other interested members of the community. Students also select and critique a presentation of their peers. In order to enroll in this course, students must be employed in an accounting position with a minimum of 30 hours per week.
Prerequisites: ACCT 377.

ACCT 390
Advanced Audit
3 Credits    Weekly (3-0-0)
This advanced audit course covers in-depth techniques and auditing procedures relevant for assets, liabilities, revenue and expense accounts. It includes the procedures for preparation of working papers and the assembly of portions of an audit file. Mini-cases and a computerized audit case supplement are included.
Prerequisites: Minimum grade of C- in one of ACCT 350 or ACCT 442.

ACCT 391
Accounting Theory
3 Credits    Weekly (3-0-0)
In this advanced course, students examine contemporary theory, research and practices that have shaped accounting. Topics include: the conceptual framework of accounting, linking financial information to the users, and alternative measurement methods.
Prerequisites: Minimum grade of C- in one of ACCT 211 or ACCT 315.

ACCT 392
Taxation II
3 Credits    Weekly (3-0-0)
Students study the fundamentals of the Canadian Income Tax System. Topics covered include the structure of income tax legislation, the identification of the sources of income and how they are taxed, the determination of net income, the computation of taxable income and income taxes payable for individuals and corporations resident in Canada. The impact of income taxation on business transactions and decision making are considered in all topic areas and students are introduced to key issues in tax planning for individuals and corporations.
Prerequisites: ACCT 162 and LEGL 210.

ACCT 395
Advanced Finance
3 Credits    Weekly (3-0-0)
This course is designed to apply the tools acquired through previous studies in finance, management accounting, financial accounting and information technology, to assess financial securities and identify the risk associated with those securities.
Prerequisites: One of ACCT 215, STAT 141, STAT 151, or MGTS 103, and a minimum grade of C- in one of ACCT 255 or FNCE 301.

ACCT 398
Strategic Management
3 Credits    Weekly (3-0-0)
This is the capstone course of the Applied Degree in Accounting. Successful completion of this course requires students to demonstrate an in-depth knowledge of performance measurement within the corporate, business and functional levels of strategy. This includes the analysis, formulation and execution of strategic planning through the use of case studies.
Prerequisites: Minimum grade of C- in all prerequisites: ACCT 351 or ACCT 410, and ACCT 358 or ACCT 422, and ACCT 391 or ACCT 412.

ACCT 410
Financial Accounting - Advanced
3 Credits    Weekly (3-0-0)
Building on concepts and tools acquired in previous coursework, students examine the complex concepts and practices of financial reporting in a variety of operating environments including publicly traded enterprises in a multinational environment. The course topics include accounting for financial instruments, inflation, inter-corporate investments and business combinations, foreign currency, and alternative business forms. NOTE: A student may receive credit for only one of ACCT 410 and ACCT 351.
Prerequisites: Minimum grade of C- in one of ACCT 316 or ACCT 261.

ACCT 412
Financial Accounting Theory
3 Credits    Weekly (3-0-0)
Students explore major concepts in a theoretical approach to accounting. Topics include: the conceptual framework of accounting, the role of accounting in the economy, links between income and value, standard setting and other current issues. Note: A student may receive credit for only one of ACCT 412 and ACCT 391.
Prerequisites: Minimum grade of C- in ACCT 315 or ACCT 211.
ACCT 422
Management Accounting - Advanced
3 Credits  Weekly (3-0-0)
Students use concepts and tools acquired in prerequisite courses as a foundation to address senior level performance evaluation and management within the context of an organization's strategy including a critical analysis of current practices. Critical thinking and communication skills are emphasized through analysis of cases and current topics. Topics include the nature of management and management accounting system support for strategy, organizational behavior and goal congruence including incentives and compensation, organizational design including management and management accounting systems support, financial and non-financial performance measurement systems including the alignment to strategy and financial and operational forecasting and analysis. NOTE: A student may receive credit for only one of ACCT 422 and ACCT 358.
Prerequisites: ORGA 201 and minimum grade of C- in ACCT 324.

ACCT 428
Advanced Corporate Taxation
3 Credits  Weekly (3-0-0)
This course builds upon corporate tax concepts covered in ACCT 328 to advance the student's knowledge of tax principles as they apply to corporations in Canada. Topics include the Goods and Services Tax (GST), taxation of investment income earned by a corporation, refundable taxes, shareholder benefits, owner-manager remuneration, transfer of property to corporations, corporate reorganizations, purchase or sale of a business, and anti-avoidance tax provisions. This course also includes tax planning for corporate taxpayers in complex situations. Prerequisites: Minimum grade of C- in ACCT 328.

ACCT 430
Accounting Information and Systems Support
3 Credits  Weekly (3-0-0)
Students examine accounting system needs, design, implementation and maintenance in a variety of organizational settings with the aim of providing the information necessary to support strategic initiatives and statutory reporting requirements. Students construct a model to test a variety of assumptions regarding the quality of accounting information. NOTE: A student may receive credit for only one of ACCT 430 and ACCT 275.
Prerequisites: MSYS 200 and minimum grade of C- in ACCT 322.

ACCT 442
Auditing
3 Credits  Weekly (3-0-0)
This course focuses on the concepts and principles of auditing (assurance) including audit objectives, analytical procedures including sampling techniques, internal control, materiality, control risk and planning; and preparation of audit working papers. The comprehensive and systems audit approaches are also addressed.
Prerequisites: Minimum grade of C- in one of ACCT 315 or ACCT 211.

ACCT 493
Integrated Case Studies in Accounting
3 Credits  Weekly (3-0-0)
This course is designed to offer students experience in integrated case analysis that will help them in applying the subject matter they have learned in various courses to real life situations. Students apply accounting, finance, strategy and governance knowledge in order to provide recommendations and conclusions for real-world business simulations and case studies. Prerequisites: Minimum grade of C- in ACCT 316 or ACCT 261, ACCT 328 or ACCT 392, FNCE 301 or ACCT 255, ACCT 318 or ACCT 324 (ACCT 350 or ACCT 442 are strongly recommended for this course).

ACCT 497
Special Topics in Accounting
3 Credits  Weekly (0-0-3)
This course involves reading, discussing and critically evaluating current research on specialized topics of interest to senior students in the Bachelor of Commerce. Topics covered vary with the interests of students and faculty and may include an applied field research component in business, government or community. Students should consult with faculty members in the Department of Accounting and Finance for details regarding current offerings. This course can be taken twice for credit.
Prerequisites: Minimum of C- in one 300 level ACCT (p. 243) course and consent of the department chair or designate.

ACCT 498
Independent Studies in Accounting
3 Credits  Weekly (0-0-3)
In consultation with and supervised by a member of the department or an approved professional in the community, a senior student undertakes advanced scholarly work related to the field of accounting. The faculty member guides the student in designing and undertaking this work, using appropriate assumptions and methods to arrive at warranted conclusions and outcomes that will advance accounting knowledge or practice. Note: This course can be taken twice for credit.
Prerequisites: Consent of the course instructor and the department chair.
ACUP – ACUPUNCTURE

ACUP 101
Meridian Systems and Acupuncture Points I
3 Credits Weekly (2-1-0)
Through a combination of lecture, demonstration, and practice, students learn methods of locating acupuncture points in relation to anatomical landmarks and body measurements. Students also learn the concept of meridians, channels and collaterals, and acupuncture point energetics. Prerequisites: HLSC 104.

ACUP 103
Meridian Systems and Acupuncture Points II
3 Credits Weekly (2-1-0)
Through a combination of lecture, demonstration, and practice, students learn the surface anatomy of the regular meridians and collaterals of the lower extremities, pelvis and lumbar region. This includes learning the location of acupuncture points on these meridians, as well as their divergent channels, internal pathways, and extra points. Students also learn the concept of cyclical flow in the meridians and acupuncture energetics. This course is a continuation of Meridian Systems and Acupuncture Points I. Prerequisites: ACUP 101.

ACUP 104
Diagnostics in Traditional Chinese Medicine
3 Credits Weekly (3-0-0)
Students diagnose disorders according to the principles of TCM. Patient assessment skills used in modern Traditional Chinese Medicine, including the “Four Methods of Diagnosis”, are explained and practiced.

ACUP 105
Introduction to Qi Gong and Tui Na
1 Credit Weekly (1-1-0)
Qi Gong and its value in the practice of Traditional Chinese Medicine is discussed and students are introduced to basic methods of Qi Gong which includes the traditional methods of moving and tonifying Qi. Students also become familiar with basic principles of Tui Na, a style of Chinese manipulations using non-invasive techniques for therapeutic and relaxation purposes.

ACUP 106
Medical Terminology
1 Credit Weekly (1-0-0)
Topics in this course include an introduction to the use of words and word parts as they relate to different structures of the human body and selected major body systems.

ACUP 108
Clinical Observation I
1 Credit Total (0-0-30)
As the first session of clinical observation, students have the opportunity to witness all facets of patient care, diagnosis and treatment providing the link between theoretical studies and practical clinical application. Students become familiar with all aspects of clinic operation, procedures and patient visits. Prerequisites: ACUP 104.

ACUP 110
Meridian Systems and Acupuncture Points III
3 Credits Weekly (2-1-0)
Through a combination of lecture, demonstration, and practice students learn the surface anatomy of the regular meridians and collaterals of the upper extremities, thorax, and head/neck regions. This includes learning the location of acupuncture points on these meridians, as well as their divergent channels, internal pathways, and extra points. Students also learn the concept of cyclical flow in the meridians, and acupuncture energetics. This course builds on skills acquired in Meridian Systems and Acupuncture Points I. Prerequisites: ACUP 101.

ACUP 111
Diagnostics in Traditional Chinese Medicine II
3 Credits Weekly (3-1-0)
Students examine the physical, anatomical and energetic aspects of meridian-based physical assessment used in Traditional Chinese Medicine (TCM). Students learn the therapeutic use of the tendinomuscular pathways and the divergent or distinct channels. Students also develop their palpation skills and explore its importance in clinical practice. Prerequisites: HLSC 104, ACUP 104 and ACUP 101.

ACUP 112
Traditional Chinese Medicine Internal Therapeutics I
2 Credits Weekly (2-0-0)
Students explore various conditions that may appear as a result of dysfunction of the digestive system and how these conditions are assessed, diagnosed and treated using the Traditional Chinese Medicine (TCM) system. Prerequisites: ACUP 101 ACUP 104 and ACUP 119.

ACUP 113
Clinical Observation and Practice I
1 Credit Total (0-0-60)
This second clinical observation course builds upon the skills learned in Clinical Observation I. Students gradually become more involved with the patient intake process and other clinic procedures. Prerequisites: ACUP 108.

ACUP 114
Introduction to Research Methodology
2 Credits Weekly (2-0-0)
This course examines the basic concepts and methodologies that are used in modern acupuncture and Traditional Chinese Medicine research. Specific difficulties in applying a commonly used research format for evidence-based practices to the complex, unique practice of Traditional Chinese Medicine are discussed.

ACUP 115
Qi Gong and Tui Na II
2 Credits Weekly (2-1-0)
In this course, students build on foundational concepts, and practice more advanced techniques of Qi Gong as preparation for self discipline and mind cultivation. Tui Na and Oriental body work are also covered in detail. The application of specific Tui Na techniques in a wide variety of pathological conditions is explored and students learn when these techniques from Traditional Chinese Medicine are integrated in the practice of acupuncture. Prerequisites: ACUP 105.
ACUP 116
Traditional Chinese Medicine Diagnostics Lab
1 Credit  Weekly (1-1-0)
The distinct diagnostic methods used to diagnose patterns of disharmony in Traditional Chinese Medicine (TCM) require skills that can only be obtained through practice. During this course, students practice and apply the procedures involved in the Four Pillars of diagnosis in Chinese Medicine. With basic competency in these skill sets, students are able to make correct conclusions and interpretations of the clinical data they have gathered.  
Prerequisites: ACUP 104.

ACUP 117
Foundations of Traditional Chinese Medicine
4 Credits  Weekly (4-0-0)
Students study the Eastern philosophical ideas and thought processes that form the unique basis of Traditional Chinese Medicine (TCM), explore the causes of disease and examine the theory, the role and functions of the Zang Fu and Jing-Luo systems.

ACUP 119
Foundations of Traditional Chinese Medicine II
3 Credits  Weekly (3-0-0)
Students focus on assessment and description of pathology based on diverse diagnostic systems that are typical to Traditional Chinese Medicine (TCM). Students learn how to differentiate disease patterns by studying theories of Zang Fu organs, Qi, blood and body fluids, eight principles, the six stages and four levels of disease, and San Jiao.  
Prerequisites: ACUP 117.

ACUP 124
Introduction to Medical Microbiology
3 Credits  Weekly (3-0-0)
In this course, students learn the basic principles of medical microbiology and the pathogenesis of infectious disease and of clinically important microbial pathogens including bacteria, viruses, parasites and fungi. Students learn how microorganisms function in disease. A brief history of microbiology, epidemiology, body defence mechanisms and aseptic techniques are also discussed.  
Prerequisites: Biology 30.

ACUP 201
Extra Meridians & Microsystems
2 Credits  Weekly (2-1-0)
This course introduces the eight extra meridians theory and acupuncture points. The application of the theory in the clinic is discussed.  
Prerequisites: ACUP 101, ACUP 103 and ACUP 110.

ACUP 203
Therapeutic Principles of Acupuncture, Point Selection and Combination
2 Credits  Weekly (2-0-0)
Students explore the theoretical and practical principles that are used to formulate an acupuncture point prescription. The meaning of acupuncture point energetics and the synergy between specific points are explained. This course also covers how the acupuncturist can adjust and customize basic point combinations to the patient's actual signs, symptoms, and conditions. The therapeutic principles and mechanism of acupuncture from both the Traditional Chinese Medicine (TCM) and conventional medicine perspectives are discussed.  
Prerequisites: ACUP 101, ACUP 119, ACUP 104.

ACUP 204
Traditional Chinese Medicine Internal Therapeutics II
3 Credits  Weekly (3-0-0)
Students explore the various conditions that may appear as a result of dysfunction of the respiratory, cardiovascular systems, as well as psychological disorders. The course also covers how these conditions are assessed, diagnosed and treated according to Traditional Chinese Medicine (TCM).  
Prerequisites: ACUP 101, ACUP 104 and ACUP 119.

ACUP 205
Traditional Chinese Medicine Modalities I
1 Credit  Weekly (1-1-0)
Students are introduced to the various techniques used in Traditional Chinese Acupuncture such as needling, cupping, moxibustion, gua sha and explains appropriate therapeutic use of these techniques in clinical practice. The techniques of needle stimulation, such as tonification and sedation techniques, and safety and routine practices are also covered.  
Prerequisites: ACUP 101.

ACUP 206
Traditional Chinese Medicine Nutrition, Lifestyle and Zhong Yao
3 Credits  Weekly (3-0-0)
Topics in this course include the history of Chinese nutrition, basic principles of nutrition from a Chinese energetic perspective, the use of specific foods for therapeutic purposes and the role that nutrition and lifestyle play in the overall maintenance of health in an individual. A generalized overview of the energetic properties of Chinese herbs is also discussed including an introduction to Chinese herology.  
Prerequisites: ACUP 101, ACUP 103, ACUP 104, ACUP 110, ACUP 119 and ACUP 201.

ACUP 208
Clinical Observation and Practice II
2 Credits  Total (0-0-120)
The course focuses on all facets of patient care related to noninvasive techniques and therapeutic modalities. Professional behavior, attitudes, patient management and communication are discussed. Foundational principles of Traditional Chinese Medicine and universal safety and hygiene precautions used in the treatment of patients are applied.  
Prerequisites: ACUP 113.

ACUP 209
Internal Medicine
3 Credits  Weekly (3-0-0)
Students examine the pathological conditions which may affect the various systems of the body. Assessment and therapeutic principles are outlined for the digestive, circulatory, respiratory and urogenital systems. With an understanding of the disease process, western assessment and therapeutic models, students develop communication, team work and referral skills necessary when collaborating with other health care professionals.  
Prerequisites: HLSC 104, MTST 126.

ACUP 210
Traditional Chinese Medicine Modalities II
3 Credits  Weekly (2-1-0)
Students further expand their skills and knowledge of acupuncture techniques. More specialized techniques, such as electro acupuncture and bleeding, as well as less commonly used techniques, like plum blossom needling, are explained, demonstrated and practiced in class.  
Prerequisites: ACUP 101.
ACUP 211
Traditional Chinese Medicine Internal Therapeutics III
3 Credits Weekly (3-0-0)
Students explore various pathological conditions that may occur in gynecology and obstetrics based on the theory of Traditional Chinese Medicine (TCM). Students learn to do assessment, diagnosis and form appropriate treatment strategies for these conditions according to the theory of TCM.
Prerequisites: ACUP 101, ACUP 104 and ACUP 119.

ACUP 213
Traditional Chinese Medicine External Therapeutics I
3 Credits Weekly (3-0-0)
Students study musculoskeletal disorders including muscle pain, joint and bone pain resulting from arthritis, injuries and other reasons. For each disorder, etiology, diagnosis and treatment according to Traditional Chinese Medicine (TCM) are discussed. The concepts of Bi Syndrome and Wei Syndrome, including assessment, diagnosis, and treatment are also covered.
Prerequisites: ACUP 101, ACUP 104 and ACUP 119.

ACUP 214
Clinical Case Studies I
1 Credit Weekly (1-0-0)
This course is the first in a series of courses focusing on relevant clinical situations from a TCM perspective. Students present cases from their clinical experience and discuss them with the class and instructor. Students must systematically organize clinical intake data into a comprehensive diagnosis and treatment strategy.
Prerequisites: ACUP 101, ACUP 104, ACUP 119.

ACUP 215
Internship I
1 Credit Total (0-0-60)
In this first internship, students conduct an assessment and formulate an accurate Traditional Chinese Medicine (TCM) diagnosis in collaboration with a supervisor. Students develop and implement treatment plans using a variety of clinical techniques. Students develop skills in the following areas: appropriate communication with patients, professional behaviour, and proper documentation.
Prerequisites: ACUP 101, ACUP 103, ACUP 110, ACUP 205, ACUP 208 and ACUP 210.

ACUP 216
Traditional Chinese Medicine External Therapeutics II
2 Credits Weekly (2-0-0)
The second course of External Therapeutics focuses on the use of TCM for neurological conditions such as Parkinson's disease, facial paralysis, trigeminal neuralgia, and proctological, dermatological disorders including hemorrhoids, urticaria, acne, dermatitis, eczema. Disorders of the mouth, eye, ear, nose and throat such as tinnitus, deafness, otitis media, tonsillitis, laryngitis, myopia and toothache are also covered. For each disorder, definition, etiology, pathology, diagnosis, differentiation and treatment according to TCM are discussed.
Prerequisites: ACUP 101, ACUP 104 AND ACUP 119.

ACUP 218
Professional Ethics and Acupuncture Regulations
1 Credit Weekly (1-0-0)
In this course, students gain knowledge and an appreciation of issues related to standards of practice, professional code of ethics, professional boundaries, as well as matters of jurisprudence in the regulation of acupuncture in Alberta. A variety of complex clinical situations are explored such as conflicts of interest, boundary crossings, and privacy legislation. Students also learn how acupuncturists are regulated in Canada and, more specifically, in Alberta.

ACUP 219
Clinical Case Studies II
2 Credits Weekly (2-0-0)
This is the second in a series of courses focusing on relevant clinical presentations. Students present cases from their clinical experience and discuss them with the class and instructor.
Prerequisites: ACUP 214.

ACUP 220
Internship II
2 Credits Total (0-0-140)
Building on the first internship, students continue to make appropriate assessments and proceed with an accurate Traditional Chinese Medicine (TCM) diagnosis with the assistance of the supervisor(s), ensuring appropriate patient charting and contributing actively to the treatment of patients, using appropriate clinical techniques. Students gradually take more initiative in the complete treatment of the patient.
Prerequisites: ACUP 215.

ACUP 221
Traditional Chinese Medicine Internal Therapeutics IV
3 Credits Weekly (3-0-0)
Students explore urogenital disorders, reproductive system disorders, endocrine disorders, auto-immune disorders, infectious diseases, and pediatric disorders. Students learn appropriate assessment diagnosis and treatment strategies for these disorders according to the theory of Traditional Chinese Medicine (TCM).
Prerequisites: ACUP 101, ACUP 104 and ACUP 119.

ACUP 303
Internship III
2 Credits Total (0-0-140)
During the third internship, students become more independent as they make appropriate assessments and accurate Traditional Chinese Medicine(TCM) diagnoses. Students take more initiative in the complete treatment of the patient. More difficult cases and advanced treatment techniques are practiced under supervision.
Prerequisites: ACUP 220.

ACUP 304
Internship IV
2 Credits Total (0-0-80)
This is the final clinical phase of internship where the senior intern applies the Traditional Chinese Medicine (TCM) knowledge and skills necessary to work independently and successfully in an acupuncture clinic.
Prerequisites: ACUP 303.
ACUP 305
Practice Management and Professional Entry Requirements
3 Credits  Weekly (3-0-0)
Students prepare for the business-related aspects of the acupuncture profession. Topics covered include areas such as the planning, start-up and operating of a clinic, communication skills with third parties and other health care providers, Workers’ Compensation Board policies and charting, reporting, and billing issues.

ACUP 311
Acupuncture Safety Course (Clean Needle Technique)
1 Credit  Weekly (1-0-0)
This course prepares students to practice acupuncture safely based on Alberta and international standards. It covers information and practice on hygiene, infection prevention, and risk management in an acupuncture clinic.

ACUP 312
Herbology for Acupuncturists
2 Credits  Weekly (2-0-0)
This course covers the fundamental principles of Chinese herbology including the system of qualification and classification of medicinal substances unique to Chinese medicine. This system is juxtaposed to basic plant pharmacology and modern pharmaceutical compounds derived from Chinese herbs. The course provides an overview of Chinese herbal formulas commonly prescribed to patients who visit an acupuncture clinic. The information is presented at an introductory level providing practical information that is essential to an acupuncturist.
Prerequisites: ACUP 119.

ACUP 320
Pharmacological Therapy
3 Credits  Weekly (3-0-0)
In this course, students learn a brief history of pharmacology, drug classifications and the foundation of pharmacodynamic and pharmacokinetic principles. Examples from specific drug classes are used to illustrate how the principles involved in pharmacotherapeutics need to be included in professional practice. Brief scenarios are used to integrate pharmacology with the clinical setting. Safe, evidence-based practice, indications for use, therapeutic and adverse effects, assessment and patient/client education are emphasized. Drug-herbal interaction, political, legal, ethical, social and economic factors are discussed with regards to medications and health.
Prerequisites: ACUP 124, MTST 126.
AGAD – ARTS & CULTURAL MANAGEMENT

AGAD 100
Foundations of Arts and Cultural Management
3 Credits Weekly (3-0-0)
In this course students examine critical issues and trends facing cultural managers today. Students examine the breadth and diversity of the sector, various organizing models and methods, the contributions of the sector to the Canadian economy and the role of art and culture in society. Students also examine significant historical events that influenced the development of the arts in Canada and explore the challenges inherent in balancing the needs of funders, artists and patrons.

AGAD 105
Accounting in Arts and Cultural Management
3 Credits Weekly (3-0-0)
In this course, students prepare, record and interpret financial information used in decision making. Students practice accounting procedures, prepare statements and reports for analysis and examine differences in the accounting practices of not-for-profit, charitable and for-profit arts and cultural organizations.

AGAD 107
Computer Applications in Arts and Cultural Management
3 Credits Weekly (3-0-0)
Students develop foundational skills in the software applications commonly used by the arts manager including the features, functions and efficiencies of spreadsheet, database, word processing, publishing and presentation software. Producing a range of documents, students focus on readability, visual appeal, form and function, and file management in each application. Projects combine skill development with the ability to connect these applications to subsequent work in the program.

AGAD 112
Introduction to Audience and Resource Development
3 Credits Weekly (3-0-0)
Students explore principles of marketing and fund development and examine how these concepts are used to shape communications and resource development initiatives in the cultural sector. Other topics include various methods of relationship building with audiences for a variety of resource development goals focusing on earned and contributed revenue.

AGAD 120
Managing and Leading in Arts and Culture
3 Credits Weekly (3-0-0)
In this course, students study the principles of management and discuss the complexities of leading in the cultural sector. Students examine and reflect on the influences of personality type, perception, motivation, and stress on interpersonal effectiveness and the impact of power, politics, change and organizational culture on the organization.

AGAD 122
Applied Audience and Resource Development
3 Credits Weekly (3-0-0)
In this course students research and discuss potential funding and marketing tools and strategies utilized in the cultural sector. Students also develop key messages and plan for the development and use of marketing and fund development tools in various formats and media for a variety of audiences.

AGAD 123
Human Resources in Arts and Cultural Management
3 Credits Weekly (3-0-0)
This course examines the human resources of cultural organizations—the role of boards of directors, volunteers, and paid staff—and teaches the skills necessary to build successful relationships among these groups. Emphasis is placed on the governance function of the board, as well as on the processes of recruitment, selection, orientation and training, motivation and engagement, and termination and transition for all three groups. Learning activities will examine policy development, common practices in human resources management, and how boards, staff, and volunteers work together strategically to advance the work of cultural organizations.

AGAD 201
Advocacy in the Cultural Sector
3 Credits Weekly (3-0-0)
The focus of this course is on developing the knowledge and skills necessary to become a successful advocate in the arts and cultural sector. Students study federal, provincial and municipal cultural policies and government structures relevant to arts organizations, conduct policy related research and construct persuasive arguments and campaigns in support of the arts. Trends and emerging issues affecting arts and culture are also examined.

AGAD 203
Introduction to Project Management in Arts and Culture
3 Credits Weekly (3-0-0)
In this course, students develop practical strategies for project planning in an arts and cultural environment. Students focus on the roles and responsibilities of a project manager and the components of a comprehensive project plan including identifying the scope of the project, milestones, resources, communication needs, budget and project evaluation.

AGAD 209
Publicity and Media Relations in the Arts
3 Credits Weekly (3-0-0)
In this course, students investigate the importance of publicity and media relations in the arts and cultural sector. Students research, write and edit media tools including media releases, public service announcements, media kits, photo call/op notices and media invitations. They also prepare and plan media strategies including media events, media lists, angles and pitches and develop a publicity campaign with a focus on building relationships with audiences via the media.
AGAD 223
Applied Project Management in Arts and Culture
3 Credits Weekly (3-0-0)
In this course students collaborate with an arts or cultural organization or artist to complete a project of mutual interest. Drawing on the skills developed in previous courses, students review the principles of project management planning, develop a project plan, and where possible execute the plan and evaluate the results.
Prerequisites: AGAD 203.

AGAD 225
Performing Arts Management
3 Credits Weekly (3-0-0)
In this course students analyze the complexities of managing live performing arts including facility/operations management, front-of-house management, programming and touring. Students also describe the relationship with unions and associations, risk management strategies, technical terminology used in performance venues and emerging issues and trends in the performing arts.

AGAD 226
Museum/Gallery Management
3 Credits Weekly (3-0-0)
In this course, students examine the functional role of museums, public galleries, commercial galleries and artist-run centres, and their varied organizational structures. Students study issues and trends in collections management and develop mandates, policies and procedures, programming and exhibition plans.

AGAD 227
Managing in the Music Industry
3 Credits Weekly (3-0-0)
In this course students examine the complex role of the artist manager. Studies include an overview of the Canadian music industry, key competencies of the artist manager, contract terms and the legal language of agreements. Students also examine the manager’s role in developing the artist’s career, including recording and touring, and how to establish a career as a competent and ethical manager.

AGAD 230
Independent Study
3 Credits Total (45-0-0)
In this capstone course, students write a major research paper on a topic of interest or complete a comprehensive independent project. Students prepare a project or research proposal early in the term to ensure that the work is of sufficient depth and breadth and then proceed to complete the project plan or research or to write the final paper.
Prerequisites: AGAD 120.

AGAD 231
Field Placement
5 Credits Total (0-0-280)
Students complete a full-time, eight-week supervised workplace learning experience where they will apply and test their arts management skills and knowledge. Students identify, interview and choose from a wide range of potential placements and work in a variety of arts management functions including marketing, fund development, volunteer and/or event management, publicity and general arts administration.
Prerequisites: AGAD 122.
Co-requisites: AGAD 233.

AGAD 232
Advanced Resource and Audience Development
3 Credits Weekly (3-0-0)
Students apply advanced techniques and strategies related to marketing and fund development in the cultural sector. Working with an organization in the community, students engage in audience research to identify consumer trends and audience preferences and use this information to prepare a comprehensive audience and resource development plan for the organization.
Prerequisites: AGAD 122.

AGAD 233
Integration Seminar
1 Credit Weekly (1-0-0)
Students examine and reflect upon workplace learning experiences and upon their challenges and accomplishments. Best practices and arts management principles are revisited in the context of students’ real world field placement assignments. This seminar is concurrent with Field Placement.
Prerequisites: AGAD 122.
Co-requisites: AGAD 231.

AGAD 300
Practicum in Arts Management
3 Credits Total (0-0-120)
The course provides students with the opportunity to engage in a practicum experience, internally at MacEwan. Students assist with front of house and box office as well as the planning and promotion of MacEwan student and faculty performances and exhibitions or work on the development and administration of other special projects in the Faculty of Fine Arts and Communications.
Prerequisites: One of AGAD 225, 226, 227.

AGAD 301
Cultural Policy and Advocacy
3 Credits Weekly (3-0-0)
Students explore the concept of advocacy and develop skills required to analyze and influence policy in the cultural sector. Legislative processes at the three levels of government and policy issues affecting the arts and cultural industries in Canada are examined followed by an exploration of the practice of advocacy and lobbying, including strategies and techniques.
Prerequisites: AGAD 100.

AGAD 320
Leadership Seminar
3 Credits Weekly (3-0-0)
In this seminar, students explore principles and theoretical concepts of management and leadership in relation to the nature and structure of arts and cultural organizations. Topics include decision-making, strategic planning, organizing, controlling, leadership, organizational design, communication, teams, motivation, conflict and change. Students are engaged in case study analysis, developing key competencies in leadership and management problem solving within the organizational context of the arts, heritage and cultural sectors.
Prerequisites: AGAD 100.
ANTH – ANTHROPOLOGY

ANTH 101
Introduction to Anthropology
3 Credits Weekly (3-0-0)
This course is a general introduction to anthropology through the study of central concepts and key issues. Topics include human evolution, the appearance of culture, social organization, cultural theory, symbolic systems, and culture change.

ANTH 108
Elements of Human Linguistics
3 Credits Weekly (3-0-0)
This course provides an introduction to the principle ideas about language and communication, including laboratory exercises. Course content includes the evolution of language, anatomy of language, principles and main categories of linguistic analysis (phonology, syntax, morphology, semantics), linguistic diversity, and cross-linguistic variation.

ANTH 110
Gender, Age and Culture
3 Credits Weekly (3-0-0)
This course examines sex, gender and age distinctions from a biological and cross-cultural perspective. It examines how societies organize sexual differences and what it means to be a man or a woman in different cultures. The course considers the impact of sex, gender and age differences as crucial aspects of social organization and structure in the daily life of the human species.

ANTH 150
Race and Racism in Modern World
3 Credits Weekly (3-0-0)
This course gives an anthropological perspective on how the concept of race has been used to examine biological and cultural variation among humans. Issues and topics include multiculturalism, ethnic identity, prejudice and ethnocentrism, racism, eugenics and the persistence of ethnic identity in the face of globalization. Case studies dealing with race issues in Canada and other countries are used to illustrate these concepts.

ANTH 206
Introduction to Archaeology
3 Credits Weekly (2-1-0)
This course provides a general introduction to the methods, practice and theory of prehistoric archaeology. Topics include the goals and objectives of the discipline, data collection and analysis as well as methods of interpretation. Emphasis is on methods used to reconstruct prehistoric life-ways and explain cultural development rather than a general survey of prehistory. Note: This course can be used to fulfill the arts credit requirements of the Bachelor of Arts and the science credit requirement of the Bachelor of Science.
Prerequisites: Minimum grade of C- in a 100-level course in ANTH (p. 254) or EASC 101.

ANTH 207
Introduction to Social and Cultural Anthropology
3 Credits Weekly (3-0-0)
This course provides an overview of socio-cultural anthropology, which introduces the students to the diversity of human cultures and the concepts and theoretical orientation of the cultural anthropologist. Unity and diversity in human social life are emphasized.
Prerequisites: Minimum grade of C- in a 100-level ANTH (p. 254) course.

ANTH 208
Introduction to Linguistic Anthropology
3 Credits Weekly (3-0-0)
This course focuses on the anthropological study of language and communication. It examines the analytical methods and theory used in linguistic anthropology.
Prerequisites: Minimum grade of C- in a 100-level course in ANTH (p. 254).

ANTH 209
Biological Anthropology
3 Credits Weekly (2-1-0)
This course introduces students to the sub-discipline of biological anthropology. Students examine the emergence of the human species and the theoretical and methodological frameworks used to understand present-day human biological variation. Topics include basic principles of evolutionary theory, human skeletal biology, comparative primate anatomy and behaviour, and hominin evolution. Note: This course can be used to fulfill the arts credit requirements of the Bachelor of Arts and the science credit requirement of the Bachelor of Science.
Prerequisites: A minimum grade of C- in a 100-level course in ANTH (p. 254).

ANTH 219
World Prehistory
3 Credits Weekly (3-0-0)
This course surveys the development of societies around the world over the last 3 million years. It begins by introducing the discipline of archaeology and the methods and techniques used to learn about the human past. Cultural sequences from various regions of the Old and New World (e.g. Egypt, Mesopotamia, China, Europe, Mesoamerica, and the Andes) are examined. Finally, comparisons are made between these cultural sequences to explore such topics as the origins of agriculture, the development of complex societies, human dispersals and colonization, and the long-term effects of climate change and demographic growth.

ANTH 245
Ethnography of Mediterranean Peoples
3 Credits Weekly (3-0-0)
This course investigates anthropologists’ contributions to understanding Mediterranean societies and cultures. The concept of a “Mediterranean culture” is critiqued. Through cross-cultural comparison, students investigate the diversity occurring in “Mediterranean” cultures, but also shared and parallel institutions and practices. Relevant historical, geographic, and environmental factors are explored and considered in light of anthropological explanation of circumb-Mediterranean cultural institutions, social organization and practices.

ANTH 246
Circumpolar Peoples
3 Credits Weekly (3-0-0)
This course provides a comprehensive introduction to the Inuit culture of Canada and other cultures of the circumpolar region. The course includes an introduction to anthropological perspectives, research methods and cross cultural analyses as well as to the geographical and cultural boundaries that exist in the north. Various topics are covered including the impacts of climate change, re-settlement, economic growth, and health issues.
ANTH 250
Introduction to Canadian Indigenous Peoples
3 Credits Weekly (3-0-0)
This course introduces Canadian Indigenous Peoples from an anthropological perspective. The course surveys the study of Canadian indigenous cultures through the use of selective ethnographies. Topics covered may include oral traditions, culture areas, politics, economics, family, kinship, religion, and conflict between cultures.

ANTH 261
Peoples and Cultures of Mesoamerica
3 Credits Weekly (3-0-0)
This course is an introduction to the culture area of Mesoamerica. It examines the cultural history of the native peoples of Mesoamerica from the pre-Columbian past to the present and includes studies of contemporary native communities.

ANTH 262
Peoples and Cultures of South America
3 Credits Weekly (3-0-0)
This course is an introduction to the cultural history of the native peoples of South America. It examines the social and culture history of indigenous peoples, surveying local and regional cultural variations.

ANTH 305
Human Variation and Adaptation
3 Credits Weekly (2-1-0)
This course examines, from a biocultural perspective, the extraordinary range of human biological variation and explores the evolutionary, adaptive, behavioural, cultural and environmental influences that produce this diversity. The first half of the course examines historical perspectives on human differences and outlines our current understanding of the basic principles of evolutionary biology. The second half of the course examines how these principles have been used to explain such aspects of human variation as body size and shape, skin colour, blood chemistry, and disease. Throughout the course, the interaction of biology and culture are discussed, as well as the veracity of such contentious topics as ‘race’, intelligence, sex differences and genetic disorders. Note: This course can be used to fulfill the arts credit requirements of the Bachelor of Arts and the science credit requirement of the Bachelor of Science. Prerequisites: Minimum grade of C- in ANTH 209.

ANTH 308
Language, Gender, and Sexuality
3 Credits Weekly (3-0-0)
This course addresses major themes and approaches to the study of language and gender and of language and sexuality. Students engage in critical examination of how cultural paradigms of gender and sexuality are constructed, expressed, challenged, and transformed through linguistic practice and performance, as well as how language is involved in the construction of social identities and communities. This course considers gender and sexuality in a cross-linguistic and cross-cultural perspective. Students learn to apply sociolinguistic and linguistic anthropological theories to the study of gender, sexuality, and social power. Prerequisites: A minimum grade of C- in ANTH 208.

ANTH 318
Political Anthropology
3 Credits Weekly (3-0-0)
The course examines some of the major theoretical approaches to politics and power which have emerged within Anthropology, or which have influenced anthropological writings. Employing a cross-cultural, comparative perspective, this course shows that, in western society, ‘politics’ describes activities and institutions focused around political parties, government, and the state; within anthropology, however, the term ‘politics’ is linked to the idea of ‘power’, where power is an aspect of a broad range of relationships from the most local to the global. The course addresses issues as diverse as decentralized politics, state formation, and the impact of global power relations on the micro-level of everyday interaction. Prerequisites: Minimum grade of C- in ANTH 207 or ANTH 208.

ANTH 320
Archaeology of Gender
3 Credits Weekly (3-0-0)
This course examines approaches to gender in archaeological research from methodological, theoretical, and historical perspectives. The course focuses on the impact of a ‘gendered’ archaeology against a backdrop of a more general examination of anthropological theories, gender roles, gender ideology and gender politics. Prerequisites: Minimum grade of C- in ANTH 206.

ANTH 321
Language Endangerment and Revitalization
3 Credits Weekly (3-0-0)
This course focuses on the social, political, and economic causes and impacts of language loss from a global perspective. Emphasis is placed on Indigenous languages, but minority languages of Europe and Asia are also discussed. Practical strategies for sustaining and revitalizing Indigenous languages are analyzed. Students take an anthropological perspective on the challenges facing endangered language communities and the global and local meanings of linguistic diversity. Prerequisites: Minimum grade of C- in ANTH 208.

ANTH 324
Economic Anthropology
3 Credits Weekly (3-0-0)
This course provides a comprehensive overview of the key theoretical approaches and research in economic anthropology. Employing a cross-cultural, comparative perspective, this course investigates anthropologists’ studies of exchange behaviour as social, political and economic phenomena. The course is designed not only to broaden understanding of exchange in other societies, but to provide the comparative data necessary to evaluate our own forms of exchange and measures of economic well-being. Particular emphasis is placed upon a critical examination of the typologies created and employed by economic anthropologists. Prerequisites: Minimum grade of C- in ANTH 207.
Prerequisites: Minimum grade of C- in ANTH 206.

ANTH 340
Canadian Indigenous Issues
3 Credits  Weekly (3-0-0)
This course employs an anthropological approach to analyze issues facing Canadian Indigenous Peoples today. Cultural theories for the analysis of patterns, processes and trends are examined. Specific topics include Indigenous Peoples and Canadian politics, economics, education, religion, health, law and the arts.
Prerequisites: Minimum grade of C- in ANTH 207 or ANTH 208.

ANTH 370
The Anthropology of Space and Place
3 Credits  Weekly (3-0-0)
Much of anthropological data is based on notions of space and place. Archaeologists invest much of their time in detailing location and arrangement of built form and material culture. This course examines the theoretical and methodological approaches to landscape, space, and place in anthropology and archaeology. Topics may include the conceptualization of space, place, and landscape in anthropological and archaeological research and writing, the changing nature of concepts of landscape, and space and place as analytical frameworks for understanding past, present, and future societies and cultures. We consider three related dimensions of human spatial practice over time and space/place: experience, perception, and imagination.
Prerequisites: Minimum grade of C- in ANTH 207 or ANTH 208.

ANTH 375
Zooarchaeology
3 Credits  Weekly (1-2-0)
This course is an introduction to the study of animal remains from archaeological contexts. Topics discussed include the reconstruction of environment and season of site occupation, the economic uses of animals and evidence of animal domestication, and the procedures for analyzing faunal remains and challenges in their interpretation. Note: This course can be used to fulfill the arts credit requirements of the Bachelor of Arts and the science credit requirement of the Bachelor of Science.
Prerequisites: Minimum grade of C- in ANTH 206 and ANTH 209.

ANTH 385
Archaeology of the Americas
3 Credits  Weekly (3-0-0)
This course provides a survey of select prehistoric cultures of North, Central and South America. Topics to be discussed include the peopling of the Americas, rise of pre-Columbian civilizations and the variety of cultural adaptations in the Americas.
Prerequisites: Minimum grade of C- in ANTH 206.

ANTH 388
Artifact Analysis
3 Credits  Weekly (1-2-0)
This course covers a variety of methods for analysing and interpreting items of material culture commonly recovered from archaeological contexts. Particular emphasis is placed upon understanding the technologies used to manufacture prehistoric and historic artifacts and the methods used to analyse their functions and stylistic attributes. Lab work includes exercises in qualitative and quantitative description and classification, and experiments in tool use and manufacture. Note: This course can be used to fulfill the arts credit requirements of the Bachelor of Arts and the science credit requirement of the Bachelor of Science.
Prerequisites: A minimum grade of C- in ANTH 206.

ANTH 390
Human Osteology
3 Credits  Weekly (1-2-0)
A hands-on laboratory course that offers a comprehensive study of the human skeleton, both as a dynamic, living system and as a source of information for reconstructing past human lives. During the first part of the course we cover basic skeletal biology and students learn to identify and side every human bone, a large number of fragmentary bones, and all of the major morphological features on each bone. During the second part of the course, we explore the methods used to recover human skeletal remains from archaeological and forensic contexts, and students learn to apply techniques for reconstructing past lives from skeletal remains including health and disease, biological relatedness, physical activity patterns, and estimates of age, sex and stature. Throughout the course we discuss the ethics of dealing with human remains. Note: This course can be used to fulfill the arts credit requirements of the Bachelor of Arts and the science credit requirement of the Bachelor of Science.
Prerequisites: Minimum grade of C- in ANTH 209.

ANTH 393
Cross-Cultural Perspectives on Health and Healing
3 Credits  Weekly (3-0-0)
This course provides an introduction to the sub-field of Medical Anthropology. Beginning with an overview of central concepts and theoretical perspectives of medical anthropology, this course addresses the different ways in which health and illness are constructed cross-culturally, the roles of healers in different societies, and the political economy and social determinants of health and illness.
Prerequisites: Minimum grade of C- in a 100-level ANTH (p. 254) course.

ANTH 394
Ethnographic Research Methods
3 Credits  Weekly (3-0-0)
This course concentrates on the perspectives, qualitative methods, and research strategies employed by ethnographers. Special emphasis is placed on techniques of major ethnographic research traditions, methods of data collection, analysis of narrative or textual data, ethical issues in research and presentation of research results. Grant writing and the use of such tools as computer software, film and other recording devices in ethnographic research are also explored. Note: The consent of the Department is required for Non-Anthropology majors.
Prerequisites: Minimum grade of C- in one of the following: ANTH 207 or ANTH 208.
ANTH 395
Archaeological Method Issues
3 Credits Weekly (3-0-0)
As a survey of theory and practices currently used in archaeology, students study the concepts and models used for interpreting archaeological data as well as the evaluation of ethical issues regarding archaeological investigations and remains.
Prerequisites: Minimum grade of C- in ANTH 206.

ANTH 396
Archaeological Field Training
6 Credits Total (0-0-90)
This course provides students with an introduction to archaeological field work. Students experience all practical archaeological field techniques, including survey, excavation, laboratory analysis, cataloging artifacts and conservation.
Prerequisites: Minimum grade of C- in ANTH 206 and consent of the department.

ANTH 397
Ethnographic Field School
6 Credits Total (0-0-90)
Anthropology is a broadly-based approach to understanding the human experience. Ethnographic methods approach this experience primarily, but not exclusively, through observation and participation in daily activities of communities. This course combines seminars with ethnographic research. Over the course of the field school, students learn the steps involved in designing and executing an ethnographic research project. They are trained in the central methods of ethnographic research and analysis. Where appropriate, allied field methods may be introduced.
Note: ANTH 394 is recommended. Please note that acceptance into the field school is competitive and subject to an application process which includes a panel interview. Upon preliminary selection, all students have to attend a mandatory 15-hour pre-departure seminar and write a report. The seminar is graded as a component of the final grade.
Prerequisites: A minimum grade of C- in ANTH 207 or ANTH 208 and consent of the department.

ANTH 398
Independent Study
3 Credits Total (0-0-45)
This course permits an intermediate-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrolment in the course, the student must have made prior arrangements with a faculty member willing to supervise the student’s project.

ANTH 399
Ecological Perspectives in Anthropology
3 Credits Weekly (3-0-0)
This course considers the question of human relationships to the environment as mediated through culture. To what extent and in what ways can we consider “nature” or “the environment” as sociocultural constructions? Alternatively, to what extent and in what ways are cultures shaped by natural environments? Interdisciplinary in nature, this course brings together concerns about the production and use of knowledge regarding human social and cultural behavior in specific environmental contexts.
Prerequisites: Minimum grade of C- in one of the following: ANTH 206, ANTH 207, ANTH 208 or ANTH 209.

ANTH 410
Humans, Climate and Culture
3 Credits Weekly (0-0-3)
This course examines the role of climate in our species’ evolutionary history and conversely, human influence upon climate. Theories about the role of climate in shaping social organization and social “complexity” are addressed in light of evidence from the prehistoric record. The prehistoric and historic record of human responses to and influences upon climate will further be examined through regional and local case studies. The course concludes with a review of sociocultural institutions and practices as they relate to climate; cultural perceptions of weather and climate; cultural responses to climate change; and finally, the consequences to cultures of climate change.
Prerequisites: Minimum grade of C- in one of the following: ANTH 206 or ANTH 207, or ANTH 209 or EASC 208.

ANTH 411
Environmental Archaeology
3 Credits Weekly (0-0-3)
This course provides an overview of the techniques used in the analysis of past environments and the human interactions in these environments. Theories and methods are presented for reconstructing ancient ecosystems and assessing human transformation of these ecosystems. Case studies are used as examples.
Prerequisites: Minimum grade of C- in ANTH 206.

ANTH 415
Anthropological Theory
3 Credits Weekly (0-0-3)
This course is an overview of key trends and paradigms in anthropological theory, from classical to contemporary approaches. Using a topical or thematic approach we consider the contributions of a number of anthropological theorists. Through the application of theoretical perspectives to case studies and ethnographies, the distinctive and mutual relationship between theory, method, and ethnographic data in anthropology is emphasized.
Prerequisites: Minimum grade of C- in ANTH 207 or ANTH 208 and any 300-level ANTH (p. 254) course.

ANTH 420
Culture and Globalization
3 Credits Weekly (0-0-3)
Transnational movement of money, media images, information, and people have spawned intense debates about the global impact of commodities, ideas, and capital on cultural and biological diversity. This course provides an anthropological consideration of globalization and its relationship to culture, modernity, tradition, diaspora, nationalism, race, class, and gender. In particular, we track the movements and reconfigurations of capital(ism), commodities, communication, and people by focusing on ethnographic analyses of such circuits.
Prerequisites: Minimum grade of C- in ANTH 207 or ANTH 208 and a 300-level ANTH (p. 254) course.
ANTH 421
Language and Power
3 Credits Weekly (0-0-3)
While language indexes the power relationships within a society and naturalizes them, it is also critical in the formation of social groups and struggle for power and prestige. In analyzing uses of language in a wide range of social and political contexts, the course addresses issues which include the ways language, power, hegemony and political struggle are related; the effects of nationalism on language; the role of language as a means of creating social organization and hierarchy; the relationship between minority and majority languages and cultures; and the role of the media, popular culture and literacy in contemporary linguistic and social relations.
Prerequisites: Minimum grade of C- in ANTH 208 and in one 300-level ANTH (p. 254) course.

ANTH 440
The Anthropology of Colonial Encounters
3 Credits Weekly (0-0-3)
This course examines the process of European colonization and expansion in the Americas and its long-term consequences from an anthropological perspective. Topics considered include the complex historical motives of peoples entangled in colonial relations, the political and ecological effects upon cultures, and the role of colonialism in shaping the discipline of anthropology.
Prerequisites: Minimum grade of C- in one of ANTH 206 or ANTH 207 and one of ANTH 244, ANTH 250, ANTH 261 or ANTH 262.

ANTH 481
Archaeological Theory History
3 Credits Weekly (0-0-3)
This course provides in-depth analysis of the evolution of archaeological theory from early antiquarianism to current ideas and practices.
Prerequisites: Minimum grade of C- in either ANTH 206 or ANTH 209 and a 300 level ANTH (p. 254) course.

ANTH 486
Archaeology of Death
3 Credits Weekly (0-0-3)
This course considers the role of mortuary evidence in facilitating understanding of past cultures. By examining numerous case studies, the course draws on a variety of anthropological and archaeological frameworks to explore how people treat their dead and what this can tell us about both the dead and the living.
Prerequisites: Minimum grade of C- in ANTH 206 or ANTH 209 and a 300-level ANTH (p. 254) course.

ANTH 490
Honours Proposal
3 Credits Total (0-0-45)
The Honours Proposal course provides students the opportunity to initiate a research project designed to advance knowledge in an area of specialization within Anthropology. Under the direction of a faculty member, students develop a research proposal that guides the direction of their research project, theory and methods. Note: This course is restricted to and required of students in the first year of the Honours Anthropology program.
Prerequisites: Minimum grade of B- in ANTH 394 or ANTH 395 and registration in the Honours Program.

ANTH 495
Anthropology Field Placement
3 Credits Total (0-0-90)
In this course, the students are assigned to a public, private, or non-profit organization where they apply their knowledge and skills in research or other practical aspects of a project. Note: This course does not fulfill the 400-level requirement for the major and minor. Acceptance into the field placement is competitive and subject to an application process which includes an interview.
Prerequisites: Minimum grade of C- in 6 credits of 300-level ANTH (p. 254) and consent of the department.

ANTH 497
Topics in Anthropology
3 Credits Weekly (0-0-3)
This is a seminar course for students interested in advanced study of specialized areas of anthropology. This course is devoted to the detailed study of a single theme - particularly themes of contemporary relevance or debate - and it rotates among the subfields in Anthropology.
Prerequisites: Minimum grade of C- in one of ANTH 206, ANTH 207, ANTH 208, or ANTH 209 and a minimum grade of C- in any 300-level ANTH (p. 254) course.

ANTH 498
Advanced Independent Study
3 Credits Total (0-0-45)
This course permits a senior-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrolment in the course, the student must have made prior arrangements with a faculty member willing to supervise the student's project.

ANTH 499A
Honours Thesis I
3 Credits Total (0-0-45)
Under the direction of a faculty member, students conduct a research project culminating in the Honours Thesis and formal presentation of research findings. Note: This course is restricted to and required of students in the Honours Anthropology program. Students complete both ANTH 499A and 499B in consecutive terms to attain credit for this course.
Prerequisites: Registration in the Honours Program and consent of the department.

ANTH 499B
Honours Thesis II
3 Credits Total (0-0-45)
Under the direction of a faculty member, students conduct a research project culminating in the Honours Thesis and formal presentation of research findings. Note: This course is restricted to and required of students in the Honours Anthropology program. Students complete both ANTH 499A and 499B in consecutive terms to attain credit for this course.
Prerequisites: Registration in the Honours Program and consent of the department.
ARTE – FINE ART

ARTE 101
Art History I
3 Credits Weekly (3-0-0)
This course provides an introduction to the history of Western art and architecture from the prehistoric period to the end of the Early Renaissance. Relevant art historical methodologies are introduced, and selected works are examined within the framework of a contextual and formal analysis.

ARTE 102
Art History II
3 Credits Weekly (3-0-0)
This course provides an introduction to the history of Western art and architecture from the Renaissance to the mid-nineteenth century. Relevant art historical methodologies are introduced, and selected works are examined within the framework of a contextual and formal analysis.

ARTE 104
Five Centuries of Art and Visual Culture: From Renaissance to the 19th-Century
3 Credits Weekly (3-0-0)
This course is an introduction to the history of art and visual culture of Western Europe from the fifteenth century to the mid-nineteenth century. The course will cover this topic primarily in a linear historical fashion, but with room for thematic discussions. Therefore, a selection of works that are relevant to major historical themes will be explored.

ARTE 106
Digital Foundations
3 Credits Weekly (1-3-0)
This course introduces the concepts, vocabulary, histories and processes that are key to digital art practice, including but not limited to: lens-based digital image practice and fundamentals of code-based, electronic, and/or networked art. Students will gain knowledge and experience in digital processes through a lab component and projects that explore the creative possibilities of working in the digital environment. The course is studio-based with lectures.
Prerequisites: Minimum grade of C- in ARTE 111.

ARTE 107
Three-Dimensional Foundations
3 Credits Weekly (1-3-0)
This studio-based course introduces the principles, vocabulary and concepts of three-dimensional space-based art. Students work with traditional and contemporary materials and technical processes that are relevant to sculpture, installation and other creative forms, including constructed and reductive forms, and repetitive or distributive processes. A critical vocabulary for discussing spatial forms is developed through project discussion and critiques. A technician conducted safety workshop for use of the woodshop area, hand tools, and standing machines is a mandatory course component.

ARTE 110
Foundation Drawing
3 Credits Weekly (2-4-0)
This course introduces the visual elements, methodologies and principles of drawing. Students learn to work with traditional mediums and various papers. The principles of perspective, tonality and line dynamics are studied in-depth.

ARTE 111
2D Foundation: Theory and Structure
3 Credits Weekly (2-4-0)
This course provides a comprehensive introduction to the theories, elements and vocabulary of the visual language. Students work with two-dimensional form to study the structures and principles of composition, illusionistic space, visual dynamics and colour theory. The critique practice is introduced. Development of problem solving and crafting skills, communication skills and productive work habits are emphasized.

ARTE 119
Introduction to Creative Research
3 Credits Weekly (2-2-0)
This course introduces modes of research that are fundamental to contemporary studio-based art, including but not limited to: material research, historical practices and research for innovation. Students develop two-dimensional or three-dimensional studio projects that generate from research models. Visits to specific exhibitions and artist studios may be required. The course is studio-based with lectures.
Prerequisites: Minimum grade of C- in ARTE 110 and ARTE 111.

ARTE 120
Observational Drawing
3 Credits Weekly (2-4-0)
Students commence the in-depth study of observational drawing by applying knowledge and skills developed in Foundation Drawing. Subjects include still-life, portrait, and figure, and may include architecture, plant or animal form.
Prerequisites: Minimum grade of C- in ARTE 110.

ARTE 121
Design II
4 Credits Weekly (2-4-0)
This course provides an in-depth study of the visual language. Working primarily with paint on board, assignments are designed to stimulate analytical and creative thinking. Problem solving skills and productive work habits are emphasized. Attendance at visiting artist lectures and art exhibitions outside of scheduled class hours may be required.
Prerequisites: Minimum grade of C- in ARTE 111.

ARTE 202
Art History III
3 Credits Weekly (3-0-0)
Beginning with the foundations of modernism in the mid-nineteenth century, this course examines the major movements in art, architecture, photography and design developed in Europe and North America up to the later part of the twentieth century. Relevant art historical methodologies are introduced, and selected works are examined within the framework of a contextual and formal analysis.

ARTE 203
Issues in Contemporary Art
3 Credits Weekly (3-0-0)
Issues in Contemporary Art is the study and discussion of art produced after WWII in the cultural, political, economic and theoretical contexts of visual culture. Students explore key issues through analysis of selected artists, art works and movements which make up the contemporary art scene.
Prerequisites: Minimum grade of C- in ARTE 202.
ARTE 205
Introduction to Painting
3 Credits Weekly (2-4-0)
Students are introduced to contemporary painting methods, concepts and materials. Studio work includes painting practice in acrylic media, preparing and building substrates, creative research, lab and outdoor work, peer discussion and group critiques. Students may be required to attend off-site lectures and art exhibitions outside of scheduled class hours.
Prerequisites: Minimum grade of C- in ARTE 120.

ARTE 206
Intermedia: Digital Art
3 Credits Weekly (2-4-0)
In this studio course, students expand on knowledge gained in Digital Foundations to explore concepts and processes relevant to contemporary Digital and Intermedia Art. Projects may include, but are not limited to any of the following as they focus on this ever-changing discipline: screen- or time-based media, networked art, interactive art, low-tech electronic digital practice, locative or mobile practices. Students will build a vocabulary for discourse and practice through readings, discussions, presentations, and critiques, and will be expected to attend some lectures, art exhibitions, or online events outside of scheduled class hours.
Prerequisites: Minimum grade of C- in ARTE 106.

ARTE 207
3D Spatial Practice
3 Credits Weekly (2-4-0)
This studio course introduces creative concepts and practices relevant to spatial practice in contemporary sculpture, installation and related art forms such as performance, artists’ walks, relational practice or transitory outdoor projects. Students work on projects that consider what space and environment means in contemporary three-dimensional art, including questions and approaches around the object, installation, action, intervention and audience. Art work takes place in, and beyond, the studio, requiring students to attend outside exhibitions and install or present works outside the campus studio.
Prerequisites: Minimum C- in ARTE 107.

ARTE 208
Introduction to Professional Practice
3 Credits Weekly (0-0-3)
Students examine professional issues and responsibilities that artists encounter in a contemporary art practice. In a seminar forum, with gallery and studio visits and presentations from practicing professionals and students, students explore the various methods employed to develop and sustain a professional studio practice, art-writing, team and community collaboration and dissemination strategies are the focus of this course.
Prerequisites: Minimum grade of C- in ARTE 230.

ARTE 214
History of Photography
3 Credits Weekly (3-0-0)
This course surveys the technological, social and cultural histories of photography from its origins in the early 19th-century to the 21st-century. Students consider the impact of photography on a variety of fields, including portraiture, science, colonial exploration, anthropology, sociology, criminology, journalism and the fine arts. While familiarizing students with influential photographers and iconic photographs of the 19th-, 20th- and 21st-centuries, this course also introduces students to the scholarly discourse around historical and current uses of photographic images.
Prerequisites: ARTE 224.
ARTE 259
Special Topics in Art
3 Credits  Weekly (2-4-0)
This course provides an in-depth study of a specific subject area or theme within Fine Art. The topic for the course varies term to term and topics are posted in the department and on the department website prior to registration. Specific prerequisites for each topic are also posted, and students are advised to check the descriptions prior to requesting permission from the Chair.

ARTE 314
Thinking Photography
3 Credits  Weekly (3-0-0)
To ‘think photography’ is to consider how photographs convey meaning and influence social and cultural practices. In this course, students debate photographic theory about the nature and function of photographic images. Also, students examine a range of photographic practices, both current and historical, and discuss documentary photography, photojournalism, advertising, scientific photography, sociological and anthropological uses of photography, art photography and personal photography.
ASTR – ASTRONOMY

ASTR 120
The Astronomy of the Solar System
3 Credits Weekly (3-0-0)
Students examine the origin, evolution and nature of our solar system. The methods of astronomy and space science are discussed in terms of basic physical and mathematical principles, including the laws of gravity and orbital motion. Students become acquainted with the search for extrasolar planets and extraterrestrial life. Telescopes and other tools of astronomy are described, and students are given the opportunity to gain observing experience through simple observing exercises using telescopes.

Prerequisites: Mathematics 30-1 or Mathematics 30-2.

ASTR 122
The Astronomy of Stars and Galaxies
3 Credits Weekly (3-0-0)
Students examine the origin, evolution and nature of stars, galaxies and the universe as a whole. The methods of astronomy are discussed based on simple physical and mathematical principles related to the nature of gravity and light, including parallax, the inverse square law, Stefan-Boltzmann law, Doppler shift, and the laws of Newton and Kepler. Students study the big bang theory and structure and formation of the universe. Students are given the opportunity to gain observing experience through simple observing exercises using telescopes.

Prerequisites: Mathematics 30-1 or Mathematics 30-2.
BCSC – BACHELOR OF COMMUNICATION STUDIES

BCSC 100
Grammar and Composition Foundations
3 Credits Weekly (3-0-0)
In this course, students learn how to write with clarity and precision, and to communicate successfully with a variety of audiences. Building on an understanding of traditional grammar, students examine the relationship between language structures and the expression of an author’s intentions. By studying various writers and genres, students learn to identify and manipulate sentence elements to produce clarity, drama, power and other rhetorical effects. They also consider how media, technology and culture are influencing language and writing in general and grammar in particular.

BCSC 101
Communication and Human Interaction
3 Credits Weekly (3-0-0)
This course introduces students to basic concepts and principles of human communication and interaction. It includes an examination of processes of communication in three common communication settings: interpersonal relationships, group gatherings and public gatherings. Other topics to be covered include nonverbal communication, listening, and public speaking.

BCSC 102
Introduction to Visual Communication
3 Credits Weekly (3-0-0)
In this course, students communicate using visuals. Evaluating historical and contemporary examples of visual communication, students assess the meaning and impact of visual design. Students identify elements of visual communication design and evaluate their effect on message creation and interpretation. They develop skill in the basic functions of key digital applications widely used today for creating and combining text, photos and graphics files. Students leave the course with the knowledge and digital skills needed to start collaborating on communication projects.

BCSC 200
Communication Theory
3 Credits Weekly (3-0-0)
Students survey major theoretical perspectives and contemporary research in communication. The course examines historical and current political, social and economic contexts in the study of communication, including the contributions of Canadian thinkers. Theory is demystified, and students develop an appreciation of the intellectual traditions in communication research through the study of key concepts, models and issues.

BCSC 201
Foundations of Journalism
3 Credits Weekly (3-0-0)
This course introduces students to Canadian news media through the historical development of the craft, business practices and technological elements of journalism. It also introduces students to professional and business practices of the field from the earliest news sheets to the modern international online news services, and explores key concepts and issues facing the craft and the business of journalism today.

BCSC 202
Online Communication
3 Credits Weekly (3-0-0)
Online publication is changing the way journalists and communicators engage their audiences. From self-publication tools to social media, students examine and experience how communications professionals use various forms of online publication to achieve a wide variety of goals. The course connects traditional mass media to the practices and issues of emerging technologies and tools. Students are introduced to information architecture through user behaviours and site features. 

Prerequisites: A minimum grade of C- in BCSC 102.

BCSC 203
Introduction to Research Methods
3 Credits Weekly (3-0-0)
This course introduces quantitative and qualitative research methods including empirical research, ethnography, narrative analysis, phenomenology, and grounded theory within the context of communication research questions. Specifically, students learn to evaluate secondary sources, gather accurate and meaningful information from primary sources through methods such as surveys, and examine the concepts of reliability, validity, generalizability, and professional ethics. In a collaborative project, they interpret and report the data they gathered from primary sources.

Prerequisites: A minimum grade of C- in ENGL 102.

BCSC 204
Foundations in Sustainability Communication
3 Credits Weekly (3-0-0)
In the spirit of our namesake, Dr. J.W. Grant MacEwan, and our university’s focus on sustainability, this course introduces fundamental concepts in human communication about our natural environments in the face of rising ecological, social and economic threats to the sustainability of the Earth’s ecosystems, all life on it and the societies we have created. Students will explore how human communication constructs the environment and our relationships to it, and apply strategies appropriate to creating and disseminating messages about sustainability. They will study and apply ethical considerations in sustainability communication, including the role of advocacy in scholarship and practice. Also, students will provide critical evaluations of sustainability messages in diverse fields, while building a foundation to create their own sustainability communications.

Prerequisites: BCSC 101 or SUST 201.

BCSC 205
Introduction to Film Studies and Narrative
3 Credits Weekly (3-0-0)
This course is designed to acquaint students with the history of narrative film, with the fundamentals of how film communicates ideas, generates narratives, and evokes emotions, and with various other kinds of cinema including documentary and animated film. It also aims to enable students to watch films more closely so that their viewing will become more active and hence, a richer experience.
BCSC 210  
Introduction to News Reporting  
3 Credits  Weekly (3-0-0)  
This course introduces the practice of news reporting and the principles of writing a news story. Students focus on the reporter’s core skills and abilities: story development and research, the interview, verifying facts, handling quotations and writing for publication in the variety of contemporary news media. The standards of accuracy, fairness, balance and journalistic responsibility are emphasized. Discussions include the role of the journalist as a purveyor of news and an arbiter of social issues, and the rapidly changing face of the news business.  
Prerequisites: A minimum grade of C- in BCSC 100.

BCSC 211  
News Production Process  
3 Credits  Weekly (3-0-0)  
This course examines the aesthetics and design principles of news production for both print, online and other publications. A central focus throughout the course is the ways in which new technologies are transforming news reporting and publishing and the opportunities and challenges arising from these new technologies. Working in a hands-on learning environment, students prepare stories for publication in a number of mediums, paying particular attention to how a story changes as it migrates to different platforms. The impact of clear writing, effective visual and multimedia elements will also be explored.  
Prerequisites: A minimum grade of C- in BCSC 102 and BCSC 210.

BCSC 215  
Applied Communications  
3 Credits  Weekly (3-0-0)  
In this course, students learn to use the tools and resources necessary to copyedit and proofread according to prescribed professional standards. Students learn to distinguish proofreading from copyediting, increase the speed and accuracy of their editing, and select and follow a style guide for a particular project. They also examine some of the larger issues in editing: authorial intention versus editorial responsibility, in-house versus freelance employment, copyright, professional conduct and ethics, and the importance of deadlines in the publishing process.  
Prerequisites: A minimum grade of C- in BCSC 100.

BCSC 216  
Professional Communication  
3 Credits  Weekly (3-0-0)  
Professional communication is a new and evolving field that considers information and the way it is created, distributed, managed and consumed. In this course, students learn and apply the theories of professional communication. They analyze information and develop strategies and techniques for internal and external communication. Considering print and oral formats but with a focus on digital formats, students plan, execute, and evaluate communication, then adapt their practice to meet dynamic and evolving organizational or institutional needs. Recent trends will be considered, contributing to students’ understanding of the context of professional communication. Throughout, students explore what constitutes professionalism and ethical practice in the context of contemporary professional communications.  
Prerequisites: A minimum grade of C- in BCSC 101.

BCSC 221  
Writing to be Heard  
3 Credits  Weekly (3-0-0)  
In this course, students learn to write for the ear. They closely examine speeches and presentations for key messages and persuasive technique, then prepare and deliver a presentation or speech. Theories of writing and listening are applied as students determine communication objectives, write and rehearse a speech or presentation that engages, inspires and motivates an audience. By the end of this course, they offer constructive, critical analysis of the content and delivery of a speech or a presentation.  
Prerequisites: Minimum grade of C- in BCSC 100.

BCSC 223  
Introduction to Screenwriting  
3 Credits  Weekly (3-0-0)  
Students are introduced to writing for film, television and video productions. Screenwriting genres are examined and students work with essential elements of a screenplay such as theme, character, story structure, dramatic objectives, conflict and resolution, scene creation and sequencing, the relationship between audio and video elements, and screenplay formatting. Each student presents a key concept in screenwriting and script analysis, and students exchange feedback in a workshop simulation of the working environment of a story department in a production studio.  
Prerequisites: Minimum grade of C- in BCSC 100.

BCSC 241  
Introduction to Technical Communication  
3 Credits  Weekly (3-0-0)  
This course introduces students to the many professional contexts in which technical communicators practise. By considering various elements of technical communication and communication theory, students learn and practice adapting specialized information for global audiences, and expert and non-expert audiences. Students also examine professional ethics required of technical communicators and the potential consequences of unethical practice.  
Prerequisites: A minimum grade of C- in BCSC 200.

BCSC 253  
Classical and Modern Rhetoric  
3 Credits  Weekly (3-0-0)  
Students use tools of persuasion to build arguments on a variety of topics. They learn to construct written arguments and arrange those arguments in effective and appropriate patterns. Looking at persuasive techniques going back to the Ancient Greeks, students search for and evaluate similar strategies in contemporary texts. By the end of this course, they understand the ethical, aesthetic and political dimensions of persuasion.  
Prerequisites: Minimum grade of C- in BCSC 100.

BCSC 260  
Substantive and Structural Editing  
3 Credits  Weekly (3-0-0)  
In this course, students examine the objectives and techniques of substantive, and structural editing by working through large, complex projects. Throughout the course, students engage with editorial and rhetorical theory, refining their editorial skills and applying independent critical analysis to scenarios involving print and online publishing.  
Prerequisites: A minimum grade of C- in BCSC 215 or PROW 135.
BCSC 282
Short Written Forms
3 Credits  Weekly (3-0-0)
In this course, students expand their creativity and problem-solving skills to address writing and editing contexts requiring tightly written prose. They study the history and context of short forms and develop potent samples, relying on scholarship and accurate and effective audience analysis, diction, structure, tone and form. Students learn to produce tight, effective prose that communicates in few words with great power. 
Prerequisites: Minimum grade of C- in BCSC 100.

BCSC 301
Communication Law
3 Credits  Weekly (3-0-0)
Contemporary law and communication technologies have significantly affected how information gets to the public: how information is produced, paid for, presented and circulated. In this course, students examine the influence of media convergence on communication law and the effects of public policy on the development and use of technology and media. Although modern communication has no borders, this course emphasizes Canadian laws within a global context.
Prerequisites: A minimum grade of C- in BCSC 200.

BCSC 302
Multimedia Authoring
3 Credits  Weekly (3-0-0)
In today’s rapidly changing media convergence environment, professional communicators are increasingly required to author texts in multiple forms for multiple audiences. Building on BCSC 202, this course emphasizes the authoring of texts for a variety of forms, audiences, channels, and purposes. Projects include work with visual, audio, and verbal content, drawing on communications fundamentals applied effectively and ethically across a global, multi-channel environment.
Prerequisites: Minimum grade of C- in BCSC 202.

BCSC 306
Ethical Practice and Portfolio
3 Credits  Weekly (3-0-0)
This course examines common ethical and practical considerations as students prepare to enter the workplace. Students reflect on the knowledge and skills they have gained in their classroom study and explore their readiness to work. They then apply their skills and interests to identify employment opportunities and develop employment materials. The ultimate goal of the course is to develop a portfolio to present to internship employers.
Prerequisites: A minimum grade of C- in BCSC 301.

BCSC 310
Strategic Communication Planning
3 Credits  Weekly (3-0-0)
In this course, students gain critical information, insights and skills in strategic communication research and planning. They learn to apply research and planning skills in solving communication issues or problems. They also learn how to apply S.O.P. (analyzing situation, organization, and the public) as part of the strategic communication planning process. Students gain practical experience in developing and crafting key messages as well as producing formal strategic communication plans that are vital to advancing organizational and institutional interests and goals.
Prerequisites: Minimum grade of C- in BCSC 216.

BCSC 311
Online Journalism
3 Credits  Weekly (3-0-0)
This course examines the production of knowledge within the field of online journalism. It builds on students’ experience of creating online news in other courses and compares it with the challenges and realities of professional journalists around the world. Students examine the production processes in newsrooms and the evolving impact of technological developments on those processes such as verification of fact and inclusion of user-generated content. They examine the ideals and values of journalism and contrast them with actual journalistic practices, questioning whether those practices reinforce dominant cultural/social/political/economic influence.
Prerequisites: Minimum grade of C- in BCSC 210 and BCSC 211.

BCSC 312
Multimedia News Production
3 Credits  Weekly (3-0-0)
This course introduces students to the best practices and principles of multimedia news production. Students create interactive stories and engaging online news features under deadline and working in a convergent newsroom environment. They analyze online readership behaviours to design user-friendly multimedia news products. They also manage and deploy user-generated content.
Prerequisites: Minimum grade of C- in BCSC 311.

BCSC 313
Intermediate News Reporting
3 Credits  Weekly (3-0-0)
Building on the fundamentals of news reporting, this course emphasizes thorough research, effective interviewing, and clear, concise writing as the foundation of good news production. Students confront increasingly challenging story assignments as they take their ideas from pitch to production for online or print media. The course will also emphasize new ways of multimedia storytelling and community engagement, using social media such as Twitter, Facebook and blogging. Journalistic ethical standards are examined in complex, real-world case studies.
Prerequisites: Minimum grade of C- in BCSC 210 and BCSC 322.

BCSC 320
Canadian Press and Society
3 Credits  Weekly (3-0-0)
This course focuses on the evolution and current state of media and journalism in Canada. Students explore how newspapers, magazines, radio and television developed. They also evaluate and analyze the influence of digitization and new media on journalism. The symbiotic relationship between media and society is analyzed as students examine themes such as investigative journalism, women and the media, First Peoples media, the influence of advertising and ‘infotainment’.
Prerequisites: Minimum grade of C- in BCSC 210.

BCSC 322
Interviewing Techniques
3 Credits  Weekly (3-0-0)
In this course, students hone their interviewing skills and gain self-confidence through assignments of increasing complexity. Of central importance is to instill in the student a sense of professionalism and proper interview etiquette. Topics include pre-interview planning and research, types of interviews, interview principles and techniques, choosing and attributing sources, and producing interviews for multimedia platforms. Legal and ethical responsibilities of a journalism are also covered.
Prerequisites: BCSC 100.
Prerequisites: Minimum grade of C- in BCSC 313.

BCSC 323
Photojournalism
3 Credits  Weekly (3-0-0)
Journalism includes the special talents of photojournalism, telling the news story through compelling and meaning-filled images. This course focuses on the photojournalist's research into and interpretation of the news story, planning and taking of photographs. On completion of this course, students are able to engage a reader and arouse emotion as they combine the reporter's skill and photographic technique with creative effort to report the news through a journalistic lens.
Prerequisites: BCSC 210.

BCSC 324
Arts and Culture Reporting
3 Credits  Weekly (3-0-0)
Students prepare to be reporters and observers of arts and culture and focus on constructing authoritative and fair evaluative judgements. Students continue to deepen their journalistic competencies, including research methods, interview skills, and narrative writing. During this course, students are encouraged to expand their knowledge of and areas of interests in the arts and culture.
Prerequisites: Minimum grade of C- in BCSC 313.

BCSC 325
Radio News and Documentaries
3 Credits  Weekly (3-0-0)
This course explores narrative construction in a variety of radio story formats in news and current affairs, including documentary. Students examine sound theory, paying close attention to how sound constructs meaning for the listening audience. They develop competencies in professional and technical skills unique to the medium, including radio interviewing skills, broadcast writing conventions, audio recording and editing, voice delivery, news and radio show lineup, and podcasting practices.
Prerequisites: Minimum grade of C- in BCSC 210.

BCSC 326
Rhetoric of Popular Culture
3 Credits  Weekly (3-0-0)
Students critique popular culture as a form of rhetoric, deconstructing its arguments and their social and commercial effects. They apply rhetorical theory in major pop culture contexts and investigate the effects of current media and communications convergence on the forms and content of popular culture. The course contrasts pop culture derived from mainstream and alternative media, and examines hierarchies of cultural forms, assessing the significant of "high" and "low" culture. Ultimately, students develop the ability to overlay rhetorical principles onto pop culture media to create powerful tools for change and control.
Prerequisites: A minimum grade of C- in BCSC 253.

BCSC 327
Online News Reporting: Journalism in the Digital Age
3 Credits  Weekly (3-0-0)
This course examines the gathering and production of news and information for an Internet audience. It builds on the reporting, editing and writing skills students have developed in basic reporting, and intermediate reporting, and adds web-specific methods of research, storytelling and news presentation. Students also examine new-media ethics, process and production, and the evolving impact of technology – such as fake news, fact-verification and user-generated content.
Prerequisites: Minimum grade of C- in BCSC 313.

BCSC 328
Documentary Screenwriting
3 Credits  Weekly (3-0-0)
This course focuses on the theory and practice of writing documentary screenplays, and the history of this genre. Students examine historical and contemporary documentaries, emphasizing Canadian productions and their influence on the documentary form. Students also consider the ethical decisions requiring filmmakers to align their messages with information, fact and reality. A brief survey of treatments and functions of a documentary (such as training and education, political, social activist, and cultural and art-house films and videos) provides the foundation for a story idea and treatment, industry-standard outline and professional shooting script that students will develop in this course.
Prerequisites: Minimum grade of C- in BCSC 223.

BCSC 330
Intermediate Strategic Communication
3 Credits  Weekly (3-0-0)
This course focuses on the implementation phase of a strategic communication project or campaign with an emphasis on tactics. Using case studies as a foundation, students examine an organization's goals and propose a communications plan to ensure communication effectiveness. Students explore a range of communication tools, both conventional and emerging, and reflect on the implementation process from the perspective of various communication theories.
Prerequisites: Minimum grade of C- in BCSC 310.

BCSC 331
Corporate Narrative
3 Credits  Weekly (3-0-0)
In this course, students examine the types of corporate 'storytelling' with a strategic role and function in communications planning. This course focuses on the early stages of strategic process including research, goal setting, objectives and creative risk taking. As students examine organizational narrative and develop the ability to identify and capture memorable, innovative and effective stories, they will translate stories into design and media concepts, including audio/visual, multimedia, reports, newsletters, social media and presentations for the organization's audiences.
Prerequisites: A minimum grade of C- in BCSC 216.

BCSC 332
Writing and Publishing Prose I
3 Credits  Weekly (3-0-0)
Students develop knowledge of the theory and skills in the practice of writing prose for publication. In this course, students read and write widely in prose forms and genres. The emphasis is on literary forms, specifically fiction and creative nonfiction. Students develop the knowledge to publish their work in recognized national and international publications.
Prerequisites: Minimum grade of C- in BCSC 343.
BCSC 340  
Technical Communication for Digital Applications  
3 Credits  Weekly (3-0-0)  
In this course, students become familiar with software development processes and learn about technical communication documentation for custom digital applications and commercial software. Students determine the characteristics of successful documentation for digital applications, including procedural, tutorial, and reference materials for internal and external audiences, and online user assistance such as help, guided tours, and in-depth articles. They examine options in methodology, with an emphasis on task orientation, and discuss how the fast-changing and multi-platform nature of this field affects their tasks. Students replicate a full digital application documentation project cycle, organizing a development team, producing a documentation plan including user analysis, assessing the effectiveness of their documentation through usability tests, creating and presenting a prototype print version, and developing appropriate online user assistance functions.  
Prerequisites: Minimum grade of C- in BCSC 241.

BCSC 341  
Literary Journalism  
3 Credits  Weekly (3-0-0)  
Students delve into the art form of literary journalism, reading historical and contemporary examples as well as essays on the craft by contemporary practitioners. Through their readings, students recognize that the engine of literary journalism is the journey, which drives the process of research and informs the content and structure of the narrative. Students analyze the genre's definitive characteristics and practice its techniques, and as they do so, grapple with the ethical issues inherent to bringing traditional journalism and creative writing together. Students also examine the value and future of literary journalism in an age of the 24-hour news cycle and sound bites.  
Prerequisites: Minimum grade of C- in BCSC 210 or BCSC 253.

BCSC 342  
Writing for Periodicals  
3 Credits  Weekly (3-0-0)  
Whether in print or online, the editorial content of periodicals comprises various forms of articles. Students learn the forms and ingredients of articles written for newspapers, magazines, and newsletters in local, regional, and national contexts. Starting with editorial and readership analysis, students embark on the article-writing process: they shape topics into story ideas, identify appropriate primary sources, carry out interviews, and incorporate the formal elements of article writing into publishable copy. Students also consider the market for print and online periodicals in both a Canadian and a North American context, examine the effects of media ownership on magazine publishing, and, throughout the course, examine the ethical issues that arise in the periodical industry.  
Prerequisites: Minimum grade of C- in BCSC 210 or BCSC 253.

BCSC 343  
Introducing Creative Nonfiction  
3 Credits  Weekly (3-0-0)  
In creative nonfiction, writing the human experience meets art and truth. In this course, students examine the literary forms of creative nonfiction, including the personal essay, literary diaries, and memoir, and the sub-genres of creative nonfiction, including literary travel writing, nature writing, science writing, and cultural criticism. Students also look at current and emerging trends in the genre. By reading extensively and broadly, analyzing what they read with a particular focus on the theory and craft of writing creative nonfiction, students gain a broad understanding of what is sometimes known as the fourth genre.  
Prerequisites: Minimum grade of C- in BCSC 100 and ENGL 103.

BCSC 352  
The Media and the Message  
3 Credits  Weekly (3-0-0)  
In this course, students examine media relations from both administrative and critical perspectives. They learn to place media relations within the practical and theoretical communicative frameworks of identity, image, and reputation; risk, issues, and crises; and various definitions of the public sphere. They analyze the effects of media logic upon an organization's choice of message channel, formulate strong recommendations and effective key messages, and evaluate organizational structures and paradigms for their network and communicative power. Overall, the course provides the student with a deeper understanding of the power, ethics, and responsibilities of her or his future role as a professional participant within today's complex media ecology.  
Prerequisites: Minimum grade of C- in BCSC 100.

BCSC 360  
Magazine Editing  
3 Credits  Weekly (3-0-0)  
Building on skills learned in previous editing courses, students have an opportunity to model professional practice in the planning, execution, and production of a magazine that will be published by the School of Communications. As members of an editorial board, they set editorial policy, calendars, plots, timelines, and costing; determine style guides, recurring elements, and publication standards; and manage external contractors, print production, and distribution. Throughout the course, students refine their abilities to apply their creative processes in a team setting and provide constructive criticism of their own and others' work.  
Prerequisites: A minimum grade of C- in BCSC 260.

BCSC 361  
Book Editing  
3 Credits  Weekly (3-0-0)  
In this course, students develop as editors by investigating the field of book editing. They consider the evolution of North American book culture and contrast it with that of other Western societies. Students analyze current issues in book editing as they examine the processes of publishing a book, from manuscript acquisition and development to purchase in a bookstore or on a website, with a focus on the Canadian publishing context. Throughout the course, they continue to improve their editing knowledge, judgment, and skills through readings, discussions, exercises, written assignments, and guest speakers.  
Prerequisites: A minimum grade of C- in BCSC 260.
BCSC 362  
Print Culture Studies  
3 Credits  
Weekly (3-0-0)  
In this course, students survey the development of print-based communications and critically analyze the cultural context of newspapers, magazines, and books as material objects. Students examine the history of print technologies, the rise of a literate marketplace through mass education and the concomitant rise of professional writers to serve that audience, the structure of cultural classes, and the possible disappearance of print in a global society that is embracing digital media and encouraging communications convergence.  
Prerequisites: A minimum grade of C- in BCSC 200.

BCSC 395  
Professional Field Placement and Practice  
3 Credits  
Weekly (3-0-0)  
Students gain work experience typical of an entry-level professional communicator. Under the guidance of a faculty supervisor, students apply the knowledge and skills they have acquired in their first three years of study to a work situation. Concurrent or following the field placement, students reflect on aspects of professional practice and conduct research into a topic related to their career plans.  
Prerequisites: A minimum grade of C- in BCSC 306.

BCSC 398  
Professional Field Placement  
3 Credits  
Total (0-0-180)  
Students gain work experience typical of an entry-level professional communicator. Under the guidance of a faculty supervisor, students apply the knowledge and skills they have acquired in their first three years of study to a work situation. The field placement is a crucial component of the program, integrating theory and practice and demonstrating the values and attitudes acquired through classroom study.  
Prerequisites: Minimum grade of C- in BCSC 306.

BCSC 400  
Intercultural Communication  
3 Credits  
Weekly (3-0-0)  
This course is designed to examine the principles and processes of communicating from one culture to another. Students will identify and assess the major challenges presented by intercultural interactions both at home and abroad. These challenges include developing cultural awareness, cultural sensitivity, and intercultural communication competence. Students will apply what they have learned in developing strategies and skills to communicate effectively with people from other cultures, a capability that is critical in the increasingly culturally diverse workplace and globalized society.  
Prerequisites: A minimum grade of C- in BCSC 200.

BCSC 411  
Advanced Research Methods  
3 Credits  
Weekly (3-0-0)  
In this course, students build on skills and knowledge acquired in the introductory research course and expand their applied knowledge of quantitative and qualitative research. The course covers at a senior level the principles and ethics of scientific inquiry, hypothesis construction, research design, data collection, sampling, interpretation of statistics, ethnographic research, and evaluation of results. Students collaboratively plan and deliver one group research project, as well as design and deliver one individual research project.  
Prerequisites: Minimum grade of C- in BCSC 203.

BCSC 415  
Global Media Systems  
3 Credits  
Weekly (3-0-0)  
In this course, students survey media 'systems' hailing from various countries. Such systems include business sectors, communication technologies, government policies, and ideologies. Particular attention is paid to Canadian institutional strategies and audience receptions, as these operate at global scales or within global contexts. Students analyze mutual influences between global media and related contemporary developments - from cultural trends and political events to economic and technological changes. Students direct special focus at tensions between globalization and national/local concerns, so as to determine how these interrelationships play out in today's mass-media messaging and manoeuvring.  
Prerequisites: A minimum grade of C- in BCSC 320.

BCSC 417  
Professional Practice  
3 Credits  
Weekly (3-0-0)  
Building on the field placement, this course invites students to explore and reflect on aspects of professional practice. Students apply critical analysis skills to develop self-awareness of their identities as professional communicators. They compare and contrast key aspects of professional identity with a focus on interpersonal effectiveness and examine theories of collaboration and principles of leadership. Finally, they examine an issue of professional practice and are encouraged to prepare their findings for presentation or publication.  
Prerequisites: BCSC 398.

BCSC 418  
Organizational Communication Theory  
3 Credits  
Weekly (3-0-0)  
In this course, students examine the major theories in organizational communication scholarship. They apply these theories to empirical case studies in projects such as presentations and a final paper. Specific subjects to be worked on include: the ethical and ideological implications of strategic organizational communication; intercultural and gender relations and contestations in organizations; communication as central to organizational systems and culture/climate; and how communication technology such as social media are impacting organizations, and vice versa. Covered scholarly content will trace historically back to classical organizational theories, focusing on their communicative aspects or implications. Modern and contemporary theoretical traditions will then be surveyed, such as: administrative; critical, feminist, postmodernist, network-theoretical, risk-theoretical, and discourse-analytical (rhetorical) approaches to the study of communication in and by organizations.  
Prerequisites: Minimum grade of C- in BCSC 310.

BCSC 420  
Online Journalism Workshop: News Production for Digital Platforms  
6 Credits  
Weekly (3-3-0)  
Journalists today are required to be masters of all trades. That means, whether working in a newsroom setting or as independent agents, they must be a competent storytellers in a variety of media: print, video, audio and still photography. They must also be able to use various data-gathering and graphic storytelling technology to research and bring value-added material to their stories. This course aims to provide students with a professional-quality setting in which they can hone all these skills in the production of a weekly news site that will provide a public service to the communities around the university.  
Prerequisites: At least a C- in BCSC 433.
BCSC 421
Advanced Online Journalism
3 Credits     Weekly (3-0-0)
This course extends the student's experience of news gathering, writing and production of stories and features published online. Students are engaged in critical discourse and they focus on 'enterprise skills' to meet the changing circumstances of online journalism. Students examine theoretical frameworks for technological innovation in the field of communication, and through teamwork, they propose solutions and innovations to the challenges of the contemporary newsroom.  
Prerequisites: Minimum grade of C- in BCSC 311.

BCSC 422
Advanced Reporting and Writing: The Feature
3 Credits     Weekly (3-0-0)
This course focuses on long-form narrative journalism. Students identify and develop solid feature story ideas ranging from the short newspaper "page brightener" to the in-depth narrative. They experiment with various techniques of literary journalism to build engaging narratives that are emotionally and intellectually compelling.  
Prerequisites: Minimum grade of B- in BCSC 313.

BCSC 423
Broadcast News Current Affairs
3 Credits     Weekly (3-0-0)
In this course students re-purpose their reporting skills to create visually compelling stories for a variety of platforms, including television news, public affairs programs and social media channels. Storytelling that incorporates video broadcast elements requires a dramatically different approach to reporting than a story in print. Critically examining the opportunities and limitations of the medium, particularly as a conveyer of social issues, students examine industry values, standards and assumptions implicit in decisions made concerning digital news content. They also gain familiarity with techniques of shooting, writing, editing and producing digital news for visual channels.  
Prerequisites: A minimum grade of C- in BCSC 313.

BCSC 424
Reporting on Canadian Politics
3 Credits     Weekly (3-0-0)
This course offers a twofold approach to Canadian political reporting, focusing on both the processes and institutions of government and on journalistic methods to cover politics at all levels. Students learn how the Canadian government operates at the federal, provincial and municipal levels and discuss the role of political parties, elections and the electoral system, interest groups and legislative and executive branches of government. In examining the often symbiotic relationship between politicians and media, they analyze the ways in which governments and journalists interact to produce today's news. The role of the journalist as a democratic watchdog is emphasized. This course addresses the question of whether reporters can cover a political beat effectively, impartially and ethically. Students produce news reports and also consider new forms of political reporting such as blogging, which enable journalists to facilitate public discourse.  
Prerequisites: Minimum grade of C- in BCSC 313.

BCSC 425
Investigative Journalism
3 Credits     Weekly (3-0-0)
Investigative journalism requires patience, resourcefulness, clear thinking, meticulous attention to detail and a dogged determination to uncover the truth. This course examines the importance of, and risks associated with, investigative reporting in democratic societies such as Canada. Students focus on how to start and sustain a prolonged investigation, investigative interviewing, researching public records, the pros and cons of anonymous sources and filing access to information requests.  
Prerequisites: Minimum grade of C- in BCSC 313.

BCSC 426
Advanced Seminar in Journalism
3 Credits     Weekly (3-0-0)
This seminar engages students in an in-depth and focused study of a significant topic or issue in journalism. Course content varies each year depending on contemporary concerns and interest of faculty as well as students. The seminar topic is announced prior to registration. As an outcome of the course, students are able to demonstrate application of practical and/or theoretical knowledge of the field through a project or a research paper. This course will be especially helpful to senior students wishing to pursue graduate studies.  
Prerequisites: Minimum of C-in two of the following: BCSC 312, BCSC 313, BCSC 320, BCSC 322, BCSC 323, BCSC 324, BCSC 423, BCSC 415, BCSC 425.

BCSC 430
Advanced Strategic Communication
3 Credits     Weekly (3-0-0)
In this course, students examine communication theory in the context of complex communications practice. Students advance their research, organizational analysis, and rhetorical skills in the evaluation of a real-world communication campaign. Depth of analysis and academic insight are emphasized. Ultimately, students make and defend original assessments and recommendations about communication effectiveness.  
Prerequisites: Minimum grade of C- in BCSC 310.

BCSC 431
Advanced Seminar in Strategic Communication
3 Credits     Weekly (3-0-0)
This seminar engages students in an in-depth and focused study of a significant topic or issue in strategic communication. Course content varies each year depending on contemporary concerns and interest of faculty as well as students. The seminar topic is announced prior to registration. As an outcome of the course, students are able to demonstrate application of practical and theoretical knowledge of the field through a project or research paper. This course is especially helpful to senior students wishing to pursue graduate studies.  
Prerequisites: Minimum grade of C- in BCSC 430.

BCSC 432
Writing and Publishing Prose II
3 Credits     Weekly (3-0-0)
This course builds on students' work in BCSC 332 and is intended for students with strong interest and demonstrated skills in creative prose. The emphasis is on literary forms, specifically literary fiction and creative nonfiction. This course provides an intensive workshop experience and culminates with the production of a polished portfolio of work ready for submission to publishers.  
Prerequisites: Minimum grade of B- in BCSC 332 and portfolio review.
BCSC 433  
**Advanced News Reporting**  
3 Credits  Weekly (3-0-0)  
Today’s news environment requires that journalists be adept in a variety of story-telling media. Whether in a newsroom environment or as an individual agent, the journalist must be able to think in terms of video and audio reporting and story-telling as well as print. This course builds on skills students have acquired in their basic, intermediate and online reporting pre-requisites by adding blogging, TV news production and podcasting to the mix.  
**Prerequisites:** BCSC 327.

BCSC 440  
**Technical Communication: Safety Standards and Policies**  
3 Credits  Weekly (3-0-0)  
In this course, students survey industries that rely heavily on safety documentation, and consider the role of policies, practices, and procedures in creating a safety culture. They analyze safety processes and documentation and discuss the role of the three levels of safety controls to mitigate hazards. Students consider ethics and track the evolution of safety in industry. They review the safety- and engineering-related laws and standards in Canadian and international jurisdictions and determine how to locate pertinent safety regulations and standards for a specific topic. They assess methods for creating or revising documentation for safe work policies, practices, and procedures; safety orientations and training; emergency preparedness and response; quality assurance and control; and securing certificates of recognition from certifying safety partnerships.  
**Prerequisites:** Minimum grade of C- in BCSC 340.

BCSC 441  
**Technical Communication for Policy Writing**  
3 Credits  Weekly (3-0-0)  
Policies act as the rudder steering the people and processes of organizations and government agencies toward their stated goals. Technical communication can be the key to ensuring that these documents are clear and effective and encourage compliance. Students in this course describe the differences among policies, practices, and procedures and identify the characteristics of written goals that are implementable and measurable. They look at the legislation and regulations often related to policies, and address the effect of globalization on policy writing. Through critical analysis of samples of policies and human resource handbooks, students learn to anticipate potential consequences of policy wording, including the impact on organization culture. They also identify the role of policies and goals in defining responsibilities, coping with organizational change, and treating sensitive issues in human resources.  
**Prerequisites:** Minimum grade of C- in BCSC 340.

BCSC 452  
**Advanced Seminar in Technical Communication**  
3 Credits  Weekly (3-0-0)  
This seminar engages students in an in-depth and focused study of a significant topic or issue in technical communication. Course content varies each year depending on contemporary concerns and interest of faculty as well as students. The seminar topic is announced prior to registration. As an outcome of the course, students are able to demonstrate application of practical and theoretical knowledge of the field through a project or research paper. This course is especially helpful to senior students wishing to pursue graduate studies.  
**Prerequisites:** Minimum grade of C- in at least two of the following courses: BCSC 260, BCSC 360, BCSC 361, BCSC 362, BCSC 461.

BCSC 461  
**Publication Editing and Management**  
3 Credits  Weekly (3-0-0)  
This course examines production processes, which are the hub of publishing activity. The work of editors, designers, marketers and managers intersects in production, and the focus of this course is on production at a time of transition as publishers weigh print and electronic options. Students develop their creativity and problem-solving skills as they prepare specifications, source suppliers, compile costing sheets, buy print, develop schedules, and evaluate quality. They benefit from interacting with industry materials, technologies, and experts in the classroom and on field trips.  
**Prerequisites:** A minimum grade of C- in BCSC 260.

BCSC 462  
**Advanced Seminar in Editing and Publishing**  
3 Credits  Weekly (3-0-0)  
This seminar engages students in an in-depth and focused study of a significant topic or issue in editing and publishing. Course content varies each year depending on contemporary concerns and interest of faculty as well as students. The seminar topic is announced prior to registration. As an outcome of the course, students are able to demonstrate application of practical and theoretical knowledge of the field through a project or research paper. This course is especially helpful to senior students wishing to pursue graduate studies.  
**Prerequisites:** Minimum grade of C- in at least two of the following courses: BCSC 260, BCSC 360, BCSC 361, BCSC 362, BCSC 461.
BICM – BIOCHEMISTRY

BICM 200
Introductory Biochemistry
3 Credits  Weekly (3-0-0)
Biochemistry is the study of the chemistry of life. This course introduces students to the complexities of the cellular environment and its impact on the chemical reactions that occur in the cell. Structural and functional aspects of proteins (both enzymatic and non-enzymatic) and nucleic acids are examined. The course also introduces intermediary metabolism, focusing on carbohydrate metabolism. Emphasis is on free energy changes associated with these processes, their regulation, and integration. Note: This course cannot be taken for credit if credit has already been obtained in BICM 203 or BICM 205.
Prerequisites: Minimum grade of C- in BIOL 107 and CHEM 101 and CHEM 261.

BICM 310
Intermediary Metabolism
3 Credits  Weekly (3-0-0)
This course explores the principles of intermediary metabolism, the chemical reactions by which organisms store and generate energy required for life. Topics include bioenergetics, as well as molecular mechanisms of regulation and integration of carbohydrate, lipid, and amino acid metabolism. Selected examples are used to illustrate how imbalances in the metabolic pathways can lead to disease.
Prerequisites: Minimum grade of C- in BICM 200, CHEM 102, and in CHEM 263.

BICM 320
Structure and Function of Biomolecules
3 Credits  Weekly (3-0-0)
This course illustrates the relationship between structure and function in biological molecules. The structure of proteins is discussed with selected examples to illustrate protein function. Mechanisms of enzymatic catalysis are presented with an emphasis on kinetics and regulatory mechanisms. Structural and functional aspects of carbohydrates and lipids are presented, with reference to glycobiology, biological membranes and mechanisms of transport. Experimental methods used to study proteins, carbohydrates and lipids are introduced.
Prerequisites: Minimum grade of C- in BICM 200 and CHEM 102 and in CHEM 263.

BICM 330
Nucleic Acid Biochemistry
3 Credits  Weekly (3-0-0)
This course provides a comprehensive examination of the biochemistry of nucleic acids. The structure, function and metabolism of nucleotides are explored. Nucleic acids and chromosomes are examined at their structural level. The molecular mechanisms of both DNA and RNA metabolism are discussed with particular attention to replication, DNA repair, recombination, transcription, reverse transcription and translation. The diverse roles of RNA are explored, including catalysis, regulation and molecular recognition. A variety of applications of DNA- and RNA-based technologies are discussed.
Prerequisites: Minimum grade of C- in BICM 200, CHEM 102 and BIOL 205.
BIOL – BIOLOGY

BIOL 20
Biology 20
5 Credits  Weekly (6-0-0)
Biology 20 is equivalent to Alberta Learning’s Biology 20. The course deals with major concepts of systems, equilibrium, energy and matter. The major topics include cell dynamics, cellular pathways, the biosphere, cellular matter and energy flow, matter and energy exchange in ecosystems, and matter and energy exchange by the human organism. 
Prerequisites: Minimum Grade of D in SCIE 010.

BIOL 030
Biology 30
5 Credits  Weekly (6-0-0)
Biology 30 is equivalent to Alberta Learning’s Biology 30. The course concentrates on many aspects of the human body - its function and maintenance. The major topics include the nervous system, hormones and controls, reproduction and human development, cell division and classical genetics, heredity and molecular genetics, population dynamics and populations and communities. 
Prerequisites: Minimum Grade of D in BIOL 020.

BIOL 101
Current Issues in Human Biology
3 Credits  Weekly (3-0-0)
This course enables students to discover, discuss, and analyze topics in biology that are of current concern. Students apply the scientific method and critical thinking to topics in human biology. Topics may include, but not be limited to: genetics, biotechnology, human diseases, immunology and vaccination. Note: This course cannot be taken for credit if credit has already been obtained in BIOL 207 or BIOL 208.

BIOL 102
Nutrition and the Body
3 Credits  Weekly (3-0-0)
This course is designed to develop both content knowledge and critical thinking in basic nutrition. Physiological processes and how these are affected by various nutrients are considered. Possible topics include energy balance (weight loss and gain), the influence of nutrition on chronic disease and physical fitness. Note: This course cannot be taken for credit if credit has already been obtained in BIOL 207 or BIOL 208.

BIOL 103
Humans and Their Environment
3 Credits  Weekly (3-0-0)
This course provides an overview of global and local environmental issues that have accompanied the population growth of humans. Principal areas in which critical decisions are now required are identified. Detailed case studies of specific environmental topics compare Canada (a developed country) with a developing country. Note: This course is intended for students that are not majoring in ecology or environmental science, and cannot be taken for credit if credit has already been obtained in BIOL 207 or BIOL 208.

