

# 2018–2019 Open Learning Calendar



## Programs and Courses

Online and Distance Education



**THOMPSON  
RIVERS  
UNIVERSITY**  
OPEN LEARNING

**40** YEARS

CELEBRATING 1978–2018



# Welcome to Open Learning

Open Learning (OL) is based in the BC Centre for Open Learning building on the main TRU campus in Kamloops, BC. It is situated on the lands of the Tk'emlúps te Secwépemc within Secwepemculew, the traditional territory of the Secwépemc People.

In 2005, the provincial government granted full university status to the University College of the Cariboo (UCC) in Kamloops when it merged with BC Open University (BCOU), and Thompson Rivers University (TRU) was founded. All programs and courses of BCOU then became part of TRU under the Open Learning division.

The calendar and the OL website at [www.truopen.ca](http://www.truopen.ca) contain descriptions of the many courses and programs that Open Learning offers.

For TRU's academic calendar, which describes the on-campus, face-to-face courses and programs offered at the Kamloops and Williams Lake campuses, please see the TRU website at [www.tru.ca](http://www.tru.ca).

The TRU Open Learning Calendar will help you to determine if online and distance learning is right for you.

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*Thompson Rivers University (TRU) is a public institution and a member of Universities Canada. Open Learning (OL), which helped found the Canadian Virtual University-L'université virtuelle canadienne (CVU-UVC), operates in collaboration with BCcampus and other educational institutions and with professional, industry and business associations.*

## What is Open Learning?

Built on the legacies of both UCC and BCOU, Open Learning is BC's leading open and distance education provider, delivering curriculum throughout Canada and the world.

We offer flexibility, accessibility, credibility and transferability. What sets us apart from other BC post-secondary institutions is our open admission policy—there are minimal prerequisites, few academic or geographical restrictions and low residency requirements.

You can enrol in courses anywhere and at any time, and study at your own pace. This enables you to take a course with us and transfer credits elsewhere, since OL is a member of the BC Transfer System (see BCCAT at [www.bccat.ca](http://www.bccat.ca)). Through transfer credit, educational laddering and prior learning assessment and recognition (PLAR), you may be able to receive academic credit for past work, volunteer or training experience.

Whether you take a single course and transfer its credits elsewhere or complete an entire program with us, the choice is yours.



**TRU OPEN LEARNING**  
805 TRU Way  
Kamloops, BC Canada V2C 0C8  
[www.truopen.ca](http://www.truopen.ca)

### STUDENT AND ENROLMENT SERVICES

Email [student@tru.ca](mailto:student@tru.ca)  
Phone 1-866-581-3694 (toll-free in Canada)  
1-250-852-7000 (Kamloops and international)  
Fax 1-250-852-6405

### ACCESSIBILITY SERVICES

Email [dso@tru.ca](mailto:dso@tru.ca)  
Phone 1-888-828-6644 (toll-free in Canada)  
1-250-828-5023 (Kamloops and international)

### TRU LIBRARY SERVICES

Email [library@tru.ca](mailto:library@tru.ca)  
Phone 1-800-663-1699 (toll-free in Canada)  
1-250-852-6402 (Kamloops and international)

### STUDENT AWARDS & FINANCIAL SUPPORT

Email [awards@tru.ca](mailto:awards@tru.ca)  
Phone 1-250-828-5024

# How to Apply to an Open Learning Program

1. Confirm your ongoing access to a computer with a high-speed internet connection.
2. Choose a program and confirm its availability.
3. Read the Pre-Registration Checklist on [page 16](#).
4. Read and understand the academic regulations and policies, starting on [page 29](#) and on the website.
5. Review the program description and meet any admission and English language proficiency requirements.
6. Review the completion guidelines and any application deadlines; check transfer credit and PLAR information.
7. Arrange to have any required documentation sent to OL Admissions.
8. Select an application and payment method and proceed.



## APPLY ONLINE

Apply online through EducationPlannerBC at [www.educationplannerbc.ca](http://www.educationplannerbc.ca) and use a credit card (MasterCard, Visa or American Express).



## APPLY BY FAX OR MAIL

Complete the Program Admission Form at [www.tru.ca/distance/register/admission](http://www.tru.ca/distance/register/admission) and send it, along with a money order or cheque payable to Thompson Rivers University, to:

Fax 1-250-371-5960

Mail TRU Open Learning, Admissions  
805 TRU Way  
Kamloops, BC V2C 0C8  
Canada

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# How to Register for an Open Learning Course

1. Confirm your ongoing access to a computer with a high-speed internet connection.
2. Choose a course and confirm its availability.
3. Read the Pre-Registration Checklist on [page 16](#).
4. Read and understand the academic regulations and policies, starting on [page 29](#) and on the website.
5. Review the course description and meet any prerequisites and English language proficiency requirements.
6. Review the completion guidelines, start and end dates, any registration deadlines and final exam application dates.
7. Select a registration and payment method and proceed.

*If you have a documented disability and want to request services and/or accommodations, please email Accessibility Services at [dso@tru.ca](mailto:dso@tru.ca) or Student Services at [student@tru.ca](mailto:student@tru.ca) 12 weeks prior to the start date of your course.*



## REGISTER ONLINE

Apply online at [www.tru.ca/distance/register/registernow](http://www.tru.ca/distance/register/registernow) and use a credit card (MasterCard, Visa or American Express).



## REGISTER BY FAX OR MAIL

Complete a Course Registration form (see [www.tru.ca/distance/register/registernow](http://www.tru.ca/distance/register/registernow)), and send it, along with a money order or cheque payable to Thompson Rivers University, to:

Fax 1-250-852-6405

Mail TRU Open Learning, Admissions  
805 TRU Way  
Kamloops, BC V2C 0C8  
Canada



## REGISTER WITH A STUDENT LOAN OR GRANT

1. Complete the Course Registration form at [www.tru.ca/distance/register/registernow](http://www.tru.ca/distance/register/registernow).
2. Complete the Full-Time Fee Deferral Application form at [www.tru.ca/awards/open-learning](http://www.tru.ca/awards/open-learning).
3. Send the scanned or printed forms to:

Email [awards@tru.ca](mailto:awards@tru.ca)

Fax 1-250-371-5668

Mail Student Awards & Financial Support  
805 TRU Way  
Kamloops, BC V2C 0C8  
Canada

# Welcome to Thompson Rivers University, Open Learning



Alan Shaver, PhD  
*President and  
Vice-Chancellor,  
Thompson Rivers  
University*



**W**elcome! 2018 marks the 40th anniversary of Open Learning. In 1978, the BC government created the Open Learning Institute (OLI) to pioneer post-secondary education via distance. This act improved educational access for people in non-metropolitan areas and meant post-secondary acceptance for many people who were otherwise unable to gain university admission.

Today, Open Learning is a part of TRU and continues to provide flexibility to those who require alternatives to traditional education. In addition to graduate and undergraduate degrees, we offer non-degree credentials in adult basic education, health sciences, nursing, social work, business, technology and more. We connect mid-career professionals with the chance to diversify their knowledge and skills while continuing their current employment.

Over the four decades of its existence, distance learning has come into its own. This is due to the infusion of the internet into all aspects of life and the increasing automation of manual and cognitive tasks. TRU and Open Learning can help close the prosperity gap between those people with access to post-secondary education and its associated lifelong learning skills and those without such access. From the first intake of 760 students, the number of OL students has grown to almost 15,000 in 2018, which accounts for approximately half of TRU's total enrolments.

Whether online or on-campus, you are assured a high standard of education at TRU that is recognized by employers throughout BC, Canada and beyond. We are proud of what we have to offer and the difference it has made in people's lives. And we are here to support you in realizing your academic and career potential.



Don Poirier  
*Associate Vice-President,  
Open Learning (Interim)  
Thompson Rivers  
University*



**S**ince 1978, Open Learning has provided access to quality post-secondary courses and programs in a manner that acknowledges the personal and professional commitments of its students and respects the knowledge those students bring with them. Our commitment to helping you achieve your educational goals on your terms continues with the courses, programs and services described in this calendar. Whether it is through courses that allow you to study at a pace and place that match your life commitments, programs that allow you to craft your future, or services that acknowledge your background and reduce your time and financial commitments to program completion, Open Learning is here to help you achieve your goals.

Backed by our open access mandate, Open Learning enables you to take individual courses at any time, without having to apply for a program. If you decide to complete a program, you can tailor your completion date to fit your circumstances. Our courses are part of the credit transfer systems in both British Columbia and Alberta, allowing greater recognition of your academic achievements. We also have dozens of formal agreements with colleges and other organizations that offer training and education that allow you to apply that learning to our programs efficiently. See the Transfer Options page on our website at [www.tru.ca/distance/transfer-options](http://www.tru.ca/distance/transfer-options).

Whether this is your first time taking a university course, or you are looking for a course to complete your program at your current institution or hoping to get back to school without taking away from your workplace or family commitments, we can help you achieve your goals. Please contact us today—we are here for you.

# Notices and Disclaimer

## CALENDAR NOTICE

The 2018–2019 TRU Open Learning (OL) print calendar is effective as of September 1, 2018. It describes courses and programs offered through OL at the time of publication. For updates and changes after publication, please see the website. Information at [www.tru.ca](http://www.tru.ca) takes precedence over information in this calendar.

## STUDENT NOTICE

Every student accepted for registration with Open Learning is deemed to have agreed to be bound by the regulations and policies of the university and the program, if applicable, in which that student is enrolled.

OL will assist students with any questions or problems that may arise concerning the interpretation of academic regulations. However, students are responsible for ensuring that their academic programs meet the regulations of a particular institution in all respects. Therefore, students are responsible for their academic and financial choices, including registering in appropriate courses, completing courses and/or programs, or withdrawing from courses and/or programs, as per their choice.

## FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FIPPA) NOTICE

TRU collects, uses, discloses and retains personal information in compliance with the following: the *Freedom of Information and Protection of Privacy Act* (FIPPA) [RSBC 1996], *Thompson Rivers University Act* [SBC 2005] and *University Act* [RSBC 1996].

TRU collects and uses student information for the purposes of admission, registration and decisions on a student's academic status and for purposes consistent with the administration of TRU and its programs and services, including those of student societies and clubs, the TRU Student Union (TRUSU), TRU Alumni and Friends and TRU Foundation. Any misrepresentation made by a student in the application and registration process may be shared with other post-secondary institutions.



### Contact

#### Enrolment Services

1-250-828-5036 | [admissions@tru.ca](mailto:admissions@tru.ca)  
[www.tru.ca/campus/contact](http://www.tru.ca/campus/contact)

#### Privacy and Access Office

1-250-828-5012 | [privacy@tru.ca](mailto:privacy@tru.ca)  
[www.tru.ca/secretariat/foipop](http://www.tru.ca/secretariat/foipop)

## DISCLAIMER

The goal of TRU and the participating institutions mentioned in this calendar is to serve students efficiently and effectively in making decisions regarding their educational plans.

In particular, the institutions seek to ensure that students are always treated justly, respectfully, courteously and sympathetically.

However, eventualities may arise from time to time that require changes or amendments to statements made and information included in this calendar.

While every effort has been made to ensure accuracy in this calendar, its contents are subject to alteration or amendment without prior notice. TRU and the other institutions expressly reserve the right to deviate, in whole or in part, from what appears in this calendar.

Without limiting the generality of the foregoing, this may include changes to programs, courses, tuition and fees, regulations, policies and schedules.

Many circumstances, both within and beyond the control of the institutions, may cause changes. Again, without limiting the generality of the foregoing, these may include:

- Changes to serve the better interests of the academic or student community and/or the institutions
- Changes occurring through the wilful act or negligence of the institutions, their partner institutions and their employees, or otherwise, and whether or not they are beyond the reasonable control of the institutions
- Changes in financial resources
- Natural catastrophes, disasters, labour disagreements or disputes

The institutions do not accept, and hereby expressly disclaim, any responsibility or liability to any person, persons or other legal entities, for any loss, injury, damages or adverse effect, direct or indirect, from what is printed in this calendar, whether such deviation is caused by the negligence of the institutions or otherwise.

By registering for a course with the institutions or by having any dealings with a participating institution, a student thereby accepts such disclaimer and releases the institution from any such responsibility or liability.

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# Programs and Courses Overview

## About Open and Distance Education

[www.tru.ca/distance](http://www.tru.ca/distance)

Open Learning broadens access to education by removing traditional barriers. With us, online and distance education is flexible, accessible, transferrable and credible.

It's *flexible*. Study where and when you want while working around your location challenges and commitments. Usually, you can begin your studies whenever you like, without waiting for a particular semester to begin.

It's *accessible*. We offer open admission, which means that we remove as many barriers to your education as possible, such as past academic performance or, in some cases, grade point average (GPA). Also, through PLAR, you can receive credits toward an OL program. See [page 15](#) and the PLAR page on our website at [www.tru.ca/distance/plar-ol](http://www.tru.ca/distance/plar-ol).

It's *transferable*. Take a single course with us and, in most cases, transfer the credits to another institution or complete an entire program with OL.

It's *credible*. Our courses and programs are fully accredited and are recognized by other post-secondary institutions.

## TRU Open Learning Credentials

TRU credentials awarded for OL programs include the following: adult secondary school completion, certificates and diplomas (advanced and post-baccalaureate), associate degrees, bachelor's degrees, graduate certificates and master's degrees.

## High-Speed Internet Requirement

[www.tru.ca/distance/services/student-orientation](http://www.tru.ca/distance/services/student-orientation)

For most courses, even print-based ones, you need to have high-speed internet access.

This requirement is assumed and therefore omitted for all courses listed in the Course Descriptions section of this calendar and on the OL website.

To meet the technical basics and specifications required for your course, refer to the Orientation page on the website (see the above URL) or email the IT Service Desk at [itservicedesk@tru.ca](mailto:itservicedesk@tru.ca).

## Communication in Courses

In all OL courses, you receive personalized attention. You work one-on-one with your Open Learning Faculty Member (instructor), interacting mostly via email and the course site (in Moodle, the learning management system) and sometimes via telephone or e-conferencing, depending on the course.



**Canadian Virtual University-L'université virtuelle canadienne**

[www.cvu-uvic.ca](http://www.cvu-uvic.ca)

### Choose from over 3,500 distance courses!

TRU Open Learning is a member of Canadian Virtual University-L'université virtuelle canadienne (CVU-UVC), a collaboration of Canadian universities specializing in distance and online education. CVU-UVC operates in collaboration with BCCampus ([www.bccampus.ca](http://www.bccampus.ca)) and other educational institutions as well as professional, industry and business associations.

If you are enrolled in an OL program that is listed on the CVU-UVC website, you may take courses at any other member university without paying additional admission or letter of permission fees.

In addition to fee savings, this gives you greater course selection to best meet your needs. Credits you earn at a member university can be transferred to the distance program you may be enrolled in, provided that the course meets your program requirements.

## Campus Distance Education

TRU offers several distance education and training programs and courses directly through the Faculty of Science and the School of Business and Economics (SoBE).

See the Campus Distance Education section in this calendar, starting on [page 125](#). Also, refer to the Faculty of Science and the SoBE distance education pages on the TRU website.

# Programs and Courses Overview

## Course Scheduling

[www.tru.ca/distance/courses](http://www.tru.ca/distance/courses)

Courses are either self-paced (with continuous registration) or paced (with specific start and end dates), and some are in-person. Refer to the course description—see the website (at the above URL). For all courses, completing your assignments in sequential order and on time will help you to achieve the learning outcomes and complete the final exam.

**Self-paced** courses are online (usually, in a learning management system) or print-based, with continuous registration and no registration deadline. The maximum completion time is 30 weeks (four months) from the registration date. You may complete courses sooner. Completion time for some Adult Basic Education (ABE) courses may be up to 36 weeks (five and a half months).

**Paced** courses are online and have a specific start and end date; you usually study in a cohort (with other online students). Registration deadlines apply. Start dates for paced courses are usually in September, January and May, depending on availability. Completion times vary between 12 and 20 weeks (three to five months).

**In-person** courses, excluding practica and clinical placements, typically have specific start and end dates. Registration deadlines apply. Completion times vary between five days and several weeks.



### Check the Course Description

[www.tru.ca/distance/courses](http://www.tru.ca/distance/courses)

Check the online course description and details for a specific course. Details include the available scheduling and delivery methods, registration deadlines (if any), materials required and estimated cost and fees.

On the Open Learning Courses pages (at the above URL), search for the course by keyword, subject or institution or see the Course Registration page at [www.tru.ca/distance/register/registernow](http://www.tru.ca/distance/register/registernow).

## Course Delivery Formats and Materials

In **online, self-paced** courses, you study individually at your own pace, along with Open Learning Faculty Member support. Typically, course content and some required materials are delivered online in a learning content management system, such as Moodle. You may need to source other materials.

In **online, paced** courses, you work through the course in virtual collaboration and interaction with other members of your cohort, along with Open Learning Faculty Member (instructor) support. Typically, course content and some required materials are delivered online. You may need to source other materials.

In **print, self-paced** courses, you study individually at your own pace, along with Open Learning Faculty Member support. Typically, required materials are sent to you, but you may need internet access for others.

In **in-person** courses, you physically attend and study in a lab, clinical/practicum placement, workshop or classroom. Materials may be provided.

## Keys to Success

[www.tru.ca/distance/services/student-orientation/introduction](http://www.tru.ca/distance/services/student-orientation/introduction)

- Understand and meet the course and English language requirements.
- Use a schedule to manage your time effectively.
- Check the final exam deadline and apply well in advance.
- Activate your TRU Library account to use the library's resources.
- Communicate with your Open Learning Faculty Member.
- Read the Keys to Success page (see the above URL) and the Educational Advising page at [www.tru.ca/distance/services/advising](http://www.tru.ca/distance/services/advising).



### Student Responsibility

Be sure to check the course details. Scheduling, registration deadlines (if any), delivery formats and materials provided vary between courses.

If you are a full-time financial aid student, refer to your study contract for course completion deadlines.

# Services for Students

## Student Services

### EDUCATIONAL ADVISING

[www.tru.ca/distance/services/advising](http://www.tru.ca/distance/services/advising)

We are here to answer your questions about course registration and program application and admission. Contact Student Services with your questions about:

- Registering in courses and applying to programs
- English and mathematics self-assessment and formal placement tests
- Transferring credit from an OL course or program to another post-secondary institution
- Transferring credit from an external course or program to OL
- Being referred to an OL Program Advisor
- Applying for PLAR (see page 15)

See the Educational Advising page on the website (at the above URL).

### PROGRAM ADVISING

Once you have applied and are accepted into an OL program, a Program Advisor is assigned to you. Your advisor creates a program plan and works with you through to graduation by periodically updating your plan and assisting you with course selection, transfer options, graduation and more.

### TRANSFER OPTIONS

[www.tru.ca/distance/transfer-options](http://www.tru.ca/distance/transfer-options)

You can streamline your studies and finish your program faster with one of these options:

- **Transfer credits:** If you have taken courses as another post-secondary institution, you might be able to apply those credits toward an OL program. See [page 12](#).
- **Transfer agreements:** Agreements with partner institutions across Canada let you use your current credential to ladder into an OL degree.
- **Life/work credits:** Prior learning assessment and recognition (PLAR) credit allows you to convert learning from work or life experiences outside of school into academic credits. See [page 15](#).



#### Student Forms: Letter of Permission

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

Use the Letter of Permission Request form when you want to transfer external credits to Open Learning.

### ENGLISH AND MATH SELF-ASSESSMENTS

[www.tru.ca/distance/services/advising](http://www.tru.ca/distance/services/advising)

Consider starting with the following voluntary self-assessments so you can determine your skill level and choose a course at the level that works for you:

- The **English Language and Writing Assessment** or **English Assessment with First Nations Content** (if you reside in Canada)
- The **Math Assessment Test: Fundamental Level through University Level**

English and math self-assessments are available on the Educational Advising page (at the above URL) or through Student Services.

If you are an international student or would like formal testing, please contact the TRU Assessment Centre at [www.tru.ca/assessment](http://www.tru.ca/assessment).



#### Contact: Student Services

For questions and general advising, contact an Enrolment Services Officer in Student Services. Contact information is on the front inside cover and at the bottom of every other page in this calendar.

## Student Awards and Financial Support

[www.tru.ca/awards](http://www.tru.ca/awards)

Hundreds of scholarships, awards, bursaries and grants are available each year.

If you are a Canadian citizen or a permanent resident, you are eligible to apply for financial support through StudentAidBC ([www.studentaidbc.ca](http://www.studentaidbc.ca)) and Adult Upgrading Grants (AUG).

Select your loan and grant period from one of 12:

#### LOAN AND GRANT PERIODS

TERM	START DATE	END DATE
September	September 1	December 31
October	October 1	January 30
November	November 1	February 28
December	December 1	March 31
January	January 1	April 30
February	February 1	May 31
March	March 1	June 30
April	April 1	July 31
May	May 1	August 31
June	June 1	September 30
July	July 1	October 31
August	August 1	November 30

# Services for Students

See the Student Awards & Financial Support section starting on [page 26](#), and refer to the TRU website.

## Accessibility Services

[www.tru.ca/as](http://www.tru.ca/as)

Equal access at TRU is achieved when barriers to learning are removed.

Accessibility Services provides academic accommodations and services to all eligible Open Learning and on-campus TRU students. Accessibility Services facilitates equal access to educational opportunities by reducing physical, attitudinal and systemic barriers.



### Registration with Accessibility Services

Please make your requests for new accommodations or continuation of existing ones at the beginning of each term. For Open Learning students, the deadline to register with Accessibility Services is four weeks before the OL final exam booking deadline. Please talk to us well in advance, at least three months before classes start.

## ACCOMMODATIONS AND SERVICES

Academic accommodations and services based on your documentation may include (partial list):

- Accommodated tests and exams
- Alternative format text material
- Access to technical aids and adaptive equipment
- Assistance with applying for disability-related financial aid
- Assistance with registration and admissions
- Referral to other TRU services and community resources

## DOCUMENTATION

To access academic accommodations and services, please provide Accessibility Services with current documentation on the nature and degree of your disability.

Documentation must be current within the last five years and issued by a certified health care professional who has specific training, an appropriate professional designation and expertise in the diagnosis of the conditions for which the accommodation is being requested.

Here is a partial list of such professionals:

- Physician or medical specialist
- Ophthalmologist
- Certified audiologist

- Psychiatrist
- Registered clinical psychologist
- Certified school psychologist (BCASP-registered)
- Neurologist
- Neuro-psychologist

Your documentation is confidential and protected under the *Freedom of Information and Protection of Privacy Act* (FIPPA).

## STEPS TO ACCESS ACCOMMODATIONS AND SERVICES

1. Get in touch with Accessibility Services.
2. Come and see us. Please make an appointment to discuss your needs, and bring your documentation.
3. Apply for admission to TRU as early as possible.
4. Keep in touch. Let us know in advance if you need admission or registration assistance.
5. If you are a returning student, please meet with us prior to the start of classes to arrange accommodations and services for the current academic year.