BIOL 107
Introduction to Cell Biology
3 Credits  Weekly (3-3-0)
The smallest unit of life is the cell. This course provides an introduction to the biology of the cell. Major topics include the chemical composition of cells, characterization of prokaryotic and eukaryotic cells at both a structural and functional level, and energy transfer within the cell. The evidence leading to the elucidation of DNA as the genetic material is examined as are the processes which govern the flow of genetic information in the cell. Note: BIOL 107 and BIOL 108 may be taken in either order. 
Prerequisites: Biology 30 and Chemistry 30.

BIOL 108
Organisms in Their Environment
3 Credits  Weekly (3-3-0)
From the origin of life on earth through the evolution of prokaryotic and eukaryotic organisms this course examines the diversity of life on earth. Using a phyletic approach to classification, the major taxonomic groups of organisms are introduced. These include prokaryotes, numerous protists, plants, fungi, and animals. Features that adapt these organisms to their environment are emphasized using Darwinian evolution as the underlying principle. Note: BIOL 108 and BIOL 107 may be taken in either order. 
Prerequisites: Biology 30.

BIOL 201
Eukaryotic Cellular Biology I
3 Credits  Weekly (3-0-0)
This course provides an overview of the eukaryotic cell with a detailed dissection of selected aspects at the structural and functional levels. Emphasis is on protein targeting and transport within endomembrane and non-endomembrane systems, endocytotic and exocytotic pathways, cellular signaling pathways, biological membranes, and the cytoskeleton. Primary and review literature is used to elucidate cellular processes and advances in cell biology. 
Prerequisites: Minimum grade of C- in BIOL 107 and in any 100-level CHEM (p. 280).

BIOL 205
Principles of Molecular Biology
3 Credits  Weekly (3-3-0)
This course provides an introduction to the molecular mechanisms for the propagation and expression of the genome in both prokaryotic and eukaryotic systems. The application of modern molecular biological techniques to the study of gene structure, function and regulation are discussed. Basic techniques in molecular biology are introduced in the laboratory. 
Prerequisites: Minimum grade of C- in BIOL 107.

BIOL 207
Principles of Genetics
3 Credits  Weekly (3-3-0)
This course provides an introduction to the fundamental principles of inheritance through an examination of transmission, distribution, arrangement, and alteration of genetic information. Topics include the structure of the genetic material, mutational processes, Mendelian inheritance, extensions to Mendelian inheritance, genetic linkage and linkage mapping, recombination and changes in chromosome structure. The emphasis throughout is on application of concepts to solve problems. 
Prerequisites: Minimum grade of C- BIOL 107.
BIOL 208
Principles of Ecology
3 Credits Weekly (3-3-0)
Ecology is the study of the interactions between organisms and their environment. These include interactions at the individual, population, community, and ecosystem levels. Topics presented include: abiotic and biotic factors that form an organism's environment, models of population growth and factors controlling growth, competition and predator-prey interactions in communities, energy flow and nutrient cycling in ecosystems. Laboratories emphasize collection, analysis, interpretation, and communication of ecological data.
Prerequisites: Minimum grade of C- in BIOL 108.

BIOL 211
Introduction to Microbiology
3 Credits Weekly (3-3-0)
This course deals with the cell structure and physiology of microorganisms. Major topic areas include the structural and functional characterization of microbial groups, the metabolic diversity of microbes, factors affecting microbial growth, and environmental sensing and response of microbes. Throughout the course, examples of economically and medically important applications of microbes are used to illustrate major concepts. Laboratory exercises introduce students to common microbiological techniques used in environmental microbiology, molecular microbiology, and microbial biotechnology.
Prerequisites: Minimum grade of C- in BIOL 207 and in any 100-level CHEM (p. 280) course.

BIOL 300
Eukaryotic Cellular Biology II
3 Credits Weekly (3-3-0)
This course is a continuation of the structural and functional analysis of eukaryotic cells initiated in Biology 201. Emphasis is on understanding and applying the tools and techniques used by cell biologists to investigate cellular processes at both theoretical and practical levels. Regulation of the cell cycle, tissue formation and intercellular junctions, cellular differentiation and death, and cancer mechanisms are discussed.
Prerequisites: Minimum grade of C- in BIOL 201 and in BIOL 205.

BIOL 310
Freshwater Ecology
3 Credits Weekly (3-3-0)
This course examines the adaptations and ecological roles of bacteria, fungi, plants, protists, and animals that inhabit streams, rivers, ponds, and lakes. Abiotic and biotic interactions that contribute to freshwater ecology are discussed. Discussions will emphasize, but not be limited to, Alberta environments. The laboratory exposes students to a number of empirical techniques commonly used in studying and measuring ecological processes in aquatic systems.
Prerequisites: Minimum grade of C- in BIOL 208.

BIOL 312
Terrestrial Ecology
3 Credits Weekly (3-3-0)
This course examines the abiotic and biotic interactions that contribute to the structure and functioning of terrestrial ecosystems and landscapes. Principles of ecosystem and landscape ecology will be discussed. Topics include: soils, energy and nutrient cycling, plant productivity, climate patterns and impacts, and causes and consequences of landscape structure. Discussions will emphasize, but not be limited to, Alberta environments. The laboratory focuses on a range of techniques used in studying and measuring ecological processes in terrestrial systems, and the critical evaluation, analysis and effective communication of ecological information.
Prerequisites: Minimum grade of C- in BIOL 208.

BIOL 313
Animal Developmental Biology
3 Credits Weekly (3-3-0)
Students explore how molecular and cellular mechanisms work together to drive the development of vertebrate and invertebrate animals. Discussion topics include gene regulation and expression related to ontogeny. The laboratory focuses on quantifying these mechanisms and explores animal models of development.
Prerequisites: Minimum grade of C- in BIOL 201 and in BIOL 205.

BIOL 314
Population Ecology
3 Credits Weekly (3-1-0)
This course offers an in depth examination of the central principles of population ecology and current practical applications in this field. Topics include population structure, demographics and dynamics, foraging theory, life history evolution, interspecific interactions and applications to species harvesting, control, conservation and recovery. The laboratory focuses on quantitative modeling techniques commonly used to model population parameters and dynamics.
Prerequisites: Minimum grade of C- in BIOL 208 and in any one of MATH 114, MATH 120, or MATH 125.

BIOL 315
History of Biology
3 Credits Weekly (3-0-1)
This course traces the scientific foundations of biological discovery from the ancient Greeks to the present. The course presents the origins and evolution of modern concepts in biology and introduces students to the people that were largely responsible for these ideas. The course involves a major written component involving critical evaluation of biological literature, an oral presentation and peer work. Students are expected to actively participate in class discussions. Note: This course is intended for students in their 3rd year of study.
Prerequisites: A minimum grade of C- in 6 credits of 200-level BIOL (p. 272) of which one must be BIOL 207 or BIOL 208.
BIOL 316
Community Ecology
3 Credits  Weekly (3-1-0)
Students explore the patterns and processes determining the structure, function and dynamics of ecological communities. Topics include ecological interaction networks, species coexistence, community succession and stability, metacommunities, causes and consequences of biodiversity variation, and applications related to resource management, restoration, conservation, and community-level responses to global environmental change. The laboratory focuses on quantitative techniques commonly used to describe and model community dynamics in space and time.
Prerequisites: A minimum grade C- in BIOL 208 and in any one of MATH 114, MATH 120, or MATH 125.

BIOL 321
Mechanisms of Evolution
3 Credits  Weekly (3-0-0)
This course introduces the major principles of biological evolution including micro and macroevolutionary processes. Students gain a basic understanding of population genetics, variation, natural selection, adaptation, coevolution, speciation, and extinction.
Prerequisites: Minimum grade of C- in BIOL 108 and BIOL 207.

BIOL 323
Introduction to Population Genetics
3 Credits  Weekly (3-0-0)
This course is a comprehensive examination of population genetics, emphasizing the statistical foundation of evolutionary theory. The importance of identifying the patterns of genetic variation within and between populations, and the evolutionary forces behind the variation are emphasized. Problem-solving in seminar sessions familiarize students with the mathematics behind the models.
Prerequisites: A minimum grade of C- in BIOL 207 and BIOL 208.

BIOL 337
Biostatistics and Research Design
3 Credits  Weekly (3-3-0)
This course introduces students to the methods and steps used in biological experimental design, data collection, organization, analysis, and presentation of biological data. Evaluation of different sampling designs and the benefits and limitations of various data types for testing biological hypotheses are discussed. A wide variety of statistical tests are compared and contrasted. Laboratory activities illustrate how database, spreadsheets, and statistical software are used in data analysis.
Prerequisites: Minimum grade of C- in any 200-level BIOL (p. 272) course and STAT 151.

BIOL 361
Marine Biology
3 Credits  Weekly (3-3-0)
This course provides an introduction to the adaptations of organisms that live in various marine habitats. The essential physical features of the marine environment are considered as well as overviews of the diversity of marine prokaryotes, protists, plants, and animals. The community ecology of marine organisms and the threats to and human impacts on oceans are discussed. The laboratory emphasizes the identification of a variety of marine organisms and includes an optional field trip to a coastal area. Note: ZOOL 250 is strongly recommended.
Prerequisites: Minimum grade of C- in BIOL 208.

BIOL 365
Tropical Rainforest Ecology
3 Credits  Total (20-70-0)
This course provides an introduction to the biodiversity and ecology of organisms found in the world's most biologically rich ecosystem, the tropical rainforest. The physical and biotic forces that contribute to this incredible diversity are investigated, and the most serious threats to the conservation of the tropical rainforest ecosystem are explored. The course includes a field trip to the Tiputini Biodiversity Station in the lowland rainforest of eastern Ecuador, a visit to a high-elevation cloud forest in the Andes, and travel to other biological and cultural sites in Ecuador.
Prerequisites: Minimum grade of C- in BIOL 208 and consent of the department.

BIOL 367
Conservation Biology
3 Credits  Weekly (3-0-0)
This course introduces the principles of conservation biology with an emphasis on ecological processes operating at population, community, and ecosystem levels of organization. Threats to biological diversity, ranging from species introductions to habitat destruction will be discussed along with conservation solutions ranging from the design of protected areas through conservation legislation. The course involves a major oral presentation and peer work. Students are expected to actively participate in class discussions.
Prerequisites: Minimum grade of C- in BIOL 208.

BIOL 371
Animal Behaviour
3 Credits  Weekly (3-3-0)
This course provides students with a biological and ecological approach to the general question of "how and why animals behave as they do." The primary focus is on the biological and evolutionary processes that shape behaviour in general. An additional important objective is to clearly differentiate between proximate and ultimate explanations of behaviour.
Prerequisites: A minimum grade of C- in BIOL 208 or in PSYC 373 with consent of the department.

BIOL 385
Wildlife Forensics
3 Credits  Weekly (3-3-0)
This course examines the use of molecular biology and other biological techniques in wildlife forensics. Genetic markers and the technologies employed to characterize them are discussed. Emphasis is on the questions, as they pertain to wildlife management, that can be addressed through the application of DNA-based and other biological methods. Extensive use is made of scientific literature to illustrate specific examples of the value and usefulness of wildlife forensics in wildlife conservation and management.
Prerequisites: Minimum grade of C- in BIOL 207 and ZOOL 225.

BIOL 399
Honours Proposal
3 Credits  Total (0-0-60)
Under the direction of a faculty supervisor, the student explores a specific topic in depth through a comprehensive and critical review of the scientific literature. Based on the literature review, the student develops a detailed proposal for an independent research project. Students participate in group discussions of scientific literature. To be granted enrollment in the course, the student must have made prior arrangements with a faculty supervisor. Note: This is a required course for the biological science honours designation and only available for enrollment by students registered in the honours program.
BIOL 411
Techniques in Field Ecology
3 Credits  Weekly (0-6-0)
This course provides students with experience in designing an ecological research project and collecting biological information in a field setting. Students gain skills in a range of field techniques and research design methods commonly used to study various biota in terrestrial, freshwater, and/or wetland ecosystems. Students collect, analyze, and communicate field data using various methods, critically evaluate the field techniques, and design and carry out an independent research project culminating in a final scientific paper. Note: This course may be taken up to two times, provided the course project is different.
Prerequisites: A minimum grade of C- in any two of BIOL 310, BIOL 312, BIOL 314, BIOL 337, or BIOL 371.

BIOL 413
Advanced Animal Developmental Biology
3 Credits  Weekly (3-0-0)
Building on their knowledge of animal developmental biology, students review, analyze, and discuss topics in the primary literature related to inductive mechanisms that determine the growth and development of embryos. Emphasis is placed on regulation of morphogenetic processes to establish the animal body plan. Topics may include evolutionary developmental biology, tissue regeneration, and environmental and/or teratogenic influences on embryo development. Examples from invertebrate and vertebrate animals are discussed.
Prerequisites: A minimum grade of C- in BIOL 313.

BIOL 414
Invasion Ecology and Management
3 Credits  Weekly (3-0-0)
Biological invasions are increasing in frequency worldwide and are a leading cause of global biological change, with significant impacts on ecosystem function, economic resources, and human health. In this course, students synthesize and communicate their ecological knowledge as they explore the causes, consequences, prevention, and management of biological invasions in aquatic and terrestrial ecosystems. Research approaches in invasion ecology through critical analyses of primary literature will be emphasized; discussion will emphasize local invasive species.
Prerequisites: A minimum grade of C- in any two of BIOL 310, BIOL 312, BIOL 314, BIOL 316, BIOL 323, BIOL 365, BIOL 367, BIOL 371, and BOTN 305.

BIOL 421
Techniques in Molecular and Cellular Biology
3 Credits  Weekly (0-6-0)
This is a laboratory-based course in current molecular, biochemical, and cell biology techniques with an emphasis on the isolation, analysis, characterization and expression of genes and gene products. An understanding of the theory and application of experimental methods and skills in the analysis and presentation of experimental data is developed through work in a project-based research setting. Projects vary and are announced prior to registration. Note: This course may be taken up to two times, provided the course project is different.
Prerequisites: A minimum grade of B- in BIOL 205 and in any two of BICM 310, BICM 320, BICM 330, BIOL 300, BIOL 313, GENE 369, GENE 370 or consent of the department.

BIOL 422
Methods in Experimental Ecology
3 Credits  Weekly (0-6-0)
This is a project based course, using current ecological methods with emphasis on collection and analysis of quantitative data. This course develops students’ understanding of ecological theory and application of experimental methods. Skills in the analysis and presentation of data are developed through work in a laboratory or field-based research setting. Projects vary and are announced prior to registration. Note: This course may be taken up to two times, provided the course project is different.
Prerequisites: A minimum grade of B- in BIOL 308 and in BIOL 337, and at least one of: BIOL 310, BIOL 312, BIOL 314, BIOL 365, BIOL 367, or BIOL 371.

BIOL 430
Pathobiology: The Cellular Basis of Disease
3 Credits  Weekly (3-0-0)
This course is an investigation of pathological changes to cells and tissues as they manifest in human disease. Building on their knowledge of cell biology, students review, analyze, and discuss topics from the primary literature related to the cellular mechanisms that drive disease pathogenesis. Selected disease therapies are explored. Topics may include cancer, aging, physiology, immunology, microbiology, and virology. Note: BICM 320 Recommended.
Prerequisites: A minimum grade of C- in BIOL 300.

BIOL 492
Field Placement
3 Credits  Total (0-0-45)
This course offers students experience in a biological laboratory and/or a field setting. Supervised by a cooperating agency, organization, or institution, in conjunction with a faculty member, students apply their knowledge and skills to practical assignments in a specific area of biological sciences. Note: This course is intended for students in the final year of their degree. Enrolment is dependent on availability of appropriate field placements.
Prerequisites: A minimum grade of C- in a 300-level BIOL (p. 272) course relevant to the field placement and with consent of the department.

BIOL 495
Special Topics
3 Credits  Weekly (0-0-3)
This course involves reading, discussing and critically evaluating current research on specialized topics of interest to senior students in Biological Sciences. Topics covered vary with the interests of students and faculty. Students should consult with faculty members in the Department of Biological Sciences for details regarding current offerings. Note: This course is intended for students in the final year of their degree. This course may be taken up to two times.
Prerequisites: Minimum grade of B- in 300-level BIOL (p. 272) relevant to the special topic.

BIOL 498
Advanced Independent Study
3 Credits  Total (0-0-72)
In this course, students plan, conduct, and communicate the results of an independent research project in Biological Sciences under the direction of a faculty supervisor. Registration is contingent on the student having made prior arrangements with a faculty member willing to supervise the research. Note: This course is intended for students in the final year of their degree. This course may be taken up to two times for credit.
Prerequisites: Minimum grade of B- in 300-level BIOL (p. 272) relevant to the proposed research.
BIOL 499A
Honours Thesis I
3 Credits Total (0-0-72)
In this course, students plan, conduct, and communicate the results of an independent research project in Biological Sciences under the direction of a faculty supervisor. Registration is contingent on the student having made prior arrangements with a faculty member willing to supervise the research. Note: This course is intended for students in the final year of their degree. This course is open only to students in the Biological Sciences honors program. Students complete BIOL 499A and BIOL 499B in consecutive terms.

Prerequisites: A minimum grade of B- in a 300-level course in BIOL (p. 272) relevant to the proposed research and a minimum grade of B- in BIOL 399.

BIOL 499B
Honours Thesis II
3 Credits Total (0-0-72)
In this course, students plan, conduct, and communicate the results of an independent research project in Biological Sciences under the direction of a faculty supervisor. Registration is contingent on the student having made prior arrangements with a faculty member willing to supervise the research. Note: This course is intended for students in the final year of their degree. This course is open only to students in the Biological Sciences honors program. Students complete BIOL 499A and BIOL 499B in consecutive terms.

Prerequisites: A minimum grade of B- in a 300-level course in BIOL (p. 272) relevant to the proposed research and a minimum grade of B- in BIOL 399.
BOTN – BOTANY

BOTN 205
Fundamentals of Plant Biology
3 Credits  Weekly (3-3-0)
This course is an overview of the biodiversity, evolution and life cycles of organisms in the Plant Kingdom (bryophytes, seedless vascular plants, gymnosperms and angiosperms). The course examines plant morphology and anatomy, with a focus on angiosperms. Examples of native and invasive species are used to apply knowledge of plant morphology to species identification and to explore ecological concepts. Emphasis throughout the course is on the relationship between plant form and function.
Prerequisites: Minimum grade of C- in BIOL 108.

BOTN 305
Plant Responses and Interactions
3 Credits  Weekly (3-3-0)
This course explores the complex responses of plants to their environment and the physiological mechanisms that make the interaction between plants and other organisms possible. Topics include plant sensory systems and responses, movement in plants, symbiotic relationships, plant-pollinator interactions, and plant defense mechanisms. The laboratory introduces experimental techniques used in studying plant growth responses. Students develop skills in planning and carrying out experiments independently and gain experience in the critical evaluation, analysis, and effective communication of data.
Prerequisites: A minimum grade of C- in BIOL 208 or in BOTN 205.
BUSN 201
Introduction to Sustainable Business
3 Credits Weekly (2-0-1)
This is an interdisciplinary cornerstone course, based on the premise that responsible leadership and effective management requires an understanding of business and its substantive disciplines, how a sustainable business is run and how emerging issues in business can be addressed from a sustainability perspective.

BUSN 210
Special Topics in Business
3 Credits Weekly (0-0-3)
Students explore a designated topic in Business Studies, allowing them an opportunity to reflect and present findings on an activity or project in which they have undertaken within the School of Business. A contract between the student(s) and the instructor outlines the objectives, process and criteria for evaluation. Chair approval is required for registration. This course is only open to students in the School of Business who have completed at least 30 credits.

BUSN 312
Introduction to Non-Profit Management
3 Credits Weekly (3-0-0)
Students study contemporary management and leadership in non-profit/voluntary sector organizations. Students discuss the local and global impact of non-profit/voluntary sector organizations on the quality of life and economy of communities. Internal and external influences on management and leadership are considered. Topics include the unique purpose of non-profit organizations, legal and ethical considerations, board governance, volunteer involvement, and fund development. Prerequisites: BUSN 201.

BUSN 330
Project Management
3 Credits Weekly (3-0-0)
Students learn the theory and practice of project management through the phases of initiating, planning, executing, monitoring and controlling, and closing. Students examine how the project management knowledge areas (scope, time, cost, quality, human resources, communications, risk, procurement, and integration) have an impact on projects. Students consider the complexities of international projects and analyze the Project Management Institute’s (PMI) Member Code of Ethics and Standards of Conduct. They apply their project management skills in a group project. Prerequisites: BUSN 201 or MGMT 121.

BUSN 350
Critical Thinking in Management
3 Credits Weekly (0-0-3)
This is an advanced, inter-disciplinary and practical course. Participants will be exposed to a variety of methods and proven techniques to help nurture their critical thinking abilities, analytical capabilities, and presentation skills. Through the reading, writing and presentation of relevant management materials, students internalize critical thinking principles and acquire generic competences that are transferable to a variety of settings including general management and business consulting. Prerequisites: ACCT 322, FNCE 301, PROW 210, MARK 301 and ORGA 316; or consent of the department.

BUSN 396
Advanced Quantitative Research Methods for Business
3 Credits Weekly (3-0-0)
This course helps students make effective and efficient advanced use of business information. Students study the theory and application of quantitative research design and methods in business. In particular, this course emphasizes on how to perform multivariate statistical techniques for improved company decision making. Students are presented with data sets and learn to analyze and present their results using multiple regression, ANOVA, Factor and Cluster Analysis, Logistic Regression and Conjunct Analysis, among others. Students also discuss sampling issues, ethical issues and questionnaire construction. Restricted to Bachelor of Commerce students and required for Bachelor of Commerce Honours students. Prerequisites: MGTS 312.

BUSN 397
Advanced Qualitative Research Methods for Management
3 Credits Weekly (3-0-0)
Students learn science epistemology and its coherent application to qualitative research methods in Management. In terms of research practice, students are trained to conduct interviews, focus groups, and participant observations. Students analyze and interpret the data collected through the research methods of content analysis, business case study research, grounded theory, and ethnography, among others. Students learn sampling, reliability, consistency, and generalization applied to qualitative methods. Students learn about research ethics and the research process: how to apply to MacEwan's Research Ethics Board, complete a Tri-Council Policy Statement (TCPS 2) Tutorial, and develop consent forms. Restricted to Bachelor of Commerce students and required for Bachelor of Commerce Honours students. Prerequisites: ORGA 201.

BUSN 401
New Venture Financing and Creation
3 Credits Weekly (3-0-0)
Students acquire the basic knowledge required to plan, start and finance a new business venture. Students learn how to transform a business idea into a business proposal by designing a business plan that addresses key questions such as: identifying business opportunities, valuing a business proposal with emphasis on the venture capital method, mobilizing resources through estimating financial needs; and finally, raising new capital. Additional topics include the dynamics of the venture capital industry, angel capitalists and their importance in promoting the creation of new firms; and corporate entrepreneurship. Prerequisites: FNCE 301, ACCT 322, LEGL 210. Prerequisites or Co-requisites: LEGL 210.

BUSN 450
Strategic Management
3 Credits Weekly (3-0-0)
This is a capstone, inter-disciplinary course that is intended for students in their final year of the Bachelor of Commerce program. It reinforces, complements and integrates concepts learned in functional courses earlier on in the program. Participants learn how to craft, execute and evaluate business strategies by applying scientific methods and industry best practices to a variety of situations in diverse settings. Students also engage, both individually and within groups, in experiential learning activities that increase their awareness of the multidimensional and integrative nature of strategic management. Prerequisites: ACCT 322, FNCE 301, MARK 301, ORGA 316 and MGTS 352; or consent of the department.
BUSN 496
Senior Honours Seminar
3 Credits Weekly (3-0-0)
Students work with the course instructor and other students to develop and present a proposal for their Honours Thesis. Restricted to Bachelor of Commerce Honours students.
Prerequisites: BUSN 396, BUSN 397 and acceptance into the BCom Honours Program.
CHEM 020
Chemistry 20
5 Credits  Weekly (6-0-0)
The material covered in this course is equivalent to Alberta Learning’s Chemistry 20. Topics include matter as solutions (acids, bases and gases), quantitative relationships in chemical changes, chemical bonding in matter and the diversity of matter (organic chemistry). 
Prerequisites: Minimum Grade of a D in CHEM 020.

CHEM 030
Chemistry 30
5 Credits  Weekly (6-0-0)
The material covered in this course is equivalent to Alberta Learning’s Chemistry 30. Topics include basic concepts of chemistry, atoms, molecules and ions, stoichiometry, oxidation/ reduction reactions, electrochemistry, acids and bases, chemical energetics, nuclear chemistry and chemical kinetics. 
Prerequisites: Minimum Grade of D in CHEM 030.

CHEM 101
Introductory University Chemistry I
3 Credits  Weekly (4-3-0)
This course serves as a foundation for all subsequent chemistry courses. Atomic properties as they relate to the periodic table are considered, along with quantum mechanics for hydrogen-like orbitals and electron configurations. The course provides an introduction to bonding theories as they apply to the stability, molecular geometry and intermolecular interactions of atomic, ionic and molecular species. Topics include chemical nomenclature, stoichiometry, classification of chemical reactivity, gases (both ideal and real) and thermochemistry. Note: Credit may be obtained in only one of CHEM 101 or CHME 103.
Prerequisites: Chemistry 30.

CHEM 102
Introductory University Chemistry II
3 Credits  Weekly (4-3-0)
This course emphasizes the importance of chemical equilibrium as it applies to gases, acids and bases, solubility and precipitation reactions and complex ion formation. Also studied are kinetics (rates of reactions, differential and integrated rate laws, the Arrhenius equation), catalysts, thermodynamics (spontaneity, entropy, free energy), and electrochemistry (balancing redox reactions, calculating standard and non-standard cell potentials), with emphasis on some practical applications related to batteries, corrosion and industrial processes. A special topic, selected by the instructor, is covered if time permits. Note: Credit may only be obtained in one of CHEM 102 or CHME 105.
Prerequisites: Minimum grade of C- in CHEM 101.

CHEM 201
Analytical Chemistry I
3 Credits  Weekly (3-4-0)
This course surveys the principles, methods, and experimental applications of classical analytical chemistry, emphasizing solution phase equilibria, titrimetry, volumetric laboratory skills, and the evaluation of experimental data. This course includes examples of organic and inorganic analysis.
Prerequisites: Minimum grade of C- in CHEM 102 or CHME 105.

CHEM 203
Analytical Chemistry II
3 Credits  Weekly (3-4-0)
This course emphasizes the principles, methods, and experimental applications of separation techniques, atomic and molecular spectrometry, electrochemistry, and evaluation of experimental data. It also includes examples of organic and inorganic analysis and use of the analytical chemistry literature.
Prerequisites: Minimum grade of C- in CHEM 211.

CHEM 232
Inorganic Chemistry
3 Credits  Weekly (3-0-0)
This course examines the bonding models used for inorganic compounds (main group and transition metal elements). Reactivity patterns of inorganic compounds are considered to gain an understanding of the role of thermodynamics and kinetics in their preparation and reactivity. Physical methods that are used to characterize inorganic compounds are discussed. The relevance and importance of inorganic compounds in the environment, industry and biology are emphasized.
Prerequisites: Minimum grade of C- in CHEM 102.

CHEM 241
Biophysical Chemistry
3 Credits  Weekly (3-3-0)
This course applies the fundamentals of physical chemistry to the life sciences. The course centres on the principles and methods employed (i) to perform the material and energy balances in biophysical and biochemical processes, and (ii) to determine the general conditions that govern the self-organization of matter in the steady state and that contribute to maintain homeostasis. This course provides the framework for understanding the bulk properties and transitions of pure matter and its mixtures; phenomena at the surface; transformations and transactions of matter and energy, storage of electric charge; systems’ response to change in external and internal conditions; as well as physical, chemical and electrochemical equilibria. Note: Completion of BIOL 107 prior to taking CHEM 241 is recommended.
Prerequisites: Minimum grade of C- in CHEM 102 and in one of MATH 113 or MATH 114.

CHEM 242
Fundamentals of Physical Chemistry
3 Credits  Weekly (3-3-0)
This course is about the use of methods to design experiments, analyze measured data, and devise quantitative models in chemistry. These models are applied to explain observations, to optimize experimental conditions, and to predict and control the direction, extent and rate of physicochemical processes. Internal energy, enthalpy, entropy and free energy functions are applied to perform the materials and energy balances of reactions, phase transitions, transport of matter, and coupled processes thereof. Focus is placed on nonequilibrium and steady-state processes. The laws of energy conservation, entropy production, and equilibrium are applied to phenomena occurring inside systems consisting of several components and phases. Fundamentals cover the methods to determine the kinetic parameters and mechanism of chemical reactions.
Prerequisites: A minimum grade of C- in CHEM 102 and MATH 114.
CHEM 252
Forensic Chemistry
3 Credits Weekly (3-3-0)
This course provides an introduction to crime scene investigations, forensic science, and forensic chemistry. The main focus of the course is the scientific basis for the analysis and interpretation of crime scene evidence. The methods of chemical analysis, including the theoretical and practical aspects of these techniques for common types of forensic evidence such as fingerprints, DNA, and trace evidence, will be discussed. Laboratory quality control, processing, evaluation, interpretation, and reporting of analytical laboratory results will also be discussed. Students will gain hands-on experience in the use of a range of analytical techniques in the laboratory through the examination of simulated crime scene evidence.
Prerequisites: Minimum grade of C- in CHEM 102.

CHEM 261
Organic Chemistry I
3 Credits Weekly (3-3-0)
This course covers the molecular structure and reactivity of organic compounds based on their functional groups and is intended for students who have obtained at least three credits in Introductory University Chemistry. The course provides an introduction to nomenclature, three dimensional structure and physical properties of organic compounds as well as reaction mechanisms and infrared spectroscopy. Although most organic functional groups are discussed, the focus is on the chemistry of alkanes, alkenes, alkynes and alkyl halides. Mechanisms of nucleophilic substitution and elimination reactions of alkyl halides are discussed. Note: Credit can only be obtained in one of CHEM 161 or CHEM 164 or CHEM 261.
Prerequisites: Minimum grade of C- in CHEM 101 or in CHME 103, or greater than 90 per cent in Chemistry 30.

CHEM 263
Organic Chemistry II
3 Credits Weekly (3-3-0)
The nomenclature, structure, physical properties, synthesis and selected reactions of the basic functional groups in organic chemistry are discussed. Functional groups covered include alkenes, alkynes, aromatic compounds, alcohols, phenols, ethers, aldehydes, ketones, amines, carboxylic acids and carboxylic acid derivatives. The presence of these functional groups in natural products is emphasized. The application of spectroscopic methods for structure determination in simple organic molecules is discussed.
Prerequisites: Minimum grade of C- in CHEM 164 or in CHEM 261.

CHEM 270
Environmental Chemistry
3 Credits Weekly (3-3-0)
In this course, methods used to identify and quantitatively determine the levels of pollutants in different environmental matrices will be described. Appropriate sampling methods, sample preparation and analysis using various classical and instrumental analytical techniques will be studied. In addition, important environmental issues facing our modern society, including climate change, the loss of the ozone layer and the end of fossil fuels are discussed.
Prerequisites: Minimum grade of C- in CHEM 102.

CHEM 311
Advanced Chemical Analysis
3 Credits Weekly (3-4-0)
This course discusses instrumentation and analytical applications of spectroscopic, chromatographic, and electroanalytical methods. The theory governing each analytical technique and its advantages and disadvantages are discussed. Emphasis is placed on choosing the appropriate method for a particular analysis.
Prerequisites: Minimum grade of C- in one of CHEM 213, CHEM 353 or CHEM 370.

CHEM 320
Introduction to Geochemistry
3 Credits Weekly (3-3-0)
This course provides an introduction to the interdisciplinary science of geochemistry. The first part of the course examines our home planet from a geochemical perspective and includes formation of the Earth and our solar system, the origin of the elements and their distribution within the Earth, and evolution of the crust, mantle and core. An introduction to the essential geochemical tools of thermodynamics and kinetics, isotope geochemistry and trace element geochemistry is also provided. The second part of the course examines the geochemistry of igneous, sedimentary and metamorphic rocks and covers topics as diverse as the melting and crystallization of rocks to the contamination of our water supplies and the stability of carbonates in our oceans. Note: Credit can only be obtained in one of CHEM 320 or EASC 320.
Prerequisites: A minimum grade of C- in EASC 219 and in CHEM 241 or CHEM 242.

CHEM 322
Introduction to Biogeochemistry
3 Credits Weekly (3-3-0)
Biogeochemistry is the study of the chemical, physical, geological, and biological processes and reactions that govern planet Earth. This course provides an introduction to the discipline, focusing on the exchange of energy and elements between the biosphere and the geosphere. The fundamental components of the Earth's system are examined, including the atmosphere, hydrosphere, biosphere, and geosphere, alongside their evolutionary histories and linkages. Topics include the principle biogeochemical cycles, such as the carbon, sulfur, and nitrogen cycles, and their histories. These cycles are assessed in the context of recent environmental and climate change driven by anthropogenic activities. This course incorporates a multitude of disciplines, spanning geology, chemistry, biology, and environmental science. Note: Credit cannot be obtained in both CHEM 322 and EASC 322.
Prerequisites: A minimum grade of C- in one of CHEM 232, CHEM 261, CHEM 270, or CHEM 372; and in one of EASC 226, EASC 270 or EASC 271.

CHEM 333
Organometallic Chemistry
3 Credits Weekly (3-3-0)
This course surveys the basic principles of the organometallic chemistry as they apply to metals of the d-block elements and main group metals. Topics include a survey of ligands and coordination chemistry/geometry of transition metals and main group metals. The properties and reactions of organometallic complexes, and applications of organotransition metal compounds in catalysis, organic synthesis, bioinorganic chemistry and medicinal chemistry are reviewed.
Prerequisites: A minimum grade of C- in CHEM 232 and CHEM 263.
CHEM 341
Structural Bioinformatics
3 Credits  Weekly (3-3-0)
This course covers three introductory topics of the broad field that bioinformatics comprises today: (i) structural databases, sequence analysis and comparison; (ii) computer simulations; and (iii) prediction of the structure and function of proteins, and their hierarchical classification. Students use computer- and web-based tools to: (i) retrieve, render and visualize the three-dimensional structure of proteins, nucleic acids and their complexes; (ii) perform pairwise and multiple alignments of polynucleotide and polypeptide sequences to find similarities and homologies; and (iii) build three-dimensional models of the structure of a protein from its sequence by means of threading, homology modelling, and molecular dynamics simulation.
Prerequisites: A minimum grade of C- in CHEM 241 or in PHYS 250.

CHEM 342
Materials Chemistry
3 Credits  Weekly (3-3-0)
This course is about the relationships among processing, structure, properties, performance, applications and sustainability of materials. It covers the materials classed as metal alloys, crystals, glasses, ceramics, plastics and composites. It examines the structural assembling of materials at the macroscopic, microscopic, nanoscopic and atomistic scales of size. The interatomic and intermolecular bonding at play in the assembling of such structures is analyzed. How mechanical, optical, electrical, surface, bonding and catalytic properties arise from the structural assembling is discussed. Emphasis is placed on the methods of processing chemical substances to manufacture materials with desired structure and properties, as well as on integration of materials in technological devices.
Prerequisites: A minimum grade of C- in CHEM 241 or CHEM 242, or in CHEM 102 and PHYS 224.

CHEM 353
Forensic Chemistry
3 Credits  Weekly (3-2-0)
This course examines the theory and practice of forensic chemistry. The course focuses on chemical analytical techniques used for the detection, identification, and comparison of forensic evidence such as illicit drugs, poisons, gunshot residues, fire accelerants, and explosives. The theory of a variety of analytical techniques along with their scope and limitations is embedded in this discussion. The practical application of these techniques is considered with reference to appropriate examples and forensic case studies. This is further reinforced in the laboratory, where students will gain hands-on experience in the use of a range of analytical techniques for the investigation of simulated crime scenarios. The structure and function of forensic chemistry laboratory services and the key issues of cross-contamination and laboratory quality control and quality assurance will be examined.
Prerequisites: A minimum grade of C- in CHEM 261, and in either CHEM 211 or CHEM 252.

CHEM 362
Advanced Organic Chemistry
3 Credits  Weekly (3-3-0)
This course is designed to build upon the concepts introduced in Chemistry 261 and Chemistry 263, offering a more advanced and sophisticated insight into the physical properties and chemical reactions of organic compounds. A focal point will be the chemistry of carbonyl compounds. Mechanistic and multistep synthesis approaches will be emphasized.
Prerequisites: Minimum grade of C- in CHEM 263.

CHEM 364
Introduction to Medicinal Chemistry
3 Credits  Weekly (3-0-0)
Students will be introduced to pharmaceutical drug discovery and the pivotal role played by chemistry. The principles and processes involved in modern drug design and development are presented and, throughout, are emphasized by reference to compounds in current clinical usage. Particular emphasis is placed on cancer therapeutics and antiviral agents. Recent advances in the use of computational and combinatorial chemistry in drug design are discussed.
Prerequisites: Minimum grade of C- in CHEM 261.

CHEM 372
Environmental Chemistry
3 Credits  Weekly (3-3-0)
The chemistry of natural environmental process and the impact of anthropogenic activity on those processes will be examined. Topics include atmospheric chemistry, including photochemical reactions, ozone depletion and urban air pollution; aquatic chemistry, including complex equilibria, buffering, and oxidation and reduction; and an introduction to sources and fate of organic and inorganic pollutants. In the laboratory, students will gain hands on experience in common methods of environmental testing and remediation. Note: Credit cannot be received for both CHEM 270 and CHEM 372.
Prerequisites: A minimum grade of C- in CHEM 102 and CHEM 261.

CHEM 380
Process and Flow Chemistry
3 Credits  Weekly (3-3-0)
This course provides an introduction and training in the different types of chemical and physical methods, and equipment that may be employed in process and flow chemistry. The use and installation of process analytical technology/chemistry is also explored. On-line and in-line monitoring of chemical processes is strongly emphasized, both in the lecture and the laboratory environment.
Prerequisites: A minimum grade of C- in CHEM 102 and CHEM 261.

CHEM 391
Applied Spectroscopy
3 Credits  Weekly (3-2-0)
This course focuses on the practical aspects of preparing samples for analysis, collecting and analyzing data, and characterizing organic, inorganic and biological compounds. Methods are explored from a theoretical and practical perspective and include X-ray crystallography, ultraviolet-visible spectroscopy, infrared spectroscopy, mass spectrometry, and nuclear magnetic resonance. Note: Credit cannot be obtained for both CHEM 291 and CHEM 391.
Prerequisites: A minimum grade of C- in CHEM 261.

CHEM 398
Independent Study
3 Credits  Total (0-0-72)
This course permits an intermediate-level student to work with a faculty member to explore a specific topic in depth through research or through directed reading in primary and secondary sources. The student plans, executes and reports the results of their research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
CHEM 410  
Industrial Chemistry  
3 Credits  
Weekly (3-0-0)  
An introduction to the principles and practice of industrial chemistry with a special emphasis on modern and emerging processes. Selected industrial processes will be discussed, such as production of primary petrochemicals and their associated secondary products, including plastics, pharmaceuticals, dyes, perfumes, and pesticides. Plant design, catalysis, and pollution control will be emphasized, with insights from the principles of green and environmental chemistry. This course will include presentations by industrial chemists, and optional tours of chemical plants and industrial laboratories.  
Prerequisites: A minimum grade of C- in any 300-level CHEM (p. 280) course.  

CHEM 441  
Molecular Modelling  
3 Credits  
Weekly (3-3-0)  
This introduction to molecular modelling deals with the application of quantum mechanical methods to compute structural models, molecular and bulk properties of matter, and the mechanisms by which molecules interact and react. Students use up-to-date software to build, render and visualize molecular structures generated with wave function and density functional methods; to compute molecular properties and spectra of substances; to design reaction mechanisms of uncatalyzed and catalyzed reactions, and to compute their associated rate constants. Students devise structural and computational models for acid-base, redox, enzyme and surface reactions relevant to life, environment and technology.  
Prerequisites: A minimum grade of C- in CHEM 341.  

CHEM 472  
Advanced Environmental Chemistry  
3 Credits  
Weekly (3-2-0)  
This course presents an advanced study of anthropogenic pollutants in the environment. Fate and transport processes of legacy and emerging anthropogenic pollutants, including important physio-chemical processes, such as partitioning, hydrolysis, photolysis and biotransformation, are discussed on both a local and global scale. Understanding of these processes is applied in the context of environmental modeling. In the laboratory, students gain hands on experience with the techniques used to determine the environmental fates of pollutants via investigations of their physio-chemical properties. Credit cannot be received for both CHEM 370 and CHEM 472.  
Prerequisites: A minimum grade of C- in CHEM 261 and in either CHEM 270 or CHEM 372.  

CHEM 495  
Special Topics  
3 Credits  
Weekly (0-0-3)  
This course involves reading, discussing and critically evaluating current research on specialized topics in chemistry. Topics covered vary with the interests of students and faculty. Students should consult with faculty members in the Department of Physical Sciences for details regarding current offerings. Note: This course is intended for students in the final year of their degree. This course may be taken up to two times for credit.  
Prerequisites: A minimum grade of B- in a 300-level CHEM (p. 280) course and permission of the department.  

CHEM 498  
Advanced Independent Study  
3 Credits  
Total (0-0-72)  
This course permits a senior-level student to work with a faculty member to explore a specific topic in depth through research or through directed reading in primary and secondary sources. The student plans, executes and reports the results of their research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
CHIN 101
Introductory Chinese I
3 Credits  Weekly (5-0-0)
This introductory course is for students with little or no background in Mandarin Chinese. It introduces the four tones and the sounds of Mandarin, an introductory series of sentence patterns and grammatical concepts, as well as a basic comparison between Mandarin and English. The four language skills of oral/aural comprehension, speaking, reading and writing are emphasized. In addition, students learn approximately 175 characters, and become acquainted with some general aspects of Chinese culture in Chinese speaking countries. Note: Students with native or near-native proficiency in Mandarin Chinese or any of the regional dialects of Chinese cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. This includes those students with credit in Chinese 30, 35 or equivalent.

CHIN 102
Introductory Chinese II
3 Credits  Weekly (5-0-0)
This course is a continuation of CHIN 101. Students continue to acquire the four language skills of oral/aural comprehension, speaking, reading and writing in Mandarin Chinese and broaden their cultural knowledge of the Chinese-speaking world. An additional 200 characters will be learned, and a more challenging set of introductory grammatical structure built upon the structures and forms acquired in CHIN 101 will be introduced. Note: Students with native or near-native proficiency in Mandarin Chinese or any of the regional dialects of Chinese cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. This includes those students with credit in Chinese 30, 35 or equivalent. 
Prerequisites: Minimum grade of C- in CHIN 101.

CHIN 201
Introductory Chinese III
3 Credits  Weekly (5-0-0)
This course is designed for students who have completed CHIN 102 or equivalent. Students further develop their oral/aural comprehension skills at the intermediate level of Mandarin Chinese. As well, they continue to develop reading and writing skills with approximately 200 characters. In addition, students continue to improve their understanding of various aspects of Chinese culture. Note: Students with native proficiency in Mandarin Chinese or any of the regional dialects of Chinese cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. Students with Chinese 30 should consult the department.
Prerequisites: Minimum grade of C- in CHIN 102.

CHIN 202
Introductory Chinese IV
3 Credits  Weekly (5-0-0)
This course is a continuation of CHIN 201. Students gain further fluency in oral/aural comprehension at the intermediate level of Mandarin Chinese, as well as continue to develop reading and writing skills of approximately 350 characters. In addition, students continue to improve their understanding of various aspects of Chinese culture. Note: Students with native proficiency in Mandarin Chinese or any of the regional dialects of Chinese cannot take this course. Heritage speaker must consult the department prior to registration.
Prerequisites: Minimum grade of C- in CHIN 201.
CHME – CHEMISTRY
(ENGINEERING)

CHME 103
Introductory University Chemistry I for Engineers
4.3 Credits   Total (60-18-0)
This course serves as a foundation for all subsequent chemistry courses. Atomic properties as they relate to the periodic table are considered, along with quantum mechanics for hydrogen-like orbitals and electron configurations. The course provides an introduction to bonding theories as they apply to the stability, molecular geometry and intermolecular interactions of atomic, ionic and molecular species. Topics include chemical nomenclature, stoichiometry, classification of chemical reactivity, gases (both ideal and real) and thermochemistry. Note: Credit may be obtained in only one of CHEM 101 or CHME 103.
Prerequisites: Chemistry 30.

CHME 105
Introductory University Chemistry II for Engineers
3.8 Credits   Total (60-18-0)
This course emphasizes the importance of chemical equilibrium as it applies to gases, acids and bases, solubility and precipitation reactions and complex ion formation. Also studied are kinetics (rates of reactions, differential and integrated rate laws, the Arrhenius equation), catalysts, thermodynamics (spontaneity, entropy, free energy), and electrochemistry (balancing redox reactions, calculating standard and non-standard cell potentials), with emphasis on some practical applications related to batteries, corrosion and industrial processes. A special topic, selected by the instructor, is covered if time permits. Note: Credit may only be obtained in one of CHEM 102 or CHME 105.
Prerequisites: Minimum grade of C- in CHME 103.
CLAS – CLASSICS

CLAS 101
Approaches to the Ancient Mediterranean World
3 Credits Weekly (3-0-0)
This course introduces students to the study of ancient, classical history. Students learn and practice the processes of interpreting texts, monuments, and artifacts from the ancient Mediterranean and Mesopotamian worlds. The course includes elements of ancient history, textual criticism/literary analysis, and art criticism/art history. The course focuses on seminal events in Greek and Roman history, with attention also paid to major events and themes in Mesopotamia and the Mediterranean as a whole. By focusing on specific problems connected with these events, students develop skills in interpreting different types of ancient sources and analyzing historical processes.

CLAS 102
Greek and Roman Mythology
3 Credits Weekly (3-0-0)
In this survey course, students learn the most significant myths and sagas of Greece and Rome. Selected readings from ancient literature and illustrations from Classical art emphasize the cultural, historical, and religious contexts of the myths within ancient society. The continuing influences of the myths as a source of inspiration for some of the major themes in Western art and culture are discussed. The course also examines ancient and modern theories and interpretations of the myths.

CLAS 110
Early World History
3 Credits Weekly (3-0-0)
In this survey course, students learn world history from the beginning of written records through to the end of the sixth century AD. The course covers the emergence and development of civilizations in the Near East, Persia, India, China and the Mediterranean, with particular emphasis on Egypt, Greece, and Rome. Students are introduced to the major events of Greek and Roman history, and they compare developments in Greek and Roman civilizations with those in the Near East, Persia, India and China.

CLAS 200
Classics and Film: Classical Reception in the Cinema
3 Credits Weekly (3-0-0)
This lecture course uses Classics-themed films to explore the literature and history of the Classical Period. By analyzing cinematographic interpretations of the ancient world, students examine on a critical level canonical myths, literature, and historical events/figures in their original contexts as well as modern assessments and interpretations of their themes and significance. The course analyzes three to five films.

CLAS 210
Survey of Greek and Roman History
3 Credits Weekly (3-0-0)
In this course, students study the major events, figures, and trends in Greek and Roman history. The course surveys ancient history between the eighth century BC and the fourth century AD.

CLAS 221
Literature of Greece and Rome
3 Credits Weekly (3-0-0)
This intermediate survey course introduces students to the detailed study of major works from Greek and Latin literature in English translation. Students read and interpret epic poems, prose, lyric poetry and dramatic plays in their cultural, historical and literary contexts. Students are introduced to the general moral, aesthetic and social values of the Greeks and Romans through their literature.

CLAS 233
Greek and Roman Religion
3 Credits Weekly (3-0-0)
This course is one of several new 200-level courses which are being created in Classics to facilitate a more effective rotation of second year courses. This course in particular addresses a gap in the Classics curriculum: Classics 333 (Ancient Religion) is currently taught as a topics course, with the theme and focus of the course varying from offering to offering. CLAS 233 will serve as a survey course, allowing the instructor of CLAS 333 to focus the topics more narrowly.

CLAS 252
Ancient Art and Architecture
3 Credits Weekly (3-0-0)
This course surveys the most important artwork and architectural monuments created in Greece and Rome. Through the evidence of archaeological finds, students study the earliest examples of art in sculpture, pottery and painting as well as the beginnings of urban and monumental architecture in Greece. Students examine the development of these and innovations upon these in the Roman and Byzantine periods. They also consider the legacy of ancient art and architecture on western civilization.

CLAS 261
Women in the Ancient World
3 Credits Weekly (3-0-0)
This course surveys the changing status of women in the Graeco-Roman world, ranging historically from the second millennium BC to the fourth century AD. Students examine the portrayals of women in literary and historical documents to assess women’s roles in family life, marriage customs, religious cults, and legal problems. Students analyze the abundant representations of women by men and the few surviving representations of women by other women in literary, epigraphic and artistic evidence.

CLAS 270
Greek Civilization
3 Credits Weekly (3-0-0)
This course is an introduction to Greek cultural history illustrated by reference to contemporaneous literature and artefacts, as well as archaeological discoveries. Students study the origins of Greek culture in the Bronze Age and its development through the Archaic and Classical Periods, especially in fifth-century Athens. Students also consider the effects of Alexander the Great’s campaigns on Greek culture during the Hellenistic Period.

CLAS 271
Roman Civilization
3 Credits Weekly (3-0-0)
This course is an introduction to Roman cultural history illustrated by reference to contemporary literature and artefacts, as well as archaeological discoveries. Students study the origins of Roman culture in Bronze Age Italy and its growth through the first millennium BC. Students also consider the rise and fall of the Roman Empire.
CLAS 272
Byzantine Civilization
3 Credits Weekly (3-0-0)
This course is an introduction to the culture, literature, art and history of the Byzantine (or Eastern Roman) Empire, during the period from the foundation of Constantinople in AD 324 to the Ottoman conquest of the city in AD 1453. Topics covered include government, family, religion, law, education, philosophy and entertainment; all presented in their historical context. Students also consider Byzantine literature, history and art, and the role of Byzantine scholars, artists and rulers in preserving many of the cultural achievements of the Greeks and Romans through the barbarian invasions which put an end to the Roman Empire in the west in AD 476.

CLAS 280
Identity and Belonging in Antiquity
3 Credits Weekly (3-0-0)
The question of who belongs is timeless. Greek and Roman communities generated a variety of responses and reactions to this question, some harshly exclusionary, some surprisingly liberal. Belonging was configured differently for men and women, adults and children, citizens and non-citizens, slaves and free people, and was mediated through social and cultural institutions. This course explores several of the institutions by which Greek and Roman societies and individuals defined themselves, and may include concentrations on social organization, law, or cultural and religious practices related to identity.

CLAS 305
Comparative Mythology
3 Credits Weekly (3-0-0)
In this course students compare Greek and Roman mythology to other world mythologies such as Norse or Native American myth. One or more bodies of mythology are selected for particular attention in each offering of the course. Students identify the common features shared by various bodies of myth, as well as important differences and their significance. Students also examine a number of explanatory theories of myth and their application to specific problems.
Prerequisites: Minimum grade of C- in CLAS 102.

CLAS 314
Topics in Ancient Greek History
3 Credits Weekly (3-0-0)
This course explores themes and trends in the history of ancient Greece from the Mycenaean age to the Roman imperial period. Each offering of the course concentrates on a specific theme, process, or period, and varies from year to year. Students analyze problems and questions in Greek social, political, and/or cultural history on the basis of primary and secondary source material. Note: This course may be taken up to three times, provided the course topic is different.
Prerequisites: Minimum grade of C- in CLAS 101, CLAS 110, CLAS 210, or CLAS 270.

CLAS 315
Topics in Roman History
3 Credits Weekly (3-0-0)
This course explores themes and trends in the history of ancient Rome from the republican period to the late empire. Each offering of the course concentrates on a specific theme, process, or period, and varies from year to year. Students analyze problems and questions in Roman social, political, and/or cultural history on the basis of primary and secondary source material. Note: This course may be taken up to three times, provided the course topic is different.
Prerequisites: Minimum grade of C- in CLAS 101, CLAS 110, CLAS 210, or CLAS 271.

CLAS 320
Greek Literature in Translation
3 Credits Weekly (3-0-0)
This course discusses Greek verse and prose in the era from Homer to late antiquity. Each offering of the course concentrates on a specific significant genre, theme, or period and varies from year to year. Students examine the works read in their social, cultural, intellectual, and historical contexts, and apply various theoretical and comparative models to the texts.
Prerequisites: Minimum grade of C- in CLAS 221 or CLAS 270.

CLAS 321
Latin Literature in Translation
3 Credits Weekly (3-0-0)
This course discusses Latin verse and prose from the Republic to late antiquity. Each offering of the course concentrates on a specific significant genre, theme, or period chosen at the instructor’s discretion. Students examine the works read in their social, cultural, intellectual, and historical contexts, and apply various theoretical and comparative models to the texts.
Prerequisites: Minimum grade of C- in CLAS 221 or CLAS 271.

CLAS 333
Greek and Roman Religion
3 Credits Weekly (3-0-0)
In this course students analyze the roles and functions of religious beliefs and cult practices in Greek and Roman society. The course integrates literary evidence, artwork and archeological material to examine the influence of religion on social, cultural and intellectual life in Greece and Rome. Students study the role of temples, sanctuaries, priesthoods, festivals, sacrifices and rituals in social and political life. The course also discusses personal religion in the ancient world in the form of mystery cults.
Prerequisites: Minimum grade of C- in CLAS 102, CLAS 270 or CLAS 271.

CLAS 352
Art and Architecture of Periclean Athens
3 Credits Weekly (3-0-0)
This course examines the art and architecture of fifth century Athens. Students consider the role of Pericles in shaping the appearance and idea of Athens, situating the material remains of the Periclean Age in their historical, social and cultural contexts. Students also study the role of Athenian art and architecture in shaping the perception of Athens by other Greek and non-Greek cities in the fifth century BC and later.
Prerequisites: Minimum grade of C- in CLAS 252 or CLAS 270.

CLAS 353
Art and Architecture of Augustan Rome
3 Credits Weekly (3-0-0)
This course examines the artistic, religious and historical trends of ancient Rome during the Augustan Age as manifested in the art and architectural monuments of the city and empire. Students consider Augustus’ use of architectural and cultural patronage to shape public perceptions of political change. Students also examine primary literature in order to understand the social and cultural milieu of the late Roman Republic and early Roman Empire. Students with credit in CLAS 354 cannot receive credit in CLAS 353.
Prerequisites: Minimum grade of C- in CLAS 252 or CLAS 271.
CLAS 355
Life and Culture in Ancient Rome
6 Credits Weekly (6-0-0)
In this senior-level course, students study Roman society, history and culture in Rome. Students read accounts of Rome, its art and architecture, and study the archaeological remains of the ancient city, from a historical, cultural and architectural perspective. Students examine sites and monuments from three distinct phases of Roman history: the Republican period, the early Empire and the Christian empire. The course runs for 21 days in Rome, during which the students attend lectures of two professors in situ. Note: Tuition and fees for this course cover the expenses of room and board; students are responsible for their own airfares.
Prerequisites: Consent of the Department (Students with credit in CLAS 110, CLAS 252 or CLAS 271 will be given preference).

CLAS 356
Myth in Classical Art
3 Credits Weekly (3-0-0)
This course explores the telling and use of myth in the visual art of ancient Greece and Rome. Students examine various art forms that serve as visual narratives, including pottery, sculpture, and coin types, among others. Students also explore political and ideological uses (and re-uses) of myth in art and the ways in which the artistic exposition of particular myths changed throughout Classical Antiquity.
Prerequisites: Minimum grade of C- in CLAS 102 or CLAS 252.

CLAS 361
Ancient Family
3 Credits Weekly (3-0-0)
This senior level course in ancient social history focuses on in-depth analysis of the ancient Greek and Roman families in their historical and cultural contexts. Students consider the Graeco-Roman family in comparison to Near Eastern and Egyptian antecedents. The nuclear and extended families are emphasized, as are interventions in the family through law.
Prerequisites: Minimum grade of C- in any 100- or 200-level CLAS course.

CLAS 398
Independent Study
3 Credits Total (0-0-45)
This course permits an intermediate-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.

CLAS 498
Advanced Independent Study
3 Credits Total (0-0-45)
This course permits a senior-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
CLTR – CULTURE

CLTR 103
Culture and Thought in China and Japan
1 Credit Weekly (1-0-0)
Students examine the philosophical foundation of the dominant cultures in China and Japan. Students study the influence of these philosophies on linguistic structure, religion, organizations, social environment and rules governing people's behaviour. Students also learn the impact of the philosophical ways of thinking on business management and organizational behaviour.
CMPT 101
Introduction to Computing I
3 Credits Weekly (3-3-0)
This course provides a breadth-first introductory treatment of concepts in computing science for students with little or no programming background. Topics include data representation and machine architecture; algorithms and their properties; the control constructs of sequence, selection, and repetition; functions; and the notions of data type and operations on data types in low-level and high-level programming languages. Students do introductory programming for a portion of the course. Note: Students with no previous computing experience should enroll in CMPT 101 instead of CMPT 103. Credit cannot be obtained for CMPT 101 if credit has already been granted for CMPT 103.

CMPT 103
Introduction to Computing II
3 Credits Weekly (3-3-0)
This course continues the overview of computing science concepts that was started in CMPT 101. Topics include representation of compound data using abstraction, programming languages, and modularity; algorithms that use these data structures; and networks with the TCP/IP model and client/server architecture. Students continue with the syntax of a high-level programming language: functions, arrays, and user-defined data types.
Prerequisites: Minimum grade of C- in CMPT 101 or three credits of intermediate CSE including CSE 2120.

CMPT 104
Fluency with Information Technology
3 Credits Weekly (3-0-0)
This course introduces fundamental computational concepts. While some specific productivity software is covered, this is not a computer literacy course. The emphasis is on the concepts that underlie today's information infrastructure. Topics include abstraction, data representation and analysis, algorithms and algorithmic thinking, the Internet, and security.

CMPT 200
Data Structures and Algorithms
3 Credits Weekly (3-3-0)
This course continues the study of dynamic data structures (e.g., lists, stacks, queues, trees, and dictionaries) and associated algorithms (e.g., traversal, sorting, searching, element addition and removal). Recursion is covered, and some of the basic ideas of object-oriented programming, such as classes and objects, are introduced.
Prerequisites: Minimum grade of C- in CMPT 103.

CMPT 201
Practical Programming Methodology
3 Credits Weekly (3-3-0)
This course provides an introduction to the principles, methods, tools, and practices of the professional programmer. The lectures focus on best practices in software development and the fundamental principles of software engineering. The laboratories offer an intensive apprenticeship to the aspiring software developer. Students use C and the software development tools of the UNIX environment.
Prerequisites: Minimum grade of C- in CMPT 200.

CMPT 204
Algorithms I
3 Credits Weekly (3-0-1)
This is a first course on algorithm design and analysis with an emphasis on fundamentals of searching, sorting and graph algorithms. Examples of methodologies considered include divide and conquer, dynamic programming, and greedy methods, together with analysis techniques to estimate program efficiency.
Prerequisites: Minimum grade of C- in CMPT 200 and CMPT 272 or MATH 200 and MATH 113 or MATH 114 (Note: CMPT 272 is preferred to MATH 200).

CMPT 220
Unix, Scripting, and Other Tools
3 Credits Weekly (3-2-0)
The student is introduced to a Unix-like operating system along with some of its important design features, such as processes, pipes, and the I/O model. Some of the basic tools and methodologies are discussed, including shell scripts, editors, and standard utilities. Various open source tools are surveyed.
Prerequisites: Minimum grade of C- in CMPT 200.

CMPT 229
Computer Organization and Architecture
3 Credits Weekly (3-3-0)
This course provides a general introduction to number representation, the architecture and organization concepts of von Neumann machines, assembly level programming, exception handling, peripheral programming, floating point computations, and memory management.
Prerequisites: Minimum grade of C- in CMPT 200.

CMPT 230
Introduction to Computer Games
3 Credits Weekly (3-0-0)
This course is an introduction to various aspects of computer game design and marketing. It focuses on the history of computer games, computer game markets, evaluation of computer games, creation and testing of interactive narratives, and game interface design. The course includes a final capstone design for an interactive (narrative) game. Note: This course has a significant writing component; students are advised to take ENGL 102 (or equivalent) prior to taking this course.
Prerequisites: Minimum grade of C- in any CMPT (p. 290) or ENGL (p. 329) course or in either PSYC 104 or PSYC 105.

CMPT 250
Introduction to Human Computer Interaction
3 Credits Weekly (3-2-0)
This course introduces students to the basic components of the interaction design process. Effective user interaction design emphasizes the importance of good interfaces and the relationship of user interface design to human-computer interaction (HCI). The concept of interaction is introduced with a focus on the centrality of the user in HCI. Other topics include interface and interaction types, data gathering and analysis to understand and solve the design problem; design requirements, prototyping and usability testing. The lab allows the students to apply the concepts, tools and methods, discussed in lecture, towards the major course project. Note: In addition to the prerequisite, it is recommended that students taking this course have completed an additional computing science course or an introductory course in psychology, sociology, or anthropology.
Prerequisites: Minimum grade of C- in CMPT 101 or CMPT 103 or CMPT 114.
Prerequisites: Minimum grade of C- in any 200-level course (Note: this is a third year course, It is recommended that students taking this course have at least 48 credits in their program of study).

CMPT 280
Introduction to Computer Security
3 Credits Weekly (3-1-0)
Students are introduced to computer and network security and the underlying concepts of confidentiality, integrity, and availability. Topics include common cyberattacks, identifying vulnerabilities and defending against attacks, and approaches to creating secure systems. Students also work with some of the tools available to security administrators.
Prerequisites: Minimum grade of C- in CMPT 200.

CMPT 291
Introduction to File and Database Management
3 Credits Weekly (3-0-0)
The course covers basic concepts in computer data organization and information processing, the entity-relationship model, the relational model, SQL, and other relational query languages. Other topics include storage architecture, physical organization of data, and access methods for relational data.
Prerequisites: A minimum grade of C- in CMPT 200.

CMPT 305
Introduction to Object-Oriented Programming
3 Credits Weekly (3-3-0)
In this course, students study the object-oriented programming (OOP) paradigm. The components of object-oriented programming are encapsulation, inheritance, and polymorphism. Students use some of the well established design patterns that recur in many non-trivial software systems. The last component of this course is event-driven programming. Note: Credit in CMPT 250 is recommended but not required.
Prerequisites: Minimum grade of C- in CMPT 200.

CMPT 306
Non-Procedural Programming Languages
3 Credits Weekly (3-3-0)
This course examines various programming languages other than the standard third generation languages such as C++ and Java. This course considers a functional language (Lisp) and a logic language (Prolog). The underlying theories of lambda calculus (Lisp) and predicate logic (Prolog) are also studied. A limited number of applications to Artificial Intelligence are considered for both languages. This course also may examine additional interpreted languages.
Prerequisites: Minimum grade of C- in CMPT 200 and CMPT 272.

CMPT 310
Computers and Society
3 Credits Weekly (3-0-0)
This hybrid course explores the social, legal and ethical issues arising in the wake of computer technology, especially those concerning self, community, environment, education, work and democracy. Topics include cyberethics; freedom and information; privacy and security; intellectual property; information technology and the future; social responsibility.
Note: This is a third year course. It is recommended that students taking this course have at least 48 earned credits in their program of study.
Prerequisites: Minimum grade of C- in any 200-level course.

CMPT 311
Phenomenon of Technology
3 Credits Weekly (3-0-0)
This hybrid course explores the role and significance of technology in our daily lives through a variety of theoretical and research frameworks and methods, including media ecology, phenomenology, STS (science, technology and society) studies, and human-computer interaction research.
Prerequisites: Minimum grade of C- in any 200-level course (Note: this is a third year course, It is recommended that students taking this course have at least 48 credits in their program of study).

CMPT 315
Web Application Development
3 Credits Weekly (3-3-0)
This course introduces various technologies in web programming. It requires students to work both individually and collaboratively to design and develop interactive web-based applications. Students learn both client- and server-side programming, database programming, and basic security concepts and testing.
Prerequisites: Minimum grade of C- in CMPT 291 and CMPT 305.

CMPT 330
Introduction to Real Time Gaming
3 Credits Weekly (3-3-0)
This course introduces the basic concepts of 2D and 3D game writing. Students learn to handle sprite animation, collision detection, and simple game artificial intelligence, and gain an understanding of the basics of 2D and 3D display at the level of the game engine. During this course, students design and implement an effective user interface for a game using a game engine as well as create several very small games. The course culminates with a team-based major game project.
Prerequisites: Minimum grade of C- in CMPT 230 and CMPT 305.

CMPT 340
Introduction to Numerical Methods
3 Credits Weekly (3-3-1)
This course provides an overview of computational methods for solving problems in linear algebra, non-linear equations, interpolation and approximation, and integration. Computer arithmetic and errors are discussed. The aim is to teach students the proper use of mathematical subroutine packages currently available in computer libraries.
Prerequisites: Minimum grade of C- in CMPT 200, MATH 120 and MATH 214.

CMPT 351
Human Computer Interaction: Usability
3 Credits Weekly (3-3-0)
This course extends the theory and practice of usability introduced in CMPT 250 with a focus on the formal evaluation of user interfaces. Usability methodologies are applied to the practice of evaluating systems such as web sites, software applications, mobile technologies, or any user-operated device.
Prerequisites: Minimum grade of C+ in CMPT 250.
CMPT 355
Introduction to Artificial Intelligence
3 Credits Weekly (3-3-0)
This course provides an introduction to Artificial Intelligence (AI). AI is the study of how human intelligence can be imitated by computer programs. The course presents a survey of the concepts and applications of AI - such as: intelligent agents, knowledge representation, state-space search, expert systems and shells, natural language processing, propositional logic, learning and cognitive models. Some of the AI techniques will be implemented using both procedural and non-procedural languages (Prolog and LISP). Note: Students should be able to program in a high level programming language that allows explicit access to the underlying memory model. C and C++ are acceptable languages.
Prerequisites: Minimum grade of C- in CMPT 201 and CMPT 272.

CMPT 360
Introduction to Operating Systems
3 Credits Weekly (3-3-0)
This course introduces the fundamentals of operating systems. Topics include scheduling, memory management, concurrency, security and protection, device management, and file systems. The laboratory component involves both the investigation of these concepts in current operating systems as well as their design and implementation.
Prerequisites: Minimum grade of C- in CMPT 201.

CMPT 361
Introduction to Networks
3 Credits Weekly (3-3-0)
This course introduces the basics of networking with a focus on computer networks. Topics include network architectures, protocols, client-server programming, security, and network management. A selection of material from data compression and decompression and multimedia data technologies are also discussed.
Prerequisites: Minimum grade of C- in CMPT 201.

CMPT 370
Introduction to Computer Graphics
3 Credits Weekly (3-3-0)
This course introduces students to many important principles and techniques that are useful for creating 2D and 3D computer graphics applications. This course provides students with sufficient background to write substantial computer graphics applications. Topics include coordinate systems, homogeneous transformations (rotating, translating, scaling), viewing, object modeling, texture mapped rendering, illumination, ray-tracing, hidden line and surface elimination. Other topics are camera control, collision detection and animation. Note: It is recommended that students have MATH 120 or MATH 125.
Prerequisites: Minimum grade of C- in CMPT 201.

CMPT 380
Computer Systems Security
3 Credits Weekly (3-3-0)
Students are introduced to the principles and practice of computer systems security and get hands on experience with relevant tools used by security professionals. Students also write programs to illustrate vulnerabilities and attacks such as: buffer overflow, SQL injection, cross site scripting and cross site request forgery. Topics include: host and application threats and hardening, storage security, virtualization, secure software development and web and mobile security.
Prerequisites: A minimum grade of C- in CMPT 280 and CMPT 360.

CMPT 391
Database Management Systems
3 Credits Weekly (3-3-0)
This is the second course in database management systems. Topics include database design, normalization theory, transaction management, query processing, and query optimization. Database support for special data types such as multimedia, spatial data, and XML documents is considered. Support for complex applications and data analysis is also covered.
Prerequisites: Minimum grade of C- in CMPT 291.

CMPT 395
Introduction to Software Engineering
3 Credits Weekly (3-3-0)
This course is an introduction to the fundamental concepts of software engineering. Topics include software design and analysis, software process, requirements, design patterns and testing. Team management is considered in both the lecture and in the laboratory through the use of team projects.
Prerequisites: Minimum grade of C- in CMPT 201.

CMPT 398
Independent Study
3 Credits Total (0-0-45)
This course permits an intermediate-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrolment in the course, the student must have made prior arrangements with a faculty member willing to supervise the student's project.

CMPT 399
Topics in Computer Science
3 Credits Weekly (3-3-0)
In this course, students examine one or two topics in computer science. Topics will vary from year to year, but will typically build upon material students will have seen in the second year of their studies. Consultation with the department is required prior to registration. Note: This course may be taken multiple times for credit.
Prerequisite: Consent of the department.

CMPT 430
3D Game Development and Artificial Intelligence
3 Credits Weekly (3-3-0)
Modern game engines provide basic components such as animation and physics but to create a good game, the developer needs to provide functionality beyond the basics. This course will focus non-basic features such as camera control and game search/tracking heuristics. For the major project students will develop a portion of a game level using an existing commercial game engine. Note: CMPT 370 is recommended.
Prerequisites: Minimum grade of C- in both CMPT 330 and CMPT 395.

CMPT 450
Information Visualization
3 Credits Weekly (3-3-0)
This course continues the examination of human-computer interaction (HCI) that was begun in CMPT 250, but with the emphasis moving to the design and implementation of interactive visualization systems. Topics include design principles in information visualization, abstraction of data and user tasks, visual encoding, interaction techniques, and visualization toolkits.
Prerequisites: Minimum grade of C- in CMPT 250 and CMPT 305.
CMPT 464
Wireless Networks and Embedded Systems
3 Credits Weekly (3-3-0)
This course introduces selected topics in embedded systems and wireless networks. Topics include an introduction to embedded systems with an emphasis on microcontrollers, techniques for programming embedded systems, design for low-power applications, the basics of radio communication, and protocols for both medium access control and routing within static and mobile environments. The laboratory is oriented toward the design and implementation of lecture topics using wireless sensor network hardware.
Prerequisites: Minimum grade of C- in CMPT 395 and C in CMPT 201.

CMPT 480
Computer Network Security
3 Credits Weekly (3-0-1)
Students are introduced to the principles and practice of computer networks security and get hand on experience with relevant tools used by security professionals. Students also write programs to illustrate vulnerabilities and attacks such as: packet spoofing, ARP poisoning and DNS cache poisoning. Topics include network threats, hardening and monitoring, internet service hardening and intrusion prevention and detection.
Prerequisites: A minimum grade of C- in CMPT 280 and CMPT 361.

CMPT 491
Data Mining and Advanced Database Topics
3 Credits Weekly (3-3-0)
In this course students will learn different topics in databases such as stored procedures and triggers, databases security, optimizing databases and queries. It also covers basic data mining intelligent tools such as association rules, classifications, clustering, and data warehousing. Information retrieval concepts are also included in this course.
Prerequisites: Minimum grade of C- in CMPT 291 and in a 300-level CMPT (p. 290) course.

CMPT 496
Final Project
3 Credits Total (0-0-60)
In this course, students plan, conduct, and communicate the results of an independent project in Computer Science under the direction of a faculty supervisor. The project can be undertaken by an individual student or, if the scope warrants, by a team of students. Registration is contingent on the student(s) having made prior arrangements with a faculty member willing to supervise the project. Note: This course is intended for students in the final year of their degree. This course may be taken twice for credit.
Prerequisites: Minimum grade of C- in CMPT 395 and consent of the department.

CMPT 498
Advanced Independent Study
3 Credits Total (0-0-45)
This course permits a senior-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrolment in the course, the student must have made prior arrangements with a faculty member willing to supervise the student's project.

CMPT 499
Topics in Computer Science
3 Credits Weekly (3-0-0)
In this course, students examine a topic of specialization in computer science. Topics will vary from year to year. Consultation with the department is required prior to registration. Note: This course may be taken multiple times for credit.
Prerequisites: Consent of the department.
CMSK – COMPUTER SKILLS

CMSK 011
Computers Level I
5 Credits Weekly (0-5-0)
Computers Level I is a beginner level computer applications course. The purpose of this course is to provide students with the skills to use a word processing and a spreadsheet program. The emphasis is on skills that can be used in further studies such as preparing reports and essays and researching via the Internet. Students work with Microsoft Office (Word and Excel) in a Windows environment. Topics covered include: basic computer literacy, keyboarding skills, word processing, spreadsheets, email and Internet.

CMSK 015
Computers Level II
5 Credits Weekly (0-5-0)
This course is intended to continue to develop the computer skills that a student needs in order to do his/her course work. Word processing skills are practiced in order to create simple and complex documents. Students learn to annotate and cite references using the MLA and APA formats. Spreadsheets are used to organize data and draw graphs. Internet activities focus on locating and retrieving information in various forms. The course uses e-mail, Internet Explorer, Windows and Microsoft Office components: PowerPoint, Word, Excel, and Access. The course includes 15 hours of lab time to complete projects.
Prerequisites: Minimum Grade of D in CMSK 011.
COMP – COMPARATIVE LITERATURE

COMP 102
World Literature to the 17th Century
3 Credits Weekly (3-0-0)
This course focuses on analyzing and comparing major works of world literature from antiquity to the early seventeenth century. Reflecting the depth and diversity of various civilizations, the texts in this course are studied in English translations. The course is designed to cultivate the students’ appreciation for serious literary works within a global, comparative context and to encourage their love of reading. As well, it aims to enrich the students’ awareness of other cultures and literary traditions and to enhance the ethos of tolerance, acceptance, and respect for others.

COMP 103
World Literature from the 17th Century to the Present
3 Credits Weekly (3-0-0)
This course is a sequel to COMP 102. It focuses on analyzing and comparing major works of world literature from the early seventeenth century to the present. Using the skills and knowledge they have gained in COMP 102, students in COMP 103 explore plays, poems, novels, and stories written between the seventeenth century and the present by renowned international writers. Note: COMP 102 & COMP 103 satisfy 6 literacy credits in the Bachelor of Arts Degree.
Prerequisites: Minimum grade of C- in COMP 102.
COOP – CO-OPERATIVE EDUCATION

COOP 290
Co-op Pre-employment Seminar
0 Credits Weekly (0-0-1)
Students prepare for the work integrated learning (WIL) component of their program by focusing on cooperative education guidelines and requirements. Students prepare for their job search by writing employment related documents such as career plans, resumes and cover letters. Employment search techniques, networking strategies and interview skills are developed. In addition, students discuss workplace issues such as office protocol, professionalism, and conflict resolution. 
Prerequisite or co-requisite: Acceptance in the COOP (p. 296) Stream.

COOP 295
Co-operative Education: First Work Experience
0 Credits Total (0-0-480)
Students gain discipline-related practical work experience and investigate their chosen career. Students must perform a minimum of 480 work hours in a full-time job approved by the program.
Prerequisites: COOP 290.

COOP 395
Co-operative Education: Second Work Experience
0 Credits Total (0-0-480)
Students gain further discipline-related practical work experience and study workplace process in relation to their field. Students must perform a minimum of 480 work hours in a full-time job approved by the program.
Prerequisites: COOP 295.

COOP 495
Co-Operative Education: Third Work Experience
0 Credits Total (0-0-480)
Students gain further discipline-related practical work experience and apply academic knowledge in relation to their field. Students must perform a minimum of 480 work hours in a full-time job approved by the program. This course may be combined with a second work experience to form a two-term work experience with the same employer.
Prerequisites: COOP 395.
CORR – CORRECTIONAL SERVICES

CORR 100
Human Relations
3 Credits Weekly (3-0-0)
The course assists students to become aware of the process of communication and the way in which it can be improved. Interpersonal communication skills are emphasized together with the awareness of self, the impact of self upon others and the relationship of these skills to the work of the corrections/criminal justice professional.

CORR 102
Foundations of Criminal Law
3 Credits Weekly (3-0-0)
Students study criminal law as it relates to the function of the corrections/criminal justice worker. The origin and development of Canada’s legal system is examined, and students study current legislation including the Criminal Code, the Alberta Corrections Act, the Corrections and Conditional Release Act, the Youth Criminal Justice Act and the Canadian Charter of Rights and Freedoms. Particular attention is given to the Canadian judicial system.

CORR 104
Criminal Justice System
3 Credits Weekly (3-0-0)
This course provides an overview of the criminal justice system as it operates in Canada, from the commission of a crime to the termination of the sentence given to an offender. Included is an examination of the police, courts and correctional programs, including probation, fine options, community service orders, conditional sentences, incarceration and conditional release. A review of criminal justice history and philosophy, with a particular focus on correctional practice, is presented.

CORR 110
Introductory Criminology
3 Credits Weekly (3-0-0)
This is an introductory course in criminology that examines the development of criminological thought, theories of crime causation from varying perspectives, the concepts of crime and delinquent behaviour, the public understanding of and reaction to crime, and the methods by which crime is measured.

CORR 112
Correctional Interviewing
3 Credits Weekly (3-0-0)
This course is aimed at increasing the student’s helping skills in order to work effectively in a corrections/criminal justice environment. Specific interviewing skills are taught including relationship building, active listening and attending, client observation and empathy. Assessment skills and information management/record keeping are also presented. Students have an opportunity to assess their own values and ethics within the context of the helping relationship.

CORR 114
Introduction to Field Placement
2 Credits Total (0-0-120)
Field placements constitute the practical component of the program and they provide an opportunity for the integration of theory and practice. The purpose of the first year placement is to provide students with the opportunity to develop and demonstrate professional competencies based on the knowledge, skills and values learned in the program courses.

CORR 116
Integration Seminar I
1 Credit Weekly (0-0-2)
Integration Seminar provides an opportunity for students to share their field placement experiences, to identify and discuss current issues and to apply and integrate course material with placement activities. Students focus on professional practice skills such as leadership, ethical decision making and advocacy. This seminar is taken concurrently with CORR 214 Field Placement II.
Prerequisites: CORR 114.
Co-requisites: CORR 214.

CORR 118
Introduction to Corrections
3 Credits Weekly (3-0-0)
This course examines Canadian correctional systems, policies and practices including those provided by federal, provincial and non-governmental agencies. Topic areas include a brief history of corrections, differing perspectives on punishment and correctional intervention, community and prison based correctional programming, operational effectiveness and future trends in correctional policy and practice. International approaches to correctional programming are also presented.

CORR 120
Restorative Justice
3 Credits Weekly (3-0-0)
Students explore and analyze the key principles and assumptions of restorative justice. The course contrasts restorative and retributive justice models, and provides an introduction to current and emerging practices in the Canadian criminal justice system including conferencing, victim/offender reconciliation programs, and mediation and peacemaking circles. International examples of alternative dispute resolution are also discussed.

CORR 202
Diversity Issues in Criminal Justice
3 Credits Weekly (3-0-0)
In this course, students examine a range of diversity issues including, but not limited to, gender, language, religion and culture within the context of the Canadian criminal justice system. Particular emphasis is placed on Aboriginal history and cultural traditions. Students learn how to work respectfully and ethically with people from diverse backgrounds, and ways to incorporate this awareness into their professional practice.

CORR 206
Addiction in the Criminal Justice System
2 Credits Weekly (2-0-0)
This course covers common psychoactive drugs, drug-use patterns, intervention strategies and current best practices in treatment and recovery. Students learn about key strategies in screening, assessment and referral, and concepts including prevention, health promotion and harm reduction. Changing political and social attitudes regarding addictions are also explored.

CORR 208
Selected Issues
3 Credits Weekly (3-0-0)
This course exposes students to theory and practice in established and emerging areas of Canadian corrections and criminal justice. Topics may include mental health/illness issues, gangs, victim advocacy and special needs offender populations including long term offenders, aging offenders, sex offenders and white collar criminals.
CORR 210
Correctional Methods and Practice
3 Credits  Weekly (3-0-0)
This course provides students with an examination of the principles, values and effectiveness of correctional programming in both community and institutional settings. Case management strategies including investigation, classification, documentation, supervision and intervention are emphasized. The role and responsibility of the corrections/criminal justice professional are also presented and discussed. Case studies are employed to give students practical experience.

CORR 212
Correctional Counselling
4 Credits  Weekly (4-0-0)
This course builds on the concepts and skills acquired in CORR 112 Correctional Interviewing. Using the case study method, students learn about and apply a variety of counselling methods and techniques including problem-solving, cognitive behavioural therapy, solution focused/motivational approaches and group counselling skills. As well, an overview of strategies to work effectively with special needs offender populations including youth, violent offenders and offenders with mental health issues is presented.
Prerequisites: CORR 112.

CORR 214
Field Placement I
4 Credits  Total (0-0-240)
Field placements constitute the practical component of the program, and provide the opportunity for the integration of theory and practice. The purpose of placements is to provide students, within the context of specific field settings, the opportunity to develop and demonstrate professional practice at an intermediate level based on the knowledge, skills and values taught in program courses. This placement is taken concurrently with CORR 116 Integration Seminar I.
Prerequisites: CORR 114.

CORR 216
Integration Seminar II
1 Credit  Weekly (0-0-2)
Integration Seminar provides an opportunity for students to share their experiences in field placement, to identify and discuss current issues and to apply and integrate course material with placement activities. Students focus on professional practice skills and career development strategies such as job search techniques, resume preparation, interviews and networking. The seminar is taken concurrently with CORR 224 Field Placement III.
Prerequisites: CORR 214 and CORR 116.
Co-requisites: CORR 224.

CORR 218
Youth and Crime
3 Credits  Weekly (3-0-0)
This course provides a study of the social and legal influences on young people involved in criminal behaviour. The emphasis is on a detailed explanation of the Youth Criminal Justice Act as well as an exploration of the role of the police, courts, correctional agencies and the community in responding to youth crime. International approaches to dealing with youth crime are also examined.
COSL – COMMUNITY SERVICE LEARNING

COSL 200
Community Service Learning: Community Engagement
3 Credits  Total (0-0-45)
The student, with discipline approval, engages in a community learning project or activity (on their own or as part of a team). Normally, this activity involves placement in an organization for 12-13 weeks. Any placement needs department approval. Course work involves successful completion of the placement and demonstration of the learning accomplished.
Prerequisites: Second Year Standing.

COSL 300
Community Service Learning: Building Local Community
3 Credits  Total (0-0-45)
The student, with discipline approval, engages in a community learning project or activity (on his/her own or as part of a team). Normally, this activity involves placement in an organization for 12-13 weeks. Any placement needs department approval. Course work involves preparation of an activity plan and identification of specific outcomes, the successful completion of the placement, and a critical analysis/demonstration of the learning accomplished.
Prerequisites: Third year standing and consent of the department.

COSL 301
Community Service Learning: Building Peaceful Communities
6 Credits  Total (15-0-75)
This international community service learning course promotes meaningful student participation in community projects. Students from various degree programs participate in a week-long lecture and workshop component in Canada, followed by a three-week community service (volunteer) experience in an international setting. Utilizing skills from their disciplines, students prepare and implement a project within the larger framework of the community organization. Students engage in and lead a number of activities during the community service part of the course. Experiential learning strategies, actions and reflection, as a means to promote global citizenship, are at the heart of the course.
Prerequisites: Third year standing.
CRWR 295
Introduction to Creative Writing
3 Credits  Weekly (3-0-0)
This course introduces students to writing in three genres. Usually, these will be literary nonfiction, fiction, and poetry, but at the discretion of the instructor, play/scriptwriting may substitute for one of these. Students build on the writing and analytical skills developed in first-year university English courses and learn about creative writing by both reading literature and attempting to write it. They analyze work by established writers, learn about the nature of creativity, and practice the craft of writing. They examine and employ common structures used by creative writers, learn and experience the fact that revision is the core of successful creative writing, and develop a broader understanding and appreciation for literature through their attempts to write it. Note: This course is restricted to students in degree programs.
Prerequisites: Minimum grade of C- in CRWR 295 or in ENGL 295.

CRWR 394
Writing Character
3 Credits  Weekly (3-0-0)
This creative writing course focuses on the importance and evocation of character and identity. By comparing character-driven literature, particularly that which features a “Prairie” or “Canadian” identity against international works, students examine the work of established writers known for their particular use of character and learn how to effectively evoke their own characters, whether modeled from life or wholly of the imagination. Students examine the history of character in literature and the different ways it has been and is currently used: to evoke atmosphere, metaphor, theme. By specifically creating and modelling their own characters on the great characters of literature, both domestically and abroad, students come to understand how the familiar, the ordinary, the personal can be made transcendent and universal, and how this is a crucial element in all writing.
Prerequisites: Minimum grade of C- in CRWR 295 or ENGL 295.

CRWR 395
Writing Poetry
3 Credits  Weekly (3-0-0)
CRWR 395 is an introductory course in the art of writing poetry. Students are expected to read widely, to apply poetic theory to their own work, and to write poems in a variety of genres. This course is conducted as a workshop in which students’ original work is the basis for class discussion.
Prerequisites: Minimum grade of C- in CRWR 295 or ENGL 295.

CRWR 397
Writing a Sense of Place: Setting
3 Credits  Weekly (3-0-0)
This creative writing course focuses on the importance of setting and the evocation of “place.” By comparing literature in which setting is central, particularly that set on the Prairies against international works, students examine the work of established writers known for their particular use of setting, and learn how their own landscapes can be translated into evocative literature, how the seemingly mundane can be made exotic, just as the exotic can be made mundane. Students examine the history of setting in literature and the different ways it has been and is currently used: as scenery, atmosphere, character, metaphor, theme. By specifically exploring Prairie literature in the wider context of world literature, students come to understand how all writers evoke a sense of place and why it is a crucial element in all writing. Most importantly, students discover that their own “unexotic” landscapes are just as potentially rich and unique as anywhere else in the world.
Prerequisites: Minimum grade of C- in CRWR 295 or ENGL 295.

CRWR 399
Writing Literary Non-Fiction
3 Credits  Weekly (3-0-0)
This course introduces students to the area of non-fiction prose writing sometimes known as “literary non-fiction” or “literary journalism” or even “creative non-fiction.” A good literary non-fiction piece is more than just a reporting of facts (though it does involve careful, thorough research that may include interviewing). Literary non-fiction, unlike most other genres of non-fiction, harnesses narrative rhythm and structure. The literary non-fiction writer is free to give expression to a distinctive style, and to interpret the meaning of events from his or her own narrative perspective. Students practice prose writing skills of this sort, read the works of major twentieth century practitioners, and learn about existing venues for publication of literary non-fiction. Over the semester, each student writes a feature-length non-fiction article of his or her own narrative perspective.
Prerequisites: Minimum grade of C- in CRWR 295 or ENGL 295.

CRWR 404
Further Studies in Creative Writing
3 Credits  Weekly (0-0-3)
This workshop course gives students an opportunity to expand their abilities as creative writers. Students write in an assigned genre such as poetry, the short story, narrative non-fiction, play-writing, or the graphic novel, working independently to develop and strengthen their creative writing skills and techniques. Students should be prepared to submit several pieces of their own work for group discussion over the term and to prepare at least one piece for possible publication. By the end of the course, every student should have a substantial portfolio.
Prerequisites: A minimum grade of C- in 12 credits of 200 or 300-level university courses, including ENGL 295 or CRWR 295, and the consent of the department.
CYCW – CHILD AND YOUTH CARE

CYCW 100
Adolescent Development
3 Credits Weekly (3-0-0)
Students begin to examine developmental theory and patterns typical of late childhood and adolescence. Psychosocial development, cognition, spirituality and moral judgment, and physiology, including sexuality are explored. Environmental influences and typical patterns of adolescent behaviour are also considered. Students develop insight into their own style of relating to youth as influenced by their experiences as a young person. Students also acquire frameworks for helping families support youth with normal developmental tasks and fostering resilience in their young people.

CYCW 101
Helping Skills
3 Credits Weekly (3-0-0)
Students are introduced to the skills of effective relationship building with youth and families. The role of the child and youth care professional in the helping process is also explored. Students practice and demonstrate effective individual counselling skills, from a developmental model of counselling.

CYCW 102
Integration Seminar
1 Credit Weekly (0-0-2)
Students discuss field placement experiences and apply theory and skills from program course work. Professional and ethical conduct in relation to field experience is a focus. Students practice the skills of group work, communication, and leadership at a basic level.
Co-requisites: CYCW 103.

CYCW 103
Field Placement
2 Credits Total (0-0-120)
Students are introduced to the roles and responsibilities of a child and youth care practitioner through field placement. Students participate in therapeutic routines and activities in a work integrated learning environment. This workplace experience fosters the student’s ability to develop an ethical helping relationship and to work on a team of child and youth care professionals in a school, residential, or community program.
Co-requisites: CYCW 102.

CYCW 104
Activity Programming
2 Credits Weekly (1-2-0)
This experiential course is designed to equip students with the attitudes, conceptual frameworks and skills to develop, lead and evaluate therapeutic activities for children, youth and families.

CYCW 106
The Child and Youth Care Professional
3 Credits Weekly (3-0-0)
Students explore the professional and ethical tasks of a child and youth care practitioner and the challenges of being a member of this profession. An overview of the needs of youth, the types of agencies providing service and the legal system governing children and youth in Canada is studied.

CYCW 107
Child and Youth Care Practice
3 Credits Weekly (3-0-0)
This course serves as an introduction to the distinctive domains of Child and Youth Care (CYC) practice. The basic philosophy permeating this course is that there is a set of attitudes, specific knowledge, skills and proficiencies that are uniquely those of the competent CYC practitioner. Areas covered include: relational-centred practice, the therapeutic milieu, understanding diversity and issues of social justice, strength-based intervention, models of planned change, ecological systems perspective, attachment theory, and ethics. Students are also introduced to the concept of praxis as a conceptual tool to think critically about the knowing, doing, and being of CYC practice.

CYCW 108
Diversity and Difference in Child and Youth Care Practice
2 Credits Weekly (2-0-0)
In this course, students critically engage in diversity and difference to increase their awareness of cultural complexities in diverse social environments. Students gain an understanding of the multi-dimensionality of identities and experiences and how they are linked to issues of social justice. Topic areas address the impact of social circumstances upon the lives of children, youth, families and communities from both current and historical perspectives.

CYCW 110
Integration Seminar
1 Credit Weekly (0-0-2)
Students discuss field placement experiences and apply theory and skills from program course work to practice. Professional and ethical conduct in relation to field experience is a focus. Students practice the skills of group work, communication, and leadership at an intermediate level.
Prerequisites: CYCW 102.
Co-requisites: CYCW 111.

CYCW 111
Field Placement
2 Credits Total (0-0-120)
Through continuing participation and co-leadership in routines and activities, this second placement further develops the core skills of a competent child and youth care practitioner. Students advance their skill and knowledge by focusing on relationship as a therapeutic tool. Students are expected to demonstrate creativity in planning activities, to be more independent problem solvers, and to show initiative.
Prerequisites: CYCW 102 and CYCW 103.
Co-requisites: CYCW 110.

CYCW 112
Family Dynamics
2 Credits Weekly (2-0-0)
Students examine the family as a system within a broader ecological systems context. Students begin with an overview of basic family systems theory and then focus on the application of this core knowledge to their own family of origin. Through this self-study approach, students recognize and explore issues that may affect their ability to work with at-risk youth and families.
CYCW 114
**Individual Counselling**
3 Credits  Weekly (3-0-0)
Students continue to study the developmental model of individual counselling. Specific skills are taught that allow students to assist youth and adult clients in fully exploring and clarifying problem situations and missed opportunities in their lives; and to challenge their limited perspectives and access personal strengths, competencies and capabilities. Students are introduced to the solution-focused approach to helping, life space counselling, and spirituality in the helping process.  
*Prerequisites: CYCW 101.*

CYCW 200
**Child/Youth Care Methods I: Current Trends**
3 Credits  Weekly (3-0-0)
Students explore current trends in the child and youth care field and broader communities that impact their practice. Students consider continually changing societal conditions and explore emerging areas relevant to child and youth care practice such as social policy, human rights, rights of the child, social inequity and addictions. Students gain an understanding of specific approaches that increase their capacity to effectively support children, youth and families in diverse social environments and circumstances.

CYCW 201
**Child and Youth Care Practice in Mental Health**
3 Credits  Weekly (3-0-0)
Students explore a range of childhood and adolescent mental health issues. The causes, symptoms and treatment of commonly diagnosed physical/organic, social, emotional and behavioural disorders are considered. Students examine a range of disturbances from a strength-based and family perspective, in terms of both assessment and management. Participants access their own resources and resiliencies as they address issues that are traumatic for self and clients. The role of the Child and Youth Care Worker in settings providing mental health services is examined.

CYCW 202
**Integration Seminar**
1 Credit  Weekly (0-0-2)
Students discuss field placement experiences and apply theories, knowledge and skills from second year course work to their Child and Youth Care field placement practice. Students practice group work skills in seminar sessions. Students explore the notion of “caring for the caregiver,” designing and applying self-care strategies to themselves as helping professionals.
*Prerequisites: CYCW 110 and CYCW 111.*
*Co-requisites: CYCW 203.*

CYCW 203
**Field Placement**
4 Credits  Total (0-0-240)
Students work in challenging child and youth care settings, with a focus on supporting youth and families to make effective change in their lives. In group care, family-based, or specialized community programs, students demonstrate individual counseling, life-space teaching, activity programming, and crisis intervention, along with the core competencies of relationship building, behaviour management, report writing and team work.
*Prerequisites: CYCW 110 and CYCW 111.*
*Co-requisites: CYCW 202.*

CYCW 204
**Group Work**
3 Credits  Weekly (3-0-0)
Students explore the role of groups in the treatment process for children, youth and families in child and youth care contexts. Students extend individual counselling skills into group work practice in the life space. Students apply group facilitation skills in the classroom.
*Prerequisites: CYCW 114.*

CYCW 205
**Issues in Family Work**
3 Credits  Weekly (3-0-0)
Students are introduced to conceptual frameworks to assess dysfunctional family systems and understand contemporary issues facing today’s families. The perspective of family resilience is integrated with family developmental theory as a conceptual map to guide family intervention. Theoretical models of support programs and services available to families are also analyzed. Critical thinking is emphasized in relation to entry-level competencies in child and youth care.
*Prerequisites: CYCW 112.*

CYCW 206
**Child/Youth Care Methods II**
3 Credits  Weekly (3-0-0)
Students explore the process of altering the story about “self” which is held by the child, youth, and his/her family through the application of therapeutic interventions such as cognitive behavioural therapy and attachment-focused interventions and use of expressive therapies including creative journaling, music, play, drama, and bibliotherapy. There is a focus on aggressive youth and crisis intervention as well as the ethical considerations for child and youth care practitioners.
*Prerequisites: CYCW 200.*

CYCW 207
**Integration Seminar**
1 Credit  Weekly (0-0-2)
Students discuss field placement experiences and apply information and skills from course work completed. In this fourth seminar, students practice advanced group work skills and also engage in essential job search activities.
*Prerequisites: CYCW 202 and CYCW 203.*
*Co-requisites: CYCW 208.*

CYCW 208
**Field Placement**
4 Credits  Total (0-0-240)
Students practice required entry-level competencies of a child and youth care worker. In group care, family-based or specialized community programs for youth and their families, the student demonstrates the competencies of service planning, implementation and evaluation within a service team.
*Prerequisites: CYCW 202 and CYCW 203.*
*Co-requisites: CYCW 207.*

CYCW 209
**Family Support and Intervention**
2 Credits  Weekly (2-1-0)
Students learn about and critique a child and youth care approach to family support work in the life space of children, youth and families. Students build on prior knowledge of development, family dynamics, and professional helping to practice, demonstrate and evaluate family assessment and intervention skills necessary to support and facilitate meaningful change. Specific skills including activity and strength-based interventions are applied to a family context.
CYCW 211
Development Across the Lifespan
3 Credits Weekly (3-0-0)
Students examine major developmental milestones and challenges across the lifespan, beginning at conception and ending with death and dying. Students explore various theoretical perspectives, and relevant research at all developmental stages. Students describe and apply the lifespan perspective to child and youth care practice with children, youth and families.
Prerequisites: CYCW 100.

CYCW 302
Advanced Child and Youth Care Practice I: Linking Theory, Self and Ethics
3 Credits Weekly (3-0-0)
This in-depth course examines professional child and youth care practice and integration of theory, self, and ethical practice by focusing on the major theoretical change frameworks and their associated philosophies, goals, strategies and techniques. Students are challenged to identify their unique life-position lenses, that is, how based on early life experiences, they position themselves in relation to others and see the world and their place in it. Their life-position lenses are considered in relation to various theoretical change models, and students explore, develop and integrate their own theoretical orientations and perspectives on change. Emphasis is placed on developing one’s on-going self awareness, critical thinking abilities, and purposeful ethical Child and Youth Care practice.

CYCW 303
Advanced Child and Youth Care Practice II: Relational-Centred Case Planning
3 Credits Weekly (3-0-0)
This course on inquiry into Relational-Centred Planning seeks to engage students in the complexity of assessment and planning from a relational-centred perspective. Students explore the core premises of relational-centered practice and demonstrate their relational skills and capabilities through critical self-reflection. This course also prepares students to engage in evidence-based inquiry within the theoretical underpinnings of relational-centred planning.

CYCW 339
Applying Developmental Theory in Child and Youth Care Practice I
3 Credits Weekly (3-0-0)
Students consider the implications of contemporary perspectives on traditional developmental theory and research for advanced Child and Youth care practice. Emphasis is placed on the development of self and relationships in the contexts of the family, school, community, and client/worker relationship. The themes of resilience and diversity and their effects on development are explored. Students apply developmental perspectives to their own life experiences as these relate to their work with youth and families.

CYCW 340
Applying Developmental Theory in CYC Practice II: Advanced Application
3 Credits Weekly (3-0-0)
This in-depth course focuses on developmental and contemporary theories in relation to Child and Youth Care contexts and professional practice within current and historical socio-political climates. Emphasis is placed on the intersections of diversity in relation to social justice issues in global, national and local contexts including Child and Youth Care practice environments. Students apply theoretical perspectives to their own life experiences on a personal level as well as a professional level as related to their work with children, youth and families.

CYCW 350
Law and Social Services
3 Credits Weekly (3-0-0)
This course provides students with a basic introduction to law and legal issues in the child welfare system. The child and youth care role requires increasing knowledge of the law and awareness of ethical and legal obligations for the professional child and youth care practitioner. Throughout the course, consideration is given to the function of law as an institution and the role of law as an expression of social policy. The course instills an awareness of legal principles and the rights of clients, and the responsibility of social services staff to uphold these rights. The course provides a knowledge base in family and child protection law, civil liberties, court procedures and hearings, and evidence-giving skills.

CYCW 360
Abuse and Neglect
3 Credits Weekly (3-0-0)
Students explore their own values and attitudes toward abuse and neglect and critically examine theory and research relating to child and family abuse and neglect. Definitions of abuse and neglect are explored across different historical and cultural contexts. Students learn the causes, indicators, dynamics, and consequences of abuse and neglect for individuals, families and communities. Students prepare to recognize, assess, respond, and intervene competently in situations of abuse and neglect as they arise in their child and youth care field placement, workplace or community.