### Student Responsibility

You are responsible for covering any expenses related to obtaining documentation.

Please get in touch with an Accessibility Services advisor at least 12 weeks (three months) prior to your course or program start date. This allows us enough lead time to arrange for services for you.



### Contact: Accessibility Services

[www.tru.ca/as](http://www.tru.ca/as)

Contact 1-888-828-6644 (toll-free in Canada) or [dso@tru.ca](mailto:dso@tru.ca).

## TRU Library Services

[www.tru.ca/library/services/distance](http://www.tru.ca/library/services/distance)

### DISTANCE, REGIONAL AND OPEN LEARNING

Distance, Regional and Open Learning (DROL) library services are for all students, staff and faculty involved in TRU distance/Open Learning courses or in courses at TRU's regional centres (such as Lillooet and Clearwater).

# Services for Students

If you are registered in OL courses delivered by the University of British Columbia (UBC) or the University of Victoria (UVic), please access library services through the institution delivering the course.

To access the TRU Library's online resources, use your TRU network account (see Student Network Account on this page).

DROL services include:

- Access to all TRU Library's online resources (such as ebooks and article databases)
- Research and reference assistance from a librarian to find information on a particular topic or on how to use library tools (such as article databases)
- Delivering copies of book chapters and articles from journals, magazines or newspapers via email
- Loans of any circulating items in the TRU Library collection; delivery of library materials to your home or workplace if you reside in Canada or the US (packages include prepaid return shipping labels)
- Interlibrary loan service for journal/magazine articles, books and videos not in the TRU Library collection (excluding course-required textbooks)
- On-site borrowing from many other Canadian libraries via national and provincial agreements



## Student Responsibility

You are responsible for any and all fines on overdue, recalled, damaged or lost library materials. Fines may affect your ability to register for courses, order transcripts and graduate.

Automatic library notices (such as due date reminders) and scanned copies of requested articles and book chapters are delivered to your TRU email account.



## Contact: DROL Services

[www.tru.ca/library/services/distance](http://www.tru.ca/library/services/distance)

For more about Distance, Regional and Open Learning (DROL) library services, call 1-800-663-1699 (toll-free in Canada) or email [library@tru.ca](mailto:library@tru.ca).

## Student Network Account

[www.tru.ca/its/students/networkaccounts](http://www.tru.ca/its/students/networkaccounts)

After you have registered, you can register for your network account in the self-serve password portal. Go to the above URL and log in, using your TRU ID (T followed by **eight digits**) and password (your birthdate in the format **TRUddmmmyy**).

You must know your network account so that you can log in to myTRU and access Moodle (your course site), library resources, wireless services when on campus and more.



## myTRU

To set up your myTRU account, you must have a network account, which you get after you register.

Go to [myid.tru.ca](http://myid.tru.ca) to set up and log in. If you are a current student, please update your mailing address.

## The Writing Centre

[www.tru.ca/writingcentre](http://www.tru.ca/writingcentre)

Whether you are an Open Learning or on-campus student, the Writing Centre at TRU Kamloops is a free service available to you. Its tutors can assist you with any stage of the writing process so that you become a better, more confident writer.

Even if you do not have in-person access to the Writing Centre, you can use either the Writing Centre online (see the schedule on the website) or else *WriteAway*, a free service open to all OL undergraduate students.

*WriteAway* connects students with qualified tutors from TRU and 15 other participating institutions. Its tutors respond to your questions about writing and grammar and give feedback on your writing. Response time is usually within 48 hours.



## Contact: The Writing Centre

See the Writing Centre on the TRU website for the centre's schedule and to book an appointment. The Writing Centre is located in Old Main in room 2674.

## Career Education

[www.tru.ca/careereducation/careerplanning/online](http://www.tru.ca/careereducation/careerplanning/online)

Before you engage in the workforce, it's important that you have the skills, credentials and confidence to succeed.

The Career Education department provides free resources to assist you in building your resumé, cover letters and portfolios. It offers free one-on-one career counselling and career planning to help you decide what you want to do with your education, where you want to go in your career and how you can reach your goals.

# Admission

Career Education also features TRU Career Connections (a job postings site available to Open Learning and on-campus TRU students and alumni), volunteering and experiential learning opportunities and more. See the above URL for the Career Connections tutorial.

Wherever you are, you can access Career Education services and book Skype career services appointments with a Career Education counsellor.



## Contact: Career Education

See the page about career planning for Open Learning students page on the TRU website (at the above URL).

## Open Admission

[www.tru.ca/distance/register/admission](http://www.tru.ca/distance/register/admission)

Open Learning offers open (non-competitive) admission, meaning that specific GPAs and secondary school transcripts are not usually required for program admission and course registration. Everyone is eligible for general admission and course registration and can apply for admission into credential (degree, diploma and certificate) programs.

For more about open admission, refer to the OL Admission section on the website (at the above URL).



## GPA

[www.tru.ca/campus/current/academic-records/gpa](http://www.tru.ca/campus/current/academic-records/gpa)

Throughout this calendar, the acronym GPA is used for grade point average, which is a measure of how well you are doing in your academic studies. Refer to the above URL and to policy number ED 03-5 (Grading Systems) in the Regulations and Policies section and on the TRU website.

## Courses: Before You Register

[www.tru.ca/distance/courses](http://www.tru.ca/distance/courses)

See [page 16](#) before you register. Also, find your course through the Open Learning Courses page at the above URL and read the course description. Online course descriptions give more details, such as estimated cost and fees, than those in this calendar. Search by keywords, subject or institution. You can find the course description through the Course Registration page at [www.tru.ca/distance/register/registernow](http://www.tru.ca/distance/register/registernow).

For TRU on-campus courses, you must be admitted to an on-campus program. See the Admissions page at [www.tru.ca/campus/admissions](http://www.tru.ca/campus/admissions).

## Courses: Registration

[www.tru.ca/distance/courses](http://www.tru.ca/distance/courses)

You can be admitted to Open Learning and register for most courses without applying for a program.

First, see the Registration section, starting on [page 19](#). To register in a course, you must meet the English language proficiency requirements (see [page 17](#)).

When you are ready to register, go ahead and self-register (follow the step-by-step instructions on [page 19](#) or on the back inside cover).



## Register for a Course or Apply for a Program?

You can register for an OL course without applying to a program. However, if you plan to attain a credential (a certificate, diploma or degree), it is advisable to apply for a program at the outset of your studies. Use EducationPlannerBC (EPBC).

## Programs: Before You Apply

[www.tru.ca/distance/programs](http://www.tru.ca/distance/programs)

Before you apply for a program, make sure that you meet the program admission requirements. Please check the program descriptions (starting on [page 37](#)) or see the Programs page on the website. Also, read the Before Registering section, starting on [page 16](#).

Be aware of regulations, policies and estimated costs and tuition and fees. See the Regulations and Policies section, starting on [page 29](#), and on the website at [www.tru.ca/distance/services/policies](http://www.tru.ca/distance/services/policies), and refer to the Tuition and Fees section on [page 23](#) and at [www.tru.ca/distance/services/tuition](http://www.tru.ca/distance/services/tuition).

OL's tuition and fees differ from those of TRU's campus-delivered programs. For TRU on-campus programs, see the Admissions page at [www.tru.ca/campus/admissions](http://www.tru.ca/campus/admissions).

# Admission

## Programs: Application and Admission

[www.educationplannerbc.ca](http://www.educationplannerbc.ca)

When you are ready to apply, do so through EducationPlannerBC (EPBC). Arrange to have transcripts and any other required documentation from other institutions sent directly to TRU from the issuing institutions.

Only use a Program Admission Form if you cannot apply online.



### Student Forms: Program Admission

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

The Program Admission Form is on the Student Forms page on the website. You need it only if you are unable to apply through EPBC.

## Transcript Assessment

The program admission process begins with a transcript assessment (the program-related education assessment) upon receipt of all of the following:

- A completed program application
- Full payment of the transcript assessment and program plan fees
- Official transcripts for all post-secondary studies, sent directly to TRU from the issuing institution
- Any additional program admission requirements

Results of the transcript assessment are included in the program plan; see [page 14](#).



### Student Responsibility

To ensure that a course satisfies your program requirements, consult your Program Advisor and program plan prior to registering in a course. The advisor can answer your questions about course selection, program options and procedures.

Otherwise, you may find that the course credits cannot be applied toward your program requirements or that you may have to pay a transcript reassessment fee.

If you are a program student with post-secondary credits from other institutions, you must apply for transfer assessment before applying for prior learning assessment and recognition (PLAR).

## Residency Requirements

[www.tru.ca/distance/faq/faq-programs](http://www.tru.ca/distance/faq/faq-programs)

Most Open Learning programs have academic residency requirements—the number of credits that you must complete at TRU (either distance or on-campus) to graduate with a TRU credential. Residency requirements for each program are specified in the program descriptions under the Program Requirements heading.

For example, here are the residency requirements for most OL Business and Management Studies programs:

- Certificate programs: 6 credits
- Diploma programs: 9 credits
- Degree programs: 9 credits

Academic residency requirements differ from place of residence requirements specified for financial assistance.

See the FAQs: Programs page on the website.

## Transfer Credit

[www.tru.ca/distance/transfer-credit](http://www.tru.ca/distance/transfer-credit)

TRU is a member of the BC Council on Admissions & Transfer (BCCAT), which oversees the BC Transfer System (BCTS), a well-established transfer credit system that supports student mobility between various post-secondary institutions. Thus, you may be able to use your previously earned academic credits toward completion of an OL program.

Refer to the Transfer Credit page on the website (at the above URL) and to BCCAT at [www.bccat.ca](http://www.bccat.ca).

## Transferring Credit to OL

[www.tru.ca/distance/services/policies/transfer](http://www.tru.ca/distance/services/policies/transfer)

Through OL's transfer credit options, academic credits that you have earned at another post-secondary institution can count toward an OL credential, thus expediting your program completion. Simply arrange for all official post-secondary transcripts to be sent to OL Admissions. If you plan to transfer credits to one of our programs, see the Formal Transfer Credit page on the website.

# Admission

## DOCUMENTATION

[www.tru.ca/distance/programs](http://www.tru.ca/distance/programs)

Official transcripts must be sent directly from the issuing institution directly to TRU.

Supporting documentation may be required from credits earned outside BC or more than seven years ago. Any international transcripts and/or credentials must be evaluated by a service such as International Credential Evaluation Services (ICES). See the Programs page on the website (at the above URL) and see ICES at [www.bcit.ca/ices/](http://www.bcit.ca/ices/).



### Student Forms: Letter of Permission

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

If you want to take an external course to apply toward an OL program, you need a letter of permission (you are allowed one per semester). Otherwise, you may find that the course cannot be applied toward your chosen credential or that you have to pay a transcript reassessment fee. See the Student Forms page on the website.

If the OL program and that of the other post-secondary institution are listed on the CVU-UVC website, you can save time and money by using the CVU-UVC form on the Student Forms page.



### Student Responsibility

If you are transferring credit from another post-secondary institution, you must order and pay for your official transcripts and arrange for them to be sent directly to TRU from the other institution.

## Transferring Credit from OL

To transfer academic credits from OL to another post-secondary institution, first check to determine if your credits will be recognized at that institution.

### UBC AND TRANSFER CREDIT

[www.students.ubc.ca/enrolment/courses/non-degree/TRU](http://www.students.ubc.ca/enrolment/courses/non-degree/TRU)

As an Open Learning student, you have access to distance courses offered by UBC via its Access Studies initiative. The main benefit to you, beyond greater access to courses, is that UBC waives the application fee for OL students.

UBC courses are not directly transferable to an OL credential. If you want to take a UBC course to complete your OL program, first obtain approval from OL (with a letter of permission), register through UBC Enrolment Services, then transfer the UBC credit to OL. Register online at UBC's distance education courses page for OL students (at the above URL).

For a UBC credential, you must apply for admission through UBC.

Registration in online UBC courses while you are studying at TRU does not guarantee that you will be accepted into a program at UBC or that you can transfer your credit into a specific UBC program.

See UBC's admission policies at [www.you.ubc.ca/applying-ubc](http://www.you.ubc.ca/applying-ubc).

### UVIC CONSORTIUM AND TRANSFER CREDIT

Consortium courses delivered by UVic appear as TRU credit on Open Learning transcripts.

For a UVic credential, you must apply for admission through UVic.

Registration in consortium courses may not automatically be accepted for transfer credit to a specific program of study at UVic, nor does such registration signify admission to UVic.

See UVic's admission policies at [www.uvic.ca/home/admissions](http://www.uvic.ca/home/admissions).

### ADVANCED STANDING AND ENRICHED PROGRAMS

[www.tru.ca/campus/admissions/enrichedprograms.html](http://www.tru.ca/campus/admissions/enrichedprograms.html)

TRU recognizes and awards credit to both Canadian and international students who complete enriched secondary school programs.

These programs include the International Baccalaureate Diploma (IB), Advanced Placement Exams (AP) and the General Certificate of Education (GCE).

See the Advanced Standing & Enriched Programs page on the TRU website (at the above URL).



# Admission

## POST-BACCALAUREATE DIPLOMAS

[www.tru.ca/business/post-bacc.html](http://www.tru.ca/business/post-bacc.html)

Enhance your employability. If you have a non-business degree and want to acquire a specialty in a functional area of business, you can return to university for one or two years.

Post-baccalaureate diplomas are also valuable for international students who wish to come to Canada to learn English, gain exposure to the culture and study in a compressed format.

See the Post-Baccalaureate Diplomas page on the TRU website (at the above URL).

## Program Plans

Once you have completed the admission process and been accepted, a Program Advisor assesses your transcripts and creates a program plan for you. This is sent to you in approximately four to six weeks of admission. The plan includes program requirements, transfer credit assessment results and remaining credits required for program completion through either coursework or PLAR.

## Program Status

Your program status is active for two years. After that time, you must reapply for program admission. Your reapplication is subject to current transcript assessment fees, processes and changes in program requirements.

## Program Changes

You must confirm your intention to change programs through a letter or email message to your Program Advisor, who then prepares a new program plan for you. There is a fee for this service—see [page 23](#).

## Program Completion

OL may not offer all courses required for program completion; thus, you must obtain a letter of permission for courses you plan to take elsewhere so that credit for those courses will be applied toward your program.



### Apply to Graduate

[www.tru.ca/distance/services/forms.html#graduation](http://www.tru.ca/distance/services/forms.html#graduation)

To receive your credential, you must apply to graduate. You can apply at any time. Simply follow the instructions on the website.

Also, remember to apply for convocation if you wish to attend your graduation ceremony.

# Admission

## PLAR

[www.tru.ca/distance/plar-ol](http://www.tru.ca/distance/plar-ol)

You may be eligible for prior learning assessment and recognition (PLAR) credit toward completion of an Open Learning credential.

*Prior learning* includes the skills and knowledge gained through learning experiences: professional development workshops and seminars, private study, volunteer and paid work. PLAR may be awarded for pre-assessed training from selected employers, private training organizations and/or continuing studies programs.

OL assesses prior learning by either a portfolio-based assessment or a challenge examination.

For PLAR policies, see the Regulations and Policies about PLAR on [page 31](#) and on the website (at the above URL).

Throughout this calendar, OL programs that may accept PLAR are indicated by the following icon:



## PORTFOLIO-ASSISTED ASSESSMENTS

As a program student, you may use a portfolio to demonstrate that your learning is equivalent to the learning outcomes of specific OL courses.

You could be required to prepare and submit a portfolio with written documents and other materials and may have an oral interview.



### PLAR Credit

Open Learning accepts PLAR credit from all BC post-secondary institutions that have formally adopted the recommended BC provincial guidelines for prior learning assessment. See British Columbia Council on Admissions & Transfer (BCCAT) for these guidelines.

PLAR credit is applied toward OL program requirements. However, it may not be transferrable to other post-secondary institutions, and it cannot be used to meet admission requirements for post-degree programs.

## CHALLENGE EXAMINATIONS

You may take a challenge examination to demonstrate your knowledge of the content of a particular OL course. The number of credits you receive, if successful, is equal to the number of credits you would receive had you successfully completed as a registered student.

The availability of a challenge examination for any specific course is at the discretion of the PLAR department.

In addition, the following restrictions apply:

- If you are registered in a course and want to obtain credit for that course through a challenge examination, you must withdraw or cancel the course registration within the permitted deadlines and pay the required fees.
- If you are registered in a course and have submitted one or more assignments or have written the final exam, you are not permitted to write a challenge examination for that course.
- If you want to challenge a language course, you may do so only at the third- or fourth-year university level if the language course coincides with your first language and you have received your secondary education in that language. This restriction does not apply to lower-level literature courses. Contact PLAR Advising for information on which challenge examinations are currently available.



### Student Responsibility

As a program student with post-secondary credits from other institutions, you must apply for transfer credit assessment before applying for PLAR.

A non-refundable PLAR fee is payable in advance when applying for PLAR.



### Contact: PLAR Advising

For more about PLAR, including how to apply, fees and assessments, contact PLAR Advising at [plar\\_ol@tru.ca](mailto:plar_ol@tru.ca) or by phone at 1-800-663-9711 (toll-free in Canada) or 1-250-852-7000 (Kamloops and international).

# Before Registering

## Pre-Registration Checklist

[www.tru.ca/distance/register/register](http://www.tru.ca/distance/register/register)

Before you register for a course or apply to a program:

1. Confirm your internet access.
2. Confirm availability.
3. Understand the regulations and policies.
4. Read the course or program description.
5. Meet the prerequisites and recommended requisites.
6. Meet the English language proficiency requirements.
7. Be aware of tuition and fees.
8. Review the completion guidelines.
9. Check the final exam schedule.
10. Know your student responsibility.
11. Contact us.

## 1. Confirm Your Internet Access

Confirm your ongoing access to a computer or mobile device with high-speed internet. Internet access is required for most courses, even print-based ones. You need to make alternate arrangements if you do not have internet access.

## 2. Confirm Availability

Make sure your program or course is available. After you use this calendar, the Open Learning website and EducationPlannerBC to choose your course or program, confirm that the course is open for registration or the program is taking applications.

Not all courses and programs listed are immediately available. Some might be in development, temporarily suspended or available only in BC or Canada.

Also, make sure you are available to complete all course assessments (assignments) and to write the final exam, if any.

## 3. Understand the Regulations and Policies

[www.tru.ca/distance/services/policies](http://www.tru.ca/distance/services/policies)

Ensure that you understand the university's academic regulations and policies and how they may affect you as a student. We want to be sure that the courses and programs you select will contribute toward meeting your educational, professional and personal goals. Please see the Regulations and Policies section starting on [page 29](#), and refer to the website.

## 4. Read the Course or Program Description

[www.tru.ca/distance/courses](http://www.tru.ca/distance/courses)

If you have never studied through OL, you may have questions about prerequisites, admission requirements, how long it will take to complete a course or program and how much it will cost.

Your first source of information is the course or program descriptions themselves.

Full course descriptions, which are found on the website, include estimated costs.

Program descriptions include credits, admission requirements, program requirements and more. Find program descriptions in this calendar and through the Programs page at [www.tru.ca/distance/programs](http://www.tru.ca/distance/programs).

## 5. Meet the Prerequisites and Recommended Requisites

Any prerequisites and/or recommended requisites are specified in each course description. Recommended requisites are not required, but they are strongly recommended.

Meet any prerequisites before you register in a course, and be sure to consult the Academic Integrity and Student Conduct policy (TRU Policy ED 5-0).

The following explains the course prerequisites for OL, UBC and UVic:

OL

[www.tru.ca/distance/register/admission](http://www.tru.ca/distance/register/admission)

Aside from Adult Basic Education (ABE) courses, for courses with no prerequisites, of which there are many, OL assumes that you have Grade 12 English or an equivalent. For courses with prerequisites, consider using transfer credit. When registering, you must declare that you have met any stated prerequisites.

# Before Registering

## UBC

<http://distancelearning.ubc.ca/courses-and-programs/distance-learning-courses/courses>

Prerequisites are course specific. Read the course descriptions at the above URL. If you do not meet the prerequisites, the instructor may grant you permission to register if the instructor deems that you are able to meet the course requirements.

## UVIC

You are not required to submit transcripts, even if a prerequisite is stated.



### Transfer Credit

OL courses delivered by UVic appear on OL transcripts and are applicable toward residency requirements (see "Introduction" on [page 29](#)) for OL programs. However, UBC distance education courses do not appear on OL transcripts and are not applicable toward residency requirements for OL programs.

## 6. Meet the English Language Proficiency Requirements

[www.tru.ca/campus/admissions/international/admission-requirements](http://www.tru.ca/campus/admissions/international/admission-requirements)

Courses, programs, instruction and services are in English. So that you can engage in and complete your studies, language proficiency equivalent to Grade 12 English is required, and post-secondary English language reading and writing skills are preferred.

You are encouraged to self-assess your English language proficiency by using an assessment such as the English Language and Writing Assessment or English Assessment with First Nations Content. You can also assess with the following:

- LPI (Language Proficiency Index) [www.lpitest.ca](http://www.lpitest.ca)
- TOEFL iBT [www.ets.org/toefl/ibt](http://www.ets.org/toefl/ibt)

See the International Student Admission Requirements page (at the above URL) and the English Language Proficiency Requirements table at [www.tru.ca/campus/admissions/international/admission-requirements](http://www.tru.ca/campus/admissions/international/admission-requirements).



### English Language Proficiency: Self-Assessments

A self-assessment does not exempt you from the English language proficiency requirements in OL courses and programs, even if the self-assessment is marked by an Open Learning Faculty Member.

## TRU

[www.tru.ca/assessment/accuplacer/esal](http://www.tru.ca/assessment/accuplacer/esal)

If you are an OL student and want to register for TRU on-campus courses, you must take the English Placement Testing (EPT), also referred to as ACCUPLACER, through TRU Assessment Centre. There is a fee. The results of this test indicate the level of study in which you are placed. Please refer to the TRU website (at the above URL).

If you are an on-campus student and have a TOEFL or other test score, ACCUPLACER is not required. Instead, you may enrol in either English as a Second or Additional Language (EASL) or on-campus courses.

## UBC

<http://you.ubc.ca/applying-ubc/english-language-competency/>

English is the primary language of instruction at UBC. If you are a prospective student, you are required to demonstrate a minimum level of English language proficiency before you are admitted. Please see the English language competency page (at the above URL).

If you are looking for a UBC course, see [www.students.ubc.ca/enrolment/courses](http://www.students.ubc.ca/enrolment/courses).

## UVIC

[www.uvic.ca/future-students/undergraduate/admissions/language/index.php](http://www.uvic.ca/future-students/undergraduate/admissions/language/index.php)

UVic assumes that its prospective students have Grade 12 English or equivalent for any courses without prerequisites. You may be required to provide proof of your English language proficiency appropriate to your intended level of study. Please see the English language proficiency page (at the above URL).

## 7. Be Aware of Tuition and Fees

[www.tru.ca/distance/services/tuition](http://www.tru.ca/distance/services/tuition)

Make sure you know what the tuition or fees are for your course or program. See Tuition and Fees on [page 23](#) and the website (at the above URL). Check the estimated course and material fees either through the Course Cost Estimator or the Course Registration page.

To get a cost estimate of tuition and fees for a specific OL course, you can:

# Before Registering

- Use the **Course Cost Estimator**—on the Courses page at [www.tru.ca/distance/courses](http://www.tru.ca/distance/courses), find your course, then click the link under Costs. When the window opens, choose the course delivery method (print, self-paced; online, self-paced; online paced).
- Use the **Course Search**—at [www.tru.ca/distance/register/registernow](http://www.tru.ca/distance/register/registernow), open the Course Search and view the course details (including tuition and fees) before you register. Current TRU students can log into myTRU. Course Search uses Adobe Flash.
- Contact **Student Services**.



## myTRU

To log into myTRU, go to [myid.tru.ca](http://myid.tru.ca) to set up a password. If you are a current student, please update your mailing address.

## 8. Review the Completion Guidelines

Completion times for courses and programs vary; please read the course and program descriptions and note any start and end dates, and any course registration and program application deadlines.

If you are receiving full-time financial support, refer to your study contract for course completion deadlines and see the Loan and Grant Periods table on [page 12](#).

## 9. Check the Final Exam Schedule

[www.tru.ca/distance/services/exams](http://www.tru.ca/distance/services/exams)

Before you register, read the course description and determine if there is a final exam. Check the Final Exams Schedule on [page 18](#) and on the Final Exams page on the website (at the above URL) to ensure that you are available for one of the exam sessions. There are normally six to choose from during the 30-week period allotted for a course. If you reside outside BC or Canada, you can make special arrangements to write final exams.



## OL Exam Schedule

Be sure to look at the exams schedule and info for Open Learning, not TRU.

## 10. Know Your Student Responsibility

[www.tru.ca/disclaimer/privacy](http://www.tru.ca/disclaimer/privacy)

To understand your student responsibility and how your personal information is treated, review the notices and disclaimer on [page 2](#) and read the Protection of Personal Information page on the TRU website.



## Student Responsibility

You are responsible for your academic and financial choices, including registering in courses that are appropriate to your program, completing your program, or withdrawing. Consult with an Enrolment Services Officer or a Program Advisor.

## 11. Contact Us

You may still have questions about OL and/or its courses and programs or about the registration and application process. If so, please contact Student Services.

# Registration

## How to Register for a Course

You can register in an Open Learning (OL) course, without submitting any transcripts, as follows:

1. Use the Pre-Registration Checklist on [page 16](#).
2. Declare that you have met the prerequisites, if any.
3. Note the application deadline and course start date, if any, especially if the course is paced or delivered by UBC or UVic.
4. Make sure you understand the Regulations and Policies applicable to you as an OL student.
5. Remember to note the registration, extension, cancellation, withdrawal, repeat registration and academic integrity policies as stated in the Regulations and Policies section starting on [page 29](#) and on the website at [www.tru.ca/distance/services/policies](http://www.tru.ca/distance/services/policies).
6. Select a registration and payment method. Tuition and fees are payable in Canadian dollars.
7. Register and pay (see Registration and Payment Methods).



### Students Requiring Academic Accommodations

If you have a documented disability and require academic accommodations and services, contact Accessibility Services at least 12 weeks (three months) prior to your course start date.



### Student Forms

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

Most of the forms you need for registration are on the Student Forms page on the website.



### Student Responsibility

[www.tru.ca/distance/services/policies](http://www.tru.ca/distance/services/policies)

Be sure to familiarize yourself with and understand the academic Regulations and Policies, starting on [page 29](#), and on the website.

You are responsible for ensuring that your academic program meets the regulations of a particular institution and for your academic and financial choices, including registering in courses appropriate to your program and course and program completion or withdrawal.

Consult with an Enrolment Services Officer in Student Services or a Program Advisor.

## Registration and Payment Methods

### ONLINE

Register with EducationPlannerBC ([www.educationplannerbc.ca](http://www.educationplannerbc.ca)) and pay with American Express, MasterCard or Visa.

### PHONE

Call 1-866-581-3694 from 8:00 am–4:30 pm Pacific Time, Monday–Friday (excluding holidays).

### FAX or MAIL

Complete the Course Registration form at [www.tru.ca/distance/register/registernow](http://www.tru.ca/distance/register/registernow), and fax or mail it, along with a money order or cheque (with payment in full) payable to Thompson Rivers University, to:

**Fax** 1-250-852-6405, Attn: Enrolment Services

**Mail** TRU Enrolment Services  
805 TRU Way  
Kamloops BC V2C 0C8 Canada

### FAX, MAIL or EMAIL, with a Student Loan or Grant

1. Complete the Course Registration form at [www.tru.ca/distance/register/registernow](http://www.tru.ca/distance/register/registernow).

2. Complete the Full-Time Fee Deferral Application form at [www.tru.ca/awards/open-learning](http://www.tru.ca/awards/open-learning).

3. Fax, mail or email these two forms to:

**Fax** 1-250-371-5668

**Mail** TRU Enrolment Services  
Student Awards & Financial Support  
805 TRU Way  
Kamloops BC V2C 0C8 Canada

**Email** [olfinaid@tru.ca](mailto:olfinaid@tru.ca)

### Sponsorship and/or Scholarship

Contact Student Services.

## Payment Processing

Registrations are not processed until tuition and course fees have been received in full. We deposit your payment upon our receipt of it. Payment is refunded for registrations not processed.

# Registration

## Course Delivery

### OL

Many courses delivered by OL are offered on a continuous registration basis; these are self-paced courses. Some courses delivered by OL have fixed start and end dates; these are paced courses. Labs, clinicals, practicums and selected classroom offerings also have fixed start and end dates.

Contact us (Student Services) with questions about course availability, registration deadlines (if any), course delivery format and completion.

### UBC

UBC courses are paced. Course registration deadlines apply. Deadlines are specified on UBC's website and are available from UBC Enrolment Services. Refer to <https://students.ubc.ca/about-student-services/enrolment-services-professionals-esp> or call 1-877-272-1422. Space is limited and early registration is advised. Courses are offered in September, January and May. Not all courses are offered every term.

### UVIC

UVic courses are paced. Course registration deadlines apply. Deadlines are specified on TRU-OL's website and are available from Student Services. Space is limited and early registration is advised. Some of these courses are available to students who reside outside Canada. However, if they include a face-to-face lab, classroom or field trip component, they will require travel to UVic or a designated site. Contact the UVic program area.

The course start date is specific to the program area offering the course and is typically given in the course descriptions, as are the completion times. If the start date and completion time are not given, contact the UVic program area.

To audit an Open Learning course delivered by UVic, contact the UVic program area.



#### Student Forms

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

Course Registration, Fee Deferral Request and other forms are available on the Student Forms page on the website.



#### Student Responsibility

Registrations are not processed until all course fees have been received by TRU. Payment is deposited upon receipt.

If you are receiving full-time financial support, refer to your study contract for course completion deadlines.

## After Course Registration

After you register for an OL course, you receive an email message confirming your registration. This letter contains important details about your course and contact information for your Open Learning Faculty Member.

Online self-paced courses are normally available within 24 hours of registration. Online paced courses are normally available by the course start date.

## Student Network Account

[www.tru.ca/its/students/networkaccounts](http://www.tru.ca/its/students/networkaccounts)

After you have registered, you can register for your network account in the self-serve password portal. Go to the above URL and log in, using your TRU ID (**T** followed by **eight digits**) and password (your birthdate in the format **TRUddmmmyy**).

You must know your network account so that you can log in to myTRU and access Moodle (your course site), library resources, wireless access when on campus and more.



#### myTRU

To set up your myTRU account, you must have a network account, which you get after you register for a course. Go to [myid.tru.ca](http://myid.tru.ca) to set up and log in. If you are a current student, please update your mailing address.

## Getting Your Course Materials

### OL

The course fees listed in the course descriptions do not include textbooks or other course materials, which are listed separately and can be added when you register for a course. They will be mailed directly to you, unless stated otherwise in the course description. Ensure that your current mailing address is updated in [mytru.ca](http://mytru.ca) (the student portal). Shipping and handling is charged according to where materials are shipped. See the Tuition and Fees section, starting on [page 23](#), and Tuition and Fees at [www.tru.ca/distance/services/tuition](http://www.tru.ca/distance/services/tuition).

You can look online or elsewhere for most textbooks and other course materials. However, make certain to buy the correct edition of a textbook, as OL courses are often designed around a particular edition.

# Registration

## Materials Refunds

If you register and then cancel, you may return course materials and receive a full refund for them within the first five weeks of registration. Materials must be unmarked and in new condition. You may be able to resell your materials once the course is completed if OL is still using them and they are in resalable condition.

## UBC

Before your course start date, you will receive an email message from UBC confirming your registration and providing information about course delivery and about required textbooks and/or materials. Ensure that UBC has your current email and mailing address.

For more about getting your UBC course materials, see its Learner Support page at <http://distancelearning.ubc.ca/learner-support/>.

## UVIC

After registering, you receive an email message from OL confirming your registration and one from the relevant UVic program area with instructions about purchasing course textbooks and materials from the and accessing library resources.

## Grading

### OL AND UVIC

[www.tru.ca/distance/services/policies/newgrading](http://www.tru.ca/distance/services/policies/newgrading)

Specific course assessments and marking rubrics are included in some but not all courses, while final grade information is in Regulations and Policies, starting on [page 33](#), and on the website on the Grading Systems and Procedures page.

After completing a course, your grades are noted in myTRU.



### Student Responsibility

Remember to update your mailing address at [mytru.ca](http://mytru.ca).

If any of your courses (other than UVic or UBC) include a final exam, check the Final Exams Schedule, choose a session that occurs before your course end date and apply to write your exam before the deadline. Note that UVic and UBC exam procedures differ.

## Final Exams

[www.tru.ca/distance/services/exams](http://www.tru.ca/distance/services/exams)

Review the exams regulations and policies on [page 33](#) and the Final Exams Schedule on this page. Be sure to check the Final Exams Schedule and exam procedures on the website. Also, see the FAQs at [www.tru.ca/distance/faq/faq-exams](http://www.tru.ca/distance/faq/faq-exams).

Exam procedures vary between OL, UVic and UBC and according to where you reside and where you intend to write your exam. Refer to the website.

If you are receiving full-time financial support, see your study contract for course completion deadlines so that you schedule your final exam well in advance.

## OL

Application instructions for OL final exams are on the website and in the welcome email you receive after registering. Exams are held at OL exam centres in BC, Canadian Invigilator Network (CIN) centres in Canada or other OL-approved supervised locations.

### 2018–2019 FINAL EXAMS SCHEDULE

Session	Application Deadline
Sept 5–10, 2018	Aug 13, 2018
Oct 10–15, 2018	Sep 17, 2018
Nov 1–5, 2018	Oct 9, 2018
Dec 5–10, 2018	Nov 13, 2018
Jan 8–14, 2019	Dec 10, 2019
Feb 5–11, 2019	Jan 14, 2019
Mar 5–11, 2019	Feb 11, 2019
Apr 9–15, 2019	Mar 18, 2019
May 7–13, 2019	Apr 15, 2019
Jun 4–10, 2019	May 13, 2019
Jul 2–8, 2019	Jun 10, 2019
Aug 6–12, 2019	Jul 15, 2019
Sept 3–9, 2019	Aug 12, 2019
Oct 1–7, 2019	Sept 9, 2019
Nov 5–11, 2019	Oct 7, 2019
Dec 3–9, 2019	Nov 12, 2019



# Registration

## UVIC

[www.distance.uvic.ca/programs/index.htm](http://www.distance.uvic.ca/programs/index.htm)

UVic makes arrangements for final exams. See UVic's online learning page (at the above URL) regarding final exams and exam policies.

## UBC

<https://students.ubc.ca/enrolment/exams/off-campus-exams>

Some UBC distance education courses have a final, invigilated exam. This exam is written either in person at the UBC Vancouver campus or off campus. If you want to write an exam off-campus, you pay an exam application fee, called the Distance Education Exam Fee, of \$53.00 per application. Once your exam is scheduled, you are sent an email with the location and time of the exam.

Please see Courses Delivered by UBC on [page 24](#); and the above URL for more info or to contact a UBC Enrolment Services Professional (ESP).



### Student Responsibility

Refer to Regulations and Policies, starting on [page 33](#), regarding final exams for OL, UVic and UBC.



### Student Responsibility

If you plan to transfer credit to another institution, please be aware of transfer credit policies for both TRU and the receiving institution and ensure that you have removed all indebtedness to TRU.

## Transferring Credit to Other Institutions

If you plan to take OL courses to complete a program of study offered by another institution, please refer to that institution's admission and program requirements and transfer credit policies.

There is no need to submit previous transcripts to OL when registering for an OL course without applying for an OL program.

However, OL recommends that you obtain a letter of permission from your home institution (the one at which you are completing your program) to ensure that the OL courses you plan to take will apply to your program at that institution.

Credit courses delivered by UVic that are listed in this calendar and on the TRU website are university-level courses for which you will receive TRU credit.

## Transcripts

### OL AND UVIC

[www.tru.ca/campus/current/academic-records/transcripts](http://www.tru.ca/campus/current/academic-records/transcripts)

After you complete an OL or a UVic consortium course, your grades are posted in your myTRU account ([mytru.ca](#)). This is where you can order an official transcript.

Using myTRU (look under My Academic Record) is the fastest way to order a transcript, with the transcript normally mailed out the next day. See the website for more ways to order a transcript and other information regarding transcripts. There is a fee for each transcript.

You have the right to receive unofficial transcripts of your own academic record. However, OL will not release your official transcripts if you are in debt to TRU.



### myTRU

To set up your myTRU account, you must have a network account, which you get after you register (see [page 20](#)). Go to [myid.tru.ca](http://myid.tru.ca) to set up and log in. If you are a current student, please update your mailing address.

## CVU-UVC

[www.cvu-uvc.ca](http://www.cvu-uvc.ca)

Open Learning is a member of Canadian Virtual University-L'université virtuelle canadienne (CVU-UVC), a collaboration of Canadian universities specializing in distance and online education. CVU-UVC has over 3,500 distance courses to choose from.

CVU-UVC operates in collaboration with BCcampus ([www.bccampus.ca](http://www.bccampus.ca)) and other educational institutions as well as professional, industry and business associations.

If you are enrolled in an OL program that is listed on the CVU-UVC website, you may take courses at any other member university without paying additional admission or letter of permission fees. Use the letter of permission form on CVU's website or on the OL site on the Student Forms page.

In addition to fee savings, this gives you greater course selection to best meet your needs. Credits you earn in a course at a CVU-UVC member university can be transferred to the distance program you may be enrolled in, provided that the course meets your program requirements.



# Tuition and Fees

## Courses Delivered by Open Learning

### TUITION AND FEES ESTIMATES

[www.tru.ca/distance/services/tuition](http://www.tru.ca/distance/services/tuition)

Tuition and fees are effective September 1, 2018, unless stated otherwise. They are subject to change without notice and vary between courses and programs.

To get a cost estimate of tuition and fees for a specific OL course, you can:

- Use the **Course Cost Estimator**—on the Courses page at [www.tru.ca/distance/courses](http://www.tru.ca/distance/courses), find your course, then click the link under Costs. When the window opens, choose the course delivery method (print, self-paced; online, self-paced; online paced).
- Use the **Course Search**—at [www.tru.ca/distance/register/registernow](http://www.tru.ca/distance/register/registernow), open the Course Search and view the course details (including tuition and fees) before you register. Current TRU students can log into myTRU. Course Search uses Adobe Flash.
- Contact **Student Services**.

Tuition and fees estimates include tuition and course fees—administration, technology, shipping, taxes and any additional fees, as listed in the fees table, starting on this page. For any fees not listed, see the Tuition and Fees page on the website.

If the Course Cost Estimator is not available for your course, contact either Student Services or the institution delivering the course (UVic or UBC).



#### All Students (OL and UVic)

- Most courses are 3 (three) credits.
- Taxes are added, where applicable.
- Tuition and fees vary and are subject to change without notice.



#### myTRU

To set up your myTRU account, you must have a network account, which you get after you register (see [page 10](#) or [page 20](#)). Go to [myid.tru.ca](http://myid.tru.ca) to set up and log in. If you are a current student, please update your mailing address.



#### Student Responsibility

Be aware of tuition and fees for your courses, including costs (if any) for submitting assignments.

Course administration and technology fees are non-refundable if you cancel your registration or withdraw.

### DEFINITIONS

- A **Canadian or permanent resident of BC/Yukon** is defined as a person who resides in British Columbia or Yukon and possesses Canadian citizenship or permanent resident (landed immigrant) status.
- A **Canadian or permanent resident of Canada residing outside BC/Yukon** is defined as a person who resides outside British Columbia or Yukon and possesses Canadian citizenship or permanent resident status.
- An **international student** is defined as a person (a) who does not possess Canadian citizenship, or (b) who is not classified as a permanent resident of Canada under Canadian immigration regulations.

### TUITION

Canadian citizens permanently residing in BC/Yukon	Variable (average \$116.85 per credit); see individual courses for specific fees
Canadian citizens residing outside of BC/Yukon	Variable (average \$31.69 more per credit)
Adult Basic Education (ABE) students	Tuition-free for BC residents; \$188.63 per credit (3 credits per course) for non-BC residents
International students	\$377.78 per credit; see individual courses for specific fees
Students 65+ years old who are permanent residents	25% of Canadian and permanent resident tuition

# Tuition and Fees

## ADMINISTRATION, PROGRAM AND OTHER FEES (PARTIAL LIST)

Course administration	\$95.07 per OL course \$44.34 per UVic course
Technology	\$6.29 per credit
Program application for graduate, undergraduate and ABE programs	\$29.25 for Canadian citizens and permanent residents \$100.00 for international students
Program plan	\$33.98 per certificate/ diploma \$128.87 per undergraduate degree
Transcript assessment	\$50.34 for BC documents \$94.87 for non-BC documents
Out of province (non-residence fee)	\$31.69 per credit (plus tuition)
PLAR (prior learning and assessment recognition)	Depends on assessment method
Course extension	\$101.30 per course
Program reactivation	\$63.24
Formal grade appeal	\$126.51
Duplicate credential	\$66.32
Official transcript request	\$9.07 (includes GST)
Materials	See course description
Taxes	As applicable
Assignment submissions cost	As applicable
NSF Cheque	\$28.15
PLAR	<a href="http://www.tru.ca/distance/plar-ol/plar-fees">www.tru.ca/distance/plar-ol/plar-fees</a>

## Payment

Tuition and other fees are due at the time of registration or when a service request is made. Fees are payable to Thompson Rivers University (TRU) in Canadian funds. See [page 19](#) regarding how to pay fees.

The Board of Governors of TRU reserves the right to change tuition fees without prior knowledge and the President of TRU reserves the right to change all other fees without prior notice.

In the event of any indebtedness to TRU, all fees paid are first applied to the removal of the debt. No official transcripts, certificates, diplomas or degrees are issued (except by approval of the Board of Governors), nor are you permitted to repeat a registration, obtain a course extension or write a final exam until your entire indebtedness is removed.



### Tax Receipts

If you are a student in post-secondary education, a T2202A Tuition and Enrolment Certificate is issued to you each year for income tax purposes, by the end of each February for the previous calendar year.

Open Learning sends a T2202A to you if you have a Canadian address or are a permanent resident of Canada with a temporary address outside Canada. The cost for a duplicate T2202A is \$5.83.

Tuition fees for courses spanning one calendar year to the next are prorated to each applicable year. For example, fees for a four-month course starting in November is recorded with 50% on the T2202A for the course-start year and 50% on the T2202A for the course-end year. See Canada Revenue Agency (CRA) at [www.cra-arc.gc.ca](http://www.cra-arc.gc.ca).

# Tuition and Fees

## Courses Delivered by UBC

<http://students.ubc.ca/enrolment/courses/non-degree/TRU>

UBC distance courses are offered directly from UBC through the Access Studies program—see the above URL. Also see the Courses by Institution page at [www.tru.ca/distance/courses/?p=institution&c=ubc](http://www.tru.ca/distance/courses/?p=institution&c=ubc).

Tuition, materials and other fees vary and are subject to change without notice. For approximate tuition and fees, select the courses in which you are interested and contact Student Services or UBC.

- Tuition and student fees for individuals 65+ years old: see the Access Studies page
- Admission fee: waived, provided you are eligible for UBC's Access Studies
- Administration and technology fee: \$50.25 per course for all students
- Textbooks and course materials: about \$100 to \$150 per course
- Auditing fee: tuition applies
- Exams fee: the Distance Education Exam Fee of \$53.00 applies to all students writing off-campus exams; refer to <https://students.ubc.ca/enrolment/exams/distance-education-exams>

## Courses Delivered by UVic

[www.tru.ca/distance/courses/?p=institution&c=uvic](http://www.tru.ca/distance/courses/?p=institution&c=uvic)

Tuition, materials and other fees vary and are subject to change without notice. However, approximate fees are as follows:

- Tuition for permanent residents of BC and permanent residents of Canada residing outside BC: \$166.27 per credit (varies by course)
- Tuition for international students: \$1,011.97 per UVic fee unit
- Students 65+ years old: no reduced fees
- Administration and technology fee: \$48.75 for all students
- Textbooks and course materials (varies by course)
- Auditing fee: Contact UVic
- Exams fee: Contact UVic

UVic course credits are typically 1.5 units (3 credits) or 3.0 units (6 credits).

UVic assigns an ID number to each student. Allow time for this process and ensure that you update the email address that Open Learning and UVic have on file—go to [mytru.ca](http://mytru.ca).

## Other Non-Tuition Course Costs

### FINAL EXAMS

#### UBC

An additional fee may be applied to cover room rental and invigilation costs for students not able to write at the UBC Vancouver campus location.

### COURSE MATERIALS AND TEXTBOOKS

#### OL

The cost of textbooks and materials is provided in the online course description.

#### UBC

For detailed information regarding course materials and textbook costs, search on UBC's website.

#### UVIC

You are responsible for purchasing the required textbooks for most courses. Specific program areas mail instructions to registered students on how to purchase course materials. Textbooks are available at the UVic bookstore.

### RENTED MATERIALS

#### UVIC

Contact the specific program area at UVic.

### LONG-DISTANCE PHONE CHARGES

#### OL

**Students residing in Canada** may access phone services toll-free, including Open Learning Faculty Member services, educational advising, registration, records, examinations, library, accessibility services and technical support.