CYCW 361
Substance Abuse
3 Credits Weekly (3-0-0)
Students analyze and compare theories, principles, systems, issues, and the interventions in the field of alcohol and substance abuse as they pertain to Child and Youth Care practice with children, youth, families, and communities. Students explore their personal beliefs, values, and ethics regarding both substance abuse and how change occurs. They consider how these beliefs, values and ethics may impact their work with clients.

CYCW 411
Advanced Field Placement I
3 Credits Total (0-0-150)
In this supervised field placement, students focus on a specific area of practice and on locating their placement setting in terms of its social context. Relevant legislation and social policy are examined and the impact of these on agency policy and practice is explored. Students examine agency mission, structure, professional roles, and service delivery model of their placement setting, and evaluate how these elements relate to the needs of the clients being serviced. Students critically assess their professional values, ethics and practice.

CYCW 412
Advanced Field Placement II
3 Credits Total (0-0-150)
In this field placement, service planning, assessment skills, intervention strategies, evaluation skills and/or project planning and delivery skills are applied at an advanced level. Students integrate current Child and Youth Care theory and research into their practice. Professional values and ethical practice are critically analyzed. Students are challenged to develop and articulate their own professional identity. Students access the expertise of other professionals and function as partners in the workplace and on service teams.
CYCW 423
Child and Youth Care Research
3 Credits Weekly (3-0-0)
Students are introduced to the principles of the scientific method of inquiry and the skills necessary to design and implement a course-based research project. Within an applied research context, students are introduced to the major research paradigms (positivism, interpretivism, and critical science) and strategies of inquiry (qualitative, quantitative, and mixed method). Students select a topic of interest, frame a researchable question, map-out a literature review plan, design a sample strategy, collect and analyze data, and showcase their projects in a poster session.

CYCW 425
Quantitative and Qualitative Analysis
3 Credits Weekly (3-0-0)
Students examine statistics as a set of tools and techniques used to organize, describe and interpret information. The strengths and weaknesses of statistical analysis as one component of the research methodology are appraised. Statistical techniques discussed include measures of central tendency, correlation coefficients, normal distributions, t-tests and analysis of variance. Introduction to quantitative research design includes but is not limited to concepts such as statistical significance, sample size, reliability, variance and research design. Collection and analysis of qualitative research data is also introduced, and the relevance of this approach to child and youth care practice and research is explored.

CYCW 465
Advanced Child and Youth Care Practice with Community Groups
3 Credits Weekly (3-0-0)
Child and Youth care is an increasingly complex work environment. Students investigate some of these complexities from a Child and Youth care perspective. Students further develop their skills and knowledge about working with and in communities. Emphasis is placed on conceptualizing and analyzing effective community practice skills and the ability to work in complex environments. These skills include collaboration, community-based approaches and working as a member of a multi-disciplinary team. Exploring the concept of advocacy, including the differences between self, individual and systemic advocacy, for the children, youth and families served continues to be important. Aspects of supervision and management from a Child and Youth care perspective are explored and applied to practice situations.

CYCW 466
Advanced Child and Youth Care Practice with Families
3 Credits Weekly (3-0-0)
Students learn about current conceptual frameworks and models for understanding family functioning and parenting. Family assessment methodologies and interventions which are appropriate to Child and Youth Care settings are studied. This course builds on existing theories of family functioning and intervention strategies to create a Child and Youth Care theory and approach to working with families.

CYCW 474
Advanced Child and Youth Care Practice with Individuals
3 Credits Weekly (3-0-0)
Students focus on advanced skills and frameworks for Child and Youth Care practice with individuals. Using a relational perspective, students integrate and apply a range of theories for counselling individual children, youth, and family members including: life-space counselling, resiliency based and solution focused interview approaches, and the developmental model of counselling. Spirituality and cross-cultural issues are considered as they relate to counselling individuals. Students examine literature and research relevant to counselling in Child and Youth Care practice.
DESN – DESIGN STUDIES

DESN 102
Drawing
3 Credits Weekly (1-3-0)
Students apply the principles of linear perspective and structural analysis to represent observed subjects. With a focus on the formal principles of pictorial composition, students investigate the expressive potential of drawing and are introduced to the representation of human figure.

DESN 103
Concept Visualization
3 Credits Weekly (2-2-0)
This course fosters creative thinking through brainstorming, rapid visualization, sketching and storyboarding. Design concept and ideation are emphasized as students are challenged to express original ideas on paper. Students develop a visual vocabulary for the exploration and representation of ideas through the study of line, gesture, media and mark-making, observational exercises and other drawing techniques. Prerequisites: DESN 102.

DESN 110
Design Studio I: Visual Organization, Composition and Visual Language
3 Credits Weekly (2-2-0)
This course introduces the foundational elements and principles of two- and three-dimensional design as they relate to visual communication. Design process and problem solving through project-based studies are emphasized as students acquire the fundamentals of visual language, composition and color. This course also introduces students to the principles of visual communication theory.

DESN 120
Introduction to Design Software
3 Credits Weekly (2-2-0)
This course introduces the digital work environment of a visual communication designer. Students develop a foundation of software skills while attending to best practices of reliable organizational and file management habits, suitability of software application for a variety of production outcomes and technology problem solving skills.

DESN 150
Image Structure and Meaning
3 Credits Weekly (2-2-0)
Students develop visual sensitivity through the creation of static and dynamic images using photography and video. Composition, framing, viewpoint and use of light are studied and practiced as students visually explore the world around them. Students research a range of subject matter in order to develop a message as well as compose, shoot and edit photographs and video. Special consideration is given to the relationship between composition and communicative value. This course also introduces students to the basic principles of communication theory and selected aspects of the history of the lens arts.

DESN 200
Drawing for Illustration
3 Credits Weekly (2-2-0)
Students explore the communicative potential of illustration as a visual medium. The human figure, natural and manufactured forms are rendered through traditional illustration techniques. Through creative, aesthetic and expressive choices, students are challenged to resolve the illustration of visual concepts. Prerequisites: DESN 103.

DESN 210
Design Studio II: Intradisciplinary Design Projects
6 Credits Weekly (4-4-0)
With a focus on concept development, this course explores, in an intradisciplinary context, the multiple specialty areas within the discipline of visual communication design. Special consideration is given to adaptability of message to audience, media and context of use. The role of the designer, design research and process, and project management are emphasized in a project-based context, as students are challenged to develop original concepts, sound rationales and formal solutions to real-life design problems. Principles of visual communication theory and visual rhetoric are introduced, along with selected aspects of the history of design. Prerequisites: DESN 102, DESN 110, DESN 120, DESN 150.

DESN 230
Typography I
3 Credits Weekly (2-2-0)
Students are introduced to the history and development of letterforms, the typographic system and the use of typography as it relates to visual communication design. Terminology, systems of measurement, type families and classification are explored, while students study the structure and use of letterforms, words and sentences for expressive purposes. In a project-based context, there is special emphasis on the fundamentals of legibility, readability and hierarchies of information, as students create posters, logotypes and basic layouts. Prerequisites: DESN 102, DESN 110, DESN 120.

DESN 240
Introduction to User Experience Design
3 Credits Weekly (2-2-0)
Students apply typographic, layout, and design skills in the creation of visual interface designs for websites and software applications (apps). Students learn how to turn a user’s needs into product concepts, task flow diagrams, wireframes and finally high-fidelity prototypes. Projects require skills of typography, information design and knowledge of user experience and interaction design principles. Prerequisites: DESN 210, DESN 230.

DESN 241
Interaction Design I
3 Credits Weekly (2-2-0)
Designers wireframe and prototype software applications (apps) and other high interactivity digital products using the latest industry tools. Students learn to recognize audience behaviors, translate behaviors into user goals and tasks, and incorporate these tasks into visual interface designs. Static interface designs may be translated into clickable prototypes functioning using industry standard tools. While developing creative and technical skills in the medium, students design and manage digital projects from research to conceptualization to refined designs. Prerequisites: DESN 210, DESN 230.

DESN 250
Introduction to Photography
3 Credits Weekly (2-2-0)
Using a DSLR camera and accessories, students explore photography as a tool of communication. Through the practice of photographic techniques, students develop the photographer’s sensibilities for composition, exposure, lighting and camera operation. Creative decisions, both technical and aesthetic, are emphasized. Master photographers are studied to inspire and develop a critical vocabulary. Prerequisites: DESN 120.
DESN 251  
Applied Photographic Design  
3 Credits    Weekly (1-3-0)  
Students explore advertising and editorial photography as an integral component of visual communication in design. Students build upon prior courses to employ creative process and advanced camera techniques in the creation of compelling photographic imagery.  
Prerequisites: DESN 250.

DESN 252  
Digital Imaging  
3 Credits    Weekly (2-2-0)  
Students use digital imaging techniques to influence the communicative impact of an image. Industry standard software is used to process and create images while employing current digital workflow practice.  
Prerequisites: DESN 120.

DESN 260  
Introduction to Video  
3 Credits    Weekly (2-2-0)  
This course introduces the communicative possibilities of video, focusing on creative vision, acquisition, and editing. Students engage in the creative process, produce short video projects, and learn how to creatively utilize video assets. Students will explore how audio and visual editing techniques influence the message and viewer perception.  
Prerequisites: DESN 250.

DESN 261  
Motion Graphics I  
3 Credits    Weekly (2-2-0)  
Students create visual narratives with motion typography and animation. The principles of motion, time, colour, sound and space are explored as students learn to apply the tools and techniques of the motion graphics designer to creative animated visual sequences.  
Prerequisites: DESN 260, DESN 330.

DESN 270  
The History of Design and Material Culture Through the 18th Century  
3 Credits    Weekly (3-0-0)  
This survey course introduces the socio-cultural and stylistic movements of design and material culture from prehistory through the 18th century. Students are introduced to the vocabulary of art, design and material culture focusing on the contexts of production, consumption, value and meaning. Artifacts of western and non-European culture including art, architecture, furniture, products, interior design, clothing, and visual communication design are examined in the socio-cultural context of design history.  
Prerequisites: Six 100-level credits of English or ENGL (p. 329) 111 and ENGL 211.

DESN 271  
The History of Material Culture and Design From the 18th Century  
3 Credits    Weekly (3-0-0)  
This course introduces students to the history of Modern design and material culture. Students will examine the relationship between visual and material culture and major socio-economic and cultural formations of modernity such as industrialization, mass production, mass media, urbanization, technology, progress, consumption and lifestyle. Artifacts of western and non-European culture including art, architecture, furniture, products, interior design, clothing, and visual communication design are examined in the context of design history.  
Prerequisites: DESN 270.

DESN 300  
Illustration Techniques  
3 Credits    Weekly (2-2-0)  
Students develop the technical, conceptual and expressive illustration skills to design, prepare and produce illustration work for commercial outcomes. The history, use and trends in hand-rendered and digital illustrative design are also explored as students experiment with a wide range of media and stylistic techniques. Study, practice and assignments focus on the development of illustration concepts and principles of composition.  
Prerequisites: DESN 200.

DESN 310  
Design Studio III  
3 Credits    Weekly (2-2-0)  
With a focus on concept development, students explore communication theory-in-practice. There is a special emphasis on content, context and audience; messages that inform, instruct and persuade; and, the ideation stage of the design process. Students are challenged to stretch their creative capacity and go beyond the common-place in order to conceive, execute and present original solutions to complex design problems.  
Prerequisites: DESN 210.

DESN 311  
Corporate Identity Design and Branding  
3 Credits    Weekly (2-2-0)  
Students explore the principles of product and corporate identity and the visual communication of comprehensive brand experiences through the examination of brand positioning processes and brand case studies. With an emphasis on design process, students create and execute a range of brand identity programs, developing a consistent and appropriate visual voice for multiple applications.  
Prerequisites: DESN 310, DESN 330.

DESN 313  
Information Design  
3 Credits    Weekly (1-3-0)  
Students examine the processes by which complex information can be organized and presented visually so that it is understandable and useful to the viewer. The design of diagrams, symbols, charts, infographics, and orientation systems are explored with a special emphasis on information analysis, architecture and visualization for print, digital and interactive displays.  
Prerequisites: DESN 330.

DESN 314  
Environmental Graphic Design  
3 Credits    Weekly (2-2-0)  
This studio course introduces students to graphic design principles and practices specific to the design of informational and directional graphics for the built environment. Students engage in a mix of theoretical and practical production activities to develop critical and applied understanding of graphic design for three dimensional application. With an emphasis on wayfinding and place making, students design effective solutions that consider form and user experience as it relates to information, environment and cultural context.  
Prerequisites: DESN 311.
DESN 315
Visual Narrative and Storytelling
3 Credits  Weekly (2-2-0)
The focus of this course is the exploration of visual narrative forms and their role in visual storytelling. Contemporary visual narrative theories guide student projects as they explore and discuss their effect on storytelling. Students stretch their image-making and design abilities to tell dynamic stories in visual form, while choosing appropriate media, narrative structure, pace, rhythm and sound, in order to elicit an emotion in the viewer.
Prerequisites: DESN 310.

DESN 316
Branded Environments
3 Credits  Weekly (1-3-0)
This course explores brand identity when it is visually and spatially applied to the built environment. Students extend the audience’s experience of a brand into three dimensions through the use of visual and sensory cues, including environmental graphics, signage, identity systems and finish materials selection.
Prerequisites: Minimum grade of C+ in DESN 311.

DESN 317
Publication Design
3 Credits  Weekly (1-3-0)
In this advanced course, students examine and compare the anatomy and overall design characteristics of editorial publications, catalogues, and books with a focus on audience, style, format and organization. Students experience the publication process, from initial client meetings to final production. Working alone and in teams, students develop and defend solutions that address the communication needs of these varied publication types, while planning and adhering to industry standards of production workflow.
Prerequisites: DESN 310, DESN 330 and DESN 311.

DESN 318
Advertising Design
3 Credits  Weekly (2-2-0)
In this course students focus on marketing and advertising design principles in the studio environment. Importance is placed on process, analysis, and the development of creative solutions. The advertising message, formats for common ad copy, and production methods are considered as students design several advertising campaigns.
Prerequisites: DESN 311.

DESN 330
Typography II
3 Credits  Weekly (2-2-0)
This course explores typography as an essential element of visual communication design. Students apply the principles of typographic selection, application and organization to text-based content and information. This course advances knowledge of the complex interrelationship of text, context, image, audience and function while considering factors of format, visual hierarchy, legibility, typographic systems and colour. These subjects are explored through a variety of publication types including magazine design, annual reports and catalogues. Students also further develop software skills related to the design and production of projects in various formats and media.
Prerequisites: DESN 230.

DESN 340
Web Design & Development I
3 Credits  Weekly (2-2-0)
Students expand their website design skill set and user experience design knowledge to code responsive websites using HTML and CSS. They learn how their design decisions are affected by a greater knowledge of the web technology that is used to build their websites. Information architecture is also emphasized, where students must label, structure and prioritize content according to client needs and target audience profiles. Responsive design concepts, processes and techniques are also taught to ensure websites are usable and engaging in a mobile, tablet or desktop environment. Students also learn how to publish their websites on the Internet.
Prerequisites: DESN 240.

DESN 341
Interaction Design II
3 Credits  Weekly (2-2-0)
Building upon skills and methods from Interaction Design I, students learn how to design experiences and interfaces for apps that will be delivered using various form factors: mobile, tablet, desktop, wearable, virtual. Projects are more open-ended and require students to be problem identifiers not just problem solvers, using startup or design entrepreneurship theory and best practices.
Prerequisites: DESN 241.

DESN 342
User Experience Design Theory & Methods
3 Credits  Weekly (2-2-0)
Students learn how to strengthen their interface design decisions by using participatory research methods, interaction and usability theories. Research methods are explored by learning the benefits, context of usage, implementation techniques and data analysis strategies. Emphasis will be placed on realizing a client’s needs and objectives as students design and test interface prototypes.
Prerequisites: DESN 240.

DESN 343
Web Design & Development II
3 Credits  Weekly (2-2-0)
This is the capstone course for students focusing on website design. All technical skills, usability theories, information architecture concepts and research methods learned in previous courses are combined and put into practice. An emphasis on Content Management Systems (CMS) and HTML/CSS frameworks offers students insight into how the majority of websites are deployed on the internet.
Prerequisites: DESN 340.

DESN 361
Motion Graphics II
3 Credits  Weekly (2-2-0)
This course examines advanced topics and practices in motion graphics production. Students explore the communicative potential of motion graphics in a project-based context. There is special emphasis on concept development, asset management and motion branding. Students also explore animation techniques including code-driven animation.
Prerequisites: DESN 261.
DESN 380
Design Thinking Seminar: Design Strategy, Complex Projects & Systems
3 Credits  Weekly (3-0-0)
Students examine case studies of innovative design solutions and they discuss the challenging social, political, economic, and environmental contexts of complex and multi-faceted design problems. Students are guided into the creative and systematic thinking processes and methodologies of design employed by experienced designers. There is a special emphasis on user-centric design, design research, and the creation of design solutions aimed at satisfying people's needs, wants and desires.
Prerequisites: DESN 271.

DESN 381
Design Issues Seminar
3 Credits  Weekly (3-0-0)
This course challenges students to understand and reflect on some of the major issues facing designers and the design profession. Students develop a broader and deeper understanding of the historical and contemporary context of a concern through research, discussion and presentation. Issues across design disciplines are critically examined through design theory, problems and practice. The specific topics covered in any given year will be selected by the instructor.
Prerequisites: DESN 271.

DESN 390
Portfolio & Business of Design
3 Credits  Weekly (1-3-0)
In this capstone course students create and produce a portfolio which highlights their competence, knowledge and proficiency. With a focus on how to secure a job or contract in the visual communication design sector, topics include marketing and self-promotion, business practices, negotiation and pricing, ethical and legal standards of practice and professional relationships in design. Guest speakers provide real-world examination of the professional practice. A portfolio review event concludes the course.
Prerequisites: Minimum of 15 credits of DESN (p. 305) courses at 300-level.

DESN 391
Internship
0 Credits  Total (0-0-105)
The opportunity to establish working relationships and observe the real-world workplace is central to this course as students experience the pace and demands of a design agency or communications department. Working under the supervision of a professional practicing designer, students apply the skills learned in course work and demonstrate the techniques, methods and problem solving expected of a professional designer.
Prerequisites: Minimum grade of B- in DESN 310 and DESN 311.
DMWP – DISABILITY MANAGEMENT IN THE WORKPLACE

DMWP 100
Essential Anatomy and Physiology
3 Credits  Weekly (3-0-0)
The structure and function of the normal human body are examined. The respiratory, cardiovascular, gastrointestinal, genitourinary, nervous, reproductive, musculoskeletal, integumentary, lymphatic, hematological, immune/inflammatory, special sense organs and endocrine systems are explored. Terminology particular to description and organization of human anatomy is introduced. Students acquire medical terminology necessary to communicate information in a disability management environment and to understand medical documentation.

DMWP 102
Medical and Pharmaceutical Concepts
3 Credits  Weekly (3-0-0)
A wide range of medical and pharmaceutical topics that the disability management practitioner may be exposed to via medical documentation, discussions with healthcare professionals, and the disabled or ill individual are addressed. Basic medical and pharmaceutical terminology are introduced to enable students to read medical reports and engage in conversations related to return to work management. Common diagnostic and clinical procedures pertinent to cardiovascular, respiratory, digestive, genitourinary, reproductive, nervous, musculoskeletal, integumentary and endocrine systems are also examined. Students investigate common pharmaceutical, non-pharmacological, and complementary therapies utilized to treat various common conditions so that they better understand reports and discussions on these topics. Mental health issues, psychosocial factors, and their impact on the return to work process, are apprised. As a component of the practitioner’s role, health and wellness concepts are emphasized in assisting an individual’s journey during the return to work process.

DMWP 104
Introduction to Disability Management
3 Credits  Weekly (3-0-0)
The concepts, principles, models, and stakeholder roles relevant to the field of disability management are examined. The social, vocational and financial components of a disability management program are identified. The key aspects of a disability management program are presented, as well as industry-based application techniques. Trends and issues within the specialty field are addressed. Students will explore their professional responsibilities, the value of this field, and the growing demand for competent disability management practitioners.

DMWP 110
Ethics and Professionalism in Disability Management
3 Credits  Weekly (3-0-0)
Standards of practice for consensus-based disability management are focused upon in this course. Students examine ethics, values and principles related to disability management practice settings. Analysis of various ethical and professional issues of the disability management practitioner is emphasized. Opportunities for professional growth and networking are addressed.
Prerequisites: DMWP 104.

DMWP 112
Health, Social and Legislative Foundations
3 Credits  Weekly (3-0-0)
Students examine legislation relevant to the workplace, such as employment standards, privacy legislation, labour relations, human rights, occupational health and safety, workers compensation legislation, and their impact on disability management practices. The evolution of work and the relationship of compensation, benefits, and return to work planning within disability management are addressed. Occupational health and safety issues and trends in the workplace are analyzed. Students identify occupational hazards and lifestyle issues, and discuss their impact on the worker and the disability management program.

DMWP 114
Conflict and Crisis Management in Return To Work
3 Credits  Weekly (3-0-0)
Students are introduced to a framework for conflict resolution in disability management. Introduction to an interest-based conflict resolution process guides the learner to assess their personal conflict resolution style and to determine the impact of various communication skills, emotions and grief during conflict and crisis situations. Group productivity and effectiveness are discussed within the context of managing difficult situations. The application of mediation, negotiation, facilitation and interview skills are addressed. Strategies to diffuse volatile situations in relation to the return-to-work process are examined.
Prerequisites: INTD 105.

DMWP 116
Return to Work Management
3 Credits  Weekly (3-0-0)
The process to accommodate ill or injured employees is the focus of this course. Students utilize a consensus-based model to develop, implement and evaluate return to work plans or programs for employees (including returning older workers, women and various cultural groups). Cost/benefit analysis, benchmarking, auditing, and the preparation of a business plan for a disability management program are examined. The management of difficult disability cases is explored by students. Also addressed are the roles and responsibilities of case managers. Various models and processes of case management are examined as they apply within return to work coordination and disability management.
Prerequisites: DMWP 104.

DMWP 118
Field Placement
3 Credits  Total (15-0-100)
A supervised application of the disability management program concepts occurs in an occupational setting. Through self-determined goals, the student designs and completes a project utilizing the application of disability management theory and practice standards in the delivery of consensus-building disability management. Following a relevant literature review, the student develops a comprehensive return to work plan for an employee of the field placement organization. The student functions as a member of the team, working within legal, ethical, professional, and organizational parameters.
Prerequisites: DMWP 100, DMWP 102, DMWP 110, DMWP 112, DMWP 114, DMWP 116.
DSLC 214
Seminar I
1 Credit Weekly (0-0-1)
Students discuss field placement experiences and have the opportunity to reflect on the application of theory to practice. Grounded in evidence-based practice, the importance of professional and ethical conduct within a team structure are explored and developed. Students begin to develop the skills and attitudes of a reflective practitioner. Basic multimedia presentation skills are learned as a means to communicate information. The process of developing professional portfolios is initiated.
Prerequisites or Co-requisites: DSLC 215, DSLC 216, DSLC 217, DSLC 218, DSLC 219.

DSLC 215
Field Placement I
2 Credits Total (0-0-120)
In this supervised field placement, students apply and enhance their skills and knowledge in person directed practice, family support, facilitating learning, and advocacy and activism. Students integrate current disability studies theory and research into their practice. Ethical and values based practice are applied and critically analyzed. Students access the expertise of supervisors, peers, families, and individuals they support in order to function as an effective team member.
Prerequisites or Co-requisites: DSLC 214, DSLC 216, DSLC 217, DSLC 218, DSLC 219.

DSLC 216
Person Directed Practice
3 Credits Weekly (3-0-0)
Students develop person directed practices that focus on strengths, gifts, relationships, and community connection in supporting people with disabilities to have meaningful lives of their choosing. Students learn to facilitate person directed plans that support positive outcomes for individuals with disabilities. Students select and apply planning approaches that incorporate the practices of inclusion, empowerment, and individualization in the planning process.

DSLC 217
Family Support
3 Credits Weekly (3-0-0)
Theoretical approaches to understanding family systems, considering the psychological, social, and cultural factors affecting families, are discussed. Students explore the importance of the family as it responds to and impacts upon members with disabilities. Approaches to identifying and supporting diverse family strengths and needs are examined and applied to communication, support, and professional boundary issues that may arise when working in family homes.

DSLC 218
Advocacy and Activism
2 Credits Weekly (2-0-0)
Advocacy and social activism are important processes that support people with disabilities in achieving equal citizenship. Personal, cultural, and structural oppression are examined as the means by which people with developmental disabilities are excluded from equal citizenship. Students develop a working knowledge of advocacy and social movement theory, as well as human rights legislation as foundations for empowerment work. Students examine current techniques and approaches in supporting self-advocates who are working within and outside of systems to effect change in order to achieve lives of equality and full inclusion. Students learn to work within a critical ethical framework as they develop their role as an ally.

DSLC 219
Positive Approaches to Learning
3 Credits Weekly (3-0-0)
The shift from person centred to person directed planning is evident in the disability service sector. As part of a self-directed plan, individuals with developmental disabilities are encouraged to identify personal learning goals. Students are introduced to adult development and learning, processes of formal and informal assessment, and interpretation of assessment reports as part of supporting individuals with disabilities to meet their personal learning goals. Teaching strategies that support individual skills development are developed. Methods to evaluate the effectiveness of the teaching strategies are explored.

DSLC 223
Positive Behaviour Support
2 Credits Weekly (2-0-0)
Positive behaviour supports refers to innovative ways of supporting individuals with complex needs so that they can lead lives of belonging and meaning. Students develop creative supports based on a deep understanding of the person and his or her unique challenges, such as the impact of disability, addictions, mental health concerns, conflict with the law, and history of trauma. Students acquire a solid foundation of functional assessment approaches and strategies used in the disability service sector. The knowledge and skills are used as a foundation for students to develop, implement and evaluate positive support plans. Students also learn strategies required to manage critical incident and crisis situations.

DSLC 225
Personal Care and Wellness
3 Credits Weekly (2-2-0)
Students examine practices that promote healthy living and wellness for individuals with developmental disabilities including individuals with complex health needs. Students integrate theory and skills related to health promotion measures that contribute to optimal quality of life in terms of social, emotional, occupational, spiritual, mental, environmental, and physical health across the life span for individuals with developmental disabilities. Students create wellness plans and develop knowledge and skills in nutrition; tube feeding; seating, lifting, carrying and transferring procedures; and wheelchair maintenance. Students are required to demonstrate competencies in medication administration, universal health precautions, feeding, and wheelchair safety and maintenance.
DSLC 226  
Approaches to Building Community  
3 Credits  Weekly (3-0-0)  
Students examine the concepts of community building and development, and apply them to the practice of supporting people with disabilities. Students learn how community capacity and strong community connections enable the people they support to live lives of meaning, connection, and contribution.

DSLC 227  
Supervision and Organizational Leadership  
3 Credits  Weekly (3-0-0)  
Students examine the importance of strategic planning as a way to guide organizations within the disability service sector. Students explore various theories of management, leadership, and supervision and the skills required to effectively manage teams and organizations, and facilitate organizational change. Strategies to foster diversity and inclusion are also examined along with issues unique to the disability service sector.

DSLC 229  
Seminar II  
1 Credit  Weekly (0-0-1)  
Grounded in evidence based practice, professional and ethical conduct within a team structure are demonstrated. Students demonstrate advanced skills and attitudes of a reflective practitioner. Students discuss field placement experiences and have the opportunity to reflect on the application of theory to practice. Students create and present multimedia presentations. Comprehensive professional portfolios are completed and job search processes are practiced.  
Prerequisites: DSLC 214, DSLC 215: Co- or prerequisites: DSLC 223, DSLC 225, DSLC 226, DSLC 227, DSLC 230.

DSLC 230  
Field Placement II  
3 Credits  Total (0-0-180)  
In this supervised field placement, students apply and enhance their skills and knowledge in community building, organizational leadership and supervision, providing positive behavioural support, providing personal care and promoting wellness. Students integrate current disability studies theory and research into their practice. Ethical and values based practice are applied and critically analyzed. Students access the expertise of supervisors, practitioners, families and individuals they support in order to function as an effective team member. Students develop their professional identity and focus of future practice.  
Prerequisites: DSLC 214, DSLC 215: Co- or prerequisites: DSLC 223, DSLC 225, DSLC 226, DSLC 227, DSLC 229.
EASC 101
Introduction to Physical Science
3 Credits    Weekly (3-3-0)
This course provides an introduction to the origin of the Earth and solar system, the concept of geological time, and the identification of minerals and rocks. The theory of plate tectonics and the resulting structural features of the Earth are covered. Surface weathering processes and principles of geomorphology are described. Note: Credit can only be obtained for one of EASC 100 and EASC 101.

EASC 102
Introduction to Environmental Earth Science
3 Credits    Weekly (3-3-0)
In this course, the global energy budget and major energy pathways, the Earth’s patterns of weather systems and their impact on temperature, precipitation, moisture and winds are covered. Atmospheric and oceanic circulation systems and their effect on the global environmental system are discussed. Components of the atmosphere and their interactions to create weather and climate are also topics dealt with in this course. The hydrologic cycle and local water balance calculations are examined. Biological ecology and global biomes are examined. NOTE: Credit can only be obtained for one of EASC 100 and EASC 102.

EASC 103
Historical Geology
3 Credits    Weekly (3-3-0)
This course provides a study of the geologic history of the Earth from the development of the solar system to the present. The role of geochronology, stratigraphy, sedimentary and structural geology, as well as aspects of plate tectonics in paleontology are discussed. The origin and evolution of life are explored, along with an examination of fossilization. A time-sequence analysis of the Earth’s geologic past is performed using the development and movement of continents, orogenies, changes in sea-level and the appearance and evolution of life through fossils. The focus will be on the North American continent. Note: Credit can only be obtained for one of EASC 103 and EASC 105.

Prerequisites: Minimum grade of C- in EASC 101.

EASC 209
Geology of Western Canada and the National Parks
3 Credits    Weekly (3-0-0)
The geologic history of Western Canada begins 4 billion years ago with the formation of the Canadian Shield and, through tectonic and erosional modification, has evolved into its present configuration. The formation and modification of the Canadian Shield, Western Canada Sedimentary Basin, and Canadian Cordillera will be discussed. In addition, the economic resources that formed as a result of these geologic processes are addressed. The National Parks within Western Canada are examined in context of their geology and formation, describing why they are important regions to conserve.

Prerequisites: A minimum grade of C- in EASC 100 or EASC 101.

EASC 219
Mineralogy
3 Credits    Weekly (3-3-0)
This course employs a theory and lab-oriented approach to understanding mineralogy. Topics include mineral origin and formation, classification and crystallography. Hands-on mineral identification will be undertaken in the labs with a focus on major rock forming minerals, such as the silicates. The opportunity to examine rare meteorites in thin section will also be provided. Students will be assigned their own petrographic microscope for use during the term, with an additional lab designed to utilize the Raman spectrometer. A field trip to the Royal Alberta Museum will be conducted during the term.

Prerequisites: Minimum grade of C- in either EASC 101 or in EASC 105.

EASC 221
Introduction to Geographic Information Systems
3 Credits    Weekly (3-3-0)
This course provides a theoretical and practical introduction to Geographic Information Systems (GIS) as applied to geologic and environmental sciences. Lectures combine an overview of the general principles of GIS with a theoretical treatment of the nature and analytical use of spatial information. Laboratories impart the technical aspects through hands-on experience with appropriate software.

Prerequisites: A minimum grade of C- in one of EASC 100, EASC 101, EASC 102, or ANTH 206.

EASC 225
Introduction to Geomorphology
3 Credits    Weekly (3-3-0)
This course introduces students to geomorphology - the study of landforms and landscape-shaping processes. Fluvial, glacial, periglacial, slope, and aeolian landforms and processes are examined. A special emphasis is placed on Alberta’s landscape and the geomorphology of the Late Cenozoic, especially the Quaternary Period. Central to this course is fieldwork in Edmonton’s river valley.

Prerequisites: Minimum grade of C- in EASC 100 or EASC 101.

EASC 226
Introduction to Soil Science
3 Credits    Weekly (3-3-0)
This course examines the fundamental aspects of soil formation and soil occurrence in natural landscapes. Physical, chemical, mineralogical, and biological properties of soils are emphasized, and how these properties relate to plant growth and environmental quality. Identification of soils is practiced and estimates of their performances in both natural and agricultural ecosystems are analyzed. Note: A 100-level chemistry course is strongly recommended.

Prerequisites: Minimum grade of C- in EASC 100, EASC 101, EASC 102 or ANTH 206.
EASC 230
Invertebrate Paleontology
3 Credits Weekly (3-3-0)
This course addresses principles and problems associated with paleontology in areas such as origin of life, evolution, mass extinction, paleoecology, functional morphology, biogeography and biostratigraphy. There is a systematic coverage of invertebrate fossils, including microfossils, Porifera, Cnidaria, Brachiopoda, Bryozoa, Mollusca, Echinodermata, and Arthropoda. Labs promote recognition of fossils and their attributes.
Prerequisites: Minimum grade of C- in EASC 103 or EASC 105.

EASC 238
Geology of Natural Resources
3 Credits Weekly (3-0-0)
This course consists of the geological study of the major types of economically important metallic and nonmetallic ore minerals and energy resources. Basic processes which form and concentrate these materials in the Earth are examined. Various methods of exploration and mining of the resources are detailed. Alberta’s coal and petroleum resources are emphasized. Environmental effects of the production and use of mineral and energy resources are discussed.
Prerequisites: Minimum grade of C- in EASC 101.

EASC 240
Sedimentology and Stratigraphy
3 Credits Weekly (3-3-0)
Focusing on the production, transport, and deposition of sediment, this course explores sedimentary depositional environments, processes, controls, and structures. The course further examines stratigraphic relationships between sediments (including litho-, bio-, chemo-, and chrono-stratigraphic approaches), and facies analysis – the examination and interpretation of sedimentary characteristics that reflect specific environmental conditions under which a given material was deposited or formed. Course topics include the environmental controls on sediment generation, transport, and deposition; properties and classification of clastic, carbonate and evaporitic sediments and rocks; sequence stratigraphy, correlation, and facies analysis; tectonic development of sedimentary basins; hydrocarbon formation and generation; and the interface between sedimentary processes and environmental contamination and rehabilitation. The subsurface characterization of the Western Canada Sedimentary Basin will be introduced as part of this course. In laboratory sections, students will identify characteristics of common sedimentary facies, describe and classify sedimentary rocks in hand specimen, map and correlate sedimentary units, and create stratigraphic sections.
Prerequisites: Minimum grade of C- in EASC 101 and in EASC 102.

EASC 270
The Atmosphere
3 Credits Weekly (3-0-0)
This course provides an introduction to atmospheric science, weather, and climate. Topics include the composition and vertical structure of the atmosphere, humidity and clouds, atmospheric dynamics, circulation, weather systems, weather forecasting and maps, atmospheric boundary layer, and climate dynamics. Training for reading and interpreting weather maps, and modeling atmospheric processes is provided. Note: MATH 114 is recommended.
Prerequisites: A minimum grade of C- in any 100-level EASC (p. 312), CHEM (p. 280), or PHYS (p. 433), or in either BIOL 107 or BIOL 108.
EASC 322  
Introduction to Biogeochemistry  
3 Credits  
Weekly (3-3-0)  
Biogeochemistry is the study of the chemical, physical, geological, and biological processes and reactions that govern planet Earth. This course provides an introduction to the discipline, focusing on the exchange of energy and elements between the biosphere and the geosphere. The fundamental components of the Earth’s system are examined, including the atmosphere, hydrosphere, biosphere, and geosphere, alongside their evolutionary histories and linkages. Topics include the principle biogeochemical cycles, such as the carbon, sulfur, and nitrogen cycles, and their histories. These cycles are assessed in the context of recent environmental and climate change driven by anthropogenic activities. This course incorporates a multitude of disciplines, spanning geology, chemistry, biology, and environmental science.  
Prerequisites: A minimum grade of C- in CHEM 232, CHEM 261 or CHEM 270, and in one of EASC 226, EASC 270 or EASC 271 (Note: Credit cannot be obtained in both EASC 322 and CHEM 322).  

EASC 324  
Quaternary Environments  
3 Credits  
Weekly (3-3-0)  
This course offers an introduction to the Quaternary Period. It provides a broader context for studying modern environmental phenomena and delivers an overview of the key techniques and proxies used in reconstructing Quaternary environmental histories. The course situates the Quaternary within a broad history of Earth’s climate, discussing Quaternary glaciations and conditions during and since the last Ice Age in detail. This course also reviews the methodologies used to reconstruct past conditions, focusing on how these methods are used as windows into the past. The course concludes with the detailed examination of several Canadian case studies using the latest research and environmental reconstructions, such as (but not restricted to) the glaciation and deglaciation of Alberta; Quaternary environmental change in the Canadian Arctic Archipelago; and the paleoenvironments of Beringia. The laboratory classes give hands-on experience with basic environmental reconstruction methodologies.  
Prerequisites: Minimum grade of C- in one of EASC 208, EASC 225 or ANTH 206.  

EASC 330  
Igneous, Sedimentary, and Metamorphic Petrology  
3 Credits  
Weekly (3-3-0)  
This course highlights Earth’s chemistry, the chemistry of minerals, the chemistry of rocks in different environments, and physical processes in the context of mineral stability and different rock chemistry. There are three main regimes in which rocks form: igneous (from a molten rock material that originated in the interior of the Earth), sedimentary (from weathering of rocks on the Earth’s surface and lithification of loose sediment), and metamorphic (when rocks get exposed to different temperature/pressure regimes within the Earth). Hands-on laboratory exercises provide professional skills for complete mineral and rock identification, and interpretation of rock textures using hand lens, petrographic microscope, and chemical analyses.  
Prerequisites: A minimum grade of C- in EASC 219.  

EASC 334  
Planetary Surface Imaging  
3 Credits  
Weekly (3-3-0)  
Satellite imagery is being used more and more frequently to assess everything from oil spills to fire hazards, from mining potential to archaeology, from water on Mars to methane lakes on Titan. In this course, students learn to interpret images from several different satellite and airborne instruments for applications in geology, environmental studies, urban planning, mining, archaeology, forestry, and planetary science.  
Prerequisites: Minimum grade of C- in EASC 221, EASC 225, or ANTH 206.  

EASC 373  
Anthropogenic Climate Change  
3 Credits  
Weekly (3-0-0)  
This course provides an advanced examination of the natural physical processes that have driven the global climate system in the past and present. It focuses in particular on how humans are interfering with the climate system and the potential future consequences. It further provides an introduction to simple on-line computer models of the climate system.  
Prerequisites: Minimum grade of C- in EASC 208 or EASC 270.  

EASC 375  
Paleoclimatology  
3 Credits  
Weekly (3-0-0)  
This course provides an advanced study of the natural physical processes that have driven the global climate system in the past and present. It focuses in particular on how humans are interfering with the climate system and the potential future consequences. It further provides an introduction to simple on-line computer models of the climate system.  
Prerequisites: Minimum grade of C- in EASC 208 or EASC 270.  

EASC 398  
Independent Study  
3 Credits  
Total (0-0-72)  
This course permits an intermediate-level student to work with a faculty member to explore a specific topic in depth through research or through directed reading in primary and secondary sources. The student plans, executes, and reports the results of their research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.  

EASC 406  
Planetary Materials  
3 Credits  
Weekly (3-0-0)  
A fundamental goal of planetary science is to understand the timing and process by which our solar system formed and evolved. Planetary materials - meteorites, interplanetary dust particles and returned sample missions including Apollo, Hayabusa and Stardust - provide us with tangible samples from the vast reaches of our solar system from which high-precision analytical measurements can be made. In this course, we will explore the earth’s current inventory of planetary materials, with a focus on their mineralogy, petrology and geochemistry, with the goal of gaining insights derived from their study.  
Prerequisites: Minimum grade of C- in EASC 219 and EASC 206 and a B- in any 300-level EASC (p. 312) course, or a minimum grade of B- in EASC 320.
EASC 495
Special Topics
3 Credits  Weekly (0-0-3)
This course involves reading, discussing and critically evaluating current research on specialized topics in Earth and Planetary Science. Topics covered vary with the interests of students and faculty. Students should consult with faculty members in the Earth and Planetary Science area for details regarding current offerings. Note: This course is intended for students in the final year of their degree. This course may be taken twice for credit.

Prerequisites: Minimum grade of B- in a 300-level EASC course and permission of the department.

EASC 498
Advanced Independent Study
3 Credits  Total (0-0-72)
This course permits a senior-level student to work with a faculty member to explore a specific topic in depth through research or through directed reading in primary and secondary sources. The student plans, executes and reports the results of their research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
ECDV – EARLY LEARNING & CHILD CARE

ECDV 101
Healthy Environments for Early Learning and Care
3 Credits  Weekly (3-0-0)
In this introductory course, students explore the components of quality early childhood settings. Attention is paid to relevant legislation, regulation, standards and appropriate practices in environments for young children. Selected types of programs for early learning and care are examined. The role of the early childhood educator in creating healthy safe environments for children and their families is discussed. Students reflect on the personal attributes of the early childhood professional.

ECDV 102
Curriculum I: Creative Expression in Early Learning and Care
3 Credits  Total (45-10-0)
Students explore the creative curriculum in programs for early learning and care. They select, plan and implement creative experiences to support the development of literacy, numeracy/math, art, music and dramatic play. Age and developmentally appropriate curriculum and planning concepts including planning for child centred play experience are introduced. The importance of aesthetics in an early learning environment is introduced. The early learning teacher’s role and the child’s role in curriculum development are explored. Students collect and use resources to support the creative curriculum in early childhood settings.

ECDV 110
Child Development I
3 Credits  Weekly (3-0-0)
In conjunction with ECDV 110, this course provides the students a basic understanding of the growth and development of young children. The focus is on developing a sensitivity to children and the world in which they live, based on historical and current perspectives. Course content includes current and emergent theories and their influence on creating a developmental framework for understanding the study of children. The impact of diversity, culture and lifestyle on child rearing and identity formation is discussed. Students use techniques for observing children’s behaviours and documenting developmental outcomes.

ECDV 115
Communications I: Interpersonal Competencies
2 Credits  Weekly (2-0-0)
This is the first of three courses in an integrated communications stream that support students’ personal and professional development. Focus is on identity information as affected by socialization processes, diversity issues and the role of culture for children and adults. An introduction to developing team concepts and team processes with a view to developing skills in nurturing positive interactions is considered. An emphasis is placed on developing safe, supportive verbal and emotional environments for successful learning for children and adults. A theoretical base for communication is introduced.

ECDV 120
Field Placement I
3 Credits  Total (0-0-200)
This is the first of four field placement courses designed to support the student’s progressive development of skills. Field placement provides students with the opportunity to blend theory from classes with practice in early childhood settings. Students are mentored by a university field placement coordinator. Students are assessed in the following categories: professional suitability, participation and performance, and play and curriculum experiences. The focus in this first field placement is on focused observation of, and thoughtful interaction in, children’s play and learning; on developing beginning skills in planning, and on demonstrating professional attitudes by being responsible, cooperative and thoughtful.
Prerequisites: ECDV 101, ECDV 102, ECDV 110 and ECDV 115.
Co-requisites: ECDV 125.

ECDV 125
Integration Seminar I
1 Credit  Weekly (0-0-1)
This course provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Field placement issues are discussed and class learning in Term I is integrated with practical field experiences. Seminar focuses on recognized early learning and care practice across a broad range of early childhood programs. It also provides an opportunity to discuss issues and explore topics in early learning and care. Seminar engages students at a variety of practice levels. Students come to an integrated grouping in seminar with different experiences in field placement.
Prerequisites: ECDV 101, ECDV 102, ECDV 110, ECDV 115.
Co-requisites: ECDV 120.

ECDV 155
Curriculum II: Learning Through Play
3 Credits  Total (45-10-0)
In this course, students explore the nature and development of play in the lives of children. Students learn how to research, organize and prepare meaningful and aesthetic play experiences and play spaces to enhance learning and development in early learning and care settings. Through active exploration, students gain a personal appreciation of the value and functions of play, an understanding of the importance of organization and presentation of materials for play, and their role as adult facilitators. A primary focus is working with preschool children.
Prerequisites: ECDV 101, ECDV 102, ECDV 110, ECDV 115, ECDV 120, ECDV 125, and ENGL 111 or consent of the department.

ECDV 160
Child Development II
3 Credits  Weekly (3-0-0)
In conjunction with ECDV 160, the course provides students with a basic understanding of the growth and development of young children. The focus is on recognizing typical milestones across all developmental domains, and building on theories of child development presented in ECDV 110. Diversity issues are discussed. Observation techniques are used to document children’s development and to make recommendations for programming. Students discuss how cultural values impact child rearing practices. The effects of abuse and resilience in development are discussed.
Prerequisites: ECDV 101, ECDV 102, ECDV 115, ECDV 120, ECDV 125 plus Minimum grade of C in ECDV 110.
ECDV 165
Communications II: A Constructivist Approach to Child Guidance
3 Credits  Weekly (3-0-0)
This is the second of three courses in an integrated communications stream that support students' personal and professional development. There is focus on developing skills and strategies for guiding children's behaviour in developmentally responsive and supportive ways. Knowledge of child development assists students to understand the issues and techniques presented, and the importance of fostering a strong sense of self and identity. The difference between discipline and guidance is discussed. Students have opportunities to practice communication and guidance skills that support positive interactions with children. Strategies for supporting children with challenging behaviours are introduced.
Prerequisites: ECDV 101, ECDV 102, ECDV 110, ECDV 115, ECDV 120, ECDV 125.
Co-requisites: ECDV 160.

ECDV 170
Field Placement II
3 Credits  Total (0-0-200)
This is the second of four field placement courses designed to support the student's progressive development of skills. Field placement provides the student with the opportunity to blend theory from classes with practice in early childhood settings. The student is mentored by a university field placement coordinator. Students are assessed in the following categories: professional suitability, participation and performance, and play and curriculum experiences. In this field placement, students begin to demonstrate effective communication skills and guidance strategies with young children, and continue to develop skills for observing children and planning for safe and interest based play experiences to meet individual and group needs.
Prerequisites: ECDV 155, ECDV 160, ECDV 165 and ECDV 210, plus a minimum grade of C in ECDV 120 and ECDV 125.
Co-requisites: ECDV 175.

ECDV 175
Integration Seminar II
1 Credit  Weekly (0-0-1)
This course provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Field placement issues are discussed and class learning in Term II is integrated with practical field experiences. Seminar focuses on recognized early learning and care practices across a broad range of early childhood programs. It also provides an opportunity to discuss issues and explore topics in early learning and care. Seminar engages students at a variety of practice levels. Students come to an integrated grouping in seminar with different experiences in field placement.
Prerequisites: ECDV 155, ECDV 160, ECDV 165 and ECDV 210, plus a minimum grade of C in ECDV 120 and ECDV 125.
Co-requisites: ECDV 170.

ECDV 201
Curriculum III: Planning for Early Learning and Care
3 Credits  Total (45-10-0)
This course focuses on the principles of constructivism, emergent curriculum and inclusive planning in early learning and care environments. Students gain an understanding of, and practice in using a planning cycle for play-based early learning experiences that integrate literacy, numeracy, social studies, science and fine arts. Students document children's learning. Collection and use of resources for planning are emphasized.
Prerequisites: ECDV 155, ECDV 160, ECDV 165, ECDV 170, ECDV 175 and ECDV 210.

ECDV 210
Family-Centered Practice
2 Credits  Weekly (2-0-0)
Students learn to understand and support the diverse range of families. Students are encouraged to explore their own family experience as a starting point for understanding the diversity of family values, beliefs, lifestyles and needs. The course draws on theory in family dynamics, family systems and communications.
Prerequisites: ECDV 101, ECDV 102, ECDV 110, ECDV 115, ECDV 120, ECDV 125 and ENGL 111.

ECDV 220
Field Placement III
3 Credits  Total (0-0-200)
This is the third of four field placement courses designed to support the student’s progressive development of skills. Field placement provides the student with the opportunity to blend theory from classes with practice in early childhood settings. The student is mentored by university field placement coordinator. Students are assessed in the following categories: professional suitability, participation and performance, and play and curriculum experiences. In this field placement, students focus on developing relationships with families, increased responsibility for the daily functioning of the program including more in-depth planning and observation skills, and demonstrate a commitment to professional growth.
Prerequisites: ECDV 201, ECDV 230, ECDV 260 and ECDV 280, plus a minimum grade of C in ECDV 170 and ECDV 175.
Co-requisites: ECDV 225.

ECDV 225
Integration Seminar III
1 Credit  Weekly (0-0-1)
This course provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Field placement issues are discussed and class learning in Term III is integrated with practical field experiences. Seminar focuses on recognized early learning and care practice across a broad range of early childhood programs. It also provides an opportunity to discuss issues and explore topics in early learning and care. Seminar engages students at a variety of practice levels. Students come to an integrated grouping in seminar with different experiences in field placement.
Prerequisites: ECDV 201, ECDV 230, ECDV 260 and ECDV 280, plus a minimum grade of C in ECDV 170 and ECDV 175.
Co-requisites: ECDV 220.
ECDV 230
Communications III: Working in Professional Teams
2 Credits  Weekly (2-0-0)
This is the third of three courses designed to support personal and professional communication skills. Students gain an understanding of the nature of professional teams and the skills required for successful practice in teams. Context based learning assists the student to apply theory, and develop skills and strategies in working with families and in interdisciplinary and workplace teams. A focus on values, ethics and diversity issues guides discussion of effective problem solving models.
Prerequisites: ECDV 155, ECDV 160, ECDV 210, ECDV 170 and ECDV 175 plus Minimum grade of C in ECDV 165.

ECDV 250
Foundations of Early Childhood
2 Credits  Weekly (2-0-0)
Students look at current issues in the field of early childhood development from the view of a reflective practitioner. The course focuses on selected historical philosophers and educators who have shaped present early childhood theory, practice, materials/equipment, and who raised issues still relevant. Contemporary models of early childhood programs and the role of research are examined. Students review a code of ethics and apply it to their practice with families and children. Professional resources, further education and professional associations are presented to assist students in establishing a professional development plan.
Prerequisites: ECDV 201, ECDV 220, ECDV 225, ECDV 230, ECDV 260 and ECDV 280.

ECDV 255
Child Development III
3 Credits  Weekly (3-0-0)
Child Development III extends the principles of Child Development I and II. This course provides students with opportunities to identify and examine the needs of children with developmental challenges, with attention to inclusive principles. Students have regular opportunities to observe and relate to a child with delays or deviations in development. The course is an introduction to the field of exceptionality and is designed to heighten awareness rather than train specialists.
Prerequisites: ECDV 201, ECDV 220, ECDV 225, ECDV 230, ECDV 260 and ECDV 280.

ECDV 260
Family and Community Issues
3 Credits  Weekly (3-0-0)
This course looks at the family from a societal perspective, with the intention of deepening participants’ understanding of the families with whom they will be working and their awareness of issues concerning families. The focus is on the ecology of the family with particular emphasis on family policy, economic issues and the social safety net, power and violence, gender issues, children’s rights/parent’s rights and advocacy. Capacity building and strengths based approaches are presented as strategies to support families and develop resiliency.
Prerequisites: ECDV 155, ECDV 160, ECDV 165, ECDV 170, ECDV 175, ECDV 210.

ECDV 270
Field Placement IV
3 Credits  Total (0-0-200)
This is the fourth of four field placement courses designed to support the student’s progressive development of skills. Field placement provides the student with the opportunity to blend theory from classes with practice in early childhood settings. The student is mentored by a university field placement coordinator. Students are assessed in the following categories: professional suitability, participation and performance, and play and curriculum experiences. In this final field placement, students apply early childhood best practice knowledge to support children’s learning and development. The student will be prepared for entry to professional practice.
Prerequisites: ECDV 250, ECDV 255, ECDV 285 and OOSC 200 plus a minimum grade of C in ECDV 220 and ECDV 225.
Co-requisites: ECDV 275.

ECDV 275
Integration Seminar IV
1 Credit  Weekly (0-0-1)
This course provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Students bring experience in different field placement settings to group discussion in seminar. Field placement issues are discussed and class learning in Term IV is integrated with practical field experiences. Seminar focuses on recognized early learning and care practice across a broad range of early childhood programs. It also provides an opportunity to discuss issues and explore topics in early learning and care.
Prerequisites: ECDV 250, ECDV 255, ECDV 285 and OOSC 200 plus a minimum grade of C in ECDV 220 and ECDV 225.
Co-requisites: ECDV 270.

ECDV 280
Infant and Toddler Care and Development
3 Credits  Weekly (3-0-0)
In this course, students review developmental stages and milestones for infants and toddlers. Implications of current neurodevelopmental research on early learning and care settings are discussed. The importance of responsive and caring interactions and the adult’s role in planning and providing play and learning environments and experiences is addressed. Students develop strategies for supporting families and respecting diversity. Students gain an understanding of their roles in supporting infant and toddler social and emotional development.
Prerequisites: ECDV 155, ECDV 160, ECDV 165, ECDV 210, ECDV 170 and ECDV 175.

ECDV 285
Curriculum IV: Theories of Early Learning
3 Credits  Weekly (3-0-0)
Building on previous curriculum courses, this course emphasizes theories and curriculum models for early learning and care that arise from a constructivist framework. Reflective practice extends the understanding of the professional’s role in planning for early learning based on theoretical perspectives and an understanding of the importance of diversity and inclusion. Students explore a range of early learning assessment tools, techniques and practices.
Prerequisites: ECDV 201, ECDV 230, ECDV 260, ECDV 280, ECDV 220, ECDV 225.
ECON 101
Introduction to Microeconomics
3 Credits  Weekly (3-0-0)
This course will provide an introductory investigation to supply and demand analysis; the theory of production, costs, and price determination under competitive and non-competitive market conditions. Emphasis is given to the Canadian Economy.

ECON 102
Introduction to Macroeconomics
3 Credits  Weekly (3-0-0)
Following a brief introduction to the discipline of economics, this course provides an introductory investigation of national income determinations, monetary and banking systems, and fiscal and monetary policies. Contemporary problems of unemployment, inflation, economic growth, exchange rates and international trade are analyzed. Emphasis is given to Canadian issues.

ECON 212
Economic Aspects of the European Union
3 Credits  Weekly (3-0-0)
This course focuses on the study of economic policies in the European Union (EU). Though the ideas of trade liberalization and economic integration are as old as economics itself, the ongoing process of integrating Europe is one of the most exciting experiences in human history. The European experience of economic, political, legal, and social integration is a unique opportunity to learn how these processes work and what their dangers are. This course concerns the economic foundations of the Union, as well as current issues.
Prerequisites: Minimum grade of C- in ECON 101 and ECON 102.

ECON 213
Introduction to Economics of Developing Countries
3 Credits  Weekly (3-0-0)
This course is a survey of case studies from developing countries that focuses on the major approaches to, and problems of, economic development. It emphasizes issues relating to the concept and history of development; development strategies; poverty; population growth; trade, growth, macroeconomic management and globalization; role of institutions in development; linkages between environment and development; savings and investment; and foreign aid.
Prerequisites: Minimum grade of C- in ECON 102.

ECON 281
Intermediate Microeconomics
3 Credits  Weekly (3-0-0)
Microeconomics aims at explaining phenomena such as changes in relative prices, but it is much more than that: it provides methods for making educated decisions in our day-to-day lives. To that end, it uses a set of principles, a reasoning framework, and a few mathematical models expressed in functions, equations, and graphs. Knowledge of algebra at a high-school level is strongly recommended.
Prerequisites: Minimum grade of C- in ECON 101.

ECON 282
Intermediate Macroeconomics
3 Credits  Weekly (3-0-0)
Students will explore topics such as models of price, interest rate, output, and employment determination; the impact of fiscal, monetary, and supply shocks; open economy macroeconomics with fixed and flexible exchange rates, and prices as well as international capital mobility.
Prerequisites: Minimum grade of C- in ECON 101 and ECON 102.

ECON 289
Introduction to Mathematical Economics
3 Credits  Weekly (3-0-0)
This course introduces students to mathematical framework for economic analysis. It examines the fundamental techniques of functions, matrix algebra, differentiation and integration in relation to their application to the concepts to economic analysis. This course cannot be taken for credit if credit has already been obtained in MATH 114.
Note: This course can be used to fulfill the arts credit requirements of the Bachelor of Arts and the science credit requirement of the Bachelor of Science.
Prerequisites: A minimum grade of C- in ECON 101.

ECON 290
Economics at Work: Reasoning and Writing in Economics
3 Credits  Weekly (3-0-0)
Students review the tools of economic reasoning and use them to analyze a variety of micro- or macro-economic issues from an individual's perspective. Instruction emphasizes high student engagement both in class and with home assignments. Reading and writing economics materials are both means and ends of this course.
Prerequisites: Minimum grade of C- in 6 ECON (p. 319) credits.

ECON 299
Quantitative Methods in Economics
3 Credits  Weekly (3-0-0)
An introduction to the use of mathematical and statistical methods in economics. Economic problems serve as exercises and examples of how such methods can be used. Note: This course is designed for students in the Economics major. Students in a program other than the Economics major require the consent of the department prior to registration. Note: This course can be used to fulfill the arts credit requirements of the Bachelor of Arts and the science credit requirement of the Bachelor of Science.
Prerequisites: A minimum grade of C- in ECON 101, ECON 289 or MATH 114, and in one of STAT 151 or STAT 161.

ECON 319
Contemporary Canadian Economic Issues
3 Credits  Weekly (0-0-3)
This course examines contemporary Canadian economic issues in relation to macroeconomic performance, monetary and fiscal policies, trade liberalization, environmental management and policies, industrial policies, social policies and regional development. The debates and policies related to contemporary economic aspects of these issues are discussed.
Prerequisites: Minimum grade of C- in ECON 101 and ECON 102.

ECON 323
International Economics
3 Credits  Weekly (3-0-0)
This course examines the principles underlying the international economy in both trade and finance. Emphasis is placed on the determination of trade patterns, comparative advantage, trade and tariffs, and the macroeconomic effects of exchange rate changes. Note: Students who have taken ECON 421 or ECON 422 for credit cannot receive credit for this course.
Prerequisites: Minimum grade of C- in ECON 101.
ECON 335
Urban Economics
3 Credits  Weekly (3-0-0)
This course explores how economic forces influence development of cities in the spatial, social and economic dimensions, cause cities to grow or shrink, affect urban problems such as poverty, crime and congestion, make urban housing markets to work, and shape taxation and spending policies of governments. 
Prerequisites: Minimum grade of C- in ECON 101.

ECON 341
Money and Banking
3 Credits  Weekly (3-0-0)
An analysis of the role of money and credit in the exchange process; the savings - investment process; commercial banking; financial intermediaries; financial markets; central banking and regulations of financial institutions. 
Prerequisites: Minimum grade of C- in ECON 102.

ECON 350
Economics of Public Expenditure
3 Credits  Weekly (3-0-0)
This course analyzes public expenditure policies and other issues involved in the provision of public services. The key topics include: public goods, externalities, public choice, fiscal federalism, healthcare, education, and public pensions. 
Prerequisites: Minimum grade of C- in ECON 101.

ECON 353
Taxation Policy and Structure
3 Credits  Weekly (3-0-0)
This course introduces students to the basic structure of a tax system and various tax policy issues. Particular attention is paid to the Canadian tax structure and its role in attaining certain goals of society. The key concepts in this course include tax incidence, economic effects of taxes, and tax policy design. 
Prerequisites: Minimum grade of C- in ECON 101.

ECON 355
Economics of Project Evaluation
3 Credits  Weekly (3-0-0)
This course covers the use of cost-benefit analysis and other economic methods in evaluating private and public investment projects with examples from transportation, river basin management, electrical generation, and oil and gas. 
Prerequisites: Minimum grade of C- in ECON 101.

ECON 357
Topics in Applied Economics
3 Credits  Weekly (3-0-0)
This course focuses on the economic aspects and related policy issues of selected areas such as; health and health care, labour, sports, and law. Topics vary and are announced prior to registration. Consult with faculty members in Economics for details regarding current offerings. 
Prerequisites: Minimum grade of C- in ECON 101.

ECON 365
Resource Economics
3 Credits  Weekly (3-0-0)
This course examines the issues involved in the production of exhaustible and renewable natural resources, including exploration, extraction, and taxation; scarcity and pricing; and contemporary Canadian resource policy issues. 
Prerequisites: Minimum grade of C- in ECON 101.

ECON 366
Energy Economics
3 Credits  Weekly (3-0-0)
This course examines the economics of producing and consuming energy, pricing, role in economic growth, energy sources and markets, the role of government, regulation and other energy policy issues. 
Prerequisites: Minimum grade of C- in ECON 101.

ECON 369
Economics of the Environment
3 Credits  Weekly (3-0-0)
This course examines economic growth and the deterioration of the environment, types and causes of environmental deterioration, theory, policy, and measurement relating to environmental deterioration, and current Canadian environmental topics. 
Prerequisites: Minimum grade of C- in ECON 101.

ECON 373
Industrial Organization
3 Credits  Weekly (3-0-0)
This course presents a survey of the theories of behaviour and performance of firms under different market structures, game-theoretical concepts applied to the study of strategic behaviour in the market, case studies, and Canadian antitrust policy and practice. 
Prerequisites: Minimum grade of C- in ECON 281 and MATH 113.

ECON 384
Microeconomic Theory
3 Credits  Weekly (3-0-0)
This course examines extensions and applications of microeconomic topics such as inter-temporal choice, uncertainty, game theory, externalities, public goods, asymmetric information, and general equilibrium. Recommended to students who wish to deepen their understanding in microeconomic theory and analytical skills in using microeconomic models. 
Prerequisites: Minimum grade of C- in ECON 281 and MATH 114.

ECON 385
Macroeconomic Theory
3 Credits  Weekly (3-0-0)
Building on Intermediate Macroeconomics, students examine government budget constraint and public debt; neoclassical growth theories; theories of aggregate consumption; investment, money demand and money supply. 
Prerequisites: Minimum grade of C- in ECON 281 and ECON 282.

ECON 389
Introduction to Mathematical Economics
3 Credits  Weekly (3-0-0)
This course focuses on mathematical techniques used to set and solve economic problems. Topics include principles and applications of total and partial differentiation, comparative static analysis, constrained and unconstrained optimization, linear inequalities, convexity, programming, other mathematical theories of interest in modern economics. Note:This course can be used to fulfill the arts credit requirements of the Bachelor of Arts and the science credit requirement of the Bachelor of Science. 
Prerequisites: A minimum grade of C- in ECON 281, ECON 282, and in either ECON 289 or both MATH 114 and MATH 120.
ECON 398
Independent Study
3 Credits  Total (0-0-45)
This course permits an intermediate level student to work with an instructor to explore specific economic topics in a certain field of economics through directed reading and research using primary and secondary sources. 
Prerequisites: Consent of the department.

ECON 399
Introductory Econometrics
3 Credits  Weekly (1.5-1.5-0)
This course provides an elementary treatment of major topics in econometrics with emphasis on applied regression methods, econometric model building and applications, introduction to, and practice of empirical research methods; identifying topics, collecting data, and writing a research report. Note: This course can be used to fulfill the arts credit requirements of the Bachelor of Arts and the science credit requirement of the Bachelor of Science.
Prerequisites: A minimum grade of C- in ECON 299.

ECON 401
Field Placement
3 Credits  Weekly (6-0-0)
In this course, the students are assigned to a public, private, or non-profit organization where they apply their knowledge and skills in research, evaluation, management or analytical aspects of a project. Note: This course does not fulfill the 400-level requirement for the major and minor.
Prerequisites: Minimum grade of C- in ECON 299 and consent of the department.

ECON 414
Development Economics
3 Credits  Weekly (3-0-0)
This course focuses on economic models of growth and development in developing countries. Topics include poverty and inequality, population dynamics, the role of agriculture, industry, saving and investment, fiscal and macro policies, international trade and globalization in structural transformation of developing countries as well as the various approaches to development planning.
Prerequisites: Minimum grade of C- in ECON 281 and ECON 282.

ECON 421
International Trade
3 Credits  Weekly (0-0-3)
The course focuses on: nature and relevance of international trade; early trade doctrines; the theory of comparative advantage; classical and modern approaches and empirical evidence for them; new approaches to the pure theory of international trade; economic growth and international trade; market imperfections and trade; commercial policy; economic integration; and the gains from trade.
Prerequisites: Minimum grade of C- in ECON 281, and in either MATH 114 or ECON 289.

ECON 422
International Payments
3 Credits  Weekly (0-0-3)
This course examines these macroeconomic topics: the types of international transactions, macroeconomics in an open economy, exchange rates, balance of payments adjustments, and issues within the international monetary system.
Prerequisites: Minimum grade of C- in ECON 281, ECON 282 and in either MATH 114 or ECON 289.

ECON 441
Monetary Theory and Policy
3 Credits  Weekly (0-0-3)
In this course, students examine formal modeling of money and recent developments in monetary economics, including inflation tax and the optimum quantity of money. Key topics include term structure of interest rates, money and economic activity, rules versus discretion in monetary policy, and the role of financial deregulation.
Prerequisites: Minimum grade of C- in ECON 281, ECON 282 and in either MATH 114 or ECON 289.

ECON 442
Economics of Financial Markets
3 Credits  Weekly (0-0-3)
The central topics covered in this course include the measurements of risk, hedging and speculation, market microstructure, asset pricing and market equilibrium.
Prerequisites: Minimum grade of C- in ECON 281, in either STAT 151 or STAT 161, and in either MATH 114 or ECON 289.

ECON 467
Environmental and Natural Resource Policy
3 Credits  Weekly (0-0-3)
The course focuses on the relationships between economic activities, environment and ecosystem; designing, implementing, managing and evaluating domestic, regional and global policy issues related to environmental, renewable and non-renewable resources. The course also discusses Canadian environmental problems and critically analyzes the policies used to address those problems.
Prerequisites: Minimum grade of C- in ECON 281, either MATH 114 or ECON 289, and one of ECON 365, ECON 366, or ECON 369.

ECON 481
Advanced Microeconomic Theory
3 Credits  Weekly (3-0-0)
This honors level course is an advanced microeconomics study of producer and consumer theory, general equilibrium and welfare economics, and selected topics.
Prerequisites: Minimum grade of C- in ECON 384 and ECON 389 or consent of the department.

ECON 482
Advanced Macroeconomic Theory
3 Credits  Weekly (3-0-0)
This course explores modern macroeconomic theory including theories of business cycles and growth, microfoundations of macro models, government budget constraints, expectations formation, the open economy and representative agent optimizing models.
Prerequisites: Minimum grade of C- in ECON 384 and ECON 385.

ECON 495
Applied Econometrics
3 Credits  Weekly (1.5-1.5-0)
This course covers topics that are beyond the scope of ECON 399, such as panel data models, instrumental variables, limited dependent variables, and simultaneous equations. The learning method is substantially based on computer lab work. The theory behind each econometric method studied in this course is provided only as much as necessary for the sound understanding of the respective method.
Prerequisites: Minimum grade of C- in ECON 399.
ECON 497
Economic Analysis: A Capstone Seminar
3 Credits  Weekly (0-0-3)
Students use their understanding of economic theory and quantitative knowledge to investigate in depth an economic issue. In a structured environment, they learn how to analyze economic problems, find solutions and write reports. They also practice how to formally discuss critique and evaluate other economic reports and publications. 
Prerequisites: A minimum grade of C- in ECON 281, ECON 282, and ECON 399. Co-requisites: ECON 399 May be taken as Co-requisite with consent of the department.

ECON 498
Advanced Independent Study
3 Credits  Total (0-0-45)
This course permits a senior-level student to work with an instructor to explore a specific economic topic in depth through directed reading and research using primary and secondary sources. 
Prerequisites: A minimum grade of C- in ECON 281 and ECON 282 and ECON 299 and consent of the department.

ECON 499
Honours Thesis
3 Credits  Total (0-0-45)
Under the direction of a faculty supervisor registered students conduct a research project culminating in a written Honours Thesis with oral defense. This course is restricted to students in the Honours Economics Program and may only be taken in their final year of the program.
ECRP – EMERGENCY COMMUNICATIONS AND RESPONSE

ECRP 131
Call Processing/Radio Communications
3 Credits  Weekly (3-2-0)
Students examine the basics of call processing and radio communications. The course includes theory, technical language, and the application of equipment used in emergency and non-emergency communication centres. Students practice call-taking, radio communications, and dispatching skills.

Co-requisite: ECRP 141.

ECRP 141
Emergency Communications I
3 Credits  Weekly (3-2-0)
The theory and techniques of call taking and dispatching as applied to police, fire, and medical communications are examined. The role of the emergency communicator in a mission critical environment is discussed. A focus on managing resources and callers is included. Skills in call taking and dispatching are practiced through role playing and simulated laboratory experiences.

Prerequisites or Co-requisites: ECRP 131.

ECRP 151
Emergency Communications II
3 Credits  Weekly (3-2-0)
Theory and techniques of call taking and dispatching as applied to police, fire, and medical emergency communications are examined in detail. An overview of the history and organizational structure of police, fire and medical services as well as the interrelationship of these services in responding to a critical incident is examined. An emphasis on deployment principles and protocols is included. Skills are developed in call taking and dispatching of multiple incidents through role playing and simulated laboratory experiences.

Prerequisites: ECRP 141.

ECRP 161
Emergency Planning
2 Credits  Weekly (2-0-0)
This course focuses on the stages involved in planning, preparation, and management of a response to an emergency, disaster, or crisis situation with emphasis on the role of the emergency communicator. Natural and man-made disasters, risk analysis, and emergency management plans are examined.

ECRP 171
Field Placement
2 Credits  Total (0-0-100)
This course provides the student with related practical field experiences. The placement offers the unique opportunity to observe and participate in a variety of learning activities related to the field.

Co-requisites: ECRP 172.

ECRP 172
Integration Seminar
1 Credit  Weekly (1-0-0)
This course integrates theory and practice by linking the knowledge, skills, and values gained in the classroom through discussions of issues experienced in the field placement. The focus is on professional practice, ethical decision making and work expectations in a team environment. Integration seminar is taken concurrently with ECRP 171 - Field Placement.

Co-requisites: ECRP 171.

ECRP 181
Document Processing in Emergency Communications
1 Credit  Weekly (1-2-0)
Students explore the variety of tools, documents and reports commonly used within an emergency communications centre. Students create, format and use various documents and reports such as call logs and protocols. Quality improvement and quality assurance tools utilized within a communications centre are examined.
EDFX – EDUCATIONAL FIELD EXPERIENCE

EDFX 200
Introduction to the Profession of Teaching
3 Credits Weekly (3-0-0)
This course explores the complex roles of teachers as professionals in contemporary schools. Through classroom experiences, students become familiar with the scope and expectations of the role of the teacher and the framework within which teachers work.
EDPY – EDUCATIONAL PSYCHOLOGY

EDPY 200
Educational Psychology for Teaching
3 Credits Weekly (3-0-0)
This course deals with the teaching-learning process and student behaviour. It includes theory, research, and illustrations, all dealing with the classroom application of psychological principles. Topics typically covered are student development, student learning and instruction, individual and group differences in student abilities, and student motivation. The course presents the basic principles of effective teaching and learning using a balanced theoretical orientation.
EDUC – EDUCATION

EDUC 100
Contexts of Education
3 Credits Weekly (3-0-0)
This course explores the complex nature of teachers and the teaching profession. Students become familiar with the scope and expectations of the role of the teacher and the framework within which teachers work by examining teachers’ interactions with systems and school policies. This course accentuates topics such as: diversity and inclusive practice, shaping learning environments, school and societal cultures, assessment, and professional conduct.

EDUC 210
Introduction to Educational Technology
3 Credits Weekly (3-3-0)
This course examines frameworks, trends, issues and scenarios on the role of technology in education. Students gain hands-on experience of using technology, with a special emphasis on strategies for integrating technology into the school curriculum. Students may not receive credit for both EDUC 210 and EDIT 202.
ENCP – ENGINEERING, COMPUTER

ENCP 100  
Computer Programming for Engineers  
3.8 Credits Weekly (3-3-0)  
This course covers the fundamentals of computer programming with emphasis on solving engineering problems. Topics include: programming language syntax data types, statements, arrays, control structures, loops, functions, data structures, and files. Note: This course is restricted to Engineering students.
ENGG – ENGINEERING

ENGG 100
Orientation to the Engineering Profession I
1 Credit  Weekly (1-0-0)
This course provides an introduction to engineering disciplines and the engineering profession. Topics explored include engineering disciplines, student success, work opportunities and job functions, professional development, engineering and society, ethics, and professionalism. Note: Restricted to Engineering students.

ENGG 101
Orientation to the Engineering Profession II
1 Credit  Weekly (1-0-0)
This course provides an introduction to the engineering profession and its challenges. Career fields, professional responsibilities of the engineer, ethics, and concepts of sustainable development and environmental stewardship are explored. Note: Restricted to Engineering students.

ENGG 130
Engineering Mechanics - Statics
4 Credits  Weekly (3-2-0)
Equilibrium of planar systems is presented in this course. The course also provides an introduction to the analysis of statically determinate trusses and frames, explores the concept of friction, and introduces the concept of centroids and centres of gravity. Topics also include forces and moments in beams and second moments of area. NOTE: Restricted to Engineering students.

Prerequisites: Pure Mathematics 30, Mathematics 31, Physics 30.
ENGL – ENGLISH

ENGL 010-1
English 10-1
5 Credits  Weekly (6-0-0)
This course is an introductory academic stream study in the following: the short story, the essay, the novel, modern drama, Shakespearean drama, poetry, language skills including reading, writing, representation, speaking, listening and viewing. Critical and interpretative skills are emphasized through the understanding and appreciation of literature. This course is equivalent to Alberta Learning’s English 10-1. Prerequisites: Grade 9 Language Arts or equivalent.

ENGL 010-2
English 10-2
5 Credits  Weekly (6-0-0)
English 10-2 is an introductory non-academic stream course. It focuses on the study of literature and emphasizes the development of language skills including reading, speaking, writing, listening, viewing and representing. This course emphasizes development of oral and written communication skills, reading for enjoyment and personal growth, and language skills for the everyday world. Basic grammar and sentence building are reviewed. This course is equivalent to Alberta Learning’s English 10-2. Prerequisites: Grade 9 Language Arts or equivalent.

ENGL 020-1
English 20-1
5 Credits  Weekly (6-0-0)
This course builds upon the skills and concepts developed in English 10-1. Emphasis is placed on analytical skills through the detailed study of literature, including: the short story, the essay, the novel, modern drama, Shakespearean drama, and poetry. This course is equivalent to Alberta Learning’s English 20-1. Prerequisites: ENGL 010-1 or equivalent.

ENGL 020-2
English 20-2
5 Credits  Weekly (6-0-0)
English 20-2 is an intermediate non-academic stream study of literature emphasizing the development of language skills including reading, speaking, writing, listening, viewing, and representing. This course is equivalent to Alberta Learning’s English 20-2. Prerequisites: ENGL 010-2 or equivalent.

ENGL 030-1
Senior Academic English
5 Credits  Weekly (6-0-0)
The goals of English 30-1 are to provide an advanced study in the academic stream of literature. This study includes the following genres: the short story, the essay, the novel, Shakespearean drama, poetry and either a modern drama or a film study. Language arts skills, including reading, writing, speaking, viewing, listening and representing, are covered with the literature in thematic units. Intensive analytical and interpretive skills are emphasized along with the refinement of formal writing skills. Prerequisites: Minimum Grade of D in ENGL 020-1.

ENGL 030-2
Senior Non-Academic English
5 Credits  Weekly (6-0-0)
The goals of English 30-2 are to provide an advanced study in the non-academic stream of literature. This study includes the following genres: the short story, the essay, drama, film, poetry and the novel. Language art skills, including reading, writing, speaking, listening, viewing and representing, are emphasized. A variety of literature is studied in thematic units. As well, a unit focuses on employment skills. Primary focus in this course is placed on comprehensive and clear communication. Prerequisites: Minimum grade of D in ENGL 020-1 or ENGL 020-2.

ENGL 086
ELP for University - Reading and Writing
5 Credits  Weekly (7-0-0)
This course is intended to provide intensive English reading and writing preparation for post secondary studies. The course challenges the advanced student to complete authentic assignments and master advanced level material in English. An integrated approach is used in which students practice reading and writing skills. Independent thinking is encouraged through questions for analysis following readings. The focus of the course is on a wide range of academic content and extensive practice in English. Test taking strategies and study skills are also included. Information is presented to students in forms that challenge their language abilities. As in university courses, readings present problems and competing points of view. Students are asked to work with and analyze ideas and to use communication of these ideas as a means of improving their English. Prerequisites: EAL Placement Test (Reading/Writing 86) or IELTS 5.

ENGL 087
ELP for University - Listening and Speaking
5 Credits  Weekly (7-0-0)
ELP for University - Listening and Speaking is intended to provide intensive English listening and speaking preparation for post secondary studies. The course challenges the advanced student to listen to authentic lectures, documentaries and other high level material in English. Independent thinking is encouraged through questions for analysis following lectures. The focus of the course is on a wide range of academic content and extensive practice in English. Information is presented to students in forms that challenge their language abilities. The information is often intentionally controversial in order to stimulate discussion. As in university courses, lectures present problems and competing points of view. Students are asked to work with and analyze ideas and to use communication of these ideas as a means of improving their oral English skills. Prerequisites: EAL Placement Test (Speaking/Listening 85) or IELTS 5.

ENGL 102
Analysis and Argument
3 Credits  Weekly (3-0-0)
This course helps students to develop the academic writing skills they use throughout their university studies. The essay is the most important genre in this course, but students may also study works from other genres. By analyzing, summarizing, synthesizing, and critiquing a variety of texts, students learn how to develop their own analyses and arguments with appropriate and correctly documented primary and secondary sources. A thorough review of grammar and sentence structure is a key component of this course. Note: Students should not register in more than one first-year English course per term.
ENGL 103
Introduction to Literature
3 Credits  Weekly (3-0-0)
Building on the writing skills students developed in ENGL 102: Analysis and Argument, ENGL 103 continues to develop critical thinking and writing skills applicable across the university curriculum through intensive reading and analysis of literary texts. In addition to a minimum of one play, novel, or novella, students analyze works from other literary genres. With this exploration of the variety and forms of literature, ENGL 103 covers the basics of literary analysis, research and reading skills imperative to all university disciplines.
Prerequisites: Minimum grade of C- in ENGL 102.

ENGL 108
Introduction to Language and Literature
3 Credits  Weekly (3-0-0)
This course combines instruction in writing with the study of the essay and the short story. Students may also study other forms of literature such as articles, poems, and drama. This course aims to increase students' appreciation of literature and to give them practice in academic writing. This course is not to be taken by students in Arts, Science, or Education. Note: Students should not register in more than one first-year English course per term.

ENGL 111
Communications
3 Credits  Weekly (3-0-0)
This course aims to help students improve all their communication skills: writing, reading, speaking, and listening. The main emphasis, however, is on writing skills. Students write an expository and a persuasive essay, summarize written text, and apply principles of clear and correct writing to their own compositions. Students learn research and documentation strategies and strengthen their writing skills so that they can write more effectively for a variety of audiences and purposes. Students may choose from a number of delivery options that include classroom and online sections. Notes: 1) This course is for students in Certificate and Diploma programs; 2) Students should not register in more than one first-year English course per term. 3) This course cannot be used to meet the requirements of the BA or BSc degrees.

ENGL 199
Writing for Engineers
3 Credits  Weekly (3-0-0)
This course is designed to develop the student's ability to write expository, analytical, technical, and persuasive prose. Instruction and practice are integrated with the study of prose models drawn from modern essayists. A review of basic grammar is included. Note: This course is restricted to students in University Transfer Engineering.
Prerequisites: Acceptance into the Engineering Transfer Program.

ENGL 205
Rhetoric and Textual Analysis
3 Credits  Weekly (3-0-0)
English 205 is an introduction to the rhetorical tradition and to the fundamental ways in which rhetoric has informed English literature and literary criticism. The devices and schemes of rhetoric—from the level of the sentence to that of overall argument—give shape to both writing and thinking about writing. Students learn to write analytically about the rhetoric of texts and cultural artifacts in various modern settings. The course stresses the development of analytic skills that are central to the study of literature.
Prerequisites: Minimum grade of C- in ENGL 103, ENGL 133 or 6 credits of 100 level University ENGL (p. 329).

ENGL 207
Sentence Style and Textual Analysis
3 Credits  Weekly (3-0-0)
English 207 is an introduction to the fundamental elements of Modern English in relation to the art of sentence writing. Students explore the relation between style and grammar in a variety of contexts and learn to write analytically about the elements of sentence style in modern texts as well as to parse and edit their own sentences. The course stresses the development of analytic skills that are central to the study of literature.
Prerequisites: Minimum grade of C- in ENGL 103, ENGL 133 or 6 credits of 100 level University ENGL (p. 329).

ENGL 211
Business Communication
3 Credits  Weekly (3-0-0)
This course focuses on effective problem-solving approaches in business writing. Letters, memos, emails, and reports, often presented in case study formats, aid in developing expertise in gathering and analyzing data, writing with a clear sense of purpose, and writing with a reader's needs clearly in mind. Although the principles of clear, concise business communication are covered, the main emphasis is on practical applications of these concepts. Note: This course is for students in Certificate and Diploma programs.
Prerequisites: ENGL 111.

ENGL 215
Sports in Literature
3 Credits  Weekly (3-0-0)
This course explores the intersection of literature, sports, and culture. Students read a selection of sports-themed literature across a variety of genres, including novels, graphic novels, short stories, poetry, literary journalism, biography, autobiography, and film. Selected texts represent a diverse range of sports and approaches.
Prerequisites: Minimum grade of C- in ENGL 103 or in six credits of university ENGL (p. 329).

ENGL 218
Reading Gender
3 Credits  Weekly (3-0-0)
This course offers students the opportunity to read literature in various genres and media dealing with issues, experiences, and representations of gender and sexuality—e.g., women's writing and queer writing. The specific approach is, in any given year, dependent on the expertise of the instructor. For detailed information about the current course offering, please consult the English Department.
Prerequisite: A minimum grade of C- in six credits of university ENGL (p. 329), not including ENGL 111, 108, 199.

ENGL 219
Readings in Speculative Fiction
3 Credits  Weekly (3-0-0)
This course introduces students to a representative sampling of science fiction and fantasy. Students will examine the way these two genres emerge from the broader category of speculative fiction in the late nineteenth century and then develop into a host of subgenres during the twentieth and twenty-first. From classics in early science fiction and fantasy to contemporary cyberpunk and steampunk, the course explores the style and function of fiction that speculates on worlds both possible and impossible.
Prerequisites: A minimum grade of C- in 6 credits of 100 level University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.
ENGL 240
The Bible as Literature
3 Credits Weekly (3-0-0)
From the Middle Ages to the present, writers have incorporated allusions to both the Hebrew Bible and the New Testament to enrich their texts. A grasp of the significance of these allusions deepens a reader's understanding and appreciation of many of the major works in English literature. This course focuses on prominent texts in the Bible such as Genesis, the Book of Job, Ecclesiastes, the Gospels, Revelation, and selected psalms and proverbs.
Prerequisites: A minimum grade of C- in 6 credits of 100 level University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.

ENGL 243
Genesis of English Literary Forms: Old English to late Renaissance
3 Credits Weekly (3-0-0)
This course is an introduction to genres and literary forms that emerged during the early development of English Literature. Students read a selection of texts from the Old English through late Renaissance periods and are introduced to literary analysis at a level beyond the first-year level. Potential texts include Beowulf, Piers Plowman, and the Towneley plays, as well as the writings of people like Gower, Marlowe, Donne, and Spenser. Students also learn how to write analytically about literature.
Prerequisites: Minimum grade of C- in ENGL 103 or in six credits of university ENGL (p. 329).

ENGL 282
Introduction to the Short Story
3 Credits Weekly (3-0-0)
This course is an introduction to the main generic elements of the short story. Students read a selection of stories from the mid-nineteenth through early twenty-first centuries and are introduced to the basics of narrative theory. Students also learn how to write analytically about fiction. Note: Not to be taken by students with credit in the former English 206.
Prerequisites: A minimum grade of C- in 6 credits of 100 level University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.

ENGL 283
Introduction to the Novel
3 Credits Weekly (3-0-0)
In this course, students study the main generic elements of the novel in English. Students read landmark novels from the eighteenth through twenty-first centuries and are introduced to the basics of narrative theory. Students also learn how to write analytically about novels.
Prerequisites: A minimum grade of C- in 6 credits of 100 level University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.

ENGL 284
Introduction to Drama
3 Credits Weekly (3-0-0)
In this course, students read a selection of plays from the last two and a half thousand years. This is a genre course in drama, introducing students to the diverse forms of dramatic literature (mostly from the Western canon) and to a number of major playwrights. The course focuses on elements of dramatic structure, aesthetics, and genre, within the context of theatre history and cultural history more broadly. Students will learn how to write analytically about plays and playwrights.
Prerequisites: A minimum grade of C- in 6 credits of 100 level University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.

ENGL 285
Introduction to Poetry
3 Credits Weekly (3-0-0)
In this course, students read a selection of mostly short English poems from the last thousand years. This is a genre course in poetry; it approaches the very broad and historically malleable genre of poetry through the basic elements of poetic language and form. Students also learn how to write analytically about poems. Note: Not to be taken by students with credit in the former English 293.
Prerequisites: A minimum grade of C- in 6 credits of 100 level University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.

ENGL 286
Introduction to Literary Non-Fiction
3 Credits Weekly (3-0-0)
In this course, students study various forms of literary non-fiction, such as the memoir, the personal/familiar essay, biography, travel literature, and literary journalism. Selected works are drawn from across a range of national literatures and time periods, with an emphasis on modern texts. Students are introduced to the basics of narrative theory and key theoretical issues related to literary non-fiction. Students also learn how to write analytically about literary non-fiction.
Prerequisites: A minimum grade of C- in 6 credits of 100 level University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.

ENGL 287
Academic Essay Writing
3 Credits Weekly (3-0-0)
ENGL 287 aims to increase students' ability to write and understand non-fiction expository prose, including academic writing. Students study style and rhetoric, the relationship between form and content, the theory and practice of composition, and the processes of revision to improve their academic writing skills. This is not a remedial course in grammar or in basic essay writing skills, though there may be some review of these matters; rather, the class focuses on honing students' expository writing and critical reading, writing, and analytical skills. Revising, editing, and essay workshopping may constitute a significant component of class time. While specific writing assignments may vary from section to section, all students write a total of 6000 words, including at least one in-class essay. A major research assignment may also be included. There is no final examination. Note: Not to be taken by students with credit in ENGL 299.
Prerequisites: A minimum grade of C- in 6 credits of 100 level University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.
ENGL 307
The History of the English Language
3 Credits Weekly (3-0-0)
This course traces the history of English from its ancient Indo-European and Germanic roots to the Early Modern Period. By examining representative texts from Old, Middle, and Early Modern English, students learn how English spelling, pronunciation, grammar, vocabulary, and syntax have evolved. English 307 stresses the development of analytic skills that are central to the study of literature.
Prerequisites: Minimum grade of C- in ENGL 103, ENGL 133 or 6 credits of 100 level University ENGL (p. 329).

ENGL 319
Earlier Medieval Literature
3 Credits Weekly (3-0-0)
This course examines the poetry and prose of one of the longest, richest, and most significant periods of English literature. From the world of Beowulf to the Anglo-Norman court, from Old English epic and elegy to early medieval lyric and romance, the themes and forms from this period have reverberated throughout English literature and inspired countless writers down to our own time, including Tolkien and Lewis. Students read most works in translation, although some early Middle English works may be read in the original.
Prerequisites: A minimum grade of C- in six credits of university ENGL (p. 329), not including ENGL 108, ENGL 111, or ENGL 199.

ENGL 320
Later Middle English Literature
3 Credits Weekly (3-0-0)
This course focuses on the literature of fourteenth and fifteenth-century England by examining a selection of poetry, prose and drama from one of the richest periods of English literature. From tales of chivalry to Arthurian adventure; romance to religious mysticism; lyrical love poetry to witty satire and bawdy humour, this period has near-unrivalled diversity and depth and is crucial for understanding much of how English literature develops in subsequent centuries. Students read most works in the original Middle English.
Prerequisites: A minimum grade of C- in six credits of university ENGL (p. 329), not including ENGL 108, ENGL 111, or ENGL 199.

ENGL 324
Chaucer
3 Credits Weekly (3-0-0)
This course focuses on the works of Geoffrey Chaucer, one of the greatest poets in English literature. Chaucer’s place in English literature is central; his poetry in its rich diversity has influenced writers in English from Shakespeare to Tolkien. The Canterbury Tales are justly considered his masterpiece, but just as accomplished and equally influential are the early dream visions and the great love poem Troilus and Criseyde. Despite the passage of time, Chaucer’s works in their humour, compassion, and beauty remain fresh, accessible, and, in many ways, surprisingly contemporary.
Prerequisites: A minimum grade of C- in 6 credits of 100 level University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.

ENGL 336
Studies in Shakespeare
3 Credits Weekly (3-0-0)
This course introduces students to the range and depth of Shakespeare’s drama through the attentive reading of a variety of plays. Comedies, histories, tragedies, and romances allow students to understand Shakespeare’s thought and the dramatic genres in which he wrote. Note: Not to be taken by students with credit in the former English 239 or 338. 
Prerequisites: A minimum grade of C- in 6 credits of 100 level University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.

ENGL 337
Topics in English Renaissance Literature
3 Credits Weekly (3-0-0)
This course is a senior-level course that examines Renaissance literature through a more detailed study of a particular topic. The topic in any given year is determined by the instructor. Examples of topics include, but are not limited to, genre-based approaches (such as Renaissance Drama excluding Shakespeare or the Englishing of the Sonnet), thematic approaches (such as the status of women or the portrayal of mental illness) or specialized topics (such as the portrayal of political conflict in 16th-century political pamphlets, religious themes in metaphysical poetry, or sexuality in Cavalier literature). For specific information on the current offering, contact the English Department.
Prerequisites: A minimum grade of C- in six credits of university ENGL (p. 329), not including ENGL 108, ENGL 111, or ENGL 199.

ENGL 340
Studies in 17th Century English Literature
3 Credits Weekly (3-0-0)
The seventeenth century was a period of revolution and remarkable literary experimentation. The decades between 1600 and the restoration of the monarchy experienced dramatic social change, religious upheaval, a regicide, scientific discovery, and expanding colonization of the “New World.” This period also produced some of the most influential works of English literature. The course examines a representative range of poetry and prose by writers as diverse as Donne, Jonson, Marvell, Herbert, Wroth, Bacon, Bunyan, Behn, Hobbes, Burton, Cavendish, Walton, and Winstanley.
Prerequisites: A minimum grade of C- in six credits of university ENGL (p. 329), not including ENGL 108, ENGL 111, or ENGL 199.

ENGL 341
Augustan Literature
3 Credits Weekly (3-0-0)
Students study the authors, works, and genres that were predominant in the Augustan Age and broader Neoclassical Period, between 1660 and 1785. This course includes a selection of drama, fiction, essays, and poetry by eighteenth-century writers such as John Dryden, Alexander Pope, Jonathan Swift, Lady Mary Wortley Montagu, and Samuel Johnson.
Prerequisites: A minimum grade of C- in six credits of university ENGL (p. 329), not including ENGL 108, ENGL 111, or ENGL 199.

ENGL 342
Topics in the Long 18th Century Literature
3 Credits Weekly (3-0-0)
Students focus on a single topic in eighteenth-century literature, such as a particular genre (drama, poetry, the novel, prose), author, group of authors, region, or theme. For detailed information about the current course offering, please consult the English Department.
Prerequisites: A minimum grade of C- in six credits of university ENGL (p. 329), not including ENGL 108, ENGL 111, or ENGL 199.
ENGL 348
Milton
3 Credits Weekly (3-0-0)
This course examines the achievements of John Milton, in both prose and verse. The course primarily focuses on the major works of Milton: Paradise Lost, Paradise Regained, and Samson Agonistes, but it also examines a select number of Milton's minor poems and prose works. Prerequisites: A minimum grade of C- in 6 credits of 100 level University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.

ENGL 350
Topics in Romantic Literature
3 Credits Weekly (3-0-0)
Conventionally book-ended by the French Revolution in 1789 and the beginnings of modern democratic reform in 1832, the Romantic period in Britain was a time of intense social and political upheaval. This course acquaints students with the diverse literature of the period in relation to its complex and volatile literary, intellectual, and historical contexts. Each iteration of this course focuses on a single topic within Romantic literature, such as a single genre, theme, or generation of authors. The specific topic and approach depends on the expertise of the instructor. For detailed information about the current course offering, please consult the English Department. Prerequisites: A minimum grade of C- in six credits of University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.

ENGL 352
Early Victorian Literature
3 Credits Weekly (3-0-0)
In the literature of this earlier Victorian period marked by energetic and momentous change, writers conveyed a multitude of doubts about religious faith and changing gender roles, while also voicing moral quandaries about class privilege and imperial rule. This course explores selected fiction, poetry, and non-fiction (from 1832 to 1870) in the context of the dominant ideological concerns which show Victorians as self-consciously modern and engaged in vigorous self-scrutiny. Prerequisites: A minimum grade of C- in six credits of University ENGL (p. 329) except ENGL 108, ENGL 111, or ENGL 199.

ENGL 353
Later Victorian Literature
3 Credits Weekly (3-0-0)
This course focuses on the late nineteenth-century reaction to the aesthetic, religious, and sexual mores of the preceding “high” Victorian period. The closing century’s apocalyptic tenor finds expression in metaphors and themes of the period’s literature, concerns embodied discursively in response to the New Imperialism, the New Woman, and the Aesthete or Decadent. The course looks at selected fiction, poetry, and non-fiction (from about 1860-1900) in the context of contemporary cultural anxieties about social upheaval, gender crisis, and moral turmoil, the dialectic of change enacted in Pre-Raphaelitism and the Aesthetic and Decadent movements of the 1890s. Prerequisites: A minimum grade of C- in six credits of University ENGL (p. 329) except ENGL 108, ENGL 111, or ENGL 199.

ENGL 358
19th Century American Literature
3 Credits Weekly (3-0-0)
This course is a study of representative literary texts from the period by a variety of major authors. Novels, poetry, and essays are all represented. Authors include some of the following: Philip Freneau, J. F. Cooper, J. R. Lowell, E.A. Poe, R.W. Emerson, Margaret Fuller, Henry Thoreau, Frederick Douglass, Nathaniel Hawthorne, Herman Melville, Harriet Beecher Stowe, Walt Whitman, Fanny Fern, Emily Dickinson, Henry James, William Dean Howells, Mark Twain, Henry Adams, Kate Chopin, Stephen Crane, Frank Norris, and Paul Laurence Dunbar. Prerequisites: A minimum grade of C- in six credits of University ENGL (p. 329) except ENGL 108, ENGL 111, or ENGL 199.

ENGL 361
Early 20th Century American Literature
3 Credits Weekly (3-0-0)
In this course, students study representative American texts spanning from the early twentieth century to the Cold War. A broad range of early to mid-twentieth century genres is considered — e.g., novels, short stories, poems, plays, and films. The works are analyzed closely and placed within their historical and cultural context — especially the wars and development of "the American Century." Students are exposed to authors as varied as Chesnutt, Lowell, Larsen, Dreiser, Eliot, Faulkner, Moore, Hemingway, Hurston, Stein, Wharton, Ellison, and O'Connor. Prerequisites: A minimum grade of C- in six credits of University ENGL (p. 329) except ENGL 108, ENGL 111, or ENGL 199.

ENGL 362
Contemporary American Literature
3 Credits Weekly (3-0-0)
In this course, students study representative American texts spanning from the Cold War to the present moment. A broad range of late-twentieth and twenty-first century genres are considered — e.g., novels, short stories, poems, plays, comics, and films. The course focuses on narrative innovations as well as the persistence of traditional American styles in a rapidly changing social, cultural, and ideological environment. Students are exposed to authors as varied as Ginsberg, Barth, Plath, Reed, Brooks, Pynchon, Bartheleme, Kingston, Erdrich, Morrison, Acker, Mamet, Franzen, Miller, Tarantino, Eggers, and Danielewski. Prerequisites: A minimum grade of C- in six credits of University ENGL (p. 329) except ENGL 108, ENGL 111, or ENGL 199.

ENGL 364
Topics in 20th and 21st Century Literature
3 Credits Weekly (3-0-0)
By maintaining a focus on a single topic related to literary and narrative production in the twentieth and twenty-first centuries, this course allows students to supplement ENGL 361, ENGL 362, ENGL 365, ENGL 366, ENGL 376, & ENGL 381. Each iteration of the course is organized around a single author, group of authors, genre, region, or theme. The specific topic and approach, in any given year, depends on the expertise of the instructor. For detailed information about the current course offering, please consult the English Department. Prerequisites: A minimum grade of C- in six credits of University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.
ENGL 365
Early 20th Century British & Anglophone Literature
3 Credits Weekly (3-0-0)
This course involves a close study of representative British and Anglophone texts from the first half of the twentieth century, the modernist period. A broad range of genres is considered, such as novels, short stories, poems, plays, and films. Works are situated in terms of their engagements with the cultural, social, political, scientific, and technological changes of the period. Writers studied may include but are not limited to Mulk Raj Anand, W. H. Auden, Elizabeth Bowen, Joseph Conrad, Ford Madox Ford, E. M. Forster, Christopher Isherwood, Henry James, James Joyce, Hugh MacDiarmid, D. H. Lawrence, Dorothy Richardson, Jean Rhys, George Bernard Shaw, Evelyn Waugh, and Virginia Woolf.
Prerequisites: A minimum grade of C- in 6 credits of university ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.

ENGL 366
Contemporary British and Anglophone Literature
3 Credits Weekly (3-0-0)
This course surveys representative British and Anglophone texts from the second half of the twentieth century and beyond. A broad range of genres may be considered, such as novels, short stories, poems, plays, and films. These works are situated in terms of their engagements with the cultural, social, political, scientific, and technological changes of the period. Writers studied may include but are not limited to Martin Amis, Julian Barnes, A. S. Byatt, Anthony Burgess, Angela Carter, Ian Fleming, Seamus Heaney, Tony Harrison, Kazuo Ishiguro, Hanif Kureishi, Doris Lessing, David Lodge, Hilary Mantel, Ian McEwan, Iris Murdoch, V. S. Naipaul, Harold Pinter, Salman Rushdie, Zadie Smith, Muriel Spark, and Tom Stoppard.
Prerequisites: A minimum grade of C- in six credits of university ENGL (p. 329), not including ENGL 108, ENGL 111, or ENGL 199.

ENGL 368
Topics in Race and Gender
3 Credits Weekly (3-0-0)
By focusing on a broad theme or topic, this course allows students to look closely at the way in which issues of race and/or gender inform and are informed by narrative representations. While students may consider theoretical debates associated with problems of race or gender, the course concerns itself primarily with literary works that engage in, run alongside, or frustrate those debates. Each iteration of the course is organized around a single author, group of authors, genre, period, locale, and/or theme. The specific topic and approach is, in any given year, dependent on the expertise of the instructor. For detailed information about the current course offering, please consult the English Department. Prerequisites: A minimum grade of C- in six credits of university ENGL (p. 329), not including ENGL 108, ENGL 111, or ENGL 199.

ENGL 374
Early Canadian Literature
3 Credits Weekly (3-0-0)
This course involves a close study of representative Canadian texts from the beginnings of Canadian literature through first half of the twentieth century. A broad range of genres may be considered, such as novels, short stories, poems, plays, and films. Works are situated in terms of their engagements with the cultural, social, political, scientific, and technological changes of the period. Students study Canadian authors from a variety of backgrounds.
Prerequisites: A minimum grade of C- in 6 credits of 100 level University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.

ENGL 376
Contemporary Canadian Literature
3 Credits Weekly (3-0-0)
This course covers key developments in Canadian culture and literary works during this period when our literature came of age. Major authors achieved international acclaim, a rich diversity emerged in literary themes and forms, and marginalized narratives of class, race, gender, and the environment moved to the literary centre. These developments occurred against the backdrop of the maturing of Canada into one of the globe’s most peaceful and economically stable multicultural nations.
Prerequisites: A minimum grade of C- in 6 credits of 100 level University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.

ENGL 377
Studies in Indigenous Literature
3 Credits Weekly (3-0-0)
This course covers a number of works of indigenous literature, ranging from collected oral tales and myths of the pre-contact period to print literature and films of the post-contact period. The course covers how indigenous works of the pre-contact period convey indigenous cultural world-views that contrast sharply with that of settler or colonial culture. The course examines indigenous texts and films of the post-contact period as resisting colonial culture and promoting the survival of tribal cultures and languages. The course clarifies indigenous perspectives on historical issues such as residential schools, missing and murdered indigenous women, and the treatment of indigenous peoples in the non-indigenous justice system. The course also considers the approaches advocated in indigenous texts on the way forward, for indigenous and non-indigenous peoples, toward restitution and reconciliation.
Prerequisites: A minimum grade of C- in 6 credits of university ENGL (p. 329), except ENGL 108, ENGL 199.

ENGL 381
Topics in Post-Colonial Literature
3 Credits Weekly (3-0-0)
By focusing on a theme or topic, this course allows students to closely read literature from one or more regions that have experienced colonization. The course primarily concerns itself with literary works, although some introductory readings in postcolonial theory may supplement and/or complement the selected literature. Each iteration of the course is organized around a single author, group of authors, genre, theme, geographical area, or literary or linguistic tradition. The specific topic and approach is, in any given year, dependent on the expertise of the instructor. For detailed information about the current course offering, please consult the English Department. Note: This course may be taken up to two times, provided the course topic is different.
Prerequisites: A minimum grade of C- in 6 credits of university ENGL (p. 329) except ENGL 108, ENGL 111 and ENGL 199.

ENGL 389
Topics in Children's Literature
3 Credits Weekly (3-0-0)
This course offers various studies in the realm of Children’s literature. Individual iterations of the course can focus on classics of children’s literature, folktale and children’s literature, or the child in literature. For detailed information about the current course offering, please consult the English Department.
Prerequisites: A minimum grade of C- in 6 credits of 100 level University ENGL (p. 329) except ENGL 108, ENGL 111, and ENGL 199.
ENGL 391
Topics in Literary Theory
3 Credits       Weekly (3-0-0)
By focusing on a broad theme or topic associated with literary and cultural theory, this course encourages students to consider the way in which theoretical debates inform the practice of narrative production and study. In any given iteration of the course, students are exposed to a broad range of primary texts by influential theorists—e.g., Plato, Aristotle, Marx, Freud, Kristeva, Mulvey, Said, Butler, Hayles, and Žižek. Each iteration also functions as both an historical survey of influential theoretical texts and an introduction to theory as a tool for literary interpretation. The specific topic and approach is, in any given year, dependant on the expertise of the instructor. For detailed information about the current course offering, please consult the English Department.
Prerequisites: A minimum grade of C- in 6 credits of 200 or 300 level university courses.

ENGL 398
Independent Study
3 Credits       Total (0-0-45)
This course permits an intermediate-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrolment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.

ENGL 401
Studies in Genres
3 Credits       Weekly (0-0-3)
This course gives students the opportunity to focus on a single genre or to compare two or more genres. Because genre is such a fluid term, the works studied and approach to genre will depend in any given year on the interests and expertise of the instructor. The course could, for example, focus on a specific type of poem, such as the sonnet or the dramatic monologue, on a specific type of novel such as the gothic novel or the bildungsroman, on a specific type of drama, such as Restoration Comedy, or on a specific type of non-fiction, such as the essay or biography. Alternatively, students could focus on a genre such as satire and study a variety of types of satiric literature that could include poems, essays, stories, novels, and drama.
Prerequisites: Minimum grade of C- in 12 credits of 200- or 300-level ENGL (p. 329) courses.

ENGL 402
Studies in Authors
3 Credits       Weekly (0-0-3)
This course focuses on the works of a single author. In any given year, the author studied and the approach to the works depends on the interests and expertise of the instructor. Through a close examination of the works of a single author, students get a better sense of the social and cultural context in which the author lived and worked. Students also strengthen their knowledge of how the central ideas and techniques of the author developed and changed.
Prerequisites: Minimum grade of C- in 12 credits of 200- or 300-level ENGL (p. 329) courses.

ENGL 405
Topics in Canadian Literature
3 Credits       Weekly (0-0-3)
This course gives students the opportunity to study in more depth and detail one or more authors and/or genres of Canadian literature. Students have the opportunity to design and undertake independent research, write a major paper, lead seminar discussions, and strengthen their grasp of theoretical concepts relevant to literature written during this period. In any given year, the author(s) studied and the approach to the works depends on the expertise of the instructor. For detailed information about the current course offering, please consult the English Department.
Prerequisites: Minimum grade of C- in 12 credits of 200- or 300-level ENGL (p. 329) courses.

ENGL 481
Post- Colonial Theory and Practice
3 Credits       Weekly (0-0-3)
This course surveys the key works in post-colonial theory, validating the status of post-colonial literature as a vibrant segment of contemporary writing in English. Seminal thinkers and significant scholars such as Frantz Fanon, Edward Said, Aimé Césaire, Gayatri Chakravorty Spivak, and Robert Young are covered. Postcolonial theory is meaningfully used as a tool for in-depth analysis of major primary texts, representing various regions, political perspectives, and cultural affiliations. While most of the works studied are written in English, postcolonial texts translated into English may be included. Authors such as Chinua Achebe, Salman Rushdie, Nadine Gordimer, Arundhati Roy, V.S. Naipaul, and Ahdaf Soueif are studied.
Prerequisites: Minimum grade of C- in 12 credits of 200- or 300-level ENGL (p. 329) courses.

ENGL 489
Literary Themes, Traditions, and Phenomena
3 Credits       Weekly (0-0-3)
This course gives students the opportunity to study works that deal with a single theme, such as the outsider or decadence; or works that exemplify a single tradition, such as naturalism or the Arthurian tradition; or works that exemplify a particular phenomenon, such as imagism or literary forgeries.
Prerequisites: Minimum grade of C- in 12 credits of 200- or 300-level ENGL (p. 329) courses.

ENGL 491
Early and Later Middle English
3 Credits       Weekly (0-0-3)
This course gives students the opportunity to study in more detail one or more authors and/or genres of Early and Later Middle English. Students have the opportunity to design and undertake independent research, write a major paper, lead seminar discussions, and strengthen their grasp of theoretical concepts relevant to literature written during this period. In any given year, the author(s) studied and the approach to the works depends on the expertise of the instructor. For detailed information about the current course offering, please consult the English Department.
Prerequisites: Minimum grade of C- in 12 credits of 200- or 300-level ENGL (p. 329) courses.
ENGL 492
Elizabethan/17th Century Literature
3 Credits  Weekly (0-0-3)
This course gives students the opportunity to study one or more authors and/or genres of Elizabethan and seventeenth-century literature. Students have the opportunity to design and undertake independent research, write a major paper, lead seminar discussions, and strengthen their grasp of theoretical concepts relevant to literature written during this period. In any given year, the author(s) studied and the approach to the works depends on the expertise of the instructor. For detailed information about the current course offering, please consult the English Department.
Prerequisites: Minimum grade of C- in 12 credits of 200- or 300-level ENGL (p. 329) courses.

ENGL 493
Restoration/Eighteenth Century Literature
3 Credits  Weekly (0-0-3)
This course gives students the opportunity to study in more depth and detail one or more authors and/or genres of Restoration and Eighteenth Century literature. Students have the opportunity to design and undertake independent research, write a major paper, lead seminar discussions, and strengthen their grasp of theoretical concepts relevant to literature written during this period. In any given year, the author(s) studied and the approach to the works depends on the expertise of the instructor. For detailed information about the current course offering, please consult the English Department.
Prerequisites: Minimum grade of C- in 12 credits of 200- or 300-level ENGL (p. 329) courses.

ENGL 494
Nineteenth Century Literature
3 Credits  Weekly (0-0-3)
This course gives students the opportunity to study in more depth and detail one or more authors and/or genres of nineteenth-century literature. Students have the opportunity to design and undertake independent research, write a major paper, lead seminar discussions, and strengthen their grasp of theoretical concepts relevant to literature written during this period. In any given year, the author(s) studied and the approach to the works depends on the expertise of the instructor. For detailed information about the current course offering, please consult the English Department.
Prerequisites: Minimum grade of C- in 12 credits of 200- or 300-level ENGL (p. 329) courses.

ENGL 495
Twentieth Century Literature
3 Credits  Weekly (0-0-3)
This course gives students the opportunity to study in more depth and detail one or more authors and/or genres of twentieth-century literature. Students have the opportunity to design and undertake independent research, write a major paper, lead seminar discussions, and strengthen their grasp of theoretical concepts relevant to literature written during this period. In any given year, the author(s) studied and the approach to the works depend on the expertise of the instructor. For detailed information about the current course offering, please consult the English Department.
Prerequisites: Minimum grade of C- in 12 credits of 200- or 300-level ENGL (p. 329) courses.

ENGL 496
Intersections - Theory and Culture
3 Credits  Weekly (0-0-3)
Focused on the ways in which critical theory exposes, critiques, and/or participates in literary and cultural movements, this course provides students with the opportunity to study critical theory within the context of the cultural trends it defines and exemplifies. Sections could be organized around any number of topics, including (but not limited to) the rise and fall of deconstruction, the death of the author, communal individuality, hypertext and post humanity, race and performativity, literary Marxism, the text and the unconscious, discourse and power, postmodern subjectivities, and the ethical turn.
Prerequisites: A minimum grade of C- in ENGL 267, 391, 392, 393, or 394 and in 9 credits of 200- or 300-level ENGL (p. 329) courses.

ENGL 497
Twenty-First Century Literature
3 Credits  Weekly (0-0-3)
This course gives students the opportunity to study in more depth and detail one or more authors and/or genres of twenty-first-century literature. Students have the opportunity to design and undertake independent research, write a major paper, lead seminar discussions, and strengthen their grasp of theoretical concepts relevant to literature written during this period. In any given year, the author(s) studied and the approach to the works depend on the expertise of the instructor. For detailed information about the current course offering, please consult the English Department.
Prerequisites: Minimum grade of C- in 12 credits of 200- or 300-level English courses.

ENGL 498
Advanced Independent Study
3 Credits  Total (0-0-45)
This course permits an advanced student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
Prerequisites: Consent of the Department.

ENGL 499
Honours Thesis Project
3 Credits  Total (0-0-45)
This course gives fourth-year English Honours students the opportunity to write a substantial research paper of 5000-7500 words and to deliver a conference-length version of that paper before an audience in a formal setting. Students have regular consultations with their supervisor during this project, usually once per week during the term or twelve hours total. Note: English 499 is a degree requirement for Honours English students. Students must be in the final year of an Honours English program or obtain consent from the Chair of the Department of English.
ENPH – PHYSICS (ENGINEERING)

ENPH 131
Engineering Mechanics - Dynamics
4.3 Credits  Total (45-18-15)
This is a calculus based course intended for engineering students. It is an introduction to the kinematics and dynamics of particles. Topics include kinematics, dynamics, systems of particles, work and energy, linear momentum, rotational motion, angular momentum, gravitation and an introduction to the dynamics of rigid bodies. Note: Restricted to engineering students. Credit can be obtained in only one of PHYS 108, PHYS 124, PHYS 144 or ENPH 131.

Prerequisites: Minimum grade of C- in MATH 100 and ENGG 130.
EOPT – ESL Options

EOPT 060
Pronunciation I
5 Credits  Weekly (7-0-0)
Pronunciation I is intended for students at the high beginning to low intermediate level. The course covers segments, word stress, intonation in statements and questions, contractions and linking, as well as strategies for comprehensibility and checking for comprehension. A variety of speaking tasks ranging from informal to formal presentations give students an opportunity to develop confidence and fluency. Prerequisites: EAL Placement Test (Speaking/Listening 81 or 82).

EOPT 061
Pronunciation II
5 Credits  Weekly (7-0-0)
Pronunciation II is intended for students at the high intermediate to advanced level. The course covers the concept of timed stress, specific types of stress, pausing, and intonation rules in various acts of speech, as well as strategies for comprehensibility and checking for comprehension. A variety of speaking tasks ranging from informal to formal presentations give students an opportunity to refine their oral English. Prerequisites: EAL Placement Test (Speaking/Listening 83) or Minimum B- in ESPL 082.

EOPT 063
Computer Skills For ESL II
5 Credits  Weekly (7-0-0)
Computer Skills for ESL II covers intermediate computer skills for language learning. Word, Excel, PowerPoint and databases are covered as well as more advanced Internet searches, deep net searches and evaluating web sites. Students complete language learning activities that require the use of computer applications and software. Prerequisites: Minimum grade of B- in ERDW 082 and ESPL 082 or equivalent on the placement test.

EOPT 064
Academic Vocabulary I
5 Credits  Weekly (7-0-0)
Academic Vocabulary I is intended for students at the intermediate level who need to expand their academic vocabulary for further studies. It introduces the 400 most frequently used word families from the Academic Word List (not all of which will be new to the students). A variety of activities and strategies are used to help students integrate new vocabulary into their daily language use. Prerequisites: EAL Placement Test (Reading/Writing 81).

EOPT 065
Academic Vocabulary II
5 Credits  Weekly (7-0-0)
Academic Vocabulary II is intended for students at the advanced level who need to expand their academic vocabulary in preparation for further study. It introduces 400 word families from the Academic Word List. A variety of strategies and activities are used to help students integrate the new vocabulary into their daily language use. Prerequisites: EAL Placement Test (RW 83) or B- in ERDW 082 and ESPL 082.

EOPT 066
Grammar I
5 Credits  Weekly (7-0-0)
Grammar I is intended for students at the low intermediate to intermediate level. It covers simple and progressive tenses, declarative, negative and interrogative sentences, word forms/word families and word order in simple, compound and some complex sentences. Students learn to use correct grammatical forms in both spoken and written English. Prerequisites: EAL Placement Test (Reading/Writing 81).

EOPT 067
Grammar II
5 Credits  Weekly (7-0-0)
Grammar II is intended for the high intermediate to advanced student. It covers complex sentences, clauses and phrases, passives and perfect tenses. Word order and correct word forms in complex structures will be emphasized. Prerequisites: EAL Placement Test (RW 83) or B- in ERDW 082 and ESPL 082.

EOPT 068
Research Writing
5 Credits  Weekly (7-0-0)
This course prepares advanced level ESL students for post-secondary studies by taking them through all the stages of writing a research essay from topic development through writing, referencing and presenting the paper. The research component focuses on the university's library databases and other resources. Prerequisites: EAL Test (Reading/Writing 84) or Minimum B- in ERDW 083.

EOPT 069
Basic Vocabulary and Grammar
5 Credits  Weekly (7-0-0)
Basic Vocabulary and Grammar prepares incoming ESL students for further study in ESL by focusing on vocabulary development and correct grammar for basic writing. Students develop their vocabulary through individual and group projects exploring strategies for academic success and develop their ability to express their ideas in simple grammatically correct sentences. Prerequisites: Placement Testing.
ERDW – ESL READING AND WRITING

ERDW 081
Intermediate Reading and Writing I
5 Credits  Weekly (7-0-0)
Intermediate Reading and Writing I allows the students to develop reading skills through reading adapted text at the low intermediate level. They write with improved fluency and grammatical accuracy and prepare for further study. High frequency vocabulary from the Academic Word List is introduced.
*Prerequisites: EAL Placement Test (Reading/Writing 81 or more).*

ERDW 082
Intermediate Reading and Writing II
5 Credits  Weekly (7-0-0)
Intermediate Academic Reading and Writing II introduces short narratives on common topics of interest. Students learn to scan for details and interpret maps and tables. Students also learn to take notes, organize information and use reference sources such as dictionaries. More vocabulary from the Academic Word List is introduced. Students write paragraphs and summaries.
*Prerequisites: EAL Placement Test (Reading/Writing 82) or Minimum B- in ERDW 081.*

ERDW 083
Advanced Reading and Writing I
5 Credits  Weekly (7-0-0)
Advanced Reading and Writing I is intended to help students develop the reading and writing skills required to succeed in post-secondary education. The following reading skills are covered: skimming, scanning, predicting and summarizing. Paragraph and essay writing is covered in conjunction with a review of grammar. Most of the Academic Word List is introduced.
*Prerequisites: EAL Placement Test (Reading/Writing 83) or Minimum B- in ERDW 082 and B- in ESPL 081.*

ERDW 084
Advanced Reading and Writing II
5 Credits  Weekly (7-0-0)
In Advanced Reading and Writing II, students develop reading and writing skills to a level which ensures their comprehension and interpretation of complex English texts and vocabulary. Grammatical accuracy is emphasized. Students are expected to practice note-taking and write summaries, essays and reports in a logical, well-organized manner. News items are analyzed for fact and opinion. Speed reading is also introduced. Academic vocabulary is enhanced and put into practice.
*Prerequisites: EAL placement Test (Reading/Writing 84) or Minimum B- in ERDW 083 and minimum B- in ESPL 082.*

ERDW 085
Reading and Writing for Academic Purposes
5 Credits  Weekly (7-0-0)
Reading and Writing for Academic Purposes is intended for students who require an academic level of English reading and writing for re-entry into a profession, entry into a high school upgrading program or entry into post-secondary education. Students access material and topics at a post-secondary and professional level. The course includes discussion and analysis of literary works in conjunction with the development of critical thinking skills and clarity of expression. Charts, graphs and non-fiction are studied and interpreted for content, opinion, bias and writing style.
*Prerequisites: EAL Placement Test (Reading/Writing 85) or B- in ERDW 084 and B- in ESPL 083.*
ESPL – ESL LISTENING AND SPEAKING

ESPL 081
Intermediate Listening and Speaking I
5 Credits  Weekly (7-0-0)
Intermediate Listening and Speaking I develops a level of oral fluency in
English that allows students to be successful if they choose to pursue
further academic studies. New vocabulary and sentence structures are
practiced to encourage incorporation into the students’ daily language
use. New and interesting topics are introduced which provide a medium
for learning to make requests, to give and understand directions and
instructions, to ask for clarification and to talk about what they have
learned.
Prerequisites: EAL Placement Test (Speaking/Listening 81).

ESPL 082
Intermediate Listening and Speaking II
5 Credits  Weekly (7-0-0)
Intermediate Listening and Speaking II places emphasis on greater
clarity of oral expression, the ability to comprehend oral instructions and
messages, and the ability to paraphrase. Expansion of vocabulary and
continuing development of accuracy in speaking tasks is essential at this
level.
Prerequisites: EAL Placement Test (Speaking/Listening 82) or Minimum B- in
ESPL 081.

ESPL 083
Advanced Listening and Speaking I
5 Credits  Weekly (7-0-0)
In Advanced Listening and Speaking I, students develop a variety of oral
skills required to complete post-secondary coursework successfully.
Students participate in discussions based on reading or listening
assignments and give short oral presentations. Grammatical accuracy
in speaking is emphasized. Pronunciation/intelligibility strategies are
addressed as required.
Prerequisites: EAL Placement Test (Speaking/Listening 83) or minimum B- in
ESPL 082 and minimum B- in ERDW 081.

ESPL 084
Advanced Listening and Speaking II
5 Credits  Weekly (7-0-0)
In Advanced Speaking and Listening II, students develop their listening
skills to be able to comprehend complex academic material such
as university level lectures. Students are expected to participate in
group discussions on highly complex topics, prepare and deliver well-
researched oral presentations supported by PowerPoint presentations or
other visual support. Grammatical accuracy and breadth of vocabulary
are emphasized.
Prerequisites: EAL Placement Test (Speaking/Listening 84) or Minimum B- in
ESPL 083 and minimum B- in ERDW 082.

ESPL 085
Listening and Speaking for Academic Purposes
5 Credits  Weekly (7-0-0)
Listening and Speaking for Academic Purposes is intended for students
who require academic level oral comprehension and fluency for post-
secondary studies or high school upgrading. The course includes
discussion and analysis of lecture and other high level listening material.
A high degree of oral fluency with clear expression of complex ideas is
expected in the course. Formal presentation skills are also developed.
Prerequisites: EAL Placement Test (Speaking/Listening 85) or Minimum B- in
ESPL 084 and minimum B- in ERDW 083.
FNCE – FINANCE

FNCE 113
Introduction to Quantitative Decision-Making
3 Credits  Weekly (3-0-0)
Students are introduced to quantitative techniques commonly used in managerial decision-making. Students focus on the applications of these techniques to major decision-making areas of business including accounting, economics, finance, insurance, marketing, management, supply chain, and human resources. Topics include: the use of ratios, proportions, percents, and equations to solve business problems, simple and compound interest, analysis and interpretation of the time value of money, progressions and their applications in finance, linear programming and optimization, and break-even analysis.

FNCE 301
Introductory Finance
3 Credits  Weekly (3-0-0)
Students are introduced to corporate financial decision-making concepts, tools and models for financial analysis. Financial policies are examined with a view to maximizing the value of the firm. Topics include financial markets, debt and equity financing, market efficiency, models for valuing stocks, bonds, risk measures, risk reduction, dividend policy, capital budgeting, and the valuation and selection of assets.
Prerequisites: ACCT 311 or ACCT 161 AND one of the following: FNCE 113 or MGTS 103 or STAT 151 or ACCT 215.

FNCE 303
Personal Finance and Money Management
3 Credits  Weekly (3-0-0)
This course develops your skills as a financial manager for your own resources and assets for now and in the future. Through simulations and research projects, students will learn to balance risks and returns in personal investing, and learn about debt management. Topics include: time value of money, savings plans, consumer credit and debt management, mortgage financing, tax planning, risk management and insurance, investment fundamentals and alternatives, retirement and estate planning.
Prerequisites: FNCE 113 or ECON 101.

FNCE 401
New Venture Financing
3 Credits  Weekly (3-0-0)
Students acquire the basic knowledge required to plan, start and finance a new business venture. Students learn how to transform a business idea into a business proposal by designing a business plan that addresses key questions such as: identifying business opportunities, valuing a business proposal with emphasis on the venture capital method, mobilizing resources through estimating financial needs; and finally, raising new capital. Additional topics include the dynamics of the venture capital industry; angel capitalists and their importance in promoting the creation of new firms; and corporate entrepreneurship.
Prerequisites: FNCE 301 ACCT 322 LEGL 210.

FNCE 404
International Finance
3 Credits  Weekly (3-0-0)
This course covers the concepts of international financial management in global business. Students learn how the foreign exchange and global financial markets operate, how currency risks and international financial investments can be managed, and how international trade may be financed. The key topics covered in this course include workings of the foreign exchange market, determination of foreign exchange rates, the forward exchange market, currency options, covered interest investment, the Eurocurrency market, methods of global debt financing, currency and interest rate swaps, and various methods of trade finance.
Prerequisites: FNCE 301.

FNCE 406
Valuation and Investment Decision
3 Credits  Weekly (3-0-0)
This course provides students applied knowledge on project and enterprise valuation. Students learn how to conduct a complete project evaluation and enterprise valuation. The course has an integrated approach to valuation as it considers the relevant risks of the project and the mechanisms to hedge these risks; the financing decisions associated with the investment and its impact on firm value; and, the use of different valuation techniques (DCF, real options, comparables). The course is aimed at showing students the latest valuation practices used in the industry by illustrating the valuation principles in the context of realistic situations.
Prerequisites: FNCE 301 AND ACCT 322.

FNCE 498
Independent Studies in Finance
3 Credits  Weekly (0-0-3)
In consultation with, and supervised by, a member of the department or an approved professional in the community, a senior student undertakes advanced scholarly work related to the field of finance. The faculty member guides the student in designing and undertaking this work, using appropriate assumptions and methods to arrive at warranted conclusions and outcomes that will advance finance knowledge or practice or create meaningful results. Note: This course may be taken twice for credit.
Prerequisites: Consent of the course instructor and the department chair.
FREN 111
Introductory French I
3 Credits Weekly (5-0-0)
This is a course for students with little or no previous background in French. Students learn basic French grammatical structures and a wide variety of vocabulary. Oral comprehension, speaking, reading and writing are all emphasized, and students are introduced to aspects of the French-speaking world. Note: Students with native or near-native proficiency cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. Students with credit in French 20 or equivalent cannot receive credit for this course.
Prerequisites: Minimum grade of C- in FREN 111 or successful completion of French 20 or equivalent.

FREN 112
Introductory French II
3 Credits Weekly (5-0-0)
In this sequel to FREN 111, students continue to develop their skills in oral comprehension, speaking, reading and writing, as well as their understanding of the French-speaking world. Note: Students with native or near-native proficiency cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. Students with credit in French 30 or equivalent cannot receive credit for this course.
Prerequisites: Minimum grade of C- in FREN 111 or successful completion of French 30 or equivalent.

FREN 211
Intermediate French I
3 Credits Weekly (5-0-0)
This course aims to strengthen the students’ speaking, listening, reading and writing skills. It includes an extensive grammar review, and a cultural overview of the French-speaking world. Note: Students with native or near-native proficiency cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. Students with credit in French Language Arts 30 or equivalent cannot receive credit in this course.
Prerequisites: Minimum grade of C- in FREN 112 or successful completion of French 30 or equivalent.

FREN 212
Intermediate French II
3 Credits Weekly (5-0-0)
In this sequel to FREN 211, students continue to develop their speaking, listening, reading and writing skills and to expand their knowledge of grammar and culture of the French-speaking world. Note: Students with native or near-native proficiency cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course.
Prerequisites: Minimum grade of C- in FREN 211.

FREN 297
Advanced French I
3 Credits Weekly (4-1-0)
This course aims to improve the students’ oral communication and writing skills. Through practice in discussions and compositions based on themes from readings and films, students also expand their knowledge of vocabulary and grammar. Note: Students with native or near-native proficiency cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course.
Prerequisites: Minimum grade of C- in FREN 212, successful completion of French Language Arts 30, or advanced placement.

FREN 298
Advanced French II
3 Credits Weekly (4-1-0)
In this sequel to FREN 297, students continue to improve their oral communication and writing skills and to expand their knowledge of vocabulary and grammar through practice in discussions and compositions. Note: Students with native or near-native proficiency cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course.
Prerequisites: Minimum grade of C- in FREN 297.

FREN 321
French Culture and Civilization
3 Credits Weekly (3-0-0)
This course, taught in French, examines the main cultural characteristics of France through reading and discussion about French civilization. Emphasis is placed on historical events, philosophy, literature, and arts in France from late antiquity to modern times.
Prerequisites: A minimum grade of C- in FREN 298 or any 300-level FREN course.

FREN 341
Introduction to Translation
3 Credits Weekly (3-0-0)
This course is an introduction to the theory and practice of translation. It offers an overview of the theoretical concepts and strategies involved in translating from English to French, and provides translation practice with a variety of texts.

FREN 351
French Foundational Fiction
3 Credits Weekly (3-0-0)
A survey of French literature from its inception to the 20th century, this course examines selected works (prose, poetry and theatre) of France's major writers, periods and principle literary movements. Authors and their works are studied within their historical and cultural context to better understand their impact on and contribution to the development and evolution of French literature and the history of ideas. This course is conducted in French.
Prerequisites: A minimum grade of C- in FREN 298 or any 300-level FREN course.
FREN 352  
French Enlightenment Literature  
3 Credits  
Weekly (3-0-0)  
This course is taught in French. Students examine French Literature produced during the age of Enlightenment up to the French Revolution. The readings cover the innovations of the Enlightenment and the political and social crises which ended the Ancien Régime. Students question the prejudices, superstitions, corruption and hierarchies of the period in exemplary literary texts.  
Prerequisites: A minimum grade of C- in FREN 298 or any 300-level FREN (p. 342) course.

FREN 353  
French Theatre  
3 Credits  
Weekly (3-0-0)  
This course is taught in French. In this course students read and discuss French plays from dramatists of the seventeenth century to modern era. Students study social, political, historical and cultural contexts of the plays. Representations of class, gender, and the role of language are also considered. This course approaches theatre as text, dramaturgy, spectacle, and role-playing.  
Prerequisites: A minimum grade of C- in FREN 298 or any 300-level FREN (p. 342) course.

FREN 365  
Topics in Francophone Literature  
3 Credits  
Weekly (3-0-0)  
In this course, students study a topic in francophone literature. The specific topic focuses on a significant period, tradition, theme, genre or school within francophone literature. The author(s) and work(s) chosen are analyzed and placed within their historical and cultural context. Topics vary and are announced prior to registration. Consult with faculty members in French for details regarding current offerings. This course is conducted in French. Note: Students may take this course up to three times, provided that the topic is different.  
Prerequisites: A minimum grade of C- in FREN 298 or any 300-level FREN (p. 342) course.

FREN 370  
Topics in Francophone Culture  
3 Credits  
Weekly (3-0-0)  
In this course, students study in depth a topic related to francophone cultures. The specific topic focuses on a theme, tradition, movement, time-frame, or identity within the francophone world. Examples include, but are not limited to, francophone culture through film, la bande dessinée, la chanson française, la culture québécoise, les cultures francophones mondiales. Topics vary and are announced prior to registration. Consult with faculty members in French for details regarding current offerings. This course is conducted in French. Note: Students may take this course up to three times, provided that the topic is different.  
Prerequisites: A minimum grade of C- in FREN 298 or any 300-level FREN (p. 342) course.

FREN 398  
Independent Study  
3 Credits  
Total (0-0-45)  
This course permits an intermediate-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.

FREN 498  
Advanced Independent Study  
3 Credits  
Total (0-0-45)  
This course permits senior-level students to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
GEND 219  
Feminist Theories and Foundations  
3 Credits  Weekly (3-0-0)  
This course examines foundational thinking in the history of feminism. It investigates feminism's development as a transnational movement whose theories pervade cultures of the past and present, focusing on such key issues as agitation for political and economic agency, the performativity of gender and sexuality, and the rise of intersectional feminism. As it attends to the affinities and tensions among groups in the movement, it explores how theories have emerged and developed via debates among feminists and in close engagement with the intellectual, political, and social challenges of their times.  
Prerequisite: A minimum grade of C- in any 100-level ANTH (p. 254), CLAS (p. 284), ECON (p. 319), ENGL (p. 329), HIST (p. 351), PHIL (p. 426), POLS (p. 440), PSYC (p. 449), or SOCI (p. 458) course.

GEND 319  
Indigenous and Postcolonial Feminisms  
3 Credits  Weekly (3-0-0)  
This course examines the construction of gender within Indigenous and postcolonial frameworks. The course explores critical feminist issues and activism through a range of postcolonial theoretical and standpoint orientations. Students begin with a historical understanding of the development of Indigenous and postcolonial feminist theories, and proceed to focus on contemporary gendered effects of colonization, racialization, and imperialism.  
Prerequisites: Min C- in GEND 219.

GEND 398  
Independent Study  
3 Credits  Total (0-0-45)  
This course permits an intermediate-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise the student's project.

GEND 419  
Special Topics in Gender Studies  
3 Credits  Weekly (0-0-3)  
This course provides an in-depth study of a selected topic in gender studies. The topic for the course varies from year to year and is announced prior to registration. Possible topics include but are not limited to gendered violence, gender and media, trans issues, feminism and food, and queer theory. This course may be taken up to two times provided the topic is different and with permission of the Dean, or delegate, on the recommendation of the Gender Studies Coordinator.  
Prerequisites: A minimum grade of C- in GEND 319, or by consent of the Dean, or delegate, on the recommendation of the Gender Studies Coordinator.

GEND 498  
Advanced Independent Study  
3 Credits  Total (0-0-45)  
This course permits senior-level students to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes, and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise the student's project.
GENE – GENETICS

GENE 317
Genetics and Society
3 Credits  Weekly (3-0-1)
This course examines select advances in genetics and molecular biology and their impact on society. Social, legal, political and ethical aspects are discussed, emphasizing a Canadian perspective. Contemporary issues related to these fields are examined in a historical context including reflection on potential implications for the future.
Prerequisites: Minimum grade of C- in BIOL 207.

GENE 369
Genetic Analysis of Bacteria
3 Credits  Weekly (3-0-1)
This course provides an extensive survey of the principles of bacterial genetics, and the role bacteria and bacteriophages have played in the development of molecular genetics. Major topics include mechanisms of genetic exchange and genome plasticity in bacteria, and the properties of lytic and lysogenic bacteriophages. Key concepts are applied to experimental strategies for genetic mapping and mutational analysis.
Note: Credit can only be obtained in one of GENE 270 or GENE 369.
Prerequisites: Minimum grade of C- in BIOL 205 and in BIOL 207.

GENE 370
Genetic Analysis of Eukaryotes
3 Credits  Weekly (3-0-1)
This course provides a survey of genetic analysis in select model eukaryotes. Strategies involving both classical genetic approaches and molecular methods for genetic screens, mutational analysis, and probing gene function in eukaryotes are presented.
Prerequisites: Minimum grade of C- in BIOL 205 and in BIOL 207.

GENE 400
Genome Organization
3 Credits  Weekly (3-3-0)
This course is an introduction to the field of genomics. The organization and expression of the genetic material in both simple and complex model systems are examined. Genomic techniques including sequencing, microarray analysis, proteomics and bioinformatics are discussed. Attention is paid to the application of genomics to understanding biological phenomena.
Prerequisites: Minimum grade of C- in GENE 369 and in GENE 370.

GENE 404
Investigations into Gene Regulation
3 Credits  Weekly (3-0-1)
This course investigates and compares mechanisms of gene expression and regulation in prokaryotes and eukaryotes. Current scientific understanding of gene regulation is explored through a critical analysis of primary literature. Transcriptional, post-transcriptional, translational, post-translational and epigenetic regulatory mechanisms are discussed.
Prerequisites: Minimum grade of C- in GENE 369 and in GENE 370.

GENE 418
Human Genetics
3 Credits  Weekly (3-0-1)
This course examines the principles and methods of genetics as they relate to humans as individuals and in populations. Classical and modern approaches used in the identification and analysis of Mendelian, complex and chromosomal disorders are discussed with the contextual emphasis on the relationship between basic science and human disease. The relevance of advances in these areas of human genetics to the diagnosis and treatment of genetic diseases is examined.
Prerequisites: Minimum grade of C- in GENE 370.
GERM – GERMAN LANGUAGES

GERM 111
Introductory German I
3 Credits  Weekly (5-0-0)
German 111 is an introductory course for students with limited or no previous knowledge of German. It introduces the sounds of the language, an introductory suite of grammatical structures, tenses and concepts, an essential vocabulary set, as well as a basic linguistic comparison between English and German. Students develop an introductory level of oral/aural comprehension, expression, reading and writing skills. General aspects of geography, history and culture in German-speaking countries are also introduced. Note: Students with native or near-native proficiency in German cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. Students with credit in German 30, 35 or GERM 100 or equivalent cannot receive credit for this course.

GERM 112
Introductory German II
3 Credits  Weekly (5-0-0)
This course is a continuation of GERM 111 in which students improve the four language skills of listening, speaking, reading and writing, and broaden their cultural awareness of the German-speaking world. An additional and more challenging set of introductory grammatical structures builds upon the structures and forms acquired in German 111, and vocabulary is expanded to include a wider range of situations. Note: Students with native or near-native proficiency in German cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. Students with credit in German 30, 35 or GERM 100 or equivalent cannot receive credit for this course.

Prerequisites: Minimum grade of C- in GERM 111.

GERM 211
Intermediate German I
3 Credits  Weekly (5-0-0)
This course is designed to develop and strengthen oral comprehension, expression, reading and writing skills acquired in beginner-level courses through the use of authentic written, oral and visual materials. Note: Students with native proficiency in German cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course.

Prerequisites: Minimum grade of C- in GERM 111 or successful completion of German 30 or 35.

GERM 212
Intermediate German II
3 Credits  Weekly (5-0-0)
This course is a continuation of GERM 211 and is designed to further develop and strengthen oral comprehension, expression, reading and writing skills acquired in GERM 211 through the use of authentic written, oral and visual materials. Note: Students with native proficiency in German cannot take this course. Heritage speakers must consult the department prior to registration.

Prerequisites: Minimum grade of C- in GERM 211.
GREK – GREEK

GREK 101
Introductory Greek I
3 Credits   Weekly (5-0-0)
This course introduces students to Classical Greek. Students learn the Greek alphabet, a core vocabulary and elements of Greek grammar. Students also read and translate simple Greek texts. Note: Students with a proficiency level beyond this course may be directed to a higher-level course. Students with credit in Greek 30 or 35 cannot receive credit for this course.

GREK 102
Introductory Greek II
3 Credits   Weekly (5-0-0)
This course is a continuation of GREK 101. Students continue to study the elements of Classical Greek grammar, to acquire additional vocabulary and to read and translate simple texts. Note: Students with a proficiency level beyond this course may be directed to a higher-level course. Students with credit in Greek 30 or 35 cannot receive credit for this course.

Prerequisites: Minimum grade of C- in GREK 101.
HAPR – HEARING AID PRACTITIONER

HAPR 101
Bioacoustics of Human Hearing
3 Credits Weekly (3-0-0)
In this foundational course students learn how a normal auditory system functions, as a basis for working with people with hearing loss. Students learn about the acoustic and psychoacoustic properties of sound and how sound is measured, learn about the anatomy of the entire auditory system from the outer ear to the auditory cortex in the brain, and apply their knowledge of acoustics to the physiology of how sound is processed from entering the outer ear to being perceived as sound. Part-time HAPR (p. 348) students must take HAPR 101 in the student’s first fall term in the HAPR program.

HAPR 102
Hearing Testing I
2 Credits Weekly (2-1-0)
Students experience simulated hearing loss and learn about the need for hearing testing. Students are provided with an overview of the hearing testing process, learn to use basic hearing testing equipment, and learn to use the standard forms that are used for reporting hearing test results. Students also learn about appropriate test environments and infection control measures, and how to maintain and troubleshoot hearing testing equipment. Through hands-on learning and reflective practice, students evaluate testing environments, explore audiometers, apply appropriate infection control measures, and complete calibration and troubleshooting activities. Part-time HAPR (p. 348) students must take HAPR 101 prior to HAPR 102, if HAPR 101 and HAPR 102 are not taken in the same term.

HAPR 103
Hearing Instrument Technology I
4 Credits Weekly (3-2-0)
Students learn about the basic components and characteristics of hearing aids, earmolds, and assistive devices, how to formally and informally evaluate hearing aid function, and how to care for and maintain hearing aids. Through hands-on learning and reflective practice, students familiarize themselves with hearing aids and earmolds, assess hearing aid function, discuss hearing aid troubleshooting, minor repairs and modifications, make ear impressions, and apply appropriate infection control measures when working with hearing aids and earmolds. Part-time HAPR (p. 348) students must take HAPR 101 prior to HAPR 103, if HAPR 101 and HAPR 103 are not taken in the same term.

HAPR 104
The Aging Client
3 Credits Weekly (3-0-0)
Students explore the psychological, social and physical aspects of normal aging, and how the demographics of an aging population influence and impact society. Personal values and attitudes as well as those evident in government policies, community planning, and the health care delivery system are also examined.

HAPR 105
Customer Relations and Communications
3 Credits Weekly (3-0-0)
This course introduces students to the interpersonal skills required for providing high quality service to adult clients who have hearing loss. Students learn about the communication skills necessary for initiating and maintaining positive relationships, the impact of personality types on interpersonal communication, and management of interpersonal relationships. Students also examine their own communication skills, learn communication concepts, and develop and practice the specific interpersonal communication and customer relations skills required for success as a hearing aid practitioner.

HAPR 108
Business Management
3 Credits Weekly (3-0-0)
Students are introduced to the various management functions required to establish and manage a hearing aid dispensing practice. Students learn how and why small businesses are successful in Canada. Students also conduct market research and develop marketing plans, learn about business operations and costs, and develop business and financial plans.

HAPR 110
Hearing Disorders
2 Credits Weekly (2-0-0)
Students learn to interpret and classify the results of hearing testing. Students also learn about hearing disorders and medical conditions, and their associated hearing test results. Note: This course is taken concurrently with HAPR 111 (Hearing Testing II).
Prerequisites: HAPR 102 and a minimum grade of C- in HAPR 101.
Co-requisites: HAPR 111.

HAPR 111
Hearing Testing II
4 Credits Weekly (3-2-0)
Students learn about case history interviews, otoscopic examinations, air and bone conduction pure-tone tests, speech tests, and masking procedures. Students also learn to interpret test results and make recommendations to clients. Through hands-on learning and reflective practice, students complete and record the results of case history interviews, otoscopic examinations, and the basic battery of hearing tests, while using industry-standard infection control measures. Note: This course is taken concurrently with HAPR 110 (Hearing Disorders).
Prerequisites: HAPR 102 and a minimum grade of C- in HAPR 101.
Co-requisites: HAPR 110.

HAPR 112
Professional Responsibilities
3 Credits Weekly (3-0-0)
This course introduces students to the scope of practice for hearing aid practitioners. Students discuss the psychosocial effects of hearing loss and identify appropriate support services in an interdisciplinary context. Students explore the personal and business professionalism and ethics required for success as a hearing aid practitioner.

HAPR 114
Professional Practice
4 Credits Weekly (0-6-1)
In this intensive hands-on course, students integrate knowledge and skills learned in first-year program courses. Students demonstrate an understanding of the various components of hearing testing and the ear mold impression process and apply that understanding through practice, demonstration of skills and reflection.
Prerequisites: Minimum grade of C- in HAPR 103, HAPR 105, HAPR 110 and HAPR 111.
HAPR 201
Interviewing and Counselling
3 Credits Weekly (3-0-0)
Students are introduced to interviewing and counseling practices and procedures required for supporting clients in accepting and coping with hearing loss, and adjusting to and using hearing aids successfully.

HAPR 202
Aural Rehabilitation I
3 Credits Weekly (3-0-0)
In this introductory course, students learn about hearing health promotion through aural rehabilitation and the use of a team approach to providing hearing health care services and support to adults with hearing loss.

HAPR 203
Hearing Instrument Technology II
4 Credits Weekly (3-2-0)
This course focuses on the first stages of hearing aid programming and the verification of hearing aid fittings. In the theory portion of the course, students learn about the basic first stages of hearing aid programming, the verification of hearing aid fittings, including probe microphone measures, current important hearing aid features and hearing aid troubleshooting. Through hands-on learning and reflective practice, students learn to program hearing aids, to first fit, and verify hearing aid fittings using probe microphone measures, while using industry-standard infection control measures.
Prerequisites: Minimum grade of C- in HAPR 114.

HAPR 204
Hearing Testing III
2 Credits Weekly (1-2-0)
In the theory portion of this final hearing testing course, students learn about immittance testing, special tests, test modifications, referral letters to physicians, and review the entire hearing testing process. In the mandatory lab at MacEwan University in Edmonton, students complete immittance testing, practice completing the standard test battery, complete a practical exam consisting of a full hearing test with a client, write referral letters to physicians, and discuss special tests that are not considered part of the standard test battery. Note: This course is taken concurrently with HAPR 211 (Hearing Instrument Technology III).
Prerequisites: Minimum grade of C- in HAPR 114.
Co-requisites: HAPR 211.

HAPR 210
Aural Rehabilitation II
3 Credits Weekly (3-0-0)
In this final aural rehabilitation course, students learn to incorporate aural rehabilitation and communication strategies into practice with individuals and groups, with a specific focus on the older population.
Prerequisites: HAPR 202.

HAPR 211
Hearing Instrument Technology III
4 Credits Weekly (3-2-0)
In the theory portion of this final hearing instrument technology course, students learn to select and order appropriate hearing aids for adult clients, to support clients when they first receive their hearing aids and on an ongoing basis, and to evaluate the success of hearing aid fittings. In the mandatory lab at MacEwan University in Edmonton, students review the characteristics of current hearing aids and fitting software, learn about specific hearing aids and fitting software used by professionals in hearing aid dispensing clinics, and review procedures that clients and hearing aid practitioners complete in order for clients to obtain and use hearing aids. Note: This course is taken concurrently with HAPR 204 (Hearing Testing III).
Prerequisites: HAPR 203.
Co-requisites: HAPR 204.

HAPR 212
Field Placement
4 Credits Total (0-0-210)
Students integrate knowledge and skills from all previous program courses as they complete seminar activities and work with clients in hearing aid dispensing clinics, under the direct supervision of experienced hearing aid dispensing professionals.
Prerequisites: Minimum grade of C- in HAPR 104, HAPR 108, HAPR 112, HAPR 201, HAPR 204, HAPR 210, and HAPR 211.
HEED - HEALTH EDUCATION

HEED 110
Introduction to Personal Health and Well-Being
3 Credits  Weekly (3-0-0)
An individual-based analysis of physical fitness and personal health and wellness. Emphasis is on planning and managing one's own lifestyle for health and well-being within the context of the current health care system.

HEED 220
Introduction to the Biological Aspects of Fitness to Health
3 Credits  Weekly (2-1-0)
A biological analysis of the contributions of physical activity and exercise to fitness and long term health. Emphasis is on the introduction of training principles, health related components of physical fitness exercise and physical activity guidelines, and the application of these concepts for determination of physical fitness, individual long term health outcomes, and preventable disease.
This course introduces students to the history of the modern world and the methods by which historians research and think about the past using selected topics in world history as a foundation for study. In learning about each topic, students are encouraged, through practical exercises and assessment strategies, to think historically and to acquire the essential research skills which underpin history as a discipline. As well, questions are asked about the quality and authenticity of sources, the nature of historical causation, and the role of the historian in the evaluation and interpretation of evidence. Overall, this course is designed to hone students' critical abilities, interpretive skills, writing abilities and to stimulate intellectual curiosity through analysis of selected world history topics.

**HIST 101 Foundations of the Modern World before c.1500 C.E.**
3 Credits Weekly (3-0-0)

This course introduces students to what historians call the 'modern' world in the period between c.500 and 1500 C.E. The underlying theme of the course is that this period has seen an increasing interconnectedness between human societies, leading to the globalised world in which we live. Students study topics such as trade patterns, intellectual exchange, religious movements, health, wellness and the environment, state and empire building, war, conquest and diplomacy, and the spread of disease, goods and ideas. They learn to understand the processes that increased global interaction, both voluntary and forced, and spawned conflicts, both economic and political.

**HIST 102 Foundations of the Modern World from 1500 C.E. to the Present**
3 Credits Weekly (3-0-0)

This course introduces students to what historians call the 'modern' world in the period from the sixteenth century to the present. The underlying theme of the course is that this period has seen an increasing interconnectedness between human societies, leading to the globalised world in which we live. Students study topics such as trade patterns, colonialism,帝国 expansion and contraction, religious, artistic and intellectual change, the immense socio-economic transformation springing from industrialisation, and modern ideologies like liberalism, socialism, nationalism and racism. They learn to understand the processes that increased global interaction, both voluntary and forced, and spawned conflicts, both economic and political.

**HIST 204 Judaism, Christianity, Islam**
3 Credits Weekly (3-0-0)

This course introduces students to the intertwined histories of three major world religions: Judaism, Christianity, and Islam. These three traditions share several core assumptions about the identity of God and the relationship between divinity and humanity. At the same time, they have also developed in unique ways over the millennia, so that each tradition both differs from the others and contains rich diversity within itself. By focusing on cultural, intellectual, and political exchange across these traditions, this course prepares students to understand how such exchange continues to shape our world today.

**HIST 205 Medieval Europe**
3 Credits Weekly (3-0-0)

This course introduces the student to the important events, developments and themes in medieval European history from Charlemagne to the Black Death. Discussion of social and political topics such as feudalism and manorialism, growth of legal systems, political theory and the rise of medieval states, the Crusades, medieval warfare, and the Holy Roman Empire are connected to cultural and intellectual themes related to Muslims in Iberia, urbanization, reform of the Catholic Church, and the rise of universities.

**HIST 206 Britain Before the Black Death**
3 Credits Weekly (3-0-0)

This course introduces the student to the important events, developments and themes in medieval British history from the end of the Roman period in the fifth century to the crises of the fourteenth century. Focusing on a period rich in mythology surrounding larger than life characters such as King Arthur, Alfred the Great, Strongbow, Saint Margaret, William Wallace and Robert the Bruce, this course explores the historical context behind these figures by examining the political development of the British Isles and the foundation of the relationships forged between the four nations of England, Scotland, Ireland and Wales.

**HIST 209 Early Modern European History**
3 Credits Weekly (3-0-0)

This course is a survey of European history from the Renaissance to Napoleon. Often seen as one of the most dynamic periods in European history, early modern Europe experienced rapid social, cultural, political and economic change that created new opportunities and challenges for every level of European society. In this course, students consider the evolving economy and society, the basic facts of life for the majority of Europe's peoples. They learn how the religious and intellectual unity of western culture fragmented and dissolved under the impact of new ideas and examine the nature of politics, the rise and fall of empires and the emergence of nation states.

**HIST 210 Modern European History: 1789 - Present**
3 Credits Weekly (3-0-0)

This course is a survey of European history from the French Revolution to the present. As such it is also, however, a history of the wider world affected by the "European ascendancy" of the nineteenth century, and whose cataclysmic destruction has shaped much of the twentieth. The course starts with the twin upheavals of the French and Industrial Revolutions, charts the political and socio-economic fallout from these in the shape of new ideologies, new nation-states and new social classes, and shows how European imperialism transformed the globe down to 1914. The course then analyses the self-destruction of the old European order in two world wars, the emergence of a continent physically but also psychologically divided by the Cold War, and the revolutionary developments which, since 1989, have permitted these two halves of Europe to re-converge, a process complicated to this day by the bitter legacies of the past.
HIST 211
England: From Tudor to Glorious Revolution
3 Credits  Weekly (3-0-0)
This course introduces the student to a period in English history characterized by dynamic political, social, economic and cultural change. Between 1485 and 1688 England became a protestant nation, witnessed the birth of the nation state, expanded its economic capacity, and engaged in colonial imperial activities. Using two significant political ‘revolutions’ as a temporal framework, this course explores the birth of modern English society.

HIST 212
Britain 1689-1914
3 Credits  Weekly (3-0-0)
Between 1689 and 1914, Britain achieved political stability, created a constitutional monarchy and widened the franchise to include the common people. Britain successfully faced the external challenges of the Seven Years War, the American Revolution and the Napoleonic wars and entered into a new phase of imperialist activity in Africa and Asia. It struggled with the challenges posed by urbanization, the industrial revolution, and the social problems these engendered. The middle class came to prominence and family and gender roles were transformed. This survey course examines the major events and developments in the history of Britain in this exciting period with the specific topics in any year selected by the instructor.

HIST 214
The Celtic Crescent before 1801
3 Credits  Weekly (3-0-0)
This course examines the development of the Celtic regions of the British Isles and Ireland prior to the creation of the United Kingdom of Great Britain and Ireland in 1801. Some historians have argued that it is in this period that the modern sense of Celtic identity has its roots. Important to this development is the fact that Ireland, Wales, and Scotland are often subsumed under the title “Celtic” and shared a common experience through their interactions with the English. Yet, most scholarship and popular culture portray the Celtic regions of Britain in an undifferentiated manner. This course explores the unique histories of the Celtic regions of the British Isles as well as their shared cultural links and experiences within the region. Topics may include: Roman Britain, King Arthur, the Celtic Church, Picts and Dalriada, the Vikings, Strong Bow in Ireland, Manx Kingship, Owain Glyndwr, Kin Networks, Celtic Identity, Art and Language, Plantation and Colonialism, Resistance, and Incorporation.

HIST 215
Modern France
3 Credits  Weekly (3-0-0)
This course situates developments in French literature, philosophy and art in the context of the nation’s tumultuous political history from the eighteenth century to the present day. It traces changing conceptions of class, nationality, gender, selfhood and aesthetics through the momentous cultural and political ruptures that have characterized life in France and its colonies since the great revolution of 1789.

HIST 250
American History to 1865
3 Credits  Weekly (3-0-0)
This course is a survey of American history to the Civil War. Beginning with the early colonial ventures in Virginia and New England, the course traces the development and expansion of the American federation through the War of Independence, the Mexican-American war, and the Civil War. The American political experiment with constitutional democracy and the development of the party system are examined. The course also identifies and examines important social issues including the treatment of Aboriginal people, slavery and the rights of women.

HIST 251
American History Since 1865
3 Credits  Weekly (3-0-0)
This course is a survey of American history since the Civil War. Beginning with Reconstruction, this course traces the social, political, and economic transformation of America as it developed into a global superpower. The industrial and consumer-based society forms the backdrop for the political, social, and geo-political changes: from populism and progressivism to the Reagan revolution, xenophobia to civil rights, isolationism to the Iraq War.

HIST 260
History of Canada to 1867
3 Credits  Weekly (3-0-0)
This course surveys Canadian history before 1867. Attention is given to both the French and English empires, the conflicts that occurred, and the social and political development of the colonies. Special consideration is given to the interactions between these imperial and colonial societies and Aboriginal people. The expansion of the European empires to the Pacific coast is also covered. The course concludes with the Confederation process in British North America.

HIST 261
History of Canada Since 1867
3 Credits  Weekly (3-0-0)
This course surveys Canadian history since 1867. It examines the people, forces and events that have shaped the history of this country, its society, its institutions and its identity. This course provides not only a foundation for further study in Canadian history but also the knowledge necessary for effective citizenship.

HIST 281
Asia Since A.D. 1500
3 Credits  Weekly (3-0-0)
This course is a survey of Asian history since 1500. It examines the people, forces and events that have shaped the history of this country, its society, its institutions and its identity. This course provides not only a foundation for further study in Canadian history but also the knowledge necessary for effective citizenship.

HIST 282
History of Modern Japan
3 Credits  Weekly (3-0-0)
This course presents a survey of modern Japanese history beginning with the Meiji Restoration in 1868. Focusing on the major political, social, economic, military, and diplomatic themes, Japan’s evolution as a modern state will be examined. Major topics may include the birth of liberal democracy, imperialism and empire, militarism, the Pacific War, and Japan’s postwar rise as an economic superpower.
HIST 291
Topics in Political and International History
3 Credits Weekly (3-0-0)
This intermediate-level course surveys political and international world history with a focus on a particular conceptual topic. The topics are broad-based themes which have political or international consequences; the time period of study may vary from the late middle ages to the present. Examples of topics that might be covered are warfare, state formation and nation-building, the exercise of imperialism both formal and informal, global trade, or the development of political ideologies like liberalism, nationalism and socialism.

HIST 292
History of Women in Europe and North America
3 Credits Weekly (3-0-0)
Women’s history focuses on the experiences of women in the past but it is more than that. It addresses questions of roles and expectations, issues and challenges, ambitions and contributions. Starting from an evaluation of how scholars have conceptualized women and gender, this course examines the history of women in a particular period and geographic area selected by the instructor. Using contemporary feminist theories that construct gender, this course seeks to enhance the student’s understanding of how prescriptions and customs of womanhood, socially bounded and culturally constructed, shaped the day to day lives of both elite and labouring women in historical periods since the middle ages.

HIST 294
History of Science and Technology
3 Credits Weekly (3-0-0)
This course surveys important themes, traditions, people and institutions of Western science, technology and medicine. It familiarizes students with an important aspect of European/Western culture and serves as an introduction to the history of science and technology. This course emphasizes how individuals and societies have understood and explained the natural world and their place in it, and how they have approached and justified the investigation of that world.

HIST 300
Making History: Theory and Methods in History
3 Credits Weekly (2-0-1)
History is an academic discipline whose practitioners make a systematic study of the complexity, variety, and change of human ideas, behaviours, and actions across time. Historians gather, assess, analyze, and organize information to create knowledge about the past. This course examines the process of making history. It includes discussions about both the nature of historical evidence and the methods historians use. It also introduces students to basic questions and issues concerning the nature of our knowledge of the past.
Prerequisites: Minimum grade of C- in HIST 100 or 6 credits of senior HIST (p. 351).

HIST 301
Topics in World History
3 Credits Weekly (3-0-0)
This course is an intermediate level course that examines world history through detailed study of a particular topic. The topic in any given year is determined by the instructor. Examples of topics include, but are not limited to, broad-based themes such as environmental issues or the status of women, or specialized topics such as the impact of conflict, disease or slavery.
Prerequisites: Minimum grade of C- in any 100-level HIST (p. 351) course.

HIST 304
History of Christianity
3 Credits Weekly (3-0-0)
In this course, students explore the rich diversity of Christian perspectives that predominated from antiquity through the early modern period. Students work through seminal texts in the history of Christian thought and practice. By exploring more than just the works that were later declared orthodox, students learn about the many alternative Christianities that flourished in the past, ranging from the Gnostics of ancient Egypt to radical reformers leading peasant revolts in early modern Europe. Listening to these alternative voices, while also placing Christian history into intimate conversation with Judaism and Islam, allows students to engage with Christianity not as a closed book, but as an open conversation across the centuries.
Prerequisites: A minimum grade of C- in 3 credits of 200-level HIST (p. 351) courses.

HIST 306
Urban Europe: City and Society, 1450-1850
3 Credits Weekly (3-0-0)
This intermediate-level course explores the European “City” as a major site for social, cultural, economic and political exchange and a site wherein urban actors identified with the multiple communities that formed within city limits. Central to the discussion of the European City is the impact that the national and international flow of ideas, culture, people, goods and capital had on urban centres across Europe over time. Topics include urban sights, sounds, and smells; street-corners and squares; community; built environments; gender and agency; occupation and social status; marginalization; demographic change; and urbanization.
Prerequisites: Minimum grade of C- in any 100- or 200-level HIST (p. 351) course.

HIST 308
Europe in the Age of Renaissance and Reformation
3 Credits Weekly (3-0-0)
This intermediate-level course explores some of the major themes in the history of Europe from the late fourteenth to the early seventeenth century. Its focus is on cultural, intellectual, and religious history, including the rise of humanism, developments in education, arts and literature, the Protestant and Catholic Reformations, and philosophical and scientific innovations. This exploration of key moments in European history is set within the appropriate political and social contexts of these developments, including the emergence of the nation state, the rise of printing, significant demographic change, and the beginnings of European overseas empires.
Prerequisites: Minimum grade of C- in one of HIST 100, 101, 205, 209.

HIST 309
Crime and Society in Early Modern Europe
3 Credits Weekly (3-0-0)
This intermediate-level course investigates some of the major themes in the social history of Early Modern Europe from the onset of the Black Death to the Enlightenment. Students focus on the shifts in social, political, economic, and cultural attitudes that ushered in new ideas on crime and regulation, poverty and social discipline. Lecture topics and assigned reading materials describe how these ideas affected the peoples of Western Europe and contributed to a variety of ways individuals and groups experienced inclusion and exclusion in their communities.
Prerequisites: Minimum grade of C-in any 200-level HIST (p. 351) course.
HIST 311
British Society, Politics, and Culture, 1450-1750
3 Credits Weekly (3-0-0)
This intermediate level course examines the social history of Britain: the lives of its people, both grand and humble. We explore families, courtship and marriage, work and play, gender roles, religion and superstition, crime and punishment, class relations, local and regional identities, poverty and poor relief. Specific topics vary depending on the individual instructor. Prerequisites: Minimum grade of C- in any 100-level or 200-level HIST (p. 351) course.

HIST 315
Enlightenment and Revolution in France
3 Credits Weekly (3-0-0)
This course examines the intersection of ideas, institutions and events in France during the revolutionary era. Students are introduced to the art, literature, and philosophy of the French Enlightenment in the context of its key institutions, cultural venues, and figures. After identifying and analyzing the movement’s main currents and critics, students link Enlightenment critiques of absolutism and Old Regime society to both the outbreak of France’s great revolution in 1789 and its descent into Terror. The course concludes by analyzing the rise and fall of Napoleon Bonaparte and the birth of modern nationalism and total war. Prerequisite: A minimum grade of C- in 3 credits of 200-level HIST courses.

HIST 338
Britain as a World Power
3 Credits Weekly (3-0-0)
Britain held a position of world dominance from the eighteenth century until the world wars of the twentieth century. It acquired a worldwide empire, sometimes deliberately, but often haphazardly. Britain administered its empire in a variety of ways, sometimes indirectly through local rulers, sometimes quite directly. In this course, students examine Britain’s rise as an imperial nation and its relations with other European nations, as well as the process of its decline both as an imperial and a European power. Prerequisites: Minimum grade of C- in any 100-level or 200-level HIST (p. 351) course.

HIST 340
Diplomacy, War, and Conflict in the 20th Century
3 Credits Weekly (3-0-0)
This intermediate-level course investigates the origins and consequences of the major military conflicts of the twentieth century. It covers the Great War, the Second World War and the Cold War, as well as the national wars of independence in Asia and Africa, the war for Jammu and Kashmir, the Arab-Israeli conflicts of the Middle East, the Vietnam War and the Gulf War. Prerequisites: Minimum grade of C- in any 100- or 200-level HIST (p. 351) course.

HIST 341
Fascism in Europe 1918-1945
3 Credits Weekly (3-0-0)
This intermediate level course investigates the phenomenon of fascism in inter-war Europe. The course starts from the premise that a generic fascism did exist, and can be defined, and that its origins and ideological components are traceable, not only to the general crisis following the First World War, but to social and political trends going back into the nineteenth century. The course also explicitly compares fascist movements, and the two fascist dictatorships of Italy and Germany, with the authoritarian regimes which become so prevalent in this period, highlighting both the essential differences between the two phenomena, and also the way in which authoritarianism occasionally borrowed fascist language and imagery. Specific attention is paid to Italian Fascism and German National Socialism, and to the native fascist movements of Eastern Europe. Prerequisites: Minimum grade of C- in HIST 102 or HIST 112 or HIST 210 or HIST 340.

HIST 342
The Atlantic World
3 Credits Weekly (3-0-0)
Contact among Africans, Europeans and the indigenous peoples of the Americas created an Atlantic World. The Atlantic Ocean linked the nations and peoples living around its edges, beginning in the 15th century and continuing until the wars of independence and the end of the slave trade in the late 18th and early 19th centuries. Slaves and slave-traders, soldiers, merchants, sailors, pirates, indentured servants, convicts, settlers, governors and administrators crossed the ocean to encounter a diverse array of New World peoples. This course examines the lives of these people and the encounters, relationships, exchanges and clashes among these people in their Atlantic context. Prerequisites: Minimum grade of C- in any 100-level or 200-level HIST (p. 351) course.

HIST 345
Nationalism
3 Credits Weekly (3-0-0)
This intermediate-level course examines nationalism as a theme in world history. It starts with an exploration of nationalism as a concept: its history, its terminology and some of the theories cited for its emergence. This course examines the scholarly debate as to how far back we can go in identifying nations, the connection between nationalism and literacy, and that between nationalism and socio-economic development. Relying largely on a consideration of nationalism in a European context, the course nevertheless considers extra-European manifestations, including Canadian, American, Indian and Japanese nationalism; it also considers the peculiar phenomenon of “state nationalism”, as attempted in the Russian and Ottoman Empires, and what might be called “confessional nationalism”, as typified by modern Islamism. Prerequisites: Minimum grade of C- in any 100-level HIST (p. 351) course.
HIST 352
The U.S. in World Affairs
3 Credits  Weekly (3-0-0)
This course examines the history of American foreign policy during the 20th century providing insight into the process of foreign policy decision making, as well as the ramifications U.S. foreign policy has on nations around the world. Major topics include expansionism, “Big Stick” diplomacy, Wilsonianism, entry into wars, relations with Latin America and the Middle East, as well as the origins, culture, and effect of the events of the Cold War.
Prerequisites: Minimum grade of C- in any 100- or 200-level HIST (p. 351) course.

HIST 361
Canadian Political History
3 Credits  Weekly (3-0-0)
This course examines the political history of Canada since Confederation. Although the federal political system is the central focus of the course, provincial political developments of national importance are not ignored. Among the topics discussed in this course are the Pacific scandal, the Manitoba school question, women's suffrage, the Progressive party and Maritime Rights movement, the politics of unemployment, the rise of Social Credit in Alberta, the formation of the CCF and NDP, Medicare, the Quiet Revolution, the Constitution Debates, and the Meech Lake accord.
Prerequisites: Minimum grade of C- in any 100-level or 200-level HIST (p. 351) course.

HIST 362
History of Alberta
3 Credits  Weekly (3-0-0)
Alberta occupies a distinct space in the Canadian federation. Created by an act of the federal government in 1905, the province was originally settled by immigrants from Europe who sought opportunities in agriculture and mining. The rural province was transformed by the depression and the discovery of oil and gas. Today it is an urban province that attracts immigrants from around the globe. It also has a distinct political culture. The province has been governed by a series of political dynasties from the Liberals to UFA to Social Credit to the Conservatives. Each of these political dynasties had a tendentious relationship with the federal government and the province's electors have consistently supported political parties that emphasized a decentralized federal regime. This course examines these changes in economic, social, and political conditions to help us better understand Alberta today.
Prerequisites: A minimum grade of C- in any 100- or 200-level HIST (p. 351) course.

HIST 366
The Canadian West
3 Credits  Weekly (3-0-0)
This course examines the history of the Canadian West. Social, political and economic developments in this region continue to play a central role in Canada's development. Topics include the experiences of Aboriginal people, the region's leadership in social policy related to immigration, women's suffrage and Medicare; the resource-based economy of furs, wheat, timber, mining and oil; and the distinctive political culture and alternative political parties that have emerged in the Canadian West including the Progressives, CCF, Social Credit, and Reform.
Prerequisites: Minimum grade of C- in any 100- or 200-level history course.

HIST 367
Canada in World Affairs
3 Credits  Weekly (3-0-0)
This course examines Canada's diplomatic, military, economic and political role in world affairs. Canada's relationship with the British Empire and the United States receives special emphasis. Attention is also given to the affect of international affairs on domestic social and political issues.
Prerequisites: Minimum grade of C- in any 100- or 200-level HIST (p. 351) course.

HIST 369
First Nations and Canada
3 Credits  Weekly (3-0-0)
This intermediate level course examines Canada's relationship with First Nations from the 1830s to the present. The focus is on the interplay between the aspirations of First Nations, Aboriginal rights, constitutional law, economic and social changes, and the development of government policy. Special attention is paid to the consequences of the policy development for Aboriginal societies and culture.
Prerequisites: Minimum grade of C- in HIST 260 or HIST 261.

HIST 397
Public History
3 Credits  Weekly (3-0-0)
Public history is a branch of historical work that involves presenting history to the public or working with the public to conduct research and interpret the past. This course introduces students to some of the theories about public history and some of the issues in the field, including ideas about memory and representation, heritage and history, and preservation and interpretation. It examines common sources for public history, including material culture, archives, and oral interviews. It also explores some of the opportunities available in the field of public history.
Prerequisites: Minimum grade of C- in any 100 or 200 level HIST (p. 351) course.

HIST 398
Independent Study
3 Credits  Total (0-0-45)
This course permits an intermediate-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.

HIST 400
Senior Thesis
3 Credits  Weekly (0-0-3)
In this individual study course, students write a major essay and make a conference-style presentation on a specific topic of their choice. This course is open only to History Majors. NOTE: Students may receive credit for only one of HIST 400 and HIST 401. Students desiring HIST 400 must consult with the History Coordinator to select a primary and secondary supervisor.
Prerequisite: Consent of the department.
HIST 401
Senior Research Project
3 Credits Weekly (0-0-3)
In this seminar course, students conduct research, write a major essay, and make a conference-style presentation on a topic chosen by the instructor. This course is open only to History Majors. NOTE: Students may receive credit for only one of HIST 400 and HIST 401.
Prerequisites: A minimum grade of C- in 30 credits of senior HIST (p. 351) courses including HIST 300.

HIST 410
Topics in European History
3 Credits Weekly (0-0-3)
In this seminar-based course, students discuss, criticise and analyse readings on a selected topic in European history. They also prepare a major research paper on an issue related to one or more of the seminar topics. The topic in any given year is selected by the instructor.
Prerequisites: Minimum grade of C- in 9 credits of 200 or 300-level HIST (p. 351) including one of HIST 205, HIST 209 or HIST 210.

HIST 411
Topics in British History
3 Credits Weekly (0-0-3)
In this seminar-based course, students discuss, criticise and analyse readings on a selected topic in British history. They also prepare a major research paper on a subject related to the course topic. The topic in any given year is selected by the instructor.
Prerequisites: Minimum grade of C- in 9 credits of 200 or 300-level HIST (p. 351) courses.

HIST 442
Topics in Imperialism and Colonialism
3 Credits Weekly (0-0-3)
In this seminar-based course, students discuss, criticise and analyse readings on a selected topic related to imperialism and/or colonialism. They also prepare a major research paper on an issue related to one or more of the seminar topics. The topic in any given year is selected by the instructor.
Prerequisites: Minimum grade of C- in 9 credits of 200- or 300-level HIST (p. 351) courses.

HIST 460
Topics in Canadian History
3 Credits Weekly (0-0-3)
In this seminar, students discuss critique and analyse readings on a selected topic in Canadian history. They also prepare a major research paper related to the seminar topic. The topic in any given year is selected by the instructor.
Prerequisites: Minimum grade of C- in 9 credits of 200 or 300-level HIST (p. 351) courses including either HIST 260 or HIST 261.

HIST 476
Topics in Ancient and Medieval History
3 Credits Weekly (0-0-3)
In this seminar, students discuss, critique, and analyse readings on a selected topic in ancient or medieval history. They also prepare a major research paper on an issue related to the seminar topic. The topic in any given year is selected by the instructor.
Prerequisites: A minimum grade of C- in 6 credits of 200- or 300-level HIST (p. 351) courses, and a minimum grade of C- in ancient HIST courses (CLAS 210, CLAS 314, CLAS 315) or courses as determined by the department.

HIST 490
Topics in Social History
3 Credits Weekly (0-0-3)
In this seminar, students discuss, critique, and analyse readings on a selected topic in Social History. They also prepare a major research paper on an issue related to the seminar topic. The topic in any given year is selected by the instructor.
Prerequisites: Minimum grade of C- in 9 credits of 200- or 300-level HIST (p. 351) courses.

HIST 497
Independent Study
3 Credits Total (0-0-45)
This course will permit a senior-level student to work with an instructor to explore a specific historical topic in depth through directed reading and research in primary and secondary sources. Note: Enrolment is by consent of the department.
Prerequisites: Minimum grade of C- in HIST 300 and in 15 credits in 200- or 300-level HIST (p. 351) courses.

HIST 498
Advanced Independent Study
3 Credits Total (0-0-45)
This course permits senior-level students to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.

HIST 499
Field Placement
3 Credits Weekly (0-0-9)
In this course, students are assigned to public history, community, and/or heritage organizations where they apply their knowledge and skills in supervised projects. Note: This course does not fulfill the 400-level course requirement for the history major.
Prerequisites: Minimum grade of C- in either HIST 300 or HIST 397 and consent of the department.
HLSC – HEALTH SCIENCES

HLSC 104
Applied Human Anatomy
3 Credits  Weekly (3-0-0)
Students examine the anatomical structures of the human body. The anatomical terms of reference and basic histology are referred to as each of the body systems are studied. This course does not transfer to the Nursing Programs.

HLSC 105
Applied Human Physiology
6 Credits  Weekly (6-0-0)
Students examine the function and regulation of the human body including neural and hormonal homeostatic control mechanisms. The musculoskeletal, circulatory, respiratory, digestive, urinary, immune, reproductive, and endocrine organ systems are discussed. The course does not transfer to the Nursing Programs.

HLSC 120
Human Anatomy
3 Credits  Weekly (3-0-0)
The structure and functions of the human body are introduced within a health science perspective. The tissues, organs and major body systems are explored at macro and micro levels, with consideration of regional anatomy and functional integration. Terminology particular to descriptions and organization of human anatomy is introduced. Note: Students cannot obtain credit in both HLSC 120 and NURS 105. 
Prerequisite: Biology 30.

HLSC 124
Microbiology for Health Professionals
3 Credits  Weekly (3-0-0)
Principles of microbiology and classification of microbes are introduced. The focus is on the nature, reproduction and distribution of common microorganisms, and the epidemiology and role of pathogenic organisms in infectious diseases. Human immunology, antimicrobial strategies and health systems are integrated into discussion of the prevention and control of infectious diseases in humans. Note: Only one of HLSC 124 or MMID 133 may be taken for credit. 
Prerequisite: Biology 30.

HLSC 126
Human Physiology I
3 Credits  Weekly (3-0-0)
Normal function and components of the human body are addressed, with an emphasis on cellular function, homeostasis, hormone release and regulation. The organizing framework is based on concepts of homeostasis and regulatory mechanisms which enhance integrated functioning. Structure and function of the neurological and cardiovascular systems are examined. Normal physiological changes associated with growth and development, and aging are considered. 
Prerequisites: Science 30 or Chemistry 30, and Biology 30.

HLSC 128
Human Physiology II
3 Credits  Weekly (3-0-0)
Normal function and maintenance of homeostasis in the human body are addressed. Emphasis is placed on integrative function of the major systems; cardiovascular, respiratory, hematological, immune/inflammatory, digestive, reproductive, endocrine and urinary systems. Normal physiological changes associated with pregnancy, growth and development, and aging are discussed. Note: Only one of HLSC 128, HLSC 122, NURS 108 or PHSL 162 may be taken for credit. 
Prerequisites: Minimum grade of C- in HLSC 120 and HLSC 126.

HLSC 220
Pharmacotherapeutics for Health Professionals
3 Credits  Weekly (3-0-0)
Concepts of pharmacology are explored, with an emphasis on pharmacotherapeutics within health and illness experiences. Aspects of human physiology, growth, development and aging are integrated. Indications for use, mechanisms of action, therapeutic and adverse effects, assessment and patient/client education are explored in relation to major medication classifications and common medications. Professional responsibilities for provision of safe and optimal pharmacotherapy are examined. Political, legal, ethical, social and economic factors are discussed with regard to medications and health. Recognition of professional responsibilities and limitations are emphasized with regard to medication administration and evaluation. Note: it is strongly recommended that HLSC 222 - Alterations in Health Across the Lifespan - be completed before or taken concurrently with this course. 
Prerequisites: Minimum grade of C- in HLSC 124 and HLSC 128.

HLSC 222
Alterations in Health Across the Lifespan
3 Credits  Weekly (3-0-0)
This course builds on previous knowledge of microbiology, human anatomy and physiology by exploring etiological processes of disease and how these processes cause alterations in the structure and function of human cells, tissues, organs, and/or systems. Manifestations and experiences of select acute and chronic alterations in health across the lifespan are related to these pathophysiological changes. Mind-body-spirit interactions are addressed and the difference between disease and the illness experience are explored. Major concepts associated with disease are examined including risk factors, health determinants, growth and development, epidemiology, and levels of prevention. 
Prerequisites: Minimum grade of C- in HLSC 124 and HLSC 128.
**HLST – HEALTH STUDIES**

**HLST 101**  
Interpersonal Skills Development  
3 Credits  Weekly (3-0-0)  
Students develop skills to communicate effectively with individuals and groups from diverse backgrounds and cultures. Students identify the impact of communication styles on individuals and groups. Conflict management and team building strategies are included. Personal and professional development concepts are introduced.

**HLST 150**  
Pathophysiology  
3 Credits  Weekly (3-0-0)  
Students explore the concepts of health and disease throughout the human lifespan. The etiology, pathophysiology and clinical manifestations are covered in relation to commonly-occurring conditions of major body and organ systems. Pathologies are discussed in a clinical context and provide the learner with knowledge of how to assess and treat patients who present with these conditions. Aspects of disease prevention are also emphasized.  
*Prerequisites: MTST 126.*

**HLST 152**  
Foundations in Health  
3 Credits  Weekly (3-0-0)  
Perspectives and definitions of health are explored. Factors that influence the health of individuals and families within the Canadian context are examined. Models and theories of change that influence individual health behaviour are introduced. The influence of selected reports, legislation, and funding on the Canadian health care system are explored. Students are introduced to the concepts of health promotion, primary health care, primary care, and access to health care services, as they relate to the achievement of health by individuals within the context of family.

**HLST 154**  
Professional Communication  
3 Credits  Weekly (3-0-0)  
Perspectives and definitions of communication are examined including factors which influence communication within the Canadian multicultural context. Models and theories of communication that influence both individual and professional behaviours are introduced. The influence of legislation, social media, and therapeutic interactions in the health care system are explored. Students are introduced to the principles of relational practice for individuals, families, health care teams and communities of practice.

**HLST 159**  
Health Foundations  
3 Credits  Weekly (3-0-0)  
Students explore foundations in health from multiple perspectives, including definitions of health, health determinants, factors that influence mental and physical health, professional roles and responsibilities, and points of access to health care services. Primary health care and primary care are introduced. Students examine how indicators of health and illness/injury influence program and policy development, as well as the influence of selected reports, legislation, and funding on the evolution of the Canadian health care system. Students receive an introduction to models and theories of change related to health promotion and injury prevention. Note: Credit can be obtained in only one of HLST 152 or HLST 159.

**HLST 210**  
Human Sexuality  
3 Credits  Weekly (3-0-0)  
This course provides an overview of human sexuality. Biological, psychosocial and cultural components of sexual health are integrated throughout the course. Instructor presentations, group discussions and expert guest speakers provide students with the opportunity to explore a wide range of topics in this complex subject.

**HLST 230**  
Culture Competence in a Multicultural Society  
3 Credits  Weekly (3-0-0)  
Students develop theoretical and experiential knowledge and practical skills needed to function competently in intercultural situations. Students explore their cultural identities in order to understand the nature and influence of culture and develop sensitivity to cultural nuances. They learn the meaning and importance of culture competency from global, professional and personal perspectives and examine the dynamics of power and oppression as they relate to cultural minorities, particularly immigrant and refugee populations. Principles for community development in cultural communities and culturally diverse communities are addressed. Students evaluate culture competence in a work environment.

**HLST 290**  
Nutrition/Pharmacological Concepts  
3 Credits  Weekly (3-0-0)  
This course presents the basic principles of nutrition which promote a healthy lifestyle and the basic principles of pharmacology. Nutrition content emphasizes awareness of healthy nutrition and choice. Pharmacology content emphasizes the use of health promotion and disease prevention medications with a focus on classifications, indications, and adverse effects. Implications for safe massage therapy practice are discussed.  
*Prerequisites: HLST 150.*

**HLST 320**  
Health and Society  
3 Credits  Weekly (3-0-0)  
In this course learners are exposed to a broad range of views and perspectives overarching the elements of health and society. Theoretical frameworks are used to explore health and mental health as socially constructed concepts within selected populations. Selected key issues and challenges for marginalized populations are examined from the perspective of health promotion, social justice and the global perspective. Focus is also placed on political, economic and social forces that contribute to the evolution of mental health service delivery within a national and global context. The concepts of social justice and health promotion are discussed in terms of their influence on the role of the psychiatric/mental health nurse in contemporary society.  
*Prerequisites: RPN OR minimum grade of C- in HLST 159 and a 3-credit university level STAT (p. 472) course.*
HLST 321
Advanced Skills in Therapeutic Modalities
4 Credits Weekly (3-2-0)
This course is designed to expand the repertoire of therapeutic modalities that can be employed by psychiatric/mental health nurses within therapeutic nurse-client relationships. Learners expand theoretical knowledge and skills with selected current psychotherapies within the context of a cross-generational population. The role of the psychiatric/mental health nurse in individual and group therapy is expanded from an experiential perspective. Knowledge and skills in crisis intervention, conflict management, and counseling are further developed and applied. Prerequisite: RPN OR minimum grade of C- in PNRS 355 & a 3-credit university level ENGL (p. 329) course (excluding ENGL 111).

HLST 350
Principles of Wound Assessment and Management
3 Credits Total (45-12-0)
Students explore the rapidly expanding domain of wound management. The student acquires the knowledge related to the physiology of wound healing and develops the skills necessary to appropriately assess and diagnose a client with a chronic or problem acute wound. Students appreciate a holistic approach to wound assessment and management and gain skill in determining a care plan that provides optimal management of the wound environment.

HLST 351
Management of Acute and Chronic Wounds
3 Credits Total (45-12-0)
Students examine the management and advanced assessment of chronic and acute problem wounds. Pathophysiology of specific problem wounds such as venous stasis ulcers, diabetic foot wounds and complicated surgical wounds are explored in detail, enabling the student to expand previously attained knowledge and skills. Students practice differentiating and documenting wound etiologies and appreciate adjunctive modalities that are useful in treating chronic or acute problem wounds. Using case studies and interactive communication, students develop critical thinking skills necessary to establish, implement, and evaluate a holistic and client focused care plan that provides optimal wound management and prevention. Impact on the patients quality of life is explored. Prerequisites: HLST 350.

HLST 352
Wound Management Clinical
3 Credits Total (0-0-76)
Students apply principles of ethical, evidence-based wound management in a range of clinical settings across the health care continuum. The knowledge base and critical thinking skills developed during previous wound courses is synthesized and conveyed in an assortment of clinical environments. The clinical experience provides the students an opportunity to work with an interdisciplinary collection of wound care practitioners. Students compare and contrast various wound practices through interactive communication and reflective journals. Prerequisites: HLST 351.

HLST 353
Drains, Fistulas, Peristomal
3 Credits Total (45-12-0)
In this course the focus is on the assessment and management of skin conditions associated with drain sites, fistulas, and peristomal complications. Students acquire the knowledge and skills necessary to assess a client with skin breakdown associated with a drain site, a fistula, and peristomal complications. Students expand on previously attained knowledge and skills in wound management to establish, implement, and evaluate a plan of care that provides optimal wound management.

HLST 354
Healthy Populations
3 Credits Weekly (3-0-0)
Principles and concepts of population health are examined with an emphasis on the influence of the determinants of health. Health promotion processes are examined including strengthening community action, building healthy public policy, creating supportive environments, developing personal skills and re-orienting health services. Primary health care concepts, empowerment, and capacity building are integrated. Intersectoral and interprofessional collaboration within local, national and international programs are explored. Societal and economic implications of primary health care and public health policy are analyzed within the Canadian context. Prerequisites: Minimum grade of C- in HLST 152, 100-level STAT (p. 472) course.

HLST 355
Vascular Assessment
3 Credits Total (30-30-0)
The focus of this course is on vascular assessment of the lower extremities. With case based content, the course focuses on the application and synthesis of both clinical and technical vascular assessments to apply to patient care and treatments. Topic highlights include Ankle Brachial and Toe Brachial Indices related to arterial and venous health, diabetes, wound healing and diagnosis.

HLST 400
Global Health Perspectives
3 Credits Total (15-0-30)
This course offers the opportunity for analysis of perspectives that affect the global health community including social justice, health equity, gender, human rights, political agendas and ethical issues. Principles and concepts of global health are examined with an emphasis on key health issues, priorities and emerging challenges. Global partnerships/ initiatives and innovations that focus on improving health outcomes and reducing global health inequities are considered. A two-week national or international field placement following lecture content includes a range of activities designed to connect students with policy makers, health care workers, students, faculty and health agencies. Note: HLST 400 may be used to fulfill the requirement for an open, senior, or senior NURS (p. 404) elective in the BSCN program. Prerequisites: Minimum grade of C- in HLST 354, HLST 320 OR consent of the department.
HRMT – HUMAN RESOURCES

HRMT 131
Compensation
3 Credits Weekly (3-0-0)
Students are introduced to current compensation theories and concepts, including linkages to an organization's strategy and to other human resources functions. Students apply their knowledge of compensation by designing, costing and evaluating a variety of compensation elements, including job evaluation systems, choices of direct or indirect pay, performance rewards and variable compensation. Prerequisites: HRMT 180 or HRMT 200.

HRMT 145
Staffing
3 Credits Weekly (3-0-0)
Students examine the dynamics of the recruitment and selection processes, as well as the legal issues associated with the staffing function. The strategic role of staffing and its integration with other human resources management activities is also addressed. Other topics include the use of non-traditional employment relationships and deployment. Prerequisites: HRMT 180 or HRMT 200.

HRMT 151
Employee and Labour Relations
3 Credits Weekly (3-0-0)
Students examine the context of the labour-management relationship in Canada and the role of unions in the workplace. Students identify the legislative framework and key processes associated with union formation, the collective bargaining process, contract administration and dispute resolution. The effects of the on-going union relationship on other human resources management functions are also explored. Note: Credit can be obtained in only one of HRMT 151 or HRMT 150. Prerequisites: HRMT 180 or HRMT 200 and LEGL 212.

HRMT 160
Training and Development
3 Credits Weekly (3-0-0)
Students explore the principles, concepts, and processes leading to quality learning experiences and examine the role of training and development in relation to other human resources processes. Students apply their understanding of learning theories and design processes to the development, costing, presentation and evaluation of a short training and development experience. Prerequisites: HRMT 180 or HRMT 200.

HRMT 200
Management of Human Resources
3 Credits Weekly (3-0-0)
Students explore the role of human resources management in contemporary organizations and identify effective practices to hire, retain and develop employees. Students identify the interrelationships between the functional areas of human resources management including planning, recruitment, selection, training and development, performance management, total compensation, workplace health and safety, and employee and labour relations. Students examine key legislation relevant to human resources management and apply their knowledge to current and emerging workplace challenges.

HRMT 231
Employee Benefits
3 Credits Weekly (3-0-0)
Students examine the function and appropriate uses of employee benefits as part of a total compensation. Students explore the relationship between employee benefits and an organization's human resources strategy and identify the effects of the legal environment and current trends on the design and administration of benefit plans. Students apply their knowledge of employee benefits and organizational needs to the planning design, costing, implementation, administration and communication of a comprehensive benefits program. Prerequisites: HRMT 131.

HRMT 275
Workplace Health and Safety
3 Credits Weekly (3-0-0)
Students explore the legal and organizational requirements for health and safety policies and practices in the workplace and the personal and organizational effects of workplace accidents, injuries and disabilities. Students assess and develop health, safety and wellness initiatives that will enhance organizational performance and that are consistent with applicable regulatory standards. Note: Credit can be obtained in only one of HRMT 275 or DMWP 104. Prerequisites: HRMT 200.

HRMT 280
Human Resources Field Placement
3 Credits Total (0-0-120)
Students gain experience in work search and the field of human resources management through a work integrated learning project. Each student meets with an assigned Faculty member and a participating sponsor organization. An appropriate human resources management project is designed and carried out by the student. Student achievement is jointly evaluated by Faculty and members of the participating organization. Prerequisites: HRMT 131, HRMT 145, HRMT 151, HRMT 160.

HRMT 295
Strategic Human Resources Management
3 Credits Weekly (3-0-0)
Through case study analysis, students apply an integrated knowledge of human resources management practices to the formulation and achievement of organizational goals. Students research, analyze, evaluate and develop strategic responses to a variety of current and emerging staffing, employee retention and performance management issues. Students also develop their professional practice skills. This course is intended to be taken in the final term of the Human Resources Management Diploma program. Note: Credit can be obtained in only one HRMT 295 or HRMT 270. Prerequisites: HRMT 131, HRMT 145 and ORGA 233.

HRMT 314
Recruitment & Selection
3 Credits Weekly (3-0-0)
Students identify the critical function of employee recruitment and selection and examine strategies and tools used by organizations to find, assess and hire or promote employees. Issues of determining and balancing an organization's strategic needs with legal requirements such as employment equity and diversity are explored. Students also develop their selection interviewing skills, investigate emerging issues and trends, and apply their knowledge of recruitment and selection to the design of a staffing plan. Prerequisites: HRMT 200.
HRMT 316
Total Compensation Management
3 Credits Weekly (3-0-0)
Students explore compensation as a strategic tool for improving organizational effectiveness and for helping to attract, retain and motivate staff. Students analyze the factors which shape and influence pay practices within an organization, and identify processes and techniques involved in establishing appropriate compensation levels. Students apply their knowledge in the critique or design of elements of an organization's direct compensation program, including the integrated use pay for performance compensation plans, to ensure alignment with an organization's human resources strategy.
Prerequisites: HRMT 200.

HRMT 318
Learning & Development
3 Credits Weekly (3-0-0)
Students identify theories and strategies which support employee learning and development and they apply this knowledge to the creation of training and development initiatives aligned with an organization's strategic priorities. Students explore how employee learning and development needs are determined, examine appropriate delivery methods and technologies, integrate strategies for the transfer of learning to the workplace, and design useful measures of learning and development success.
Prerequisites: HRMT 200.

HRMT 331
Health & Retirement Benefits
3 Credits Weekly (3-0-0)
Students explore the use of benefit and retirement income plans as integral and strategic parts of an organization's total compensation plan. Students develop their understanding of the scope and details of these plans and situate their components within organizational, social, legal, and workforce contexts. Students make critical analyses about the supply, administration and communication of these plans appropriate to an organization's objectives, operations and workforce composition.
Prerequisites: HRMT 200.

HRMT 412
Labour & Employee Relations
3 Credits Weekly (3-0-0)
Students examine the strategic importance of labour and employee relations practices in Canada, and the effects of these practices on other human resources management systems. Students describe the impact of unions on the workplace, and explore the factors which shape the ongoing employment relationship, including the role and structure of labour unions, the certification and collective bargaining processes, types of workplace disputes and dispute resolution processes, and current trends and issues in Canadian labour and employee relations.
Prerequisites: HRMT 200.

HRMT 475
Health, Safety and Wellness
3 Credits Weekly (3-0-0)
Students explore the Canadian workplace health, safety and wellness environment and identify the shared employer and employee responsibilities for the provision of safe and healthy workplaces. Students individually and in teams examine a variety of workplace health and safety initiatives in light of current research and trends in the field. Students apply their knowledge to the critique or development of health, safety or wellness policies or interventions which address employee and organizational needs.
Prerequisites: HRMT 200.

HRMT 497
Special Topics in Human Resource Management
3 Credits Weekly (0-0-3)
This course involves reading, discussing and critically evaluating current research on specialized topics of interest to senior students in the Bachelor of Commerce. Topics covered vary with the interests of students and faculty and may include an applied field research component in business, government or community. Students should consult with faculty members in the Department of Organizational Behaviour, HRM, Management, and MIS for details regarding current offerings. This course can be taken twice for credit.
Prerequisites: Minimum of C- in one 300 level HRMT (p. 360) course and consent of the department chair or designate.

HRMT 498
Independent Studies in Human Resource Management
3 Credits Weekly (0-0-3)
In consultation with, and supervised by, a member of the department or an approved professional in the community, a senior student undertakes advanced scholarly work related to the field of human resources management. The faculty member guides the student in designing and undertaking this work, using appropriate assumptions and methods to arrive at warranted conclusions and outcomes that will advance human resources management knowledge or practice or create meaningful results. Note: This course can be taken twice for credit.
Prerequisites: Consent of the course instructor and the department chair.
HSAD – HUMAN SERVICES ADMINISTRATION

HSAD 300
The Human Service Administrator
3 Credits Weekly (3–0–0)
Students are introduced to the roles and responsibilities of managers in human service organizations, primarily in the nonprofit sector, and address issues related to leadership, organizational culture, planning, management controls, financial management, working with staff and boards, and resource development. Students explore a range of skills needed to successfully assume management responsibilities through an examination of recognized literature in the management field including, but not limited to, discipline-specific resources and journals.

HSAD 305
Interpersonal Communication Skills for Human Service Administrators
3 Credits Weekly (3–0–0)
Students explore the interpersonal dimension of the role of leaders, managers, and supervisors in human service agencies. Students gain an understanding of leadership roles in human service agencies and develop skills for creating effective interpersonal environments in their workplaces. Students have the opportunity to review and extend their communication skills, to learn strategies for time and stress management, and to explore and practise skills required for team building, setting directions, action-planning, managing meetings, problem-solving, and resolving conflict.

HSAD 310
Managing Human Resources
3 Credits Weekly (3–0–0)
Students are introduced to the theory and practice of personnel management in human service organizations and develop skills in managing a diverse workforce. Utilizing a humanistic approach to human service management, students begin to acquire the skills to recruit, select, orient, train and retain staff. Students learn to develop job descriptions, appraise staff with the goal to improve performance, and conduct environmental scans to improve human resource practices. Additional topics studied include leadership styles, labour relations, occupational health and safety, and the unique considerations related to part-time and contracted employees.

HSAD 315
Managing Financial Resources in Human Service Agencies
3 Credits Weekly (3–0–0)
Students are introduced to financial accounting and bookkeeping in human service organizations. Students develop the skills required to manage an organization’s financial resources, including budget analysis, payroll, preparing for audits, and managing endowment funds and charitable donations.

HSAD 325
Research Practices in Human Service
3 Credits Weekly (3–0–0)
Students gain knowledge of the research process and research methods commonly employed in the social sciences. Students examine how research is conducted and discuss a number of research methods including qualitative, quantitative, action, and narrative. Students develop the knowledge and skills required to read research reports critically and participate in research in an ethical and thorough manner.

HSAD 330
Managing Physical Resources in Human Service Agencies
3 Credits Weekly (3–0–0)
Students become familiar with important aspects of managing physical resources in human service organizations. Students learn to develop business plans, to assess and address facility needs, and to plan for improvements, including finding space in the community, renovation, new construction, and financing. Strategies for risk management and facility and equipment management, including maintenance procedures, leasing, and the security of information technology resources, are introduced as important tools for the human service administrator.
Prerequisites: HSAD 300, HSAD 305.

HSAD 335
Managing Change in Human Service Agencies
3 Credits Weekly (3–0–0)
Students cultivate the knowledge and skills necessary to respond to organizational change in a strategic and proactive manner. Students develop strong strategic planning skills and are able to develop and implement strategic and proactive responses to manage uncertainty and change.
Prerequisites: HSAD 300, HSAD 305, HSAD 310.

HSAD 345
Community-Based Practice in Human Service Agencies
3 Credits Weekly (3–0–0)
This course is designed to introduce students to the theory and practice of community work. The key role healthy, sustainable communities play in enhancing the health, education, and social programs delivered by formally organized institutions is explored. Students learn that community practice is a process of collaboration within a network of individuals and other service providers and will develop the skills and knowledge to be an effective part of this process.
Prerequisites: HSAD 300, HSAD 305, HSAD 310.

HSAD 350
Trends and Issues in Human Service Administration
3 Credits Weekly (3–0–0)
Students explore the management implications of current trends and issues on the organization and delivery of human services. Demographic, economic, social, and political trends in Canada are identified and the associated issues and implications discussed and analyzed. Students are introduced to human service delivery in a selection of countries to understand how the evolution of social policy impacts human service delivery.
Prerequisites: HSAD 310, HSAD 315, HSAD 325.

HSAD 459
Directed Field Study in Human Service Administration I
15 Credits Total (0–0–537)
Students build on the skills and knowledge attained in previous program courses as they explore leadership development and managerial practice within the directed work situation. In consultation with the instructor, supervisor and/or a mentor, students set learning and development goals and use reflection to evaluate and guide their progress as human service managers and leaders. Project management theory is introduced. Students identify and do initial research on the project they will complete in their final directed field study. Team roles and functioning are explored in the context of seminar activities.
Prerequisites: HSAD 300, HSAD 305, HSAD 310, HSAD 315, HSAD 325, HSAD 330, HSAD 335, HSAD 345 and HSAD 350.
HSAD 499
Directed Field Study in Human Service Administration II
15 Credits Total (0-0-537)
Building on their experience in Directed Field Study I, students establish learning goals to further develop and demonstrate leadership capacity and managerial practice in the field study agency. Students work with their supervisor to identify an appropriate project; then they plan, implement, monitor, and evaluate the project. They learn characteristics of a culturally competence workplace and create a plan for increasing cultural competence in their organization. Students use reflective practice to guide their development as human service managers and critically analyze the project they managed in a Capstone assignment that shows their ability to integrate theory and practice and present their findings in an academically and professionally competent manner.

Prerequisites: HSAD 459.
HUMN – HUMANITIES

HUMN 101
Humanism
3 Credits Weekly (3-0-0)
This course considers humanist values and principles through the reading of canonical works of history, literature, and philosophy from more than one historical period and geographical area. An empathetic understanding of human beings is emphasized through a consideration of what is important to human beings, and how humans relate to others. Readings from the following authors may be included: Cicero, Voltaire, Gabriel García Márquez, and Plato.

HUMN 201
Human Relationships
3 Credits Weekly (3-0-0)
This course emphasizes an empathetic understanding of human beings in their human relationships (person to person, or person to community/society). In analyzing historical, literary, and philosophical works from more than one historical period and geographical area, students consider key facets of those relationships (e.g., love, friendship, family, power and authority, female and male, etc.). Readings from the following authors may be included: Thucydides, Machiavelli, Cervantes, and Emerson.
Prerequisites: Minimum grade of C- in one course in any Humanities discipline.

HUMN 202
Humans, Nature, and the Divine
3 Credits Weekly (3-0-0)
This course emphasizes an empathetic understanding of human beings in their relationships with nature and the divine. In analyzing historical, literary, and philosophical works from more than one historical period and geographical area, students study and analyze the ways in which human beings construct relationships which are not focussed specifically on other human beings. Readings from the following authors may be included: Euripides, St. Teresa de Ávila, Galileo Galilei, and Kierkegaard.
Prerequisites: Minimum grade of C- in one course in any Humanities discipline.

HUMN 301
Special Topics in Humanism
3 Credits Weekly (3-0-0)
This course emphasizes an empathetic understanding of human beings through an in-depth study of a selected topic in humanism. Students study historical, literary, and philosophical works from more than one historical period and geographical area. The topic and readings will vary from year to year.
Prerequisites: Minimum grade of C- in one 200-level course or higher in any Humanities discipline.

HUMN 354
Cultural Capitals of Britain
6 Credits Total (15-75-0)
This upper level travel course focuses on the history and literature of British cities. Using an interdisciplinary approach students examine the dynamic and complex relationships of geography and built environments by exploring historical documents and literary texts before being accompanied to select British sites of interest, including museums, historical monuments and other cultural artifacts. As urban spectators, students investigate the historical and cultural amenities of Britain’s Cultural Capitals, and consequently get a breadth of context to understand how urban spaces shaped the lives of the people who have lived and who live in these dynamic cities. Students are required to cover the costs of travel to Britain and associated living expenses.
Prerequisites: A minimum grade of C- in two of HIST 211, HIST 212, HIST 311, HIST 312, or HIST 338 (or equivalent), or a minimum grade of C- in 6 credits of 200- or 300-level ENGL (p. 329).
INDG – INDIGENOUS STUDIES

INDG 100
Introduction to Indigenous Studies
3 Credits Weekly (3-0-0)
Indigenous Studies 100 seeks to introduce students to various aspects of Indigenous Studies: historical, sociological, oral, and literary. Students develop critical thinking and writing skills applicable across the university curriculum through intensive reading and analysis of specifically Indigenous writers and various texts/documents related to Indigenous Studies. Students analyze works by Indigenous writers from various literary genres, genres which may include literary, historical, anthropological, and sociological texts. Additional cultural opportunities are built into the course, such as opportunities to meet with elders, participate in ceremonies, and so on. These opportunities expand the contextualization of the texts studied and give students a unique sense of the connection between community, its texts and traditions, its history, and its current context. This course is offered as a dual-credit course with Amiskwaciy Academy.
INFM – LIBRARY & INFORMATION TECHNOLOGY

INFM 101
Libraries in the Information Age
3 Credits Weekly (3-0-0)
This course introduces students to the role of libraries in a modern information society. Major topics include: the information cycle; the organization, services, and evolving issues of libraries and information centers in the digital age; and an overview of the role of information professions.