**Students residing outside Canada** are required to pay for all long-distance phone charges for the above services, technical support, administrative services and mandatory teleconferences in courses, except in the following countries:

**Hong Kong:** 001-800-965-261

**India:** 000-800-1007-576

**Indonesia:** 00-803-018-5610

**United Arab Emirates:** 800-017-8313

**Saudi Arabia:** 800-814-5681

#### UBC

UBC does not provide toll-free long distance telephone services.

#### UVIC

Contact the specific program area.

# Student Awards and Financial Support

## Financial Assistance Programs

[www.tru.ca/awards](http://www.tru.ca/awards)

Open Learning, through TRU's Student Awards and Financial Support, offers support with accessing a variety of government financial assistance programs to assist you in financing your educational and living costs. Additional support is available through various bursaries, scholarships and awards.

You must apply for certain awards, such as entrance scholarships; others are automatically awarded, based on academic performance.

For Student Finance Guides and entrance scholarship applications, please refer to the above URL.

Also, see the Government of Canada Student Financial Assistance (formerly CanLearn) website at [www.canada.ca/en/employment-social-development/services/student-financial-aid](http://www.canada.ca/en/employment-social-development/services/student-financial-aid).

## Eligibility for Assistance

Only Canadian citizens and permanent residents are eligible to apply for financial assistance. See StudentAidBC at <https://studentaidbc.ca/apply/eligibility#basic-eligibility> and the Government of Canada Student Financial Assistance page at [www.canada.ca/en/employment-social-development/services/student-financial-aid](http://www.canada.ca/en/employment-social-development/services/student-financial-aid).

To receive full-time assistance under StudentAidBC, you must be a full-time student and a BC resident.

If you are not a BC resident, you may apply for full-time government student loans and grants in your home province/territory.



### Study Contract

If you are receiving student loans or grants, you must sign a study contract.

## StudentAidBC

<https://studentaidbc.ca>

StudentAidBC provides Canada Student Loans (CSL) and BC Student Loans (BCSL) to BC residents who demonstrate financial need and are enrolled full-time in post-secondary programs. The 2018–2019 maximum award for both educational and living costs is \$320 per week for eligible students without dependents and \$510 per week for eligible students with dependents.

You are eligible for this program if you are a BC resident and a full-time student—you must register in and complete a minimum course load of 9 new credits per four-month loan period.

For distance education students, four months is a shorter completion schedule than is allowed in most OL courses. This can be a challenge if you are unfamiliar with independent study.

Thus, you may want to start with part-time study and familiarize yourself with studying on your own before you apply for financial assistance. Also, consider that the part-time aspect of OL is lost when you opt for full-time government student loans.

## HOW TO APPLY

To apply, there are six key steps:

1. Read about StudentAidBC and make sure that self-paced study and highly structured full-time loans will work for you.
2. Select your study period from one of 12 possible terms—see the Loan and Grant Periods table on [page 8](#) and the next page.
3. Apply to StudentAidBC and keep a copy of your application number and your pass code.
4. Register with OL by the registration deadline, either online, with a credit card.
5. Submit your completed and signed study contract to the Student Awards and Financial Support office.
6. Wait a minimum of four weeks to receive notice of your funding.

## HOW TO CHECK YOUR APPLICATION STATUS

Have your social insurance number and application number handy, and check StudentAidBC at <https://studentaidbc.ca> or call StudentAidBC as follows:

- From Vancouver, at 604-660-2610
- From Victoria, at 250-387-6100
- From elsewhere in BC, at 1-800-561-1818

# Student Awards and Financial Support

## Loan and Grant Periods

There are 12 distance education loan and grant periods, each four months long, which start the first of each month. You must register in a full-time course load in the month prior to the start date of each period. Late phone and web registrations are permitted up to the 10th day of each month after the period start date.

Any continuous registrations received after the deadline can only be applied to the following period.

The deadline for registration using a fee deferral is the day prior to the start of the period (exception: the deadline for January is Dec 20).

### LOAN AND GRANT PERIODS

TERM	START DATE	END DATE
September	September 1	December 31
October	October 1	January 30
November	November 1	February 28
December	December 1	March 31
January	January 1	April 30
February	February 1	May 31
March	March 1	June 30
April	April 1	July 31
May	May 1	August 31
June	June 1	September 30
July	July 1	October 31
August	August 1	November 30

## Other Full-Time Assistance

### SINGLE PARENT BURSARY ENDOWMENT FUND

Established by the CKNW Orphans' Fund, this endowment provides funding to students in distance education who are single parents and have received the maximum student loan amount but still have unmet need. To apply, you must be a returning student who has successfully completed your last full-time term through Open Learning.

### EMERGENCY BRIDGING LOANS

Short-term bridging loans may be available to full-time students who incur unforeseen delays in their financing (normally, student loans). Loans of up to \$700, interest-free, are provided for a period of up to 60 days, provided the pending financing (such as a student loan) is guaranteed and assignable. These loans cannot be issued prior to the first day of a study period.

### LIFELONG LEARNING PLAN (LLP)

The Government of Canada's Lifelong Learning Plan allows Canadian residents and their spouses or common-law partners to withdraw amounts from their registered retirement savings plan (RRSP) to finance full-time training or education at a designated educational institution. Refer to [www.canada.ca/en/revenue-agency/services/tax/individuals/topics/rrsps-related-plans/lifelong-learning-plan](http://www.canada.ca/en/revenue-agency/services/tax/individuals/topics/rrsps-related-plans/lifelong-learning-plan).

### OTHER SOURCES OF ASSISTANCE

Other private bursaries and scholarships are available to students attending OL and other BC post-secondary institutions. Application procedures for these awards vary, and most have restrictions and conditions imposed on them. Examples are ScholarshipsCanada (<http://www.scholarshipscanada.com>), yconic (<https://yconic.com>) and Universities Canada ([www.univcan.ca](http://www.univcan.ca)).

## Annual Awards and Bursaries

### DONOR-FUNDED BURSARIES

Various donor-funded bursaries are available to Open Learning students who demonstrate financial need. In order to be considered, simply complete and submit a Canada Student Grant for Part-Time Studies application.

### SCHOLARSHIPS FOR CARIBBEAN STUDENTS

The Department of Foreign Affairs and International Trade Canada (DFAIT) in partnership with Canadian Virtual University (CVU-UVC) offers scholarships to students from the Caribbean region for OLs Certificate in Information Technology.

Scholarships for online and distance education programs allow international students to remain in their home countries while completing Open Learning programs. For eligibility, please refer to the CVU-UVC website.

### CAMERON BEDDOME ENDOWMENT AWARD

The Cameron Beddome Endowment award is given annually to an Open Learning program student who has successfully completed a minimum of one OL course in the last two years. The award is to be used for further enrolment. Candidates are asked to submit a short essay (maximum 250 words) describing how the award will help them achieve their personal and professional educational development goals. The essays are adjudicated by a panel and the winner(s) are announced in mid-October of each year.

# Student Awards and Financial Support

## Part-Time Assistance

Part-time financial assistance is available to you if you can demonstrate financial need according to the formula used by StudentAidBC and, for Canada Student Grants only, are carrying between 20% to 59% of a full-time course load (normally, 3 to 8 undergraduate credits). You must be in good standing with any previous Canada or BC student loans.

Part-time assistance pays for all direct educational costs, including tuition and fees, required textbooks, miscellaneous costs and some childcare (when applicable).

### CANADA STUDENT GRANTS FOR PART-TIME STUDIES

The Canada Student Grant for Part-Time Studies is available to low-income students enrolled in a part-time program at a designated post-secondary institution. It is not available to students from the Northwest Territories, Nunavut and Quebec. The maximum funding per student each school year (Aug 1 to Jul 31) is \$1,800. Refer to [www.canada.ca/en/employment-social-development/services/education/grants/part-time](http://www.canada.ca/en/employment-social-development/services/education/grants/part-time).

### ADULT UPGRADING GRANT

The provincial Adult Upgrading Grant (AUG) provides need-based grants for BC residents who wish to access preparatory- and secondary-level courses. AUG can provide funding assistance for direct educational costs such as tuition and books for programs such as basic literacy, academic upgrading, pre-vocational programs, English as a Second Language and adult special education (in general, course numbers that begin with a zero). It does not fund any post-secondary programs or courses.

Students who qualify have the opportunity to be funded once for each course. Students who are applying for continued funding must demonstrate successful completion of previously funded courses.



### Student Responsibility

Submit assignments on a regular schedule and submit all coursework by the end of the loan period. Otherwise, a technical withdrawal from full-time study applies, even if you do not formally withdraw.

This can result in a portion of your loan being placed in *overaward* and becoming immediately repayable. Also, your eligibility for further funds, interest-free status and other privileges associated with full-time status may be affected.



### Contact: Student Awards & Financial Support

For assistance with your financial applications and any questions regarding financial aid and awards, please contact TRU's Student Awards & Financial Support at [awards@tru.ca](mailto:awards@tru.ca).

# Regulations and Policies

## Introduction

[www.tru.ca/policy/allpolicy](http://www.tru.ca/policy/allpolicy)

The following academic regulations and policies are available as PDFs on the Index of All Policies page on the TRU website. See the chart on page 36. The number is noted after the name of each policy to help you find it.

A **student** is defined as anyone who requests and receives educational services from Thompson Rivers University (TRU) and Open Learning (OL).

Every student accepted for registration with OL is deemed to have agreed to be bound by the regulations and policies of the university and of the program, if applicable, in which that student is enrolled.

- Student Academic Integrity: ED 5-0
- Formal Transfer Credit: ED 2-4
- PLAR: ED 2-0
- Registration: ED 1-0
- Examinations: ED 3-9
- Final Grades: ED 3-5
- Student Academic Appeals: ED 4-0
- Program Completion and Graduation: ED 17-0
- Release of Student Information: ADM 2-2



### Student Responsibility

You are responsible for your academic and financial choices, including registering in appropriate courses and either completing or withdrawing from courses and/or programs and for ensuring that you follow the academic regulations and policies of the university in which you are enrolled.

Please contact us (Student Services) if you have any questions regarding the interpretation of regulations and policies.

## 1. Student Academic Integrity

### Policy ED 5-0

Information about particular course expectations and topics such as plagiarism are available in course materials. It is recommended that students discuss these topics with their Open Learning Faculty Member if questions arise.

## 2. Formal Transfer Credit

### Policy ED 2-4

#### 2.1 CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS

- A. Transcripts are evaluated for all studies taken through an accredited or similarly recognized educational institution: in BC, accredited institutions, including those that are listed in the online BC Transfer Guide; members of the Association of Universities and Colleges of Canada (AUCC); or publicly funded. Outside Canada, institutions that are recognized by accrediting bodies within the country of origin are considered on an individual basis.
- B. Transfer credit is considered for all qualifying courses passed according to the standards of a sending institution that is recognized by OL.
- C. The applicant must declare all formal studies from all previously attended post-secondary institutions and professional associations at the time of initial application for transcript assessment. The applicant must arrange for official transcripts from all previously attended post-secondary institutions and professional associations to be sent to OL. If all formal studies are not declared at the time of initial application, a further documentation fee is charged. Further penalties may be imposed such as: (a) invalidation of the previously issued university program plan; (b) refusal of admission into programs offered through OL; or, (c) requirement to withdraw from a program.
- D. Transfer credit is awarded only on the basis of official transcripts that have been sent directly to OL by the institution, or transcripts that represent appropriately authenticated copies. All documents submitted, unless considered irreplaceable, become the property of OL.
- E. Authenticated translation is required of documents (official transcripts) in a language other than English or French.
- F. Other formal studies may be considered for credit on an individual basis.
- G. Credit may be granted on a course-by-course basis or for a combination of courses. Credit granted for a group of courses or an entire program is known as *block transfer*.



# Regulations and Policies

- H. Assessed transfer credit is applied on the basis of its applicability to a specific program.
- I. Students changing programs or requiring information about how previous education may transfer to another OL program must apply in writing for a reevaluation of their transcripts. A program assessment fee may apply.
- J. Normally, there is no time limit on the transfer of courses. However, in some subject areas and for some programs, courses taken over seven years previously are not automatically awarded transfer credit. Currency of the subject matter is taken into account.
- K. Programs often change and students who have declared a program and had a program plan prepared but have not registered in program courses in any two-year period may be required to fulfill the program's new requirements. In cases where students have had an initial assessment of transfer credit and where the program has changed, current program plan fees will be charged, and the seven-year rule on age of credit may apply (see 2.1.J, above).
- L. Past courses from another post-secondary institution are given credit, provided they were transferable in the year taken.
- M. In cases where OL offers an equivalent course, the current course number is assigned. In cases where OL no longer offers the course, unassigned credit is given, as appropriate.
- N. OL manages transfer credit assessment for college or university courses completed at high schools in the same manner as any other request. There is no penalty for dual credit; that is, credit that is used toward completion of both a high school and a college or university program.
- O. Courses that have received course-by-course or block transfer credit are recorded on the student's TRU transcript. Grades for transferred courses are used to calculate the program GPA but do not appear on the transcript.

## 2.2 MULTIPLE CERTIFICATES AND DIPLOMAS

A minimum of 15 credits is required for a certificate (some certificates require 30 or more credits). A minimum of 60 credits is required for a diploma. Credits earned in a preceding credential may not automatically apply to a credential requiring a greater number of credits or a higher-level credential.

## 2.3 SECOND CREDENTIALS

Credits used to meet the requirements of an undergraduate credential through OL or elsewhere may be used to meet a maximum of 50% of the total requirements of a second undergraduate qualification at the same or lower level, provided the second qualification is in a different subject area. All requirements for completion of the second qualification must be met. 2.1.J does not apply.

## 2.4 MULTIPLE UNDERGRADUATE DEGREES

A minimum of 120 credits is required for the first undergraduate degree, and a minimum of 60 additional credits is required for all subsequent undergraduate degrees. The student can use credits only once toward a further degree. The degrees taken must be in different areas and approved by the dean (or designate) accountable for the program. There should be no limit to the number of degrees taken under these rules.

## 2.5 LETTERS OF PERMISSION

Students applying to take courses at other institutions for credit toward a credential offered through OL must obtain prior written permission with a Letter of Permission Request form, available on the website or from Student Services.

## 2.6 TRANSFER CREDIT FROM MASTER'S DEGREE PROGRAMS

There is no limit on the amount of credit that can be used from an uncompleted and expired master's degree program toward the completion of a credential offered through TRU-OL.

## 2.7 PROCEDURES: APPLICATION FOR TRANSCRIPT ASSESSMENT

- A. Students applying for transcript assessment are required to complete and submit the Program Admission form, with applicable fees, and arrange for the submission of supporting documents (official transcripts).
- B. Completed Program Admission forms may be submitted to OL online, by mail or by fax. Forms are available on the website, from Student Services, or on the EducationPlannerBC website at <https://apply.educationplannerbc.ca>.
- C. If application for transcript assessment is being made for courses taken outside BC, a course syllabus or calendar from the institution may be required. Course syllabuses or calendars in a language other than English or French must be translated to English at the student's expense.

# Regulations and Policies

- D. Students submitting documents from institutions outside Canada may be required to have their documents evaluated by a credential evaluation service such as International Credential Evaluation Service (ICES) at [www.bcit.ca/ices](http://www.bcit.ca/ices).
- E. The appropriate transcript assessment fee must accompany all requests involving documents originating both within and outside BC. Documents from Yukon institutions listed in the online BC Transfer Guide at [www.bccat.ca](http://www.bccat.ca) are treated as being from BC.
- F. Assessment of transcripts does not commence until all required fees have been received, with all transcripts declared on the Program Admission form.
- G. Fees are non-refundable and cannot be applied toward any other assessment fee charged by OL.
- H. No further assessment fees are charged to registered students who have been issued a letter of permission or where prior agreement has been reached between institutions, except for cases in which a student requests to have transcripts assessed against a different credential.

## 3. Prior Learning Assessment and Recognition (PLAR)

### Policy ED 2-0

TRU recognizes that adults acquire skills and knowledge through their life experience, beyond the learning acquired through formal education. TRU offers methods to assess this non-formal or prior learning.

Prior learning assessment and recognition (PLAR) methods are available to students in programs offered through TRU and may include challenge examinations, portfolio-based assessment, workplace-based assessment and/or other types of assessment methods.

Refer to the full policy on the website or email [plar\\_ol@tru.ca](mailto:plar_ol@tru.ca) for further information.

## 4. Registration

### Policy ED 1-0 ( Student Admissions)

Registration policy and related procedures are under review and subject to alteration or amendment without prior notice. Refer to the website or contact Student Services for updates.

### 4.1 CREDIT-FREE OPTION

- A. Students who plan to pursue the audit option must declare their intention at the time of course registration.
- B. An audit grade and 0 (zero) credits appear on a student's transcript.
- C. Students who register for the credit option or the audit option and then want to change options must cancel their registration or withdraw from the course (see 4.2 and 4.4, below).

### 4.2 CANCELLATIONS: TRU-OL

- A. Students may cancel their registration in most TRU-OL-delivered self-paced, independent-study courses by submitting the online Course Cancellation form to Student Records within five weeks from their registration date, subject to 4.2.C and D, below. The course will not appear on their transcript.
- B. Students may normally cancel their registration for paced, shorter-duration courses up to the end of the first week of the course, subject to 4.2.C and D, below. The course will not appear on their transcript.
- C. Students may cancel their registration in a science lab course by the first day of the month in which the lab begins.
- D. A course registration cannot be cancelled if an assignment has been submitted, a lab or practicum started or an exam written.
- E. Registration cancellation deadlines for clinical courses are available in the course details or through Student Services.
- F. Students may request to cancel their course registration by regular mail, email or fax or by accessing the form through [mytru.ca](http://mytru.ca).
- G. Students who submit their request within eligible deadlines receive a 100% refund of tuition fees. Course administration, technology and other fees are non-refundable. Refer to 4.6, below, for materials refunds eligibility.
- H. Students who cancel their registration in a lab course as per 4.2.B, above, receive a 100% refund of their tuition fee and a 75% refund of their lab fees. The course administration, technology and other course fees are non-refundable. Refer to 4.6, below, for materials refunds eligibility.
- I. Tuition refunds are not processed until the web form or print form to cancel a course registration is received by Student Records.

# Regulations and Policies

## 4.3 CANCELLATIONS: UVIC

Students may request to cancel their registration in an OL course delivered by UVic through *mytru.ca*, regular mail, email or fax. Students may receive 100% of their tuition fees as a refund by notifying OL Student Services by the end of the first week in which the course began. Course administration, technology and other course fees are non-refundable.

## 4.4 WITHDRAWALS: TRU-OL

- A. Students may formally withdraw from most self-paced, independent-study courses up to the end of week 13 of the course and by the end of week 7 for paced courses and receive a grade of W (Withdrawal).
- B. Students who do not formally withdraw within 13 weeks of their self-paced, independent study course start date, and within 7 weeks of their paced course start date and who complete some but not all mandatory coursework by the course completion date receive a final grade of DNC (Did Not Complete), as per Policy ED 3-5.
- C. Courses that are less than two months in duration, labs or clinical courses, and courses in which students have written an exam do not qualify for a W (Withdrawal) grade. Students receive a grade of DNC (Did Not Complete) if they do not complete the course requirements by the course completion date.
- D. Students may apply to the Registrar's Office for a withdrawal on medical or exceptional grounds, provided they do so before their course completion date and include supporting documentation.
- E. Students may request to withdraw from a course via *mytru.ca*, regular mail, email or fax.
- F. Students who withdraw from a course do not receive a tuition refund.
- G. Course administration, technology and course fees are non-refundable.

## 4.5 WITHDRAWALS: UVIC

- A. Students may formally withdraw from OL courses delivered by UVic up to the end of week five of the course. Students receive a grade of W (Withdrawal).
- B. Students may request to withdraw via *mytru.ca*, regular mail, email or fax.

## 4.6 RETURNING COURSE MATERIALS: TRU-OL

- A. Course cancellations: Students cancelling their course(s) under 4.2, above, may return their course materials for a full refund if the materials are in resale condition (like new), completely unmarked and undamaged, sent (postmarked) within one week of the course cancellation period. All items that arrived bundled must be returned in new condition. Any textbook or bundle containing a media item such as a DVD, CD or access code that has been opened does not qualify for a refund.
- B. Course withdrawals: Students withdrawing from their course and receiving a grade of W (Withdrawal) may return their course materials for refund consideration, if the materials are still being used in current TRU-OL course offerings, in resale condition (like new), completely unmarked and undamaged and sent (postmarked) within one week of the course cancellation period. All items that arrived bundled must be returned in new condition. Any textbook or bundle containing a media item such as a DVD, CD or access code that has been opened does not qualify for a refund.
- C. General return of items: Students may return course materials for refund consideration within five weeks of their course(s) start date, if the materials are still being used in current OL course offerings, in resale condition (like new), completely unmarked and undamaged, sent (postmarked) within one week of the course cancellation period. All items that arrived bundled must be returned in new condition. Any textbook or bundle containing a media item such as a DVD, CD or access code that has been opened does not qualify for a refund.
- D. Defective or incorrectly shipped items: Students that identify defective or incorrectly shipped items may return items for replacement by contacting Student Services.
- E. Materials return method: Course materials must be returned using the following method only: Prepaid to TRU Open Learning, Materials Distribution Centre, 805 TRU Way, Kamloops, BC V2C 0C8.
- F. The materials refund is calculated as the amount paid for each eligible item in the return.
- G. A refund is processed normally within four weeks of receipt of materials.

# Regulations and Policies

- H. No refund is given for items that do not meet all conditions noted above. Students should not return course materials unless items meet all conditions. Items that are not eligible for refund will not be returned to students.
- I. Returned course materials become the property of OL and will not be returned to a student, regardless of whether or not a refund is issued.
- J. The shipping fee is not refunded.

## 4.7 RETURNING COURSE MATERIALS: UVIC

Textbook fees that were paid to UVic are refundable, subject to the deadlines and conditions as determined by those institutions. Students are responsible for knowing about the conditions governing textbook refunds at the time of their purchase.

## 4.8 EXTENSIONS: TRU-OL POLICY

To ensure maximum student success and responsible use of resources, OL may allow students to extend the duration of their course. Refer to Policy ED 3-12.

## 4.9 COURSE REPEATERS: OL AND UVIC

Refer to Policy ED 3-3.

## 5. Examinations

### Policy ED 3-9

To ensure the credibility of all TRU credentials issued through OL, it is critical that all exam assessments occur within a structured and secure environment.

For details on exam policies for OL courses delivered by an institution other than TRU, consult the information in the course and/or consult directly with the institution delivering the course.

### 5.1. EXAMS: TRU-OL

Refer to Policy ED 3-9.

### 5.2 UVIC

Some OL courses delivered by UVic require students to successfully complete a written exam. Refer to the course details.

## 6. Final Grades

### Policy ED 3-5

#### 6.1 TRU-OL

Refer to the above policy and to Submission of Final Grades: Policy ED 3-11. Also, see the Grading Systems and Procedures page at [www.tru.ca/distance/services/policies/newgrading](http://www.tru.ca/distance/services/policies/newgrading).

#### 6.2 UVIC

- A. Final grades for OL courses delivered by UVic are assigned by the delivering institution and appear on the TRU transcript. A grade of DNC (Did Not Complete) is assigned for courses that have not been completed.

#### 6.3 GRADE POINT AVERAGE (GPA)

- A. The GPA is a means of expressing the student's performance. For programs offered by OL, GPAs are used only for determining whether or not a student has met graduation requirements and in the selection for some awards. The GPA of a group of courses is calculated by determining the grade point value for each course, multiplying the course credit value by the numerical equivalent of the grade, then adding up all the grade point values and dividing by the total number of course credits. PLAR credit is not used in the GPA calculation.
- B. Where more than one attempt at courses deemed equivalent and used to fulfill program requirements has been made, the course with the higher grade is chosen for purposes of the GPA calculation.

#### 6.4 TRANSCRIPTS

- A. An official transcript is a copy of a student's detailed permanent record that bears the registrar's (or designate's) signature on security paper. After completing a course, the student's grades are available via [my.tru.ca](http://my.tru.ca). Students may order official transcripts by accessing the online request from within their myTRU account.
- B. Official transcripts are not issued for any student who is in debt to TRU.

# Regulations and Policies

## 7. Student Academic Appeals

### Policy ED 4.0

Refer to the full policy on the website .

## 8. Program Completion and Graduation

### Policy ED 17.0 (Convocation)

#### 8.1 GRADUATION REQUIREMENTS: CERTIFICATE AND DIPLOMA PROGRAMS

- A. There are no minimum GPA requirements for the following Adult Basic Education (ABE) programs: Intermediate Certificate; Advanced Certificate; and BC Adult Graduation Diploma.
- B. To qualify for certificates or diplomas offered through OL, students must have a GPA of 2.00 or higher, calculated on college or university courses taken through OL or other post-secondary institutions. The GPA calculation includes the grades awarded in required courses of the certificate or the diploma, including those for which transfer credit was awarded. PLAR credit is not used in the GPA calculation.

#### 8.2 GRADUATION REQUIREMENTS: DEGREE PROGRAMS

- A. To qualify for degrees offered through OL, students must have a GPA of 2.00 or higher, calculated on the credits used to complete the degree.
- B. For students who apply for graduation with a block transfer for a program completed at another institution (with a minimum GPA of 2.00), the GPA is calculated on credit outside the block. PLAR credit is not used in the GPA calculation.
- C. The notation "With Distinction" is used on the transcript for those students who have a GPA of 3.50 or higher (as defined under 8.5, below).

#### 8.3 GRADUATION PROCEDURES

- A. Upon completion of the requirements for a credential, students must apply to graduate. The form is available in *mytru.ca* under the Student Resources tab. Also, refer to the Convocation page at [www.tru.ca/campus/current/graduation](http://www.tru.ca/campus/current/graduation). Students wishing to attend the convocation ceremony should read 8.4, following, for deadlines.

- B. All official transcripts for courses taken at other institutions on a TRU-OL letter of permission must be received by the Registrar's Office before an application for graduation is taken forward.
- C. Graduation applications are reviewed on an ongoing basis. Normally, credential parchments are sent to students approximately six weeks after all graduation requirements, including submission of the Application for Graduation form, have been met and approved. Transcripts with credential notation are available on graduation application approval.

#### 8.4 GRADUATION CEREMONY (CONVOCATION)

Convocation ceremonies are held biannually to recognize all students who have completed or graduated from TRU programs. These ceremonies occur in June and October at TRU in Kamloops. To participate in Convocation, students must apply to graduate by certain deadlines:

- Apply by March 31 to attend Convocation in June
- Apply by July 31 to attend Convocation in October

These deadlines are firm. Students may apply to graduate before their final grades are available. Students should work with their Program Advisor to ensure they have completed all steps required to graduate. Refer to [www.tru.ca/convocation](http://www.tru.ca/convocation).

#### 8.5 PARCHMENTS

- A. The notation "With Distinction" is not used on the parchment, only on the transcript.
- B. If a student's original credential has been lost or damaged, or the student's name has changed, it is possible to request a replacement credential, a duplicate parchment. Students who have lost their credential must also complete a Declaration of Loss of Original Credential form in order for a replacement to be issued. Students who have a damaged credential, or who have changed their name, are required to return their original credential upon receipt of the replacement copy. Refer to [http://www.tru.ca/campus/current/academic-records/replacement\\_credentials](http://www.tru.ca/campus/current/academic-records/replacement_credentials) regarding a request for a duplicate parchment. Duplicate parchments are issued in the style of the parchment currently in use and indicate the original date of completion of the credential, the replacement date and the fact that it is a duplicate parchment. Individuals requesting a change of name on a duplicate parchment must submit acceptable documentation to support a legal change of name.

# Regulations and Policies

## 9. Release of Student Information

### Policy ADM 02-2

Also, refer to Freedom of Information and Protection of Privacy TRU Policy ADM 2-0 and Information Disclosure TRU Policy ADM 02-1.

#### 9.1 DISCLOSURE TO STUDENTS OF THEIR RECORDS

These provisions for access, retention and destruction of examinations are in accordance with British Columbia's *Freedom of Information and Protection of Privacy Act* (FIPPA).

- A. Students have the right to access their academic and institutional records. To access their records, students must submit a signed request by mail or fax (emails are not acceptable) to the Registrar's office. Access is determined on an individual basis.
- B. Students have the right to receive transcripts of their own academic record. However, OL does not release official transcripts if a student is in debt to TRU.
- C. No partial transcripts of a record are issued.
- D. Students may access their examinations where information can be blocked if necessary, or where access to the exam as a whole does not compromise the integrity of the exam system. Where access may do the latter, OL reserves the right to deny access. OL exam scripts are normally retained for a one-year period after the exam has been written. Scripts are then destroyed. All other student information is retained and destroyed as per the provincial (BC) records retention practices.

#### 9.2 DISCLOSURE TO OPEN LEARNING FACULTY MEMBERS AND ADMINISTRATIVE OFFICERS OF TRU

Information about students may be disclosed, without consent of the student, to designated TRU officials only for purposes consistent with TRU activities.

#### 9.3 DISCLOSURE TO THIRD PARTIES

- A. Personal information is disclosed without student consent for the purpose of complying with a subpoena, warrant or order issued or made by a court, person or body with jurisdiction to compel the production of information.
- B. Necessary personal information may be released without student consent in an emergency if the knowledge of that information is required to protect the health or safety of the student or other persons.
- C. Information may be released to agencies or individuals conducting research on behalf of a college or university or the educational system. This is done only under signed agreements to maintain confidentiality and to ensure no personally identifying information is made public. Research agreements are based upon FIPPA standards.
- D. Information may be shared with those educational institutions that offer programs in association, in partnership or in collaboration with OL.
- E. OL provides the TRU Alumni Association with graduates' names, programs and contact information, unless students request otherwise.
- F. Other than in the above situations, information on students is released to third parties only with the written permission of the student.

# Regulations and Policies

## Index of Policies, Regulations and Procedures

[www.tru.ca/policy/allpolicy](http://www.tru.ca/policy/allpolicy)

This subset of policies applies to all Open Learning and on-campus courses and programs. It is included here for convenience. See the above URL for the Index of All Policies.

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# Program Descriptions



# Adult Basic Education (ABE)

## Overview

If you are a British Columbia (BC) resident, you can take Adult Basic Education programs tuition-free (applicable fees still apply).

ABE courses and programs help you, as an adult learner, achieve Grade 12 graduation and prepare for post-secondary education and the workplace.

You can take one specific course or complete the entire BC Adult Graduation Diploma through OL.

Our ABE programs are designed by the Ministry of Advanced Education and are similar to those offered by other BC post-secondary institutions.

- **ABE Intermediate Certificate**  
Grade 10 equivalency
- **ABE Advanced Certificate**  
Grade 11 equivalency
- **BC Adult Graduation Diploma**  
Grade 12 equivalency

If you are at least 19 years old or 18 years old and out of the public school system for at least 12 months, you are considered an *adult learner*.

## Benefits

As an Open Learning ABE student, you benefit from:

- A Program Advisor to create a program plan for you and guide you through your studies
- The flexibility to transfer courses from or to other educational institutions
- The opportunity to take prerequisites needed for entry to other post-secondary institutions
- Services for students, including English and mathematics assessments and financial assistance programs such as the Adult Upgrading Grant (AUG) for low-income students



## Open Learning (OL) and ABE

[www.tru.ca/distance/about](http://www.tru.ca/distance/about)

Please read about OL on [page 6](#) and on the website. Read the Before Registering section—see [page 16](#).

Read course descriptions for the courses in which you are interested. In this calendar, course descriptions start on [page 132](#). ABE course numbers begin with zero (0)—for example, ENGL 0501. (Note that no academic credit is given for ABE courses.)

Course descriptions are on the website.

Course delivery formats are explained on [page 7](#) and on the website.

For course and program updates and availability outside Canada, check with Student Services (see the front inside cover for contact information).

## Choosing Courses

If you want to register in BC Adult Graduation Diploma courses, you may not need all the ABE Advanced Certificate courses. Credits you earned in high school may be applied toward the BC Adult Graduation Diploma, as long as you complete at least three courses as an adult learner. To succeed in your studies, you need certain skills in English and math. You can self-assess your skills to help you decide where to start—see [page 8](#).

Your choice of courses depends on your educational goals. If you plan to transfer to a post-secondary program, you must complete at least one advanced-level math course and four provincial-level courses. You might also require basic knowledge of a second language.

Check the admission requirements for the institution you want to attend. See BC Council of Admissions & Transfer (BCCAT) at [www.bccat.ca](http://www.bccat.ca).

The number of courses you take at the same time depends on what you can comfortably handle. Many students start with one or, at most, two courses. You may find that your learning is more effective when you are able to focus on one course at a time.

## Course Length

You have anywhere from 7.5 to 9 months (30 to 36 weeks) to finish each course.

## Residency Requirements

Most OL programs have *residency requirements*—these are the number of courses or credits (distance through OL or on-campus at TRU) that you must complete to graduate from a TRU program offered through OL—see [page 12](#).

# Adult Basic Education (ABE)



## PLAR

[www.tru.ca/distance/plar-ol](http://www.tru.ca/distance/plar-ol)

Some program requirements for certain ABE programs may be met with credits awarded through prior learning assessment and recognition (PLAR)—see [page 15](#) or the website.



## Program Application

[www.educationplannerbc.ca](http://www.educationplannerbc.ca)

You can apply online through EducationPlannerBC at the above URL. If you are unable to apply online, you can apply by mail or fax with a Program Admission form, which you can find at [www.tru.ca/distance/register/admission](http://www.tru.ca/distance/register/admission).



## Student Forms

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

To take courses at other post-secondary institutions and transfer credit to an OL program, apply for a letter of permission, using the request form on the Student Forms page at the above URL.

If your program and that of a transferring institution are listed on the CVU-UVC website, use the CVU form on the Student Forms page to save admission fees to CVU-UVC partner institutions.



## Student Responsibility

Consult with your Program Advisor to ensure that the courses you select are appropriate for your program of study and educational goals.

Otherwise, you may find that a course does not meet program requirements and its credits may not be applied toward your chosen credential, or you may be required to pay an additional transcript assessment fee.



## Contact: Student Services

See the front inside cover of this calendar for contact information.

## ABE Intermediate Certificate

### Grade 10 equivalency

The ABE Intermediate Certificate is for you if you are an adult learner interested in attaining your BC Adult Graduation Diploma, preparing for post-secondary studies or entering the workforce.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see [page 11](#)

#### Residency Requirements

A minimum of one of the required courses must be completed through TRU (distance or on-campus)—see [page 12](#)

#### Intermediate Certificate Requirements

Four courses, as follows:

##### *English*

ENGL 0401, *Reading and Writing English*

##### *Mathematics*

MATH 0401, *Intermediate Mathematics*

##### *Science (one required)*

Consult a Program Advisor for a list of all suitable science courses.

##### *Elective (one required)*

Consult a Program Advisor for a list of all suitable electives.

# Adult Basic Education (ABE)

## ABE Advanced Certificate

### Grade 11 equivalency

The ABE Intermediate Certificate is for you if you are an adult learner interested in attaining your BC Adult Graduation Diploma, preparing for post-secondary studies or entering the workforce.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see [page 11](#)

#### Residency Requirements

A minimum of one of the required courses must be completed through TRU (distance or on-campus)—see [page 12](#)

#### Advanced Certificate Requirements

Four courses, as follows:

##### English

ENGL 0501, *Advanced English Skills*

##### Mathematics

MATH 0523, *Advanced Mathematics*

##### Science (one required)

BIOL 0501, *General Biology*

CHEM 0501, *Principles of Chemistry*

PHYS 0501, *Introductory Physics*

##### Electives (one required)

Choose an elective course other than any used to fulfill the science or mathematics requirement:

CHEM 0501, *Principles of Chemistry*

PHYS 0501, *Introductory Physics*

MATH 0523, *Advanced Mathematics*

BIOL 0501, *General Biology*



#### Transfer Credit for ABE

Grade 12 and post-secondary courses authorized by either the Ministry of Education or the Ministry of Advanced Education may be eligible for transfer credit toward the ABE Advanced Certificate and the BC Adult Graduation Diploma, as long as they meet the diploma program requirements.

## BC Adult Graduation Diploma

### Grade 12 equivalency

The BC Adult Graduation Diploma provides you, an adult learner, with the opportunity to complete the BC Ministry of Education secondary school requirements. This enables you to graduate from Grade 12 in preparation for post-secondary studies or entry to the workforce.

To attain the BC Adult Graduation Diploma, prior completion of all ABE Advanced Certificate program requirements is not mandatory. However, some courses for the Adult Graduation Diploma may have prerequisites.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see [page 11](#)

#### Residency Requirements

A minimum of one of the required courses must be completed through TRU (distance or on-campus)—see [page 12](#)

#### Diploma Requirements

Five courses, as follows:

##### English (one required)

ENGL 0601, *Introduction to Literature* or an approved Grade 12 Language Arts course

##### Mathematics (one required)

MATH 0523, *Advanced Mathematics*

##### ACCT 1211, *Accounting 1*

or an approved mathematics or accounting course at the Grade 11 level or higher (check admission requirements for the program and post-secondary institution to which you plan to transfer)

##### Electives (three required)

BIOL 0601, *Provincial Biology*

ENGL 0641, *Survey of British Literature* (if not used toward the English requirement)

MATH 0633, *Pre-Calculus*

PHYS 0601, *Senior Physics*

Consult a Program Advisor for a list of all suitable electives.

## Overview

The wide array of distance and online programs and initiatives makes Arts at an exciting area in which to study. Develop essential workplace skills such as communication, critical analysis, problem solving, independent learning and collaboration.

Choose from many Open Learning and TRU courses to fulfill your program requirements. You can also access post-secondary courses from other institutions and transfer them to your OL program. See BC Council on Admissions & Transfer (BCCAT) at [www.bccat.ca](http://www.bccat.ca) to explore your options.

Plan ahead and make the most of your Arts credential. Our Program Advisors help you choose courses that can later be applied toward another program, either at OL or elsewhere.

Start your learning journey today!

## Benefits

As an Open Learning Arts student, you benefit from:

- Open admission for many programs, and courses with few prerequisites
- A Program Advisor to create a program plan for you and guide you through your studies
- The flexibility, in many courses and programs, to study at your own pace, part- or full-time
- The opportunity to apply for PLAR
- Student services, including financial assistance and awards programs, library services and assistance with writing
- The ability to transfer courses from or to other educational institutions and to apply program credits earned to other OL programs



### PLAR

[www.tru.ca/distance/plar-ol](http://www.tru.ca/distance/plar-ol)

Some program requirements for certain Arts programs may be met with academic credits awarded through prior learning assessment and recognition (PLAR)—see [page 15](#) or the website.



### Program Application

[www.educationplannerbc.ca](http://www.educationplannerbc.ca)

You can apply online through EducationPlannerBC at the above URL. If you are unable to apply online, you can apply by mail or fax with a Program Admission Form, which you can find at [www.tru.ca/distance/register/admission](http://www.tru.ca/distance/register/admission).



### Student Forms

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

To take courses at other post-secondary institutions and transfer credit to an OL program, apply for a letter of permission, using the request form on the Student Forms page at the above URL.

If your program and that of a transferring institution are listed on the CVU-UVC website, use the CVU form on the Student Forms page to save admission fees to CVU-UVC partner institutions.



### Program Requirements

For all Arts programs, no course may be used to meet more than one of the specific program requirements.



### Student Responsibility

Consult with your Program Advisor to ensure that the courses you select are appropriate for your program of study and educational goals. Otherwise, you may find that a course does not meet program requirements and its credits may not be applied toward your chosen credential, or you may be required to pay an additional transcript assessment fee.



### Contact: Student Services

See the front inside cover of this calendar for contact information.

# Arts

## Advanced Certificate in Liberal Arts

The Advanced Certificate in Liberal Arts program provides a foundation for lifelong learning in the liberal arts. It can be taken as part of a degree program. The emphasis is on upper-level (third- and fourth-year) curriculum.

Enjoy an opportunity to study in three designated Arts and Science areas: the humanities (including English), social sciences and science.

Use the credits you gain in this program toward your completion of a degree, increase your employability, or simply enjoy the experience of university.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see [page 11](#)

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see [page 12](#)

#### Advanced Certificate Requirements

30 credits total of third- and fourth-year (upper-level) courses, with a GPA of 2.00 or higher over all courses required for this credential, as follows:

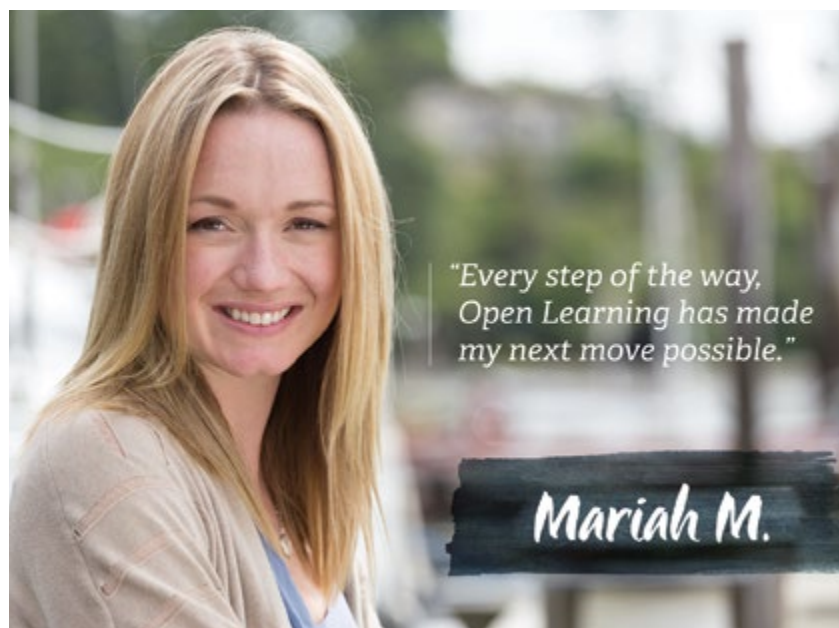
#### Core Knowledge Requirements (15 credits)

- 6 upper-level credits in humanities (including English)
- 6 upper-level credits in social science
- 3 upper-level credits in science

#### Elective Requirements (15 credits)

15 credits of liberal arts electives, of which 6 credits may be first- and second-year (lower-level) courses and the remaining 9 credits chosen from the following:

- BIOL 3431, *Plants and People* (3)
- ENVS 3991, *Environmental Studies: Sustainability* (3)
- GEOG 3991, *Global Climate Change and Regional Impacts* (3)
- HIST 3991, *Environmental History* (3)
- HUMN 3981, *Issues in Latin American Studies* (3)
- HUMN 3991, *Issues in Science and Society* (3)
- POLI 3991, *Globalization and Its Discontents: The Politics of Economic Change* (3)
- PSYC 3991, *Psychology of Human Resilience* (3)
- SOCI 3991, *Sociology of Diversity: Issues for Canadians* (3)
- VISA 3991, *Cultural Theory and Images* (3)



More about Mariah and other stories at [www.truopen.ca/truestory](http://www.truopen.ca/truestory)

## Associate of Arts

The Associate of Arts program provides you with a broad academic education to prepare you for upper-level university study and the workforce.

Use the credits you gain in this program toward your completion of a degree, increase your employability, or simply enjoy the experience of university.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission— see [page 11](#)

#### Residency Requirements

A minimum of 9 TRU credits (distance or on-campus)—see [page 12](#)

#### Associate Requirements

60 credits of first- and second-year (lower-level) courses, with a GPA of 2.00 or higher over all courses required for this credential, as follows:

- 6 credits in English (university-level composition and literature), excluding technical and business writing courses
- 18 credits in first-year arts other than English, including 6 credits in social sciences and 6 credits in humanities (including creative and performing arts but not studio courses)
- 18 credits of second-year arts in two or more subject areas
- 9 credits in natural science (physical anthropology, astronomy, biology, chemistry, geology, physics, physical geography), including:
  - 3 credits in a first-year hands-on laboratory science, such as BIOL 1113 (3) and BIOL 1115 (0)\*
  - 3 credits in mathematics, statistics or computer science
- 9 credits of first- or second-year courses

Certain interdisciplinary areas of studies may be allocated to more than one subject area, depending on the content of the course.

Any credits earned in first-year hands-ons laboratory courses do not count toward the 60 credits required for completion.

No course may be used to meet more than one of the specific requirements



#### Transfer Credit

Program requirements may be met through university transfer courses at OL or other recognized BC post-secondary institutions. See BC Council on Admissions & Transfer (BCCAT) at [www.bccat.ca](http://www.bccat.ca).

Courses used to complete this credential must also have transfer credit to one other BC university, including SFU (Simon Fraser University), UBC (University of British Columbia), UNBC (University of Northern British Columbia) and UVic (University of Victoria). Consult with your Program Advisor.

# Arts

## Arts Degree Programs: Minors

You may pursue one or more minors in English, history, psychology and sociology in all Arts degree programs and in the Bachelor of General Studies (BGS). These minors are available in most TRU degree programs. For a minor, you must include in the 120 credits required for the degree at least 30 credits and no more than 42 credits in your minor area.

If you are a program student outside of the Arts program area, please confirm with a Program Advisor that the program in which you are interested will accept an Arts minor.