INFM 103
Reference Fundamentals
3 Credits Weekly (3-0-0)
Students are introduced to and examine basic information sources and services. Standard reference sources, both print and electronic, are studied and students acquire an understanding and practical knowledge of the common reference sources used in public services. The philosophy of customer service including issues and procedures are introduced.

INFM 104
Acquisition and Management of Collections
3 Credits Weekly (3-0-0)
This course covers the principles, policies and procedures for developing and managing collections. Students develop skills in the review, evaluation, selection, verification, acquisition, and receiving procedures for print and non-print material. The management of acquisitions budgets, and examination of the organization and function of the technical services department is covered. Students learn to find, verify and use systems for document delivery and interlibrary loan management.

INFM 152
Information Services I
3 Credits Weekly (3-0-0)
Students learn how to conduct and analyze an effective reference interview for both in-person and electronic environments. Electronic database search techniques are developed. Services, activities, and issues relating specifically to public and school libraries are considered. Trends and factors influencing the future of libraries and information technology will be discussed.
Prerequisites: INFM 103.

INFM 155
Organization of Information I
3 Credits Weekly (2-2-0)
This course introduces students to the theory and principles of information organization. It examines in detail the Anglo-American Cataloguing Rules for describing information materials in a variety of formats, and Library of Congress Subject Headings lists for organizing information for retrieval by subject. Also included are MARC and other information exchange formats and procedures for deriving cataloguing and subject access information from external sources.

INFM 202
Information Services II
3 Credits Weekly (3-0-0)
This advanced level reference course introduces students to the principles and practices of database searching, reference materials in specialized collections, instructional techniques, and social media trends in libraries. Students will examine the structure and philosophy of academic and special libraries, focusing on resources for specific subjects and special clientele.
Prerequisites: INFM 152.

INFM 205
Organization of Information II
3 Credits Weekly (2-2-0)
This course covers the principles and practice of classification of materials using the Dewey Decimal and Library of Congress classification schemes. Further examination of MARC coding, and methods of organizing specialized information materials is also included. Students are introduced to the Resource Description Access (RDA) rules for cataloguing.
Prerequisites: INFM 155.

INFM 208
Library Services for Children and Young Adults
3 Credits Weekly (3-0-0)
This course introduces the learner to children's and young adults' literature; its history, the various forms, and evaluative techniques employed in selecting literature for these age groups. Students learn to design and deliver library programs for children and young adults including storytelling, booktalks, and puppetry.
Prerequisites: INFM 101 and INFM 152.

INFM 209
Records, Information, and Privacy Management
3 Credits Weekly (3-0-0)
Students are introduced to the concepts and elements of records and information management in the context of emerging social standards about access to information and personal information privacy protection, especially in public sector entities. The course includes an introduction to records organization systems; information life cycle, project management in information management, classification, retention and disposition, protection of sensitive and vital records; forms content and management, policy development and review, access and privacy legislation. Additional areas that are covered are national and international standards and professional certifications. Students will also be introduced to archival management of records.
Prerequisites: INFM 101.

INFM 210
Information and Society
3 Credits Weekly (3-0-0)
This course examines the larger context of the library within the community and in society, and the role of library staff within that environment.
Prerequisites: INFM 101, INFM 104.
INFM 219
Archives and Electronic Records Management
3 Credits  Weekly (3-0-0)
Students study the archival management of records including fundamental concepts of archival science, contemporary issues, digital archives and the role of the archival technician. Students also study best practices in records management and issues regarding the impact of technology on the management of electronic records. The implications of legislation, standards, and regulations, as well as the establishment of a records preservation plan is discussed.
Prerequisites: INFM 209.

INFM 258
Information Systems Design
3 Credits  Weekly (3-0-0)
Students are introduced to systems analysis and design in the information environment. Topics include identifying and defining problems, the role of the human element in systems analysis and design, system selection, testing, implementation, user interface design, the current state of the systems marketplace, open source alternatives to proprietary system solutions, and evaluating system performance and vendor support.
Prerequisites: INFM 202 and INFM 205.

INFM 259
Information Services Management
3 Credits  Weekly (3-0-0)
Students study and examine the governance of libraries, including core values of the library profession, the mission and vision statements, the strategic planning process, and policy development. Change management and project management techniques and principles are used to illuminate key trends affecting libraries and library service. Leadership styles, supervision, budgets, and customer service are covered. Several human resource components are practiced including job posting and job description writing, interviewing skills, and performance management cycle. Other types of information organizations and entrepreneurship are also discussed.
Prerequisites: INFM 202 and INFM 205.

INFM 260
Field Placement
3 Credits  Total (0-0-140)
Students gain first-hand on-the-job experience through supervised workplace learning in a library setting. Prior to field placement, students develop a list of objectives and attend seminars to prepare for a library or records management workplace environment. Employers and recent graduates offer an insider’s view of expectations in the workplace and how to have a successful workplace learning experience.
Prerequisites: INFM 208, INFM 219, INFM 258 and INFM 259.
INSE – INTEGRATION SEMINAR

INSE 098
Integration Seminar
0 Credits Weekly (0-0-2)
Students in the Physical Education transfer program acquire the skills to aid in the transition from high school to university level work. Sessions include: database searches, writing term papers, exam writing skills, time management, avoiding plagiarism and others. This is a required course for all students enrolled in the first year of the Physical Education transfer program. (This course carries no credit towards a degree).

INSE 099
Integration Seminar
1 Credit Total (0-0-7)
This course is designed to provide students in University Studies an opportunity for general academic development and planning. Students are updated on current happenings at the University of Alberta, in order to facilitate a smooth transfer between institutions. This is a required course for all first-year science students. (This course carries no credit toward a degree.)
INSR – INSURANCE STUDIES

INSR 101
Insurance Principles and Practices
3 Credits Weekly (3-0-0)
Students develop an understanding of basic insurance principles and the primary benefits insurance contributes to society. Students are introduced to legal concepts and the legal environment in which insurance operates. They examine an insurance contract and are introduced to the legal elements required of all legally binding contracts. They explore the concepts of risk and its relationship to insurance. The role of risk management and the risk management process are introduced. Students examine insurance application forms, policies, binders, claims forms, and other documents common to the industry. Students differentiate between the various organizational forms of insurance companies and brokerages and are introduced to the reinsurance companies and the role they perform in the marketplace. They also develop an understanding of the types and methods of reinsurance.

INSR 202
Property Insurance
3 Credits Weekly (3-0-0)
This course is an introduction to property insurance. Students examine the basic fire insurance policy and the evolution and broadening of it. Students are introduced to mortgage clauses, limitation clauses, including co-insurance, and statutory conditions relating to property insurance. Using basic form insurance policies, students examine how policy wordings are adapted and expanded to cover the various needs of the consumers. This includes both personal and commercial lines consumers. The examination introduces students to habitational policies such as homeowner’s forms as well as commercial building equipment and stock policy forms. Students also evaluate the influence of legislation in the development of standardized property insurance wordings and practices.

INSR 203
Automobile Insurance
3 Credits Weekly (3-0-0)
Students are introduced to automobile insurance practices including application forms, policy wordings and endorsements. Students examine insurance programs for insurance availability provincially governed indemnity funds, as well as automobile insurance rating and marketing. This course focuses primarily on automobile insurance provision in Alberta, but students are also introduced to the various plans in all other Canadian jurisdictions.

INSR 204
Liability Insurance
3 Credits Weekly (3-0-0)
Students examine important legal principles affecting liability insurance, including the basis for legal liability (common law, statutory and contractual). The Commercial General Liability Policy forms the basis for student learning in insurance contract analysis. Cases are used to apply hypothetical liability claims to determine coverages. Other coverages include products liability, workers’ compensation, employers’ liability and environmental liability. The course includes a brief discussion of underwriting and rating of liability insurance.

INSR 205
Risk Management and Insurance
3 Credits Weekly (3-0-0)
Students are introduced to the risk management process. They examine objectives, identify and analyze exposures, and formulate alternatives for dealing with identified exposures. Students describe in detail the methods for managing risk: loss control, loss financing, retention and transfer of risks. Commercial property, liability, business interruption and business package policies are also examined.
Prerequisites: INSR 101.

INSR 210
Essential Skills for the Insurance Broker and Agent
3 Credits Weekly (3-0-0)
Students develop an understanding of insurance business practices from the broker’s perspective. This skills-based course concentrates on the needs of personal lines clients and small commercial risks. Students examine the role of an agent or of a broker as an insurance intermediary. The progress of a risk from initial contact with the client through the evaluation and application process, to binding and policy documents is traced. Major product lines and common policy transactions that a broker or agent handles on a daily basis are examined.

INSR 211
Essentials of Loss Adjusting
3 Credits Weekly (3-0-0)
Students develop an understanding of insurance and professional conduct within the claims domain. Students examine soft skills and technical skills required to handle insurance claims. Through a step-by-step process, students move from understanding to application, analysis, synthesis and evaluation of hypothetical claims scenarios in order to determine: a) if coverage exists, and b) how much of the claim is payable. The types of claims include automobile, property and liability.

INSR 212
Underwriting Essentials
3 Credits Weekly (3-0-0)
The underwriter’s role as an investor of shareholder capital on behalf of the insurer is explored. Students examine the role of the underwriter in accepting or rejecting risk for the insurer within parameters both set by the insurer and imposed by the external environment. Consideration is given to the many types of detailed knowledge, the “hard” and “soft” skills, and the temperament of an underwriter needed to perform effectively and efficiently. These characteristics are applied in the analysis of individual property, liability, and automobile risks.

INSR 300
Insurance and Risk Management
3 Credits Weekly (3-0-0)
This course provides the theory and application of risk management and insurance a manager needs to ensure that an organization minimizes its exposure to loss while meeting its objectives. Key topics include risk identification and evaluation, and selection and implementation of risk management techniques. Other topics include insurance as a risk financing tool to pay for losses that do occur; insurance policy provisions, loss exposures and insurance for property, liability, life, health and income, and government regulations concerning risk management and insurance.
INTA – INTERDISCIPLINARY STUDIES IN THE ARTS

INTA 210
The Arts in Culture
3 Credits Weekly (3-0-0)
This course emphasizes the foundations of academic study in the arts, studio and experiential learning, and situates the arts within a cultural historical context. Students examine Western influences on the development of Canadian arts and culture as well as the influence of the art school in establishing present day Canadian arts infrastructure, arts funding and the organizational models and frameworks within which artists and arts managers work today.

INTA 310
The Arts in Urban Regeneration
3 Credits Weekly (3-0-0)
Artists are developing collaborative and participatory practices to engage disenfranchised or disadvantaged people to form safe communities, promote social inclusion and foster community renewal through art and culture. Students examine the social, cultural, artistic, philosophical and ethical context of art and community development practice. Students discuss the principles of cultural community development and examine the complexities of cultural community development projects.
Prerequisites: INTA 210.

INTA 360
The Arts and Pedagogy
3 Credits Weekly (3-0-0)
The teaching artist is a two-career professional: working artist and working educator. The teaching artist is a link between a student’s ability to think creatively and their artistic practice. In the arts, educational service is a constellation of programming that includes informal instruction, community-based teaching and support, and accredited school-based teaching for students of all ages. In this course, artists discuss learning and learners, plan and conduct individual and group lessons, consider student assessment, and evaluate the role of the teaching artist. Important legal obligations and ethical issues are threaded through the course content.
Prerequisites: 21 credits in a communications or arts discipline.
INTB – INTERNATIONAL BUSINESS

INTB 255
Doing Business Internationally – Study Tour
3 Credits Total (100-0-0)
Students examine doing business abroad from a cultural context. While abroad, students attend business lectures at universities, tour local companies, meet with business leaders and students, and generally envelop themselves within the culture of the host countries. Students develop intercultural competencies through these experiences, and by attending a mandatory pre-departure orientation at MacEwan University before traveling abroad.
Prerequisites: INTB 300 or consent of the program.

INTB 300
Introduction to International Business
3 Credits Weekly (3-0-0)
Students are provided an overview of theory, concepts and issues, related to the field of international business based on the premise that decision making in every company is influenced by a variety of global factors. Topics to be surveyed in this course include: globalization and the globalization debate, political and legal systems around the world, economic systems around the world and emerging markets, components of culture and cross cultural business, ethics in international business, theories of international trade and investment, theories of regionalization, foreign direct investment, international financial markets and foreign exchange, and international strategy, marketing and human resource management.
Prerequisites: ECON 102 and BUSN 201.

INTB 310
Global Business and Sustainability
3 Credits Weekly (3-0-0)
Students examine the increasingly important issue of sustainability of global business operations. Students discuss complex and controversial issues from both a broad macro national/international viewpoint, as well as from the perspective of the management of an individual firm. Students analyze international business decision making with consideration of environmental, ethical, and social factors.
Prerequisites: ECON 102 and INTB 300.

INTB 311
Diversity and Intercultural Communication
3 Credits Weekly (3-0-0)
Students study the theoretical and conceptual applications of diversity and cross-cultural communications from an interdisciplinary perspective. The dynamics of diversity in the workplace, cross-cultural communications and the different models used to look at these issues are analyzed. Students assess and analyze situations, case studies, and research and develop tools to lead, navigate and work in diverse and cross-cultural business settings both locally and internationally.
Prerequisites: ORGA 201.

INTB 312
Conducting Business in Asia
3 Credits Weekly (3-0-0)
Students study the profiles of the Asia Pacific countries (China, Japan, Korea, Taiwan, Hong Kong and SE Asian countries) and their political, economic and cultural relations with Canada. The business dynamics and trends of Asia Pacific are discussed in detail. Through case studies and group projects, students analyze business practice and acquire the skills to conduct business in Asia.
Prerequisites: INTB 300 or consent of the program.

INTB 313
Business in Regional World Markets
3 Credits Weekly (3-0-0)
This course takes a "geographic economy" approach to the study of international business theory and practice. Participants analyze blocks of countries that are clustered along diverse dimensions such as geography, economy, politics, and culture. While comparing and contrasting trends across regions, students mobilize the theories learnt previously, learn new ones, and develop critical thinking skills.
Prerequisites: INTB 300 or consent of the program.

INTB 412
Managing in an International Environment
3 Credits Weekly (3-0-0)
In this course, students integrate and apply a range of multifunctional business concepts from marketing, finance, and general management fields to evaluate strategic decisions undertaken by organizations operating in international settings. Students analyze the current situation of international firms and develop potential strategic alternatives for the organization. A combination of theory and case analysis provides students with the theoretical and applied understanding of how global businesses develop and attain their objectives.
Prerequisites: INTB 300.

INTB 413
International Entrepreneurship
3 Credits Weekly (3-0-0)
This course addresses issues specific to international venturing and including search and identification of opportunities in foreign markets, logistics of international business expansion, cross-cultural business communication, international sourcing, international deal making and networking.
Prerequisites: INTB 300 and MARK 301.

INTB 414
International Trade Simulation
3 Credits Total (22-23-0)
Students participate in an online interactive simulation course of international trade. Students in Mainland China, Taiwan, Canada and USA simultaneously participate in the simulated trade transactions with one another. Using a web-based software platform students play the role of simulated trading companies in their respective areas who are seeking to trade goods between Greater China (China including Hong Kong, Taiwan and Macau) region and Canada. For the purposes of this course, Canadian companies will be trading only with China and Taiwan, not with US.
Prerequisites: INTB 300 and ACCT 311.
INTB 497
Special Topics in International Business
3 Credits Weekly (0-0-3)
This course involves reading, discussing and critically evaluating current research on specialized topics of interest to senior students in the Bachelor of Commerce. Topics covered vary with the interests of students and faculty and may include an applied field research component in business, government or community. Students should consult with faculty members in the Department of International Business, Marketing, and Strategy for details regarding current offerings. This course can be taken twice for credit.
Prerequisites: Minimum of C- in one 300 level INTB (p. 371) course and consent of the department chair or designate.

INTB 498
Independent Studies in International Business
3 Credits Weekly (0-0-3)
In consultation with, and supervised by, a member of the department or an approved professional in the community, a senior student undertakes advanced scholarly work related to the field of international business. The faculty member guides the student in designing and undertaking this work, using appropriate assumptions and methods, to arrive at warranted conclusions and outcomes that will advance international business knowledge or practice or create meaningful results. Note: This course can be taken twice for credit.
Prerequisites: Consent of the course instructor and the department chair.

INTB 499
Honours Thesis - International Business
3 Credits Weekly (3-0-0)
Under the direction of a faculty member, students conduct a research project on an approved topic related to their major culminating in an honours thesis. Students then present and defend their thesis in a public forum. Restricted to Bachelor of Commerce Honours students.
Prerequisites: BUSN 496.
INTD – INTERDISCIPLINARY COURSES

INTD 105
Interpersonal Skills Development
3 Credits Weekly (3-0-0)
This course provides students with the awareness, knowledge and skills to communicate effectively with individuals and groups from diverse backgrounds and cultures. As a basis for forming healthy and satisfying relationships, students engage in activities to increase their self-awareness and their understanding of non-verbal communication. They practice listening and sending skills, then apply these skills in helping relationships, and to resolve conflict. To equip students to live and work in a diverse environment, particular attention is given to the impact of culture in communication and relationships.

INTD 130
Cross Media Studies
3 Credits Weekly (3-0-0)
This course examines how literary themes and techniques are adapted into various genres and media. The works studied depend in any given year upon the interests and expertise of the instructor. The course may focus on a specific genre and then examine cross media works from within that genre, for example, film and prose in science fiction, or cinematic adaptations of the theatrical works of Shakespeare. Alternatively, the course could focus on a single medium that incorporates aesthetic elements from other media, such as graphic novels or hypertext fiction.
JAPN – JAPANESE LANGUAGE

JAPN 101
Introductory Japanese I
3 Credits  Weekly (5-0-0)
This is an introductory course for students with little or no background in Japanese or whose native language is not Japanese. The four language skills of oral/aural comprehension, speaking, as well as basic reading and writing are emphasized. In addition, students are acquainted with some aspects of Japanese culture. Note: Students with native or near-native proficiency in Japanese cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. This includes those students with credit in Japanese 30, 35 or equivalent.

JAPN 102
Introductory Japanese II
3 Credits  Weekly (5-0-0)
This course is a continuation of JAPN 101. Students continue to acquire further oral/aural comprehension skills in introductory Japanese, and continue to develop reading and writing skills of approximately 85 Kanji. In addition, students develop their understanding of various aspects of Japanese culture. Note: Students with native or near-native proficiency in Japanese cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. This includes those students with credit in Japanese 30, 35 or equivalent.

Prerequisites: Minimum grade of C- in JAPN 101.

JAPN 201
Introductory Japanese III
3 Credits  Weekly (5-0-0)
This course is designed for students who wish to develop further their oral/aural comprehension skills at the intermediate level of Japanese, as well as continue to develop reading and writing skills of approximately 90 Kanji. In addition, students continue to improve their understanding of various aspects of Japanese culture. Note: Students with native proficiency in Japanese cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. Students with credit in Japanese 30 should consult the department.

Prerequisites: Minimum grade of C- in JAPN 102.

JAPN 202
Introductory Japanese IV
3 Credits  Weekly (5-0-0)
This course is a continuation of JAPN 201. Students continue to gain fluency in oral/aural comprehension at the intermediate level of Japanese, and continue to develop reading and writing skills of approximately 90 new Kanji. In addition, students continue to improve their understanding of various aspects of Japanese culture. Note: Students with native proficiency in Japanese cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. Students with credit in Japanese 30 should consult the department.

Prerequisites: Minimum grade of C- in JAPN 201.
LATN – LATIN LANGUAGE

LATN 101
Introductory Latin I
3 Credits Weekly (3-1-0)
This is an introductory course for students with little or no background in Latin. It includes the study of the fundamental grammatical structures, vocabulary, and morphology of Classical Latin so that students may read and understand simple Latin texts. In-class instruction is supplemented by a laboratory component in which students complete additional written practice and exercises. Note: This course is not open to students with credit in Latin 30, 35, or any other matriculation level Latin course.

LATN 102
Introductory Latin II
3 Credits Weekly (3-1-0)
This course is a continuation of Introductory Latin I. Students continue their study of the elements of Classical Latin grammar and syntax, vocabulary, and morphology as they read increasingly difficult Classical Latin texts. In-class instruction is supplemented by a laboratory component in which students complete additional written practice and exercises. Note: This course is not open to students with credit in Latin 30, 35, or any other matriculation level Latin course. 
Prerequisites: Minimum grade of C- in LATN 101.

LATN 201
Latin Prose Composition
3 Credits Weekly (3-1-0)
In this course students continue their study of Classical Latin. Students complete their acquisition of Latin grammar and syntax, acquire additional vocabulary through detailed instruction in composition and translation into Latin. Students also continue to develop their skills in reading passages of introductory to intermediate level Latin. In-class instruction is supplemented by a laboratory component in which students complete additional written practice and exercises. 
Prerequisites: A minimum grade of C- in LATN 102.

LATN 301
Intermediate Latin I
3 Credits Weekly (3-0-0)
This course strengthens students’ reading and writing skills in Latin. The course focuses on the reading of adapted Latin passages, with some reading of original intermediate Latin texts. Students apply their knowledge of complex syntactical, grammatical, and morphological structures to read, understand, and translate adapted and original intermediate Latin. 
Prerequisites: Minimum grade of C- in LATN 102.

LATN 302
Intermediate Latin II
3 Credits Weekly (3-0-0)
In this sequel to LATN 301, students continue to strengthen their reading skills at the intermediate level in Latin. The course focuses on a specific genre of Latin literature (e.g., letter writing), or on one or two Latin authors (e.g., Tacitus, Virgil) whose works are read, translated and interpreted. The genre or author are determined by the instructor. Students learn additional vocabulary and continue their study of complex syntactical and grammatical structures through their reading of complex original Latin texts, but they also analyze the readings as literary or historical texts. 
Prerequisites: Minimum grade of C- in LATN 301.

LATN 398
Independent Study
3 Credits Total (0-0-45)
This course permits an intermediate-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.

LATN 401
Directed Readings in Advanced Latin
3 Credits Total (0-0-45)
This individual study course permits a senior-level Latin student to read and analyze an author or theme in Latin literature under the guidance of an instructor through directed reading of selected texts, as well as relevant secondary scholarship. 
Prerequisites: Minimum grade of C- in LATN 302 and consent of the department.

LATN 498
Advanced Independent Study
3 Credits Total (0-0-45)
This course permits a senior-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
LEGL 100
Introduction to Law I
3 Credits Weekly (3-0-0)
Students are given an overview of the areas of substantive law that are of special interest to the office assistant student. Topics included are the judicial system and the constitution, contracts, tort law, criminal law, and civil law procedures.

LEGL 104
Introduction to Law II
3 Credits Weekly (4-0-0)
Students continue the overview of substantive law provided in Introduction to Law I. The student is introduced to the law governing wills and inheritance, family law, personal property and real property. Students are introduced to the civil litigation process from the opening of a file through to drafting documents and procedure to trial. Students are introduced to the rules and procedures governing this area of law and learn how to draft pleadings and documents typically used in a litigation practice.
Prerequisites: LEGL 100.

LEGL 110
Introduction to Legal Research
3 Credits Weekly (3-0-0)
Students are introduced to the fundamental elements of legal research including a study of primary and secondary research materials. This course focuses on the legal research tasks commonly undertaken in a legal working environment, including researching and citing case law, statutes and regulations.

LEGL 130
Corporate Procedures
3 Credits Weekly (3-0-0)
Students learn the procedural and substantive law governing Alberta proprietorships, partnerships and corporations, and federal corporations, as well as the processes to create and maintain the registrations of such organizations.

LEGL 140
Introduction to the Law Office
3 Credits Weekly (3-0-0)
Students examine the organization and operation of the law office. Topics covered include law office systems and billing, avoidance of unauthorized practice of law, ethics, dealing with the client, and time management. The Legal Profession Act and Rules of the Law Society of Alberta are reviewed.

LEGL 150
Residential Real Estate Transactions
3 Credits Weekly (4-0-0)
Students learn how to assist a lawyer on a residential real estate transaction from opening to closing of the file. They master the basic principles of Alberta real estate law and the Alberta Land Titles system as these relate to the buying, financing and selling of residential properties. Students examine the Alberta Real Estate Association’s approved Real Estate Purchase Contract and learn what searches are required, how to apply the results, prepare a Statement of Adjustments and other necessary documents on a mock file. Finally, they distinguish between and complete both traditional closings and Western Law Societies’ Protocol closings.

LEGL 160
Civil Litigation Procedures I
3 Credits Weekly (2-2-0)
Students are introduced to the steps taken on a civil litigation file. From opening the file, to preparing for trial and obtaining judgment, students work on mock files, drafting legal documents and tracking deadlines.

LEGL 170
Technology in the Law Office I
3 Credits Weekly (3-0-0)
Students continue to work with word processing software used in legal offices in preparing documents relating to a law firm using advanced functions. Students achieve an intermediate level of competence which includes the ability to manage desktop and electronic files, incorporate tables and columns in documents, and produce brochures. Students are introduced to other software commonly used in law firms.
Prerequisites: OADM 103.

LEGL 180
Financial Procedures for the Law Office
3 Credits Weekly (3-0-0)
Students study law office administration, with a focus on the procedures and concepts used in law office accounting/trust accounting.

LEGL 210
Business Law I
3 Credits Weekly (3-0-0)
Students are introduced to the Canadian legal system and substantive areas of law that are of special interest to the business student. Topics of study include tort, contract, ethics, agency, partnership and corporations. The student acquires a general knowledge of the basic principles of business law and is able to apply them to everyday business situations.
Note: Students can obtain credit in only one of LEGL 105 and LEGL 210.

LEGL 211
Legal Research and Analysis
3 Credits Weekly (3-0-0)
Students are introduced to the fundamental elements of legal research including analysis of primary and secondary research materials. This course focuses on legal research tasks and analysis, including researching and citing case law, statutes, regulations and legal treatises and monographs.

LEGL 212
Employment Law
3 Credits Weekly (3-0-0)
Students examine the principles of employment law and its effects on human resources policies and procedures. Students apply contract principles to the employment relationship from both employer and employee perspectives to achieve equitable employment relations. Legislation examined includes labour standards, human rights and privacy. This course does not discuss unionized workplaces.
LEGL 215
Commercial Transactions
3 Credits Weekly (3-0-0)
Students will apply legal principles to documentation for common business transactions such as confidentiality agreements, partnership agreements, unanimous shareholder agreements, various methods of commercial finance agreements, including secured transactions and equity financing. They will also master the principles and rules concerning the purchase and sale of commercial land and personal property, the purchase of a business enterprise through either purchase of shares of a corporation or by the purchase of assets of a business. They also master the rules of Alberta's Personal Property Registry system and learn how to interpret public registry search results.

LEGL 220
Criminal Law Procedures
3 Credits Weekly (3-0-0)
Students are introduced to substantive law as well as the procedures for criminal law in Canada. Topics include search and seizure powers, arrest, disclosure of information held by the Crown Prosecutor and trial processes.

LEGL 221
Criminal Law
3 Credits Weekly (3-0-0)
Students are introduced to substantive law as well as the procedures for criminal law in Canada. Topics include, definitions of offences, related defences, effect of the Charter of Rights on the administration of criminal law, search and seizure powers, arrest, disclosure of information held by the Crown Prosecutor and trial processes.

LEGL 230
Civil Litigation Procedures II
3 Credits Weekly (3-0-0)
Students review selected topics in the litigation process such as personal injury actions, settlement, experts, and civil appeals. Students begin with a discussion of automobile litigation and car insurance. Students explore alternatives to the litigation process. The emphasis is on document production in conformity with the Rules and Practice Directives. Prerequisites: LEGL 160.

LEGL 231
Corporate Procedures
3 Credits Weekly (3-0-0)
Students learn the procedural and substantive law governing Alberta proprietorships, partnerships and corporations, and federal corporations, as well as the processes to create, maintain, amend and terminate the registrations of such organizations.

LEGL 235
Civil Litigation and Dispute Resolution
3 Credits Weekly (3-0-0)
Students explore contemporary developments in law and the practice of civil litigation and dispute resolution alternatives. Subject matter will include litigation steps and processes such as commencement and pleadings, applications, discovery, trial preparation and judgment procedures under the Rules of Court, Court of Queen's Bench Act and Provincial Court Act. Students will examine selected topics in the litigation process such as personal injury actions, settlement, experts, and civil appeals and will explore alternatives to litigation including alternative dispute resolution methods such as judicial dispute resolution, mediation and arbitration.

LEGL 240
Technology in the Law Office II
3 Credits Weekly (4-0-0)
Students increase proficiency with word processing software commonly used in legal settings and with machine transcription. Students develop proficiency in using other commonly used software including database and spreadsheet programs. Prerequisites: LEGL 170.

LEGL 250
Real Estate Transactions
3 Credits Weekly (3-0-0)
Students learn the basics of real property law, and in particular how those principles apply to the purchase and sale of real estate. The Alberta Land Titles system is explored in detail. The standard form Real Estate purchase contract is analyzed. The methodology involved in concluding a Real Estate transaction is also covered.

LEGL 260
Credit and Collection Procedures
3 Credits Weekly (3-0-0)
Students learn practical aspects of creditors' rights, including relevant statute law. The emphasis is on provincial legislation and procedural rules relating to the bringing of a simple debt action and the various means of enforcing a judgment. Realizing on various security interests is also reviewed. Prerequisites: LEGL 160 and LEGL 215.

LEGL 261
Creditor and Debtor Law
3 Credits Weekly (3-0-0)
Students learn significant aspects of creditors' and debtors' rights, including relevant statute law. The emphasis is on provincial legislation and case law relating to the bringing of debt collection processes and the various means of enforcing a judgment. The enforcement of various security interests and other creditor remedies such as landlords' rights of distress are also reviewed. Prerequisites: LEGL 210.

LEGL 270
Estate Procedures
3 Credits Weekly (3-0-0)
Students learn which assets form part of the estate of a deceased and which do not. They explore the intricacies of the law governing people who die without a will. They learn about Alberta's laws governing substitute decision-making and the relevant documents available. They learn basics of the law of wills and how to take instructions for and prepare a will for signature. Finally, they learn the law and procedures for two key court applications: application for probate and application for a dependent adult order, and they prepare those documents.

LEGL 271
Estate Law
3 Credits Weekly (3-0-0)
Students learn general legal principles surrounding the disposition of property. They explore the law governing the drafting of wills, estates disposition, and substitute decision making (powers of attorney, personal directives and dependent adults). A brief introduction to the law of trusts is also included.
LEGL 280  
Family Law Procedures  
3 Credits Weekly (4-0-0)  
Students learn the substantive and procedural law relating to family law matters, including divorce actions, family law chambers applications and desk divorce applications. Students complete a mock file, with emphasis on document production in conformity with the Rules and Practice Directives.

LEGL 281  
Family Law  
3 Credits Weekly (3-0-0)  
Students learn the substantive and procedural law relating to family law matters, including divorce actions, family law chambers applications and desk divorce applications. Students complete a research project on either a procedural or substantive family law topic. The procedural topic will emphasize document production, in conformity with the Rules and Practice Directives.

LEGL 290  
Law Office Simulation  
3 Credits Weekly (4-0-0)  
Students prepare mock files independently in various areas of law in a simulated office setting. Students are expected to prioritize and organize workloads while demonstrating the professionalism required of staff in a legal office.

LEGL 291  
Legal Technology for Paralegals  
3 Credits Weekly (0-3-0)  
This course provides an overview of the technological tools that are often utilized in the legal services environment. Students become familiar with different technology tools that increase efficiency and productivity; including software for project management, docketing/accounting, e-Discovery and evidence management, secure web transfer, among others tools. Students will also learn about data management and protection as well the capabilities arising from OCR and Metadata characteristics. Prior completion of LEGL 231 and LEGL 235 is strongly recommended.

LEGL 292  
Paralegal Studies  
3 Credits Total (45-0-120)  
Students examine the role of the paralegal professional in Alberta, including the paralegal’s role in law firms and other legal environments. Students will learn how the profession is governed by ethical rules and the Code of Conduct. Students will examine the organization and operation of the law office, learn techniques for practice management and develop skills for managing the client relationship. This course includes a 3 week practicum in which students will observe and work as a student intern.  
Prerequisites: Minimum 21 credits of completed LEGL (p. 376) course work.

LEGL 295  
Legal Fieldwork  
3 Credits Total (0-0-180)  
Students gain practical experience over a 5-week period by observing the work and responsibilities of personnel working in a law office. Students participate in the operation of a law office, working as student interns under the supervision of law office personnel.  
Prerequisites: LEGL 110, 140, 180, 210, 220, 230, 240 or consent of the program.

LEGL 308  
Administrative Law and the Regulatory Environment  
3 Credits Weekly (3-0-0)  
Students are introduced to the law that determines how the powers of government and regulatory authorities affect citizens, companies and organizations. Students will gain insight into the governance of modern society through statutory regulations, tribunals and agencies created by government and supervised by the courts. The law is discussed in terms of principles applicable to the boards’ hearings and what principles of review and appeal are possible to the Courts. The relationship between the citizen and government is explored by examining specific commissions and authorities established by government.

LEGL 310  
International Business Transactions  
3 Credits Weekly (3-0-0)  
Students are introduced to basic principles of international law, the legal structure of the contemporary international business environment, Canada’s international trade law and services, fundamentals of common international dispute resolution methods and a selection of common international business transactions.  
Prerequisites: LEGL 210 or LEGL 211.

LEGL 312  
Legal Issues in the Workplace  
3 Credits Weekly (3-0-0)  
Students apply the principles of employment law with an emphasis on analysis of legal risks and liabilities. The course surveys important legal issues that arise between employers and non-unionized employees. The course applies contract principles to the employment relationship from both employer and employee perspectives to achieve equitable employment relations. This course does not discuss unionized workplaces.  
Prerequisites: LEGL 210 or LEGL 211.

LEGL 315  
Business Law II  
3 Credits Weekly (3-0-0)  
Students examine selected business law topics including the Sale of Goods Act and consumer protection legislation, priority of creditors and enforcement of secured and unsecured debt obligations, the law of personal and real property including enforcement of mortgages along with bailment of personal property and landlord and tenant relationships. The course includes an introduction to the various forms of intellectual property including copyright, patents, trade-marks, and industrial designs. In addition, the student learns about common law protection of confidential information and trade secrets along with protecting intellectual property in the online environment.  
Prerequisites: LEGL 210.

LEGL 320  
Law of Business Organizations  
3 Credits Weekly (3-0-0)  
Students are introduced to the three principal forms of business organization (proprietorships, partnerships, corporations) including variations of these forms such as limited partnerships, limited liability partnerships, professional corporations as well as distributing and non-distributing corporations. Students evaluate the advantages and costs of all three forms pertinent to business persons in Alberta and Canada. Topics include liability and duties of directors and officers of corporations and shareholders’ rights and remedies. Students are introduced to the process of forming a simple non-distributing corporation in Alberta. Students need not have taken any previous Business Law course to benefit from this course.
LEGL 350  
Real Estate Law  
3 Credits  Weekly (3-0-0)  
Students learn the basics of real property law, and other legal rules relating to the ownership and use of real property in Alberta. Various types of land ownership are explored, and the Alberta Land Titles system is examined in some detail. The students also gain an understanding of the essentials of mortgages and leases (both commercial and residential). Finally, matters dealing with responsibility for and restrictions on land use, both as outlined in legislation and the common law, are covered.  
Prerequisites: LEGL 210.

LEGL 360  
Legal Foundations of Indigenous Business Relations  
3 Credits  Weekly (3-0-0)  
In this introductory course students will establish a foundational understanding of historical and contemporary contexts of law and policy affecting current Indigenous-Canadian business relationships. Particular focus is given to western Canadian (Prairie Province) issues.  
Prerequisites: LEGL 210 or LEGL 211.

LEGL 420  
Intellectual Property Law  
3 Credits  Weekly (3-0-0)  
Students are introduced to the principal forms of intellectual property (IP), including copyright, patents, trademarks, industrial designs and confidential information (trade secrets). IP law will be discussed using the case law method with reference to applicable legislation. Students will be able to understand the place of IP law in innovation and develop an IP strategy for business and non profit enterprises.  
Prerequisite: Minimum of C- in one 300 level LEGL (p. 376) course.

LEGL 430  
Ethics and the Law  
3 Credits  Weekly (3-0-0)  
This course explores the relationship between ethics and the law, between legal rules and the ethical overlay of law. Through reported judicial decisions, legal commentary and current events, students will explore the diversity and range of law as it relates to ethics.  
Prerequisite: Minimum of C- in one 300 level LEGL (p. 376) course.

LEGL 450  
Individual Research Topics in Legal Studies  
3 Credits  Total (0-0-45)  
This course permits a senior-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes, and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project.  
Prerequisites: LEGL 210 & LEGL 211 & Consent of the Department.

LEGL 460  
Advanced Legal Issues in Indigenous Business Relations  
3 Credits  Weekly (3-0-0)  
Students will gain insight into the intersection between law and policy in developing and sustaining successful business relations involving Indigenous people, communities, and territory.  
Prerequisites: LEGL 360.

LEGL 497  
Special Topics in Legal Studies in Business  
3 Credits  Weekly (3-0-0)  
This course involves reading, discussing and critically evaluating current research on specialized topics of interest to senior students in the Bachelor of Commerce who declare their major in Legal Studies in Business. Topics covered vary with the interests of students and faculty and may include an applied field research component in business, government or community. Students should consult with faculty members in the Department of International Business, Marketing, and Strategy and Law for details regarding current offerings.  
Prerequisite: Minimum of C- in one 300 level LEGL (p. 376) course and consent of the department chair or designate.

LEGL 498  
Independent Studies in Business Law  
3 Credits  Weekly (3-0-0)  
In consultation with and supervised by a member of the department or an approved professional in the community, a senior student undertakes advanced scholarly work related to the field of legal studies in business. The faculty member guides the student in designing and undertaking this work, using appropriate assumptions and methods to arrive at warranted conclusions and outcomes that will advance legal studies in business knowledge or practice. Note: This course can be taken twice for credit.
LING – LINGUISTICS

LING 100
Introduction to Human Language
3 Credits Weekly (3-0-0)
This course is an introduction to how human language works: how it is structured, learned, used, studied, and how it changes through time. Examples from English and other languages around the world are discussed. Note: LING 100 makes a nice complement to LING 101, but neither course is a prerequisite or a co-requisite for the other. This course does not fulfill the analytical component of the Arts degree.

LING 101
Introduction to Linguistic Analysis
3 Credits Weekly (3-0-0)
Linguistics is best known as the “scientific study of language.” This course introduces both language as a general phenomenon and the methodology of modern descriptive linguistics. The course of study covers the fundamental topics of phonetics, phonology, morphology, syntax, and semantics. Note: This Arts course can be used to satisfy the general science requirement of the Bachelor of Science.

LING 204
Syntax of English
3 Credits Weekly (3-0-0)
This course covers linguistic analysis of the syntax of modern English, including discussion of both the regularities and irregularities at the word, phrase, clause, and sentence level of structure.
Prerequisites: Minimum grade of C- in LING 101.
MARK – MARKETING

MARK 301
Fundamentals of Marketing
3 Credits    Weekly (3-0-0)
Students are introduced to important concepts in marketing theory and their applications to real-life business activities. Students examine various marketing strategies and how they apply within the context of business environments. Students also examine consumer behaviour and the marketer's ethical and social responsibilities. Note: Restricted to Bachelor of Commerce, Asia Pacific Management, and Business Studies Minor students.
Prerequisites: BUSN 201 and ECON 101.

MARK 310
Consumer Behaviour
3 Credits    Weekly (3-0-0)
Students apply theory of the consumer decision-making process and develop a marketing plan that is based upon consumer behaviour concepts. Students will explore the facets of consumer behaviour as they relate to corporate social responsibility. Topics include: the consumer decision-making process, individual determinants of consumer behaviour, environmental influences of consumer behaviour and the marketer’s influence on consumers.
Prerequisites: MARK 301.

MARK 312
Marketing Research
3 Credits    Weekly (3-0-0)
Students examine marketing research concepts and methods in business. Students formulate and structure marketing problems, recommend the marketing research design that should be undertaken, gather and analyze qualitative and quantitative marketing data, and make effective decisions based on those data. Students will be able to design and conduct some important analyses themselves. The skills covered in this course are applicable to marketing problems encountered in both consumer and business-to-business markets, and public and private sectors. Students are expected to have basic familiarity with statistical packages.
Prerequisites: BUSN 201, MARK 301 and MGTS 103.

MARK 314
Marketing Metrics
3 Credits    Weekly (3-0-0)
Students examine the critical role of analysis in marketing decision-making and learn how to use and interpret marketing metrics in the development, implementation and evaluation of the marketing strategy. Students enhance their analytical capabilities through applying marketing metrics. The course emphasizes practical analysis, using numbers to make better marketing decisions.
Prerequisites: MARK 301 and FNCE 301.

MARK 324
Marketing and Leasing Investment Properties
3 Credits    Weekly (3-0-0)
Students acquire the knowledge on how to market and lease commercial/retail/industrial properties as well as multi family residential properties. Students examine the rental market in general as well as micro markets affecting subject properties. Upon identification of a target market for either an existing subject property that is to be repositioned or a proposed new development, a marketing plan will be created with the goal of completing a full lease-up. This activity will include determination of lease/rental rates, promotions, a detailed advertising strategy, property presentation, and leasing staff training and motivation.

MARK 403
International Marketing
3 Credits    Weekly (3-0-0)
Students broaden their marketing knowledge by building upon knowledge and issues associated with the international context of the marketing of products and services. Topics include: Scope and Challenge of International Marketing; The Cultural Environment of Global Markets; Assessing International Marketing Opportunities; and Developing and Implementing International Marketing strategies. Students design and prepare an international marketing plan. The course also broadens students’ understanding of responsibility of international marketers.
Prerequisites: MARK 301.

MARK 412
Service Marketing
3 Credits    Weekly (3-0-0)
Students examine the marketing of services in private, public, and non-profit organizations. Students apply service marketing theory to a variety of service-based organizations. Topics include customer relationship management, customer satisfaction, service quality, employees’ and customers’ role in service delivery, and the services marketing mix factors.
Prerequisites: MARK 301.

MARK 414
Electronic Marketing
3 Credits    Weekly (3-0-0)
Students apply the principles of marketing to the electronic marketplace. Through the study of the theory and best practices in electronic marketing, students learn to design, assess and implement e-marketing strategies and solutions for business working in a global environment.
Prerequisites: MARK 301.

MARK 416
Business to Business Marketing
3 Credits    Weekly (3-0-0)
Students learn major concepts related to business-to-business (B2B) marketing and purchasing with a special focus on business relationships and networks. Students explore similarities and differences between marketing to consumers and marketing to businesses. The course focuses on contemporary trends in organizational marketing theory and practice and the implications of the electronic and global arena for organizational markets.
Prerequisites: MARK 301.
MARK 418
Personal Selling and Sales Management
3 Credits  Weekly (3-0-0)
Students examine the role of sales in contemporary business organizations with a focus on the formulation, implementation, and evaluation of a strategic sales program. Specific topics include the process of personal selling, the strategic nature of sales management, selecting and recruiting a sales force, and designing a sales force organization. Additional topics include developing account management policies of salesperson performance, and ethical and legal issues in sales management. The course includes a mix of conceptual and applied approaches to provide a balanced view of sales management.
Prerequisites: MARK 301.

MARK 420
Product Management
3 Credits  Weekly (3-0-0)
Students examine the development and management of new products in contemporary organizations. Students learn to use market research data and marketing models for a new product development and management. Topics include opportunity identification and selection of a product, generation of a product concept, concept evaluation, development of new product market testing and launching of a product.
Prerequisites: MARK 301.

MARK 422
Sustainability and Responsible Marketing
3 Credits  Weekly (3-0-0)
Sustainability issues have become a major issue for businesses both in terms of the engagement with and communication of it. This course will examine how the marketing function engages in sustainability issues. Examples found in the non-profit, for-profit and public sectors will be explored. Guest speakers, class discussions and a real-world group project will help students build knowledge and develop capacity to be a positive social change agent through ethical reasoning in marketing management.

MARK 440
Strategic Marketing
3 Credits  Weekly (3-0-0)
Students learn how to integrate and manage market information in complex and dynamic environments. Taking advantage of the latest marketing research results, students address marketing challenges and develop marketing strategies for evolving conditions. Students work on specific marketing cases to integrate the marketing strategy with the overall organizational strategy.
Prerequisites: MARK 310, MARK 312 and MARK 314.

MARK 497
Special Topics in Marketing
3 Credits  Weekly (0-0-3)
This course involves reading, discussing and critically evaluating current research on specialized topics of interest to senior students in the Bachelor of Commerce. Topics covered vary with the interests of students and faculty and may include an applied field research component in business, government or community. Students should consult with faculty members in the Department of International Business, Marketing, and Strategy for details regarding current offerings. This course can be taken twice for credit.
Prerequisites: Minimum of C- in one 300 level MARK (p. 381) course and consent of the department chair or designate.

MARK 498
Independent Studies in Marketing
3 Credits  Weekly (0-0-3)
In consultation with, and supervised by, a member of the department or an approved professional in the community, a senior student undertakes advanced scholarly work related to the field of marketing. The faculty member guides the student in designing and undertaking this work, using appropriate assumptions and methods, to arrive at warranted conclusions and outcomes that will advance marketing knowledge or practice or create meaningful results. Note: This course can be taken twice for credit.
Prerequisites: Consent of the course instructor and the department chair.

MARK 499
Honours Thesis - Marketing
3 Credits  Total (0-0-45)
Under the direction of a faculty member, students conduct a research project on an approved topic related to their major culminating in an honours thesis. Students then present and defend their thesis in a public forum. Restricted to Bachelor of Commerce Honours students.
Prerequisites: BUSN 496.
## MATH – MATHEMATICS

### MATH 010C
Math 10 Common
5 Credits Weekly (6-0-0)
Mathematics 10 Common is equivalent to Alberta Education’s Math 10C. This course is intended to prepare students for further studies in high school mathematics. Students who successfully complete Math 10 Common can either continue on to Math 20-1 and then Math 30-1 or Math 20-2 and then Math 30-2. Topics studied in Math 10 Common include measurement, right triangle trigonometry, powers, irrational numbers, polynomials and factoring, functions and relations, coordinate geometry, and linear systems of equations. Emphasis is placed on understanding, application, and effective communication of mathematical concepts.
Prerequisite: Completion of Math 9, Math 10 Prep or equivalent.

### MATH 010R
Mathematics Preparation 10
5 Credits Weekly (6-0-0)
Math Prep. 10 is designed to meet the needs of Grade 10 students who wish to enroll in Math 10 Common but do not possess the prerequisite skills. Topics include: fractions and integers, rates, ratios, proportions, percents, exponents, linear equations, polynomials, measurement and geometry.
Prerequisites: Grade 9 math or equivalent.

### MATH 020-1
Mathematics 20-1
5 Credits Weekly (6-0-0)
Math 20-1 is equivalent to Alberta Education’s Math 20-1 course. Most students who enroll in Math 20-1 intend to continue onto Math 30-1. Some of the topics studied in Math 20-1 include quadratic functions and equations, radical expressions and equations, rational expressions and equations, the absolute value and reciprocal of functions, linear and quadratic inequalities, sequences and series, law of sines and cosines, and angles in standard position. Problem solving and application of concepts are emphasized throughout the course.
Prerequisites: Minimum Grade of D in MATH 010C.

### MATH 020-2
Mathematics 20-2
5 Credits Weekly (6-0-0)
Math 20-2 is equivalent to Alberta Education’s Math 20-2 course. Most students who enroll in Math 20-2 intend to continue onto Math 30-2. Some of the topics studied in Math 20-2 include rates and unit rates, scale factors, inductive and deductive reasoning, laws of sines and cosines, radical expressions and equations, quadratic functions and equations, standard deviation, normal distribution, confidence intervals, and margin of error. Problem solving and application of concepts are emphasized throughout the course.
Prerequisites: Minimum Grade of D in MATH 010C.

### MATH 030-1
Mathematics 030-1
5 Credits Weekly (6-0-0)
Mathematics 030-1 (Math 030-1) is equivalent to Alberta Education’s Mathematics 30-1 course. Students who enrol in Math 030-1 will most likely continue onto post-secondary programs that require the study of calculus. Some of the topics studied in Math 030-1 include trigonometric functions, equations, and identities, transformations and inverse of functions, exponential and logarithmic functions and equations, polynomial functions and equations, rational and radical functions, permutations, combinations, and the binomial theorem. Problem solving and application of concepts are emphasized throughout the course.
Prerequisites: Minimum Grade of D in MATH 020-1.

### MATH 030-2
Mathematics 030-2
5 Credits Weekly (6-0-0)
Mathematics 030-2 (Math 030-2) is equivalent to Alberta Education’s Mathematics 30-2 course. Students who enroll in Math 030-2 will most likely continue onto post-secondary programs that do not require the study of calculus. Some of the topics studied in Math 030-2 include set theory, fundamental counting principal, permutations and combinations, probability of mutually exclusive and non-mutually exclusive events, probability of dependent and independent events, rational expressions and equations, exponential and logarithmic functions and equations, polynomial and sinusoidal functions. Problem solving, logical reasoning, and application of concepts are emphasized throughout the course.
Prerequisites: Minimum Grade of D in MATH 020-1 or 020-2.

### MATH 030P
Pure Mathematics 30
5 Credits Weekly (6-0-0)
Pure Math 30 is equivalent to Alberta Learning’s Pure Math 30. It is designed as a preparation course for university mathematics. The course includes the following topics: trigonometry, conic sections, exponential and logarithmic functions, combinatorics, probability and statistics.
Prerequisites: MATH 020P or equivalent.

### MATH 031
Math 31
5 Credits Weekly (6-0-0)
Math 31 is equivalent to Alberta Learning’s Math 31. The course focuses on the study of calculus and linear algebra, both as ends in themselves and as tools in developing problem solving skills and analytical thought processes.
Prerequisites: Minimum Grade of D in MATH 030-1.

### MATH 099
Precalculus Mathematics
3 Credits Weekly (3-0-0)
This course reviews and extends the mathematical concepts needed to be successful in university level calculus. Topics include graphing, equations of lines, inequalities, review of elementary algebra, functions, and trigonometry.
Prerequisites: Mathematics 30-1 or Mathematics 30-2.
MATH 100
Calculus I
3.5 Credits  Weekly (3-1-0)
This course provides an introduction to the fundamentals of calculus. The students learn about rectangular coordinates, analytic geometry, transcendental functions, inverse functions, limits, continuity, derivatives and applications, Taylor polynomials, integration and applications. Note: This course is restricted to Engineering students. Credit can only be obtained in one of MATH 100 or MATH 113 or MATH 114. Prerequisites: Mathematics 30-1 and Mathematics 31.

MATH 101
Calculus II
3.5 Credits  Weekly (3-1.5-0)
This course provides a continuation of the study of Calculus. Students learn about techniques of integration, arc length, area of a surface of revolution, applications to physics and engineering, first order ordinary differential equations (separable and linear), infinite series, power series, Taylor expansions, polar coordinates, rectangular coordinates in R3, parametric curves in the plane and space (graphing, arc length, curvature), normal, binormal, tangent in R3. Note: This course is restricted to Engineering Program students. Credit can only be obtained in one of MATH 101 or MATH 115. Prerequisites: Minimum grade of C- in MATH 100.

MATH 102
Applied Linear Algebra
3.5 Credits  Weekly (3-1.5-0)
This course provides an introduction to the fundamentals of linear algebra and some of their applications. The course content includes vectors and matrices; solutions of linear equations; equations of lines and planes; determinants; matrix algebra, linear transformations and their matrices; general vector spaces and inner product spaces; orthogonality and Gram-Schmidt process; eigenvalues and eigenvectors; and complex numbers. Note: This course is restricted to Engineering students. MATH 100 may be taken as a co-requisite with consent of the department. The course may not be taken for credit if credit has already been obtained in MATH 120 or MATH 125. Prerequisites: A minimum grade of C- in MATH 100.

MATH 114
Elementary Calculus I
3 Credits  Weekly (4-0-0)
This course examines the fundamental concept of limits, differentiation and integration. Limits and differentiation of algebraic and trigonometric functions are studied along with applications including related rates, optimizing and curve sketching. This course concludes with a study of Riemann sums, the Fundamental Theorem of Calculus and substitution. Note: Students who have received credit in MATH 113 or MATH 100 may not take MATH 114 for credit. Prerequisites: A minimum grade of 80% in Mathematics 30-1, or successful completion (50% or better) of Mathematics 31, or Minimum grade of C- in MATH 099, or successful completion of the MATH 114 gateway exam.

MATH 115
Elementary Calculus II
3 Credits  Weekly (3-1-0)
This course investigates the differentiation and integration of trigonometric, exponential and logarithmic functions. Indeterminate forms and improper integrals are studied, as well as the techniques and applications of integration. Note: Credit can only be obtained in one of MATH 115 or MATH 101. Prerequisites: Minimum grade of C- in MATH 114.
MAC 200

Fundamental Concepts of Math
3 Credits Weekly (3-0-0)
This course provides an introduction to axiomatic systems and mathematical proof. These ideas are developed using examples taken primarily from set theory and number theory.
Prerequisites: Minimum grade of C- in MATH 120 or MATH 125.

MAC 214

Intermediate Calculus I
3 Credits Weekly (3-1-0)
This course completes the study of single-variable calculus and introduces students to the basic concepts of multi-variable calculus. Topics in single-variable calculus include area and arc length of plane curves defined by parametric or polar equations, infinite series, and power series. Topics in multi-variable calculus include: vector functions and space curves, functions of several variables and partial derivatives with applications.
Prerequisites: Minimum grade of C- in MATH 115.

MAC 215

Intermediate Calculus II
3 Credits Weekly (3-1-0)
This course continues the study of multivariable calculus. Topics include: curves, tangent vectors, arc length; integration in two and three dimensions; polar, cylindrical and spherical coordinates; line and surface integrals, Green’s, divergence and Stokes’ theorems; first and second order linear differential equations.
Prerequisites: Minimum grade of C- in MATH 214.

MAC 222

Discrete Mathematics
3 Credits Weekly (3-0-0)
This course is an introduction to discrete mathematics, covering coding, cryptography, induction and recursion, and graph theory. Secret codes, error-detecting and error-correcting codes are introduced. Induction and recursive definitions are described. The Eulerian tour is used to illustrate graph definitions and properties.
Prerequisites: Minimum grade of C- in any 100-level MAC course.

MAC 225

Linear Algebra II
3 Credits Weekly (3-0-0)
This course introduces the theory of vector spaces, inner product spaces, linear transformations and diagonalization. Specific topics of study include Euclidean n-space, spaces of continuous functions, matrix spaces, Gram-Schmidt process, QR-factorization, least squares method, change of basis, eigenspaces, orthogonal diagonalization, quadratic forms, matrices of transformations and similarity. Various applications are presented.
Prerequisites: Minimum grade of C- in MATH 120 or MATH 125.

MAC 228

Algebra: Introduction to Ring Theory
3 Credits Weekly (3-0-0)
This course is an introduction to the theory of rings including integral domains, division rings, ring homomorphisms, ideals, quotient rings, fields of quotients, rings of polynomials, irreducible polynomials, Euclidean domains and fields. Specific topics include the well-ordering axiom, the Binomial Theorem, the Euclidean algorithm, the Fundamental Theorem of Arithmetic, and the Chinese Remainder Theorem.
Prerequisites: A minimum grade of C- in either MAC 200 or MAC 241 and in either MATH 120 or MATH 125.

MAC 241

Geometry
3 Credits Weekly (3-0-0)
The course explores Euclidean Geometry as an axiomatic system, based on invariance under the group of isometries (rigid motions). The material includes congruence, parallelism, similarity, and the theory of measurements based on continuity axioms. The notion of circumference is introduced and treated rigorously. Problem solving is an important component of the course. The problems include proofs, finding loci, and constructions. Transformations in the Euclidean plane are used as a problem-solving tool. Additional topics include elementary logic, equivalence relations, and proofs by induction.
Prerequisites: Minimum grade of C- in any 100-level MAC course.

MAC 260

Logic and Reasoning for Teachers
3 Credits Weekly (3-0-0)
This course explores the basic notions and methods of Algebra, and introduces the students to reasoning and problem solving in different areas of mathematics like geometry, elementary graphing, and combinatorics. Note: This course is restricted to Elementary Education students.
Prerequisites: Minimum grade of C- in MATH 160.

MAC 310

Real Analysis
3 Credits Weekly (3-0-1)
This course presents a rigorous treatment of limit processes in one variable. Topics include real numbers, sequences, limits, continuous functions, differentiation, the Riemann integral and the topology of the real number system.
Prerequisites: Minimum grade of C- in MAC 214 and in either MAC 200 or MAC 241.

MAC 311

Theory of Functions of a Complex Variable
3 Credits Weekly (3-0-0)
This course provides an introduction to the fundamental concepts of single variable complex analysis. The main topics include analytic functions, complex power series, Cauchy’s Integral Theorem, Cauchy’s Integral Formula, the residue theorem and applications to improper real integrals and Fourier transforms.
Prerequisites: Minimum grade of C- in MAC 215.

MAC 312

Probability Theory
3 Credits Weekly (3-0-0)
This course offers a rigorous approach to probability theory. Topics covered include basic concepts of probability theory, univariate and multivariate probability distributions, discrete and continuous random variables, expectation, moment generating and characteristic functions, different types of convergence and relationships between them, and basic limit theorems. Note: This course may not be taken for credit if credit has been obtained in STAT 312.
Prerequisites: Minimum grade of C- in MAC 215, STAT 265, and in one of MAC 120 or MAC 125.
MATH 320
Elementary Number Theory
3 Credits  Weekly (3-0-0)
Elementary methods in number theory are presented. The following topics are included: divisibility, linear Diophantine equations, prime numbers, the fundamental theorem of arithmetic, congruences, the Chinese remainder theorem, Fermat's little theorem, arithmetic functions, Euler's theorem, primitive roots, quadratic residues.
Prerequisites: Minimum grade of C- in MATH 200.

MATH 321
Fields and Modules
3 Credits  Weekly (3-0-0)
This course builds on the knowledge of rings and fields obtained in MATH 228, and introduces the student to basic module theory. Topics studied include finite fields, quadratic number fields and algebraic field extensions, the Fundamental Theorem of Algebra, modules, and Noetherian rings.
Prerequisites: Minimum grade of C- in MATH 225 and MATH 228.

MATH 330
Ordinary Differential Equations
3 Credits  Weekly (3-2-0)
This course provides techniques for solving ordinary differential equations and systems of first order equations and investigates the qualitative nature of solutions of dynamical systems. Topics covered include first order equations, linear equations of higher order and linear dynamical systems with constant coefficients.
Prerequisites: Minimum grade of C- in MATH 120 or MATH 125 and in MATH 214.

MATH 335
Numerical Methods
3 Credits  Weekly (3-2-0)
This course presents numerical methods for solving problems in linear algebra, non-linear equations, interpolations, approximation of functions, differentiation and integration. The numerical algorithms are illustrated using an appropriate computer programming language and specific libraries.
Prerequisites: Minimum grade of C- in MATH 214 and in one of MATH 120 or MATH 125 or CMPT 101.

MATH 341
Modern Geometries
3 Credits  Weekly (3-0-0)
This course explores Euclidean and Non-Euclidean plane geometries from the viewpoint of Klein's Erlangen program, based on invariance under groups of transformations in the extended complex plane. Mobius geometry is introduced, and Euclidean, hyperbolic, and elliptic geometries are studied as its subgeometries. The differences in axiomatics and results of the Euclidean and Lobachevsky – Bolyai geometries are discussed based on the disc model of hyperbolic geometry. Elliptic geometry is considered as another Mobius subgeometry.
Prerequisites: Minimum grade of C- in MATH 241, and in either MATH 120 or MATH 125.

MATH 350
Introduction to Graph Theory
3 Credits  Weekly (3-0-0)
This course discusses graphs and digraphs, paths and cycles, trees, planarity, colouring problems and matching problems. In addition, graph algorithms and some applications to other disciplines are studied.
Prerequisites: Minimum grade of C- in either MATH 120 or MATH 125, and a minimum grade of C- in either MATH 200 or MATH 222.
MATH 436
Introduction to Partial Differential Equations
3 Credits  Weekly (3-2-0)
The goal of this course is to introduce the student to the mathematical modeling of classical physical systems such as vibrating systems, diffusive processes and steady state phenomena. The course starts with a rigorous introduction of the first-order and linear second-order partial differential equations (PDEs) followed by elements of Fourier analysis. The method of characteristics is used to find and interpret classes of solutions for the above models. The lab component will familiarize the student with formal and numerical manipulations of PDE's. The main scope of the lab is to enable the student to visualize and discuss solutions for classical models for PDE's.
Prerequisites: Minimum grade of C- in MATH 310 and MATH 330.

MATH 495
Special Topics in Mathematics
3 Credits  Weekly (3-0-0)
In this course students examine an advanced topic of specialization in mathematics. Topics covered vary from year to year. Consult with faculty members in Mathematics for details regarding current offerings. Note: This course may be taken multiple times for credit.
Prerequisites: Minimum grade of B- in a 300-level Math course and permission of the department.

MATH 498
Advanced Independent Study in Mathematics
3 Credits  Total (0-0-45)
This course permits a senior-level student to work with an instructor to explore a specific topic from mathematics in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
MGMT – BUSINESS MANAGEMENT

MGMT 107  
Business Computing  
3 Credits Weekly (3-0-0)  
Students develop foundational computer skills in the areas of file management, word processing, spreadsheet analysis, presentation development, and emerging technologies in order to support subsequent courses in their university career and to prepare them for the business world. Students solve business problems through data analysis, financial forecasting, and the use of Internet communication tools.

MGMT 121  
Principles of Management  
3 Credits Weekly (3-0-0)  
Students examine the theories and practice of the role of a manager in a Canadian organizational setting and within the global business environment. Discussions and activities focus on the functions and roles of management as they relate to both the organization's specific resources and capabilities internally and forces and institutions outside the organization that potentially affect the organization's performance. Students also develop and utilize problem-solving and decision-making skills both individually and in small groups.

MGMT 122  
Organizational Behaviour  
3 Credits Weekly (3-0-0)  
Students examine the impact of individuals and groups on behaviour within organizations. Students work individually and in groups to explore introductory theories and practice of personality and perception, diversity, motivation, small group dynamics, communication, change and leadership within the organizational context.

MGMT 126  
Introduction to Conflict Management  
3 Credits Weekly (3-0-0)  
This course is an introduction to the theory and practice of conflict management and alternative dispute resolution in organizational settings. Students integrate theoretical frameworks with conflict resolution practices in increasingly complex business related disputes through use of discussion, case analysis, and in class simulations. Emphasis is on the development of negotiation and mediation skills in dispute contexts.  
Prerequisites: MGMT 122.

MGMT 131  
Marketing  
3 Credits Weekly (3-0-0)  
Students examine basic decisions made by business in developing, distributing, promoting, and pricing of goods and services. Students learn to analyze buyer decision processes and to convert this information into reasonable marketing strategies. Through readings and projects, students acquire basic knowledge of the methods available for solving marketing problems.

MGMT 132  
Retail Merchandising  
3 Credits Weekly (3-0-0)  
Students receive an introduction to key principles and practices in operating a successful retail outlet. Emphasis is placed on the key managerial and policy issues involved in the design, implementation and assessment of the retail strategy. Students explore several areas relating to the institution of retailing and elements of the retail environment.

MGMT 211  
Business Finance  
3 Credits Weekly (3-0-0)  
All businesses are required to make long-term financial decisions. Managers must raise capital, through the use of debt or equity, and invest that capital in projects that will produce an acceptable return. Learners are introduced to the major tools in this area including financial statement analysis, bond and stock valuation, and capital budgeting techniques such as net present value, internal rate of return and payback.  
Prerequisites: ACCT 111, ACCT 215, and FNCE 113.

MGMT 231  
Sales  
3 Credits Weekly (3-0-0)  
Students explore the philosophies and approaches to the personal selling process. The course emphasizes the benefits of developing a consultative approach to selling. Focusing on the customer and not on the transaction is the fundamental element in developing long-term business relationships, providing value and establishing differentiation in the marketplace.

MGMT 232  
Marketing Management  
3 Credits Weekly (3-0-0)  
Students develop their skills in making strategic marketing decisions from the perspective of a marketing manager. Qualitative and quantitative analysis are emphasized. The use of financial analysis to assess impacts of marketing decisions is a major focus of this course. Students use a case-based approach to develop understanding and skills in assessing marketing decisions in areas such as product, pricing, promotion, and distribution.  
Prerequisites: ACCT 218 AND MGMT 131.

MGMT 240  
Business Research and Report Writing  
3 Credits Weekly (3-0-0)  
This course introduces students to key concepts and practices used in business research and report writing. Topics include qualitative and quantitative research methods, research ethics, APA reference formatting and research report writing in business. Students examine and evaluate business research that informs business practice in a variety of areas, including marketing, human resources, organizational behaviour, general management and other areas of interest. Students work in groups to undertake a major field research project and produce a written report for a client organization.  
Prerequisites: MGMT 121 or ORGA 201.
MGMT 261
Integrated Management Practice
3 Credits  Weekly (3-0-0)
In this capstone course, students integrate learning from previous courses such as management, accounting, finance, marketing, business research and human resources management. Focusing on the strategic application of management theory from these areas, students demonstrate the ability to translate learning into effective management practice both individually and as part of a team. The core learning activity in this course is a business strategy simulation.
Prerequisites: HRMT 200 and (MGMT 211 and MGMT 240) or (ACCT 218 and MGMT 131 and PGMT 125).

MGMT 301
Introduction to Property Management
3 Credits  Weekly (3-0-0)
Students learn the scope and responsibilities of a commercial and residential property manager. Topics include: ethics in property management, financial analysis and forecasting, client management and the regulatory framework of real estate management.
Prerequisites: FNCE 113 or MATH 112 or MATH 113, MGTS 103 or ACCT 215, BUSN 201 or MGMT 121, ACCT 311 or (ACCT 111 and ACCT 218).

MGMT 312
Entrepreneurship
3 Credits  Weekly (3-0-0)
A practice-based course where students explore entrepreneurial thinking and acting in order to maneuver in entrepreneurial environments which are unpredictable, uncertain and ambiguous. Students will gain the mindset to work in such an environment in the capacity of employee, co-founder or founder of a business. Students learn through experimentation and creation of a lean business plan through application of sound business principles and current practices including lean start up and design thinking. This course requires active engagement - students learn through lecture, case studies, experimentation, video and guest speakers.
Prerequisites: FNCE 113 or MATH 112 or MATH 114 or MATH 120 and either: (ACCT 218, MGMT 121, MGMT 122, MGMT 131) or (ACCT 322, MARK 301 and ORGA 201).
MGTS – MANAGEMENT SCIENCE

MGTS 103  
Probability and Statistics I  
3 Credits  
Weekly (3-1-0)  
Students are introduced to probability; discrete and continuous random variables and probability distributions; expectation and variance; normal and binomial distribution; sampling; sampling distributions for means and proportions. Students are expected to have basic familiarity with computer applications including spreadsheets. Note: Credit can be obtained in only one of STAT 141, STAT 151, MGTS 103, MGTS 200 or MGTS 301.

MGTS 312  
Probability and Statistics II  
3 Credits  
Weekly (3-1-0)  
Students develop knowledge and skills related to multiple regression analysis, model building techniques and related methods within the context of a business environment. Although students are expected to have a basic familiarity with computer applications including spreadsheets, necessary computing skills will be taught as the course proceeds.  
Prerequisites: MGTS 103 or STAT 151 or STAT 141 or equivalent.

MGTS 352  
Operations Management  
3 Credits  
Weekly (3-1-0)  
This is a problem-solving course where students explore the managerial and strategic considerations of operations management decisions by examining and applying techniques such as capacity management, inventory management and control methods, waiting line theory, forecasting, project management and control techniques, and other operations management topics. Spreadsheet modeling is used to implement some of these techniques.  
Prerequisites: One of MGTS 103 or STAT 141 or STAT 151 or ACCT 215.

MGTS 497  
Special Topics in Management Science  
3 Credits  
Weekly (0-0-3)  
This course involves reading, discussing and critically evaluating current research on specialized topics of interest to senior students in the Bachelor of Commerce. Topics covered vary with the interests of students and faculty and may include an applied field research component in business, government or community. Students should consult with faculty members in the Department of Decision Sciences and Supply Chain Management for details regarding current offerings. This course can be taken twice for credit.  
Prerequisites: Minimum of C- in one 300 level MGTS (p. 390) course and consent of the department chair or designate.

MGTS 498  
Independent Studies in Management Science  
3 Credits  
Weekly (0-0-3)  
In consultation with, and supervised by, a member of the department or an approved professional in the community, a senior student undertakes advanced scholarly work related to the field of management science. The faculty member guides the student in designing and undertaking this work, using appropriate assumptions and methods to arrive at warranted conclusions and outcomes that will advance management science knowledge or practice or create meaningful results. Note: This course can be taken twice for credit.  
Prerequisites: Consent of the course instructor and the department chair.
MSYS – MANAGEMENT SYSTEMS

MSYS 200
Introduction to Management Information Systems
3 Credits Weekly (3-0-0)
Students examine the interaction of technology and information in supporting the development of a business strategy. Students apply systems analysis, design, implementation and post implementation review methodologies. Through academic research and case study analysis, students integrate current best practices with emerging technology to meet a variety of business challenges. Students prepare and present a formal report to the CEO of a mock corporation.
Prerequisites: BUSN 201.
MTST – MASSAGE THERAPY

MTST 108
Massage Therapy Foundations
2 Credits Weekly (2-0-0)
Students gain fundamental knowledge about the massage therapy profession including history, standards of practice, adjunctive therapies, as well as current and future trends. Students explore the roles and responsibilities of a massage therapist and the importance of interprofessional collaboration. Medical terminology used in the study of anatomy, physiology, massage theory and techniques is also covered.

MTST 109
Palpation Lab
1 Credit Total (5-10-0)
Developing well refined tactile abilities is an essential skill for a massage therapist. Palpation lab is kinesthetic course focusing on locating important anatomical landmarks including muscle, bone, joints, nerves, arteries and ligaments. Reinforcing musculoskeletal knowledge, this course develops the skills to accurately palpate and identify common anatomical structures of the human body as well as differentiate between normal and abnormal findings.
Prerequisites or Co-requisites: MTST 120.

MTST 115
Functional Survey for Massage Therapists
1 Credit Weekly (1-1-0)
Information and techniques to provide a functional survey of the wellness status of clients seeking massage therapy are presented. Students learn to differentiate normal and abnormal findings and recognize clinical manifestations of abnormal findings. Hygiene and safety issues are addressed.

MTST 120
Human Anatomy I
3 Credits Weekly (3-1-0)
This course is an in-depth study of the anatomical structures of the head, neck, trunk, abdomen, upper and lower extremities. The components of the musculoskeletal system and arthrology are examined in detail. Palpation skills are developed through surface anatomy labs which involve exploration of major bony and soft tissue landmarks.

MTST 122
Human Anatomy II
3 Credits Weekly (3-0-0)
Students develop an understanding of the subcategories of anatomy including structural organization, body cavities, the cell, and tissues of muscle, nerve and bone. Students explore the structure and function of the major systems of the body including: cardiovascular, lymphatic and immune, respiratory, nervous, endocrine, gastrointestinal, urinary, reproductive and integumentary systems. Students are introduced to the special senses.

MTST 125
Physiology I
3 Credits Weekly (3-0-0)
An introduction to the physiology of the body is provided. The nervous, musculoskeletal, cardiovascular, and protective systems are emphasized to explain the relationships between body fluid distribution, sensory stimulation, and the modulation of pain perception.

MTST 126
Physiology II
3 Credits Weekly (3-0-0)
The physiology of the nervous, endocrine, cardiovascular, and immune systems and how these systems co-regulate the functioning of the body is discussed in detail. Hormonal and autonomic control of the respiratory, digestive, urinary, and reproductive systems are emphasized along with an examination of the special senses.
Prerequisites: MTST 125.

MTST 131
Techniques I
3 Credits Total (30-30-30)
This course examines the principles, procedures and techniques involved in providing a wellness massage therapy treatment. Introductory massage techniques, draping, therapist self-care and the use of posture and body mechanics are presented. Students are introduced to SOAP notes, informed consent, hygiene, infection control precautions, indications/contraindications and the principles of massage therapy treatments. Furthermore, students develop and utilize palpation skills in identifying bony landmarks and soft tissue structures.

MTST 137
Developing Therapeutic Relationships
2 Credits Weekly (2-1-0)
This course provides the student with the fundamental knowledge of ethics involved in the development of therapeutic relationships. The application of communication techniques and client/therapist responses to massage therapy are explored. Through discussion and experiential learning, the following topics are examined: professional boundaries, establishing trust, conflict management, interview skills, cultural differences, self-care, body image, transference and countertransference and the management of the therapist’s personal values in client relationships. This course also explores working relationships with the chronically ill, abuse survivors and emotional situations.

MTST 142
Techniques II
3 Credits Total (30-30-30)
This course introduces massage therapy treatment principles and soft tissue / postural assessment skills. An in-depth study and practice of myofascial release, skin rolling, friction massage and muscle stripping techniques are developed in the context of a comprehensive massage therapy treatment. Students learn to work with greater tissue sensitivity and treat with increased depth. Prescribing appropriate home care, introductory thermal therapy and principles of therapist self-care are emphasized. Contraindications and fundamentals of professional documentation are also reinforced.
Prerequisites: MTST 115, MTST 120, MTST 125 and MTST 131.

MTST 143
Techniques III
3 Credits Total (30-30-30)
An in-depth study and practice of thermal therapy, trigger point therapy, Golgi tendon organ, muscle approximation, and origin/insertion techniques are presented in this course. Students learn to recognize contraindications and indications of these treatment modalities as they relate to common pathological conditions. Through experiential learning, students further refine palpation skills required for effective application of these techniques.
Prerequisites: MTST 142, MTST 146.
Prerequisites or Co-requisites: MTST 122.
MTST 146
Body Movements
3 Credits Total (35-10-0)
An in-depth analysis of the structure and muscle function of human movement and gait is explored in this class. Anatomy of upper and lower extremity joints is reviewed. The physical basis of movement and muscle function is examined. Basic movements and sport activities are analyzed. Prerequisites: MTST 120.

MTST 151
Research Literacy for Massage Therapists
1 Credit Weekly (1-0-1)
The basic components of research literacy are covered in this course. Students locate, evaluate and discuss research and professional literature in the context of massage therapy practice. The application of evidence-informed treatment practices and planning to enhance patient care is a major focus. Prerequisites: MTST 108.

MTST 155
Assessment for Massage Therapists I
2 Credits Total (25-20-0)
The basic theory of assessment related to the practice of massage therapy is presented. Assessment of the human body (musculoskeletal) including postural and gait assessment, palpation, range-of-motion, muscle testing, sensation and reflex testing is examined in detail. Assessment related to the cervical spine, thoracic spine and upper body are emphasized. Documentation and interpretation of assessment findings are integral components of the course. Prerequisites or Co-requisites: MTST 120, MTST 146.

MTST 156
Assessment for Massage Therapists II
2 Credits Total (25-20-0)
The theory and techniques from MTST 155 are expanded with emphasis on the lumbar spine and lower body. Documentation and interpretation of assessment findings are integral components of the course. Prerequisites: MTST 155.

MTST 161
Clinical Practice I
1 Credit Total (0-0-45)
This course introduces students to the practice of massage therapy in a supervised clinical setting. Working with the public, students have the opportunity to practice introductory massage therapy techniques and improve skills such as body mechanics, draping, interviewing, informed consent, assessment, recognizing contraindications and the ability to provide basic homecare recommendations. Prerequisites: MTST 108, MTST 131, MTST 115, and Standard First Aid and Health Care Provider Level C CPR.

MTST 162
Clinical Practice II
1 Credit Total (0-0-45)
This course builds on the practical experience gained in clinical practice I. In a supervised setting, students focus on providing massage therapy treatments to a variety of clients. This course offers an opportunity to practice advanced techniques, alternate positioning and sequencing, introductory assessment procedures, charting skills, treatment plan development and prescribe basic self-care. Chair massage is also introduced. Prerequisites: MTST 161, MTST 146 and MTST 142.

MTST 224
Techniques IV
3 Credits Total (30-30-30)
Peripheral joint mobilizations, proprioceptive neuromuscular facilitation, static stretching and lymphatic drainage techniques are explained, demonstrated and practiced in this course. An in-depth understanding of the contraindications and indications of these techniques are explored. Techniques are practiced within the context of a comprehensive treatment plan and an understanding of appropriate assessment and technique treatment modifications. Prerequisites: MTST 143, MTST 155. Co-requisites: MTST 281.

MTST 225
Techniques V
3 Credits Total (30-30-30)
The theory and clinical technique of therapeutic exercise and rehabilitation are presented within the context of massage therapy treatment planning. Case studies are used to facilitate the development of appropriate therapeutic exercise intervention for patients with a variety of musculoskeletal disorders and movement dysfunction. This course also examines the principles, assessment and techniques for lower extremity peripheral joint mobilizations. Prerequisites: MTST 224. Co-requisites: MTST 283.

MTST 226
Techniques VI
3 Credits Total (30-30-30)
Facilitated by case studies, this course takes an integrative approach allowing students the opportunity to consolidate material learned in the program into comprehensive massage therapy treatment protocols for commonly occurring conditions. The focus is on evaluating research to inform clinical decisions about assessment, treatment planning, and therapeutic exercise components of a massage therapy treatment protocol. The benefits and indications of adjunctive therapeutic modalities are also presented. Prerequisites: MTST 225 and MTST 283.

MTST 260
Clinical Practice III
1 Credit Total (0-0-45)
This course involves the application of advanced massage therapy to clients in a supervised setting. The intent is to build on the practical experience and knowledge gained in clinical practice II. This course provides an opportunity to practice advanced techniques on a variety of clinical pathologies and special populations commonly seen by massage therapists. A focus is placed on advanced assessment, treatment planning, application of specialized techniques, and self-care customized to individual clients. Prerequisites: Minimum grade of C- in MTST 162, MTST 155 and MTST 143.

MTST 261
Clinical Practice IV
1 Credit Total (0-0-45)
This course is the supervised application of therapeutic massage techniques to clients in a clinic setting. Case conferences are conducted at which time students present assessment data treatment plans for individual clients. Prerequisites: MTST 156, MTST 260, MTST 273, MTST 281, and Standard First Aid and Health Care Provider Level C CPR.
This course is the final clinical experience in the massage therapy program. The focus of this course is on the application of therapeutic massage techniques to clients with special needs in a supervised clinical setting. Students have the opportunity to develop skills working as part of a health care team through an internship in a hospital setting. Case conferences are conducted at which time students present assessment data and treatment plans for individual clients.

Prerequisites: MTST 283, MTST 261, MTST 274, MTST 225 and Standard First Aid and Health Care Provider Level C CPR.

MTST 265
Business Management for Massage Therapists
2 Credits Weekly (2-0-0)
An introduction to starting and managing a massage therapy business is presented in this course. Sustainable business practices are explored. From an entrepreneurial view, an emphasis is placed upon practice management, business plan development, marketing and service promotion. Creating a resume and developing interview skills is also addressed.

MTST 273
Massage Therapy for Special Populations I
2 Credits Total (25-20-0)
The various stages of the human lifespan are studied in this course. Identifying and applying therapeutic massage techniques as part of a comprehensive treatment for healthy populations throughout the lifespan is focused on. The areas of consideration include pregnancy, infancy, childhood, adolescence, adulthood, and geriatric. Breast massage is also introduced.

Prerequisites: MTST 162 and MTST 143.

MTST 274
Massage Therapy for Special Populations II
2 Credits Total (25-20-0)
The theory and application of therapeutic massage intervention for clients with special needs is examined in this course. The areas considered include post-surgical conditions, psychiatric, chronic illnesses, deteriorating conditions, severe trauma and palliative care.

Prerequisites: MTST 273.
Prerequisites or Co-requisites: HLST 150.

MTST 281
Treatments and Planning I
2 Credits Weekly (2-1-0)
Students explore evidence-informed approaches to treatment planning. The components of a massage therapy treatment plan and its relationship to assessment and desired clinical outcomes are explained. This course examines the principles for planning ongoing massage therapy treatment for individuals with various pathological conditions by using case studies for clinical practice.

Prerequisites: MTST 155, MTST 143, MTST 162.

MTST 283
Treatments and Planning II
2 Credits Weekly (2-1-0)
Building on the knowledge attained in MTST 281, this course involves developing treatment plans for injuries or disorders that affect specific systems of the body. Assessment findings are utilized to make evidence-informed decisions in developing a comprehensive treatment plan. The ability to select appropriate massage techniques and modalities considering patient’s stage of life and condition is also covered.

Prerequisites: MTST 281, MTST 224, MTST 260.
MUSC 100
Introduction to Music
3 Credits Weekly (3-0-0)
This course is an introduction to the study of music through a historical survey of Western art-music with an emphasis on listening, rudimentary theory, and analysis. In addition, students identify some of the individuals and socio-political forces that shaped the development of this music. Students are not required to be able to read or perform music.

MUSC 103
Theory I: Introduction to Music Theory
3 Credits Weekly (3-0-0)
Students are introduced to the rudiments of music and music theory, the fundamentals of functional harmony, and the foundations of common practice and jazz/contemporary harmonic theory. The course is coordinated with Ear Training I curriculum, provides the theoretical background required of first-year principal instrument, master classes and performance ensembles, and prepares students for advanced studies in theory and its application to interpretation, arranging and composition.

MUSC 104
Theory II: Harmony, Voice Leading, and Function
3 Credits Weekly (3-0-0)
Students expand their understanding of the vertical and linear aspects of harmony including chord structure and voicing, voice leading, chord progressions, chord substitutions, harmonic function, and the phrase model. Students focus on the application of theoretical concepts through analysis and writing. The course is divided into two parts: (1) jazz harmony and relevant issues in contemporary popular music; (2) common-practice harmony and voice leading.
Prerequisites: MUSC 103.

MUSC 111
Ear Training I
3 Credits Total (45-0-0)
Students develop essential musical skills including aural identification and vocalization of intervals, chords, rhythms and melodies, as well as sight singing melodies and rhythms. Ear Training I is aligned with course content and learning in Theory I.

MUSC 112
Ear Training II
3 Credits Weekly (0-3-0)
Students continue to develop the essential musical skills introduced in Ear Training I including aural identification and vocalization of intervals, chords, rhythms and melodies, melodic and rhythmic dictation, and sight singing melodies and rhythms. Ear Training II is aligned with instruction and learning in Theory II.
Prerequisites: MUSC 111.

MUSC 123
Musicology I: Historical Musicology
3 Credits Weekly (3-0-0)
This course introduces critical listening, research methods, and writing for musicology through the lenses of historical and critical musicology, with a focus on the composition, performance, reception and aesthetics of music over time.

MUSC 124
Musicology II: Popular Music Studies
3 Credits Weekly (3-0-0)
This course builds on the critical listening, research methods, and writing for musicology introduced in through the lenses of historical and critical musicology in Music 123. By introducing a critical media studies approach to musicology, this course provides an opportunity to discuss musical creative and musical economics in the digital age. This course also introduces contemporary digital research and dissemination approaches.
Prerequisites: MUSC 123.

MUSC 131
Principal Instrument I
3 Credits Total (0-10.5-0)
Students receive individual instruction in technique and its application to repertoire. The course consists of private lessons that primarily prepare the student for the two juried examinations: a technical jury and a repertoire jury. Note: Only full-time students admitted to the Music Program may take this course.

MUSC 132
Principal Instrument II
3 Credits Total (0-10.5-0)
Students receive individual instruction in technique and its application to repertoire. The course consists of private lessons that primarily prepare the student for two juried examinations: a technical jury and a repertoire jury.
Prerequisites: MUSC 131.

MUSC 141
Master Class I
3 Credits Weekly (1.5-2-0)
Master Class I is the first in a series of courses that develop a wide variety of essential performance skills and abilities within an ensemble environment. The Master Class courses address style, repertoire, technique, reading, improvisation, performance, listening and other skills that are necessary for the professional jazz and contemporary popular musician. Note: Only full-time students admitted to the Music Program may take this course.

MUSC 142
Master Class II
3 Credits Weekly (1.5-2-0)
Master Class II is the second in a series of courses that develop a wide variety of essential performance skills and abilities within an ensemble environment. The Master Class courses address style, repertoire, technique, reading, improvisation, performance, listening and other skills that are necessary for the professional jazz and contemporary popular musician.
Prerequisites: MUSC 141.

MUSC 188
Performance Ensemble
0 Credits Total (0-0-45)
MUSC 188 fulfills the performance ensemble requirement in Term I of the Bachelor of Music. Through focused independent practice, weekly rehearsals and public performances, this course provides each student the opportunity to develop and interpret repertoire drawn from jazz and contemporary popular music. Based on an audition process, students are placed in an appropriate ensemble under the direction of a music faculty member. The ensembles vary in instrumentation and size, which are determined by stylistic specificity and repertoire.
MUSC 189
Performance Ensemble
0 Credits  Total (0-0-45)
MUSC 189 fulfills the performance ensemble requirement in Term II of the Bachelor of Music. Through focused independent practice, weekly rehearsals and public performances, this course provides each student the opportunity to develop interpretative skills from drawn from jazz and contemporary popular music. Based on an audition process, students are placed in an appropriate ensemble under the directorship of a music faculty member. The ensembles vary in instrumentation and size, which are determined by stylistic specificity and repertoire.
Prerequisites: MUSC 188.

MUSC 201
Theory III: Jazz Harmony and Analysis
3 Credits  Weekly (3-0-0)
Building on the rudiments of jazz harmony introduced in Year 1, this course presents an in-depth study of the vertical and linear structures that are characteristic of traditional and contemporary jazz compositions. Critical listening aligned with score reading is an important activity in this course. Topics include harmonic function, chord construction, chord substitution and linear embellishment, voicing and voice leading, melody, rhythm and form. Students complete analytical, critical listening and critical writing assignments that draw from the significant styles and genres of jazz.
Prerequisites: MUSC 104 or MUSC 102.

MUSC 202
Theory IV: Chromatic Harmony
3 Credits  Weekly (3-0-0)
This course examines the formal, structural, and harmonic techniques used in tonal music from the late eighteenth century through to the early twentieth century. The study of tertian harmonic structures and chromatic manipulation, and the crucial relationship between harmony, function, and form is the focus of this course. Topics include chromatic harmony, sequences, mixture, modulation, form and analysis. Repertoire for study draws from the symphonic, concerto and chamber music literature from the historical periods in question. Students enhance their theoretical and practical understanding of chromatic harmony by completing a number of compositional, analytical and critical listening assignments.
Prerequisites: MUSC 201.

MUSC 207
Songwriting I
3 Credits  Weekly (2-1-0)
This course is an introduction to the art and craft of songwriting in which students develop proficiency in a variety of songwriting techniques. An examination of the songwriting process and related concepts include the relation of meter and rhythm to motive and melody, form, attaching lyrics to melody, and song refinement.
Prerequisites: MUSC 104 or MUSC 102.

MUSC 208
Songwriting II
3 Credits  Weekly (1-2-0)
In this course, students continue to explore the art and craft of songwriting. Students examine and develop skills in a variety of songwriting techniques and concepts including writing lyrics and melodies, utilizing song forms, setting lyrics to melody, rewriting, and co-writing. A component of this course examines market trends, song demos, marketing songs, and other aspects of the business of songwriting.
Prerequisites: MUSC 104 or MUSC 102.

MUSC 211
Composition I
3 Credits  Weekly (3-0-0)
This course introduces students to the art and craft of composition and prepares them for further study in this area. Through lectures, demonstrations, score study and listening, students acquire familiarity with the melodic, harmonic, and rhythmic elements and techniques of composition that apply to a wide range of genres and styles in the context of jazz and contemporary idioms. Students develop essential skills as they complete a variety of compositions that focus on blues, modal, and groove/ostinato based composition.
Prerequisites: MUSC 104 or MUSC 102.

MUSC 212
Composition II
3 Credits  Weekly (3-0-0)
Students continue the study of jazz and contemporary idioms through lectures, demonstrations, score analysis and listening. Compositions in this course address complex formal structures, counterpoint and ensemble writing. Students develop essential skills as they complete a variety of compositions that explore contrafact ballads, complex modal forms and an introduction to string quartets and film scoring.
Prerequisites: MUSC 211.

MUSC 213
Ear Training III
3 Credits  Weekly (3-0-0)
Ear Training III addresses three interrelated areas of study: aural skills, sight-reading skills, and music theory. The ability to recognize and identify elemental musical structures and to determine their relationships through traditional and jazz theory is a primary focus of this course. Singing is practiced in class using the Tonic sol-fa system in conjunction with the scale-degree system.
Prerequisites: MUSC 112.

MUSC 214
Ear Training IV
3 Credits  Weekly (3-0-0)
In Ear Training IV, students continue to explore the relationship of aural and reading skills, and music theory. Regular activities include melodic, harmonic, and rhythmic dictation exercises, singing using the Tonic sol-fa system in conjunction with the scale-degree system, and performing rhythms in simple, compound, asymmetrical and composite meters. Examples and excerpts used in this course reflect a wide stylistic perspective (traditional, contemporary popular, and jazz).
Prerequisites: MUSC 213.

MUSC 215
Functional Keyboard I
1.5 Credits  Weekly (0-2-0)
In this course, instrumentalists and vocalists are introduced to the essential keyboard skills required of contemporary musicians. Students develop basic technical ability and reading skills through exercises, études, and examples drawn from jazz and contemporary popular repertoires. Students study a syllabus of scales, chords, voicings, progressions and voice leading models, and prepare for a final performance examination comprising technical, sight-reading, and repertoire components. Note: This course is not open to pianists (Principal and Applied Instrument).
Prerequisites: MUSC 132 and (MUSC 104 or MUSC 102).
MUSC 216
Functional Keyboard II
1.5 Credits  Weekly (0-2-0)
This course continues to develop the concepts and skills introduced in Functional Keyboard I. Through the study of technical exercises and études in combination with examples drawn from jazz and contemporary popular repertoires, students develop essential techniques, reading skills, and basic accompanying skills. Students study a comprehensive syllabus of scales and chords, progressions, voicings and voice leading models, and prepare for a performance exam comprising technical, sight-reading, and repertoire components that reflect a diversity of contemporary styles. Note: This course is not open to pianists (Principal and Applied Instrument).
Prerequisites: MUSC 215.

MUSC 217
Accompanying I
1.5 Credits  Weekly (1.5-0-0)
Accompanying I focuses on developing the skills required of pianists (Principal and Applied Instrument courses) to accompany vocalists and instrumentalists through the study of contemporary popular repertoires. Emphasis is also placed on developing an awareness of style and genre, fostering critical listening skills, and exploring the dynamic relationship between the accompanist and the soloist. Students prepare for a juried performance examination that consists of sight-reading and repertoire components.
Prerequisites: MUSC 132 (piano).

MUSC 218
Accompanying II
1.5 Credits  Weekly (1.5-0-0)
Accompanying II continues to develop the skills required of pianists (Principal and Applied Instrument courses) to accompany vocalists and instrumentalists through the study of standard blues and R&B, jazz, and contemporary musical theatre repertoires. Emphasis is also placed on developing an awareness of style and genre, fostering critical listening skills, and exploring the dynamic relationship between the accompanist and the soloist. Students prepare for a juried performance examination that consists of sight-reading and repertoire components.
Prerequisites: MUSC 217.

MUSC 221
Applied Instrument I
1.5 Credits  Total (0-5.25-0)
Upper-year students in the Composition and General routes receive bi-weekly private lessons on their major instrument with focus on technique, repertoire development and style. The private teacher and the student select pieces from standard jazz and popular music repertoires for study and examination. Students also prepare for a juried technical examination that is given at the end of term.
Prerequisites: MUSC 132.

MUSC 222
Applied Instrument II
1.5 Credits  Total (0-5.25-0)
This course builds on the skills developed in Applied Music I. Upper-year students in the Composition and General routes continue to receive bi-weekly private lessons on their major instrument, with focus on technique, repertoire development and style. The private teacher and the student select pieces from standard jazz and popular music repertoires for study and examination. Students complete a juried repertoire examination given at the end of term at which they are assessed on presentation, technical ability, interpretation and stylistic aspects.
Prerequisites: MUSC 221.

MUSC 233
Principal Instrument III
3 Credits  Total (0-10.5-0)
Performance majors receive individual instruction in technique and its application to repertoire. The course consists of private lessons that primarily prepare the student for two juried examinations: a technical jury and a repertoire jury.
Prerequisites: MUSC 132.

MUSC 235
Principal Instrument IV
3 Credits  Total (0-10.5-0)
Performance majors receive individual instruction in technique and its application to repertoire. The course consists of private lessons that primarily prepare the student for two juried examinations: a technical jury and a repertoire jury.
Prerequisites: MUSC 233.

MUSC 243
Master Class III
3 Credits  Weekly (1.5-2-0)
Master Class III is the third in a series of courses that develop a wide variety of essential performance skills and abilities within an ensemble environment. The Master Class courses address style, repertoire, technique, reading, improvisation, performance, listening and other skills that are necessary for the professional jazz and contemporary popular musician.
Prerequisites: MUSC 132 and MUSC 142.

MUSC 244
Master Class IV
3 Credits  Weekly (1-2-0)
Master Class IV is the final course in the series of courses that develop a wide variety of essential performance skills and abilities within an ensemble environment. The Master Class courses address style, repertoire, technique, reading, improvisation, performance, listening and other skills that are necessary for the professional jazz and contemporary popular musician.
Prerequisites: MUSC 243.

MUSC 253
Live Sound Reinforcement I
3 Credits  Weekly (2-1-0)
This course addresses sound reinforcement for music applications. Students examine sound in live situations, how sound behaves and how it is amplified. Students are introduced to the essential equipment used in the sound reinforcement industry, and develop the skills and abilities necessary to set up and operate a basic PA system. The course integrates practical experience in a concert or event setting with classroom instruction.
Prerequisites: MUSC 132 and MUSC 142.

MUSC 254
Live Sound Reinforcement II
3 Credits  Weekly (2-1-0)
This course continues to develop the skills established in Live Sound Reinforcement I. Students expand their knowledge of advanced concert sound reinforcement. Students also acquire an understanding of the duties and responsibilities of all the people involved with a major concert and how to work as part of that crew. The course integrates practical experience in a concert or event setting with classroom instruction.
Prerequisites: MUSC 253.
MUSC 263
Introduction to Music Technology and Production
3 Credits Weekly (2-1-0)
This course provides students with an understanding of the primary
types of technology commonly used in music. In addition to lectures, the
course has a lab component in which students acquire basic operational
skills for various music technologies. Topics include: Macintosh laptop
and operating systems; an introduction to the principles of sound,
microphones and recording; computer-based notation: sequencing;
mixing and effects processing; an introduction to MIDI; synthesis; a
survey of the various hardware used in other program courses.  
Prerequisites: MUSC 104 or MUSC 102.

MUSC 294
Performance Ensemble
0 Credits Total (0-0-45)
MUSC 294 fulfills the performance ensemble requirement in Term III of
the Bachelor of Music. Through focused independent practice, weekly
rehearsals and public performances, this course provides each student
the opportunity to develop and interpret repertoire drawn from jazz and
contemporary popular music. Based on an audition process, students
are placed in an appropriate ensemble under the directorship of a music
faculty member. The ensembles vary in instrumentation and size, which
are determined by stylistic specificity and repertoire.  
Prerequisites: MUSC 189.

MUSC 295
Performance Ensemble
0 Credits Total (0-0-45)
MUSC 295 fulfills the performance ensemble requirement in Term IV of
the Bachelor of Music. Through focused independent practice, weekly
rehearsals and public performances, this course provides each student
the opportunity to develop and interpret repertoire drawn from jazz and
contemporary popular music. Based on an audition process, students
are placed in an appropriate ensemble under the directorship of a music
faculty member. The ensembles vary in instrumentation and size, which
are determined by stylistic specificity and repertoire.  
Prerequisites: MUSC 294.

MUSC 301
Special Project I
1 Credit Weekly (0-0-2)
This course provides the student an opportunity to explore a specific area
of interest. Projects are faculty supervised and may focus exclusively
on creative work, performance, research and writing, recording and
production, or an aspect of music management, or incorporate a
combination of these areas. Students require prior approval of the chair
of music in order to be eligible to enroll in this course. NOTE: Upon
successful completion of the first attempt at MUSC 301 and permission
from the chair of music in consultation with the faculty supervisor,
students may repeat this course for credit in order to continue and
develop their projects.  
Prerequisites: ENGL 102 and 103, and 30 credits of BMus courses including
MUSC 123 and 124.

MUSC 302
Special Project II
2 Credits Weekly (0-0-4)
This course provides the student an opportunity to explore a specific area
of interest. Projects are faculty supervised and may focus exclusively
on creative work, performance, research and writing, recording and
production, or an aspect of music management, or incorporate a
combination of these areas. Students require prior approval of the chair
of music in order to be eligible to enroll in this course. NOTE: Upon
successful completion of the first attempt at MUSC 302 and permission
from the chair of music in consultation with the faculty supervisor,
students may repeat this course for credit in order to continue and
develop their projects.  
Prerequisites: ENGL 102 and 103, and 30 credits of BMus courses including
MUSC 123 and 124.

MUSC 303
Special Project III
3 Credits Weekly (0-0-6)
This course provides the student an opportunity to explore, in depth, a
specific area of interest. Projects are faculty supervised and may focus
exclusively on creative work, performance, research and writing, recording
and production, or an aspect of music management, or incorporate a
combination of these areas. Students require prior approval of the chair
of music in order to be eligible to enroll in this course.  
Prerequisites: ENGL 102 and 103, and 30 credits of BMus courses including
MUSC 123 and 124.

MUSC 313
Arranging I: Introduction to Arranging
3 Credits Weekly (1-2-0)
Students acquire practical knowledge of arranging for the small
jazz ensemble. Topics include woodwind, brass and rhythm section
instruments, rhythm section arranging, two, three and four-part
harmonizations, “thickened line” writing, background writing, linear/
contrapuntal concepts in 2-part writing, and considerations of form
and balance in planning an arrangement. Course content is structured
towards a full-scale arrangement as the final major project.  
Prerequisites: MUSC 201.

MUSC 314
Arranging II: Arranging for Large Ensembles
3 Credits Weekly (1-2-0)
Building on the concepts, techniques and skills acquired in Arranging
I, students expand their knowledge of harmony and orchestration in
order to write for the contemporary jazz orchestra (big band). Concepts
and techniques presented in lectures, in addition to insights gained
through the analysis of seminal recordings and scores, are developed
through practical assignments. Students are encouraged to develop their
personal style, and will produce a complete, original arrangement for big
band as the final project.  
Prerequisites: MUSC 313.
MUSC 326
Composition III
3 Credits   Weekly (3-0-0)
The focus of this course is writing for the voice. Through analysis and writing projects, students expand their knowledge of compositional issues as they apply and adapt techniques to the creation of Art Songs, Popular Songs and Chorale writing. In addition to lectures, students receive private lessons in which pertinent issues relating to their own compositions are addressed. Students present works-in-progress and discuss their process to the class, and present completed works in recitals.
Prerequisites: MUSC 212.