PLAR applies: see [page 15](#)

### *Minor in English (30 credits)*

ENGL 1001, *Literature and Composition I* (3)

ENGL 1011, *Literature and Composition II* (3)

ENGL 2111, *English Literature from Chaucer to Milton* (3)

ENGL 2211, *English Literature of the Eighteenth and Nineteenth Centuries* (3)

18 credits of upper-level English

### *Minor in History (30 credits)*

12 credits of lower-level history courses

18 credits of upper-level history

### *Minor in Psychology (30 credits)*

PSYC 1111, *Introductory Psychology I* (3)

PSYC 1211, *Introductory Psychology II* (3)

PSYC 2101, *Statistics in the Social Sciences* (3) or  
STAT 1201, *Introduction to Probability and Statistics* (3)

PSYC 2111, *Introduction to Research Methods in Psychology* (3)

18 credits of upper-level psychology

### *Minor in Sociology (30 credits)*

SOCI 1111, *Introduction to Sociology I* (3)

SOCI 1211, *Introduction to Sociology II* (3)

PSYC 2101, *Statistics in the Social Sciences* (3) or  
STAT 1201, *Introduction to Probability and Statistics* (3)

3 lower-level credits

18 credits of upper-level sociology and/or criminology

## Arts Degree Programs: Double Majors

You can complete a double major in any two of the following: criminology, English, history, psychology or sociology. All lower- and upper-level requirements for each major must be completed, including at least 30 upper-level credits in each major. Careful planning is required; please consult a Program Advisor.

## Bachelor of Arts, General Program

With the Bachelor of Arts, General program, you get a broad education in arts, with specialization in two subjects. You can finish the program with a specialization in English, fine arts, geography, history, psychology or sociology, or with a combination of business administration (including economics) and science, completing 15 upper-level credits in each of your two areas of specialization.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see [page 11](#)

#### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see [page 12](#)

#### Degree Requirements

120 credits total, including 45 third- and fourth-year (upper-level) credits, with a GPA of 2.00 or higher over all courses required for this credential, as follows:

##### *General Education Requirements (24 credits)*

May be met with lower- or upper-level courses—see General Education requirements on [page 124](#)—as follows:

- 6 credits in English (university-level composition and literature), excluding technical and business writing courses
- 6 credits in humanities, other than English
- 6 credits in mathematics (including statistics) and/or science
- 6 credits in social science

##### *Upper-Level Requirements (45 credits)*

30 credits (15 credits in each area of specialization)

15 upper-level elective credits

##### *Elective Requirements (51 credits)*

Specific course requirements may vary, depending on your areas of specialization.

[Approval of education, business and administrative studies courses is on a case-by-case basis.](#)

## Bachelor of Arts, General Studies

With the Bachelor of Arts, General Studies program, you get a broad education in arts.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see [page 11](#)

#### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see [page 12](#)

#### Degree Requirements

120 credits total, including 45 third- or fourth-year (upper-level) credits, with a GPA of 2.00 or higher over all courses required for this credential, as follows:

##### *General Education Requirements (24 credits)*

May be met with lower- or upper-level university courses—see General Education requirements on [page 124](#)—as follows:

- 6 credits in English (university-level composition and literature), excluding technical and business writing courses
- 6 credits in humanities, other than English
- 6 credits in mathematics (including statistics) and/or science
- 6 credits in social science

##### *Upper-Level Requirements (45 credits)*

30 credits in humanities, sciences, social sciences or related interdisciplinary fields

15 upper-level elective credits

##### *Elective Requirements (51 credits)*

May be lower- or upper-level credits

[Approval of education, business and administrative studies courses is on a case-by-case basis. Applied credit may not be used to meet arts requirements.](#)



# Arts

## Bachelor of Arts, Major

If you prefer to specialize in one discipline, the Bachelor of Arts, Major program is designed for you. Complete a major in English, history, psychology or sociology.

Program requirements for all BA majors are described next, followed by degree requirements for each major.



PLAR applies for all majors: see [page 15](#).

### PROGRAM REQUIREMENTS

#### Admission Requirements: All Majors

Open admission—see [page 11](#)

#### Residency Requirements: All Majors

A minimum of 15 TRU credits (distance or on-campus)—see [page 12](#)

#### Degree Requirements: All Majors

120 credits total, including 45 upper-level (third- and fourth-year) credits, with a GPA of 2.00 or higher over all courses required for this credential, as described under each major.

Approval of education, business and administrative studies courses is on a case-by-case basis. Applied credit may not be used to meet arts requirements. Technical- and business-writing courses cannot be used to meet General Education requirements for English.

#### Directed Studies: All Majors

[www.tru.ca/distance/programs/directed-studies](http://www.tru.ca/distance/programs/directed-studies)

All Bachelor of Arts, Major students must complete one Directed Studies course (3 credits), which consists of concentrated study of a topic selected in consultation with your Open Learning Faculty Member.

Directed Studies is open to you if you have fulfilled the General Education requirements, all the lower-level requirements and at least 15 credits of upper-level requirements in your major.

Registration procedures differ for Directed Studies courses, so it is essential that you consult your Program Advisor before registering. Refer to the website (at the above URL).

## BACHELOR OF ARTS, CRIMINOLOGY

### Degree Requirements, Criminology

#### General Education Requirements (24 credits)

May be met with lower- or upper-level university courses; see [page 124](#)—as follows:

- 6 credits in English, excluding technical writing and business writing courses
- 6 credits in humanities, other than English
- 3 credits in mathematics and/or science
- 3 credits in statistics, such as PSYC 2101, *Statistics in the Social Sciences* (3) or STAT 1201, *Introduction to Probability and Statistics* (3) or equivalent
- 3 credits in introductory criminology
- CRIM 1161, *The Canadian Legal System* (3) or equivalent

#### Lower-Level Requirements (15 credits)

CRIM 2251, *Sociological Explanations of Criminal Behaviour* (3) or equivalent

CRIM 2261, *Criminal Law* (3) or equivalent

CRIM 2521, *Introduction to the Criminal Justice System* (3) or equivalent

PSYC 2161, *Abnormal Psychology* (3) or equivalent

SOCI 2710 or PSYC 2111, *Introduction to Research in Experimental Psychology* or RSMT 3501, *Introduction to Research Methods* (3) or equivalent

#### Upper-Level Requirements (30 credits)

3 credits in advanced theory in criminology

3 credits in social science research methods

21 credits of other upper-level criminology, sociology or psychology courses

3 credits of Directed Studies

#### Elective Requirements (51 credits)

15 credits of upper-level elective courses

36 credits of lower- or upper-level elective courses

## BACHELOR OF ARTS, ENGLISH

## Degree Requirements, English

*General Education Requirements (24 credits)*

May be met with lower- or upper-level courses—see General Education requirements on [page 124](#)—as follows:

- 6 credits in English (university-level composition and literature), excluding technical and business writing courses
- 6 credits in humanities, other than English
- 6 credits in mathematics (including statistics) and/or science
- 6 credits in social science

*Lower-Level Requirements (6 credits)*

ENGL 2111, *English Literature from Chaucer to Milton* (3) or approved equivalent

ENGL 2211, *English Literature of the Eighteenth or Nineteenth Centuries* (3) or approved equivalent

[Courses used to meet lower-level requirements must meet General Education requirements.](#)

*Upper-Level Requirements (30 credits)*

3 credits in Canadian literature, such as ENGL 4321, *Modern Canadian Fiction* (3)

3 credits in twentieth-century poetry and/or drama, such as ENGL 4341, *Modern Canadian Theatre* (3)

3 credits in eighteenth or nineteenth-century literature (includes Victorian writers)

3 credits in Renaissance/medieval literature (includes Chaucer or Shakespeare)

15 credits of other upper-level English courses, such as ENGL 4241, *Modern British Fiction* (3) and ENGL 4351, *Modern American Fiction* (3)

3 credits of Directed Studies—see [page 46](#)

*Elective Requirements (60 credits)*

15 credits of upper-level elective courses

45 credits of lower- or upper-level elective courses

## BACHELOR OF ARTS, HISTORY

## Degree Requirements, History

*General Education Requirements (24 credits)*

May be met with lower- or upper-level courses—see General Education requirements on [page 124](#)—as follows:

- 6 credits in English (university-level composition and literature), excluding technical and business writing courses
- 6 credits in mathematics (including statistics) and/or science
- 6 credits in social science
- HIST 1121, *Canadian History to 1867* (3) or approved equivalent
- HIST 1221, *Post-Confederation Canadian History* (3) or approved equivalent

*Lower-Level Requirements (6 credits)*

6 credits of lower-level history courses, such as HIST 1161, *Modern European History I: 1450-1800* (3) and HIST 2251, *History of British Columbia* (3)

*Upper-Level Requirements (30 credits)*

27 credits of upper-level history courses, including HUMN 3011, *History of Science* (3)

3 credits of Directed Studies—see [page 46](#)

*Elective Requirements (60 credits)*

15 credits of upper-level elective courses

45 credits of lower- or upper-level elective courses

# Arts

## BACHELOR OF ARTS, PSYCHOLOGY

### Degree Requirements, Psychology

#### General Education Requirements (24 credits)

May be met with lower- or upper-level courses—see General Education requirements on [page 124](#)—as follows:

- 6 credits in English (university-level composition and literature), excluding technical and business writing courses
- 6 credits in humanities, other than English
- 3 credits in mathematics (including statistics) and/or science
- PSYC 1111, *Introductory Psychology I* (3) or approved equivalent
- PSYC 1211, *Introductory Psychology II* (3) or approved equivalent
- PSYC 2101, *Statistics in the Social Sciences* (3) or STAT 1201, *Introduction to Probability and Statistics* (3) or equivalent

#### Lower-Level Requirements (6 credits)

PSYC 2111, *Introduction to Research in Experimental Psychology* (3) or approved equivalent

3 credits of a second-year psychology course, such as PSYC 2131, *Introduction to Childhood and Adolescence* (3) or PSYC 2161, *Abnormal Psychology* (3)

#### Upper-Level Requirements (30 credits)

27 credits of upper-level psychology courses, such as PSYC 3151, *Developmental Psychology of Children* (3)

PSYC 3451, *Adolescent Development* (3)

PSYC 3461, *Psychology of Adulthood and Aging* (3)

PSYC 3611, *Social Psychology I* (3)

PSYC 3621, *Social Psychology II* (3)

PSYC 3991, *Psychology of Human Resilience* (3)

3 credits of Directed Studies—see [page 46](#)

#### Elective Requirements (60 credits)

15 credits of upper-level elective courses

45 credits of lower- or upper-level elective courses

## BACHELOR OF ARTS, SOCIOLOGY

### Degree Requirements, Sociology

#### General Education Requirements (24 credits)

May be met with lower- or upper-level courses—see General Education requirements on [page 124](#)—as follows:

- 6 credits in English (university-level composition and literature), excluding technical and business writing courses
- 6 credits in humanities, other than English
- 3 credits in mathematics (including statistics) and/or science
- SOCI 1111, *Introduction to Sociology I* (3) or approved equivalent
- SOCI 1211, *Introduction to Sociology II* (3) or approved equivalent
- PSYC 2101, *Statistics in the Social Sciences* (3) or STAT 1201, *Introduction to Probability and Statistics* (3) or approved equivalent

#### Lower-Level Requirements (9 credits)

6 credits of lower-level sociology courses

3 credits of a second-year sociology course; may be SOCI 2501 (3)

#### Upper-Level Requirements (30 credits)

27 credits of upper-level sociology courses

POLI 3991, *Globalization and Its Discontents: The Politics of Economic Change* (3)

SOCI 3991, *Sociology of Diversity: Issues for Canadians* (3)

SOCI 4221, *The Social Construction of Crime and Deviance* (3)

SOCI 4301, *Sociology of Families: Modern Family Life in Global Perspective* (3)

SOCI 4311, *Sociology of the Family: Families in a Multicultural World* (3)

3 credits of Directed Studies—see [page 46](#)

#### Elective Requirements (57 credits)

15 credits of upper-level elective courses

42 credits of lower- or upper-level elective courses

## Bachelor of Design

The Bachelor of Design program balances and integrates General Education requirements with the academic and studio requirements that are specific to design.

If you are new to art or design studio courses or are not currently working as an artist or designer, you may need to complete most of the studio credits through classroom courses from other recognized post-secondary institutions and then transfer the credit to the Bachelor of Design program.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Contact us to determine your eligibility for this program. Applicants are admitted on a case-by-case basis, according to OL admission policies.

#### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see [page 12](#)

#### Degree Requirements

120 credits, with a GPA of 2.00 or higher over all courses required for this credential, as follows:

#### General Education Requirements (27 credits)

May be met with lower- or upper-level courses—see General Education requirements on [page 124](#)—as follows:

- 6 credits in English (university-level composition and literature), excluding technical and business writing courses
- 6 credits in humanities, excluding art history and English
- 6 credits in mathematics (including statistics) and/or science
- 6 credits in social science
- 3 credits in any approved academic discipline (may include art history)

#### History and Theory of Art Requirements (18 credits)

18 credits in historical or theoretical approaches to art, including 9 upper-level credits, such as:

- VISA 1111, *A Survey of Western Art I* (3)
- VISA 1121: *A Survey of Western Art II* (3)
- VISA 3991: *Cultural Theory and Images* (3)

#### Studio Requirements (75 credits)

75 credits in studio work, including 36 upper-level credits



More about Morgan and other stories at [www.truopen.ca/truestory](http://www.truopen.ca/truestory)

## Bachelor of Fine Art

The Bachelor of Fine Art (BFA) program balances and integrates General Education requirements with the academic and studio requirements specific to fine art.

If you are new to art or design studio courses or are not currently working as an artist or designer, you may need to complete most of the studio credits through classroom courses from other recognized post-secondary institutions and then transfer the credit to the BFA program.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Graduates of Georgian College Fine Arts Advanced Diploma may apply for admission and receive a block transfer. Other applicants are admitted on a case-by-case basis, according to OL admission policies.

For more about Georgian College's Fine Arts Advanced Diploma, contact the Office of the Registrar at Georgian College at [www.georgiancollege.ca/admissions/contact](http://www.georgiancollege.ca/admissions/contact).

Contact us to determine your eligibility for this program.

#### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see General Education requirements on [page 12](#)

#### Degree Requirements

120 credits, with a GPA of 2.00 or higher over all courses required for this credential, as follows:

##### *General Education Requirements (27 credits)*

May be met with lower- or upper-level courses—see General Education requirements on [page 124](#)—as follows:

##### *Georgian College Students/Graduates*

6 credits in English (university-level composition and literature), excluding technical and business writing courses

6 credits in humanities, excluding art history and possibly English

3 credits in mathematics (including statistics) and/ or science

6 credits in social science

6 lower- or upper-level credits in any approved academic discipline; may including art history

##### *Other Applicants*

6 credits in English (university-level composition and literature), excluding technical- and business-writing courses

6 credits in humanities, excluding art history and English

6 credits in mathematics (including statistics) and/or science

6 credits in social science

3 elective credits in any approved academic discipline; may including art history

##### *History and Theory of Art Requirements (18 credits)*

18 credits in historical or theoretical approaches to art, including 9 upper-level credits, such as VISA 3991, *Cultural Theory and Images* (3)

##### *Studio Requirements (75 credits)*

75 credits in studio work, including 36 credits in upper-level credits

## Bachelor of Music, Performance

This program is open to you if you are a graduate or current student of The Vancouver Academy of Music (British Columbia) or a graduate of The Glenn Gould School: The Royal Conservatory of Music (Ontario).

The Bachelor of Music program balances and integrates the academic and performance requirements for music with General Education requirements.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Admission to, or completion of, a Vancouver Academy of Music program (since 1994) or completion of The Glenn Gould School: The Royal Conservatory of Music Performance Diploma Program (since 1997)

#### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see [page 12](#)

Contact Vancouver Academy of Music or The Glenn Gould School regarding its residency requirements.

#### Degree Requirements

Completion of additional credits (number of credits varies), with a GPA of 2.00 or higher over all courses required for this credential, as follows:

##### *General Education Requirements (21 credits)*

May be met with lower- or upper-level university courses—see General Education requirements on [page 124](#)—as follows:

- 6 credits in English (university-level composition and literature), excluding technical and business writing courses
- 6 credits in humanities, excluding music history and English
- 3 credits in mathematics (including statistics) and/or science
- 6 credits in social science

##### *Music History and Theory and Performance Requirements (number of credits varies)*

Contact your Program Advisor or a program staff member at the Vancouver Academy of Music or The Glenn Gould School.



More about Shima and other stories at [www.truopen.ca/truestory](http://www.truopen.ca/truestory)

# Arts

## Post-Baccalaureate Certificate in Liberal Arts

The Post-Baccalaureate Certificate in Liberal Arts program is an opportunity to concentrate your study in one arts and science area of study or to select two or three areas of study. Choose from the humanities, science, the social sciences and related interdisciplinary fields—see [page 124](#).

You can focus on current discipline-specific topics, problems and/or controversies and engage in online seminar-based debates. A Directed Studies course is included.

Use the credits you gain in this program to help you meet admission requirements for a graduate program, enhance your employability and increase your knowledge and proficiency in your areas of study.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

A recognized bachelor's degree in any field of study, with a GPA of 2.00 or higher

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see [page 12](#)

### Certificate Requirements

15 credits total of upper-level courses, with a GPA of 2.00 or higher over all courses required for this credential, as follows:

#### Upper-Level Requirements (9 credits)

9 credits in upper-level humanities and/or social science and or/science, including one of the following:

- BIOL 3431, *Plants and People* (3)
- ENVS 3991, *Environmental Studies: Sustainability* (3)
- GEOG 3991, *Global Climate Change and Regional Impacts* (3)
- HIST 3991, *Environmental History* (3)
- HUMN 3981, *Issues in Latin American Studies* (3)
- HUMN 3991, *Issues in Science and Society* (3)
- POLI 3991, *Globalization and its Discontents: The Politics of Economic Change* (3)
- PSYC 3991, *Psychology of Human Resilience* (3)
- SOCI 3991, *Sociology of Diversity: Issues for Canadians* (3)
- VISA 3991, *Cultural Theory and Images* (3)

#### Elective Requirements (3 credits)

3 credits of upper-level liberal arts electives

#### Directed Studies (3 credits)

VISA 4991, *Directed Studies* (3)—see [page 46](#)

# Business and Management Studies

## Overview

Our Business and Management Studies programs are designed to develop your supervision, business and management skills and can ladder into the Bachelor of Commerce (page 60) degree.

Choose from many Open Learning and TRU courses to fulfill your program requirements. You can also access post-secondary courses from other institutions and transfer them to your OL program. See BC Council on Admissions & Transfer (BCCAT) at [www.bccat.ca](http://www.bccat.ca) to explore your options.

Plan ahead and make the most of your Business and Management Studies credential. Our Program Advisors help you choose courses that can later be applied toward another program, either at OL or elsewhere.

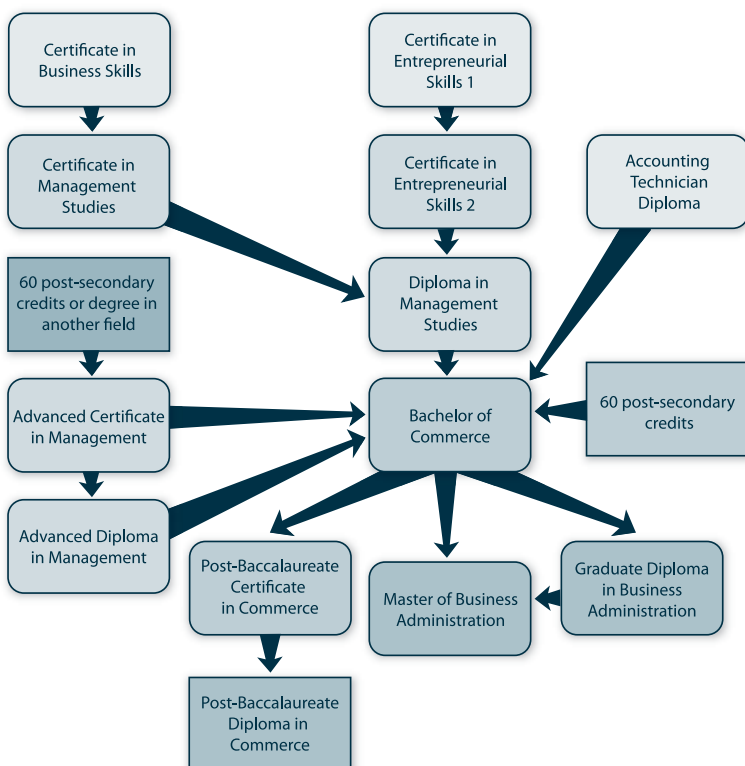
Start your learning journey today!

## Benefits

As an Open Learning Business and Management Studies student, you benefit from:

- Open admission for many programs
- A flexible program structure—credits you gain in one program can ladder into the next credential (see the Pathway Chart)

### PATHWAY CHART



- A Program Advisor to create a program plan for you and guide you through your studies
- The opportunity to apply for PLAR
- Student services, including financial assistance and awards programs, library services and help with writing
- The ability to transfer courses from or to other educational institutions



PLAR

[www.tru.ca/distance/plar-ol](http://www.tru.ca/distance/plar-ol)

Some program requirements for certain Business and Management Studies programs may be met with credits awarded through prior learning assessment and recognition (PLAR). Please see page 15 or the website.



Program Application

[www.educationplannerbc.ca](http://www.educationplannerbc.ca)

You can apply online through EducationPlannerBC at the above URL. If you are unable to apply online, you can apply by mail or fax with a Program Admission Form (see below).



Student Forms: Program Admission

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

To take courses at other post-secondary institutions and transfer credit to an OL program, apply for a letter of permission, using the request form on the Student Forms page at the above URL.

If your program and that of a transferring institution are listed on the CVU-UVC website, use the CVU form on the Student Forms page to save admission fees to CVU-UVC partner institutions.



Student Responsibility

Please consult with your Program Advisor to ensure that the courses you select can be applied toward the program requirements of your chosen credential. Before you register in a course not listed on the website, you must apply for a letter of permission. Otherwise, you may find that a course cannot be applied toward your credential or that you must pay a transcript reassessment fee.



Contact: Business and Management Studies

Email [business\\_ol@tru.ca](mailto:business_ol@tru.ca) with questions specific to Business and Management Studies programs and courses.



# Business and Management Studies

## Certificate in Business Skills

The Certificate in Business Skills program can help you to develop the basic skills required to gain entry-level employment in business.

This program counts for full credit toward the Achievement in Business Competencies (Blue Seal) program. If you are a certified tradesperson, you may use the Certificate in Business Skills as an option when applying for Blue Seal certification. Refer to Alberta Advanced Education, Apprenticeship and Industry Training at

<https://tradesecrets.alberta.ca/experiencedworkers/business-competencies/>.

This certificate can lead to the Certificate in Management Studies (page 55), providing a pathway to the Diploma in Management Studies (page 58), which can ladder into the Bachelor of Commerce (page 60).



PLAR applies: see page 15

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see page 11

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see page 12

## Certificate Requirements

15 credits total, with a GPA of 2.00 (a grade of C) or higher over all courses required to complete this credential, as follows:

#### Core Knowledge Requirements (6 credits)

CMNS 1811, *Professional and Academic Composition* (3)

MIST 2611, *Management Information Systems* (3)

#### Elective Requirements (9 credits)

9 credits of 1000- or 2000-level courses, normally selected from business or economics courses: ACCT, BLAW, MIST, ENTR, FNCE, HRMN, IBUS, MKTG, MNGT, ORGB, SCMN, BUSN, ECON, CMNS 1291, MATH 1091, MATH 1101 and/or STAT 1201

Other similar courses meeting the intent of the core and/or elective requirements are considered on an case-to-case basis.

#### Supervisory Option (9 credits)

You are awarded this option if you complete the following electives:

MNGT 1221, *Supervision* (3)

MNGT 2131, *Motivation and Productivity* (3)

HRMN 2821: *Human Resource Management* (3)



More about April and other stories at [www.truopen.ca/truestory](http://www.truopen.ca/truestory)

# Business and Management Studies

## Certificate in Management Studies

The Certificate in Management Studies program is well suited for you if you have work experience or a qualification in a technical field and want to develop your management and supervisory skills. You can earn this certificate by building on the 15-credit Certificate in Business Skills (page 54) or by completing 30 credits of coursework.

This certificate can lead to the Diploma in Management Studies (page 58) program, which can ladder into the Bachelor of Commerce (page 60).



PLAR applies: see page 15

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see page 11

A strong grounding in quantitative courses, including Foundations of Math 11 or Pre-calculus 11 or equivalent.

A free, voluntary mathematics self-assessment is available to help you select a math course at the appropriate level.

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see page 12

#### Certificate Requirements

30 credits total, with a minimum GPA of 2.00 (C average) or higher over all courses required to complete this credential, as follows:

##### Core Knowledge Requirements (12 credits)

Either MNGT 1221, *Supervision* (3) or MNGT 1211, *Management Principles and Practices* (3)

Either MATH 1091, *Business Mathematics* (3) or MATH 1101, *Finite Mathematics* (3)

Either CMNS 1811, *Professional and Academic Composition* (3) or CMNS 1291, *Introduction to Professional Writing* (3)

MIST 2611, *Management Information Systems* (3)

#### Elective Requirements (up to 18 credits)

Up to 18 credits in management studies, including business, economics, mathematics, or statistics courses: ACCT, BBUS, BLAW, BUSN, ECON, ENTR, FNCE, HRMN, IBUS, MATH, MIST, MKTG, MNGT, ORGB, SCMN, STAT

Up to 9 credits may be in approved arts and sciences electives or in technical or specialized skills courses appropriate to your coursework, subject to approval.

#### Specialization Option (9 credits)

You are awarded this option if you complete one of the two following areas of specialization:

##### Accounting Fundamentals

ACCT 1211, *Accounting 1* (3)

ACCT 1221, *Accounting 2* (3)

ACCT 2211, *Financial Accounting* (3) and one additional course

ACCT 2251, *Management Accounting* (3)

If you choose ACCT 2211 instead of ACCT 1211 and 1221, you are required to select an additional course.

##### Entrepreneurial Essentials

Either ACCT 1211, *Accounting 1* (3) or ACCT 2211, *Financial Accounting* (3)

MNGT 1711, *Introduction to Business* (3)

MKTG 2431, *Marketing* (3)



#### Bachelor of Commerce

If you plan to pursue the Bachelor of Commerce degree, please review its program requirements before you select electives to minimize the number of additional credits you will require to complete the degree.

# Business and Management Studies

## Certificate in Entrepreneurial Skills 1

Increase your entrepreneurial capacity and your bottom line. The Certificate in Entrepreneurial Skills 1 provides you, as a small business owner/operator, with the essential skills and competitive strategies to help your enterprise thrive.

This certificate can lead to the Certificate in Entrepreneurial Skills 2 (page 56), providing a pathway to the Diploma in Management Studies (page 58), which can ladder into the Bachelor of Commerce (page 60).



PLAR applies: see page 15

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see page 11

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see page 12

#### Certificate Requirements

15 credits total, with a minimum GPA of 2.00 (C average) over all courses required to complete this credential, as follows:

##### *Core Knowledge Requirements (12 credits)*

MNGT 1221, *Supervision* (3)

ACCT 1211, *Accounting 1* (3)

MNGT 1711, *Introduction to Business* (3)

MKTG 2431, *Marketing* (3)

##### *Elective Requirements (3 credits)*

3 credits from the following electives:

MATH 1091, *Business Mathematics* (3)

MNGT 1211, *Management Principles and Practices* (3)

MIST 2611, *Management Information Systems* (3)

HRMN 2821, *Human Resource Management* (3)

BLAW 2911, *Commercial Law* (3)

BBUS 3331, *Introduction to Production and Operations Management* (3)

MKTG 3451, *Professional Selling* (3)

MKTG 4431, *Retail Marketing* (3)

MKTG 4451, *E-Commerce* (3)

ENTR 4751, *New Venture Creation* (3)

## Certificate in Entrepreneurial Skills 2

Further your entrepreneurial acumen and pave your success. The Certificate in Entrepreneurial Skills 2 program is a continuation of the Certificate in Entrepreneurial Skills 1 and is designed for you if you are a small business owner/operator with a larger number of employees.

This certificate can lead to the Diploma in Management Studies (page 58), which can ladder into the Bachelor of Commerce (page 60).



PLAR applies: see page 15

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see page 11

A strong grounding in quantitative courses, such as Pre-calculus 11 or equivalent

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see page 12

#### Certificate Requirements

Completion of the Certificate in Entrepreneurial Skills 1—see page 56

15 additional credits, with a minimum GPA of 2.00 (C-average) over all courses required to complete this credential, as follows:

##### *Core Knowledge Requirements (9 credits)*

ACCT 1221, *Accounting 2* (3)

MNGT 2131, *Motivation and Productivity* (3)

MNGT 4711, *Decision Analysis* (3)

##### *Elective Requirements (6 credits)*

6 credits from the following electives:

MATH 1091, *Business Mathematics* (3)

MNGT 1211, *Management Principles and Practices* (3)

FNCE 2121, *Financial Management* (3)

MIST 2611, *Management Information Systems* (3)

HRMN 2821, *Human Resource Management* (3)

BLAW 2911, *Commercial Law* (3)

BBUS 3331, *Introduction to Production and Operations Management* (3)

MKTG 3451, *Professional Selling* (3)

MKTG 4431, *Retail Marketing* (3)

MKTG 4451, *E-Commerce* (3)

ENTR 4751, *New Venture Creation* (3)

# Business and Management Studies

## Accounting Technician Diploma

Study part-time and online while keeping your work and life commitments intact. If you enjoy working with people and have good communication and problem-solving skills, this program may suit you.

The Accounting Technician Diploma program prepares you to work as a paraprofessional alongside accountants in industry, public practice and government.

Use your diploma to expand your professional opportunities by ladder into

the Bachelor of Commerce (page 60) and eventually work toward the Chartered Professional Accountant (CPA) designation.



PLAR applies: see page 15

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see page 11

#### Admission Recommendations

Foundations of Math 12, with a minimum of C+ or equivalent

English 12/English 12 First Peoples, with a minimum of 73% or equivalent

#### Residency Requirements

A minimum of 9 TRU credits (distance or on-campus)

#### Diploma Requirements

60 credits total, with a cumulative GPA of 2.00 or higher; a grade of C- or better in all courses required to complete this credential, as follows:

Either MATH 1071, *Fundamentals of Mathematics for Business and Economics* or MATH 1101, *Finite Mathematics* (3)

ENGL 1101, *Introduction to University Writing* (3)

STAT 1201, *Introduction to Probability and Statistics* (3)

Either ECON 1221, *Introduction to Basic Economics* or ECON 1901, *Principles of Microeconomics* (3)

CMNS 1291, *Introduction to Professional Writing* (3)

MNGT 1711, *Introduction to Business* (3)

Either ECON 1901, *Principles of Microeconomics* or ECON 1951, *Principles of Macroeconomics* (3)

FNCE 2121, *Financial Management* (3)

ACCT 2211, *Financial Accounting* (3)

ACCT 2251, *Management Accounting* (3)

ACCT 2281, *Accounting Software Systems* (3)

Either MKTG 2431, *Marketing* or HRMN 2821, *Human Resource Management* (3)

MIST 2611, *Management Information Systems* (3)

ORGB 2811, *Organizational Behaviour* (3)

BLAW 2911, *Commercial Law* (3)

ACCT 3201, *Intermediate Financial Accounting 1* (3)

ACCT 3211, *Intermediate Financial Accounting 2* (3)

ACCT 3221, *Income Taxation 1* (3)

ACCT 3231, *Income Taxation 2* (3)

ACCT 3251, *Intermediate Management Accounting* (3)



#### GPA and Program Completion

For graduation from the Accounting Technician Diploma program, a grade of C- or better over all courses and a GPA of at least 2.00 is required.

# Business and Management Studies

## Advanced Certificate in Management Studies

The Advanced Certificate in Management Studies program provides you with a practical exposure to the decision-making skills required by today's managers.

This certificate can lead to the Advanced Diploma in Management (page 59), which can ladder into the Bachelor of Commerce (page 60).



PLAR applies: see page 15

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see page 11

#### Admission Recommendations (strongly recommended)

Two years of post-secondary education in any field, or equivalent as determined through PLAR

Employment or volunteer experience in capacities where skills learned can be readily applied

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see page 12

#### Certificate Requirements

15 credits total, with a GPA of 2.00 or higher over all courses required to complete this credential, as follows:

##### *Core Knowledge Requirements (15 credits)*

BBUS 3611, *Open Thinking* (3)

MNGT 4711, *Decision Analysis* (3)

BBUS 3631, *Open Communication: Effective Communication Skills* (3)

MNGT 3731, *Leadership* (3)

BBUS 3671, *Contemporary Leadership* (3)

Upon approval, you can take up to two alternate courses (6 credits)

You benefit by taking BBUS 3611 before BBUS 3631 and MNGT 3731.

## Diploma in Management Studies

The Diploma in Management Studies program provides you with a broad background in management studies and three specialization options: accounting, human resources and marketing. If you have already completed the Certificate in Management Studies (page 55), you need only 30 more credits to earn the Diploma in Management Studies. This in turn takes you that much further toward the Bachelor of Commerce (page 60).

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see page 11

A foundation in quantitative courses, such as Foundations of Mathematics 11 or Pre-calculus 11 or approved equivalent

#### Residency Requirements

A minimum of 9 TRU credits (distance or on-campus)—see page 12

#### Diploma Requirements

60 credits with a minimum GPA of 2.00 (a grade of C) over all courses required to complete this credential, as follows:

##### *Core Knowledge Requirements (30 credits)*

Either ACCT 1211, *Accounting 1* (3) (select this if you are specializing in accounting) or ACCT 2211, *Financial Accounting* (3) (if you select ACCT 1211 and plan to specialize in accounting, you must also take ACCT 1221)

Either ACCT 2251, *Management Accounting* (3) (select this if you are specializing in accounting) or MNGT 4711, *Decision Analysis* (3)

Either MATH 1091, *Business Mathematics* (3) or MATH 1101, *Finite Mathematics* (3)

STAT 1201, *Introduction to Probability and Statistics* (3)

MNGT 1211, *Management Principles and Practices* (3)

CMNS 1291, *Introduction to Professional Writing* (3)

CMNS 1811, *Professional and Academic Composition* (3)

ECON 1901, *Principles of Microeconomics* (3)

MKTG 2431, *Marketing* (3)

MIST 2611, *Management Information Systems* (3)

Substitution of other similar courses may be considered on a case-to-case basis.

# Business and Management Studies

## Elective Requirements (up to 30 credits)

Courses in management studies, business, economics, mathematics and statistics: ACCT, BLAW, BUSN, ECON, ENTR, FNCE, HRMN, IBUS, MATH, MIST, MKTG, MNGT, ORGB, SCMN, STAT, with 15 credits at the 2000-level or higher

Up to 15 credits in approved arts and sciences courses or in technical or specialized skills courses appropriate to your coursework

## Specialization Option (15 credits)

You are awarded this option if you complete one of the three following optional areas of specialization:

### Accounting

FNCE 2121, *Financial Management* (3)

BLAW 2911, *Commercial Law* (3)

ACCT 3201, *Intermediate Financial Accounting 1* (3)

ACCT 3211, *Intermediate Financial Accounting 2* (3)

ACCT 3221, *Income Taxation 1* (3)

### Human Resources

HRMN 2821, *Human Resource Management* (3)

HRMN 3841, *Employee and Labour Relations* (3)

BBUS 3661, *Strategic Human Resource Management* (3)

Two of the following:

- MNGT 2131, *Motivation and Productivity* (3)
- ORGB 2811, *Organizational Behaviour* (3)
- BLAW 2911, *Commercial Law* (3)

### Marketing

MKTG 3451, *Professional Selling* (3)

MKTG 3471, *Consumer Behaviour* (3)

MKTG 3481, *Marketing Research* (3)

IBUS 3511, *International Business* (3)

An approved 4000-level MKTG course (3)

## Advanced Diploma in Management

The Advanced Diploma in Management program provides a practical exposure to the business and management skills required in today's workplace. It is designed for you if you have a post-secondary diploma (not necessarily in a business or management field) or equivalent and a minimum of two years of work experience.

This diploma can ladder into the Bachelor of Commerce (page 60) and the Bachelor of General Studies (page 83).



PLAR applies: see page 15

## PROGRAM REQUIREMENTS

### Admission Requirements

Completion of at least 60 credits of post-secondary studies and two years of relevant work or volunteer experience. If you are without 60 formal post-secondary credits, you may request an evaluation of your experiential learning through a PLAR assessment.

Introductory financial accounting and introductory marketing courses are prerequisites or corequisites.

### Residency Requirements

A minimum of 9 TRU credits (distance or on-campus)—see page 12

### Diploma Requirements

45 credits, with a GPA of 2.00 or higher over all courses required to complete this credential, as follows:

FNCE 2121, *Financial Management* (3)

ACCT 2251, *Management Accounting* (3)

BLAW 2911, *Commercial Law* (3)

BBUS 3611, *Open Thinking* (3)

BBUS 3631, *Open Communication: Effective Communication Skills* (3)

MNGT 3731, *Leadership* (3)

BBUS 3661, *Strategic Human Resource Management* (3)

BBUS 3671, *Contemporary Leadership* (3)

MNGT 3711, *Business Ethics and Society* (3)

MKTG 4451, *E-Commerce* (3)

MNGT 4711, *Decision Analysis* (3)

MNGT 4751, *Project Management* (6)

ENTR 4751, *New Venture Creation* (3)

BBUS 4833, *Effective Leadership* (3)

You benefit by taking BBUS 3611 before BBUS 3631 and MNGT 3731.

# Business and Management Studies

## Bachelor of Commerce

The Bachelor of Commerce program gives you the business and management skills you need to become an effective manager and leader in a dynamic and global economy. The program blends a practical management education with a broad general education.

To ready yourself for a professional designation after graduation, choose from several concentrations: accounting, finance, general management, human resources, leadership, marketing, public sector management or technology.

Graduates of this program meet the admission requirements for the Master of Business Administration (page 72).



PLAR applies: see page 15

## PROGRAM REQUIREMENTS

### Admission Requirements

Open admission—see page 11

### Admission Recommendations

Completion of at least 60 applicable credits or a suitable two-year business diploma program

### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see page 12

### Degree Requirements

At least 120 credits, including 45 upper-level credits, with a GPA of 2.00 or higher for all General Education and core knowledge requirements needed to complete this credential, as follows:

*General Education Requirements (18 credits)*

3 credits in English

3 credits in natural sciences

6 credits in humanities or social sciences

6 credits in arts and sciences



More about Matt and other stories at [www.truopen.ca/truestory](http://www.truopen.ca/truestory)

# Business and Management Studies

## Core Knowledge Requirements (54 credits)

Either ACCT 1221, *Accounting 2* (3) or ACCT 2211, *Financial Accounting* (3)

ACCT 2251, *Management Accounting* (3)

ORGB 2811, *Organizational Behaviour* (3)

MNGT 3711, *Business Ethics and Society* (3)

FNCE 2121, *Financial Management* (3)

MKTG 2431, *Marketing* (3)

Either MNGT 4711, *Decision Analysis* (3) or ACCT 4252, *Advanced Management Accounting* (3)

Either HRMN 2821, *Human Resource Management* (3) or HRMN 3841, *Employee and Labour Relations* (3) or BBUS 3661, *Strategic Human Resource Management* (3)

BLAW 2911, *Commercial Law* (3)

MNGT 4781, *Strategic Management* (3)

MIST 2611, *Management Information Systems* (3)

ECON 1901, *Principles of Microeconomics* (3)

ECON 1951, *Principles of Macroeconomics* (3)

Either MATH 1071, *Fundamentals of Mathematics for Business and Economics* (3) or MATH 1101, *Finite Mathematics* (3) or MATH 1091, *Business Mathematics* (3)

MNGT 1211, *Management Principles and Practices* (3)

STAT 1201, *Introduction to Probability and Statistics* (3)

Two of the following:

- CMNS 1291, *Introduction to Professional Writing* (3)
- CMNS 1811, *Professional and Academic Composition* (3)
- BBUS 3631, *Open Communication: Effective Communication Skills* (3)

You cannot receive credit for both CMNS 1291 and CMNS 1811.

## Elective Requirements (33 credits)

Academic and/or applied credits to bring the total number of credits to 120

## Concentration Requirements (15 credits)

15 credits in one of the following eight concentrations, with a GPA of 2.33 (a grade of C+) or higher in each concentration course, as follows:

### ACCOUNTING CONCENTRATION

The Accounting Concentration prepares you to become an integral part of an organization's financial management team or to enter public practice as an auditor, tax specialist or consultant.

Government, non-profit organizations, major corporations, small businesses and high-worth individuals all need accountants to manage their financial affairs.

After graduation, you may pursue the Chartered Professional Accountant (CPA) designation.

### Required Courses

ACCT 3201, *Intermediate Financial Accounting 1* (3)

ACCT 3211, *Intermediate Financial Accounting 2* (3)

ACCT 3221, *Income Taxation 1* (3)

ACCT 3251, *Intermediate Management Accounting* (3)

One of the following:

- ACCT 4201, *Advanced Financial Accounting* (3)
- ACCT 4231, *Assurance* (3)
- ACCT 4251, *Advanced Management Accounting* (3)



# Business and Management Studies

## FINANCE CONCENTRATION

This Finance Concentration program is demanding, but it prepares you to play an important role in the financial industry, which is divided into two main fields: managerial finance and investments.

Managerial finance professionals arrange required financing for an organization's daily operations and future growth. They use lines of credit, corporate paper, term loans, mortgages, bonds, leases, venture capital and initial public offerings (IPOs) to finance seasonal build-ups in working capital and major asset purchases.

Investments professionals deal with managing savings in the economy by transferring them to individuals and corporations in need of capital in exchange for an appropriate return. Professionals spend their time designing, pricing and trading such instruments as term deposits, personal loans, stocks, bonds and asset-backed securities to aid in the flow of funds.

After graduation, you may pursue the Chartered Financial Analyst (CFA) or Certified Financial Planner (CFP) designations or take financial training through the Canadian Securities Institute.

### Required Courses

FNCE 3151, *Investments 1* (3)

FNCE 3171, *Investments 2* (3)

FNCE 3180, *Risk Management and Financial Engineering* (TRU on-campus course) or FNCE 403, *Risk Management* (Athabasca University) (3)

Two of the following:

- ACCT 3221, *Income Taxation 1* (3)
- MKTG 3451, *Professional Selling* (3)
- Either FNCE 4130, *Advanced Financial Management* (TRU on-campus course) or ADMN 3117, *Financial Management II* (Nipissing University) (3)
- Either FNCE 4160, *Portfolio Management* (TRU on-campus course) or FNCE 470, *Portfolio Management* (Athabasca University) (3)
- Either FNCE 4180, *International Financial Management* (TRU on-campus course) or ECON 3127, *International Financial Management* (Nipissing University) (3)
- Either FNCE 4190, *Financial Institutions Management* (TRU on-campus course) or ADMN 2116, *Management of Financial Institutions* (Nipissing University) (3)

## GENERAL MANAGEMENT CONCENTRATION

The General Management Concentration is designed for you if you want to take a wide array of courses to receive greater breadth in your management education or if you prefer to focus on a specialized field of your choice.

Many positions in business require the varied skills that a generalist can offer.

### Required Courses

Approved 3000- and/or 4000-level courses (normally ACCT, BLAW, BUSN, ENTR, FNCE, HRMN, IBUS, MIST, MKTG, MNGT, ORGB or SCMN), with a minimum of 6 4000-level credits

## HUMAN RESOURCES CONCENTRATION

The Human Resources Concentration prepares you to become an employee relations specialist in employee planning, recruitment, selection, compensation, training and development, health and safety and evaluation.

HR professionals are also active in labour relations, taking the lead in union contract negotiations, grievance handling (including mediation and arbitration) and other employee-related matters such as wrongful dismissal, harassment and privacy.

After graduation, you can pursue the Certified Human Resource Professional (CHRP) designation, fast becoming a requirement for advancement in HR.

### Required Courses

BBUS 4135, *Motivation and Productivity* (3)

6 credits from the following:

- ORGB 4871, *Organizational Development and Change* (3)
- MNGT 4751, *Project Management* (6)
- BBUS 4833, *Effective Leadership* (3)

Two of the following:

- HRMN 2821, *Human Resource Management* (3)
- BBUS 3661, *Strategic Human Resource Management* (3)
- HRMN 3841, *Employee and Labour Relations* (3)

# Business and Management Studies

## LEADERSHIP CONCENTRATION

The Leadership Concentration focuses on development of the knowledge and skills necessary to be an effective leader in today's dynamic work environment.

### Required Courses

MNGT 3731, *Leadership* (3)

BBUS 3671, *Contemporary Leadership* (3)

BBUS 4833, *Effective Leadership* (3)

Two of the following:

- MNGT 4751, *Project Management* (6)
- ORGB 4871, *Organizational Development and Change* (3)
- LEAD 4901, *Strategic Thinking for Leadership* (3)

## MARKETING CONCENTRATION

The Marketing Concentration prepares you to assume one of the most important roles in business.

Marketers are a company's creative force focusing on the marketing mix also known as the four Ps: product, price, promotion and place. They devise potentially profitable new product ideas that meet the needs of specific target markets and then develop and execute the detailed plans needed for their implementation.

### Required Courses

MKTG 3481, *Marketing Research* (3)

Four of the following:

- MKTG 3451, *Professional Selling* (3)
- MKTG 3471, *Consumer Behaviour* (3)
- IBUS 3511, *International Business* (3)
- MKTG 4411, *Services Marketing* (3)
- MKTG 4431, *Retail Marketing* (3)
- MKTG 4471, *International Marketing* (3)
- MKTG 4481, *Integrated Marketing Communication* (3)
- MKTG 4491, *Business-to-Business Marketing* (3)

## PUBLIC SECTOR MANAGEMENT CONCENTRATION

The Public Sector Management Concentration provides you with the knowledge and skills required to work in a leadership capacity in federal, provincial, local or First Nations government or in the non-profit sector. It is offered in collaboration with UVic (the University of Victoria); acceptance into courses is subject to UVic's approval.