MUSC 327
Composition IV
3 Credits   Weekly (3-0-0)
This course explores the primary movements of twentieth-century post-tonal composition, including impressionism, serialism, and minimalism. Students develop technique in these styles by writing for a variety of instrumentation. In addition to lectures, students receive private lessons in which pertinent issues relating to their creative compositional works are addressed. Students present works-in-progress and discuss their process to the class, and present completed works in recitals.
Prerequisites: MUSC 326.

MUSC 335
Principal Instrument V
3 Credits   Total (0-10.5-0)
Performance majors receive private lessons on their major instrument with a focus on technique, repertoire development, style, applied theory and development of aural skills. In addition, the private lesson prepares performance majors for the juried repertoire performance examination held at the end of the term.
Prerequisites: MUSC 235 or MUSC 234.

MUSC 336
Principal Instrument VI
3 Credits   Total (0-10.5-0)
Performance majors receive private lessons on their major instrument with a focus on technique, repertoire development, style, applied theory and development of aural skills. In addition, the private lesson prepares performance majors for their Junior Recital (MUSC 371).
Prerequisites: MUSC 335.
Co-requisites: MUSC 371.

MUSC 348
Contemporary Issues in Performance Practice and Techniques I
1.5 Credits   Weekly (0-2-0)
This course examines issues and performance practices in jazz and contemporary popular music from theoretical and practical viewpoints. Students analyze performance practice, investigate artistic and style-related topics, prepare repertoire to perform in master-class settings, and research pertinent issues and present findings. This course also prepares students for the Junior Recital (MUSC 371).
Prerequisites: MUSC 244 and MUSC 235.

MUSC 358
Improvisation I
1.5 Credits   Weekly (1.5-0-0)
This course is a study of improvisation practices and techniques idiomatic to jazz music, with an emphasis on standard and bebop repertoire. Through analyses of seminal recorded performances, transcription and listening assignments, and in-class performance, students will develop a practical understanding of jazz language, sound, feel, and phrasing, as well as theoretical concepts such as melodic and rhythmic development, chord/scale relationships, and motivic development. The vital role of the rhythm section in improvisation, including comping, interplay, texture, and dynamics, will also be examined.
Prerequisites: MUSC 201 and (MUSC 247 or MUSC 244).

MUSC 359
Improvisation II
1.5 Credits   Weekly (1.5-0-0)
This course builds on skills and knowledge presented in MUSC 358 (Improvisation I). This course is a study of improvisation practices and techniques idiomatic to jazz music, with an emphasis on modal, modern, and contemporary repertoire. Through analyses of seminal recorded performances, transcription and listening assignments, and in-class performance, students will develop a practical understanding of modern jazz language, sound, feel, and phrasing, as well as theoretical concepts such as thematic development, modal harmony, chromaticism, melodic and harmonic superimposition, and polyrhythms. The varied roles of the rhythm section and ensemble in modern jazz performance, from comping and interplay to collective improvisation, will also be examined.
Prerequisites: MUSC 358.

MUSC 361
Introduction to Music Career Management
3 Credits   Weekly (3-0-0)
This course is an overview of fundamental issues that have an impact on the contemporary musician's career. Students will be introduced to a broad range of topics, providing them with basic knowledge and tools to begin managing their own careers, as well as a foundation for more advanced study in subsequent music career management courses. Topics include ethics and professional practice, career planning, financial literacy, entrepreneurship, marketing, intellectual property, project planning, fundraising, musician's health, and social issues in the music industry.

MUSC 362
The Business of Music
3 Credits   Weekly (3-0-0)
Students examine the financial, legal and political aspects of the music business. The focus of this course is on the fundamentals of a contract, the independent musician as a legal entity, copyrights, finance and planning, accounting practices, and the principles of project management. Sources to fund or finance a project are introduced, including grant awards in Canada. Opportunities and requirements to work internationally are discussed.
Prerequisites: MUSC 361 or MUSC 271.
MUSC 364
Applications in Music Technology I
3 Credits Weekly (1-2-0)
This course focuses on the development of the creative application of technologies used in current music and audio production, and the foundations and theories that underlie these skills and practices. Through classroom and focused project work, students gain knowledge and experience with Digital Audio Workstation (DAW)-centric composition and production with emphasis on synthesizer programming, MIDI and audio tracking, editing and mixing, working with visual media, audio mastering, and delivery.
Prerequisites: MUSC 263 or MUSC 261.

MUSC 366
Introduction to the Recording Studio
3 Credits Weekly (0-4-0)
This course is an introduction to the theory and practice of recording engineering. Students study the behaviour of sound, acoustics, recording studio design, analog and digital audio, and the theory and operation of common recording studio equipment. Practical learning concentrates on studio procedures, set up, and the operation of equipment. Students learn to make optimal use of a state-of-the-art recording studio as they complete a variety of multi-track recording projects.
Prerequisites: MUSC 263 or MUSC 261.

MUSC 371
Junior Recital
0 Credits Weekly (0-0-0)
The Junior Recital is a juried public recital in which performance majors demonstrate their ability to prepare and rehearse a varied repertoire, and exhibit stylistic awareness, technical and artistic prowess, musical imagination, and professionalism. Students create the arrangements and direct the rehearsals, prepare the printed programme and provide the posters, and coordinate with production and recording technicians. The repertoire draws from the Jazz, World and Contemporary Popular areas, and is selected in consultation with the student’s private lesson instructor and faculty supervisor [section head].
Prerequisites: MUSC 335.
Co-requisites: MUSC 336.

MUSC 380
Directed Project
3 Credits Weekly (0-0-1)
This is a faculty-supervised, project-driven course that allows senior-level students to pursue independent work in a primary area of interest, including research and writing, composing, recording, or preparing and performing repertoire. Students are required to submit a formal proposal and obtain the written approval of the chair of music in order to be eligible to enroll in this course. NOTE: Upon successful completion of the first attempt at MUSC 380 and permission from the chair of music in consultation with the faculty supervisor, students may repeat this course for credit in order to continue and develop their projects.
Prerequisites: 60 credits of BMus courses including MUSC 123 and MUSC 124.

MUSC 396
Performance Ensemble
1 Credit Total (0-0-45)
MUSC 396 fulfills the performance ensemble requirement in Term V of the Bachelor of Music. Through focused independent practice, weekly rehearsals and public performances, this course provides each student the opportunity to develop and interpret repertoire drawn from jazz and contemporary popular music. Based on an audition process, students are placed in an appropriate ensemble under the directorship of a music faculty member. The ensembles vary in instrumentation and size, which are determined by stylistic specificity and repertoire.
Prerequisites: MUSC 295.

MUSC 397
Performance Ensemble
1 Credit Total (0-0-45)
MUSC 397 fulfills the performance ensemble requirement in Term VI of the Bachelor of Music. Through focused independent practice, weekly rehearsals and public performances, this course provides each student the opportunity to develop and interpret repertoire drawn from jazz and contemporary popular music. Based on an audition process, students are placed in an appropriate ensemble under the directorship of a music faculty member. The ensembles vary in instrumentation and size, which are determined by stylistic specificity and repertoire.
Prerequisites: MUSC 396.

MUSC 415
Orchestration
3 Credits Weekly (1-2-0)
This course introduces students to writing for the symphony orchestra through a brief survey of the historical development of the orchestra, with focus on the principal families of instruments that constitute the modern orchestra. Students acquire knowledge of the characteristics and roles of orchestral instruments, and the notational conventions associated with scoring for these instruments. Periodic writing assignments reinforce the essential principles of orchestration including featuring, combining and balancing instruments for pragmatic and expressive reasons, and realizing orchestral arrangements from piano scores, compositional sketches and other musical media. The final project for this course is a fully scored orchestration of an excerpt or piece.
Prerequisites: MUSC 313 or (MUSC 203 and MUSC 204).

MUSC 416
Scoring for Film and Other Visual Media
3 Credits Weekly (1-2-0)
This course focuses on the aesthetic and technical demands of composing and producing music for feature films, episodic television, and other visual media, with emphasis on the concepts of musical association and musical meaning. Students are introduced to a wide variety of notable film scores, complete a series of scoring projects for mixed instrumentation using virtual and real instruments, and learn how to synchronize music with visual media through the use of computer software and real time methods.
Prerequisites: MUSC 263 or MUSC 261 AND MUSC 313 or (MUSC 203 and MUSC 204).
MUSC 417
Composition V
1.5 Credits  Total (0-22.5-0)
The focus of this course is the development of the student's unique voice as a composer. Students continue to undertake extensive writing projects in anticipation of the Composition Graduation Recital. Lectures and labs address pertinent issues relating to their compositions, including labs in song writing, composing in the digital-audio workstation (DAW) environment, composing for chamber ensembles, and jazz combo/big band writing.
Prerequisites: MUSC 327.

MUSC 418
Composition VI
1.5 Credits  Weekly (1.5-0-0)
This course focuses on final preparation for the Composition Graduation Recital, which is a juried, public concert of original works. Lectures and labs follow the same structure as Composition V (MUSC 417), allowing students to continue developing their music toward the final recital.
Prerequisites: MUSC 417.
Co-requisites: MUSC 474.

MUSC 424
Ethnomusicology
3 Credits  Weekly (3-0-0)
Students will be introduced to development and current practice of ethnomusicology in Canada with special attention to the methods of research that make the discipline a unique form of musicology. Students explore music as sound and culture, as social practice, as a contributor to the creative economy, and as expression of meaning with emphasis on the development of ethnographic methods and contemporary methods of research dissemination.
Prerequisites: MUSC 427.

MUSC 426
History of Electro-Acoustic Music
3 Credits  Weekly (3-0-0)
In this course, students examine the history of electro-acoustic music in relation to the significant composers of this music and their seminal works. Through lectures, readings, critical listening and analysis, students investigate the ideas, techniques and technologies that determined the development of this genre and its influence on other genres. Students are introduced to the various instruments inherent to the genre and the unique and often idiosyncratic notational systems used by various composers. Aesthetics of electro-acoustic music in context of other 20th-century musical and cultural movements, and the ethical problems and controversies arising from the use of musique concrète and sampling techniques are also addressed.
Prerequisites: MUSC 263 or MUSC 261.

MUSC 427
Cultural Studies of Music
3 Credits  Weekly (3-0-0)
This course focuses on the analysis of contemporary popular music culture and the key thinkers and theorists from cultural studies and critical theory who have made seminal contributions to the field. The development of research and writing methods is an essential aspect of this course.
Prerequisites: MUSC 123 and 124.
MUSC 465
Applications in Music Technology II
3 Credits  Weekly (1-2-0)
Building on the skills and theory introduced in MUSC 364, this course explores the advanced use of technology in music composition and audio production. Topics include sound design, synthesizer programming, advanced work with visual media, and advanced DAW-based MIDI and audio production techniques, all of which are addressed at a level commensurate with professional-level expectations. Additional topics include advanced synthesis designs, alternate controllers and control protocols, multi-channel audio production, and an introduction to interactive programming.
Prerequisites: MUSC 364.

MUSC 467
Recording Studio Production
3 Credits  Weekly (0-4-0)
This course focuses on the producer’s critical and varied roles in the process of recording studio production. Through lectures, reading, analytical listening, and project-driven coursework, students will solidify their understanding of the process of music production in context of the recording studio environment. Ultimately, students will model the traits of the successful producer in realistic production situations.
Prerequisites: MUSC 366.

MUSC 468
Acoustics and the Science of Musical Instruments
3 Credits  Weekly (3-0-0)
This course explores the physical and psychological nature of sound. Students learn about the entire life of a sound, starting with its physical origins from musical instruments, how it travels in the environment, and how the listener perceives it. Students undertake several projects in which they will apply essential principles to real-life situations and creatively explore key concepts.
Prerequisites: MUSC 261 or MUSC 263.

MUSC 472
Area Examination
0 Credits  Weekly (0-0-0)
Performance majors present and defend a programme proposal for their Graduation Recital (MUSC 473) that speaks to their knowledge of the repertoire in terms of historical and contemporary sources, the significance of the selected works, the important musicians associated with these works, the genres and styles, and the requirements of preparing for and mounting the recital.
Prerequisites: MUSC 348, MUSC 336 and MUSC 371.
Co-requisites: MUSC 437 and MUSC 452.

MUSC 473
Graduation Recital, Performance Major
0 Credits  Weekly (0-0-0)
The Graduation Recital, Performance (MUSC 473) is a “main stage” juried public concert. Performance majors prepare and rehearse a varied repertoire that speaks to their primary artistic and professional interests and goals. In this recital, students exhibit stylistic authenticity, technical mastery, artistic prowess, musical imagination, and professionalism. Students create the arrangements and direct the rehearsals, prepare the printed programme and provide the posters, and coordinate with production and recording technicians. The repertoire and all other aspects of this recital are determined and approved in consultation with the student’s private lesson instructor and faculty supervisor through the process of the Area Examination (MUSC 472).
Prerequisites: MUSC 472 and MUSC 452 and MUSC 437.
Co-requisites: MUSC 438.

MUSC 474
Graduation Recital and Portfolio (Composition)
0 Credits  Weekly (0-0-0)
The Graduation Recital is a “main stage” juried, public concert that represents the culmination of the candidate’s studies in composition. In this recital, students exhibit personal compositional style, technical mastery, artistic prowess, musical imagination, and professionalism. In addition to the creation of the compositions and preparation of the scores and parts, students direct the rehearsals, prepare the printed programme and provide the posters, and coordinate with production and recording technicians.
Prerequisites: (MUSC 417 or MUSC 413) and MUSC 415 and MUSC 314.
Co-requisites: MUSC 418.

MUSC 476
Health Issues and the Professional Musician
3 Credits  Weekly (3-0-0)
The study, practice, performance, creation, and production of music necessitate repetitive processes that make musicians prone to a number of physical and mental ailments. Students identify and understand common ailments that frequently affect professional musicians, examine the importance of physical and mental fitness in the prevention of these ailments, and investigate a variety of resources, techniques and strategies to manage and/or cope with stresses inherent to the profession.
Prerequisites: MUSC 361 or MUSC 271.

MUSC 482
Independent Study
3 Credits  Weekly (0-0-1)
This course presents an opportunity for fourth-year students who wish to pursue in-depth advanced studies in their primary area of interest (research and writing, composition, performance, recording). With the guidance of a faculty supervisor, students will produce a publishable document suitable to the discipline under study as the primary outcome of this course. Students are required to submit a formal proposal and obtain the written approval of the chair of music in order to be eligible to enroll in this course. NOTE: Upon successful completion of the first attempt at MUSC 482 and permission from the chair of music in consultation with the faculty supervisor, students may repeat this course for credit in order to continue and develop their projects.
Prerequisites: 90 credits of BMus courses including MUSC 123 and 124.

MUSC 498
Performance Ensemble
1.5 Credits  Total (0-0-45)
MUSC 498 fulfills the performance ensemble requirement in Term VII of the Bachelor of Music. Through focused independent practice, weekly rehearsals and public performances, this course provides each student the opportunity to develop and interpret repertoire drawn from jazz and contemporary popular music. Based on an audition process, students are placed in an appropriate ensemble under the directorship of a music faculty member. The ensembles vary in instrumentation and size, which are determined by stylistic specificity and repertoire. NOTE: MUSC 498 is required only for the BMus Performance major, and is optional for the Composition and General routes.
Prerequisites: MUSC 397.
MUSC 499
Performance Ensemble
1.5 Credits Weekly (0-0-3)
MUSC 499 fulfills the performance ensemble requirement in Term VIII of the Bachelor of Music. Through focused independent practice, weekly rehearsals and public performances, this course provides each student the opportunity to develop and interpret repertoire drawn from jazz and contemporary popular music. Based on an audition process, students are placed in an appropriate ensemble under the directorship of a music faculty member. The ensembles vary in instrumentation and size, which are determined by stylistic specificity and repertoire. NOTE: MUSC 499 is required only for the BMus Performance major, and is optional for the Composition and General routes.
Prerequisites: MUSC 498.
NURS 150
The Discipline of Psychiatric Nursing
3 Credits  Weekly (3-0-0)
Historical, current and future perspectives of the disciplines of nursing and psychiatric nursing are introduced. Nursing and psychiatric nursing as a science, art, discipline and professional practice are discussed. Selected theories and models are explored, focusing on philosophical viewpoints and their influence on knowledge and practice. The roles, scope and standards of psychiatric nursing practice are examined from provincial, national and international perspectives, as well as in terms of organizations and legislation. The professional code of ethics and approaches to ethical decision making are introduced. Thinking processes related to the discipline are developed.

NURS 170
The Discipline of Nursing
4 Credits  Weekly (4-0-0)
This course begins the pre-licensure program of study for the Bachelor of Science in Nursing Program (BScN). It has a conceptual framework of knowing, thinking, doing, being, and becoming. Students are introduced to the disciplinary knowledge that grounds nursing science and informed professional nursing practice. It provides foundational knowledge to begin the students’ socialization into the discipline and the role of a professional baccalaureate prepared nurse. The nature of nursing knowledge and science is understood through philosophical viewpoints, disciplinary ways of knowing, and selected theories, models, and constructs.

NURS 175
Nursing Practice Foundations
5 Credits  Total (30-30-75)
In this course, foundational nursing practice knowledge and skills are acquired and integrated within classroom, laboratory, simulation and practice settings with an individual patient/client. The nursing process is introduced and applied to the provision of basic nursing care in order to promote health, safety and comfort. Developmental and physiological factors that impact activities of daily living across the lifespan are discussed. Students utilize communication skills to develop nurse-patient/client relationships, establish professional boundaries, and interact with other health care providers in the organization and implementation of care.
Prerequisites: Minimum grade of C- in NURS 170 and HLST 152.

NURS 251
Nursing Care, Diverse Populations
4 Credits  Weekly (3-2-0)
Learners develop knowledge, skills and attitudes for evidence-informed, culturally sensitive, age appropriate, holistic nursing care with persons from diverse populations who experience acute or chronic alterations in health. Learners incorporate selected nursing theories and models as a framework for understanding illness experiences and the promotion of health and healing. Management and alleviation of symptoms and capacity building are discussed with perspectives of mind-body experiences of illness. Teaching and learning principles are applied to health promotion, illness/injury prevention and explanations of care to individuals and families. Reflection on and evaluation of individualized nursing care are promoted through practice scenarios and contextual simulations. Best practice guidelines, current evidence and legal-ethical considerations are emphasized. Learners examine roles of the health team and intersectoral members for optimal provision and transition of care across settings. Note: Learners can obtain credit in only one of NURS 251 or NURS 270.
Prerequisites: Minimum grade of C- in PNRS 155, PSYC 104 and PSYC 105.
Prerequisites or Co-requisites: HLSC 220, HLSC 222, NURS 252.

NURS 252
Health Assessment Across the Lifespan
4 Credits  Weekly (3-3-0)
Students develop knowledge, skills and attributes for a holistic health assessment of individuals across the lifespan. Health history taking, physical and contextual assessments, information retrieval and data appraisal, communication techniques, and documentation of findings are incorporated into assessment of health. Using a socio-environmental approach, consideration is given to alterations in health and evaluation of nursing, medical and pharmacological interventions, as well as development of health promotion strategies. Students integrate the unique and shared experiences of patients/clients. Students develop and demonstrate skills in history taking, interviewing and physical examination with individuals. Critical thinking and clinical reasoning are developed through participation in laboratory, classroom and simulation activities.
Prerequisites: Minimum grade of C- in HLST 154, and either NURS 175 or PNRS 152.
Prerequisites or Co-Requisites: HLSC 220 and HLSC 222.

NURS 253
Nursing Practice, Diverse Populations I
5 Credits  Total (10-0-143)
Students plan, implement, coordinate, and evaluate nursing care for clients experiencing chronic and/or stable acute alterations in health. Theories, knowledge, current evidence, and a broad range of skills for nursing practice are incorporated to provide culturally sensitive, age-appropriate, evidence-informed, holistic nursing care. Clinical nursing skills are applied to promote optimal health and to evaluate, intervene, and advocate for persons with alterations in health status. Collaboration with the client, family, and interprofessional and intersectoral team members is incorporated.
Prerequisites: Minimum grade of C- in HLSC 220, HLSC 222, NURS 251, NURS 252, and PNRS 252.
NURS 255
Nursing Practice, Diverse Populations II
5 Credits  Total (10-0-143)
Students build on the knowledge and skills attained in NURS 253, with an emphasis on holistic care and evidence-informed practice. The nursing focus is on promotion of optimal wellness and provision of safe, competent, ethical nursing care for clients experiencing chronic and/or acute alterations in health, working with situations of increasing complexity. Critical thinking, problem solving, and ethical reasoning are enhanced. Collaboration with the client, family, and interprofessional and intersectoral members continues.
Prerequisites: Minimum grade of C- in NURS 253.

NURS 270
Nursing Care Across the Lifespan
4 Credits  Weekly (3-2-0)
Students develop knowledge, skills and attributes in order to provide evidence-informed nursing care for individuals and families across the lifespan with chronic and/or stable acute alterations in health. Selected nursing theories and models are incorporated as a framework for understanding illness experiences and the promotion of health and healing and capacity-building using such strategies as practice scenarios, contextual simulations and reflection on practice. Management and alleviation of symptoms are discussed within a mind-body-spirit perspective. Principles of client education and person-centred care are applied to promote health and prevent illness/injury. The role of the nurse within the interprofessional team is explored for provision and transition of care across settings.
Prerequisites: Minimum grade of C- in HLST 154, NURS 175, PSYC 104, and PSYC 105.
Prerequisites or Co-Requisites: HLSC 220, HLSC 222, NURS 252.

NURS 272
Mental Health Nursing
3 Credits  Weekly (3-0-0)
Knowledge, skills and attributes are attained for evidence-informed, ethical, culturally relevant, age-appropriate, holistic nursing care with persons who experience acute or chronic alterations in mental health. Lifespan issues and alterations are examined for children, adolescents, adults and older adults. Theories and models are incorporated as a basis for understanding mental illness experiences and promoting mental health and healing. The impact of sociocultural influences on the client, health system, communities, and the role of the nurse are discussed. The role of the nurse is explored using a primary healthcare lens. Societal, legislative and economic issues are examined in relation to individual, family and community across the continuum of care.
Prerequisites: Minimum grade of C- in HLST 154, NURS 175, PSYC 104, and PSYC 105.

NURS 275
Nursing Practice I Across the Lifespan
5 Credits  Total (10-0-143)
Students plan, implement, coordinate and evaluate nursing care for persons experiencing chronic and/or stable acute alterations in health. Theories, knowledge, current evidence and a diverse range of skills are incorporated to promote health and healing and provide holistic nursing care of persons with alterations in health. Assessment, organization, priority setting and evaluation strategies are emphasized to enhance patient/client care. Consultation with patient/client, family, and engagement with health professionals is incorporated.
Prerequisites: Minimum grade of C- in HLSC 220, HLSC 222, NURS 252, NURS 270, and NURS 272.

NURS 277
Nursing Practice II Across the Lifespan
5 Credits  Total (10-0-143)
Students build on the knowledge and skills attained in NURS 275, including application of evidence to practice. The focus continues on patients/clients experiencing chronic and/or stable acute alterations in health. Critical thinking, problem solving and ethical reasoning are further developed for provision of safe, competent and ethical nursing care. Collaboration with patients/clients, families and health care professionals is incorporated.
Prerequisites: Minimum grade of C- in NURS 275.

NURS 279
Nursing Practice Mental Health Nursing
5 Credits  Total (10-0-143)
Students plan, implement, coordinate and evaluate nursing care for persons experiencing, or at risk for, chronic or acute alterations in mental health in a variety of settings. Nursing theories, knowledge, current evidence and a diverse range of skills are incorporated to provide culturally sensitive, age-appropriate, evidence-informed nursing care. Communication and assessment skills are used to recognize and initiate early interventions to promote mental health, and to evaluate and intervene for persons with alterations in mental health status. Collaboration with patients/clients, family, interdisciplinary and intersectoral members is emphasized, including access and use of community health resources.
Prerequisites: Minimum grade of C- in HLSC 220, HLSC 222, NURS 252, NURS 270 and NURS 272.

NURS 341
Nursing Research Processes
3 Credits  Weekly (3-0-0)
Fundamental concepts, components and methodologies of research are examined. Qualitative and quantitative approaches are differentiated and discussed in relation to development of knowledge. Novice research skills for application and evaluation are attained. Historical and current perspectives of nursing science are discussed, including the interplay among development, dissemination and implementation of knowledge. Ethical issues, clinical and statistical significance, and implementation of evidence-based practice are integrated. Discovery, teaching, application and integration are introduced as dimensions of scholarship within the domains of nursing practice.
Prerequisites: RN or RPN & minimum grade of C- in a 3-credit 100 or 200-level university statistics course OR minimum grade of C- in NURS 277 & NURS 279 OR NURS 255 & PNRS 255 & PNRS 259 AND a 3 credit 100 or 200-level university statistics course.

NURS 344
Fundamentals of Nursing Research
3 Credits  Weekly (3-0-0)
The focus of this course is on the fundamental concepts, methods, and processes of research in nursing and health. Qualitative and quantitative approaches are introduced and discussed in relation to the development of knowledge for nursing practice. Emphasis is placed on reading, understanding, and systematically evaluating research to inform nursing practice. The ethical conduct of research is addressed.
Prerequisites: Minimum grade of C- in NURS 277, NURS 279 and a 100 or 200 level statistics course.
NURS 370
Nursing Care of the Acutely Ill Across the Lifespan
4 Credits  Weekly (3-2-0)
Knowledge, skills and attributes are acquired and applied for evidence-informed nursing care with diverse individuals and families, who are experiencing acute and complex alterations in health. Selected nursing theories and models are used as a framework to guide nursing practice and facilitate the promotion of health and healing from a population health perspective. Management and alleviation of symptoms are discussed with perspectives of body-mind-spirit related to alterations in health across the lifespan. Integration of capacity building, health assessment, effective communication, teaching/learning, collaborative decision making, and critical thinking guide nursing practice. Discussions, practice scenarios, and simulations are utilized to enhance priority setting and formulation of nursing interventions related to care of patients/clients experiencing acute and complex health alterations.
Prerequisites: Minimum grade of C- in NURS 277 and NURS 279.

NURS 372
Nursing Care of Families with Young Children
4 Credits  Weekly (3-2-0)
Knowledge, skills and attributes are acquired and applied for evidence-informed nursing care with families during preconception, pregnancy, labour, delivery, postpartum, and childrearing from birth to adolescence. Selected developmental and family theories, community resources and population health perspectives/programs are integrated to promote health and facilitate family capacity. Trends and issues in childbearing and childrearing are explored from multiple perspectives.
Prerequisites: Minimum grade of C- in NURS 277 and NURS 279.

NURS 375
Nursing Practice: Nursing Care of Acutely Ill Across the Lifespan
5 Credits  Total (10-0-143)
Students integrate evidence-informed knowledge to guide nursing care with individuals and families experiencing alterations in health within acute care settings. Students promote health and healing, and respond appropriately to alterations in health status. Integration of diverse skills, including health assessment, effective communication, teaching/learning strategies/principles, participatory decision making, and critical thinking, will guide nursing care. Utilization of reflective practice combined with organization and priority setting directs the student to provide safe, competent, and ethical nursing care. Students become increasingly self-directed in the provision of collaborative care with the individual/family, intersectoral groups, and transdisciplinary team members.
Prerequisites: Minimum grade of C- in NURS 344, NURS 370, and HLST 354.

NURS 377
Nursing Practice: Nursing in the Community
5 Credits  Total (10-0-143)
Students integrate knowledge and skills into the practice of community nursing in a variety of settings. Students apply selected theories, knowledge, and current evidence while collaborating with individuals, families, groups/aggregates, and communities. Assessment, planning, and intervention strategies are utilized to promote individual and population health. Intersectoral, interprofessional and community collaboration are emphasized.
Prerequisites: Minimum grade of C- in HLST 354, NURS 344, NURS 370 and NURS 372.

NURS 379
Nursing Practice: Nursing Care of Families with Young Children
5 Credits  Total (10-0-143)
Students integrate knowledge and diverse skills into nursing care of families through preconception to childbearing and childrearing. Students apply selected theories, knowledge, and current evidence; use extended communication, assessment and psychomotor skills; and collaborate with family and interprofessional team members to assess, intervene and promote health in families with children. Intervention strategies and modalities are implemented in a variety of settings.
Prerequisites: Minimum grade of C- in HLST 354, NURS 344, NURS 370 and NURS 372.

NURS 420
Evidence and Inquiry in Nursing Practice
3 Credits  Weekly (3-0-0)
Students pursue an in-depth research project. Students develop the ability to search for and synthesize relevant evidence, and create a product for potential dissemination related to a practice/research question. Students analyze the influence of the evidence-informed movement in nursing and health on clinical judgment, decision-making, and knowledge transfer.
Prerequisites: Minimum grade of C- in NURS 375, NURS 377 and NURS 379 (Plus consent of the department).

NURS 422
Living With Chronicity
3 Credits  Weekly (3-0-0)
Students expand their knowledge of individuals and families experiencing chronic health conditions including social, political and societal perspectives. Self management and quality of life theories and models are examined for individuals and populations experiencing chronicity across the life span. Trends and issues, including health maintenance challenges, planning, delivery and utilization of health care resources are discussed using stakeholder experience and evidence. Students explore the role of the registered nurse in promoting self-management and preventive care within an inter-professional collaborative team.
Prerequisites: Minimum grade of C- in NURS 375, NURS 377, and NURS 379.

NURS 424
High Priority Populations
3 Credits  Weekly (3-0-0)
Students broaden and deepen their understanding of health care issues affecting high priority populations. The focus is on groups, aggregates and populations experiencing inequalities and exclusion related to the social determinants of health. Utilizing theories, evidence, and stakeholder experience, students develop and apply strategies that foster resiliency through building capacity, promoting health, reducing harm, and advocating for primary health care at the individual, family, community and policy level. Resiliency of the registered nurse working with high priority populations is explored through the means of theory and self assessment.
Prerequisites: Minimum grade of C- in NURS 375, NURS 377, and NURS 379.
NURS 426
Perspectives of Trauma and Injury
3 Credits Weekly (3-0-0)
Students explore themes and concepts related to trauma and injury across the lifespan. Trauma and injury are further examined from multiple perspectives that affect individuals, aggregates, and communities. The core concepts and complex issues of trauma nursing care are examined. Prevention, risk assessment, and harm reduction are analyzed as they relate to government legislation, inter-sectoral policy development and the determinants of health. Students examine interprofessional collaboration within local, provincial, national, and international injury and trauma programs.
Prerequisites: Minimum grade of C- in NURS 375, NURS 377, and NURS 379.

NURS 428
Perspectives of Life-Threatening and Critical Illness
3 Credits Weekly (3-0-0)
Students discuss themes and examine concepts related to life-threatening illness across the continuum of health, healing, rehabilitation, and end of life care. Health promotion, injury/illness prevention, and risk assessment are discussed within the context of critical illness and prevalent risks and factors of critical illness are examined. Students have the opportunity to explore an area of interest in further depth. A variety of perspectives are considered for promotion of best practices and evidence-informed nursing care, including patient/family-centered approach, safety, policy, quality improvement, ethical reasoning, quality of life, and inter-professional collaborative practice.
Prerequisites: Minimum grade of C- in NURS 375, NURS 377, and NURS 379.

NURS 432
Transforming Health through Teaching and Learning
3 Credits Weekly (3-0-0)
Students work both independently and with faculty guidance to explore the role of education in professional nursing practice. Students analyze the theoretical underpinnings of philosophies and principles of education to enhance health and promote critical literacy. The impact of health education issues and trends are explored within the context of the learner-educator relationship. Students engage in a process of individual and collective learning to acquire salient knowledge, skills, and attributes related to the development of an evidence-informed teaching practice. The student is expected to develop, demonstrate, and evaluate teaching and learning approaches used across the lifespan within varying contexts and populations.
Prerequisites: Minimum grade of C- in NURS 375, NURS 377, and NURS 379.

NURS 474
Future Directions in Nursing
3 Credits Weekly (3-0-0)
Students develop an awareness of how trends and emerging issues from provincial, federal, and global perspectives influence the health care system, professional practice, and the discipline of nursing. Through collaborative learning and self-reflection, students examine diverse practice roles and settings, continuing education opportunities, and a variety of current trends and issues within the context of present and future implications for nursing. Students explore and develop a sense of self as a professional and personal strategies for future practice.
Prerequisites: Minimum grade of C- in NURS 375, NURS 377, and NURS 379.

NURS 475
Ethics in Gerontology and Palliative Care
2 Credits Total (30-0-0)
Students undertake a comprehensive examination of the historical, philosophical and theoretical complexities of health ethics through the critical analysis of ethical frameworks and decision making models. These frameworks, along with an understanding of professional nursing standards, are applied to an advanced investigation of contemporary issues within gerontological and palliative care nursing.

NURS 476
Leadership in Care Management
2 Credits Total (30-0-0)
Students focus on the knowledge and skills nurses require for leadership within healthcare organizations in the care of gerontological or palliative care clients. Change management and conflict resolution within teams is examined. Case management, patient navigators and care pathways are explored in order to enhance nursing practice and to facilitate successful outcomes for these client groups.

NURS 477
Therapeutic Relations in Specialty Practice
3 Credits Total (45-0-0)
Students focus on the advancement of therapeutic relationship skills in application to palliative and gerontological client and family care. Theories and concepts within the therapeutic relationship are explored with an emphasis placed upon therapeutic assessment and nursing interventions. Family dynamics, culture, human diversity, conflict, grief and bereavement are key factors examined in gerontology and palliative client care relationships. Strategies are targeted to support and strengthen resilience and coping mechanisms of the client and family. As a foundation in client-family care, interprofessional collaboration is cultivated in the context of therapeutic relationship development.

NURS 478
Field Project
1 Credit Total (0-0-30)
Through development of a self-directed project, students engage in an opportunity to demonstrate an advanced level of mastery in specific subject matter related to either the specialty fields of gerontological or hospice palliative care nursing. In this focused study, students appraise, synthesize and integrate prior program theory, experiential learning, contemporary research, and evidence-based inquiry in the application of concepts specific to nursing practice. Students are responsible for the design of their project objectives, selection of project strategies and evaluation of the project under the supervision of faculty.

NURS 478
Perspectives of Life-Threatening and Critical Illness
3 Credits Weekly (3-0-0)
Students discuss themes and examine concepts related to life-threatening illness across the continuum of health, healing, rehabilitation, and end of life care. Health promotion, injury/illness prevention, and risk assessment are discussed within the context of critical illness and prevalent risks and factors of critical illness are examined. Students have the opportunity to explore an area of interest in further depth. A variety of perspectives are considered for promotion of best practices and evidence-informed nursing care, including patient/family-centered approach, safety, policy, quality improvement, ethical reasoning, quality of life, and inter-professional collaborative practice.
Prerequisites: Minimum grade of C- in NURS 375, NURS 377, and NURS 379.

NURS 432
Transforming Health through Teaching and Learning
3 Credits Weekly (3-0-0)
Students work both independently and with faculty guidance to explore the role of education in professional nursing practice. Students analyze the theoretical underpinnings of philosophies and principles of education to enhance health and promote critical literacy. The impact of health education issues and trends are explored within the context of the learner-educator relationship. Students engage in a process of individual and collective learning to acquire salient knowledge, skills, and attributes related to the development of an evidence-informed teaching practice. The student is expected to develop, demonstrate, and evaluate teaching and learning approaches used across the lifespan within varying contexts and populations.
Prerequisites: Minimum grade of C- in NURS 375, NURS 377, and NURS 379.

NURS 472
Leadership in Nursing
3 Credits Weekly (3-0-0)
Principles, theories and competencies of leadership and followership are examined. Concepts of power, influence and change are discussed in relation to formal and informal nursing leadership roles. Relevant theory, evidence, practices and principles are addressed. Personal, organizational and societal influences on leadership are examined, emphasizing the leadership role of nurses within the healthcare system.
Prerequisites: Minimum grade of C- in NURS 344 and HLST 354.
NURS 479
Nursing Practice: Professional Roles Influencing Care
5 Credits Total (0-15-115)
Students consolidate knowledge and skills as they begin the transition to registered nursing practice. Clinical practice experiences are selected to maximize readiness to practice, develop confidence and enable collaboration with interprofessional teams. Students integrate theories and knowledge related to nursing practice, ethics, leadership/followership, complexity science, and healthcare system trends. Students evaluate the influence of evidence, policy and legislation on decision-making practices in complex health systems using a solution-focused perspective. Students analyze relational capacity of self and others for leadership, conflict management, team building, and change management. Knowledge, assessment, critical inquiry, clinical judgment and best nursing practices are integrated. 
Prerequisites: Minimum grade of C- in NURS 472 and NURS 474.

NURS 480
Conceptualizing Gerontology
2 Credits Total (30-0-0)
Students examine concepts of the aging experience and explore health, transitions, self actualization, and independence in order to respond to the unique needs of the older individual. Along with this expanded knowledge, gerontological nursing competencies, standards and models of nursing practice enable the student to describe a personal framework of care delivery to older adults.

NURS 481
Optimizing Older Adult Health
4 Credits Total (60-0-0)
Health status changes in the older adult occur as a result of normal aging processes, individual environment adaptation, common health conditions and the presence of disease. Students assess and interpret these elements, develop appropriate nursing responses, and consider interprofessional team interventions in the management of acute and chronic disease. Students explore presenting signs and symptoms in their health assessment. Nursing care strategies reflect the interrelationship between aging body systems, disease processes, and medication effects in order to optimize healthy aging. Student evaluate the resultant care strategies of current gerontological nursing research to support healthy aging care strategies.

NURS 482
Dementia Care in the Elderly
4 Credits Total (60-0-0)
Dementia care in the older adult is addressed across all care settings, from prevention through to end-of-life care. The characteristics, etiology, risk factors and behavioural manifestations associated with dementia are explored. Current protective factors, drugs, and treatments used in care of persons with dementia are reviewed. Ethics, values, end-of-life and caregiver issues are discussed within the context of dementia care.

NURS 483
Conceptualizing Hospice Palliative Care
2 Credits Total (30-0-0)
An introduction to the holistic approach, foundational values, and models of care in the provision of adult end-of-life care are the focus of this course. Professional standards of practice and frameworks throughout the life-threatening illness continuum of care are summarized. Issues pertaining to the palliative population are discussed. The impact of a terminal illness on quality of life for the person and family is addressed. 
Prerequisites: Registered nurse, registered psychiatric nurse, or consent of the program.

NURS 484
Pain Assessment and Management
4 Credits Total (60-0-0)
Students examine the multidimensional, interprofessional approach to the assessment and management of pain. The impact of pain in malignant, nonmalignant, and chronic conditions in the palliative and gerontological populations are explored. The use of pharmacological, non-pharmacological, and complementary therapies used in the management of pain are examined. Issues associated with pain management are addressed.

NURS 485
Palliative Symptoms
4 Credits Total (60-0-0)
Physical symptoms of concern in adult palliative care are addressed. Through a multidimensional, interprofessional approach, symptom assessment, etiology, interpretation, and treatments of symptoms are examined. The implications and treatment of common complications and palliative emergencies are explored. The physiological changes when approaching death are discussed.

NURS 489
Nursing Practice: Preceptorship
9 Credits Total (0-0-375)
Students are prepared for the transition into registered nursing practice. Through a preceptored practicum, students demonstrate knowledge, skills, attributes, confidence, competence and independence in nursing practice. Students appraise, synthesize and integrate theoretical and practical knowledge to demonstrate ethical reasoning, clinical judgement, moral competency, reflection and inquiry. Students exemplify flexibility, integrity and leadership attributes to manage ambiguity within a complex, dynamic health care system. 
Prerequisites: Minimum grade of C- in NURS 479.
## OAAS – OFFICE ASSISTANT

### OAAS 110
**Administrative Office Procedures I**  
3 Credits  Weekly (4-0-0)  
Students focus on professional administrative skills needed for success in the business world. Topics include the role of the administrative assistant, business procedures, current workplace issues, time-management strategies and stress management.

### OAAS 111
**Office Technology I**  
3 Credits  Weekly (4-0-0)  
Students attain an intermediate level of proficiency with current word processing software to produce and edit accurate business documents. In addition, students create electronic folders and work with the computer operating system.

### OAAS 120
**Administrative Office Procedures II**  
3 Credits  Weekly (4-0-0)  
In this course, students focus on the preparation of business documents and the coordination of business activities. Topics include company research, research interviews, travel arrangements, conferences and meetings and other topics relative to a changing office. Students research, prepare, and present a report on a company in preparation for field placement.  
**Prerequisites:** OAAS 110.

### OAAS 121
**Office Technology II**  
3 Credits  Weekly (4-0-0)  
Students attain an intermediate level of proficiency in word processing, spreadsheet and database applications.  
**Prerequisites:** OAAS 111.

### OAAS 127
**Presentations and Web Pages**  
3 Credits  Weekly (3-0-0)  
Students develop effective presentations and create and maintain basic Web pages using specialized software.

### OAAS 130
**Administrative Office Procedures III and Field Placement**  
3 Credits  Total (40-0-20)  
Students are introduced to the functions of selecting, hiring, training, and supervising office personnel. Students complete an office simulation team project. Students complete a 10-day field placement.  
**Prerequisites:** Successful completion of all Term I and Term II courses.

### OAAS 131
**Office Technology III**  
3 Credits  Weekly (4-0-0)  
Students work at an advanced level in word processing and at intermediate level to advanced level with spreadsheets, database and other software applications.  
**Prerequisites:** OAAS 121.
OADM – OFFICE ASSISTANT

OADM 101
Formatting and Presentations
3 Credits Weekly (3-0-0)
This course is a general introduction to keyboarding, word processing, spreadsheets and presentation software. Students demonstrate competency in preparing business correspondence and using email.

OADM 103
Word Processing for Legal Assistants
3 Credits Weekly (4-0-0)
Students attain an intermediate level of proficiency with current word processing software to produce and edit accurate business and legal documents. In addition, students create electronic folders and work with the computer operating system. Students are also expected to attain a minimum speed of 40 words per minute on a five-minute timing using a five-error cutoff.

OADM 112
Customer Communications and Service I
3 Credits Weekly (4-0-0)
Students focus on the oral and written communication skills applicable in today’s business environment with an emphasis on cross-cultural communication. Students compose and edit routine business correspondence. In addition, students prepare and present an informal report.

OADM 113
Document Formatting I
3 Credits Weekly (4-0-0)
Students develop intermediate skills in the production of business documents. Within specified timelines, students will apply formatting and proofreading skills to business documents, and transcribe correspondence from a digital recording. In addition, students are expected to attain a minimum speed of 40 words per minute on a five-minute timing using a five-error cut-off.

OADM 122
Customer Communications and Service II
3 Credits Weekly (3-0-0)
Students actively engage in job search techniques including the preparation of resumes, covering letters and a personal business portfolio. Students continue to develop their oral and business writing skills within a customer service environment.
Prerequisites: OADM 112.

OADM 123
Document Formatting II
3 Credits Weekly (4-0-0)
Students develop advanced skills in the production of business documents from rough draft, edited copy, and verbal instructions. Students are expected to attain a minimum speed of 45 words per minute on a five-minute timing using a five-error cut off.
Prerequisites: OADM 113 and OAAS 111.

OADM 124
Office Math Applications
1 Credit Weekly (2-0-0)
Students apply basic mathematical concepts in business and personal applications. Topics covered in this course include compiling petty cash expenses, preparing a petty cash envelope, calculating expense claims, completing bank reconciliation statements, calculating early payment discounts and differences between gross pay and net pay.
**OALS – OFFICE ASSISTANT**

**OALS 110**  
Legal Office Procedures I  
3 Credits Weekly (4-0-0)  
This course introduces students to basic theory and procedures needed for working in a legal office. Topics include the role of the legal assistant, telephone techniques, filing techniques and systems, preparation of statements of account, preparation of legal documents and correspondence. In addition, students learn about the importance of confidentiality.

**OALS 111**  
Word Processing  
3 Credits Weekly (4-0-0)  
Students attain an intermediate level of proficiency with current word processing software to produce and edit accurate business and legal documents. In addition, students create electronic folders and work with the computer operating system.

**OALS 112**  
Customer Communications and Service  
3 Credits Weekly (4-0-0)  
In preparation for success in the changing business world, this course focuses on customer service, basic business correspondence, preparation for meetings and roles and responsibilities in meetings. In addition, students actively engage in job search techniques including the preparation of resumes, covering letters and a personal business portfolio.

**OALS 115**  
Corporate Procedures in the Law Office  
3 Credits Weekly (4-0-0)  
This course is an introduction to the fundamental elements of the law governing corporate procedures. Students learn the procedural law associated with sole proprietorships, partnerships and corporations. As well, students learn the processes to register and maintain the registration of corporations.

**OALS 120**  
Legal Office Procedures II  
3 Credits Weekly (4-0-0)  
This course reviews basic theory and procedures for working with court documents. Students explore the fundamentals of family law and litigation and prepare documents and correspondence related to family law and litigation.  
*Prerequisites: OALS 110.*

**OALS 121**  
Integrated Office Applications  
3 Credits Weekly (4-0-0)  
Students work at an introductory level in database, presentation, and legal accounting software and to an intermediate level in spreadsheet software. In addition, students are introduced to other word processing software.  
*Prerequisites: OALS 111.*

**OALS 123**  
Legal Research and Technology  
3 Credits Weekly (4-0-0)  
This course examines the fundamentals of legal research, involving primary on-line research resources. Case law, legislation and secondary resources are included. Students work at an advanced level in word processing software.  
*Prerequisites: OALS 111.*

**OALS 131**  
Legal Transcription and Field Placement  
3 Credits Total (40-0-20)  
Students transcribe legal correspondence and documents from digital dictation. Students are introduced to legal customized software. Students complete a ten-day Field Placement.  
*Prerequisites: Successful completion of all Term I and Term II courses.*

**OALS 132**  
Conveyancing Procedures in the Law Office  
3 Credits Weekly (4-0-0)  
In this course, students learn basic theory and practical procedures of the law governing conveyancing. Students apply the theory and practice to complete both a sale and a purchase of a residential property.
OAMS 110
Medical Office Procedures I
3 Credits Weekly (4-0-0)
Students explore the changing role of the Medical Office Assistant with an emphasis on communication, telephone techniques, and medical office procedures. Students discuss ethical and professional standards as well as relevant Acts and Legislations. In addition, students study the concept of cultural diversity and practices within a medical environment.

OAMS 111
Office Technology and Skill Development I
3 Credits Weekly (4-0-0)
Students create and manage electronic files and work with email and Windows. Student attain an intermediate level of competency in word processing and develop skills in formatting documents using current software. In addition, students achieve a minimum typing speed of 35 net words per minute on a five minute timing, using a five error cut off.

OAMS 112
Customer Communications and Service
3 Credits Weekly (4-0-0)
In preparation for success in the changing business world, this course focuses on customer service, basic business correspondence, preparation for meetings and roles and responsibilities in meetings. In addition, students actively engage in job search techniques including the preparation of resumes, covering letters and a personal business portfolio.

OAMS 113
Medical Terminology I
3 Credits Weekly (3-0-0)
Students analyze the language and terms used to refer to body systems and the related pathology and medical procedures. Emphasis is placed on spelling and understanding terminology through word building. Students apply knowledge of medical terminology to read and understand medical documentation.

OAMS 114
Pharmaceutical Terminology
3 Credits Weekly (3-0-0)
This course is an introduction to basic pharmaceutical terminology. Students focus on the pharmaceutical terminology related to their administrative duties as medical office assistants and unit clerks.

OAMS 120
Medical Office Procedures II
3 Credits Weekly (4-0-0)
This course focuses on appointment scheduling, medical billing using specialized software, and records management. The students build on the skills developed in Medical Office Procedures I, and practice advanced medical office procedures.

OAMS 121
Office Technology and Skill II
3 Credits Weekly (4-0-0)
Students work with spreadsheets, database and presentation software in the preparation of business documents and presentations. In addition, students achieve a minimum typing speed of 40 net words per minute on a five minute timing, using a five error cut off.

OAMS 123
Medical Terminology II
3 Credits Weekly (3-0-0)
This course provides students with further knowledge of medical terminology and the pathology and medical procedures related to each body system studied. Students apply knowledge of medical terminology to read and understand medical reports. Emphasis is placed on spelling and understanding terminology through word building.

Prerequisites: OAMS 113.

OAMS 126
Medical Transcription
3 Credits Weekly (4-0-0)
Students develop the skills and knowledge necessary to accurately transcribe a variety of medical reports from audio. Students incorporate their knowledge of medical and pharmaceutical terminology, medical abbreviations, punctuation and grammar. Emphasis is placed on development of transcription speed and proofreading skills.

Prerequisites: OAMS 113 and OAMS 114.

OAMS 127
Unit Clerk
2 Credits Weekly (3-0-0)
This course prepares students to work as a Unit Clerk or Clerk within a hospital or a medical office setting. Students learn how to transcribe doctors’ orders, to support the manager and other health care professionals in various administrative tasks, and to perform other required duties within a clinical nursing unit or within a medical office administrative setting.

Prerequisites: OAMS 113 and OAMS 114.

OAMS 128
Office Math Applications and Basic Bookkeeping
2 Credits Weekly (2-0-0)
Students apply basic mathematical concepts in business and personal applications. Topics include compiling petty cash expenses, preparing a petty cash envelope, calculating expense claims, completing bank reconciliation statements, calculating early payment discounts and differences between gross pay and net pay. In addition, bookkeeping terminology and its application are covered.

OAMS 130
Medical Office Procedures III
3 Credits Weekly (4-0-0)
This course focuses on the practical experience in preparation for work in a variety of medical office and hospital environments. Students learn health and safety regulations, infection control principles, first-aid techniques necessary to work in a clinical environment. Students continue to increase proficiency in medical and pharmaceutical terminology, requisitioning of medical tests or procedures, office technology, keyboarding and transcription skills. As well, students will demonstrate professional behaviour and attire.

Prerequisites: ENG 111, OAMS 114, OAMS 128, OAMS 112, OAMS 120, OAMS 121, OAMS 123, OAMS 126, OAMS 127.
OAMS 134
Medical Major - Field Placement
3 Credits Total (0-0-120)
This course focuses on practical application of the skills required in the operation of medical environments (such as doctor's office, clinic, hospital, or government medical department) through a three week field placement. Note: In order to participate in the Medical Major Field Placement, students must have completed all Term 1 and Term 2 courses as well as OAMS 130 Medical Office Procedures III, and present a minimum of a 2.0 GPA.

Prerequisites: All term 1 and term 2 courses.
OCCH – OCCUPATIONAL HEALTH

OCCH 300
Introduction to Occupational Health Nursing
3 Credits  Total (45-0-0)
Students are introduced to the field of occupational health nursing through examination of basic concepts in this nursing specialty. The history of occupational health is explored with emphasis on defining the occupational health nurse’s role in occupational health environments. Roles and functions of the occupational health and safety team are discussed as well as the relationships between its members. Standards and competencies that apply to this field of nursing are addressed and government legislation which influences occupational health programs is examined. Assessment of workers and their work environments is introduced.

OCCH 301
Occupational Environments
4 Credits  Total (60-0-0)
Students examine the relationship between workers and their working environment. Students explore the philosophy of identifying, evaluating, and controlling occupational stressors that affect the health of workers. Health hazards produced by physical, chemical, biological, and ergonomic stressors are addressed. Canadian provincial legislative and regulatory requirements concerning the work environment are discussed. As well, basic principles of incident prevention are identified.

OCCH 302
Occupational Health Screening
4 Credits  Total (45-0-30)
Students examine current best practices in occupational health screening and the role of the occupational health nurse in their application. Students perform venipuncture and screening tests including audiometry, spirometry, and vision and review and apply the results of testing to occupational health programs in the workplace.

OCCH 303
Field Experience in Occupational Health Nursing
2 Credits  Total (15-0-60)
Students engage in practical learning experiences to increase their awareness of the variability of the occupational health and safety field. Through actual work site placements and virtual workplace activities, students relate occupational health and safety concepts to practice to gain an understanding of the range of settings and scope of practice for occupational health nurses. 
Prerequisites: OCCH 300.

OCCH 304
Occupational Health Program Development
3 Credits  Weekly (3-0-0)
Students are provided with the foundational knowledge that enables them to develop and manage occupational health services and programs. Specific information in the areas of assessing, planning, implementing, and evaluating work site health promotion programs is reviewed. Planning an occupational health centre is covered along with developing policies and procedures and evaluating effectiveness. Business skills required by employers, such as preparing business plans, strategic planning, budgeting, and marketing are reviewed. The course is intended to be practical and directly applicable to the occupational health setting.

OCCH 305
Disability Management
3 Credits  Total (45-0-0)
The occupational health nurse (OHN) student is provided with the foundational knowledge required to develop and manage a comprehensive and effective disability management program. Students examine the basic principles and concepts required to plan, develop, implement, and evaluate programs that are aimed at controlling the economic and human costs of disabilities in the workplace. The focus of this course is on the role of the OHN and the processes for claims management, case management and return to work management. Roles and responsibilities of the disability management team and the collaborative approach are discussed. Injury prevention, education, worker accommodation, absenteeism control, and employee assistance programs are addressed. After completing the course, students have the basic knowledge required to manage injuries and illnesses in the workplace that result in workers’ compensation, short term disability, or long term disability claims.

OCCH 306
Trends and Issues in Occupational Health
3 Credits  Total (45-0-0)
Students examine current occupational health trends and issues as they relate to the occupational health nurse’s role. Professional practice issues such as quality improvement, independent practice and pandemic management are addressed. A number of topics relevant to today’s practice, such as substance use and substance testing in the workplace, utilization of technology, the impact of worker demographics in the workplace and organizational fitness and wellness are examined. In addition, change management, leadership and ethical decision-making are discussed as they relate to the occupational health nurse’s responsibilities in contemporary times. 
Prerequisites: OCCH 300.

OCCH 307
Occupational Toxicology
3 Credits  Total (45-0-0)
Students are introduced to the principles of toxicology as they relate to the working environment. Substances such as pesticides, solvents, metals, gases, and particulates are discussed. The effects of these substances on reproduction and carcinogenesis are addressed. The student is also introduced to the principles of epidemiology.

OCCH 308
Occupational Health Surveillance
3 Credits  Total (45-0-0)
Students examine occupational health surveillance concepts and the professional, legal and ethical responsibilities of the occupational health nurse in the workplace. Topics include program development for surveillance of workers exposed to physical, chemical, biological, ergonomic and psychosocial health hazards related to occupational illness and injury, as well as emerging disorders. The nurse’s role in the provision of primary care, emergency preparedness and disaster planning is examined. 
Prerequisites: OCCH 301.
OCCH 309
Occupational Health Nursing: Final Project
2 Credits Total (0-0-75)
Students assess their learning throughout the Occupational Health Nursing (OHN) program, and translate it to new, more advanced situations and roles for the OHN. Students use connections made between the courses taken and the field of practice to enhance their understanding of the occupational health nurses role as a leader in informing and influencing occupational health and safety. Students consider the local, national or international level in one of the following areas: research, policy development, education, business and strategic leadership, or consulting. Through research students examine how the occupational health nurses contributes or can contribute in an advanced role. Students are responsible for the identification of their specific project under the guidance of faculty.

Prerequisites: OCCH 303, OCCH 304, OCCH 305, OCCH 306, OCCH 307 and OCCH 308.
OOSC – OUT OF SCHOOL CARE

OOSC 200
School Age Care and Development
3 Credits Total (45-0-0)
Students examine the role of the child care professional and the goals and philosophy of school age care programs for children ages 6 to 12. Students learn about the school age child, their developmental characteristics, interests and capabilities. Students apply this knowledge to developing play experiences for the school-age child in a group care setting. Students discover and explore recreational and educational resources in the community. An overview of current legislation, standards and professional qualifications that support quality school age programs is included.

Prerequisites: ECDV 155, ECDV 160, ECDV 165, ECDV 170, ECDV 175, ECDV 210, ECDV 201 (Non-program students must provide evidence of knowledge/coursework in prog planning, child devel, human relations, and work with school age children in a group setting).
ORGA – ORGANIZATIONAL MANAGEMENT

ORGA 201
Introduction to Management
3 Credits Weekly (3-0-0)
This course focuses on the nature and structure of work organizations and how people function in these environments. Topics include decision making, planning, organizing, controlling, leadership, organizational design and structure, communication, teams, motivation, conflict, change and strategy. Restricted to Bachelor of Commerce, Asia Pacific Management, and Business Studies Minor students.
Prerequisites: ECON 102.

ORGA 233
Organizational Effectiveness and Change
3 Credits Weekly (3-0-0)
Students explore the role of human resources management professionals in facilitating change and developing human capital. Students identify current theories, concepts and processes related to organizational effectiveness, organizational development and change management. Working with case studies, students analyze particular organizational settings and formulate appropriate change and effectiveness strategies.
Note: Credit may be obtained in only one of ORGA 233 or ORGA 433.
Prerequisites: HRMT 160 and MGMT 122.

ORGA 310
Advanced Leadership Topics and Issues
3 Credits Weekly (3-0-0)
This course will examine traditional and contemporary leadership theories and models. Contemporary issues and approaches in leadership will be explored and supported through theoretical and practical application of professional skills. Key leadership concepts are applied in a case format in which students will develop and implement a personal leadership plan.
Prerequisites: ORGA 201 and BUSN 201.

ORGA 314
Managing Negotiation
3 Credits Weekly (3-0-0)
Students explore theoretical concepts that support practical training in the key competencies required for negotiating in day-to-day situations. Students demonstrate and apply negotiating skills and concepts in field research situations. Topics include negotiating strategies, opening negotiating tactics, making concessions, closing negotiating tactics, managing conflict, and ethical considerations when negotiating.
Prerequisites: ORGA 201 or HRMT 200 and MGMT 122.

ORGA 316
Contemporary Organizational Behaviour and Theory
3 Credits Weekly (3-0-0)
Students apply contemporary organizational behaviour concepts and organizational theory to study topics in private, public, and non-profit organizations. The topics include organizational governance, changing nature of work, managing diversity, organizational design, managing and developing organizational culture. Students study organizational structures and explore how an individual's behaviour in an organization impacts the organization's ability to achieve its objectives.
Prerequisites: ORGA 201 and BUSN 201.

ORGA 320
Sensemaking in Success
3 Credits Weekly (3-0-0)
Sensemaking is more than ever needed since our world is increasingly complex, making it challenging to us to understand it in a coherent way. The rapidly changing environment presents us with surprises to which we are often unprepared. Sensemaking is about making sense of the context in which we are operating; it is the process of structuring the unknown to comprehend, understand, predict and act. This course is structured around fundamental concepts concerning how we view organizations, and the application of these concepts to areas of action crucial to contemporary businesses. Organizations can be viewed as enacted systems, where humans are continually shaping the structures that influence their actions. In essence, we create the systems that then create us. In this course students examine the nature of sensemaking through guided experiential practice to improve management practice. Sensemaking is an invaluable and learned managerial skill-set related directly to several areas of business activity which enables us to become better leaders.
Prerequisites: ORGA 201 or MGMT 122.

ORGA 330
Managerial Skill Development
3 Credits Weekly (3-0-0)
Students explore theoretical concepts that support practical training in the key competencies required for managerial success. Student demonstration and application of managerial skills and concepts in a team research project and online discussions are important components of this course.
Prerequisites: ORGA 201 OR (MGMT 121 and MGMT 122) or consent of the department chair.

ORGA 410
Business Consulting
3 Credits Weekly (3-0-0)
Students focus on the consulting process, issue and problem diagnosis, consulting approaches and styles, client-consultant relationships, management of change, and professional codes of conduct and ethics. Consultancy is discussed in the context of both internal and external organizational roles and as a career choice. Students work in a team to integrate consulting concepts with knowledge and skills acquired in other Bachelor of Commerce courses and apply them to practical consulting projects.
Prerequisites: ORGA 316.

ORGA 412
Intrapreneurship, Innovation and Creative Problem Solving
3 Credits Weekly (3-0-0)
Students analyze and discuss theories, principles, concepts and practices of entrepreneurship within organizations – intrapreneurship. Students research and analyze current trends, organizational challenges to innovation, creativity, and opportunities in developing intrapreneurship in organizations. Students also analyze the theories, nature, and dynamics of implementing change in organizational culture and the impact of an organization's adoption of an intrapreneurship strategy.
Prerequisites: ORGA 201 and BUSN 201.
ORGA 422
Contemporary Issues in Management
3 Credits  Weekly (3-0-0)
Students analyze and explore current complex social, technological, or legal issues in management; they explore the potential responses firms and other institutions have to issues in management. Students integrate and apply concepts, philosophies, and methods learned throughout the program to understand, analyze and render appropriate strategic and ethical judgments concerning the general management of organizations in today’s global context.
Prerequisites: ORGA 316.

ORGA 433
Managing Change
3 Credits  Weekly (3-0-0)
Students study the conceptual frameworks of organizational development and change. The dynamics of change, implementation considerations, and understanding and managing resistance to change are analyzed. Students apply theory to case studies and develop tools to lead and navigate change situations.
Prerequisites: ORGA 316.

ORGA 497
Special Topics in Management
3 Credits  Weekly (0-0-3)
This course involves reading, discussing and critically evaluating current research on specialized topics of interest to senior students in the Bachelor of Commerce. Topics covered vary with the interests of students and faculty and may include an applied field research component in business, government or community. Students should consult with faculty members in the Department of Organizational Behaviour, HRM, Management and MIS for details regarding current offerings. This course can be taken twice for credit.
Prerequisites: Minimum of C- in one 300 level ORGA (p. 417) course and consent of the department chair or designate.

ORGA 498
Independent Studies in Management
3 Credits  Weekly (0-0-3)
In consultation with and supervised by a member of the department or an approved professional in the community, a senior student undertakes advanced scholarly work related to the field of management. The faculty member guides the student in designing and undertaking this work, using appropriate assumptions and methods to arrive at warranted conclusions and outcomes that will advance management knowledge or practice.
Note: This course can be taken twice for credit.
Prerequisites: Consent of the course instructor and the department chair.

ORGA 499
Honours Thesis - Management
3 Credits  Total (0-0-45)
Under the direction of a faculty member, students conduct a research project on an approved topic related to their major culminating in an honours thesis. Students then present and defend their thesis in a public forum. Restricted to Bachelor of Commerce Honours students.
Prerequisites: BUSN 396, BUSN 397 and BUSN 496.
PABA – PSYCHOLOGY: APPLIED BEHAVIOUR ANALYSIS

PABA 386
The Science and Practice of Behaviour Self-Management
3 Credits Weekly (3-0-0)
Behaviour self-management is the use of behavioural principles to analyze and manage one’s own behaviour. Historical approaches to self-management (or “self-control”) are briefly surveyed as well as recent cognitive approaches. These are then contrasted with behavioural approaches in which self-control is viewed as heavily influenced by the environment. Basic strategies and tactics of behaviour self-management are explored as well as the application of self-management procedures to specific areas of concern. Students are expected to systematically design and implement a self-management project as part of the course requirements.
Prerequisites: A minimum grade of C- in PSYC 281.

PABA 485
Single-Case Research Designs
3 Credits Weekly (3-0-0)
This course is an introduction to single-case research designs. It examines the use of single-case designs to assess various dimensions of behaviour and evaluate the effects of behavioural interventions. The challenges and limitations of single-case research are discussed, as well as the manner in which single-case data can be used to establish the validity of evidence-based interventions. The course encompasses a broad range of research within both the behaviour analytic literature and other disciplines including school psychology, medicine, and business.
Prerequisites: A minimum grade of C- in PSYC 385.

PABA 486
Behavioural Interventions in Developmental Disabilities
3 Credits Weekly (3-0-0)
This course examines the application of behaviour analysis in practice with developmental disabilities, specifically in autism. The course examines the research and the clinical recommendations for behavioural interventions in practice. The course also discusses the practice guidelines by the BACB and the National Standards Project in Autism.
Prerequisites: A minimum grade of C- in PSYC 385.
PACT – PHYSICAL ACTIVITY

PACT 103
Physical Fitness
3 Credits   Weekly (2-1-0)
This is an experiential and lecture course designed to provide participants
with a working understanding of health and physical fitness, in
addition to the basic concepts for development and measurement.
The interrelationships of food, nutrition, weight and activity is studied,
researched and evaluated on a personal basis. (Note: May not be taken
for credit if credit was obtained for HEED 220).

PACT 110
Introduction of the Basics of Aquatics
3 Credits   Weekly (0-3-0)
In this course, students acquire theoretical knowledge and personal skills
used in the instruction of the basics of aquatics.
Prerequisites: The ability to swim 25 meters.

PACT 111
Introduction of the Basics of Basketball
3 Credits   Weekly (0-3-0)
In this course students acquire theoretical knowledge and personal skills
used in the instruction of the basics of basketball.

PACT 118
Instruction of Soccer
3 Credits   Weekly (0-3-0)
In this course students will acquire theoretical knowledge and personal skills
used in the instruction of the basics of soccer.

PACT 131
Instruction of the Basics of Badminton
3 Credits   Weekly (0-3-0)
Students acquire theoretical knowledge and personal skills used in the
instruction of the basics of badminton. Students must supply their own
racquets and shuttlecocks.

PACT 133
Instruction of Squash
3 Credits   Weekly (0-3-0)
In this course students acquire theoretical knowledge and personal skills
used in the instruction of the basics of squash.

PACT 137
Instruction of the Basics of Volleyball
3 Credits   Weekly (0-3-0)
Students acquire theoretical knowledge and personal skills used in the
instruction of the basics of volleyball.

PACT 145
Golf
1.5 Credits   Weekly (0-3-0)
In this course, students acquire theoretical knowledge and personal
skill in driving, chipping, pitching and putting. This course requires the
payment of additional fees. Students must provide their own equipment.
Note: Students who have obtained credit for PHSD 145 cannot take
PACT 145 for credit.

PACT 140
Introduction of Triathlon
3 Credits   Weekly (0-3-0)
This course involves the acquisition of theoretical knowledge and
personal skill used in the instruction of the basics of triathlon. This
includes an introduction to swimming, cycling and running.
Prerequisites: Ability to swim 25 meters.

PACT 155
Instruction of Social Dance
3 Credits   Weekly (0-3-0)
This course involves the acquisition of theoretical knowledge and
personal skill used in the instruction of the basics of social dance.
Emphasis is placed on the acquisition of the basic movement and style of
each dance, step variations and sequences, and how to teach them.

PACT 156
Instruction of the Basics of Yoga
3 Credits   Weekly (0-3-0)
In this course, students acquire theoretical knowledge and personal skills
used in the instruction of the basics of yoga. Students are introduced to
several different yoga forms with an emphasis on Hatha, Vinyasa and
Ashtanga yoga.

PACT 180
Instruction of Canoe/Kayaking
3 Credits   Weekly (0-3-0)
Students acquire theoretical knowledge and personal skill used in the
instruction of strokes, maneuvers, and rescue in the sport of canoeing
and kayaking. Skill acquisition and demonstration take place in the
pool, rivers and open water. Equipment is available from the Sport and
Wellness Centre. This course has optional weekend commitments.
Prerequisites: Red Cross Aquavest Level 8 or RLSS Lifesaving II or YMCA
Level 3 or the ability to swim front crawl and back crawl efficiently.

PACT 181
Cross Country Skiing
1.5 Credits   Weekly (0-3-0)
In this course, students acquire theoretical knowledge and personal
skill in the basic Nordic ski skills including classic, skating, and hill
manoeuvres. The course will include weekend touring and loppett racing
opportunities. Equipment is available but participants are encouraged
to provide their own. Note: Credit can only be obtained in only one of
PACT 181 or PHSD 181.

PACT 195
Introduction to Scuba
1.5 Credits   Weekly (0-3-0)
This course provides students with the opportunity to acquire the
theoretical knowledge and fundamental skills required in Scuba. Note:
Credit can only be obtained in one of PACT 195 or PHSD 195. Students
must be able to swim 200 meters and tread water for 10 minutes.

PACT 196
Introduction to the Basics of Triathlon
3 Credits   Weekly (0-3-0)
This course involves the acquisition of theoretical knowledge and
personal skill used in the instruction of the basics of triathlon. This
includes an introduction to swimming, cycling and running.
Prerequisites: Ability to swim 25 meters.

PACT 199
Introduction to the Basics of Strength Training
3 Credits   Weekly (0-3-0)
Students acquire the theoretical knowledge and personal skills used
in the instruction of the theory and practical basis of strength training.
Emphasis is placed on the student's ability to perform and teach common
lifting techniques along with program design using free weight and
resistance training apparatus.
PBNS – POST-BASIC NURSING STUDIES

PBNS 401
Foundations of Perioperative Nursing Practice
2 Credits  Weekly (2-0-0)
Theory and practice governing perioperative nursing as set out by the Canadian Nurses Association (CNA) and the Operating Room Nurses Association of Canada (ORNAC) provide the foundation for the examination of the fundamental concepts of perioperative nursing in this course. The various roles of the perioperative Registered Nurse and the surgical team are explored. The patient as a unique individual is examined in relation to the perioperative experience.

PBNS 402
Concepts of anesthesia within perioperative nursing
2 Credits  Weekly (2-0-0)
Principles of safe practice when assisting with administration of anaesthesia and associated pharmacology are examined. Physiologic maintenance and monitoring are explored as well as management of perioperative complications.

PBNS 403
Perioperative nursing in the preoperative, intraoperative and postoperative environment
4 Credits  Weekly (4-0-0)
Care of the patient in the preoperative, intraoperative, and postoperative phases of surgery are examined in detail. Topics include: preparing a safe surgical environment; surgical instrumentation and equipment; surgical asepsis and sterile techniques; preoperative, intraoperative, and postoperative patient care; the roles of the scrub and circulating nurse; and surgical site management.

PBNS 404
Fundamentals of Perioperative Techniques
2 Credits  Weekly (0-4-0)
Within a simulated perioperative setting students integrate theoretical concepts and apply evidence-informed perioperative principles and techniques. Students practice skills related to the scrub and circulating Registered Nursing roles based on Operating Room Nurses Association of Canada (ORNAC) practice standards and competencies. Students incorporate concepts of leadership to effectively work in a complex interprofessional perioperative team.
Prerequisites: PBNS 403.

PBNS 405
Perioperative Clinical Preceptorship
8 Credits  Total (12-0-380)
Under the supervision of a Registered Nurse preceptor, the student provides direct patient care in the perioperative setting. Students are exposed to a variety of surgical experiences. Students are expected to scrub and circulate on a variety of surgical procedures which may include one or more of the following: general surgery, gynaecology and obstetrics, orthopaedics, plastic surgery, ear, nose, throat (ENT) surgery, urology, vascular, endovascular, and/or cardiovascular surgery. The surgical specialties offered will be dependent on the placement location. Students gain experience and confidence to function independently providing safe and effective patient care. Concepts of nursing leadership within the operating theatre are integrated and applied within the clinical setting. The importance of evidence-based practice and use of research in the perioperative setting are emphasized.
Prerequisites: PBNS 404.

PBNS 465
Pathophysiology of Cardiac Disorders
3 Credits  Total (45-0-0)
Students acquire specific knowledge related to the anatomy, physiology, and pathophysiology of cardiac disorders. Health promotion, disease prevention, epidemiology, etiology, risk factors, and sequelae are examined. Atherosclerosis, acute coronary syndrome, angina, heart failure, valve dysfunction, cardiomyopathies, vascular disease, and congenital abnormalities are examined as they apply to individuals, families, communities, and populations.

PBNS 466
Focused Assessment of Cardiac Function
3 Credits  Total (45-0-0)
Students develop the skills necessary to assess the patient with cardiac disease. History and physical examination, along with laboratory assessment and diagnostics are examined in depth. Students apply theory to understand physical assessment and laboratory findings as related to the pathophysiology. Introductory rhythm analysis and 12-lead electrocardiography along with indications and appropriate nursing interventions for specific diagnostic procedures are examined. Specific diagnostic procedures such as chest x-ray, echocardiography (transesophageal and transthoracic), cardiac magnetic resonance imaging (MRI), cardiovascular computerized tomography (CT), electrophysiological studies/ablation angiography, ambulatory electrocardiography, exercise stress testing, coronary angiography are are discussed.

PBNS 467
Management of Cardiac Disorders
3 Credits  Total (45-0-0)
The focus of the course is the patient journey from acute episodes to chronic conditions including rehabilitation and palliation. Students analyze medical, nursing and pharmacological management of the patient with cardiac disease. Principles of pharmacology related to common cardiac medications are applied through case studies. Communication and interprofessional collaboration that promote effective patient teaching and thus optimize care of the individual, families, and groups are emphasized. Case studies are utilized to discuss legal and ethical issues related to cardiac care.
Prerequisites: PBNS 465 and PBNS 466.

PBNS 468
Care of Cardiac Surgical Patient
4 Credits  Total (60-0-0)
Students investigate cardiac surgical techniques such as coronary artery bypass grafting, valvular surgery, transplantation, and correction of congenital defects. Pre-operative assessment, intra-operative techniques, post-operative care and rehabilitation are examined. Patient teaching and legal/ethical aspects of cardiac care are applied through case scenarios. The student must be a registered nurse to participate in this course.
Prerequisites: PBNS 465 and PBNS 466.

PBNS 469
Advanced Management of Cardiac Disorders
4 Credits  Total (60-0-0)
Students build upon the foundational knowledge of cardiac sciences to explore advanced nursing concepts related to rhythm analysis, 12-lead electrocardiography, and pacemaker techniques. Sensitivity to cultural diversity, religious beliefs and spirituality are discussed and integrated into the care of the cardiac population. Current trends in research are discussed. The student must be a registered nurse to participate in this course.
Prerequisites: PBNS 467.
PEDS 100
Structural Anatomy
3 Credits  Weekly (3-2-0)
Students are introduced to the study of human anatomy. Students learn structural and functional components of selected systems of the human body. Restriction: Physical Education students.

PEDS 101
Introduction to Human Physiology
3 Credits  Total (45-4-0)
This course provides an introduction to human physiology from the cellular to systemic level with special emphasis on systems that adapt to exercise stress. 
Prerequisites: Biology 30.

PEDS 103
Integrative Human Physiology
3 Credits  Total (45-4-0)
This course focuses on the regulation, control and integration of cellular functions in the human body with special emphasis on systems that respond to exercise stress.
Prerequisites: Minimum grade of C- in PEDS 101.

PEDS 109
Statistics, Measurement, and Evaluation
3 Credits  Weekly (3-0-0)
This course focuses largely upon the application of descriptive and inferential statistics in the context of quantitative and qualitative research. The course also introduces students to basic principles surrounding measurement error, test reliability, and validity. Note: Students cannot receive credit for PEDS 109 if they received credit for PEDS 309, PSYC 211, SOCI 210, STAT 141, or STAT 151.

PEDS 200
Physiology of Exercise
3 Credits  Weekly (3-2-0)
An introduction to physiological adaptations to stress of exercise and training.
Prerequisites: Minimum grade of C- in PEDS 101.

PEDS 201
Applied Ethics in Physical Education and Sport
3 Credits  Weekly (2-0-1)
This course provides students with a philosophical examination of ethical issues in the professional practice of physical education and sports studies.

PEDS 203
Skill Acquisition and Performance
3 Credits  Weekly (3-0-0)
The course presents a psychological approach to understanding human motor behaviour. The course examines the processes involved in learning motor skills and controlling movement and the factors that influence acquisition and performance. Restricted to Physical Education Students.

PEDS 205
Introduction to Outdoor Environmental Education
3 Credits  Weekly (2-2-0)
Students are introduced to outdoor environmental education, wilderness travel and outdoor leadership on a conceptual, theoretical and experiential basis. There is particular emphasis on the Alberta and Canadian context. This course requires weekend commitment.

PEDS 206
Biomechanics
3 Credits  Weekly (3-1-0)
This course focuses on the methods to perform qualitative biomechanical analyses of human movement. These analyses involve the application of appropriate mechanical principles and the relationships between these principles. Note: Restricted to Physical Education students.
Prerequisites: A minimum grade of C- in PEDS 100 or PEDS 294.

PEDS 207
Physical Growth and Psychomotor Development
3 Credits  Weekly (3-0-0)
This course focuses on the study of concepts and principles appropriate to physical growth and development and to skill acquisition during the lifespan. Attention is given to information that recognizes the sequential changes in physical growth and motor development with an emphasis on individual differences.

PEDS 209
Research Methods in Kinesiology
3 Credits  Weekly (3-0-0)
Students acquire an overview of research procedures used in kinesiology with an emphasis on the practical application of research techniques and designs. Topics covered include research design, ethics in research, information retrieval, data collection methods, subject selection, sources of error, types of research, and presenting results. Note: Credit will be granted for only one of PEDS 209 or 409.
Prerequisites: PEDS 109 or 309 or STAT 141 or 151.

PEDS 240
Introduction to Sports Injury Management
3 Credits  Weekly (3-1.5-0)
Analysis of practical and theoretical concepts of sports injury. Includes an overview of sports medicine, care and prevention of injuries, and safety in athletics and physical education. Restriction: Physical Education students.
Prerequisites: Minimum grade of C- in PEDS 100.

PEDS 245
Introduction to the Profession of Coaching
3 Credits  Weekly (3-0-0)
This course examines the principles of coaching as they relate to the development of the athlete, the role of the coach, and the organization of sport in contemporary society. This course presents basic coaching theory that is applicable to a variety of sport settings with the focus on the practice and the season. Upon successful completion of the course, students will complete their Introduction to Competition and Part A & B Multi Sport Theory certification with the National Coaching Certification Program (NCCP). Additional fees for NCCP are required. (This fee is included as part of textbook costs and are administered through the MacEwan Bookstore.)
PEDS 246
Coaching Practicum I
3 Credits  Total (0-0-100)
The purpose of this course is to provide the student with a practical coaching experience under the guidance of a head coach. It is intended to introduce the student to the demands of coaching. Students are required to coach for a complete season as an Assistant Coach in a program approved by the student's coaching mentor. Note: At least 100 hours of outside classroom time is required.
Prerequisites: Minimum grade of C- in PEDS 245.

PEDS 293
Introduction to the Movement Activities of Children
3 Credits  Total (20-25-0)
A study of developmentally appropriate movement activities for children 5-12 years of age. Students participate and work with children in a variety of physical activities in recreational, educational and sport environments.

PEDS 294
A Conceptual Approach to Physical Activity
3 Credits  Weekly (0-0-3)
This course is a study of the fundamental movement concepts and principles that underlie the physical activities engaged in by youth of secondary school age. The focus of the course is on the development of a conceptual understanding of movement; therefore, a wide range of activities and their contexts are examined and experienced. Restriction: BPE and BEd (Physical Education majors/minors) only. (Note: credit will only be granted for one of PACT 101 or PEDS 294)

PEDS 391
Scientific Basis of Human Movement
3 Credits  Weekly (3-0-0)
This is a lecture course with an emphasis on introductory knowledge and practical implications of the structural, functional characteristics and capabilities of the human body with respect to human movement.
Prerequisites: Biology 30.
PERL – PHYSICAL EDUCATION & RECREATION & LEISURE SPORTS

PERL 104
Introduction to Sociocultural Aspects of Leisure and Sport
3 Credits Weekly (3-0-0)
The study of play, physical education, recreation, sport and leisure as institutionalized ways in which society organizes and teaches attitude and skills. Provides an introduction to the importance of sociocultural inquiry and the notion of being critical as an empowering process. Restricted to Physical Education students.

PERL 105
Introduction to the Management of Sport, Physical Activity and Recreation Programs
3 Credits Weekly (3-1-0)
This course provides students with the basic skills required to successfully administer a sport and/or recreation program. Restricted to physical education students. Note: Credit can only be obtained in one of PERL 105 or PEDS 105.

PERL 204
Canadian History of Leisure, Sport and Health
3 Credits Weekly (3-0-0)
An examination of the significant changes that have occurred in leisure and sport, specifically over the last century and with particular reference to Canadian society.
Prerequisites: Minimum grade of C- in PERL 104 or consent of the department.

PERL 207
Adapted Physical Activity and Leisure for Diverse Populations
3 Credits Total (45-18-10)
Students are introduced to the theory and practice of physical education and recreation for people with disabling conditions or special needs. Students study selected disabilities and the implications of these disabilities for participation in sport, physical activity and leisure. Students are required to commit to a minimum of ten hours of service to a local program for persons with disabilities.
Prerequisites: Minimum grade of C- in PEDS 100.

PERL 300
Cross-Cultural Wellness
3 Credits Total (15-40-0)
This course examines concepts of wellness from a variety of cultural perspectives. An analysis of personal wellness priorities is followed by examination of the concepts and priorities of wellness found locally in diverse cultures. Throughout the course, students work on a community service learning project, observing wellness priorities and interacting with the local community. The course may include a cross cultural experience in a developing country.
Prerequisites: A minimum grade of C- in HEED 110 or PERL 104 or consent of the department.
PESS – PHYSICAL EDUCATION & SPORT STUDIES

PESS 195
Spectrum of Dance in Society
3 Credits  Weekly (1.5-4-0)
This course explores the theory and practice of dance as a human physical activity. Focus is on the aesthetic, expressive, and rhythmical dimensions of movement in a culture’s artistic and social life. The course includes movement content, techniques, improvisation, composition and performance in a variety of dance forms including modern/creative, ballet social, jazz and folk dance. Students perform and critique dance steps.
PHIL – PHILOSOPHY

PHIL 100
Introduction to Philosophy: The Examined Life
3 Credits  Weekly (3-0-0)
This course provides an introduction to philosophy through a study of canonical texts pertaining to the topic of the examined life. Course content may include the nature and scope of knowledge, the existence of the self and the concept of the person, the reality of the world that we live in, the good life and the life worth living, or theories of right action. With a particular emphasis on close and careful reading of classic and influential philosophical writings, all students study Plato’s Apology as well as at least one other significant philosophical work in its entirety.

PHIL 101
Values and Society
3 Credits  Weekly (3-0-0)
This course provides an introduction to philosophy through a study of issues in ethics and social-political philosophy. Topics may include relativism, justice, rights, obligation, utilitarianism, deontology and social contract theory. Contemporary issues in ethics and politics may also be discussed.

PHIL 102
Knowledge and Reality
3 Credits  Weekly (3-0-0)
This course provides an introduction to philosophy through a study of issues in metaphysics and epistemology. Topics may include appearance and reality, the nature of knowledge, minds and bodies, personal identity, death and immortality, free will, the nature of God, perception, causation and, space and time.

PHIL 103
Asian Philosophies
3 Credits  Weekly (3-0-0)
This course provides an introduction to and survey of Eastern and Asian Philosophies. The course investigates philosophical traditions, including important schools and figures, from the histories of India, China and Japan. This includes a consideration of the Hindu or Brahmanical philosophies of the Vedas and Upanishads, Jainism, Buddhism (including Indian, Chinese and Japanese developments), Confucianism, and Taoism. Topics include the nature of reality, the nature of suffering and desire, the nature of a good life and good government, enlightenment, moral virtues, sageliness, view of Nature, and Eastern conceptions of the self.

PHIL 125
Analytical Reasoning
3 Credits  Weekly (3-0-0)
In this course, students use elementary methods and principles for analyzing reasoning as it occurs in everyday contexts. Topics may include informal fallacies, introduction to scientific method, elementary statistical reasoning, elementary sentential logic, as well as the study of argument in contemporary debates about issues of social concern. Note: This Arts course can also be used to satisfy the general science credit requirement of the Bachelor of Science.

PHIL 200
Metaphysics
3 Credits  Weekly (3-0-0)
Metaphysics is the area of philosophy that raises and responds to fundamental questions concerning the nature and structure of reality. In this course, students develop an understanding of metaphysical questions and their significance, as well as critically examine the ways philosophers address these questions and the metaphysical issues associated with them. Topics of study may include appearance and reality, the mind-body problem, metaphysical idealism and realism, freedom and determinism, personal identity, time and space, and universals and particulars.

PHIL 201
Buddhist Philosophy
3 Credits  Weekly (3-0-0)
This course carries out a sustained investigation of Buddhist philosophy. This investigation considers the historical development of Buddhist philosophical thought, beginning with its origin, development, and expansion in India, through its movement into China and then into Japan. The course considers, with the aim of coming to a philosophical understanding, issues such as Buddhist conceptions of suffering, enlightenment, reality, rationality, self, mind, consciousness, meditation and the ethics of compassion. Comparisons with key philosophers and developments in the history of Western philosophy are also discussed. Particular attention is given to philosophies in the Mahayana Buddhist tradition.

PHIL 202
Philosophies of China and Japan
3 Credits  Weekly (3-0-0)
Students study the philosophies of China and Japan, focusing on Confucianism, Taoism, and Chinese and Japanese Buddhism. This involves, primarily, a consideration of historical movements, figures and schools, although some contemporary figures may also be included. The discussion of Confucianism centers on Confucian Social and Moral Philosophy and issues such as the nature of a good life and good government, sageliness, and Confucian moral virtues. The discussion of Taoism centers on Taoist Metaphysics and issues such as the nature and meaning of the Tao, the principle of wu-wei or no action, and the Taoist understanding of a life lived in accordance with Nature. The discussion of Chinese and Japanese Buddhism focuses on Ch'an or Zen Buddhism (these are, respectively, Chinese and Japanese analogues), but Hua Yen or Kegon Buddhism, and Tien Tai or Nichiren Buddhism may be considered. Issues here center on the Buddhist Philosophy of Mind, and include the nature of enlightenment, self, and rationality.

PHIL 204
Philosophical Writing and Analysis
3 Credits  Weekly (0-0-3)
This writing-focused seminar introduces students to the forms and methods of philosophy through the close reading and study of a selection of philosophical works. Particular emphasis is put on the analysis and composition of philosophical ideas, and students are expected to participate in discussion and writing activities as well as submit a final writing portfolio in place of a final exam. Course readings deal with a variety of styles in philosophical writing, which may include treatise, essay, dialogue, aphorism, confession, correspondence, literature, or film. Prerequisite: A minimum grade of C- in any 3-credit PHIL (p. 426) or HUMN (p. 364) course.
PHIL 205
Philosophy of Mind
3 Credits Weekly (3-0-0)
This course examines basic questions concerning the nature of mind, theories that try to explain the relation of mind and brain, and the issues that these theories raise. The topics of discussion may include Cartesian Dualism, materialism, behaviourism, identity theory, functionalism, qualia, intentionality, artificial intelligence, self and consciousness.

PHIL 210
Symbolic Logic
3 Credits Weekly (3-0-0)
This course is an introduction to modern symbolic logic, including the basic concepts of justification, argument, deduction, validity and soundness; translation of ordinary language into symbolic form; using sentential and predicate designators, carrying out truth functional analyses for validity and invalidity, testing sets for consistency, using rules of inference and equivalence to prove validity of arguments, and using methods of conditional and indirect proof in sentential and quantified forms. Note: Credit can only be obtained in one of PHIL 210 or PHIL 120. Note: This Arts course can also be used to satisfy the general science credit requirement of the Bachelor of Science.

PHIL 215
Epistemology
3 Credits Weekly (3-0-0)
Students study central topics in the theory of knowledge such as truth and rationality, skepticism and knowledge, carrying out truth functional analyses for validity and invalidity, testing sets for consistency, using rules of inference and equivalence to prove validity of arguments, and using methods of conditional and indirect proof in sentential and quantified forms. Note: Credit can only be obtained in one of PHIL 210 or PHIL 120. Note: This Arts course can also be used to satisfy the general science credit requirement of the Bachelor of Science.

PHIL 220
Symbolic Logic II
3 Credits Weekly (3-0-0)
This course is an intensive study of predicate logic with identity. Topics include translation of ordinary language into symbolic form, semantics, tree tests for consistency and validity, derivations in natural deduction systems, mathematical induction, and soundness and completeness. Topics may also include theories of definite descriptions, elementary modal logic and formal axiomatic systems. Note: This Arts course can also be used to satisfy the general science credit requirement of the Bachelor of Science.

PHIL 230
Ancient Western Philosophy
3 Credits Weekly (3-0-0)
This course provides a survey of ancient philosophy from the Presocratics to the Neoplatonists. Particular emphasis is placed on the works of Plato and Aristotle.

PHIL 240
Descartes to Kant
3 Credits Weekly (3-0-0)
This course provides an examination of the history of modern philosophy through a close reading of some of the major rationalist, empiricist, and transcendental idealist contributors of the period such as Descartes, Leibniz, Locke, Berkeley, Hume and Kant.

PHIL 247
Continental Philosophy: Heidegger to Foucault
3 Credits Weekly (3-0-0)
This course provides an introduction to twentieth century continental European philosophy through a close reading of some of the century’s major philosophical contributors such as Husserl, Heidegger, Levinas, Derrida, Foucault and Badiou. Specific topics may include: phenomenology, hermeneutics, deconstruction, post-structuralism, and materialist dialectics.

PHIL 248
American Philosophies
3 Credits Weekly (3-0-0)
This course examines the historical development of American philosophy from the 19th century to the present, with a particular emphasis on the transcendentalist (Ralph Waldo Emerson and Henry David Thoreau) and pragmatist (William James, John Dewey, Charles Peirce, Jane Addams, Alain Locke) traditions of the United States. African American, Latin American, Caribbean and Indigenous philosophers may also be examined (figures such as W.E.B. DuBois, Vine Deloria, Jr., and Enrique Dussel) as contributors and respondents to these philosophical movements.

PHIL 250
Ethics
3 Credits Weekly (3-0-0)
This course involves an examination of fundamental questions and theoretical answers in the philosophical discipline of ethics. Through a detailed study of important and influential texts in the philosophy of ethics, students develop the ability to understand and critically assess various philosophical systems of thought concerning moral judgements and ethical obligations.

PHIL 265
Philosophy of Science
3 Credits Weekly (3-0-0)
This course introduces central issues in contemporary philosophy of science. Topics may include theory evaluation, paradigm shifts and theory change, laws of nature, causation and explanation, the rationality of science and its social and historical setting.

PHIL 270
Social and Political Philosophy
3 Credits Weekly (3-0-0)
This course provides an introduction to social and political philosophy. The course poses the following questions: what is the nature of politics; what is the state; what is civil society; what (if any) are citizens’ political obligations and rights? Readings are drawn from canonical philosophers such as Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Spinoza, Rousseau, Hegel and Marx.

PHIL 280
Aesthetics
3 Credits Weekly (3-0-0)
Aesthetics is the branch of philosophy that studies art, beauty and taste. This course introduces aesthetics through the study of theories of art, aesthetic experience, aesthetic judgement and the role of art in society. Students read classical and contemporary writings in aesthetics and apply them to concrete examples of various media, including visual art, music and literature.
PHIL 291
Existentialism
3 Credits Weekly (3-0-0)
This course is an introduction to existential philosophy. Through close reading of texts, students study some of the main themes of existential philosophy, such as anxiety, authenticity, bad faith, absurdity, the meaning of human life, and the self as finite and situated self-making. Particular attention is paid to the existential conception of philosophy as a truthful explication of concrete experience rather than the theoretical pursuit of abstract truth. Readings are drawn from the works of major figures in 19th and 20th century existential philosophy, such as Kierkegaard, Nietzsche, Sartre, Camus and Marcel.

PHIL 301
Comparative Philosophy
3 Credits Weekly (3-0-0)
In this topic based course, students study one or more non-Western, particularly Asian, philosophical tradition in comparison with approaches taken in the Western philosophical tradition. Issues for comparison between non-Western and Western philosophies may include methods and aims; the relation between religion and philosophy; views on the nature of reality, truth, the self, morality, justice, suffering, desire, and/or reason.

PHIL 305
Studies in the Self
3 Credits Weekly (3-0-0)
In this course, students study the nature of the Self, drawing on one or more philosophical perspectives. The topic(s) of any particular section may vary. Possible topics include personal identity, the reality of the self, the soul, subjectivity, knowledge of self and others, and freedom and the will. Each section of this course requires that students produce a research essay that incorporates scholarly sources other than the course readings. This course may be taken up to three times, provided the course topic is different.
Prerequisites: Minimum grade of C- in 3 credits of 200-level PHIL (p. 426) courses.

PHIL 325
Risk, Choice and Rationality
3 Credits Weekly (3-0-0)
This course is a study of the formal theory of rationality, including probability, induction, and elementary decision theory. Rational theories regarding an agent's choice, both individually and in a group, under ignorance or under risk, and when acting competitively or cooperatively, are examined in detail. Note: This Arts course can also be used to satisfy the general science credit requirement of the Bachelor of Science.

PHIL 330
Plato
3 Credits Weekly (3-0-0)
With a view to both theoretical and moral issues, this course engages in a focused study of Plato and his philosophy. Students will engage in close readings of some of Plato's writings and will evaluate secondary literature on Plato. Some consideration may also be given to Academic Platonism and neo-Platonism.
Prerequisites: Minimum grade of C- in 3 credits of 200-level PHIL (p. 426) courses.

PHIL 331
Philosophy of Love
3 Credits Weekly (3-0-0)
This course engages in a philosophical investigation of love. Through a study of classic works of philosophy, students examine the experience of love, the meaning of love, the value of love, and philosophy's relationship to love. Special attention will be paid to Plato's theory of love as it is expressed in the Symposium.
Prerequisites: Minimum grade of C- in 3 credits of 200-level PHIL (p. 426) courses.

PHIL 333
Philosophy of Sex and Sexuality
3 Credits Weekly (3-0-0)
This course offers a philosophical analysis of human sexuality. On top of providing an overview of human sexuality as it has been treated in classic works of philosophy, it also looks at the treatment of sexuality in contemporary philosophy. Topics may include gender and oppression, the legitimacy of consent, the politics of sexual relations/interactions, sexuality and embodiment, the morality of seduction, genealogy and sexuality, and the character of heteronormativity and ‘perversion.’
Prerequisites: A minimum grade of C- in 3 credits of 200-level PHIL (p. 426) courses.

PHIL 341
Continental Rationalism
3 Credits Weekly (3-0-0)
This course examines the philosophies of such early modern philosophers as Descartes, Malebranche, Spinoza, and Leibniz. Through a close study of the rigorously systematic metaphysics, epistemology, and natural philosophy of these thinkers, this course traces the significant and renowned movement in the history of philosophy known as “Rationalism”.
Prerequisites: Minimum grade of C- in 3 credits of 200-level PHIL (p. 426) courses.

PHIL 342
British Empiricism
3 Credits Weekly (3-0-0)
This course examines the philosophies of such early modern philosophers as Locke, Berkeley, and Hume. For their emphasis on sense experience and sensory perception in their respective philosophical systems of thought, these British philosophers are known as members of the prominent and important movement in the history of philosophy referred to as “Empiricism”.
Prerequisites: Minimum grade of C- in 3 credits of 200-level PHIL (p. 426) courses.

PHIL 355
Philosophy of the Environment
3 Credits Weekly (3-0-0)
This course introduces central issues in the philosophy of the environment. Topics include the meaning of Nature, foundational ethical theories as applied to the environment, animal rights, anthropocentrism, biocentrism, ecocentrism, conservationism, sustainability, deep ecology and social ecology, and the aesthetics of natural environments.
Prerequisites: Minimum grade of C- in 3 credits in 200-level PHIL (p. 426) courses.
PHIL 357
Philosophy of Religion
3 Credits Weekly (3-0-0)
Students examine the nature of religious belief, religious experience, and
religious life from a philosophical perspective. Specific issues may also
include the religious use of language, the existence and nature of God,
the self in relation to the divine, the problem of evil, faith and reason,
scientific views of religion, and mystical experience.

PHIL 360
Death and Dying
3 Credits Weekly (3-0-0)
This course offers a philosophical examination of the nature and
significance of death. This includes detailed analysis and critical
discussion of such topics as: what death is, emotional attitudes toward
death, the badness of death, the value of life, immortality, personal
identity, and suicide.

PHIL 365
Philosophy of Space and Time
3 Credits Weekly (3-0-0)
This course examines the philosophical issues, historical and
contemporary, involved in specifying the nature of space and time and
how we can know such nature. Topics may include the concept of
space in antiquity, the historical debates on the nature of space in the
Early Modern period, the so-called Newtonian, Einsteinian and quantum
mechanical revolutions, the shape of space-time, and the direction, and
alleged paradoxes, of time.
Prerequisites: Minimum grade of C- in 3 credits of 200-level PHIL (p. 426)
courses.

PHIL 370
Studies in Political Philosophy
3 Credits Weekly (3-0-0)
In this course, students study a topic in political philosophy. The topic
for any particular section varies. Possible topics include: liberalism
and its critics, the philosophy of power, the nature of law, theories of
justice, Plato’s Statesman, and Aristotle’s Politics. Each section of this
course requires that students produce a research essay that incorporates
scholarly sources other than the course readings.
Prerequisites: Minimum grade of C- in 3 credits in 200-level PHIL (p. 426)
courses.

PHIL 381
Philosophy as Literature
3 Credits Weekly (3-0-0)
In this course, students study works of philosophy as pieces of literature.
Serving as a practical introduction to an hermeneutical approach to
philosophy and to philosophical scholarship, students consider how
literary features, which might otherwise appear to be extraneous to
philosophical content, affect the philosophical meaning of texts. Each
section of this course requires that students produce a research essay
that incorporates scholarly sources other than the course readings.
Prerequisites: Minimum grade of C- in 3 credits of 200-level PHIL (p. 426)
courses.

PHIL 383
Philosophy of Film
3 Credits Weekly (3-0-0)
This course offers a philosophical examination of film. The examination
proceeds by viewing particular films and reading philosophical texts
devoted to the medium. Topics may include critical analysis of genre,
the aesthetics of the moving image, the nature of film narrative or
representation, the relation between film and ideology, or a study
philosophical themes through film.
Prerequisites: A minimum grade of C- in 3 credits of 200-level PHIL (p. 426)
courses.

PHIL 386
Philosophy and Health Care
3 Credits Weekly (3-0-0)
This course is an introduction to central issues in bioethics with a
specific emphasis on practice of health care. Though students may
briefly examine classical moral theories and principles, the bulk of the
course examines contemporary discussions and issues in bioethics. The
emphasis of the course is on ethical reasoning and moral deliberation
involving issues in health care. Topics may include patient autonomy
and confidentiality, advanced directives, allocation of medical resources,
health care advocacy, integrity, and issues pertaining to disability and
end-of-life care. Students may also be introduced to major ethical
theories and moral principles. Readings may include case studies, legal
cases, scholarly articles and classical sources.

PHIL 398
Independent Study
3 Credits Total (0-0-45)
This course permits an intermediate-level student to work with an
instructor to explore a specific topic in depth through research or directed
reading in primary and secondary sources. The student plans, executes
and reports the results of their independent research or study project
under the direction of a faculty supervisor. To be granted enrollment
in the course, the student must have made prior arrangements with a
faculty member willing to supervise his or her project. This course can be
taken twice for credit.

PHIL 401
Senior Seminar
3 Credits Weekly (0-0-3)
In this seminar course, students study the nature, methods, and aims
of philosophy, make seminar presentations, and write a major research
essay. This course is open only to Philosophy majors. Note: Students are
advised to enrol in this course in the final winter term of their studies.
Prerequisites: Successful completion of 30 credits of senior PHIL (p. 426)
courses.

PHIL 402
Topics in the History of Philosophy
3 Credits Weekly (0-0-3)
This seminar course deals with a major figure, issue, or specific period
in the history of philosophy. There is a major essay requirement and, in
addition to regular seminar participation, students make presentations.
The topic of any given section of this course is selected by the instructor.
Prerequisites: Minimum grade of C- in 6 credits of 200- or 300-level PHIL
(p. 426) courses.
PHIL 403
Topics in Moral Philosophy
3 Credits Weekly (0-0-3)
In this seminar course, students study a topic in moral philosophy broadly construed. The specific topic of each section focuses on a significant philosopher, theme, or problem in ethical theory, applied ethics, meta-ethics, political philosophy, or social philosophy. There is a major essay requirement and, in addition to regular seminar participation, students make presentations. The topic in any given semester is selected by the instructor.
Prerequisites: Minimum grade of C- in 6 credits of 200- or 300-level PHIL (p. 426) courses.

PHIL 404
Topics in Asian Philosophy
3 Credits Weekly (0-0-3)
Students study a topic in depth within Asian Philosophy. The specific topic focuses on a significant philosopher or philosophers, text, school, theme or issue within one or more of the traditions of Asian Philosophy, including Buddhism, Jainism, Hinduism, Confucianism, and Taoism. There is a major essay requirement and, in addition to regular seminar participation, students make presentations. The topic in any given year is selected by the instructor.
Prerequisites: Minimum grade of C- in 6 credits of 200- or 300-level PHIL (p. 426) courses.

PHIL 405
Topics in Contemporary Philosophy
3 Credits Weekly (0-0-3)
In this seminar course, students study a topic in contemporary philosophy. The specific topic focuses on a significant philosophical question and the position or positions that one or more contemporary philosophers take and defend in response to that question. There is a major essay requirement and, in addition to regular seminar participation, students make presentations. The topic in any given year is selected by the instructor.
Prerequisites: Minimum grade of C- in 6 credits of 200- or 300-level PHIL (p. 426) courses.

PHIL 442
Descartes
3 Credits Weekly (0-0-3)
This is a seminar course on the philosophy of René Descartes. In the course, students go beyond the Meditations and read a selection of Descartes’ works and correspondences in order to examine a variety of topics including eternal truths, human physiology, the human being, animals, and the “passions”. Students also read and analyze relevant secondary literature. In addition to regular seminar participation, students make seminar presentations on material from the reading schedule. The major course assignment is an essay on a specific topic of choice from the course material.
Prerequisites: Minimum grade of C- in 6 credits of PHIL (p. 426) at the 200- or 300-level.

PHIL 444
Kant
3 Credits Weekly (0-0-3)
In this seminar course, students examine Kant’s theoretical philosophy, pay close attention to interpretations of Kant’s transcendental idealism of the early critical period, make seminar presentations, and write at least one major essay on a specific topic of their choice.
Prerequisites: Minimum grade of C- in 6 credits in 200- or 300-level PHIL (p. 426) courses.
PHSC – PHYSICAL SCIENCES

PHSC 200
Physical Science Field Skills
3 Credits    Total (18-80-0)
This course is an introduction to field work in the areas of physics, chemistry and Earth and planetary science, which together constitute the Physical Sciences. It involves classroom field preparation in Edmonton, work in the field on the Big Island in the Hawaiian Island chain, and sample analysis and working up the data back in Edmonton. The course concludes with the submission of a final written report. The skills that the participants acquire in this course include mapping of geological features, reproducible sampling procedures, field note taking, strike and dip measurements, the use of star charts and sextants to locate constellations and stars, measurements and observations with a telescope and the analysis of water and air samples. 
Prerequisites: Consent of the Department.

PHSC 300
Alberta Oil and Gas Industry
3 Credits    Weekly (3-0-0)
This course provides an in-depth examination of the oil and gas industry in Alberta and how it is rapidly changing. The course will use an interdisciplinary approach that covers resource exploration, extraction, refining, geology, careers, environmental challenges, and business dimensions of unconventional and conventional oil and gas resources. 
Prerequisites: Minimum grade of C- in EASC 238, PHYS 261 and in one of CHEM 261 or CHEM 270.
PHSD 391
The Human Organism
3 Credits    Weekly (3-0-0)
This course is an introduction to human biology that analyzes the structure and function of systems in our bodies. This course leads to an appreciation of how the human body maintains itself in the face of external and internal challenges. A course for non-majors that will develop their understanding of the foundations of human health and disease. Note: This course is only available to Disability Studies Program students. Credit can only be obtained in one of PEDS 391 or PHSD 391.
Prerequisites: Biology 30.
PHYS 020
Physics 20
5 Credits    Weekly (6-0-0)
Physics 20 is equivalent to Alberta Learning’s Physics 20. The course deals with major concepts of kinematics and dynamics, circular motion, universal gravitation, waves and light. 
Prerequisites: Minimum Grade of D in SCIE 010 and MATH 010C.

PHYS 030
Physics 30
5 Credits    Weekly (6-0-0)
The material covered in this course is equivalent to Alberta Learning’s Physics 30. Topics include conservation laws, electric and magnetic forces and fields, the nature of the atom and wave-particle duality in nature.
Prerequisites: Minimum Grade of D in PHYS 020 and Co-Requisite of MATH 030-1.

PHYS 124
Physics for Life Sciences I
3 Credits    Weekly (3-3-0)
This is an algebra based physics course on motion of matter intended for students in life and medical sciences. Topics include kinematics, Newtonian mechanics, conservation of momentum and energy, rotational motion, statics and dynamics of extended bodies and simple harmonic motion. Students are introduced to aspects of modern physics. During the course students develop a conceptual understanding of physical principles, develop reasoning and problem-solving skills, and relate these physical principles to real-world situations relevant to biology and medicine. NOTE: Physics 30 is strongly recommended. Credit can only be obtained in one of PHYS 108, PHYS 124, PHYS 144, or ENPH 131.
Prerequisites: Mathematics 30-1 and Physics 20.

PHYS 126
Physics for Life Sciences II
3 Credits    Weekly (3-3-0)
This course is an algebra-based physics course on electromagnetism intended for students in life and medical sciences. Topics include electrostatics, direct current circuits, magnetic fields, electromagnetic induction and alternating current circuits. Students are introduced to aspects of modern physics. During the course students develop a conceptual understanding of physical principles, develop reasoning and problem-solving skills, and relate these physical principles to real-world situations relevant to biology and medicine. NOTE: Credit can only be obtained in one of PHYS 109, PHYS 126, or PHYS 146.
Prerequisites: A minimum grade of C- in PHYS 124.

PHYS 130
Wave Motion, Optics and Sound
3.8 Credits    Total (45-18-0)
This is a calculus based course intended for engineering students. Topics include spherical mirrors, thin lenses, simple harmonic motion, wave motion, interference, sound waves, light waves and diffraction. Note: Restricted to Engineering students.
Prerequisites: Mathematics 30-1, Mathematics 31 and Physics 30.

PHYS 144
Mechanics
3 Credits    Weekly (3-3-0)
This is a calculus based physics course intended for students in the physical sciences. Topics include kinematics, Newtonian mechanics, conservation of momentum and energy, rotational motion, statics and dynamics of extended bodies and simple harmonic motion. Students are introduced to aspects of modern physics. During the course students develop a conceptual understanding of physical principles, develop reasoning and problem-solving skills, and relate these physical principles to real-world situations. NOTE: Credit can only be obtained in one of PHYS 108, PHYS 124, PHYS 144, or ENPH 131.
Prerequisites: Mathematics 31, Mathematics 30-1 and Physics 30.

PHYS 146
Electromagnetism
3 Credits    Weekly (3-3-0)
This is a calculus-based physics course on electromagnetism intended for students in physical sciences. Topics include electrostatics, direct current circuits, magnetic fields, electromagnetic induction and alternating current circuits. Students are introduced to aspects of modern physics. During the course students develop a conceptual understanding of physical principles, develop reasoning and problem-solving skills, and relate these physical principles to real-world situations. NOTE: Credit can only be obtained in one of PHYS 109, PHYS 126, or PHYS 146.
Prerequisites: A minimum grade of C- in PHYS 144.

PHYS 200
Introduction to Relativity
3 Credits    Weekly (3-0-0)
This course explains Einstein’s Special Theory of Relativity and includes brief introduction to general relativity. First, the limitations of classical physics are examined. These shortcomings are then addressed by the special theory of relativity. The student learns to use the theory to calculate time and length intervals in fast moving reference frames. The theory is further applied to describe the Doppler effect, the twin paradox and the conservation of relativistic energy and momentum. The course concludes with a brief introduction to the general theory of relativity, curved spacetime and black holes.
Prerequisites: A minimum grade of C- in one of PHYS 109, PHYS 126 or PHYS 146, and in MATH 114.

PHYS 208
Quantum Aspects of Physics
3 Credits    Total (45-18-0)
This course begins with the experimental evidence leading to the development of quantum mechanics, including the photoelectric effect, the Compton effect, X-ray production and electron diffraction. Further topics include a discussion of the Heisenberg uncertainty principle and the Schrödinger theory of quantum mechanics, one dimensional potential wells and barriers, tunneling, the simple harmonic oscillator, atomic physics, the hydrogen atom and the periodic table. In the laboratory component of the course, students reproduce the details of various classical experiments leading to the discovery of the quantum nature of matter and light.
Prerequisites: Minimum grade of C- in PHYS 109, PHYS 126, or PHYS 146, and in MATH 113 or MATH 114.
PHYS 212
Revolutions in Physics: The Structure of the Universe
3 Credits  Weekly (3-0-0)
This course traces the development of our understanding of the physical universe from ancient to modern times. Students examine the nature of physics, its historical development, the development of physical theories, and the nature of scientific questions and answers. The focus of the course is epistemological aspects of physics rather than on systematic formulation and problem solving.
Prerequisites: Minimum grade of C- in one of PHYS 109, PHYS 126 or PHYS 146.

PHYS 224
Fluids and Heat
3 Credits  Total (45-18-0)
Students learn the basic thermal properties of matter as well as properties of fluids. Topics include the static and dynamic behaviour of fluids, temperature, thermal expansion, ideal gas laws, thermal energy, specific and latent heats, calorimetry, heat transfer, thermal processes, the Carnot engines, refrigerators, and the laws of thermodynamics. Other topics include the kinetic theory of gases, mean free path, the laws of probability and statistical physics, enthalpy and entropy. In the laboratory component of the course, students investigate the physical properties of fluids and the thermal properties of matter.
Prerequisites: A minimum grade of C- in one of PHYS 109, PHYS 126, or PHYS 146 and in MATH 114.

PHYS 226
Optics and Sound Waves
3 Credits  Total (45-18-0)
Students learn the basic principles of wave mechanics. Topics include simple harmonic motion, mechanical waves, sound waves, geometrical and physical optics. Students are introduced to applications such as microscopes, telescopes, Doppler radar, spectrometers, holograms, seismic waves and molecular vibrations. Advanced topics including matter waves and quantum properties of light is discussed. In the laboratory component of the course, students investigate the physical principles of mechanical waves, sound and light.
Prerequisites: A minimum grade of C- in PHYS 109, PHYS 126, or PHYS 146, and in MATH 114.

PHYS 242
Physics of Planetary Exploration
3 Credits  Weekly (3-0-0)
Students study the physical principles that govern the design of interplanetary missions within the Solar System. Topics include Newton's Universal Law of Gravity, Kepler's Laws of Planetary Motion, orbital elements, and the planning of transfer orbits between planets. Further topics include past, present, and future space missions and the operating principles of spacecraft instrumentation and sensors.
Prerequisites: A minimum grade of C- in one of PHYS 109, PHYS 126, or PHYS 146, and in MATH 114.

PHYS 244
Mechanics
3 Credits  Weekly (3-0-0)
This course expands on first-year mechanics, examining oscillating systems, normal modes, conservative forces, and energy. Lagrangian and Hamiltonian dynamics are introduced, including variational calculus, Hamilton's Principle, generalized coordinates, constraints, Lagrange multipliers, the Hamiltonian, conservation laws, and Hamiltonian dynamics. Further topics include central forces, orbital motion, and scattering. Note: It is recommended that MATH 115 be taken concurrently with, or prior to taking this course.
Prerequisites: A minimum grade of C- in one of PHYS 109, PHYS 126, or PHYS 146, and a minimum grade of C- in MATH 114, and in MATH 120 or MATH 125.

PHYS 250
Introduction to Biophysics
3 Credits  Weekly (3-0-0)
In this course students apply physical principles learned in first year physics to biological problems. Topics such as biomechanics with an introduction to kinesiology; and transport of energy and materials in biological systems with an introduction to diffusion and motion in dissipative media; bio-fluid with an introduction to the cardiovascular system; the elastic properties of biological material, and biopolymers like DNA; and the electric properties of biomaterial with an introduction to the nervous systems. Note: BIOL 107 is recommended.
Prerequisites: A minimum grade of C- in PHYS 109, PHYS 126, PHYS 146, or CHEM 102, and in MATH 114.

PHYS 252
Physics of the Earth
3 Credits  Weekly (3-0-0)
In this course students apply basic mechanics, electricity and magnetism, waves, and thermodynamic principles to planetary processes, with a focus on the Earth, leading to an understanding of the basic physical principles guiding the studies of geophysics, geomagnetism, atmospheric physics and oceanography.
Prerequisites: A minimum grade of C- in PHYS 109, PHYS 126, or PHYS 146, and in EASC 101, and in MATH 114.

PHYS 255
Introduction to Robotics
3 Credits  Total (45-18-0)
This course offers an introduction to basic concepts in robotics focusing on perception of the environment, locomotion, movement and pathway planning, power management, sustainable energy sources, control, and decision making. Students apply concepts learned through multidisciplinary projects in a laboratory setting.
Prerequisites: A minimum grade of C- in one of PHYS 109, PHYS 126, or PHYS 146.

PHYS 261
Physics of Energy
3 Credits  Weekly (3-0-0)
This course first identifies the various forms of energy consumed by modern society. The conversion of energy is traced from natural resources to usable forms considering both the fundamental laws of thermodynamics and the practical concerns of cost and environmental consequences. Next, the benefits and drawbacks of non-renewable energy sources such as fossil fuels and nuclear power are discussed and compared to renewable sources such as hydroelectric and solar power. Finally, the development of alternative energy resources is discussed.
Prerequisites: Minimum grade of C- in one of PHYS 109, PHYS 126 or PHYS 146.
PHYS 301
Nuclear Physics
3 Credits Weekly (3-0-0)
This course is a study of the fundamental nuclear properties, the shell model, the collective model, stability of nuclei, isotopes, radioactive decay, nuclear reactions, kinematics, conservation laws, nuclear fission and fusion, nuclear reactors, particle accelerators, detectors, a brief introduction to particle physics and the Standard Model. The course also includes applications such as carbon dating, tracer techniques, cancer therapy and connections to astrophysics.
Prerequisites: Minimum grade of C- in PHYS 208 and MATH 115.

PHYS 302
An Introduction to Particle Physics
3 Credits Weekly (3-0-0)
What is the Universe made of at its smallest scale? From the humble electron to the massive Higgs boson, we follow the progress of the Standard Model as it classifies the myriad subatomic particles by their interactions and symmetries. Students apply the techniques of quantum mechanics and Feynman diagrams to calculate the properties of matter.
Prerequisites: Minimum grade of C- in PHYS 200, PHYS 208 and MATH 115.

PHYS 308
An Introduction to Semiconductors and Superconductors
3 Credits Weekly (3-0-0)
This course builds on PHYS 208 to provide students with a detailed understanding of the behaviour of condensed matter arising from the quantum nature of many particle systems at the microscopic level. Starting with probability distribution functions for classical thermodynamic systems, the theory is extended to quantum mechanical systems leading to a description of lasers. These tools allow the construction of models that explain the features of inter-atomic bonds, molecular spectra and the emergent properties of solids such as electrical conductivity, semiconductivity and superconductivity.
Prerequisites: Minimum grade of C- in PHYS 208 and MATH 115.

PHYS 324
Origins of Planetary Systems
3 Credits Weekly (3-0-0)
This course focuses on how the Earth and the other planetary bodies in our solar system were formed, and makes comparisons between the planets in our solar system and those planets found around other stars in the Milky Way galaxy. During this course, two compelling questions will be addressed: "How common are Earth-like planets and are other planetary systems similar to ours and, if not, why not?"
Prerequisites: A minimum grade of C- in PHYS 224 or in PHYS 244 or a minimum grade of C- in both EASC 206 and either MATH 113 or MATH 114.

PHYS 330
Statistical Mechanics and Thermodynamics
3 Credits Weekly (3-0-0)
This course develops the laws of thermodynamics from a statistical perspective. Assuming a simple model for small-scale interactions between individual particles, the statistical representation of systems with a large number of such particles is constructed using simple probability theory. The rules governing how such systems evolve with time are discussed in terms of how they lead to the laws of thermodynamics. Additional applications of these tools is also discussed. Note: completion of PHYS 244 is recommended before taking this course.
Prerequisites: A minimum grade of C- in MATH 115, PHYS 208, and PHYS 244.

PHYS 332
Computational Physics
3 Credits Weekly (3-3-0)
This course introduces students to computational techniques used in physics. Topics include basic computational principles, differentiation and integration, ordinary and partial differential equations, matrix manipulation, variational techniques and stochastic methods, with application to physical systems in mechanics, heat and thermodynamics, waves, electromagnetism, quantum mechanics, condensed matter, geophysics, and biophysics.
Prerequisites: Minimum grade of C- in MATH 115, and in any two of PHYS 208, PHYS 224, PHYS 226, PHYS 244, PHYS 250 or PHYS 252.

PHYS 372
Quantum Mechanics
3 Credits Weekly (3-0-0)
This course begins with the wave function and its physical interpretation. The Schrödinger equation is solved for free particles and one-dimensional potentials. Once the model becomes highly developed, solutions are extended to three-dimensional systems with orbital angular momentum. Practical applications of quantum mechanics are discussed. Course changed from PHYS 472.
Prerequisites: Minimum grade of C- in PHYS 208 and PHYS 244.

PHYS 390
Advanced Physics Laboratory
3 Credits Weekly (0-4-0)
This laboratory course introduces students to advanced experiments and analytical methods in physics. Methods of experimental design, experimental techniques, and error analysis are discussed. Students apply these methods to experiments selected from classical and modern physics.
Prerequisites: Minimum grade of C- in PHYS 208 and in one of PHYS 200, PHYS 224, PHYS 226, PHYS 244, PHYS 250 or PHYS 252.
PHYS 398
Independent Study
3 Credits Total (0-0-72)
This course permits an intermediate-level student to work with a faculty member to explore a specific topic in depth through research or through directed reading in primary and secondary sources. The student plans, executes and reports the results of their research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.

PHYS 495
Special Topics in Physics and Astrophysics
3 Credits Weekly (3-0-0)
In this course, students examine one or two topics of specialization in physics and/or astrophysics in-depth. Topics can vary with the interests of students and the instructor. Consultation with the department is required prior to registration.
Prerequisites: Consent of the department.

PHYS 498
Advanced Independent Study
3 Credits Total (0-0-72)
This course permits a senior-level student to work with a faculty member to explore a specific topic in depth through research or through directed reading in primary and secondary sources. The student plans, executes and reports the results of their research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
PMGT – PROPERTY MANAGEMENT

PMGT 301
Introduction to Property Management
3 Credits Weekly (3-0-0)
Students review a brief history of property management and are introduced to the structure of managing a property management company, different types of building classifications, types of property ownership structures, and the agency role the manager plays with property owners. Topics include: licensing requirements, the property manager’s role during the life cycle of the asset as their client’s investment, an overview of the human resource needs and structures within a typical property management company, responsibilities on annual and monthly cycles, an overview of the tenancy cycle and the responsibilities of landlords and tenants, an introduction to various software used for different management disciplines, as well as an introduction to professional organizations in the industry. Students consider real property management organizations, interacting with local real estate professionals through career investigation, interviews, and guest speakers.
Prerequisite: (FNCE 113 or MATH 114) plus (MGTS 103 or ACCT 215) plus (BUSN 201 or MGMT 121) plus (ACCT 311 or ACCT 111 and ACCT 218).

PMGT 302
Workforce & Tenant Management in Property Management
3 Credits Weekly (3-0-0)
Students explore practical management functions of directing a property management organization. Special focus is given to a) human resource management, b) ethical dealings, and c) legal requirements. Students apply their understanding in these areas to ensure that the property management organization has an effective workforce, acts appropriately regarding conflict of interests, fiduciary duties to owners, and other obligations, and ensures acts and codes related to tenant occupancy and agency are properly applied.
Prerequisites: PMGT 301, BUSN 201.

PMGT 304
Property Operations for the Property Manager
3 Credits Weekly (3-0-0)
Students learn the day to day management of the property as a business unit, how to manage and maintain components of the physical asset, and administer the cycle of the tenancies in the building. Topics include property taxation, insurance, risk management, contracts, inspections, environmental hazards, life safety and disaster planning, maintenance strategies. Students will examine the administration of the tenancy cycle in detail including: move ins, rent collection, lease renewals, conflict mediation, enforcement and termination of tenancies. The role of the property manager in the condominium setting will also be reviewed.
Prerequisites: PMGT 301, PMGT 302.

PMGT 305
Budgeting and Finance in Property Management
3 Credits Weekly (3-0-0)
Students learn the application of the accounting function in the context of managing properties, various types of reporting that are utilized in the industry, and learn to interpret those reports, and come to conclusions and sound management decisions. Students examine the management of a property as a business venture of the investor, and how decisions in management can affect the value of the investment.
Prerequisites: PMGT 301, PMGT 302, PMGT 303, (ACCT 311 or ACCT 161), BUSN 201, FNCE 113, (ACCT 322 or ACCT (p. 243)-218).
PNRS – PSYCHIATRIC NURSING

PNRS 152
Foundations in Nursing Practice
6 Credits Total (45-30-75)
Students develop and integrate foundational nursing knowledge and skills within classroom, laboratory, simulation, and health care settings, for basic client-centred care with an individual patient/client. Students receive an introduction to the nursing process and explore principles of teaching and learning within the context of promoting health, safety and comfort. Developmental and physiological considerations related to activities of daily living across the lifespan are discussed. Students incorporate communication skills in the development of a nurse-patient/client relationship, establishment of professional boundaries, and collaboration with other health care providers in the organization and implementation of direct care. 
Prerequisites: Minimum grade of C- in HLST 154, HLST 159, NURS 150.

PNRS 155
Mental Health Nursing I
4 Credits Total (45-0-40)
Students develop the foundational knowledge, skills and attitudes required to provide client-centred, evidence-informed nursing care to clients in mental health settings. Students focus on recent trends, legislation, and selected ethical-legal and professional issues in mental health nursing; therapeutic milieu; and the application of therapeutic communication techniques across the lifespan. Students further examine nursing models and mental health theory applicable to mental health nursing. Students explore selected mental health pathologies, interventions, therapies, and basic counselling skills. Students apply communication theory and skills for the establishment of therapeutic nurse-client relationships in selected settings.
Prerequisites: Minimum grade of C- in PNRS 152.

PNRS 252
Mental Health Nursing II
4 Credits Weekly (4-0-0)
Students develop in-depth knowledge as well as the skills and attitudes required to provide client-centred, evidence-informed, holistic nursing care for persons experiencing selected common chronic and acute mental health issues and disorders. Students examine the related mental health pathologies, interventions and therapies, including psycho-pharmacology, psychosocial and alternative therapies. Students also explore selected ethical and legal issues. Students extend knowledge of group process and crisis intervention. The focus is on care of the individual within the context of family, community, and environment, and adaptations of nursing care across the lifespan.
Prerequisites: Minimum grade of C- in PNRS 155, PSYC 104, PSYC 105. Prerequisites or Co-requisites: HLSC 220, HLSC 222, NURS 252.

PNRS 255
Psychiatric Nursing Practice, Adult Populations
5 Credits Total (10-0-143)
Students focus on the application of knowledge, skills, and attitudes for holistic, client-centred, evidence-informed psychiatric nursing care of adult clients experiencing a broad range of chronic and acute mental health problems and disorders, in an in-patient setting. Students establish therapeutic relationships and collaborate with clients, their families, and members of the interprofessional and intersectoral teams to promote optimal health and provide ethical, culturally sensitive, age-appropriate, client-centred psychiatric nursing care.
Prerequisites: Minimum grade of C- in HLSC 220, HLSC 222, NURS 251, NURS 252, and PNRS 252.

PNRS 259
Psychiatric Nursing Practice, Special Populations
5 Credits Total (10-0-143)
Students focus on the application of knowledge, skills, and attitudes for holistic, evidence-informed psychiatric nursing care of special populations, for clients experiencing a broad range of chronic and acute mental health problems and disorders. Students establish therapeutic relationships and collaborate with clients, their families, and interprofessional and intersectoral team members to promote optimal health and provide culturally sensitive, age-appropriate, ethical, client-centred psychiatric nursing care in a variety of settings.
Prerequisites: Minimum grade of C- in HLSC 220, HLSC 222, NURS 251, NURS 252 and PNRS 252.

PNRS 320
Trends and Issues in Mental Health Care
3 Credits Weekly (3-0-0)
Learners focus on evolving trends related to the management of complex mental health care problems experienced by at risk groups across the lifespan. Consideration is given to culturally diverse individuals and groups with acute and chronic mental health issues. Emphasis is also placed on analyzing how legislative, technological, economic, and social forces impact health care planning and decision making in settings where mental health services are delivered.
Prerequisites: RPN or minimum grade of C- in PNRS 252.

PNRS 321
Child/Adolescent Mental Health
3 Credits Weekly (3-0-0)
Learners focus on evidence-informed holistic care of the child/adolescent with a mental health issue or disorder within the context of family and community. Also explored are the role and responsibilities of the psychiatric/mental health nurse in promoting optimal wellness with children, adolescents, families and communities that are affected by a mental health issue. Learners examine selected trends and issues specific to child/adolescent mental health.
Prerequisites or Co-requisites: HLST 320 and HLST 321.
PNRS 352
Mental Health Nursing III
4 Credits Total (60-0-0)
Students develop in-depth knowledge as well as the skills and attitudes required to provide client-centred, evidence-informed nursing care for clients experiencing selected complex mental health issues and disorders. Students examine the related mental health pathologies, interventions, and therapies, including psychopharmacology, psychosocial, and alternative therapies, as well as related ethical and legal issues. Focusing on care of the individual within the context of family, community, and environment, students explore adaptations to nursing care across the lifespan. Knowledge and skills in group process, counseling, and crisis intervention are further enhanced. Transition to the role of the practicing psychiatric nurse is explored.
Prerequisites: Minimum grade of C- in NURS 255, PNRS 255, and PNRS 259.

PNRS 355
Clinical Preceptorship
7 Credits Total (12-0-375)
Students focus on extension and consolidation of knowledge and skills related to the roles, functions, and competencies of the entry level psychiatric nursing graduate in a selected setting. With guidance and mentoring from a professional nurse preceptor, students gradually assume the role and responsibilities of that position while working within clinical practice guidelines for nursing students.
Prerequisites: Minimum grade of C- in PNRS 352.

PNRS 420
Community Mental Health
4 Credits Total (45-0-30)
Learners explore and apply theories and concepts related to community-based mental health nursing and examine health care initiatives applicable to community mental health. Emphasis is placed on health promotion/wellness, risk reduction, and therapeutic management across the lifespan within a framework that incorporates interprofessional and intersectoral collaboration.
Prerequisites: Minimum grade of C- in NURS 341 and HLST 320.

PNRS 421
Mental Health and the Law
3 Credits Weekly (3-0-0)
Learners analyze moral, ethical, legal, and regulatory issues impacting psychiatric/mental health nursing practice as it interfaces with legislative standards at the provincial and federal levels. Learners gather, research, and analyze several pieces of legislation affecting mental health clients at the macro level. They extend this knowledge to their local clinical/community level by examining operational/legal/regulatory issues from their local nursing practice.
Prerequisites: Minimum grade of C- in HLST 321.

PNRS 422
Leadership for Psychiatric Nursing Practice
3 Credits Weekly (3-0-0)
Learners explore leadership models, theories and styles and examine the relationship between leadership and management. A further emphasis is placed on the development and characteristics of effective leadership within the context of psychiatric/mental health nursing practice as well as professional and societal trends that influence psychiatric/mental health nursing practice and advancement of the profession. Consideration is also given to techniques for fostering creativity, influencing health policy, engaging in the change process, nurturing relationships and creating and maintaining a healthy workplace environment.
Prerequisites: RPN OR minimum grade of C- in NURS 255, PNRS 255, PNRS 259 & a 3-credit university level ENGL (p. 329) course (excluding ENGL 111).

PNRS 423
Capstone Course
4 Credits Total (15-0-90)
Learners synthesize acquired knowledge and skills and extend their depth and breadth in a selected area of psychiatric/mental health nursing. Through supervision by a faculty member and facilitation by approved community professionals, students formulate and operationalize an individual capstone project. Learners undertake a field experience that may take a variety of forms, including focused observation and data collection, role shadowing in leadership or clinical education, counselling, facilitation of groups, or clinical practice in a setting where mental health services are delivered. Learners complete a comprehensive literature review related to their selected topic and a substantive scholarly report/paper.
Prerequisites: Minimum grade of C- in NURS 341, PNRS 320, and PNRS 321. Prerequisites or Co-requisites: PNRS 420, PNRS 421, and PNRS 422.
POLS 101
Introduction to Politics
3 Credits  Weekly (3-0-0)
This course provides an introduction to a systematic study of the primary institutions and processes of modern government and the discipline of political science. Students explore the significant concepts, methods, approaches, and issues of the discipline, considered necessary for the study of politics. Topics include political power, political authority, sovereignty and the state, the nation, constitutionalism, international relations, political ideology, elections, and electoral systems, democracy, and totalitarianism. Note: this course is the prerequisite for most second year Political Science courses.

POLS 200
Comparative Political Systems
3 Credits  Weekly (3-0-0)
This course introduces the concepts, methods and substance of the field of comparative politics, covering selected developed and developing countries. Contemporary politics of the selected countries will be studied in their historical, social, and cultural contexts. Political and governmental institutions and public policies of the selected countries will be examined in relation to their responses to changing domestic and global environments. This is a core course in the field of comparative politics and a prerequisite for most 300- and 400-level courses in the field. Prerequisites: Minimum grade of C- in POLS 101.

POLS 214
History of Political Thought I
3 Credits  Weekly (3-0-0)
This course introduces students to classical and medieval political thought through the careful reading of primary texts. Authors studied may vary from year to year and section to section, but each is considered somehow representative or thematically significant to the period in question. Names typically examined include Homer, Aristophanes, Plato, Aristotle, Cicero, St. Augustine, and Thomas Aquinas. Note: This is a core course in the field of political philosophy. Prerequisites: Minimum grade of C- in POLS 101.

POLS 215
History of Political Thought II
3 Credits  Weekly (3-0-0)
Building upon the skills and knowledge acquired in POLS 214, this course introduces students to modern political thought through the careful reading of primary texts. Authors typically include some of the following: Machiavelli, Hobbes, Locke, Rousseau, Kant, Hegel, Mill, and Nietzsche. Authors may vary from year to year and section to section, but each is considered somehow representative or thematically significant to the period in question. Note: This is a core course in the field of political philosophy. Prerequisites: Minimum grade of C- in POLS 214.

POLS 221
Canadian Political Realities
3 Credits  Weekly (3-0-0)
This course is an introductory course in Canadian politics designed for students who do not intend to take more senior courses in the field of Canadian politics. The course involves study of the politics of institutions and the processes of the government of Canada. Students demonstrate understanding of the major challenges facing Canada in its political development. Note: This course does not count toward the senior level credit requirement for the major/minor or honours.

POLS 224
Canadian National Government I
3 Credits  Weekly (3-0-0)
POLS 224 and 225 are the core courses in the field of Canadian politics, introducing students to the institutions, processes, concepts and important issues of this subject area. Topics include the Constitution and federalism, region and province, French Canada and Quebec, Indigenous peoples, ethnicity, immigration and multiculturalism, gender, class, and Canada’s role in the world. Prerequisites: Minimum grade of C- in POLS 101.

POLS 225
Canadian National Government II
3 Credits  Weekly (3-0-0)
POLS 224 and 225 are the core courses in the field of Canadian politics, introducing students to the institutions, processes, concepts and important issues of this subject area. Topics include the political process, political parties, elections and representation, Parliament, the executive, bureaucracy, the judiciary, and fiscal, economic and other policy issues in Canada. Prerequisites: Minimum grade of C- in POLS 224.

POLS 261
Asia Pacific Political Systems
3 Credits  Weekly (3-0-0)
The purpose of this survey course is to introduce students to the political systems of ten Asia-Pacific countries: China, including Hong Kong and Taiwan, Brunei; Indonesia; Singapore; Malaysia; The Philippines; Japan; South Korea; Thailand; and Vietnam. This dynamic region of the world exhibits a range of political systems, from constitutional monarchies to one-party dominant states. This course emphasizes the linkages between the economic and political development and the cultural catalysts and obstacles to both processes. The processes of regional and global economic integration of the countries in the region are discussed. The course explores other topics such as the following: constitutional development, legislature, political executive, judiciary, political culture and socialization, political parties and pressure groups, public opinion and the mass media, public enterprises and bureaucracy; and foreign policy. Note: This course does not count toward the senior level credit requirement for the major/minor or honours.

POLS 264
Introduction to Global Politics I
3 Credits  Weekly (3-0-0)
This course introduces students to the study of global politics. Topics include the theories of international relations, the dynamics of interaction among states and non-state actors, the nature of power, globalization, foreign policy, war and peace, international political economy, international organizations and, international law. Prerequisites: A minimum grade of C- in POLS 101, or second year standing.

POLS 265
Introduction to Global Politics II
3 Credits  Weekly (3-0-0)
This course examines major issues in the global political economy and global governance. Topics include the theoretical approaches to international political economy, international trade, global finance, multinational corporations, international development assistance, North-South relations, migration, the UN and global governance, international law, regional integration, the environment, international terrorism, and human rights. Prerequisites: Minimum grade of C- in POLS 264.
POLS 304
Topics in European Politics
3 Credits Weekly (3-0-0)
This course focuses on the analysis of selected issues in European Politics. It includes theoretical, empirical, institutional, and policy analysis, as well as a research component. For detailed information concerning the current course offering please consult the department. Note: This course can be taken up to two times, provided the course topic is different.
Prerequisites: A minimum grade of C- in POLS 200.

POLS 307
Continental Political Thought
3 Credits Weekly (3-0-0)
This course carefully examines the major themes that develop within the tradition of 19th and 20th century Continental Political Thought beginning with German Idealism and ending with Existentialism. Authors to be studied may include Immanuel Kant, G.W.F. Hegel, Friedrich Nietzsche, and Martin Heidegger.
Prerequisites: Minimum grade of C- in POLS 210 or POLS 214 and POLS 215.

POLS 308
Political Thought of the Enlightenment
3 Credits Weekly (3-0-0)
This course introduces students to the central works in political philosophy of the Enlightenment. In studying classic texts from the French, British, and American Enlightenments, the course further aims to discern, within these texts, the intellectual sources of liberal modernity. Students study the work of some of the following: Thomas Hobbes, John Locke, Adam Smith, Jean-Jacques Rousseau, Montesquieu, Benjamin Constant, The Federalist, Thomas Jefferson and Alexis de Tocqueville.
Prerequisites: Minimum grade of C- in POLS 210 or POLS 214 and POLS 215.

POLS 309
Ancient Political Philosophy
3 Credits Weekly (3-0-0)
This course carefully examines one or more of the classic texts of ancient political philosophy. The course is organized around a major concern of ancient political philosophy. Potential topics include: the nature of political community, sources of civic virtue, rhetoric, classic natural right and the relationship of philosophy to politics. Addressing these topics entails the careful study of major texts by some of the following: Plato, Xenophon, Aristotle, Cicero, Lucretius and St. Augustine.
Prerequisites: Minimum grade of C- in POLS 210 or POLS 214 and POLS 215.

POLS 310
Comparative Political Thought
3 Credits Weekly (3-0-0)
This course examines political thought outside the traditional boundaries of the Western practice of political philosophy and political theory. The course further examines the central and in some instances foundational texts from these non-Western political traditions. The texts are read with an eye to the continuing role they play within their respective political traditions and special attention to the enduring insights they possess for political life per se. Finally these texts are read in light of the fruitful dialogue and creative tension that has arisen through their contact, both historically and in the present, with Western political thought and practice.
Prerequisites: Minimum grade of C- in POLS 210 or POLS 214 and POLS 215.

POLS 312
Political Philosophy and Political Theology
3 Credits Weekly (3-0-0)
This course examines the dialogue between reason and revelation, faith and philosophy in the three Abrahamic traditions. The course considers this essential tension in Western thought through careful study of classic treatments in the Jewish, Christian and Islamic traditions. To this end, students critically consider some of the following texts: Genesis, City of God (Augustine), Summa Theologica (Aquinas), the Guide for the Perplexed (Maimonides), the Decisive Treatise (Ibn Rushd), The Attainment of Happiness (Al-Farabi).
Prerequisites: Minimum grade of C- in POLS 210 or POLS 214 and POLS 215.

POLS 315
Contemporary Liberal Thought
3 Credits Weekly (3-0-0)
This course is devoted to the exploration of contemporary liberal political thought. It covers selected readings from recent liberal philosophers and their critics, as well as considering debates about the values of liberalism in their application to public issues such as distributive justice, multiculturalism, and religion in society.
Prerequisites: Minimum grade of C- in POLS 210 or POLS 214 and POLS 215.

POLS 324
Topics in Canadian Politics
3 Credits Weekly (3-0-0)
This course provides discussions and analyses of selected topics in Canadian Politics. The topics include: multiculturalism, immigration & immigrants, national unity and regionalism, parliamentary reforms, the Charter of Rights and Freedoms and any judicial review, public policy, role of the public sector, powers of the local government, women in government, and politics environmental protection. The current state of each of the topics is examined with reference to its historical evolution. Different theoretical perspectives on each of the topics are outlined and evaluated. Relevant government policies and policy alternatives proposed by political parties and interested groups are examined, analyzed and critically assessed.
Prerequisites: Minimum grade of C- in POLS 220 or POLS 224 and POLS 225.

POLS 325
Canadian Political Economy
3 Credits Weekly (3-0-0)
This course provides a study of the Canadian political economy. The scope of the topic is mapped out with a conceptual discussion and a review of the historical evolution of key issues, institutions and policies. Various theoretical perspectives on the topic are discussed and evaluated. Current policy issues and institutional stakeholders are identified, and relevant government policies and policy alternatives on the issues are examined and analyzed. Students apply theoretical perspectives to explain and assess the policies and policy alternatives.
Prerequisites: Minimum grade of C- in POLS 220 or POLS 224 and POLS 225.

POLS 326
The Canadian Constitution
3 Credits Weekly (3-0-0)
This course is devoted to the exploration of Canada’s legal and constitutional system and the role and import of Canada’s constitution in our politics and culture.
Prerequisites: Minimum grade of C- in POLS 220 or POLS 224 and POLS 225.
POLS 327
Politics of Identity in Canada
3 Credits  Weekly (3-0-0)
This course is devoted to the exploration of the role of identities in Canadian politics and political culture. Among the core areas of interest in this area are questions about the relationship of indigenous peoples to the state, the role and cultural influence of the country's earliest settlement groups, regional and provincial sources of identity, ethnicity, immigration and multiculturalism, gender, socio-economic class and emergent forms of politically salient identity, and Canadian national identity.
Prerequisites: Minimum grade of C- in POLS 224 and POLS 225.

POLS 329
Canadian Federalism
3 Credits  Weekly (3-0-0)
This course is devoted to the systematic study of the evolution, institutions, challenges, and theoretical underpinnings of the Canadian Federal system.
Prerequisites: Minimum grade of C- in POLS 224 and POLS 225.

POLS 345
Issues in Globalization and Governance
3 Credits  Weekly (3-0-0)
This course offers a comprehensive study of some of the major issues in the areas of Globalization and Global Governance. Topics include: Global Governance theory, the Global Political Economy, Global Security Challenges, the Global Financial System, the Global Civic Ethic, Poverty and Globalization, UN Reform, and the Global Environmental Challenge.
Prerequisites: Minimum grade of C- in POLS 264.

POLS 349
Topics in Global Politics
3 Credits  Weekly (3-0-0)
The course covers current controversial issues in global politics. Selected topics include the international political economy, the international strategic system, global challenges, and international relations theory.
Prerequisites: Minimum grade of C- in POLS 264.

POLS 357
The Third World in Global Politics
3 Credits  Weekly (3-0-0)
This course assesses challenges facing the Third World in the global economy. Students focus on the specific constraints faced by the developing countries in the era of globalization, while assessing opportunities and options for overcoming the structural constraints. The institutional underpinnings of the Third World movement - the non-aligned movement and the group of 77 - as well as the specific regional and interregional responses to globalization are analyzed.
Prerequisites: Minimum grade of C- in POLS 200 or POLS 264.

POLS 361
Conflicts and Civil Wars in International Relations
3 Credits  Weekly (3-0-0)
Large-scale violence associated with interstate and intrastate conflict and war continues to have undeniable relevance for all of humanity. Given the rise of ethnic conflicts in Europe and proliferation of advanced weapons technology worldwide, providing answers to pressing questions about the onset and escalation of war is imperative in the aftermath of the Cold War. This course examines the theoretical and empirical knowledge on the causes of interstate wars and civil wars.
Prerequisites: Minimum grade of C- in POLS 264.

POLS 362
Pursuit of Peace in Global Politics
3 Credits  Weekly (0-0-3)
A dominant feature of the post-World War II international system is the willingness of states and international organizations to intervene, often forcefully, to manage conflicts. This course examines the theoretical and empirical foundations of the study of conflict management since the end of the Second World War.
Prerequisites: Minimum grade of C- in POLS 264.

POLS 364
International Political Economy
3 Credits  Weekly (3-0-0)
This is a critical examination of the conjunction of a series of market and political issues in international affairs, including the major facets of globalization. The course uses major theoretical perspectives to explain the intersection of states and markets in the global economy. Topics include: the global trading system, foreign direct investment, foreign portfolio investment, international debt problems, the impact of the international financial institutions, North-South relations, and balancing development with environmental protection.
Prerequisites: Minimum grade of C- in POLS 264.

POLS 365
Canadian Foreign Policy
3 Credits  Weekly (3-0-0)
This is an overview of the significant post-Second World War developments in Canadian foreign policy. This course assesses Canada's foreign policy priorities, orientations and sources. Topics addressed include the following: Canadian security, development assistance, role in international organizations, Canada and the global economy, the human security agenda, and the role of non-governmental organizations in shaping Canadian foreign policy.
Prerequisites: Minimum grade of C- in POLS 264.

POLS 371
Politics in China
3 Credits  Weekly (3-0-0)
This course examines Chinese politics in its historical, cultural, social, and global settings. The focus of this course is on the responses of China's political system to its domestic and international challenges in the modern time.
Prerequisites: Minimum grade of C- in POLS 200 or POLS 261 or POLS 263.

POLS 373
Politics in India
3 Credits  Weekly (3-0-0)
This course examines the Indian political system in its historical, cultural, social, and global settings. The responses of the modern political system to India's domestic and international challenges are studied in combination with the impact of the colonial experience on the politics of India.
Prerequisites: Minimum grade of C- in POLS 200 or POLS 261 or POLS 263.

POLS 375
Politics of East Asia
3 Credits  Weekly (3-0-0)
This course provides comparative studies and analyses of politics of East Asia. Focused topics include politics of China, Hong Kong, Taiwan, Japan, and Korea. Comparisons and analyses cover a variety of subjects such as political institutions and processes, ideologies, and public policies.
Prerequisites: Minimum grade of C- in POLS 200 or consent of the department.
POLS 376
Issues in Development Studies
3 Credits Weekly (3-0-0)
This course provides an understanding of the core theoretical and practical development-related issues confronting countries in Africa, Asia, and Latin America. It presents the contending development theories, while focusing on the significant development challenges facing the developing countries - both domestic and global.
Prerequisites: Minimum grade of C- in POLS 200 or POLS 264.

POLS 398
Independent Study
3 Credits Total (0-0-45)
This course permits an intermediate-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise the student's project.

POLS 399
Empirical Research Methods in Political Science
3 Credits Weekly (2-1-0)
This course is a general introduction to empirical research methods in Political Science. Students learn the logic and working assumptions behind empirical research in Political Science, and gain practice with those methods to ask and answer specific research questions in Political Science using a statistical software.
Prerequisites: A minimum grade of C- in POLS 101 and 6 credits of 200-level POLS (p. 440) courses.

POLS 410
Topics in Political Philosophy
3 Credits Weekly (0-0-3)
This is a seminar course for students interested in advanced study of specialized areas of political philosophy. This course is devoted to the detailed study of a single topic. Examples of topics include the following: virtue and politics, theories of the State, the limits of reason, and problems of political community.
Prerequisites: Minimum grade of C- in POLS 210 or POLS 214 and POLS 215.

POLS 424
Advanced Topics in Canadian Politics
3 Credits Weekly (0-0-3)
This is a seminar course for students interested in advanced study of specialized areas of Canadian politics. This course is devoted to the detailed study of a single topic area. Examples of topic areas include democracy and democratic reform, electoral politics and political parties, Canadian political thought, the Charter of Rights and judicial review, political cleavages in Canada, the politics of environmentalism, and the media and politics in Canada.
Prerequisites: Minimum grade of C- in POLS 225.

POLS 426
Canadian Law and Politics
3 Credits Weekly (0-0-3)
This course is devoted to the systematic study of the issues, history, and scholarly commentary associated with law, politics, and the judicial process in Canada. The course will include consideration of topics such as legal theory, judicial politics and issues of judicial selection and appointment, the implications of rights review for democracy, and core cases in constitutional litigation. The course concludes with student participation in a simulated legal case on a constitutional issue.
Prerequisites: Minimum grade of C- in POLS 326 or POLS 329 or consent of the department.

POLS 429
Executive Federalism
3 Credits Weekly (0-0-3)
This course is devoted to the systematic study of the issues, history, and scholarly commentary on executive federalism in the Canadian context. This study of federal interactions between high level officials such as the Prime Minister and the provincial premiers includes consideration of issues such as province-building, inter-governmental diplomacy, and the contextual role of political leaders in policy outcomes. The course concludes with student participation in a model First Ministers’ Conference.
Prerequisites: Minimum grade of C- in POLS 326 or POLS 329.

POLS 431
Globalization and the Canadian Political Economy
3 Credits Weekly (0-0-3)
This course provides a study of the interaction between the globalization process and the Canadian political economy. Canadian contributions to the evolution of the international policy framework on global issues such as trade and investment, Third World development, and environment are examined and evaluated. The roles of key Canadian government institutions and interest groups in the globalization process are outlined and analyzed. The domestic debates on selected current policy issues are discussed to demonstrate the impacts of globalization on Canadian politics and the variety of Canadian institutional responses to such impacts.
Prerequisites: Minimum grade of C- in POLS 220 or POLS 260; or POLS 224 and POLS 225; or POLS 264 and POLS 265.

POLS 461
Selected Topics in International Politics
3 Credits Weekly (0-0-3)
This course focuses on selected contemporary topics in the sub-fields of international relations. Students undertake a detailed analysis of a specific topic. The topic studied is determined by faculty expertise and changes from year to year.
Prerequisites: Minimum grade of C- in POLS 260 or POLS 264 and POLS 265.
POLS 468
International Organization
3 Credits Weekly (0-0-3)
This is a comprehensive examination of the evolution, functions and relevance of international organizations. The course includes an active learning component, using simulation of the United Nations or the Organization of American States. It also deals with global governance as well as specific issue-areas such as human rights, peace, disarmament, development, and the environment.
Prerequisites: Minimum grade of C- in POLS 260 or POLS 264 and POLS 265.

POLS 470
Selected Topics in Comparative Politics
3 Credits Weekly (0-0-3)
This course focuses on the analysis of advanced topics in Comparative Politics. It includes theoretical, empirical, institutional, and policy analysis, as well as a research component. For detailed information concerning the current course offering please consult the department.
Note: This course can be taken up to two times, provided the course topic is different.
Prerequisites: Minimum grade of C- in POLS 200.

POLS 471
Comparative Development
3 Credits Weekly (0-0-3)
This seminar compares politics of two developing countries: China and India. The course addresses the distinctive developmental issues and common political challenges facing both countries and distinctive developmental issues in each of these countries. Theoretical perspectives on political development are examined.
Prerequisites: Minimum grade of C- in any of POLS 371, 373, 375 and 376.

POLS 490
Advanced Study in Political Science
3 Credits Weekly (0-0-3)
This course focuses on the analysis of selected issues in the fields of Canadian Politics, Comparative Politics, International Relations or Political Philosophy. It includes a detailed research component. This is a required course in the Political Science major. Note: This course may be taken up to two times provided the course topic is different.
Prerequisites: A minimum grade of C- in POLS 214 and 215, POLS 224 and 225, and POLS 264 and POLS 265; or consent of the department.

POLS 498
Advanced Independent Study
3 Credits Total (0-0-45)
This course permits a senior-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise the student’s project.
Prerequisites: Consent of the Department.

POLS 499
Honours Thesis
3 Credits Total (0-0-45)
Under the direction of a faculty supervisor registered students conduct a research project culminating in a written Honours Thesis with oral defense. This course is restricted to students in the Honours Political Science Program and may only be taken in their final year of the program.
Prerequisites: Consent of the Department.
**PREL – PUBLIC RELATIONS**

**PREL 230**  
Public Relations Fundamentals and Practice  
3 Credits  Weekly (3-0-0)  
Public Relations Fundamentals and Practice is an overview of the public relations profession: what it is, how it is practiced and the role of a public relations practitioner. Students learn that public relations is a profession with its own distinct body of theory and knowledge. Students examine the history, role and purpose of public relations in society and examine the fundamental concepts of strategic communication. As well, students are introduced to the ethics and professionalism inherent in the practice and process of public relations.

**PREL 233**  
Media Relations and Mass Media  
3 Credits  Weekly (3-0-0)  
Students explore current theories and practices on how the media functions in society today and learn practical approaches to media relations for the public relations profession. Students apply strategies and techniques for providing media relations expertise in a variety of professional settings.

**PREL 238**  
Public Relations & Digital Media  
3 Credits  Weekly (3-0-0)  
Students gain a working knowledge of digital media such as blogs, social networking sites and web content management systems. Instruction is provided on the ongoing history of media and the impact they are having on society and the public relations profession. Students learn how organizations use these media to communicate with their key publics and how to analyze and interpret media content. Students are introduced to the composition basics of a variety of new media vehicles. Note: it is recommended that PREL 230 - Public Relations Fundamentals and Practice be completed before or taken concurrently with this course.

**PREL 240**  
Integrated Marketing Communications  
3 Credits  Weekly (3-0-0)  
Unprecedented message clutter and a more selective consumer spell new challenges for organizations of all types. Students examine how the disciplines of public relations and marketing and communications are closely linked through the concepts of Integrated Marketing Communications (IMC). Students learn how IMC incorporates activities designed to build relationships with consumers, and can employ a wide range of communication tools, both traditional and non-traditional. Students learn the principles of advertising and promotions and how the industry operates today. Participants develop an integrated marketing plan that incorporates both strategic and tactical thinking.

**PREL 241**  
Writing for Public Relations  
3 Credits  Weekly (3-0-0)  
Students apply the skills in writing style and structure acquired in PROW 211. Students develop a working understanding of the various forms of public relations writing, including when and how to apply them. Students learn to write creatively and persuasively, edit their work and the work of others, and to work under tight deadlines. Emphasis is placed on writing in the Canadian Press style.  
Prerequisites: PROW 211.

**PREL 242**  
Internal Communications and Organizational Dynamics  
3 Credits  Weekly (3-0-0)  
Students learn theories and concepts of organizational dynamics and structures and how they impact internal communication. Students apply internal communication theory and concepts to various tools and techniques including intranet and email. Students also learn presentation techniques and professional ethics, values and practices.  
Prerequisites: PREL 230.

**PREL 245**  
Communications Research and Planning  
3 Credits  Weekly (3-0-0)  
Students learn the role of formal and informal research in the public relations process and how to apply it in a communications context. Students experience the research process through the development of a strong research question, applying appropriate methodology and data collection methods, and collecting and analyzing data. This information is used to create and present a communications plan, giving students a well-rounded experience in essential analysis and problem solving.

**PREL 246**  
Issues and Reputation Management  
3 Credits  Weekly (3-0-0)  
Organizations and governments face intense public scrutiny in an increasingly competitive environment. Students examine how issues originate and the impact of issues on the reputation of the organization. Students learn the communication strategies, tools and techniques applied by an organization to communicate its image to key publics and to manage reputational damage.

**PREL 250**  
Professional Practicum  
5 Credits  Total (0-0-294)  
Students gain first-hand experience in the public relations profession. Students are supervised in a public relations setting over an eight-week period where they apply the skills and abilities learned in the classroom setting. All program courses and requirements must be successfully completed before students embark on their practicum component.  
Prerequisites: All courses in the PR diploma program must be successfully completed before the practicum can be taken.
PROW – PROFESSIONAL WRITING

PROW 210
Advanced Business Writing
3 Credits  Weekly (3-0-0)
In this course, students examine the consequences of their language choices within a business context. They are encouraged to examine and analyze the social, political and legal ramifications of their language use in a variety of business documents. They use dictionaries and style guides, sentence structures, mechanics and stylistics as tools to facilitate communications outcomes for an organization. Ultimately, business students leave the course with increased explanatory power and advanced written communication skills. Note: Credit can only be obtained in one of PROW 210 Advanced Business Writing or PROW 100 Foundations of Composition.
Prerequisites: BUSN 200 or BUSN 201.

PROW 211
Writing Fundamentals
3 Credits  Weekly (3-0-0)
Writing and editing skills are primary tools for the public relations practitioner. This course explores the essence of language, grammar, phrasing and style. Students learn to organize their writing effectively and to use persuasive language to achieve the purpose for their written works in a public relations setting.
Prerequisites: Admission to the Public Relations diploma program.
PSSC 102
Criminal Investigation
3 Credits Weekly (3-0-0)
This course focuses on the processes used when conducting criminal investigations. The methods of obtaining and assessing information through interviewing, investigative photography, note taking and report writing, incident scene drawing, and crime scene search techniques are studied and applied.

PSSC 112
Policing in Canada
3 Credits Weekly (3-0-0)
Students learn the origins and philosophical development of policing in Canada and assess current policing practices. The course focuses on the role of police, the structure of Canadian police organizations, police accountability, historical policing models, and the strategies associated with current policing models.

PSSC 121
Law and the Administration of Justice
3 Credits Weekly (3-0-0)
Students learn the principles, practice and philosophy of the Canadian judicial system with emphasis on the criminal trial process. A review of the structure of the Canadian court system, statute law, case law, and the civil court trial process are included.

PSSC 122
Criminal Law
3 Credits Weekly (3-0-0)
Students learn the Criminal Code and selected Alberta provincial statutes. The emphasis is on an in-depth analysis of selected criminal offences. The elements of a crime, pre-trial criminal procedures, and the nature and significance of the Canadian Charter of Rights are also discussed. Note: It is recommended that PSSC 121 be taken concurrent with or prior to this course.

PSSC 123
Legal Evidence in Criminal Investigations
3 Credits Weekly (3-0-0)
Students learn the laws of evidence as they relate to criminal procedures and trials. Students briefly review the laws of evidence that relate to civil proceedings. Drawing upon the Canada Evidence Act and selected statutes, students explore the ways in which these acts and statutes influence civil, criminal and administrative procedures. Students compare the discovery process in civil proceedings with criminal matters and review the powers of search and seizure, the rules related to statements, admissions and confessions, and the laws that govern the presentation of evidence in court. Prerequisites: PSSC 121.

PSSC 132
Investigative Law
3 Credits Weekly (3-0-0)
Students learn the Criminal Code, selected Alberta provincial statutes and examine statutes and procedures applicable to civil and administrative tribunals. The elements of a crime, pre-trial criminal procedures and the nature and significance of the Canadian Charter of Rights are also discussed. Note: It is recommended that PSSC 121 be taken concurrently with or prior to this course.

PSSC 133
Legal Evidence in Investigations
3 Credits Weekly (3-0-0)
In this course, students examine the laws of evidence related to both criminal and civil trials and to administrative proceedings. Drawing upon the Canada Evidence Act and other selected statutes, students explore the ways in which these acts and statutes influence civil, criminal and administrative procedures. Students compare the discovery process in civil proceedings with criminal matters and review the powers of search and seizure, the rules related to statements, admissions and confessions, and the laws that govern the presentation of evidence in court. Prerequisites: PSSC 121.

PSSC 141
Interpersonal Skills
3 Credits Weekly (3-0-0)
Students increase their understanding and awareness of the impact of their behaviour on others. Students examine personality types, leadership styles, gender and cultural issues, and the influence these factors have on the development of effective human relations.

PSSC 151
Security Programs and Risk Management
3 Credits Weekly (3-0-0)
Students learn the elements of the loss prevention component of a comprehensive security program and focus on the operational activities involved in risk management. Emphasis is placed on risk identification, quantification, prioritization, and the risk transfer process.

PSSC 152
Loss Prevention Program Management
3 Credits Weekly (3-0-0)
Students learn the components of a comprehensive security program and focus on the operational activities involved in the development, implementation, and maintenance of a loss prevention program. Consideration is given to policy and procedure development, training program development, and program evaluation.

PSSC 203
Forensic Science
3 Credits Weekly (3-0-0)
This course provides an in-depth study of the methods of recognizing, collecting, preserving, examining, and presenting physical evidence found at a crime scene. The operations and functions of the forensic crime lab are also studied.

PSSC 204
Forensic Investigation
3 Credits Weekly (3-0-0)
Students analyze the processes involved in the recognition, development, and identification of fingerprints and other forensic evidence. Students also examine specific techniques to investigate criminal cases. Prerequisites: PSSC 102 and PSSC 203.

PSSC 212
Abnormal Behaviour and Crime
3 Credits Weekly (3-0-0)
Students learn the major mental disorders and their relationship to criminal behaviour. The focus is on recognizing, understanding and effectively responding to situations involving individuals displaying abnormal behaviour. Prerequisites: PSYC 104 or PSYC 100.
PSSC 242  
Leadership Skills  
3 Credits Weekly (3-0-0)  
Students learn the communication skills needed to be effective as leaders in business and professional organizations. The focus is on the theory and skills required to be an effective communicator in a variety of contexts involving individuals, groups and teams.

PSSC 252  
Investigations I  
3 Credits Weekly (3-0-0)  
This course examines the fundamental investigative techniques used in security investigations. The course gives an overview of the investigative planning process, the nature and types of forensic evidence, and the techniques involved in the collection, identification, and assessment of evidence.

PSSC 253  
Investigations II  
3 Credits Weekly (3-0-0)  
In this course, students examine and apply evidence search and collection techniques, incident scene drawing, and criminal court presentation procedures. Students also select and evaluate specific techniques to investigate criminal cases.  
Prerequisites: PSSC 252.

PSSC 262  
Integration Seminar  
1 Credit Weekly (0-0-1)  
Students integrate theory and practice by linking the knowledge, skills and values gained in the classroom with issues experienced in the field placement.  
Co-requisites: PSSC 272.

PSSC 263  
Integration Seminar  
1 Credit Weekly (0-0-1)  
Students integrate theory and practice by linking the knowledge, skills and values gained in the classroom with issues experienced in the field placement.  
Co-requisites: PSSC 273.

PSSC 272  
Field Placement  
4 Credits Weekly (0-0-15)  
This course provides the student with related practical field experience. The placement offers the unique opportunity to observe and participate in a variety of learning activities related to the field.  
Co-requisites: PSSC 262.

PSSC 273  
Field Placement  
4 Credits Weekly (0-0-15)  
This course provides the student with related practical field experience. The placement offers the unique opportunity to observe and participate in a variety of learning activities related to the field.  
Co-requisites: PSSC 263.

PSSC 283  
Emergency Planning and Response  
3 Credits Weekly (3-0-0)  
Students learn the stages involved in the planning, implementation and management of an organization's response to emergencies, disasters, and crisis situations. The emphasis is on the emergency response and disaster recovery phases.

PSSC 293  
Emergency Management  
3 Credits Weekly (3-0-0)  
Students learn the planning and implementation processes involved in the management of emergencies, disasters, and crisis situations. Key components are risk management, emergency response, crisis management, and disaster recovery.
PSYC – PSYCHOLOGY

PSYC 100
Applied Introductory Psychology
3 Credits Weekly (3-0-0)
This course provides an introduction to the field of psychology and to the application of psychological concepts and methods. Specific topics include an overview of modern day psychology and its history, the application of psychological research methods to test the validity of conclusions, the biological bases of behaviour, learning through conditioning, memory, motivation and emotion, human development across the lifespan and personality theory, research and assessment.

PSYC 104
Introductory Psychology I
3 Credits Weekly (3-0-0)
A survey of natural science topics in Psychology. The course covers the evolution of psychological sciences, research methods, biological psychology, consciousness, principles and development of perception, motivation, learning, and their relationship to the psychological functioning of the individual. If both PSYC 104 and PSYC 105 are to be taken it is recommended that students take PSYC 104 before taking PSYC 105. Note that this course is typically delivered in a 'hybrid' style, with more online components and fewer in-class hours.

PSYC 105
Introductory Psychology II
3 Credits Weekly (3-0-0)
A survey of social science topics in Psychology. This course is an introduction to the study of individual and social behavior including individual differences in behaviour, thought, intelligence, human development, personality, social behaviour, stress responses, as well as psychological disorders and their treatment. If both PSYC 104 and PSYC 105 are to be taken it is recommended that students take PSYC 104 before taking PSYC 105. Please note that this course is typically delivered in a 'hybrid' format, with more content delivered online and fewer in-class hours.

PSYC 120
Cognition and Self-Regulation
3 Credits Weekly (3-0-0)
This course is intended to provide students with cognitive and self-regulation strategies (e.g., motivation, self-efficacy, goal setting) that are critical skills for application within academic contexts. These strategies are based on principles in psychology and education, and are used to build a foundation of skills to enhance learning. Assignments and class exercises emphasize the student’s application of cognitive strategies and self-regulation in order to meet course goals.
Prerequisites: Recommendation of the department and consent of program.
Co-requisite: Concurrent registration in a minimum of one 3 credit program course.

PSYC 223
Developmental Psychology
3 Credits Weekly (3-0-0)
Many aspects of human nature and behaviour change during the process of human development. This course reviews the physical, sensory, motor and cognitive changes during various developmental stages. Development in infancy, childhood and adolescence is emphasized.
Prerequisites: Minimum grade of C- in PSYC 104 and PSYC 105.

PSYC 233
Personality
3 Credits Weekly (3-0-0)
In this survey of Personality Psychology, the student is introduced to a number of theoretical perspectives and methodological approaches to the study of Personality. Additionally, assessment methods and research relevant to the study of personality are reviewed.
Prerequisites: Minimum grade of C- in PSYC 104 and PSYC 105.

PSYC 241
Social Psychology
3 Credits Weekly (3-0-0)
This course is a survey of theories and research on topics such as attitudes and attitude change, person perception, attraction, pro-social behaviour, aggression and applied social psychology. Note: PSYC 241 and SOCI 241 may not both be taken for credit.
Prerequisites: Minimum grade of C- in PSYC 105 or in SOCI 100.

PSYC 258
Cognitive Psychology
3 Credits Weekly (3-0-0)
This course surveys a number of topics in cognitive psychology including perception, attention, knowledge representation, memory, learning, language, reasoning, and problem solving.
Prerequisites: Minimum grade of C- in PSYC 104 and PSYC 105.

PSYC 267
Perception
3 Credits Weekly (3-0-0)
This course is an introduction to the theoretical and experimental issues associated with the sensory and perceptual experience of the world. The main emphasis is on understanding basic perceptual phenomena, such as the relation between physical stimuli and experience. To this end, we must consider: The nature of the physical stimuli; the anatomy and physiology of the sense organs and receptors; the anatomy and physiology of the neural paths from receptors to the brain; how the brain processes sensory information; and the procedures used by researchers to obtain information about these systems.
Prerequisites: Minimum grade of C- in PSYC 104.

PSYC 275
Brain and Behaviour
3 Credits Weekly (3-0-0)
This course is an introduction to physiological psychology. Topics include sensation, perception, movement, motivation, memory, cognition, learning, and emotion from a biological point of view.
Prerequisites: Minimum grade of C- in PSYC 104 (Biology 30 or equivalent is strongly recommended).
PSYC 281
Principles of Behaviour
3 Credits  Weekly (3-0-0)
This course is an introduction to the principles of learning and behaviour, with an emphasis on the processes of classical and operant conditioning. Basic research findings are discussed as well as the potential application of those findings to important aspects of human behaviour.
Prerequisites: Minimum grade of C- in PSYC 104.

PSYC 301
History of Psychology
3 Credits  Weekly (3-0-0)
Psychology is a relatively young science, but its history is varied, intriguing and extends well beyond the first psychologists. From early philosophy, physiology and medicine, through the dawn of evolutionary theories and radical behaviourism, to the cognitive revolution and modern neuroscience, we examine the trends, competing theoretical perspectives and socio-political influences on the discipline in Western society.
Prerequisites: Minimum grade of C- in at least one of PSYC 223, PSYC 233, PSYC 241, PSYC 258, plus one of PSYC 267, PSYC 275 or PSYC 281.

PSYC 306
Sports Psychology
3 Credits  Weekly (3-0-0)
This course is a study of the psychological factors that influence and are influenced by participation and performance in sport, exercise, and physical activity, and the application of the knowledge gained through this study to everyday settings.
Prerequisites: Minimum grade of C- in at least one of PSYC 223, PSYC 233, PSYC 241, PSYC 258, plus one of PSYC 267, PSYC 275 or PSYC 281.

PSYC 307
Health Psychology
3 Credits  Weekly (3-0-0)
This course describes and discusses development from early adulthood through the final stages of life. Topics include lifespan development theories and research methods, age changes in cognitive processes, intellectual functioning and personality, changes in relationships and work, physiological changes, psychopathology associated with aging, death and dying, and psychological services for the adult and the aged.
Prerequisites: Minimum grade of C- in PSYC 223.

PSYC 324
Infant Development
3 Credits  Weekly (3-0-0)
This course reviews the biological and sociocultural influences on the development of human infants from conception up to the age of three. Research is discussed that has revealed the physical, cognitive, and psychosocial factors that serve to distinguish normal from abnormal developments. In addition, issues of concern to caregivers/parents are explored.
Prerequisites: Minimum grade of C- in PSYC 223.

PSYC 326
Atypical Development
3 Credits  Weekly (3-0-0)
This course provides a theoretical and practical framework for conceptualizing atypical development and psychological disorders of children and adolescents. Prevalent clinical phenomena, treatment methods, approaches to preventing psychological disorders, and promoting optimal development are presented. Developmental, individual, familial, and social factors associated with disruptions in normative psychosocial growth are examined.
Prerequisites: Minimum grade of C- in PSYC 223.

PSYC 328
Adult Development and Aging
3 Credits  Weekly (3-0-0)
This course describes and discusses development from early adulthood through the final stages of life. Topics include lifespan development theories and research methods, age changes in cognitive processes, intellectual functioning and personality, changes in relationships and work, physiological changes, psychopathology associated with aging, death and dying, and psychological services for the adult and the aged.
Prerequisites: Minimum grade of C- in PSYC 223.

PSYC 333
Advanced Personality
3 Credits  Weekly (3-0-0)
This course is intended to advance students' understanding of personality theory and research. It provides an in-depth analysis of relevant personality theories, and discusses challenges and controversies in the areas of personality structure and processes.
Prerequisites: Minimum grade of C- in PSYC 223.

PSYC 337
Forensic Psychology
3 Credits  Weekly (3-0-0)
This course surveys the topic areas addressed by researchers interested in the interface between psychology and the law. The course examines the participation of psychologists and the application of psychological science within the criminal justice system. Topics may include: psychological factors associated with eyewitness and jury experiences, risk assessment, criminal profiling and police investigations, mental disability and law, and the influence of psychology in the legal system.
Prerequisites: Minimum grade of C- in PSYC 104 and PSYC 105, and in at least two 200-level courses in PSYC (p. 449).

PSYC 312
Advanced Research Methods
3 Credits  Weekly (3-0-0)
This course emphasizes the following aspects of research methodology: design, analysis, ethics, reporting of results, and issues relevant to various areas of specialization in psychology. The advantages and limitations of particular research designs are explored. Students have the opportunity to gain first-hand experience with different research methodologies along with data collection. Toward the end of the course, students have the opportunity to present the results of original data in various formats. Note: This is a required course for students registered in the honours program.
Prerequisites: A minimum grade of C- in PSYC 212 and consent of the department.
PSYC 339
Abnormal Psychology
3 Credits  Weekly (3-0-0)
This course offers an introduction to topics that outline the study of abnormal behaviour. Using an integrated model that encompasses biological, psychological, and sociocultural perspectives, psychological disorders are examined on a wide range of issues that include assessment, etiology, and treatment. Topics and disorders may include anxiety disorders, mood disorders, sexual and gender identity disorders, eating disorders, substance-related disorders, personality disorders, and schizophrenia.
Prerequisites: Minimum grade of C- in PSYC 104 and PSYC 105, plus at least one 200-level PSYC course (PSYC 233 or PSYC 275 recommended).

PSYC 350
Human Memory
3 Credits  Weekly (3-0-0)
This course reviews theoretical perspectives and empirical research methods that are related to the study of human memory. These provide the foundation for reviewing historical approaches, biological bases, multiple forms of memory (e.g., working, semantic, autobiographical), and everyday applications of memory strategies. In addition, this course also reviews the nature of forgetting, amnesia, memory disorders, as well as several applied memory issues (e.g., memory and reality, memory and the law).
Prerequisites: Minimum grade of C- in PSYC 258.

PSYC 355
Social Cognition
3 Credits  Weekly (3-0-0)
This course focuses on how social interaction is mediated by cognitive mechanisms including perception, attention, memory, thinking, judgments, and reasoning; and it examines the cognition of people, the social situations in which they are encountered and the interpersonal behaviors that arise in those situations. This examination involves reviewing theoretical perspectives (e.g., cognitive, neuroscience, evolutionary) and empirical research on a variety of topics concerning our own and others’ thoughts, attitudes, judgments and behaviours in social applications. Note: Both PSYC 241 and PSYC 258 are recommended as prerequisites.
Prerequisites: A minimum grade of C- in PSYC 258 or PSYC 241.

PSYC 358
Comparative Cognition
3 Credits  Weekly (3-0-0)
Cognitive skills and processes differ across species, in ways that are functionally significant. This course explores similarities and differences in memory, decision-making, risk assessment, biological constraints on learning, and various aspects of intelligence across the animal kingdom.
Prerequisites: Minimum grade of C- in PSYC 212 and in either PSYC 281 or PSYC 373.

PSYC 367
Laboratory in Human Perception
3 Credits  Weekly (2-1-0)
This course presents a practical introduction to techniques used to measure perceptual performance. Lectures cover advanced topics in sensation and perception with special emphasis on visual and auditory perception. Students also conduct experiments and complete laboratory assignments that introduce concepts of psychophysical research design and data analysis.
Prerequisites: Minimum grade of C- in PSYC 212 and PSYC 267.

PSYC 370
Human Sexuality
3 Credits  Weekly (3-0-0)
This course offers a multidisciplinary perspective of human sexuality in a diverse world. Human sexual function is explored from biological and developmental as well as psychosocial and cultural perspectives. There is also a comprehensive discussion of human reproduction and medical aspects of sexual function and dysfunction.
Prerequisites: Minimum grade of C- in at least three 300- or 400- level PSYC courses.

PSYC 373
Evolution and Human Behaviour
3 Credits  Weekly (3-0-0)
This course is an introduction to the study of human behaviour within an evolutionary context. Adaptive physiology, traits, perception, cognition and other behaviours are explored by examining theories, methods and results of research from various fields including psychology, anthropology, economics and biology.
Prerequisites: Minimum grade of C- in at least two 200-level PSYC courses.

PSYC 375
Applied Neuropharmacology
3 Credits  Weekly (3-0-0)
The course focuses on the mechanisms by which clinically active drugs exert their effects. Students gain an understanding of drug action by examining neuropharmacology at molecular and cellular levels of analysis and exploring major neurotransmitter systems in the CNS (central nervous system). The effects of psychoactive drugs on major nervous system functions such as movement, sleep, and memory are reviewed. The pathogenesis and pharmacological management of major neurological and psychiatric disorders are also discussed.
Prerequisites: Minimum grade of C- in PSYC 275.

PSYC 377
Human Neuropsychology
3 Credits  Weekly (3-0-0)
This course is an introduction to changes in behaviour and higher mental processes which result from structural changes to the brain. Through the use of clinical examples, the student becomes familiar with the neuroanatomical correlates of normal and abnormal behaviour in humans. The processes of neuropsychological assessment and diagnosis after insults to the brain is discussed.
Prerequisites: Minimum grade of C- in PSYC 275.

PSYC 385
Introduction to Applied Behaviour Analysis
3 Credits  Weekly (3-0-0)
This course examines the ways in which principles of conditioning and learning have been applied to areas of human concern. The basic concepts, specific techniques, and ethical issues involved in the field of applied behaviour analysis are surveyed.
Prerequisites: Minimum grade of C- in PSYC 281.
PSYC 391
Psychology of Consciousness
3 Credits Weekly (3-0-0)
The course focuses on the relations between the subjective experience of consciousness and the theoretical concepts from a variety of psychological perspectives, including cognitive science, phenomenology, neuropsychology, developmental processes, evolutionary psychology, cross-cultural psychology and transpersonal perspectives. Additionally, various experiences of consciousness are considered including sleep, dreams, drug effects, meditation, hypnosis, daydreaming, paranormal experiences, trance states, and near death experiences.
Prerequisites: Minimum grade of C- in PSYC 233 and at least one additional 200-level PSYC (p. 449) course.

PSYC 398
Independent Study
3 Credits Total (0-0-45)
This course permits an advanced student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
Prerequisites: Consent of the Department.

PSYC 400
Psychology Senior Seminar
3 Credits Weekly (0-0-3)
As a capstone course, the Senior Seminar allows students to integrate and apply the skills and knowledge acquired throughout their earlier training. Students focus on contemporary topics and controversies, including issues relevant to both academic and professional psychologists. Note: This course is required for students completing the Honours program in Psychology. Other Psychology majors in the final year of the program may request permission if space is available.
Prerequisites: Consent of the Department.

PSYC 405
Special Topics in Psychology
3 Credits Weekly (0-0-3)
This course provides an in-depth study of a psychology specialization or of a current issue in psychology. The topic for the course varies term to term and topics are posted in the department and on the department website prior to registration. Specific prerequisites for each topic are also posted, and students are advised to check the descriptions prior to requesting permission from the Chair. In general, these topics are suitable for students in the 3rd or 4th year of their studies.
Prerequisites: Consent of the Department.

PSYC 423
Topics in Development
3 Credits Weekly (0-0-3)
This course provides an in-depth study of a topic in developmental psychology. The theoretical, methodological and applied issues are emphasized. The topic for the course varies year to year and is announced prior to registration. Possible topics include the role of parents in development, prenatal development, infancy, adolescence, cognitive development, social development, physical development or ecological theories of development.
Prerequisites: Minimum grade of C- in PSYC 223.

PSYC 431
Psychometrics
3 Credits Weekly (3-0-0)
This course provides an overview of theories, principles, and applications of psychological testing and assessment. The focus is on standardized psychological tests in the areas of intelligence, aptitude, personality, interests, and attitudes and values.
Prerequisites: Minimum grade of C- in PSYC 339 and STAT 151.

PSYC 435
Introduction to Clinical Psychology
3 Credits Weekly (0-0-3)
This course examines the profession of clinical psychology, including topics such as clinical assessment and diagnosis, clinical judgment and decision making, psycho-therapeutic and community interventions, and professional ethics.
Prerequisites: Minimum grade of C- in PSYC 339.

PSYC 437
Topics in Forensic Psychology
3 Credits Weekly (0-0-3)
In this course, students critically discuss contemporary issues in forensic psychology in a seminar-based format. Material is drawn from both historical and current primary resources, with emphasis on research literature that explores theoretical and empirical approaches to the topic area. Evaluation is largely based on class presentations, participation, and written assignments. Topics vary from year to year, and may include (but are not limited to) psychopathy, deception, eyewitness memory, risk assessment, sexual and violent offenders, mental illness and crime, malingering, and ethical and legal issues in forensic psychology.
Prerequisites: Minimum grade of C- in PSYC 337.

PSYC 438
Psychological Interviewing
3 Credits Weekly (3-0-0)
This course concerns the study and development of professional helping skills. Topics include the helping relationship, interviewing skills, listening skills, confrontation skills, ethical and legal decision-making, and prevention of professional burnout. Please note that a large portion of the course involves role-playing exercises and participation in these exercises counts for a significant portion of one's grade. Note: With consent of the department, PSYC 435 may be permitted as a co-requisite.
Prerequisites: Minimum grade of C- in PSYC 435, plus at least two of PSYC 326, PSYC 377, PSYC 385, PSYC 431, PSYC 456.
PSYC 439
Psychology Field Placement
3 Credits Weekly (0-0-9)
In this course, students will be assigned to a psychologist in a public, private, or non-profit program where they apply their knowledge of abnormal psychology in a supervised field placement in the community. The student is involved in a project, that significantly contributes to the organization's clinical practice (e.g., program manual, guidelines for practice) or to the organization's research endeavours (e.g., evaluation of a service within the program). Note: This course does not fulfill the 400-level credit requirement of the Psychology Major and Minor. The number of placements may be limited in any given term and therefore course enrolment will be contingent on the student's grade in these two courses and on the student's personal interests and skills. Certain placements may require other course prerequisites or co-requisites, depending on the nature of the field placement (e.g., PSYC 312, PSYC 431, PSYC 435, PSYC 438, or PSYC 456).
Prerequisites: Minimum grade of C- in PSYC 339 and PSYC 212, and consent of the department.

PSYC 440
Practice of Teaching in Psychology
3 Credits Total (0-0-45)
Students learn the skills and expectations associated with teaching psychology at the university level. They function as a teaching assistant and are mentored by various faculty members in the Department of Psychology. Throughout this course, they attend workshops and lectures on teaching methods, evaluation methods, detecting and deterring academic dishonesty, and ethics associated with the practice of teaching. Students are also expected to lead scheduled tutorial sessions and collaborate with a supervising instructor as well as with a TA coordinator.
Prerequisites: Department consent.

PSYC 449
Topics in Social Psychology
3 Credits Weekly (0-0-3)
This course offers an in-depth study of a specific topic in social psychology. The theoretical, methodological and applied issues are emphasized. The topic for the course varies year to year and is announced prior to registration. Possible topics include eyewitness testimony, prejudice and discrimination, media influences on aggression, and interpersonal attraction.
Prerequisites: Minimum grade of C- in PSYC 212 and PSYC 421.

PSYC 456
Cognitive Assessment
3 Credits Weekly (3-1-0)
This course covers the fundamentals of cognitive assessment, including test administration, scoring, interpretation, and report writing. The techniques and tools for evaluating several areas of cognitive functioning including intelligence, attention, memory, language, perception, learning, and complex cognitive processes such as critical thinking, problem solving, and creativity are surveyed. The Wechsler tests (e.g., WAIS-IV, WISC-IV, WPPSI-IV, WASI) and academic achievement measures are highlighted in this course.
Prerequisites: Minimum grade of C- in PSYC 339.

PSYC 467
Special Topics in Perception
3 Credits Weekly (0-0-3)
In this course, students critically discuss contemporary issues in sensation and perception in a seminar-based format. Material is largely drawn from both historical and current primary resources, with an emphasis on research literature that explores links between neural mechanisms and perceptual performance. Evaluation is largely based on class participation and written assignments.
Prerequisites: Minimum grade of C- in PSYC 212 and in PSYC 267 or PSYC 275.

PSYC 473
Advanced Evolutionary Psychology
3 Credits Weekly (2-1-0)
Students examine theory and evidence related to evolutionary psychology as applied to humans and other animals. In addition to analysis of journal articles and other primary sources, students replicate several studies in the laboratory in order to see first-hand some typical research methods associated with the field.
Prerequisites: Minimum grade of C- in PSYC 212 and PSYC 373.

PSYC 475
Comparative Neuroanatomy
3 Credits Weekly (2-1-0)
This is an advanced course in neuroanatomical circuitry, examining CNS (central nervous system) functions at molecular, cellular, and systems levels. The anatomy and functions of various tract systems and nuclei are compared across species. Fundamental concepts of nervous system organization, such as adaptation, lateral inhibition, and columnar organization of the cortex are discussed. The course features a combination of lectures and seminars based on readings of primary empirical literature. This course includes lab work in the gross CNS anatomy of a variety of species as well as microscopic examination of brain sections.
Prerequisites: Minimum grade of C- in PSYC 275 and a minimum grade of C- in at least two of PSYC 358, PSYC 367, PSYC 375, PSYC 377 or consent of the department.

PSYC 496
Individual Research
3 Credits Total (0-0-45)
In this course, students pursue a research project in depth in collaboration with a member of the department or approved professional in the community. Examples of such projects may include directed reading, library research, and/or laboratory or field experience. A formal review paper, research proposal, research report, annotated bibliography, and/or essay is required. This course is primarily intended for science students.
Prerequisites: Minimum grade of C- in at least 15 credits in PSYC (p. 449) at the 200 level including PSYC 267 or PSYC 275, 9 credits in PSYC at the 300 level, and consent of the department.

PSYC 498
Advanced Independent Study
3 Credits Total (0-0-45)
This course permits an advanced student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
PSYC 499A
Honours Thesis I
3 Credits  Total (0-0-45)
Under the direction of a faculty member, students conduct an empirical research project culminating in the Honours Thesis and formal presentation of research findings. Note: This course is open only to students in the Psychology honours program. Students complete both PSYC 490A and 490B in consecutive terms to attain credit in this course. Prerequisites: Minimum grade of C- in PSYC 312 and consent of the department.

PSYC 499B
Honours Thesis II
3 Credits  Total (0-0-45)
Under the direction of a faculty member, students conduct an empirical research project culminating in the Honours Thesis and formal presentation of research findings. Note: This course is open only to students in the Psychology honours program. Students must complete both PSYC 490A and 490B in consecutive terms to attain credit in this course. Prerequisites: Minimum grade of C- in PSYC 312 and consent of the department.
SCIE – SCIENCES

SCIE 010
Science 10
5 Credits  Weekly (6-0-0)
Science 10 is based upon the content of Alberta Learning’s Science 10. The major topics include energy from the sun, energy and matter in living systems, energy and matter in chemical change, and change in energy. Prerequisite: Science 9 or equivalent.

SCIE 201
Scientific Process: From Research Questions to Printed Manuscript
3 Credits  Weekly (3-0-1)
This course discusses the qualities of competent scientists, research ethics, a multidisciplinary approach to natural and quantitative social sciences, and types of scientific studies. It systematically covers the four broad phases of the scientific process, namely, the planning and preparation phase (defining the research problem, surveying the literature, formulating hypotheses, establishing the research design, and writing a proposal); the data collection phase (in particular, the common principles involved); the data analysis and interpretation phase (concepts in statistical analysis, appropriate selection of statistical analysis tools, and drawing conclusions); and the scientific writing and presentation phase (from first draft to published manuscript, types of publications/presentations). Note: Students cannot obtain credit in both PSYC 312 and SCIE 201.
Prerequisites: Minimum of C- in STAT 151 or STAT 161 and any 100-level science course.
SCMT – SUPPLY CHAIN MANAGEMENT

SCMT 200
Introduction to Global Supply Chain Management
3 Credits   Weekly (3-0-0)
Students learn the importance of logistics and the supply chain processes in a global context. Students investigate in detail the various components and drivers of the supply chain and their logistical requirements which are essential to the competitive success of a company. Topics include: overview of global supply chain and its participants and activities, strategic fit in the supply chain, purchasing, inventory management, warehousing, global logistics, impact of supply chain information availability, supply chain integration, and supply chain risk management. Contemporary issues and trends in international supply chain management are integrated into the above-mentioned topics.
Prerequisites: BUSN 201 or MGMT 121 or MGMT 122.

SCMT 205
Introduction to e-Business
3 Credits   Weekly (3-0-0)
Students learn both the management and technical skills to design and implement an e-Business platform. Students focus on management issues surrounding web deployment and the alignment of the information technology to corporate strategy. Topics include: hardware and software infrastructure, data storage and retrieval, design and maintenance of the corporate web, marketing, branding, revenue models and risk management. Credit can be obtained in only one of ASCM 205 or SCMT 205.
Prerequisites: BUSN 201 and MARK 301.

SCMT 305
Transportation Management
3 Credits   Weekly (3-0-0)
Students learn transportation modes (road, rail, water, air, pipeline and multi-modal transportation), their place in the economy, and the regulatory environment in which they operate. Students also study advanced aspects of transportation operations from various perspectives: the carrier’s, the shipper’s, and the logistics service provider’s. Topics include some elements of transportation economics, cost/service characteristics of the transportation modes, selection of carriers and routes, use of third party logistics (3PL), terminal services, freight consolidations, shipping schedules and information/documentation flows. The focus is on the transportation contract and carrier-shopper relationships within global as well as domestic supply chain context. Credit can be obtained in only one of ASCM 305 or SCMT 305.
Prerequisites: ECON 102.

SCMT 307
Principles of Quality Management
3 Credits   Weekly (3-0-0)
Students develop theoretical understanding and skills that will allow them to use Quality Management principles as a way to maintain excellence in production and service organizations. Students will be exposed to a number of quality-related philosophies and frameworks, and will further examine how an effective focus on customers, people, processes, leadership, and product design can contribute to quality and ultimately to sustained success. The course will also examine the use of problem-solving tools and statistics to improve and maintain quality, and will maintain a Supply Chain focus throughout.
Prerequisites: MARK 301, MGTS 103 and ORGA 201.

SCMT 320
Production Planning and Scheduling
3 Credits   Weekly (3-0-0)
Students explore contemporary as well as traditional approaches to production planning and scheduling. Students evaluate production operations such as make-to-stock, assemble-to-order, and make-to-order systems. Students also examine various modules in scheduling, planning, and distribution using spreadsheet applications and discuss ways to improve existing production planning and scheduling system. Credit can be obtained in only one of ASCM 302 or SCMT 320.
Prerequisites: MGTS 352 and MSYS 200.

SCMT 322
Business Logistics Management
3 Credits   Weekly (3-0-0)
Students study logistics strategy and the analysis of logistics systems with a focus on distribution from production to consumer. Topics include alignment between business and logistics strategy, performance measurement, distribution network design and facility location, warehousing and materials handling systems, inventory policies and systems, transportation and delivery route planning, the use of third-party logistics providers (3PLs), and select topics related to environmental sustainability.
Prerequisites: MGTS 352.

SCMT 324
Purchasing and Supply Management
3 Credits   Weekly (3-0-0)
Students build on basic business knowledge to focus on key concepts of corporate purchasing and supply management. The course introduces the purchasing and supply management function within the context of an organization’s operations, and proceeds to assess its role within the operations of the entire supply chain. The course discusses the strategic importance of purchasing and supply management in developing and fostering contractual relationships with suppliers in global supply network. Credit can be obtained in only one of ASCM 203 or SCMT 324.
Prerequisites: BUSN 201.
SCMT 403
Supply Chain Planning and Coordination
3 Credits Weekly (3-0-0)
Students integrate the practice and theory of advanced topics in supply chain management. Students analyze comprehensive case studies and develop and communicate solutions spanning multiple areas of supply chain management including procurement, logistics, production, information systems, coordination, and performance measurement. Topics include: selection of an efficient supply chain aligned to marketing strategy, logistics network planning, product availability and advanced inventory management, managing variation along the supply chain, postponement and tailored sourcing, modeling supply chain contracts, joint demand and supply management, supply chain coordination and advanced planning systems. Credit can be obtained in only one of ASCM 403 or SCMT 403.
Prerequisites: SCMT 320 and COOP 495.

SCMT 407
Global Sourcing and Logistics
3 Credits Weekly (3-0-0)
Students expand and apply their knowledge of global sourcing, transportation, and logistics in an international setting. The course covers strategic and operational logistics decisions surrounding global sourcing. Topics include planning of international sourcing, international transportation and logistics, international commercial (INCO) terms and payment mechanisms, and tariff treatments and import documentation. Credit can be obtained in only one of ASCM 407 or SCMT 407.
Prerequisites: SCMT 324 and SCMT 305.

SCMT 408
Business Negotiations and Supplier Management
3 Credits Weekly (3-0-0)
Students utilize their knowledge and skills in business negotiations and supplier management to plan and execute negotiations in order to facilitate the development of strategic alliances and partnerships within the supply chain. Topics include business negotiation, strategic sourcing and alliances, process development and maintenance, supplier management and assessment, and competitive bidding. Credit can be obtained in only one of ASCM 408 or SCMT 408.
Prerequisites: SCMT 324, LEGL 210, and ORGA 201.

SCMT 425
Supply Chain Process Management
3 Credits Weekly (3-0-0)
Students develop the knowledge and tools for design, improvement, and integration of supply chain processes within an organization and among business partners. Through use of a supply chain operation reference (SCOR) model, supply chain mapping, and simulation tools, students are able to analyze and integrate collaborative supply chain processes based on best practices. Topics include supply chain improvement projects, business process re-engineering and integration, lean operations and process flow management, six-sigma quality programs, flow variability and process capability, supply chain performance measurements, and bench marking supply chain processes against world class companies.
Prerequisites: SCMT 320, SCMT 324, SCMT 322, SCMT 307.

SCMT 497
Special Topics in Supply Chain Management
3 Credits Weekly (0-0-3)
This course involves reading, discussing and critically evaluating current research on specialized topics of interest to senior students in the Bachelor of Commerce. Topics covered vary with the interests of students and faculty and may include an applied field research component in business, government or community. Students should consult with faculty members in the Department of Decision Sciences and Supply Chain Management for details regarding current offerings. This course can be taken twice for credit.
Prerequisites: Minimum of C- in one 300 level SCMT (p. 456) course and consent of the department chair or designate.

SCMT 498
Independent Studies in Supply Chain Management
3 Credits Weekly (0-0-3)
In consultation with, and supervised by, a member of the department or an approved professional in the community, a senior student undertakes advanced scholarly work related to the field of supply chain management. The faculty member guides the student in designing and undertaking this work, using appropriate assumptions and methods to arrive at warranted conclusions and outcomes that will advance supply chain management knowledge or practice or create meaningful results. Note: This course may be taken twice for credit.
Prerequisites: Consent of the course instructor and the department chair.
SOCI 100
Introductory Sociology
3 Credits  Weekly (3-0-0)
This course consists of an analysis of the nature of society, the interrelationships of its component groups, and the processes by which society persists and changes. Society is analyzed in terms of its structure and culture, interrelationships between various institutions (e.g. family, religion, school, government) and the process whereby an individual is socialized into society.

SOCI 201
Canadian Society
3 Credits  Weekly (3-0-0)
This course analyzes major dimensions of Canadian Society including ethnic diversity (through historical immigration), Aboriginal rights, the evolution of Quebec nationalism, the economic, political and cultural dominance of the USA, multinational/transnational corporate control, and globalization. Regional differences within the country are also discussed (e.g. state policy, uneven development, and elite control) as well as the sustainability of Canadian nationalism. Note: Credit can only be obtained for one of SOCI 101 and 201. 
Prerequisites: Minimum grade of C- in SOCI 100.

SOCI 224
Deviance and Conformity
3 Credits  Weekly (3-0-0)
This course is an introduction to the study of deviance, conformity, and social control. The course will explore processes and factors which influence the definition of deviance and conformity. Theory and research on a wide range of specific topics will be analyzed, and may include topics such as sexuality, addiction, religion, youth, mental disorder, and physical appearance. 
Prerequisites: Minimum grade of C- in SOCI 100.

SOCI 225
Criminology
3 Credits  Weekly (3-0-0)
Criminology is the search for and explanation of general patterns or regularities characterizing the law-breaking behaviour of individuals. The course is an introduction to the sociological study of crime and a critical appraisal of theoretical explanations and methods of conducting research. 
Prerequisites: Minimum grade of C- in SOCI 100.

SOCI 232
Classical Sociological Theory
3 Credits  Weekly (3-0-0)
This course provides an in-depth analysis of the emergence and development of classical perspectives on society and human nature. Emphasis is placed on the sociological theories of important figures such as Marx, Durkheim, and Weber, although the contributions of others may be discussed. Social theories are compared and assessed in terms of issues such as the individual versus society, idealism versus materialism, and conflict versus consensus. Note: Credit can only be obtained for one of SOCI 232 and SOCI 332.
Prerequisites: A minimum grade of C- in SOCI 100.

SOCI 237
Media and Society
3 Credits  Weekly (3-0-0)
This course addresses the relationship between media and larger social structures and processes. In addition to exploring patterns of media use, students critically examine the role of media in expressing social or political values, and constructing identities. Students further analyze media as a site of both the reproduction of dominant ideologies and social inequality, as well as social change and resistance. 
Prerequisites: A minimum grade of C- in SOCI 100.

SOCI 241
Social Psychology
3 Credits  Weekly (3-0-0)
This course provides an introduction to the study of a variety of individual and group behaviours observed in social processes. In addition to addressing the nature of social psychological research, this course covers an array of topics including social cognition, social perception and the power of social influence. Furthermore, the course explores the development and processes of self-knowledge, self-evaluation, attitude formation, deindividuation, groupthink as well as other facets of social psychology. Note: SOCI 241 and PSYC 241 may not both be taken for credit. 
Prerequisites: Minimum grade of C- in SOCI 100 or PSYC 104 or PSYC 105.

SOCI 251
Population and Society
3 Credits  Weekly (3-0-0)
This course examines population trends and problems in Canada and the rest of the world; social and cultural factors underlying fertility, mortality, and migration patterns, urbanization, population explosion, population theory, and policy concerns. 
Prerequisites: Minimum grade of C- in SOCI 100.

SOCI 269
Introductory Sociology of Globalization
3 Credits  Weekly (3-0-0)
This course introduces students to the processes and implications of globalization within a Canadian and international context. It emphasizes the key organizations and institutions at the centre of contemporary globalization, the implications of globalization in relation to political, economic, socio-cultural, ecological and ideological relations, and the role of globalization in the opportunities and constraints felt by individuals in society. 
Prerequisites: Minimum grade of C- in SOCI 100.

SOCI 271
Introduction to the Family
3 Credits  Weekly (3-0-0)
This course is a survey of sociological perspectives on, and research into families. While the emphasis is on current trends and institutional characteristics in Canada, marriage and families are examined in the context of cross-cultural and historical elements. 
Prerequisites: Minimum grade of C- in SOCI 100.
SOCI 290
Introduction to the Sociology of Health and Illness
3 Credits Weekly (3-0-0)
This course addresses the critical, sociological approaches to the study of health and illness, including relevant theoretical frameworks. Specifically, it details the social determinants that affect a person's ability to create and sustain healthy lifestyles, and examines the social inequalities of health, illness, and healthcare in Canada. This course highlights the organization of health care delivery, and questions who is affected, and how, by contemporary standards. Moreover, it analyzes the biomedical frameworks that underpin contemporary western notions of health and illness.
Prerequisites: Minimum grade C- in SOCI 100 or equivalent.

SOCI 301
Sociology of Gender
3 Credits Weekly (3-0-0)
This course analyzes some of the similarities and differences between men and women in Canadian society, with a focus on historical and cross-cultural contexts. The course examines gender in three key ways: explanations offered for the differences between men and women in society, lifelong socialization into gendered roles, and the effects that follow from that learning.
Prerequisites: Minimum grade of C- in at least one 200-level SOCI (p. 458) course.

SOCI 303
Contemporary Issues in Criminology
3 Credits Weekly (3-0-0)
This course examines a substantive topic or topics of relevance to contemporary criminology. The topic for the course varies and is announced prior to registration.
Prerequisites: Minimum grade of C- in SOCI 225.

SOCI 310
Introduction to Social Statistics
3 Credits Weekly (3-0-0)
This course focuses on the practical uses of statistics in analyzing the behaviour and opinions of individuals and groups, explaining the reasons for such behaviour and opinions, and gaining an understanding of the forces that influence social issues and concerns. Students learn about statistical reasoning and the main descriptive and inferential techniques used to examine sociological data. Descriptive statistics such as measures of central tendency and variability and graphic displays including frequency distributions, histograms, and bar charts as well as inferential statistics such as t-tests, f-tests, Chi-square tests, and Pearson's r are examined and their sociological relevance established. Restricted to Sociology majors or with permission of the Department of Sociology.
Prerequisites: Minimum grade of C- in any SOCI 200 level course.

SOCI 315
Social Research Methods
3 Credits Weekly (3-0-0)
This course examines a variety of quantitative and qualitative social research methods. Social research methods are techniques used to obtain information that answers questions about the social world. Quantitative methods include experiments, surveys, and systematic observation while qualitative methods include interviews, ethnography, and various unobtrusive measures. Students learn how to formulate research questions, collect the appropriate data, interpret research findings and write research reports. Restricted to Sociology majors or with permission of the department of sociology.
Prerequisites: Minimum grade of C- in any SOCI 200-level course.

SOCI 320
White Collar/Corporate Crime Criminality
3 Credits Weekly (3-0-0)
This course examines current legal, policy and theoretical debates over the regulation of various aspects of criminality identified as organizational, white-collar and/or corporate crime. Different theoretical perspectives on the nature, extent and cause of corporate crime and the role of the state in regulating corporate behaviour are covered.
Prerequisites: Minimum grade of C- in SOCI 225.

SOCI 321
Youth, Crime and Society
3 Credits Weekly (3-0-0)
This course is a survey of the understanding and treatment of youth in the Canadian criminal justice system. It examines the nature, extent and regulation of youth crime in Canada as well as historical and contemporary youth justice.
Prerequisites: Minimum grade of C- in SOCI 225.

SOCI 325
Restorative Justice
3 Credits Weekly (3-0-0)
This course is an introduction to the practice of restorative justice. It describes the theory and history of restorative justice as well as the challenges restorative justice poses to conventional forms of justice. The course uses a sociological lens to examine both the strengths and weakness of this approach.
Prerequisites: A minimum grade of C- in SOCI 225.

SOCI 327
The Canadian Criminal Justice System
3 Credits Weekly (3-0-0)
This course emphasizes the three components of the criminal justice system: police, courts and corrections. Specifically, the course examines the roles and functions of the police, the evolution of law and public policy, models and templates of justice, the procedural court processes, as well as research dedicated to reforming our community and institutional based correctional system.
Prerequisites: Minimum grade of C- in SOCI 225.

SOCI 329
Sociology of Law
3 Credits Weekly (3-0-0)
This course examines conceptual, practical and philosophical relationships between law and society. The key emphasis is on processes by which legal rules are created, maintained and changed, and law as an instrument of social control and change.
Prerequisites: Minimum grade of C- in SOCI 225.

SOCI 333
Contemporary Sociological Theory
3 Credits Weekly (3-0-0)
This course follows the continued development of sociological theorizing since the mid-20th century. Theoretical perspectives to be analyzed may include symbolic interactionism, dramaturgy, neo-functionalism, critical theory, world systems theory, feminist theories, post-structuralist theory, postmodern theory, and more. The application of these theories to contemporary critical debates and societal issues is emphasized.
Prerequisites: Minimum grade of C- in SOCI 232.
SOCI 361
Social Inequality in Canada
3 Credits  Weekly (3-0-0)
This course explores the structures and institutions within which Canadians reside and which determine relations of ruling and inequality. With a specific focus on power and resistance, students examine the ways in which people in particular social groups have power over those in other social groups. Issues of racism, sexism, sexuality and the economy are central in this course.
Prerequisites: A minimum grade of C- in at least one 200-level course in SOCI (p. 458).

SOCI 362
Organization of Work
3 Credits  Weekly (3-0-0)
This course explores the meaning and organization of work, with a specific focus on Canada. Areas covered include properties of work organization (division of labour and specialization), technology and working knowledge, and social inequality that results from a polarized labour force.
Prerequisites: Minimum grade of C- in at least one 200-level SOCI (p. 458) course.

SOCI 363
Mental Health and Society
3 Credits  Weekly (3-0-0)
This course explores a sociological approach to the study of mental health and illness. Topics may include: sociological theories of mental health and illness, the organization of the Canadian mental health system, medicalization, power and the medical model, the pharmaceutical industry, and mental health social movements. Topics are examined through historical, legal and theoretical approaches and students are encouraged to work beyond the conceptualization and treatment of mental illness in the fields of psychology and psychiatry.
Prerequisites: Minimum grade of C- in any 200-level course in SOCI (p. 458).

SOCI 368
Race and Ethnic Relations
3 Credits  Weekly (3-0-0)
This course examines the social construction of race and ethnicity, and the causes and effects of racial and ethnic inequalities in Canada and other nation-states. The historical, political, and social impacts of race and ethnic relations are explored in a global context, with an emphasis placed on how these relations impact national identities. Topics that are covered in this course may include the following: formation of ethnic and racial identities, theories of racialization, racism and white privilege, immigration trends and policies, multiculturalism, and national identity formations.
Prerequisites: Minimum grade of C- in any 200-level SOCI (p. 458) course.

SOCI 377
Youth, Culture and Identity
3 Credits  Weekly (3-0-0)
This course focuses on the comparative analysis of youth in various types of societies, with special emphasis on Canada. Analysis includes investigation of the ways in which youth experiences and identities are embedded within a network of social structures, social interactions, and cultural characteristics.
Prerequisites: Minimum grade of C- in at least one 200-level course in SOCI (p. 458).

SOCI 377
Youth, Culture and Identity
3 Credits  Weekly (3-0-0)
This course focuses on the comparative analysis of youth in various types of societies, with special emphasis on Canada. Analysis includes investigation of the ways in which youth experiences and identities are embedded within a network of social structures, social interactions, and cultural characteristics.
Prerequisites: Minimum grade of C- in at least one 200-level course in SOCI (p. 458).

SOCI 387
Religion, Culture and Society
3 Credits  Weekly (3-0-0)
This course examines the interconnections between religion, culture and society from a number of sociological perspectives. Students explore the way in which religion influences society and society affects religion. The course covers a variety of different topics including the following: defining religion, individual and collective meanings, charismatic leadership, alternative religions, millenarianism, religious fundamentalism and secularism.
Prerequisites: Minimum grade of C- in a 200-level course in SOCI (p. 458).

SOCI 393
Politics and Social Change
3 Credits  Weekly (3-0-0)
This course explores the process of social change, focusing on how institutions shape and are shaped by collective organization in an effort to bring about social change. Social change is broadly defined to include economic, political, environmental, and technological change. Students examine a variety of groups pursuing social change and their relationship to key social institutions, such as the media and the state.
Prerequisites: Minimum grade of C- in a 200-level course in SOCI (p. 458).

SOCI 398
Independent Study
3 Credits  Total (0-0-45)
This course offers an intermediate-level student the opportunity to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
Prerequisites: Consent of the Department.

SOCI 400
Senior Seminar
3 Credits  Weekly (0-0-3)
A capstone course is one in which students synthesize and apply the knowledge they have acquired in theory, methodology, and substantive subject-matter, in preparation for advanced education or entry into professional careers. In Sociology, this synthesis of knowledge reflects the "sociological imagination" (C. Wright-Mills, 1959) - the ability to recognize the interplay between individual experiences and public issues. In this course, students use their sociological imaginations in self-directed analyses of current societal issues, social problems, or controversies, building a body of diverse work that illustrates the knowledge and skills they will be carrying into their future educational, professional, and/or individual roles within a dynamic, multicultural society.
Prerequisites: Minimum grade of C- in a 300-level SOCI (p. 458) course and consent of the department. Note: Preference will be given to students in the SOCI major and the Honours program.

SOCI 402
Special Topics in Sociology
3 Credits  Weekly (0-0-3)
This course provides an in-depth study of a selected topic in sociology. The topic for the course varies from year to year and is announced prior to registration. Possible topics include sport and gender, sociology of aging, sociology of religion, sociology of health and illness, critical media studies, and sociology of globalization.
Prerequisites: Minimum grade of C- in any 300-level course in sociology.
SOCI 403
Special Topics in Criminology and Criminal Justice
3 Credits Weekly (0-0-3)
This course provides an in-depth study of a selected topic in criminology. The topic varies and is announced prior to registration. Possible topics include youth and crime, comparative criminology, substance use, issues around mental illness, and the effects of race/ethnicity within the context of the Canadian criminal justice system.
Prerequisites: Minimum grade of C- in one of SOCI 303, SOCI 320, SOCI 321, SOCI 327 or SOCI 329.

SOCI 416
Quantitative Research Methods
3 Credits Weekly (3-0-0)
This course examines quantitative research methods in Sociology. Topics covered include: advanced measurement and design issues, probability sampling issues, ethical issues, systematic observation, survey construction, experimental design, secondary analysis of existing information, and unobtrusive measures. Restricted to sociology majors or with the consent of the sociology department.
Prerequisites: Minimum grade of C- in SOCI 310 and SOCI 315.

SOCI 418
Qualitative Research Methods
3 Credits Weekly (3-0-0)
This course examines qualitative research methods in sociology. Topics covered include: designing qualitative research, ethical issues, interviews, focus groups, ethnography, action research, unobtrusive measures, case studies, content analyses, and the use of triangulation in research.
Prerequisites: Minimum grade of C- in SOCI 315 or (with consent of the instructor) PSYC 212.

SOCI 421
Sociology of Punishment
3 Credits Weekly (0-0-3)
This course is an examination and explanation of the historical and contemporary social underpinnings of punishment and the criminal justice system. Topics may include: the social and historical context of punishment; the rationale, principles and goals of sentencing; and current trends in Canadian corrections.
Prerequisites: Minimum grade of C- in SOCI 327.

SOCI 422
Aboriginal Peoples and Justice
3 Credits Weekly (0-0-3)
The course is a survey of the involvement of Aboriginal peoples as offenders, victims and service providers in the Canadian criminal justice system at a variety of levels, including policing, courts, corrections, and aftercare. Special attention is given to historic pressures and consequent socio-demographic and political situation of First Nations which contribute to rates of crime and disorder in Aboriginal communities.
Prerequisites: Minimum grade of C- in SOCI 327.

SOCI 424
Advanced Topics in Deviance, Normality and Social Control
3 Credits Weekly (0-0-3)
This course provides an in-depth study of a specific topic or current issue related to deviance, normality and social control. The topic for the course varies year to year and is announced prior to registration. Possible topics include the following: sociology of alcohol; youth subcultures; medicalization of deviance; mass media and social control; sexuality; power and popular music; cults and, alternative beliefs; and genetic science, deviance, and social control.
Prerequisites: Minimum grade of C- in at least one 300-level SOCI (p. 458) course and a minimum grade of C- in SOCI 224 or consent of the department.

SOCI 428
Police and the Community
3 Credits Weekly (3-0-0)
This course explores the roles and functions of Canadian law enforcement agencies as the "gatekeepers" of the criminal justice system. The course draws on an interdisciplinary approach to contextualize community policing and offers a better understanding of the role of the police, offenders and victims.
Prerequisites: Minimum grade of C- in SOCI 327.

SOCI 430
Gender, Crime and Social Justice
3 Credits Weekly (0-0-3)
This course critically examines key concepts, issues and debates with respect to gender, crime and social justice. The key focus is on gender differences in crime, theories of women's crime and the treatment of women offenders and victims by the criminal justice system.
Prerequisites: Minimum grade of C- in SOCI 225 and SOCI 301.

SOCI 449
Advanced Topics in Social Psychology
3 Credits Weekly (0-0-3)
This course provides an in-depth study of two or three central topics in social psychology. The theoretical, methodological and applied issues in the selected areas are emphasized. The topics for the course vary from year to year and are announced prior to registration. Possible topics include social cognition, social perception, interpersonal attraction, social psychology and health, and social psychology and the environment.
Prerequisites: Minimum grade of C- in at least one 300-level SOCI (p. 458) course and a minimum grade of C- in SOCI 241 or PSYC 241 or consent of the department.

SOCI 463
Advanced Topics in Canadian Society
3 Credits Weekly (0-0-3)
This course provides an in-depth study of a topic in Canadian Society. The topic for the course varies from year to year and will be announced prior to registration. Possible topics include colonialism and the historical development of Canada, regionalism, ethnicity and gender inequities, free trade issues, multinationals and globalization, capitalism, government policy, and/or issues relating to Canadian identity.
Prerequisites: Minimum grade of C- in at least one 300-level SOCI (p. 458) course and a minimum grade of C- in SOCI 101 or consent of the department.

SOCI 470
Advanced Topics in the Sociology of Families
3 Credits Weekly (0-0-3)
This course provides an in-depth study of selected topics in the sociology of families. The topic for the course varies from year to year and is announced prior to registration. Possible topics include gender and family, comparative family systems, inequality and family, deviance and family, and family policy.
Prerequisites: Minimum grade of C- in at least one 300-level SOCI (p. 458) course and a minimum grade of C- in SOCI 271 or consent of the department.
SOCI 477
Advanced Topics in Youth
3 Credits Weekly (0-0-3)
This course provides an in-depth study of a specific topic or current issue related to the sociology of youth. The topic for the course varies year to year and is announced prior to registration. Possible topics include the following: youth subcultures; comparative youth systems; the social construction of adolescence; youth and inequality; and youth, gender, and popular culture.
Prerequisites: A minimum grade of C- in SOCI 377 or consent of the department.

SOCI 496
Independent Research Proposal
3 Credits Total (0-0-45)
This course offers senior-level students the opportunity to work with an instructor to design an empirical research project in an applied or non-applied setting, and prepare a research proposal for that project. Students learn to formulate research questions, select an appropriate methodology, plan specific procedures for data collection and analysis, prepare a research proposal, and if required, submit a research ethics proposal. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise the project.
Prerequisite: A minimum grade of C- in SOCI 315 and consent of the department.

SOCI 497
Independent Research Project
3 Credits Total (0-0-45)
This course offers senior-level students the opportunity to work with an instructor to conduct an empirical research project in an applied or non-applied setting. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise the project.
Prerequisite: A minimum grade of C- in SOCI 315 and consent of the department.

SOCI 498
Advanced Independent Study
3 Credits Weekly (0-0-0)
This course offers a senior-level student the opportunity to work with an instructor to conduct a critical or theoretical analysis of the existing literature on a specific topic. The student plans, executes and reports the results of the critical or theoretical analysis under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise the project.

SOCI 499A
Honours Thesis I
3 Credits Total (0-0-45)
Under the direction of a faculty member, students conduct an empirical or theoretical research project culminating in the Honours Thesis and formal presentation of research findings. Note: This course is restricted to, and required of, students in the final year of the Honours Sociology program. Students must complete both 499A and 499B in consecutive terms in order to receive a credit in this course.
Prerequisites: Consent of department.

SOCI 499B
Honours Thesis II
3 Credits Total (0-0-45)
Under the direction of a faculty member, students conduct an empirical or theoretical research project culminating in the Honours Thesis and formal presentation of research findings. Note: This course is restricted to, and required of, students in the final year of the Honours Sociology program. Students must complete both 499A and 499B in consecutive terms in order to receive a credit in this course.
SOST – SOCIAL STUDIES

SOST 030-1
Social Studies 030-1
5 Credits Weekly (6-0-0)
Students are introduced to the complexities of ideologies. This includes the study of the origins of ideologies and their influences on regional, international, and global relations. Students will explore the origins and complexities of ideologies and examine multiple perspectives on the principles of classical and modern liberalism. Analyzing various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Prerequisites: Minimum Grade of D in ENGL 020-1 or ENGL 020-2.
SOWK – SOCIAL WORK

SOWK 101
Social Work Philosophy and Ethics
3 Credits  Weekly (3-0-0)
This course is intended as an introduction to the study of the social work profession and the evolution of its theory and practices in Canada and elsewhere. The course examines the philosophical base of social work’s contemporary identity, as well as its links to other disciplines and human service professions. The course takes a broad look at social work practice principles with an emphasis on helping students to prepare themselves for practicing in caring and anti-oppressive ways in an increasingly diverse society. Ethical traditions and principles are introduced, both as specific guides to practice and as frameworks for consideration of broader social conditions and issues. Relational ethics and the concept of the best ethical self are particularly emphasized. Students are challenged and encouraged to reflect on the knowledge, ideals, values, and attitudes they bring to their learning and to social work practice.

SOWK 102
Introduction to Social Work Practice
3 Credits  Weekly (3-0-0)
This course is an introduction to professional social work practice. Students are introduced to foundational knowledge that underpins the social work profession and the values and ethics that guide practice. Students explore the helping process and learn how to use key social work practice skills in a variety of practice and inter-cultural settings. The course also provides students with the opportunity to critically reflect upon their potential to practice social work in an effective manner.

SOWK 105
Field Placement
4 Credits  Total (0-0-240)
The field placements constitute the practical component of the program and are concerned with the integration of theory and practice. They are taken concurrently with the Social Work Practice Methods courses. The overall purpose of the placements is to provide students with the opportunity to apply classroom learning within the context of specific field placement settings. Students have the opportunity to develop and to demonstrate practice skills based on the values, knowledge and skills taught in the core courses of the program. Field education is a form of teaching and learning in which students have the opportunity to experience themselves as developing social workers in a supervised practice setting.

SOWK 110
Social Work Practice Methods I
3 Credits  Weekly (3-0-0)
This course introduces students to social work practice methods and the effective use of skills in their practice. Social work philosophy, values, ethics, and practice skills are examined in the context of professional practice. Social work practice theory including ecological systems and structural models of practice, life stage development, and a strengths-based perspective are examined. Students apply the four stages of an effective intervention: the preliminary phase; the beginning phase; the work phase and the ending phase. The course focuses on assisting students to develop awareness of cultural issues and skills in social work practice.

SOWK 111
Social Work With Families
3 Credits  Weekly (3-0-0)
This course is designed to offer students knowledge and insight into the dynamics of families from a social work perspective. Students examine their families of origin to gain insight into personal attitudes and values. This course helps students develop the knowledge and skills to provide basic services to families in a supportive role. Students examine family systems theory, communication and relationship processes in families, family development and life cycle theory, family strengths and resilience, and cultural aspects of family processes. Students learn to identify family strengths and to provide support to enhance positive family functioning.

SOWK 112
Social Work With Children and Adolescents
3 Credits  Weekly (3-0-0)
This course examines child and adolescent developmental life stages, prenatal to adolescence. Students explore lifespan development theory, tasks, needs and issues from a Social Work perspective. Specific emphasis is placed on understanding the physical, emotional, psychological, sexual, moral and social processes for the child; understanding the needs and responsibilities of parents at each stage of child and adolescent development; critiquing society’s roles and reactions to the needs of children, parents, and families; and, describing the nature of social work intervention in each developmental stage and the implications for social policy. Cross cultural aspects of lifespan development are explored.

SOWK 115
Field Placement
4 Credits  Total (0-0-240)
The field placements constitute the practical component of the program and are concerned with the integration of theory and practice. They are taken concurrently with the Social Work Practice Methods courses. The overall purpose of the placements is to provide students with the opportunity to apply classroom learning within the context of specific field placement settings. Students have the opportunity to develop and to demonstrate practice skills based on the values, knowledge and skills taught in the core courses of the program. Field education is a form of teaching and learning in which students have the opportunity to experience themselves as developing social workers in a supervised practice setting.

SOWK 201
Group Work
3 Credits  Weekly (3-0-0)
This course is designed to develop specific group work skills, an appreciation of the impact of groups, and a recognition of the appropriate use of groups in the social work field. It examines the components of the group process and develops skills in organizing and facilitating groups. Focus is on increasing students’ awareness of their own interaction in groups and on demonstrating their ability to use effective social work skills with groups. The students have an opportunity to integrate the theoretical concepts with actual experience by participating in and leading group sessions.

Prerequisites: Minimum grade of C- in SOWK 110 and SOWK 111.
SOWK 202  
Social Work Practice Methods II  
3 Credits  Weekly (3-0-0)  
This course builds on social work practice theory and skills introduced in Social Work Practice Methods I (SOWK 110). Students learn an organized approach to problem solving, including: social work assessment, establishing short and long term goals, implementation of change strategies, and evaluation of their work. Students are encouraged to adopt a strengths-based approach to practice recognizing the social, political, and cultural context of their clients’ lives. Discussion of theoretical concepts and experiential learning in the classroom helps students develop and enhance their social work practice skills and articulate a professional model of practice. Students also learn to document their work with clients.  
Prerequisites: Minimum grade of C- in SOWK 110 and SOWK 111.  
Co-requisites: SOWK 205.

SOWK 203  
Mental Health, Trauma and Addictions  
3 Credits  Weekly (3-0-0)  
This course provides students with an introduction to mental health, trauma and addictions from a social work perspective. Drawing on a competency-based approach to practice, students examine: the history of the treatment of the mentally ill; definitions of mental illness and mental health; common disorders encountered in practice; substance abuse and concurrent disorders; causative factors of mental illness including the role of trauma; factors that promote mental health; mental health assessments; treatment approaches and resources within the community; and mental health legislation and policy. Students explore their own values, ideas and experiences related to mental health, trauma and addiction and develop sensitivity to cultural issues in defining and treating mental health problems. Specific attention is focused on the role of social workers in the delivery of mental health services.  
Prerequisites: Minimum grade of C- in SOWK 110, SOWK 111, and SOWK 112 plus Minimum grade of D in PSYC 104.

SOWK 204  
Social Policy and Anti-Oppressive Practice  
3 Credits  Weekly (3-0-0)  
This course is designed to help students become critically aware of the economic, social and political environment within which they practice social work. The course examines the process by which social policy is developed in Canada and encourages reflection of the ways social workers are influenced by and in turn can influence that process. Students are invited to examine their own values as well as some dominant ideologies and assumptions present within Canada today. Opportunities are provided for students to enhance their understanding of a range of contemporary social issues of particular relevance to the social work profession. A strong theme developed throughout the course is that of understanding the nature of structural and anti-oppressive social work practice.  
Prerequisites: SOWK 101, SOWK 102, ENGL 102, ENGL 103, SOWK 110, SOWK 111.

SOWK 205  
Field Placement  
4 Credits  Total (0-0-240)  
The field placements constitute the practical component of the program and are concerned with the integration of theory and practice. They are taken concurrently with the Social Work Practice Methods courses. The overall purpose of the placements is to provide students with the opportunity to apply classroom learning within the context of specific field settings. Students have the opportunity to develop and to demonstrate practice skills based on the values, knowledge and skills taught in the core courses of the program. Field education is a form of teaching and learning in which students have the opportunity to experience themselves as developing social workers in a supervised practice setting.  
Prerequisites: SOWK 115.  

SOWK 210  
Community Practice Methods III  
3 Credits  Weekly (3-0-0)  
This course provides students with an introduction to theoretical knowledge and skills for working with communities. Students examine current theories of community development/organization and develop the skills necessary for effective social work intervention and change at the community level. This course includes a local and global perspective and issues related to environment and international development.  
Prerequisites: SOWK 201, SOWK 202 and SOWK 204.

SOWK 211  
Social Work Methods IV  
3 Credits  Weekly (3-0-0)  
This course provides an introduction to knowledge and skills for social work practice related to family violence. Students examine relevant theory and people’s experience of family violence, neglect, deprivation, and separation / loss across the life span. Students also explore topics related to family violence and social work practice from historical, ideological, structural, and cultural perspectives.  
Prerequisites: SOWK 204 & a minimum grade of C- SOWK 201 & SOWK 202.  
Co-requisites: SOWK 203.

SOWK 215  
Field Placement  
4 Credits  Total (0-0-240)  
The field placements constitute the practical component of the program and are concerned with the integration of theory and practice. They are taken concurrently with the Social Work Practice Methods courses. The overall purpose of the placements is to provide students with the opportunity to apply classroom learning within the context of specific field placement settings. Students have the opportunity to develop and to demonstrate practice skills based on the values, knowledge and skills taught in the core courses of the program. Field education is a form of teaching and learning in which students have the opportunity to experience themselves as developing social workers in a supervised practice setting.  
Prerequisites: SOWK 205.
SOWK 240
Introduction to Social Work and Social Welfare
3 Credits Weekly (3-0-0)
Students are introduced to the social work profession and social welfare in Canada. The history of the social work profession is explored in the context of the development of social welfare in Canada. Students are exposed to values, ethics and theoretical foundations of the social work profession and supported to apply a social work perspective to a variety of social issues. Students also explore their suitability for the social work profession. Note: This course is a requirement for students who wish to apply to the BSW program and do not have a Social Work diploma. This course cannot be used as an elective for students applying to or in the Social Work diploma program.

SOWK 301
Introduction to Social Work Ideology and Ethics
3 Credits Weekly (3-0-0)
Students study theoretical foundations and ideologies that shape the role and identity of the social work profession. Exploring the historical roots of social work, students identify their relevance to present day practice. There is an introduction to ethical models and ideological perspectives and their application to practice. Emphasis is placed on relational ethics, third space dialogue and the ethics of sustainability. Students are challenged to develop their critical thinking skills by examining their beliefs, values, ethics as well as those of the profession of social work.

SOWK 302
Indigenous Knowledge: Contributions to Sustainable Social Work Practice
3 Credits Weekly (3-0-0)
Students explore how the field of social work might support Indigenous efforts to maintain healthy families, communities, and nations. Students are introduced to the philosophical foundations of Indigenous knowledge systems with a focus on exploring traditional healing practices. Students consider how historical and contemporary expressions of colonialism have impacted the well-being of Indigenous peoples. Throughout the course, students enhance their self-awareness and investigate how their personal values, beliefs and experiences may impact their future social work practice with Indigenous peoples.

SOWK 303
Social Work and Sustainability
3 Credits Weekly (3-0-0)
Students are introduced to the important role social work can play in addressing the environmental challenges of our times. Students explore the root cause of the environmental crisis and have the opportunity to explore a wide variety of ethical perspectives related to the human-nature relationship. The environmental crisis is then explored through the lens of social and environmental justice. Subsequently, students are supported to develop a personal model of social work practice that sustains individuals, families, communities and the environment in which they co-exist.

SOWK 304
Human Development and the Environment
3 Credits Weekly (3-0-0)
Students become familiar with and understand the major theories of human development across the lifespan and explore human development and behaviour in the social environment. Students critique the dominant theories and explore ways in which culture, gender and class impact human development. Students are required to explore their own views and values on human development and link these to major theories. Students are able to explain how the social determinants impact human development and apply social work intervention strategies at each stage of development.

SOWK 305
Social Work Practice with Individuals and Families
3 Credits Weekly (3-0-0)
This course provides students with an introduction to social work practice with individuals and families. The course is designed to provide students with knowledge of social work practice theories, methods and skills and apply these skills to their practice with individuals and families. Theoretical models and skills related to direct practice are critically examined and explored within the context of professional social work practice including social work ethics, non-oppressive practice, and a commitment to social and environmental sustainability. Students develop their own model of personal/professional sustainability and explore how interventions are implemented in a sustainable way for individuals, families and agencies. Typically this class is taken in conjunction with SOWK 301, 302, 303 and 304. In Individual and Family Practice, students integrate in their practice aspects from all these other classes.

SOWK 310
Social Work and Intercultural Practice
3 Credits Weekly (3-0-0)
This course is an introduction to social work practice with people of diverse cultures and spiritualities. It begins with an exploration of historical and contemporary issues and social policies related to Canada’s identity as a nation of Indigenous people and immigrants; then proceeds to explore experiences and issues of immigrant and refugee people. The course takes a positive, anti-oppressive and strengths-based stance on supporting immigrant and refugee people and communities as they deal with the challenges of migration and pressures for assimilation. The framework for practice presented is focused on relational ethics, with emphasis on the third space and skilled dialogue as interactional care practices. Students are strongly encouraged to develop their reflective skills.
Prerequisites: SOWK 301.

SOWK 311
Critical Thinking and Social Work Research Methods
3 Credits Weekly (3-0-0)
Students are introduced to the major research paradigms and methods of scientific inquiry with a particular emphasis on developing skills in utilizing, evaluating and designing research that is relevant in all areas of social work practice. Students are challenged to examine their own approach to knowing, to incorporate evidence-based research into practice, and to think critically about research and how it is reported to the public. The subjectivity of the researcher, the political and ethical context of research, and the role of research as an instrument of power in the lives of oppressed peoples are discussed.
SOWK 312
Social Policy
3 Credits Weekly (3-0-0)
Students trace the development of Canadian social welfare policy and examine social justice issues and human rights that impact on social work practice. Students develop a critical understanding of the theory and knowledge of anti-oppressive practice and how it relates to human need and social services. Key concepts that challenge social injustices related to economic, social, political and ethical views of society are examined.

SOWK 330
Trauma Informed Practice
3 Credits Weekly (3-0-0)
Students develop an understanding of trauma and the variety of individual responses to trauma. Students learn the interplay of trauma, mental health and substance abuse. Students learn about self-sustainability, professional and agency sustainability. Developmental, Indigenous and inter-cultural issues related to trauma are explored. Students practice how to conduct an assessment and implement the principles of trauma informed practice.

SOWK 350
Field Practicum
5 Credits Total (0-0-300)
Students are placed in a human service agency with supervision and mentorship provided by an experienced practitioner. Students also receive mentorship from a faculty liaison who coordinates and supports the placement. The purpose of this field placement is to integrate theory and practice, to develop social work skills, examine practice from an ethical perspective, consider the impact of personal experiences/history and develop a professional identity. As learners in the field, students apply their knowledge to the profession of social work.
Prerequisites: SOWK 305.
Co-requisites: SOWK 351.

SOWK 351
Field Practicum Seminar
1 Credit Weekly (0-0-12.5)
Students have the opportunity to discuss experiences in placement and to apply social work theory to their field experiences. The focus of the course is the integration of theory and practice, to develop social work skills, to examine practice from an ethical perspective, to consider the impact of personal experiences/history and develop a professional identity. Students utilize the seminar to discuss ethical issues in practice and they have opportunities to discuss competency in applying a theoretical framework to reflect on their practice. Students critically engage in self-reflection, analyze their practice, and engage in a small group process to develop their professional problem solving skills & to enhance their professional self.
Prerequisites: SOWK 305.
Co-requisites: SOWK 350.

SOWK 401
Introduction to Social Work with Communities
3 Credits Weekly (3-0-0)
Community work is a core component of social work. Social workers in a community setting work to promote social justice by organizing diverse, marginalized and oppressed communities to problem solve and influence structural changes. This course teaches students about the nature of power and the social networks that it flows through, the skills and practices needed to mobilize diverse voices, and the ethics and values that guide social work with communities.

SOWK 402
Social Work with Groups
3 Credits Weekly (3-0-0)
This course focuses on group work practice within the context of social work values, beliefs, and ethics. The course is designed to provide students with knowledge and skills in group planning and facilitation for application in a variety of social work settings. Theoretical models of group practice and social group work are presented, and the use of groups as a means to address oppression is examined. Self-awareness is encouraged through participation in group sessions and activities. An emphasis throughout the course is understanding diversity and how it influences group planning and process.

SOWK 403
Leadership in Human Service Organizations
3 Credits Weekly (3-0-0)
This course explores theories, practices and issues related to leadership of contemporary human service organizations in Canadian society. Critical perspectives will enhance the students’ understanding of the unique nature of social service organizations, and will contribute to students’ development as effective, ethical and egalitarian leaders who value diversity, sustainability, inter-professionalism, and anti-oppressive practice. Students will review and critically analyze leadership and organizational theories, gender, class and diversity issues, and specific leadership strategies to create responsive, ethical and positive organizational cultures whose primary goals are service to vulnerable and marginalized populations.

SOWK 410
Advanced Social Work Practice with Children and Families
3 Credits Weekly (3-0-0)
Students deepen their knowledge base and practice skills specific to social work with children and families. Recognizing that there are complex social and environmental factors influencing the lives of families and children, students look at multiple sources of knowledge to identify and analyze areas of oppression, and to develop strategies for prevention / intervention. The focus is to prepare students for direct and indirect practice with vulnerable populations so they are able to work in both traditional and multidisciplinary settings. Students are encouraged to build an understanding of relational ethics and to apply an anti-oppressive lens in creating a framework for practice with children and families.

SOWK 411
Advanced Social Work Practice with Indigenous Peoples
3 Credits Weekly (3-0-0)
Students have the opportunity to explore and utilize Indigenous knowledge in the development of social work methods which advance socially just and sustainable communities. Building upon the knowledge and skills acquired through the completion of SOWK 302, students complete a specialized examination of the structural forces which impact the well-being of Indigenous peoples who reside in urban settings. Students assess the relevance and effectiveness of a variety of family, health and social supports that are delivered through existing urban infrastructures. Throughout the course, students analyze the disjuncture between Indigenous paradigms and Settler/dominant worldviews as they seek to envision and create a model of social work which is inclusive and founded upon the principles of justice and reciprocity.
Prerequisites: SOWK 302.
SOWK 412
Advanced Social Work Practice with Communities
3 Credits    Weekly (3-0-0)
This course provides students with a strong foundation in critical social work (sub)theories that influence community practice. Utilizing structural and anti-oppressive social work perspective, students explore core concepts such as globalization, internationalizing social work practice, Indigenous community development and community resiliency theory. The course focus is on the integration of practice and skill building with theory and methods. Students are challenged to enhance their understanding of the interconnected and interrelatedness of social inequities, environmental instability, global capitalism, and diverse forms of oppression at the individual, institutional and structural levels. Activities and assignments focus on fostering critical self and social reflection all the while aiming to identify strategies to address complex issues in today's globalized world.

SOWK 413
Advanced Practice in Health and Mental Health Settings
3 Credits    Weekly (3-0-0)
This course prepares students to work in health/mental health settings by introducing them to the theory and advanced practice skills specific to these practice settings. Recognizing healthcare settings requires the social worker to collaborate with other healthcare professionals to achieve client health and well-being, students examine various healthcare models to develop intervention strategies to meet the complex needs of the individual and family and address issues of oppression. Social workers have a special role with to present the voices of families and advocate for all members of the client system. Through the use of simulation lab sessions, students examine psychosocial assessment, contracting, intervention planning/delivery, and documentation. Special issues of health and social policies that govern healthcare practice and bioethics are presented.

SOWK 430
Gerontology - Social Work with Elderly
3 Credits    Weekly (3-0-0)
Students examine a broad range of theories and contemporary issues in aging that relate to social work practice with older adults and their families from a strength-based perspective, using theoretical, research and practice knowledge. Specific consideration is given to heterogeneity of the older adult and aging population in the areas of age, gender, race and ethnicity, class, sexual orientation, religious, physical or mental disability, and national origin. Anti-oppressive practice, sustainable social work practice, evidence-based practice, and capacity building are highlighted throughout the course. Course content also includes social work skills in interdisciplinary treatment approaches, collaborating within communities, cultural competency, and ethical and legal issues.

SOWK 431
Addictions
3 Credits    Weekly (3-0-0)
This course pursues a critical analysis of the evolution of the addiction field of study in Canadian social work practice. It is designed to facilitate student learning about the developmental course of addiction (personal and societal) and the effective interventions and treatment modalities typically employed by the social work profession. The science and culture surrounding substances are addressed. Specific vulnerable/marginalized populations, the role of stigma in accessing and providing care, and the individual, familial, and community manifestation of the consequences of addiction are also discussed. Students explore and critically analyze the policy that governs the addiction treatment system. How addiction is defined on an individual, community and societal level will be examined in order to facilitate a critique of the system. The focus of study will be generated from a social justice, anti-oppressive and strengths-based lens.

SOWK 432
Social Work Practice in Health and Mental Health Settings
3 Credits    Weekly (3-0-0)
This course introduces students to the practice of social work in health and mental health settings. Social work roles are examined in the context of the various settings of health care (including acute care, long term care, community care, prevention, and rehabilitation). Students become familiar with the varying health needs of clients over the lifespan from birth to death. Social work's contribution to the changing dynamics of the health care team is explored from the historical, current day, and future perspectives. Social work values, especially those of autonomy, self-determination, and social justice, are critiqued within the context of family centered care. Current Canadian and Albertan Healthcare policy is examined within the context of its sustainability.

SOWK 433
Social Work Practice with Gender and Sexual Diversity
3 Credits    Weekly (3-0-0)
This course focuses on developing affirmative social work practice with lesbian, gay, bisexual, transgender, transsexual, Two-Spirit, queer, questioning and asexual (LGBTQIA)people. Social work professional roles are examined within the context of heteronormativity, queer theory, structural practice and social justice. Students become familiar with the intersectionality of sexuality, gender, race and age, examine federal and provincial legislation, and the history of queer rights. Students learn to critically analyze agencies, institutions and direct practice models, and become familiar with social work practice in the LGBTQIA community. Opportunities are provided for learners to explore their own identity, values and beliefs and develop a personal frame of practice.

SOWK 434
International Social Work
3 Credits
This course provides students with a comprehensive introduction to International Social Work and integrated perspectives approach that blends globalization, human rights, ecological, and social development theories. Under the main themes of globalization, it covers theories underpinning International Social Work history and current realities of the global profession, global ethics, and global policy by exploring international social work practice with particular attention to health and mental health, children and families, urban indigenous people, social and environmental sustainability, and community work in local, national and international settings.
SOWK 438
Child Welfare
3 Credits Weekly (3-0-0)
Students investigate the social work field of child welfare and examine issues related to child abuse and challenges facing families. Students engage in a critical examination of the need for child protection, related historical, legal and ethical issues and recent research findings that both highlight contemporary challenges as well as inform best practices in child protection. The role of child protection systems and helping professionals related to child and family welfare in Canadian society are examined.

SOWK 440
Grief and Loss in Social Work Practice
3 Credits Weekly (3-0-0)
This course provides an overview of historical and contemporary theories of loss and relates it to social work practice. The course explores the broad meanings and applications of grief theory using a constructivist point of view including how individuals, families, and cultures experience the trauma of loss. Students learn through experiential modalities.

SOWK 442
Social Work Practice with High Risk Youth
3 Credits
This course focuses on a subset of the youth population, “high-risk youth,” that face particular and acute challenges. The course provides an overview of a relationship-based practice framework and philosophy, and provides strategies for engaging and working with the most disconnected, challenging and troubled youth in society, incorporating harm reduction and strength-based and resiliency approaches, as well as community collaboration strategies and anti-oppressive perspectives. Students analyze and critique this and traditional models of practice while developing their own practice for engaging and working with this population.

SOWK 450
Field Practicum
8 Credits Total (0-0-400)
This course is an opportunity for students to further their previous field practice experience in a more challenging social work practice setting. Students are placed in human service organizations under the supervision and support of both their field placement supervisor and their faculty liaison. The focus of field placement is to develop social work skills, examine practice from an ethical perspective, consider the impact of personal experiences/history and develop a professional social work identity. In this field placement, students further integrate social work knowledge (theory ethics, values), develop competent social work skills and examine their practice from an ethical perspective.
Prerequisites: SOWK 350 and SOWK 351 for University transfer pathway students only.
Co-requisites: SOWK 410 or SOWK 411 or SOWK 412 or SOWK 413 and SOWK 451.

SOWK 451
Field Practicum Seminar
1 Credit Total (0-0-12.5)
The field practicum seminar provides an opportunity for the student to discuss experiences in placement and to apply social work theory to their field experiences. The focus of the course is the integration of theory and practice, to develop social work skills, to examine practice from an ethical perspective, to consider the impact of personal experiences/history and to develop a professional identity. Students utilize the seminar to discuss ethical issues in practice and they have opportunities to discuss competency in applying a theoretical framework to reflect on their practice. Students critically engage in self-reflection, analyze their practice and engage in a small group process to problem solve and to enhance their professional self. In this advanced seminar, students are expected to provide leadership, be prepared to critically reflect and problem solve. Students are expected to have an integrated professional identity.
Prerequisites: SOWK 350 and SOWK 351 for University transfer pathway students only.
Co-requisites: SOWK 450.
SPAN – SPANISH LANGUAGE

SPAN 111
Introductory Spanish I
3 Credits  Weekly (5-0-0)
Spanish 111 is an introductory course designed for students with limited or no previous knowledge of Spanish. It introduces the sounds of the Spanish language, essential grammatical structures and tenses, and a practical basic vocabulary to aid the student in the development of oral/aural comprehension, expression, reading and writing skills. General aspects of geography, history and culture in Spanish-speaking countries are also introduced. Accuracy in grammar and pronunciation is stressed. Note: Students with native or near-native proficiency cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. Students with credit in Spanish 30, Spanish 35 or equivalent cannot receive credit for this course. Credit can only be obtained in one of SPAN 101 or SPAN 111.

SPAN 112
Introductory Spanish II
3 Credits  Weekly (5-0-0)
This course is a continuation of SPAN 111 and is intended to further the development of the four language skills and the cultural awareness acquired in SPAN 111. Accuracy in grammar and pronunciation is stressed. Note: Students with native or near-native proficiency cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. Students with credit in Spanish 30, Spanish 35 or equivalent cannot receive credit for this course. 

SPAN 211
Intermediate Spanish I
3 Credits  Weekly (5-0-0)
Spanish 211 is designed for students to develop and strengthen oral/aural comprehension, expression, reading skills and writing skills acquired in beginner-level courses. Accuracy in grammar and pronunciation is stressed. Note: Students with native proficiency cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. 

SPAN 212
Intermediate Spanish II
3 Credits  Weekly (5-0-0)
Spanish 212 is a continuation of SPAN 211 and is intended to further develop and strengthen the oral/aural comprehension, expression, reading and writing skills acquired in SPAN 211. Accuracy in grammar and pronunciation is stressed. Note: Students with native proficiency cannot take this course. Heritage speakers must consult the department prior to registration. Students with a proficiency level beyond this course may be directed to a higher-level course. 

SPAN 216
Conversation and Composition in Spanish I
3 Credits  Weekly (4-0-0)
SPAN 216 is an advanced intermediate-level course for students with a working knowledge of the language. Conducted in Spanish, this course provides students the opportunity to improve spoken and written Spanish. Attention is given to accuracy in pronunciation, understanding spoken Spanish and correct use of grammar, with emphasis placed on developing a clear and concise writing style in a variety of modes and formats. Note: Students with native proficiency cannot take this course. Heritage speakers must consult the department prior to enrolling in this course. Students with a proficiency level beyond this course may be directed to a higher-level course. Prerequisites: A minimum grade of C- in SPAN 212.

SPAN 230
Conversation and Composition in Spanish II
3 Credits  Weekly (4-0-0)
SPAN 230 is a continuation of SPAN 216. Students further strengthen their oral and written Spanish skills at the advanced intermediate-level. Conducted in Spanish, attention is given to accuracy in pronunciation, understanding spoken Spanish and correct use of grammar, with emphasis placed on developing a clear and concise writing style in a variety of modes and formats. Note: Students with a native proficiency cannot take this course. Heritage speakers must consult the department prior to enrolling in this course. Prerequisites: A minimum grade of C- in SPAN 216.

SPAN 315
Advanced Oral Practice and Composition in Spanish
3 Credits  Weekly (3-0-0)
Taught in Spanish, this course is designed for students who wish to consolidate their oral/aural skills at an advanced level. It provides intensive composition and conversation practice. The course focuses on further developing students’ means of expression through practice in text summary, composition, text analysis, essays, review of complex grammar concepts, and discussion of a variety of recorded material, articles and films. 

SPAN 321
Cultures and Civilizations of Spain and Spanish America
3 Credits  Weekly (3-0-0)
Taught in Spanish, this survey course examines the Spanish-speaking world (Spain and Spanish America) through traditions, customs, historical events, sociopolitical issues, literatures, and artistic trends. 

SPAN 322
Contemporary Spanish and Latin American Films
3 Credits  Weekly (3-0-0)
This course focuses on the study of culture through Contemporary Spanish and Latin American films. It provides students with the basic tools of filmic language to critically analyze films within their sociocultural, historical, thematic, and aesthetic content. This course is designed to stimulate discussion, increase the students’ familiarity with methods of analysis, and provide a better understanding of Hispanic cultures and thoughts. Films and readings are in Spanish. Secondary sources may be in English. Previous knowledge of Hispanic films is not required. This course is conducted in Spanish.
SPAN 325
Monsters and Other Beings
3 Credits  Weekly (3-0-0)
Taught in Spanish, this course introduces students to depictions of monstrosity or deviance in the Hispanic historic and cultural imaginary. Monsters and other imaginary beings have been used to identify what is seen as threatening to the status quo of society. Through a selection of provocative texts and audiovisual materials, students explore the use of terms such as monster, witch, whore, and evil. The course focuses on the discussion of the monstrous deviation as a reflection of human existence in relation to the socio-cultural and political environment in Hispanic societies from antiquity to the present.
Prerequisites: Minimum grade of C- in SPAN 230 or any 300-level SPAN (p. 470) course.

SPAN 335
Introduction to Business Spanish
3 Credits  Weekly (3-0-0)
Conducted entirely in Spanish, this course focuses on business terminology and the stylistic features of business communication, oral and written. The course also fosters cross-cultural awareness necessary to function effectively in the Spanish-speaking business world. Advanced Spanish language proficiency is required. Individual and group presentations are an essential part of this course.
Prerequisites: Minimum grade of C- in SPAN 230 or any 300-level SPAN (p. 470) course.

SPAN 341
Introduction to Translation
3 Credits  Weekly (3-0-0)
SPAN 341 is an introduction to the theory and the practice of translation. The course offers an overview of translation while providing practice with a variety of texts. Students review basic linguistic and cultural patterns, and discuss common grammatical and lexical difficulties. Students also work on the assessment and translation of original texts from English/Spanish to Spanish/English.
Prerequisites: Minimum grade of C- in SPAN 230 or any 300-level SPAN (p. 470) course.

SPAN 350
Magical Realism, Subversion and Sexuality in Hispanic Films and Literature
3 Credits  Weekly (3-0-0)
This course introduces students to one of the most stimulating and creative trends in contemporary Hispanic literatures and cinema, Magical Realism, in which elements of magic are incorporated into everyday reality. Students critically examine a selection of representative magical realist fiction and films, exploring the relationship between the magical and the real within each text and their historical and cultural context. Because Hispanic Magical Realism has been considered a subversive mode of writing (and representation in general) that challenges discourses of power, this course also analyses the effectiveness of Magical Realism in liberating the voices of the subjugated, especially women. The course is conducted in Spanish. Readings are primarily in Spanish. Secondary sources may be in English.
Prerequisites: Minimum grade of C- in SPAN 230 or any 300-level SPAN (p. 470) course.

SPAN 351
Women in Hispanic Literatures
3 Credits  Weekly (3-0-0)
This course focuses on the role of women in the literatures of Spain and Spanish America from the Medieval period through the 20th century. It analyzes how the construction of gender in literature reflects, interacts with or rejects the cultural and socio-historical conditions of the time. This course is designed to stimulate discussion, increase the student’s familiarity with methods of literary analysis, and provide an understanding of Hispanic cultures and thought. This course is conducted in Spanish. Readings are primarily in Spanish. Secondary sources may be in English.
Prerequisites: Minimum grade of C- in SPAN 230 or any 300-level SPAN (p. 470) course.

SPAN 352
Survey of Spanish and Hispanic American Literatures
3 Credits  Weekly (3-0-0)
This course is an overview of literary production and cultural expression in Spain and Hispanic America from the medieval period to the twenty-first century. Through the study of poems, excerpts of literary works (prose and drama) and essays by the most representative writers, students analyze and interpret the main literary movements and trends of each period. The course offers students the necessary tools to discuss literary texts as a means to approach Hispanic societies, their history, culture and values. This course is conducted in Spanish. Primary readings are in Spanish. Secondary sources may be in English.
Prerequisites: Minimum grade of C- in SPAN 230 or any 300-level SPAN (p. 470) course.

SPAN 398
Independent Study
3 Credits  Total (0-0-45)
This course permits an intermediate-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.

SPAN 498
Advanced Independent Study
3 Credits  Total (0-0-45)
This course permits senior-level students to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
STAT 151
Introduction to Applied Statistics
3 Credits  Weekly (3-1.5-0)
In this course the following topics are covered: data collection and presentation; descriptive statistics; probability distributions, sampling distributions and the central limit theorem; point estimation, confidence intervals, and hypothesis testing; one-way ANOVA; Chi-square tests; and correlation and regression analysis. Applications are taken from a broad variety of fields such as biological and medical sciences, engineering, social sciences and economics. Note: This course may not be taken for credit if credit has been obtained in STAT 161.
Prerequisites: Mathematics 30-1 or Mathematics 30-2 or successful completion of the statistics gateway exam.

STAT 161
Applied Statistics for the Social Sciences
3 Credits  Weekly (3-1.5-0)
This course provides an introduction to descriptive and inferential statistics with a focus on data analytic tools particularly relevant in the social sciences. Topics covered in this course include descriptive statistics, basic probability theory and the central limit theorem; estimation and hypothesis testing; t-tests, analysis of contingency tables, one way ANOVA, and multiple linear regression analysis. Applications are taken from the social sciences and many other fields such as biological and medical sciences, engineering, and economics. Note: Credit cannot be obtained in both STAT 151 and 161.
Prerequisites: Mathematics 30-1 or Mathematics 30-2 or successful completion of the statistics gateway exam.

STAT 252
Applied Statistics II
3 Credits  Weekly (3-2-0)
Fundamental methods in applied statistics are presented in this course including the following topics: factorial ANOVA and Linear Regression models and their analysis as well as non-parametric statistical tools for the comparison of the centre of distributions. Applications are taken from a broad variety of areas such as biological, social and computer sciences, engineering, and economics.
Prerequisites: Minimum grade of C- in one of STAT 141, STAT 151, STAT 152 or STAT 161.

STAT 265
Probability Theory
3 Credits  Weekly (3-0-1)
This course offers a calculus-based introduction to probability theory. Topics covered include sample space, events, combinatorial probability, conditional probability, independent events, Bayes' theorem, discrete and continuous random variables, univariate and multivariate probability distributions, expectation, conditional expectation, joint probability distributions, independence, moment generating functions. Note: STAT 151 is recommended and MATH 214 is a recommended corequisite.
Prerequisites: Minimum grade of C- in MATH 115.

STAT 266
Mathematical Statistics
3 Credits  Weekly (3-1-0)
The emphasis of this course is to present the fundamental statistical concepts in estimation and hypothesis testing from a classical perspective using the tools of probability theory. Topics covered include: limit theorems, sampling distributions, methods of point estimation and properties of point estimators, interval estimation, testing hypotheses. Statistical software is used to simulate distributions and probabilistic processes that lead to statistical applications.
Prerequisites: A minimum grade of C- in STAT 265 and it is highly recommended to have taken STAT 151.

STAT 322
Finite Markov Chains and Applications
3 Credits  Weekly (3-0-1)
This course presents fundamental results regarding finite Markov chains. Topics covered include connection with matrix theory, classification of states, main properties of absorbing, regular and ergodic finite Markov chains. Applications to genetics, psychology, computing science and engineering are also included.
Prerequisites: Minimum grade of C- in MATH 120, and in either MATH 200 or STAT 265 (Math 214 is recommended).

STAT 324
Computational Statistics with R
3 Credits  Weekly (2-2-0)
This course explores the usage of computer programming and algorithms in the field of statistics. The focus of the course will be computationally intensive statistical methods, such as Monte Carlo simulations, the expectation-maximization algorithm, and bootstrapping. The material will be illustrated and the students' work will be carried out using R (a free, open source, multi-platform programming language).
Prerequisites: Minimum grade of C- in STAT 266, and in either CMPT 101 or CMPT 103.

STAT 350
Sampling Theory and Applications
3 Credits  Weekly (3-0-0)
This course concentrates on the design and analysis techniques for sample surveys. Topics include simple random sampling, stratified sampling, ratio, regression and difference estimation, single-stage cluster sampling, systematic sampling, two-stage cluster sampling.
Prerequisites: Minimum grade of C- in STAT 265.

STAT 353
Design and Analysis of Experiments
3 Credits  Weekly (3-2-0)
This course deals with design, conduct and analysis of experimental studies. Topics include: principles of design, completely randomized design with one factor, randomized complete block designs, Latin square design, Graeco-Latin square design, balanced incomplete block design, factorial design, two-level factorial design, two-level factorial design in incomplete blocks, two-level fractional factorial design, experiments with random factors, and nested and split-plot designs.
Prerequisites: Minimum grade of C- in STAT 266.
STAT 370
Applied Time Series Analysis
3 Credits  Weekly (3-2-0)
This is an introductory course in applied time series analysis. Topics include computational techniques in time domain for simple time series models, and basic methods in spectral analysis. Model selection, estimation, and forecasting are illustrated for the autoregressive, moving average, ARMA, and ARIMA models. Depending on students’ interests, ARCH models may be included. Applications are taken from medical and social sciences, biology, engineering and business.
Prerequisites: Minimum grade of C- in STAT 266 and in either MATH 120 or MATH 125.

STAT 371
Applied Categorical Data Analysis
3 Credits  Weekly (3-2-0)
This course presents fundamental methods in categorical data analysis emphasizing applications. Topics include: analysis of two-way tables, models for binary response variables, loglinear models, and models for ordinal data and multinomial response data.
Prerequisites: Minimum grade of C- in either STAT 252 or STAT 266.

STAT 372
Applied Multivariate Analysis
3 Credits  Weekly (3-2-0)
This course focuses on essential multivariate statistical methods. Topics include matrix algebra, tests of significance, principal components analysis, factor analysis, discrimination analysis, cluster analysis and canonical correlation analysis. This course is relevant to working professionals in health, social biological and behavioral sciences who engage in applied research in their field.
Prerequisites: A minimum grade of C- in STAT 252 or STAT 266.

STAT 378
Applied Regression Analysis
3 Credits  Weekly (3-2-0)
The course introduces methods in regression analysis. Topics include: multiple linear regression with particular focus on diagnostics, non-linear regression, and generalized linear models, such as Poisson regression and logistic regression. Emphasis will be placed on the practical application of the statistical methods.
Prerequisites: Minimum grade of C- in either STAT 266 or in all of STAT 252, MATH 114 and in MATH 120 or MATH 125.

STAT 398
Independent Study
3 Credits  Total (0-0-45)
This course permits an intermediate-level student to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
Prerequisites: Consent of the Department.

STAT 412
Stochastic Processes
3 Credits  Weekly (3-2-0)
This course presents fundamental results regarding Poisson processes, discrete and continuous time Markov processes, martingales and random walks. A practical but rigorous approach to stochastic processes will be utilized, with a focus on building models and understanding them mathematically.
Prerequisites: Minimum grade of C- in MATH 120 (or MATH 125), MATH 214, STAT 266, and an additional three credits in any 300 level STAT (p. 472) course.

STAT 465
Probability Theory and Mathematical Statistics II
3 Credits  Weekly (3-1-0)
This course offers a rigorous approach to probability theory and mathematical statistics. Topics include conditional expectation and variance, multivariate normal distribution, convergence, laws of large numbers, central limit theorem, maximum likelihood estimator and its properties, Delta method, likelihood ratio tests, Taylor and Edgeworth expansions.
Prerequisites: A minimum grade of C- in Math 225, STAT 266 and any 300-level statistics course.

STAT 495
Special Topics in Statistics
3 Credits  Weekly (3-0-0)
In this course students examine an advanced topic in Statistics. Topics vary and are announced prior to registration. Consult with faculty members in Statistics for details regarding current offerings. Note: This course may be taken multiple times for credit.
Prerequisites: Minimum grade of B- in a 300-level STAT (p. 472) course and consent of the department.

STAT 496
Statistical Consulting Project
3 Credits  Total (0-0-45)
The aim of the course is to provide students with experience in statistical consultation. Students are assigned to research projects as consultants, which requires them to consider ethical statistical practice, choose the appropriate statistical technique, and communicate the results to a non-mathematical audience.
Prerequisites: A minimum grade of C- in two 300-level STAT (p. 472) courses and consent of the department.

STAT 498
Advanced Independent Study
3 Credits  Total (0-0-45)
This course permits senior-level students to work with an instructor to explore a specific topic in depth through research or directed reading in primary and secondary sources. The student plans, executes and reports the results of their independent research or study project under the direction of a faculty supervisor. To be granted enrollment in the course, the student must have made prior arrangements with a faculty member willing to supervise his or her project. This course can be taken twice for credit.
In this course, which builds on the legacy of our university’s namesake, Dr. J. W. Grant MacEwan, students examine the theories, principles, and practices of sustainability, focusing on the interconnectedness of environmental, economic, and social systems in achieving overall well-being. Students explore compelling sustainability issues from a variety of inter-disciplinary perspectives.
TAST – SPECIAL NEEDS EDUCATIONAL ASST

TAST 101
Child and Adolescent Development
3 Credits  Weekly (3-0-0)
This course provides a survey of the major theories of human development, principles, research findings, and concepts relating to child and adolescent development from a cognitive, social/emotional, and physical perspective. Course material explores several aspects influencing individual development from preschool to adolescence with a focus on application of this content to the educational setting.

TAST 102
Supporting Classroom Behaviour Management
3 Credits  Weekly (3-0-0)
Students develop the skills and knowledge to provide positive behavioural support to students within the context of the teacher’s classroom behaviour management system. Course content addresses the interrelationship of multiple factors within the classroom environment, strategies to foster positive student behaviour; methods of observing, documenting and reporting student behaviours to teachers, understanding of what influences behaviour and the communicative function of student behaviour, the development and implementation of appropriate intervention strategies for students who require complex behavioural services, and the critical need for positive classroom relationships.

TAST 103
Language Learning and Math Across the Curriculum
3 Credits  Weekly (3-0-0)
In this course, students examine the theory and practice of literacy within the Alberta Language Arts and Mathematics curricula. Students learn to support the implementation of these programs by adapting materials to meet the learning styles and needs of pupils. Learning a variety of practical strategies, students are able to transfer real skills to the classroom, including paired reading, spelling systems, and math manipulatives.

TAST 107
Students with Exceptionalities - Level I
3 Credits  Weekly (3-0-0)
This course examines the philosophy and educational concepts associated with educating students with special needs in Alberta. In addition, the course examines theoretical information related to attention deficit disorder (ADD/ADHD), learning disabilities, Down Syndrome, Fragile X Syndrome, cerebral palsy, epilepsy, and Fetal Alcohol Spectrum Disorder. The role special needs educational assistants have in implementing the objectives identified in student’s individual program plans is also examined. Students explore in-depth program modification strategies, documentation strategies and the effects of specific medications.

TAST 114
Specialized Skills and Practice
2 Credits  Weekly (2-0-0)
Students develop the skills necessary to support classroom teachers and students with specific special education needs. The course blends theory with effective practice to prepare assistants who must demonstrate ways to adapt learning activities and materials for students with a range of academic, emotional and physical challenges. The particular special education need studied varies from term to term.

TAST 117
Students With Exceptionalities- Level II
3 Credits  Weekly (3-0-0)
This course examines the philosophy and educational concepts associated with educating students with special needs in Alberta. In this course, students learn to implement strategies, as directed by the teacher, in order to realize a student’s goals as outlined in the Individualized Program Plan (IPP). In addition, specific areas of study include: emotional/behaviour disorders, Tourette’s Syndrome, autism spectrum disorders, developmental disabilities, anxiety or eating disorders, traumatic brain injury, oppositional defiant disorder, medication, depression, schizophrenia, and conduct disorder. Specific sessions will address transporting and lifting, medication administration in classrooms, learning styles, and how to best meet the needs of children with autism.

TAST 125
Collaborative Team Practice
3 Credits  Weekly (3-0-0)
This course introduces students to the foundational skills required to effectively contribute to classroom learning teams. Through mediated learning activities students have the opportunity to build on and expand their own communication skills and practice the interpersonal skills needed to work productively in a variety of educational contexts. The roles and responsibilities of learning team members are identified and compared as the dynamics among the roles of these team members are explored. A strong emphasis is placed on experiential learning and self-growth activities.

TAST 128
Assistive and Adaptive Technology
3 Credits  Weekly (3-0-0)
This course provides an introduction to assistive technology resources used to support children and adults with disabilities to achieve success in their learning and work throughout their lifespan. Students compare methods used to make decisions about appropriate assistive technology for specific needs and examine their role in the needs assessment and implementation processes.

TAST 129
Seminar
1 Credit  Weekly (0-0-1)
In this course, students reflect on their professional practice and link their classroom learning with field related experiences and workplace issues. The small group seminar format promotes the integration of theory and practice in a professional setting through facilitated group discussion and participation. The school board application process is examined in detail and students complete a professional portfolio to provide an overview of their skills, knowledge and experience.
Co-requisites: TAST 130.

TAST 130
Practicum
3 Credits  Total (0-0-180)
The practicum is designed to provide students experiential learning opportunities in the field to connect their knowledge, skills and attitudes to the content of program theoretical course work. Through practical, hands-on work at their school site, students experience the full range of responsibilities associated with the complex role of educational assistants. The supervised practice setting enables students to develop the confidence and knowledge required to be an effective practitioner in the field of education.
Co-requisites: TAST 129.
THAR 101
Acting Skills I
3 Credits  Total (10-80-0)
Acting Skills I is the first in a series of courses to develop the essential skills to create in both a solo and ensemble environment as a beginning actor. This is a course of preparation and discovery. Through the exploration of body, voice and imagination, students are introduced to the foundational tools of actor training through Improvisation, Text Study and Monologue/Scene Study.

THAR 104
Vocal Production for Music Theatre I
3 Credits  Total (11-45-9)
Vocal music production includes vocal training for the stage (both spoken and sung), private weekly coaching sessions, and an introduction to the history and repertoire of musical theatre. Through vocal and physical exercises, students learn techniques and strategies for successful rehearsal and performance. Spoken voice builds foundational skill in proper vocal production for the stage. Posture, breath management, tone quality, diction, interpretation and musicianship are explored in weekly private singing lessons. Lectures provide historical and thematic context of the evolution of American musical theatre, charting its genesis from ancient times to the mid 20th century, and the styles that inform the presentation of this material. All these facets of study culminate in weekly workshops with the performance of songs, and their integration into a dramatic textual setting.

THAR 105
Play Analysis
3 Credits  Weekly (3-0-0)
Although it explores the influence of drama as theatre, this course concentrates on the critical analysis of the dramatic text. Through the study of scripts representing major historical periods when drama significantly influenced society, students become aware of the basic elements of dramatic structure. Students are introduced to a multiplicity of perspectives of play analysis (director, designer, dramaturge, actor, and critic). The influence of drama on contemporary society is part of this exploration. Students are required to attend and study at least two productions during the current term. Note: This course may not be taken for credit if credit has been obtained in DRMA 102.

THAR 109
Performer's Lab
3 Credits  Weekly (0-6-0)
Works from music theatre’s repertoire are studied and explored in a workshop format. In this laboratory course, students acquire the necessary rehearsal and performance tools to perform a complete music theatre work. They learn how to make the author’s voice come alive in structure and characterization as well as how to make the transition from speaking to singing in an honest and believable way. A director, vocal director, choreographer and musical director work together with the students to prepare a final project for a brief public performance run. As a culmination of their first year of training, they are expected to perform at a higher level of professionalism than in previous course work.

THAR 110
Dance Skills I
3 Credits  Weekly (0-6-0)
In this course, students are introduced to the fundamentals of dance technique and movement for actors. Dance technique classes, primarily in ballet, jazz and tap, explore the various styles of dance demanded of the musical theatre performer through exercises in these disciplines and the preparation of both solo and ensemble pieces. Movement classes assist the developing actor in increasing body awareness, thus providing a better basis for character physicalization.

THAR 140
Music Theory and Ear Training 1
3 Credits  Weekly (3-0-0)
This course introduces the theoretical basics of music as they apply to the repertoire of music theatre. Students apply the basic rudiments of music theory to the analysis of music theatre repertoire. Topics include: functional keyboard, the aural identification of intervals, melodies, rhythms, and chords, as well as the sight-singing of melodies and rhythms drawn from the music theatre repertoire.

THAR 141
Music Theory and Ear Training II
3 Credits  Weekly (3-0-0)
Students continue to study music theory and ear training with song selections from the music theatre repertoire. Coursework focuses on the relationship between theory and the performance of music theatre repertoire.

Prerequisites: Minimum grade of C- in THAR 140.

THAR 149
Introduction to Dramatic Process
3 Credits  Weekly (0-5-0)
This course is designed for students with little or no previous experience in drama and therefore introduces students to the process of acting and dramatic form. By improving their improvisational techniques in the disciplines of speech and movement, students develop an increased awareness of the art of drama in relationship with the process of the actor. The class focus is on concentration and group dynamics; there is no scripted work. Attendance is essential. Note: This course may not be taken for credit if credit has been obtained in DRMA 149.

THAR 151
Acting Skills II
3 Credits  Weekly (0-6-0)
Acting Skills II further develops the skills and techniques required by the successful actor. It is designed to integrate the technical, imaginative and personal discoveries of the preceding course. Focus shifts from process to performance with the exploration and presentation of a complete play.

Prerequisites: Minimum grade of C- in THAR 101.
THAR 154
Vocal Production for Music Theatre II
3 Credits  Total (11.45-9)
Continuing the exploration and discovery of Vocal Production I, this course emphasizes correct vocal production for the stage, as both a solo artist and in an ensemble setting. Spoken voice builds on proper vocal production for the stage. In weekly private coaching sessions, solo study addresses posture, breath management, tone quality, diction, interpretation and musicianship. Lectures continue to provide historical and thematic context of the evolution of American musical theatre, focusing primarily on the mid twentieth century up to the ‘Golden Age’ of musical theatre, and the styles that inform the presentation of this material. All these facets of study culminate in weekly workshops with the performance of songs via solo, duet and small ensemble work.
Students are challenged to deepen their analysis of and performance of songs.
Prerequisites: Minimum grade of C- in THAR 104.

THAR 201
Acting Skills III
3 Credits  Weekly (1-4-0)
Acting Skills III builds on the skills developed in Acting Skills I and II. This is a term of growth, one that tests discoveries made in the first year of training. In this course, students engage in a deeper exploration of the concept of style within two new additional areas of intensified focus: Classical Scene Study and Music Theatre Scene Study.
Prerequisites: Minimum grade of C- in THAR 151.

THAR 204
Vocal Production for Musical Theatre III
3 Credits  Total (8.5.45-16.5)
Vocal Production III entails further development of musicianship and refinement in performance, with the addition of more rigorous application of vocal exercises and techniques. Students develop as individual performers, concentrating on song interpretation incorporating various acting techniques. Vocal work strengthens textual freedom and specificity in rehearsal and performance. Lectures and song analysis expand the repertoire of musical theatre as students apply genre/period styles of music theatre into performance.
Prerequisites: Minimum grade of C- in THAR 154.

THAR 206
Performance I
3 Credits  Total (0-0-200)
Students audition for roles in the MacEwan Theatre Department season, and work collaboratively with the artistic and technical team in the production of a play and/or musical. Implementing all the rehearsal and performance techniques and skills acquired in their first year of training, students experience how a creative team collaborates during the rehearsal process, technical rehearsals and performance run.
Prerequisites: Minimum grade of C- in THAR 109.
THAR 254
Vocal Production for Music Theatre IV
3 Credits  Total (8.5-45-16.5)
This is the final course in the vocal production series. Coursework adds
further depth to the foundations of vocal production. Students apply
voice production skills as they rehearse and present material in more
rigorous rehearsal and performance contexts. Textual modules may
include monologue preparation, dialect work, characterization of the
dramatic and animated voice (live and voice-over), heightened language
and cold readings. More advanced studies in music theatre repertoire
continues, but also includes contemporary pop/rock. Lectures focus and
performers and performances throughout music theatre history. Students
learn the process of building of a diverse repertoire book of songs and
audition techniques, in preparation for professional audition purposes.
Prerequisites: Minimum grade of C- in THAR 204.

THAR 256
Performance II
3 Credits  Total (0-0-200)
Performance II builds on the discoveries, skills and techniques of
Performance I. Students acquire further opportunities to test and expand
their level of training by first auditioning for and then participating in the
rehearsal process, technical rehearsals and public performance of a play
and/or musical.
Prerequisites: Minimum grade of C- in THAR 206.

THAR 260
Dance Skills IV
3 Credits  Weekly (0-6-0)
This course consists of dance technique and movement classes.
Technique classes (primarily in jazz and tap) explore the various styles
of dance demanded of the music theatre performer, with an emphasis
on the preparation of material for performance and audition. Movement
classes continue in the development of greater anatomical awareness,
spatial awareness and movement potential, with the addition of work on
movement context.
Prerequisites: Minimum grade of C- in THAR 250.
THAS – THERAPIST ASSISTANT

THAS 101
Normal Development of Speech, Language and Literacy
3 Credits  Weekly (3-0-0)
This course provides students with an overview of normal speech and language development. The normal developmental milestones and sequence of typical language development from birth through to the school aged years are presented. Emergent literacy skills and literacy development are reviewed. General techniques for facilitating early speech, language and literacy development are identified.

THAS 102
Communication Disorders
4 Credits  Weekly (4-0-0)
This course introduces speech, language, fluency and voice disorders. Developmental, genetic and acquired disorders of communication in both children and adults are reviewed. Basic speech and hearing anatomy and physiology, including the respiratory system, vocal apparatus, oral cavity, ear and neurological system are also discussed.

THAS 103
Pathology
4 Credits  Weekly (4-0-0)
Students are introduced to the terminology, etiology, signs and symptoms, progression, and effects of common human disorders experienced by clients undergoing occupational and physical therapy treatments.

THAS 104
Role and Responsibilities of Paraprofessionals in an Educational Setting
2 Credits  Weekly (2-0-0)
This course focuses on the knowledge, skills and attitudes paraprofessionals need to support both teachers and children in early education and primary (K-3) classrooms. Students explore the role of a Speech Language Pathologist Assistant in relation to working in the educational setting. Beginning with an analysis of their own educational beliefs, students analyze role guidelines and professional ethics. Students study best practices in effective classroom communication and teamwork. Through a review of the components of an Individualized Program Plan, students explore the documentation of children's progress in cooperation with other members of the educational team. The adaptation and modification of programming is explored, and students develop learning activities and materials.

THAS 115
Human Development
4 Credits  Weekly (3-2-0)
Students examine typical and non-typical human growth and development across the lifespan. Rehabilitation strategies to address deficits in mobility, cognition, and socialization with emphasis on pediatrics and geriatric populations are discussed. The effects of declining health associated with aging are addressed through rehabilitation interventions. Students are introduced to geriatric focused interventions that occur in a variety of settings. Rehabilitation strategies that address the pathological manifestations affecting the neurosensory system are introduced and practiced. Perspectives on rehabilitation measures for persons with cancer include discussion of contraindications and precautions.

THAS 116
Functional Anatomy and Orthopedics
4 Credits  Weekly (3-3-0)
An introduction to functional anatomy as it relates to human movement and common orthopedic conditions. Clinical measurement techniques, documentation and development of intervention strategies are included.
Prerequisites: Minimum grade of C- in HLSC 104, HLSC 105 and THAS 103.

THAS 117
Principles and Techniques of Client Contact
3 Credits  Weekly (2-3-0)
Students are introduced to client contact including procedures to ensure provider and patient safety and dignity, and techniques and devices designed to improve patient mobility. Use of the health record for data collection and information sharing is covered. Methods for effective management of challenging behaviors and situations are introduced. Ethical and professional standards are discussed.
Prerequisites: Minimum grade of C- in HLSC 104, HLSC 105 and THAS 103.

THAS 201
Therapeutic Interventions I: Articulation and Phonology
5 Credits  Weekly (5-0-0)
This course focuses on learning styles and therapy techniques to implement articulation and phonological therapy. A sampling of activities and strategies reflective of various treatment approaches are discussed. Session planning, reporting progress and organization of the therapy interaction are introduced. Cueing, reinforcement, feedback and choosing materials are covered. This course also reviews therapy approaches for children and adults with neuromotor speech disorders.
Prerequisites: PSYC 104, THAS 101, THAS 102, THAS 115.

THAS 202
Therapeutic Interventions II: Introduction to Clinical Role and Skills
3 Credits  Weekly (3-0-0)
This course highlights the role and responsibilities of a Speech-Language Pathologist Assistant. The SLP/SLP Assistant relationship is also reviewed. This course also introduces students to various clinical skills including the use of the International Phonetic Alphabet. Students learn how speech sounds are produced and classified. Students refine their abilities to distinguish individual speech sounds and transcribe normal and disordered spontaneous speech. Clinical skills to enhance voice and fluency disorders are reviewed. Students also learn to complete hearing screenings. Amplification systems for hearing impaired individuals are reviewed.
Prerequisites: PSYC 104, THAS 101, THAS 102, THAS 115.

THAS 203
Field Placement I
5 Credits  Total (0-0-295)
This course is a seven week field placement under the supervision of a Speech-Language Pathologist. The field placement allows the student to practice skills related to articulation and phonology. Students are required to practice in a self-reflective manner and participate in on-line seminars.
Prerequisites: TAST 102, and minimum grade of C- in THAS 201 and THAS 202.
THAS 210  
Field Placement I  
4 Credits  Total (0-0-205)  
Students integrate knowledge and skills to demonstrate competent, safe, and ethical practice under the supervision of a Physical Therapist and/or Physical Therapist Assistant and/or Occupational Therapist and/or Occupational Therapist Assistant. Students implement treatment interventions, develop confidence, and collaborate in inter-professional teams. Students demonstrate accountability, responsibility and professional values. Students use clinical skills and attributes including reflection on practice and participation in ongoing learning.  
Prerequisites: Minimum grade of C- in THAS 220, THAS 221, THAS 222 and THAS 223 and successful completion of all lab exams in THAS 116, 117, 220, 221, 222, 223.

THAS 211  
Field Placement II  
4 Credits  Total (0-0-205)  
Students continue to develop their integration of knowledge and skills to demonstrate competent, safe, and ethical practice under the supervision of a Physical Therapist and/or Physical Therapist Assistant and/or Occupational Therapist and/or Occupational Therapist Assistant. Students implement treatment interventions and collaborations in inter-professional teams. Students demonstrate accountability, responsibility and professional values. Students develop clinical skills and attributes including reflection on practice and participation in ongoing learning.  
Prerequisites: Minimum grade of C- in THAS 220, THAS 221, THAS 222 and THAS 223 and successful completion of all lab exams in THAS 116, 117, 220, 221, 222, 223.

THAS 212  
Field Placement III  
4 Credits  Total (0-0-205)  
In this placement, students consolidate knowledge and skills to demonstrate competent, safe, and ethical practice under the supervision of a Physical Therapist and/or Physical Therapist Assistant and/or Occupational Therapist and/or Occupational Therapist Assistant. Students implement the skill set of a Physical Therapist Assistant/Occupational Therapist Assistant, develop confidence, and collaborate interprofessionally. Students demonstrate accountability, responsibility and professional values. Students further develop clinical skills and attributes including reflection on practice and participation in ongoing learning.  
Prerequisites: Minimum grade of C- in THAS 220, THAS 221, THAS 222 and THAS 223, and successful completion of all lab exams in THAS 116, 117, 220, 221, 222, 223.

THAS 213  
Therapeutic Interventions III: Language  
5 Credits  Weekly (5-0-0)  
This course explores language intervention approaches. Students are introduced to therapy techniques appropriate to implementing treatment for language delays and acquired disorders with toddler, pre-school, school-aged and adult populations. Choosing age-appropriate materials and activities is practiced. Students acquire skills to document progress. This course encompasses strategies for working with clients one-on-one and in groups.  
Prerequisites: PSYC 104, THAS 101, THAS 102, THAS 104, THAS 115.

THAS 214  
Therapeutic Interventions IV: Special Populations  
4 Credits  Weekly (4-0-0)  
Students learn speech and language therapy techniques in order to provide communication intervention to a variety of special populations. Augmentative and alternate communication devices are reviewed. Students are also introduced to therapy approaches for adults with voice and fluency disorders.  
Prerequisites: THAS 201 and THAS 202.

THAS 215  
Fieldwork Placement II  
5 Credits  Total (0-0-295)  
This course is a seven week field placement under the supervision of a Speech-Language Pathologist. The field placement allows the student to practice skills related to language interventions. Students are required to practice in a self-reflective manner and participate in online seminars.  
Prerequisites: TAST 102, and a minimum grade of C- in THAS 213, THAS 214 and THAS 216.

THAS 216  
Sign Language  
2 Credits  Weekly (2-0-0)  
This course prepares students to use basic manual signing skills such as American Sign Language (ASL) and Signing Exact English (SEE) with clients who have hearing loss or are experiencing communication delays. The most important basic aspects of ASL and SEE that are appropriate for stimulating language development are covered.

THAS 220  
Exercise in Physical Therapy  
5 Credits  Weekly (3-4-0)  
Students apply focused therapeutic exercise and gait re-education in response to identified treatment goals in physical therapy environments. Techniques covered include range of motion, stretching, pool therapy, aerobic exercise, strengthening (including core stability), ergonomics and work evaluation, posture and gait, group exercise, and PNF (proprioceptive neuromuscular facilitation). The role of therapeutic exercise principles in the treatment of a variety of conditions and the use of exercise software in the formulation of exercise programs are covered. Emphasis is placed on the purpose, benefits, safe instruction, and progression of activities.  
Prerequisites: Minimum grade of C- in THAS 115, THAS 116 and THAS 117.

THAS 221  
Modalities and Acute Care Interventions in Physical Therapy  
4 Credits  Weekly (3-2-0)  
Students discuss and practice the use of electrotherapy and other commonly used rehabilitation modalities including heat, cold, ultrasound, laser, TENS, muscle stimulation, interventional current, traction, and compression therapy. The purposes, benefits, and contraindications of these modalities and their safe implementation are stressed. Students are introduced to the theory and practice of aspects of acute care rehabilitation interventions for pulmonary and post-surgical conditions.  
Prerequisites: Minimum grade of C- in THAS 115, THAS 116 and THAS 117.
THAS 222
Occupational Therapy in Mental Health
4 Credits  Weekly (3-2-0)
The role of the Occupational Therapist Assistant is discussed and practiced in relation to occupational therapy services for persons with disorders in the psycho-emotional and socio-adaptive perspectives. Utilizing a client-centered approach, students practice the implementation of individual, family and group occupational engagement, addressing a variety of ages and disorders. Attention is given to provider and client safety issues. Information gathering, reporting and documentation are included.
Prerequisites: Minimum grade of C- in THAS 115, THAS 116 and THAS 117.

THAS 223
Occupational Therapy in Physical Dysfunction
5 Credits  Weekly (4-2-0)
Students apply occupational therapy interventions under the direction of an Occupational Therapist in the sensory motor, self care, productivity and leisure performance components. Environmental contexts are considered.
Prerequisites: Minimum grade of C- in THAS 115, THAS 116 and THAS 117.
THPR 100
Theatre Production Boot Camp
3 Credits Total (45-0-0)
This course introduces students to safe shop procedures, rules, and regulations. Provided in a block format, this intensive week will focus on shop and general theatre safety, providing the student with the introductory knowledge and skills necessary to function safely and effectively in the program. Students must successfully complete this course before participating in Practicum, or any shop (safety related) activities or courses.

THPR 101
Technical Crafts I
3 Credits Total (15-30-0)
This course introduces first year students to audio and lighting methods, techniques and technology. Students identify, connect, and employ the instruments and control systems for both lighting and audio, and practice basic skills necessary to begin to successfully engage in a theatre practice.

THPR 102
Artisan Crafts I
3 Credits Total (15-30-0)
This course is designed to introduce the first year student to the paint, props, and wardrobe disciplines.
Prerequisites: THPR 101.

THPR 103
Stage Crafts I
3 Credits Total (15-30-0)
Stage Crafts encompasses a diverse assortment of subjects. Throughout this foundational course, students are introduced to the scenic construction process from drafting to carpentry. Students also learn how scenery moves with an intensive focus on theatre rigging practices.
Prerequisites: THPR 100.

THPR 104
Practicum I
3 Credits Total (0-0-220)
The core of the Theatre Production Program is its practicum experiences. Students apply theories learned in class to a practical environment as they mount shows throughout MacEwan's theatre season. For each production, students are asked to apply to crew positions and are subsequently assigned duties and tasks. Students are directed, supervised, and evaluated by theatre professionals. In this way, they gain hands-on experience, practice maintaining the work standards and protocols of the profession, and enjoy real-world exposure to the pressures of the fast-paced production environment. Emphasis will be placed on professionalism, craft, and documentation.
Prerequisites: THPR 103.

THPR 202
Artisan Crafts II
3 Credits Total (15-30-0)
This course is designed to accelerate the first year student's understanding of the paint, props, and wardrobe disciplines, building on the skills and knowledge acquired in THPR 102.
Prerequisites: THPR 102.

THPR 203
Stage Crafts II
3 Credits Total (15-30-0)
Building on the foundational knowledge gained in Stage Crafts I, Stage Crafts II enables students to apply what they have learned. With a focus on carpentry and rigging proficiencies, students plan layouts, select appropriate building materials, and learn to safely use a variety of hand and power tools.
Prerequisites: THPR 103.

THPR 204
Practicum II
3 Credits Total (0-0-220)
The core of the Theatre Production Program is its practicum experiences. Students apply theories learned in class to a practical environment as they mount shows throughout MacEwan's theatre season. For each production, students are asked to apply to crew positions and are subsequently assigned duties and tasks. Students are directed, supervised, and evaluated by theatre professionals. In this way, they gain hands-on experience, practice maintaining the work standards and protocols of the profession, and enjoy real-world exposure to the pressures of the fast-paced production environment. Emphasis will be placed on professionalism, craft, and documentation.
Prerequisites: THPR 104.

THPR 205
Theatre Culture in Context
3 Credits Total (45-0-0)
This introductory course focuses on theatre history through the lens of theatrical production, its innovations, and evolution. Students are exposed to movements in theatre, including the Greek through modern eras, while considering the influence of social movements on theatrical practices. An awareness of the stylistic features, types of décor, forms of costume, and artistic practices defining each of the periods discussed is also fostered.

THPR 211
Technical Crafts III
3 Credits Total (15-30-0)
This is an intermediate class in lighting and audio technologies, with an introduction to video and projection. Students will advance their skills as technicians by practicing how to set up, operate, and troubleshoot complex lighting and audio systems.

THPR 212
Artisan Crafts III
3 Credits Total (15-30-0)
This course is designed to challenge the second year student’s practical abilities in scenic painting, props, and wardrobe. It builds upon the introductory skills learned through THPR 102 and THPR 202, while also introducing the student to advanced techniques and crafting materials. As this is a practical course, workmanship will be emphasized.
THPR 213
Stage Crafts III
3 Credits Total (15-30-0)
In this course, students continue to develop the skills acquired in Stage Crafts I and II. Students draft, build, hang, and weld projects as they explore the skills, attitudes, and competencies required to construct theatrical scenery.
Prerequisites: THPR 203.

THPR 214
Practicum III
3 Credits Total (0-206.5-88.5)
The core of the Theatre Production Program is its practicum experiences. Students apply theories learned in class to a practical environment as they mount shows throughout MacEwan’s theatre season. For each production, students are asked to apply to crew positions and are subsequently assigned duties and tasks. Students are directed, supervised, and evaluated by theatre professionals. In this way, they gain hands-on experience, practice maintaining the work standards and protocols of the profession, and enjoy real-world exposure to the pressures of the fast-paced production environment. Emphasis will be placed on communication skills, attention to detail, critical analysis and problem solving.
Prerequisites: THPR 204.

THPR 221
Technical Crafts IV
3 Credits Total (15-30-0)
Building on the skills acquired in THPR 211, this is an advanced course in lighting and audio technologies, with a continued introduction to video and projection. Students will finesse their technical skills while learning about introductory lighting and audio design, computer control, intelligent lighting, recording, sound mixing, and employing digital effects.

THPR 222
Artisan Crafts IV
3 Credits Total (15-30-0)
This course is designed to further challenge the second year student’s practical abilities in scenic painting, props, and wardrobe. It builds upon the introductory skills learned through THPR 212, continuing to expose the student to advanced techniques and crafting materials. As this is an intermediate level course, workmanship will be emphasized, but creativity will be encouraged.

THPR 223
Stage Crafts IV
3 Credits Total (15-30-0)
In this capstone course, students are challenged to draft, plan, construct, and critique stage scenery in challenging final projects. Emphasis is placed on attitude, workmanship, and preparation for transition into the field.
Prerequisites: THPR 213.
TPPR – THEATRE PRODUCTION

TPPR 101
Applied Theatre History
3 Credits  Weekly (3-0-0)
This course surveys the history of the theatre stage from early times to the late 20th-century. Students consider the influence of social movements, theatrical practices and stylistic features, types of décor and costuming in contemporary theatre productions. Research methods are introduced and students gain access to various information systems such as MacEwan and other library databases, catalogues, special collections and services, Internet resources and microforms as they study historical trends in a range of periods and geographic settings.

TPPR 102
Drafting and Model Making
2 Credits  Weekly (1-2-0)
Students are introduced to drafting practices commonly used in theatre production including pencil drafting, line types, line weights, construction techniques, drawing layouts, orthographic projections, isometric drawings, floor plans, elevations and sections. Computer Assisted Drafting (CAD) is also introduced through hands-on projects that prepare stage plans, elevations and lighting plots. Additionally, students build to-scale models which allow students to see the relationship between two-dimensional drawings and the three-dimensional world. Scale modeling is used as an aid in solving problems encountered when attempting to draw scenic units and properties. The knowledge and skills gained by way of this course are foundational to other courses of study.

TPPR 103
Introduction to Technical Theatre
1 Credit  Weekly (1-0-0)
This survey course introduces the production process, stage management, types of theatre, the structure and organization of staffing and professionalism in the discipline. The focus of the major course project is stage management and how to prepare a prompt-script, which is a document required to control any theatrical performance.

TPPR 104
Stagecraft I
2 Credits  Weekly (1-2-0)
In this introductory course, students learn how to solve theatrical production challenges through the design and production of a variety of scenic elements. They learn how to plan layouts, select appropriate building materials for projects, and how to safely use hand and power tools including specialized jigs.

TPPR 105
Lighting I
2 Credits  Weekly (1-2-0)
This course introduces students to the requirements, knowledge and practices necessary to be a lighting technician. The course also provides opportunity to practice the skills required of that position.

TPPR 106
Set Painting I
2 Credits  Weekly (1-2-0)
This course is an introduction to the standard procedures, materials, equipment and safety considerations involved in the surface treatments of scenery. Students explore colour theory, paint and pigment, tools and application of surface treatments. Health and safety considerations and procedures in dealing with various paint products are introduced.

TPPR 107
Wardrobe I
2 Credits  Weekly (1-2-0)
Class sessions balance topical lecture/demonstrations with in-class projects. Students are introduced to the skills necessary to build theatrical costumes. Topics include basic sewing skills, basic cutting, working with the costume designer, safety in the wardrobe, running a show, sources of information, basic fabric identification, fabric distressing and a survey of basic costuming applications.

TPPR 108
Rigging
1 Credit  Total (7-22-0)
This course is an introduction to methods, materials and safe practices in rigging for the theatre and takes place in several different theatre venues.

TPPR 110
Audio I
2 Credits  Weekly (1-2-0)
This course is designed to instruct first-year students in the field of basic audio production. The topics covered in this course include the physiology of hearing, identification of common audio components, preparation of sound effects and the basics of live sound reinforcement. The course emphasizes critical listening, problem solving and professional practice.

TPPR 111
Footings
5 Credits  Weekly (2-6-0)
This course provides the student with the absolute minimum knowledge and skill necessary to function safely and effectively in the shop and backstage during the mounting of a production. Show, tell and do is our guideline and students should expect to observe, then practice all content offered in this course. There is material from all subject areas: audio, carpentry, painting, management, lights, props, etc. The student must successfully complete this course before participating in Practicum, or any shop (safety related) activities.

TPPR 117
Practicum I
3 Credits  Total (0-60-60)
In the Theatre Production program, students learn by doing as members of production crews working together to mount shows at the campus theatre. Everyone gains experience in a variety of positions. For each production, students apply or bid for crew positions and are subsequently assigned duties and tasks. Students are directed, supervised and evaluated by professional directors and theatre designers. In this way, they gain hands-on experience, practice in the work standards and protocols of the profession and real-world exposure to the pressures of the fast-paced production environment. Safe work is emphasized.

TPPR 127
Practicum II
3 Credits  Total (0-60-60)
Students are engaged in hands-on learning as members of a production crew working to mount a show. For each production, students bid or apply for crew positions and are assigned duties and tasks. Working with directors and designers from the professional theatre community, students experience the demands of a live theatre production. Each student is coached on professionalism, craft, design specifications and how to document the production.

Prerequisites: TPPR 117.
TPPR 203
Management
4 Credits Total (40-20-40)
This course presents the principles of production management and introduces the various techniques used by production managers, heads of departments and all members of the production team. Much of this course deals with working as a production team: organizing and scheduling work, working to communicate effectively, focusing on and monitoring the tasks to be done. These skills are introduced, discussed and put into practice through Practicums III and IV (TPPR 237 and TPPR 247).
Prerequisites: TPPR 103.

TPPR 204
Stagecraft II
2 Credits Weekly (1-2-0)
Students construct complex sets and scenery, applying specialized construction methods, techniques, tools and equipment. Safe work practices are emphasized.
Prerequisites: TPPR 104.

TPPR 205
Video and Projection Technology
3 Credits Weekly (1-2-0)
Projection of images has reshaped stage craft and theatre productions. In this course, students explore the tools of projection technology, production planning and visual editing and manipulation in hands-on projects. Learning is creative, conceptual and technical as students work with visual concepts that create mood, tone and setting.
Prerequisites: TPPR 105.

TPPR 206
Set Painting II
1 Credit Weekly (0.5-1-0)
Students explore challenging and difficult painting techniques commonly used in set production such as faux finish, texture, aging or distressing a material and dying. A creative touch is encouraged. Students focus on the quality standards of professional theatre which include planning, meeting deadlines, attention to detail and documentation of methods and materials.
Prerequisites: TPPR 106.

TPPR 207
Wardrobe II
2 Credits Weekly (2-0-0)
Students are introduced to period garment construction and intermediate-level sewing techniques. In order to discover creative approaches to costuming, students adapt a commercial pattern and experiment with various materials and techniques used in wardrobe construction. In addition, students study the principles of wardrobe management including stocking and maintaining a wardrobe collection, show budgeting and design analysis.
Prerequisites: TPPR 107.

TPPR 210
Audio II
2 Credits Weekly (1.5-1-0)
Students advance their skills as theatre audio technicians by practicing how to configure, setup, operate, and troubleshoot complex professional audio systems. Students also design, plan and produce audio recordings to support live performance. Advanced technical skills are developed to record and over-dub multi-track recordings, do complex sound-mixing and use digital audio effects processing for creative results.
Prerequisites: TPPR 110.

TPPR 212
Prop Making I
2 Credits Weekly (1-2-0)
Students use a variety of materials and building methods to construct stage props, which must be functional, durable and creatively constructed. The focus is on background research, attention to detail, quality workmanship and safe work standards.

TPPR 215
Lighting II
2 Credits Weekly (1-2-0)
This is an advanced course in theatrical lighting and control, building on skills and knowledge gained from TPPR 105. This course focuses on lighting design, computer control, intelligent lighting and the tools and methods used to manage a lighting department.
Prerequisites: TPPR 105.

TPPR 221
Technical Director
2 Credits Weekly (2-0-0)
Students examine the role of the Technical Director and focus on planning, creative problem solving and strategic thinking. The Analysis-Ideation-Implementation creative problem solving process is introduced and students practice techniques that enhance their communication and managerial-leadership skills. Students also begin to consider a career direction and search for employment opportunities.
Prerequisites: TPPR 204; TPPR 215.

TPPR 222
Prop Making II
1 Credit Weekly (0.5-1-0)
This project-based course provides in-depth practice in the planning and fabrication of stage properties. Students propose challenging projects and discuss design concepts, suitable materials and fabrication techniques with the instructor and then proceed to fabricate the property. Problems such as sculpturing, mold-making and modeling making are practiced. Problems that arise during planning and fabrication are resolved as the project progresses from concept to completion.
Prerequisites: TPPR 210.

TPPR 237
Practicum III
3 Credits Total (0-75-75)
Under the supervision of faculty and a director from the professional community, this practicum integrates theory and practice. Students ‘bid’ for crew or a department head position and then work with peers and staff to decide those positions. Each student contributes to a team effort in the mounting of productions. Attention to detail, communication skills, critical analysis and problem solving are emphasized.
Prerequisites: TPPR 127.

TPPR 247
Practicum IV
3 Credits Total (0-75-75)
This is the final course in the practicum series. Students take on leadership roles and they are encouraged to contribute to the creative effort and suggest innovations while they hone technical skills and work habits. Each student is expected to work more independently, ask for guidance as needed, monitor and protect personal safety, follow the production plan and schedule, and instruct junior crew members. Rotation in various production team positions is emphasized in order to broaden the students’ experience.
Prerequisites: TPPR 237.
TRVL – TRAVEL

TRVL 110
Airline Fares and Scheduling Concepts
3 Credits  Weekly (3-0-0)
This course is an introduction to the skills and knowledge required to research, plan and book domestic air travel. Students learn the airfare terms, codes, fare construction principles and fare application rules required to apply the appropriate fare to a traveller’s air itinerary. This course is a prerequisite for all travel computer courses.

TRVL 115
Introduction to Travel and Tourism
3 Credits  Weekly (3-0-0)
This course provides an overview of the tourism industry and sectors. Students learn the regulations, trade associations, definitions and terminology, and legal responsibilities related to travel and tourism. They examine the interrelationship of products and services to meet customer needs. Students are introduced to a wide range of career opportunities in the largest industry in the world.

TRVL 116
Destinations I
3 Credits  Weekly (3-0-0)
In this course, students study the tourist attractions, unique features, culture, climate, topography and geography of countries in North and South America, focusing on destinations preferred by Canadian travellers. Students also review and identify current events relevant to these destinations.

TRVL 120
Domestic Air Travel
3 Credits  Weekly (3-0-0)
Students apply basic fare construction principles to an automated working environment. The focus is on North American travel itineraries and fares, and their application to standard airline documents. Students use a Global Distribution System (GDS), the Internet and third party software systems.

Prerequisites: OADM 101, TRVL 122.

TRVL 122
Introduction to Computerized Reservations
3 Credits  Weekly (3-0-0)
This course offers hands-on experience with one of the leading GDS (Global Distribution Systems) used in the travel industry. The automated reservations system is introduced and used in making corporate and leisure travel arrangements. Students access information used in the daily operations of a travel agency.

Prerequisites: TRVL 110.

TRVL 125
Travel Products and Services
3 Credits  Weekly (3-0-0)
This course develops the students’ knowledge of leisure travel & tourism products and services. Students analyze travel packages, independent, inclusive, and escorted tours including booking procedures and costing. They study accommodations, ground transportation, travel insurance and the application of manuals, brochures and reference information.

Prerequisites: TRVL 115.

TRVL 126
Destinations II
3 Credits  Weekly (3-0-0)
In this course, students study the tourist attractions, unique features, culture, climate, topography and geography of countries and regions in Europe, Asia, and the South Pacific, focusing on destinations preferred by Canadian travellers. Students also examine current events relevant to these destinations.

Prerequisites: TRVL 116.

TRVL 230
International Air Travel
3 Credits  Weekly (3-0-0)
This course focuses on the skills necessary to research, plan and book international air travel and itineraries in an automated environment. Students use the Global Distribution System (GDS), the Internet and third party software programs to research prices, routings and immigration regulations for international travel.

Prerequisites: TRVL 120, TRVL 125, and TRVL 126.

TRVL 232
Selling Travel Products and Services
3 Credits  Weekly (3-0-0)
This introductory sales course is designed to acquaint students with the principles of modern selling techniques as they apply to the travel industry. It enables students to recognize and apply the theories of effective personal selling techniques in an ethical and professional manner.

Prerequisites: ENGL 211.

TRVL 233
Travel Accounting
3 Credits  Weekly (3-0-0)
This course introduces students to the basic terminology, concepts and principles of accounting. Emphasis is on the practical skills required in an automated travel industry environment. Students process payments and prepare documents, analyze reports, and maintain customer data for marketing purposes.

Prerequisites: TRVL 120.

TRVL 236
Destinations III
3 Credits  Weekly (3-0-0)
This course is an overview of adventure and exotic world destinations including India, the Middle East, Africa, Antarctica and other regions. Students study the unique features, culture and customs, climate, topography and geography of these destinations. Emphasis is on adventure and exotic experiences that travellers are seeking.

Prerequisites: TRVL 126.

TRVL 241
Selling and Marketing Travel
3 Credits  Weekly (3-0-0)
This is an advanced sales course designed to reinforce the principles of modern selling techniques and the application of these to everyday sales situations in the travel industry. Students are also introduced to basic planning and marketing situations that they may encounter in a work environment.

Prerequisites: TRVL 125, TRVL 232.
TRVL 242
Advanced Computer Reservations
3 Credits Weekly (3-0-0)
This is an advanced application course in the use of the Global Distribution Systems (GDS), third party software and practical application of the Internet. Students practice complex tasks needed to become proficient in car and hotel bookings, tour and cruise bookings and corporate Passenger Name Records (PNRs). This final industry computer course ensures that current computer and software enhancements are covered.
Prerequisites: TRVL 230, TRVL 232, TRVL 233, and TRVL 236.

TRVL 243
Tourism Industry Suppliers
3 Credits Weekly (3-0-0)
This course provides students with the current product knowledge and industry contacts to begin their careers. Industry supplier presentations ensure the student are current with industry trends and allows the opportunity for personal networking. Students research the leading travel suppliers, niche tourism markets, and analyze various products.
Prerequisites: TRVL 230, TRVL 232, TRVL 233, TRVL 236.

TRVL 244
Practicum
5 Credits Total (45-0-160)
Through this work placement, students gain experience in the various responsibilities of a travel professional. Supervised by an industry specialist, students practice the technical procedures, customer service and sales skills in demand by employers.
Prerequisites: TRVL 230, TRVL 241, TRVL 233, TRVL 236.

TRVL 245
The Cruise Market
3 Credits Weekly (3-0-0)
This course focuses on the cruise industry and its importance as a major component in both the vacation and incentive travel markets. Students study the cruise product, cruise lines, classifications, types of cruises and discover what attracts travellers to cruising. They become familiar with standard industry references such as the Cruise Lines International Association Cruise Manual and other current reference material.
Prerequisites: TRVL 125, TRVL 236.
WINL – WORK INTEGRATED LEARNING

WINL 200
Work Integrated Learning
3 Credits Total (0-0-90)
The student engages in entry-level work integrated learning through employment with the agency that would typically last for one semester. Any placement needs department approval. After the successful completion of the placement, there is a demonstration of the learning accomplished. The contact hours are a minimum of 90 hours but can involve more depending on the placement.
Prerequisites: Second year standing and consent of the department.

WINL 300
Work Integrated Learning
3 Credits Total (0-0-90)
The student engages in work integrated learning through employment with the agency that would typically last for one semester. Any placement needs department approval. After the successful completion of the placement, there is a critical analysis/demonstration of the learning accomplished. The contact hours are a minimum of 90 hours but can involve more depending on the placement.
ZOOLOGY

ZOOL 224
Vertebrate Adaptations and Evolution
3 Credits  Weekly (3-3-0)
This course provides a comprehensive introduction to the diversity of vertebrates using an evolutionary approach. Morphological, physiological, and behavioural adaptations are related to the life of vertebrates in aquatic and terrestrial habitats are emphasized. Note: ZOOL 224 in combination with ZOOL 324 (Comparative Vertebrate Anatomy) provides a strong understanding of vertebrate biology. 
Prerequisites: Minimum grade of C- in BIOL 108.

ZOOL 241
Animal Physiology I
3 Credits  Weekly (3-0-1)
This course is a survey of physiological systems in animals with an emphasis on homeostatic mechanisms that regulate internal water and ions, gases, metabolic rate, and temperature in relation to the external environment. Physiological systems from both invertebrates and vertebrates are studied. 
Prerequisites: Minimum grade of C- in BIOL 107.

ZOOL 242
Animal Physiology II
3 Credits  Weekly (3-0-1)
This course deals with the physiological systems of animals that involve intercellular communication. Focus is on the endocrine, neural, sensory, motor, and immune systems. Examples from both invertebrate and vertebrate animals are used. 
Prerequisites: Minimum grade of C- in BIOL 107.

ZOOL 250
Survey of the Invertebrates
3 Credits  Weekly (3-3-0)
This course explores the evolution and ecological roles of major invertebrate phyla. The diversity of body forms and life histories of invertebrates and protozoans are discussed. Various ecological niches of invertebrates are related to functional anatomy. The laboratory displays the diversity and functional anatomy of invertebrates using live and preserved specimens and includes an optional field trip to a coastal area. 
Prerequisites: Minimum grade of C- in BIOL 108.

ZOOL 324
Comparative Anatomy of Vertebrates
3 Credits  Weekly (3-3-0)
This course provides a comparative survey of the anatomy of vertebrates emphasizing evolutionary trends and anatomical adaptations for life in aquatic and terrestrial habitats. Special emphasis will be placed on fish and mammals. The laboratory involves detailed dissection of vertebrate specimens. Note: credit can only be obtained in one of ZOOL 225 or ZOOL 324.
Prerequisites: Minimum grade of C- in ZOOL 224.

ZOOL 400
Aquatic Vertebrates
3 Credits  Weekly (3-3-0)
This course examines the evolution and natural history of fish, amphibians, birds, reptiles, and mammals in aquatic environments. Topics include behavioural, morphological, and physiological adaptations. Students summarize, interpret, and present scientific literature on ecological and environmental issues of aquatic vertebrates. The laboratory focuses on native species of Alberta. 
Prerequisites: A minimum grade of C- in ZOOL 224 and in one of BIOL 310, BIOL 361, BIOL 367, or ZOOL 324.

ZOOL 401
Terrestrial Vertebrates
3 Credits  Weekly (3-3-0)
This course examines the evolution and natural history of amphibians, birds, reptiles, and mammals in terrestrial environments. Topics include behavioural, morphological, and physiological adaptations. Students summarize, interpret, and present scientific literature on ecological and environmental issues of terrestrial vertebrates. The laboratory focuses on native species of Alberta. 
Prerequisites: A minimum grade of C- in ZOOL 224 and in one of BIOL 312, BIOL 367, or ZOOL 324.

ZOOL 425
Entomology
3 Credits  Weekly (3-3-0)
Insects are the most successful animals on Earth. This course examines their evolutionary history and adaptations that have led to their success. Insect behaviour is examined as it relates to morphology, lifecycle, and ecology to explain how insects can be dominant in diverse ecological situations. The economic, medical, scientific and cultural impact of insects is surveyed. The laboratory emphasizes methods of collecting, preserving, and identifying insect groups. 
Prerequisites: Minimum grade of C- in ZOOL 250.

ZOOL 452
Principles of Parasitism
3 Credits  Weekly (3-3-0)
Using an ecological approach, this course examines the relationships between protozoan, helminth, nematode, acanthocephalan, and arthropod parasites and their animal hosts. The structural and physiological adaptations used by parasites to successfully complete their lifecycles as well as host defensive strategies used to control parasite infections are discussed. Examples of human parasitic infections are used to illustrate these ideas. The laboratory emphasizes morphology, life cycles, behaviour, systematics and evolution of parasites. 
Prerequisites: Minimum grade of C- in ZOOL 250.
PREVIOUS CALENDARS

Calendars for previous academic years can be downloaded as .pdf files

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