If you are interested in public administration, you may want to consider the Bachelor of Public Administration ([page 64](#)) program.

### Required Courses

Two of the following:

- PADM 3119, *Introduction to Public Administration* (3)
- PADM 3149, *Public Sector Research and Analysis* (3)
- PADM 4239, *Local Government in British Columbia* (3)
- PADM 4459, *Urban and Regional Economics* (3)

Three of the following:

- PADM 4079, *Managing Service Delivery* (3)
- PADM 4219, *Financial Management* (3) (may not be used to satisfy the core financial management requirement)
- PADM 4379, *Program Evaluation and Performance Measurement* (3)
- PADM 4469, *Local Government Land Use Planning* (3)
- An approved 3000- or 4000-level course

# Business and Management Studies



## Course Equivalencies

If you are in the Public Sector Management Concentration, you may substitute specific core knowledge requirements for public administration (PADM) courses as follows:

CORE COURSES	PADM COURSES
ORGB 2811	PADM 3129 and PADM 4099
MNGT 3711	PADM 4229 (UVic ADMN 422)
FNCE 2121	PADM 4219 or PADM 4489
HRMN 2821	PADM 4319
BLAW 2911	PADM 4529
MNGT 4781	PADM 4209 or PADM 4779
ECON 1901	PADM 3109
ECON 1951	PADM 4459
MNGT 1211	PADM 3129

## TECHNOLOGY CONCENTRATION

The Technology Concentration is intended for you if you have already completed a technology-related diploma. Most credits in this concentration consist of credits for technology courses completed prior to OL admission.

After graduation, you will be well prepared for management positions in the IT industry.

### Required Courses

MNGT 4751, *Project Management* (6)

9 credits from a technology area

## Bachelor of Public Administration

The Bachelor of Public Administration (BPA) program is designed to provide you with the knowledge and skills necessary to work in a leadership capacity in federal, provincial, municipal and First Nations governments, as well as in the non-profit sector.

This degree can be used toward admission requirements for the Master of Business Administration ([page 72](#)).



PLAR applies: see [page 15](#)

## PROGRAM REQUIREMENTS

### Admission Requirements

Open admission—see [page 11](#)

### Admission Recommendations

Completion of the University of Victoria (UVic) Diploma in Public Sector Management or Diploma in Local Government Management: 11 of the courses in each of those diplomas transfer into the BPA

### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see [page 12](#)

### Degree Requirements

120 credits, including 51 upper-level credits, with a minimum GPA of 2.00, and grades of C- or better in all courses required to complete this credential, as follows:

*General Education Requirements (12 credits)*

6 credits in humanities

6 credits in social science

# Business and Management Studies

## Core Knowledge Requirements (48 credits)

MATH 1071, *Fundamentals of Mathematics for Business and Economics* (3)

ENGL 1101, *Introduction to University Writing* (3)

Either CMNS 1291, *Introduction to Professional Writing* or PADM 3169, *Written Communication in the Public and Non-profit Sectors* (3)

POLI 1111, *Canadian Government and Politics* (3)

STAT 1201, *Introduction to Probability and Statistics* (3)

ECON 1901, *Principles of Microeconomics* (3)

ECON 1951, *Principles of Macroeconomics* (3)

ACCT 2211, *Financial Accounting* (3)

ACCT 2251, *Management Accounting* (3)

ECON 2331, *Economics and Business Statistics 2* (3)

MKTG 2431, *Marketing* (3)

MIST 2611, *Management Information Systems* (3)

ORGB 2811, *Organizational Behaviour* (3)

BLAW 2921, *Law for Public Sector Managers* (3)

CMNS 3241, *Advanced Professional Communications* (3)

IBUS 3511, *International Business* (3)

MNGT 3711, *Business Ethics and Society* (3)

BLAW 2921, *Law for Public Sector Managers* (3)

## Specialization Requirements (30 credits)

PADM 3119, *Introduction to Public Administration* (3)

PADM 3129, *Managing in Public and Non-Profit Sector Organizations* (3)

PADM 3149, *Public Sector Research and Analysis* (3)

PADM 4079, *Managing Service Delivery* (3)

PADM 4209, *The Public Policy Process* (3)

PADM 4219, *Financial Management* (3)

PADM 4229, *Ethical Public Management* (3)

PADM 4319, *Public Sector Human Resource Management* (3)

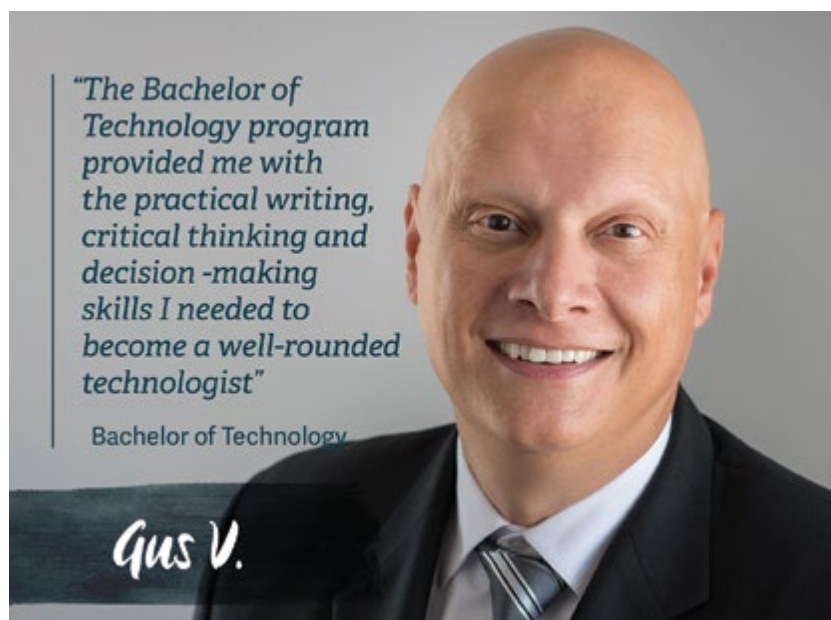
PADM 4379, *Program Evaluation and Performance Measurement* (3)

PADM 4779, *Strategic Planning and Implementation* (3)

## Elective Requirements (30 credits)

An additional 30 credits of ADMN courses from UVic's School of Public Administration, or approved electives; courses in economics, history, political science or business are recommended

Select your electives so that you complete the 51 upper-level credits required for graduation.



More about Gus and other stories at [www.truopen.ca/truestory](http://www.truopen.ca/truestory)

# Business and Management Studies

## Bachelor of Real Estate Management

The Bachelor of Real Estate Management program allows you, as a member of the real estate community, to upgrade your education to meet the accreditation requirements for various professional associations.

Also, you can use this degree toward admission requirements for the Master of Business Administration program (page 72).



PLAR applies: see page 15

### PROGRAM REQUIREMENTS

#### Admission Requirements

Admission to UBC's Diploma Program in Urban Land Economics (DULE), offered by the Sauder School of Business Real Estate Division.

#### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see page 12

#### Degree Requirements

120 credits, including 51 upper-level credits, with a minimum GPA of 2.00; (C- average) or better in all courses required to complete this credential, as follows:

*General Education Requirements (12 credits)*

6 credits in humanities

6 credits in social sciences

*Core Knowledge Requirements (75 credits)*

Either BUSI 111, *BC Real Estate Property Law and Real Estate Ethics* (3) or BUSI 112, *Canadian Real Property Law and Real Estate Ethics* (3)

BUSI 121, *Foundation of Real Estate Mathematics* (3)

BUSI 221, *Real Estate Finance in a Canadian Context* (3)

BUSI 300, *Urban and Real Estate Economics* (3)

BUSI 330, *Foundations of Real Estate Appraisal* (3)

BUSI 331, *Real Estate Investment Analysis and Advanced Income Appraisal* (3)

BUSI 400, *Residential Property Analysis* (3)

BUSI 401, *Commercial Property Analysis* (3)

ENGL 1101, *Introduction to University Writing* (3)

STAT 1201, *Introduction to Probability and Statistics* (3)

CMNS 1291, *Introduction to Professional Writing* (3)

Either ECON 1901, *Principles of Microeconomics* (3) or BUSI 100, *Micro Foundations of Real Estate Economics* (3)

Either ECON 1951, *Principles of Macroeconomics* (3) or BUSI 101, *Capital Markets and Real Estate* (3)

FNCE 2121, *Financial Management* (3)

ACCT 2211, *Financial Accounting* (3)

ACCT 2251, *Management Accounting* (3)

ECON 2331, *Economics and Business Statistics 2* (3)

MKTG 2431, *Marketing* (3)

MIST 2611, *Management Information Systems* (3)

ORGB 2811, *Organizational Behaviour* (3)

HRMN 2821, *Human Resource Management* (3)

BLAW 2911, *Commercial Law* (3)

CMNS 3241, *Advanced Professional Communication* (3)

IBUS 3511, *International Business* (3)

MNGT 3711, *Business Ethics and Society* (3)

BUSI courses are offered as part of UBC's DULE diploma.

*Specialization Requirements (12 credits)*

12 credits of 400-level DULE courses (to meet the requirements of one of the DULE real estate specializations: appraisal, assessment, management or development)

*Elective Requirements (21 credits)*

21 credits of business, real estate or approved related electives (to complete the 51 upper-level credits required for graduation)



#### GPA and Program Completion

For graduation from the Bachelor of Real Estate Management program, a grade of C- or higher over all courses and a GPA of at least 2.00 is required.



#### Transfer Credit

To receive transfer credit for real estate core and specialty courses, please apply to the Sauder School of Business Real Estate Division for evaluation of real estate course equivalencies before applying to OL for admission. Additional transfer credit for non-real estate courses will be considered by TRU.

# Business and Management Studies

## Post-Baccalaureate Certificate in Commerce

Designed for graduates of recognized baccalaureate degrees in business, this program allows you to build on your undergraduate degree by specializing in another area of business, thereby expanding your employment potential.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

A recognized baccalaureate degree in business

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)— see [page 12](#)

#### Certificate Requirements

15 credits, with a GPA of 2.33 (a grade of C+) or higher in each course required to complete one of the following six concentrations:

*Concentration Requirements (15 credits)*

#### ACCOUNTING CONCENTRATION

ACCT 3201, *Intermediate Financial Accounting 1* (3)

ACCT 3211, *Intermediate Financial Accounting 2* (3)

ACCT 3221, *Income Taxation 1* (3)

ACCT 3251, *Intermediate Management Accounting* (3)

One of the following:

- ACCT 4201, *Advanced Financial Accounting* (3)
- ACCT 4231, *Assurance* (3)
- ACCT 4251, *Advanced Management Accounting* (3)

#### FINANCE CONCENTRATION

FNCE 3151, *Investments 1* (3)

FNCE 3171, *Investments 2* (3)

Either FNCE 3180, *Risk Management and Financial Engineering* (TRU on-campus course) or FNCE 403, *Risk Management* (Athabasca University) (3)

Two of the following:

- ACCT 3221, *Income Taxation 1* (3)
- MKTG 3451, *Professional Selling* (3)

Either FNCE 4130, *Advanced Financial Management* (TRU on-campus course) or ADMN 3117, *Financial Management II* (Nipissing University) (3)

Either FNCE 4160, *Portfolio Management* (TRU on-campus course) or FNCE 470, *Portfolio Management* (Athabasca University) (3)

Either FNCE 4180, *International Financial Management* (TRU on-campus course) or ECON 3127, *International Financial Management* (Nipissing University) (3)

Either FNCE 4190, *Financial Institutions Management* (TRU on-campus course) or ADMN 2116, *Management of Financial Institutions* (Nipissing University) (3)

#### HUMAN RESOURCES CONCENTRATION

HRMN 2821, *Human Resource Management* (3)

BBUS 3661, *Strategic Human Resource Management* (3)

HRMN 3841, *Employee and Labour Relations* (3)

6 credits of approved 4000-level business courses such as ORGB 4871, *Organizational Development and Change* (3) or MNGT 4751, *Project Management* (6) or BBUS 4833, *Effective Leadership* (3) or BBUS 4135, *Motivation and Productivity* (3)

# Business and Management Studies

## LEADERSHIP CONCENTRATION

MNGT 3731, *Leadership* (3)

BBUS 3671, *Contemporary Leadership* (3)

BBUS 4833, *Effective Leadership* (3)

6 credits of approved 4000-level business courses from the following:

- MNGT 4751, *Project Management* (6)
- ORGB 4871, *Organizational Development and Change* (3)
- LEAD 4901, *Strategic Thinking for Leadership* (3)

## MARKETING CONCENTRATION

MKTG 3481, *Marketing Research* (3)

Four of the following:

- MKTG 3451, *Professional Selling* (3)
- MKTG 3471, *Consumer Behaviour* (3)
- IBUS 3511, *International Business* (3)
- MKTG 4411, *Services Marketing* (3)
- MKTG 4431, *Retail Marketing* (3)
- MKTG 4471, *International Marketing* (3)
- MKTG 4481, *Integrated Marketing Communications* (3)
- MKTG 4491, *Business-to-Business Marketing* (3)

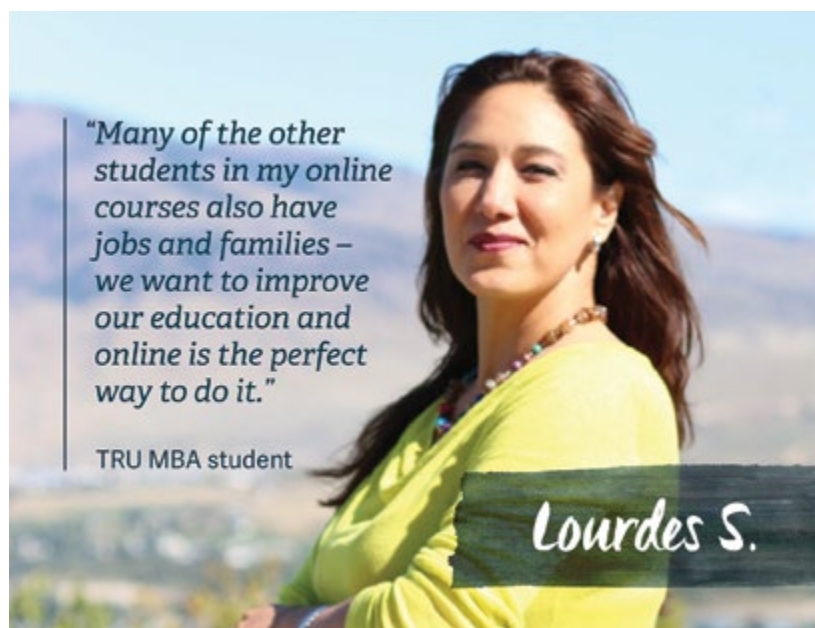
## PUBLIC SECTOR MANAGEMENT CONCENTRATION

Two of the following:

- PADM 3119, *Introduction to Public Administration* (3)
- PADM 3149, *Public Sector Research and Analysis* (3)
- PADM 4239, *Local Government in British Columbia* (3)
- PADM 4459, *Urban and Regional Economics* (3)

Three of the following:

- PADM 3169, *Written Communications in the Public and Non-Profit Sectors* (3)
- PADM 4079, *Managing Service Delivery* (3)
- PADM 4219, *Financial Management* (3)
- PADM 4379, *Program Evaluation and Performance Measurement* (3)
- PADM 4469, *Local Government Land Use Planning* (3)
- An approved 3000- or 4000-level course



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# Business and Management Studies

## Post-Baccalaureate Diploma in Commerce

Designed for graduates of recognized degrees in fields other than business, the Post-Baccalaureate Diploma in Commerce program provides you with the knowledge and skills needed for successful career progression or transition into management or specialist fields such as accounting, human resources or marketing.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

A recognized baccalaureate degree in a field other than business

#### Residency Requirements

A minimum of 9 TRU credits (distance or on-campus)—see [page 12](#)

#### Diploma Requirements

30 credits, with at least 15 upper-level credits and 15 credits in one of seven concentrations, with a grade of C+ or higher in each concentration course and an overall GPA of 2.00 or higher in all courses required to complete this credential, as follows:

##### Core Knowledge Requirements (3 credits)

ACCT 2211, *Financial Accounting* or equivalent

##### Elective Requirements (12 credits)

These 12 credits ensure that all course prerequisites for each concentration are satisfied. Choose any remaining credits (to bring the total elective credits to 12) in consultation with your program advisor; include courses in business, management or economics.

The following are recommended:

- ACCT 2251, *Management Accounting* (3)
- MNGT 3711, *Business Ethics and Society* (3)
- MNGT 4711, *Decision Analysis* (3)
- BLAW 2911, *Commercial Law* (3)
- Either ECON 1901, *Principles of Microeconomics* (3) or MNGT 1211, *Management Principles and Practices* (3)

### Concentration Requirements (15 credits)

#### ACCOUNTING CONCENTRATION

ACCT 3201, *Intermediate Financial Accounting 1* (3)

ACCT 3211, *Intermediate Financial Accounting 2* (3)

ACCT 3221, *Income Taxation 1* (3)

ACCT 3251, *Intermediate Management Accounting* (3)

One of the following:

- ACCT 4201, *Advanced Financial Accounting* (3)
- ACCT 4231, *Assurance* (3)
- ACCT 4251, *Advanced Management Accounting* (3)

#### FINANCE CONCENTRATION

FNCE 3151, *Investments 1* (3)

FNCE 3171, *Investments 2* (3)

Either FNCE 3180, *Risk Management and Financial Engineering* (TRU on-campus course) (3) or FNCE 403, *Risk Management* (Athabasca University) (3)

Two of the following:

- MKTG 3451, *Professional Selling* (3)
- ACCT 3221, *Income Taxation 1* (3)
- Either FNCE 4130, *Advanced Financial Management* (TRU on-campus course) (3) or ADMN 3117, *Financial Management II* (Nipissing University) (3)
- Either FNCE 4160, *Portfolio Management* (TRU on-campus course) (3) or FNCE 470, *Portfolio Management* (Athabasca University) (3)
- Either FNCE 4180, *International Financial Management* (TRU on-campus course) (3) or ECON 3127, *International Financial Management* (Nipissing University) (3)
- Either FNCE 4190, *Financial Institutions Management* (TRU on-campus course) (3) or ADMN 2116, *Management of Financial Institutions* (Nipissing University) (3)



# Business and Management Studies

## GENERAL MANAGEMENT CONCENTRATION

ORGB 2811, *Organizational Behaviour* (3)

FNCE 2121, *Financial Management* (3)

MKTG 2431, *Marketing* (3)

HRMN 2821, *Human Resource Management* (3)

One additional approved 3000- or 4000-level courses: ACCT, BLAW, BUSN, ENTR, FNCE, HRMN, IBUS, MIST, MKTG MNGT, ORGB or SCMN

## HUMAN RESOURCES CONCENTRATION

HRMN 2821, *Human Resource Management* (3)

HRMN 3841, *Employee and Labour Relations* (3)

BBUS 3661, *Strategic Human Resource Management* (3)

6 credits of approved 4000-level business courses such as ORGB 4871, *Organizational Development and Change* (3); MNGT 4751, *Project Management* (6); BBUS 4833, *Effective Leadership* (3); or BBUS 4135, *Motivation and Productivity* (3)

## LEADERSHIP CONCENTRATION

MNGT 3731, *Leadership* (3)

BBUS 3671, *Contemporary Leadership* (3)

BBUS 4833, *Effective Leadership* (3)

6 credits of approved 4000-level business courses from the following:

- ORGB 4871, *Organizational Development and Change* (3)
- MNGT 4751, *Project Management* (6)
- LEAD 4901, *Strategic Thinking for Leadership* (3)

## MARKETING CONCENTRATION

MKTG 3481, *Marketing Research* (3)

Four of the following:

- MKTG 3451, *Professional Selling* (3)
- MKTG 3471, *Consumer Behaviour* (3)
- IBUS 3511, *International Business* (3)
- MKTG 4411, *Services Marketing* (3)
- MKTG 4431, *Retail Marketing* (3)
- MKTG 4471, *International Marketing* (3)
- MKTG 4481, *Integrated Marketing Communication* (3)
- MKTG 4491, *Business-to-Business Marketing* (3)

## PUBLIC SECTOR MANAGEMENT CONCENTRATION

Two of the following:

- PADM 3119, *Introduction to Public Administration* (3)
- PADM 3149, *Public Sector Research and Analysis* (3)
- PADM 4239, *Local Government in British Columbia* (3)
- PADM 4459, *Urban and Regional Economics* (3)

Three of the following:

- PADM 3169, *Written Communications in the Public and Non-Profit Sectors* (3)
- PADM 4079, *Managing Service Delivery* (3)
- PADM 4219, *Financial Management* (3)
- PADM 4379, *Program Evaluation and Performance Measurement* (3)
- PADM 4469, *Local Government Land Use Planning* (3)
- An approved 3000- or 4000-level course

# Business and Management Studies

## Graduate Diploma in Business Administration

The Graduate Diploma in Business Administration (GDBA) program provides you with the foundational knowledge and skills you need to be successful in TRU's Master of Business Administration, Master of Environmental Economics and Management, or Master of Science in Environmental Economics and Management.

The GDBA may also be of interest as a stand-alone program to you if you just want an overview of business management. Professionals in fields such as medicine and dentistry, for example, can study management at the graduate level to better operate their businesses or practices.



PLAR applies: see [page 15](#)

### LEARNING OPTIONS

You can complete the GDBA program on a part-or full-time basis, either by distance or on-campus. Start dates are September, January and May.

### PROGRAM REQUIREMENTS

#### Admission Requirements

- 1. Education Requirement**

Acceptable three- or four-year undergraduate degree in any discipline, with a minimum B average (GPA of 3.00 or higher on a scale of 4.33, or local equivalent) in the last 60 credits
- 2. English Language Proficiency Requirement**

If you did not complete their undergraduate degree at an English language university in a country whose first language is English, you must have one of the following:

  - A minimum TOEFL score of 587 with a TWE of 5.0 or higher (paper-based test), or a minimum score of 94 with no section below 20 or
  - A minimum IELTS of at least 7.0 with no band below 6.5 or
  - Completion of ENGL 1100 or 1101 and CMNS 1290 or 1291 (with a grade of B or higher)
- 3. Quantitative and Computing Skills Requirement**
  - Adequate quantitative skills assessed through successful completion of specific undergraduate courses in quantitative subjects and adequate computing skills that include having a strong background in word processing, presentation and spreadsheet software

If you do not meet the education or language requirements or do not have adequate quantitative and computing skills, you must upgrade your skills before you start this program.

#### Residency Requirements

A minimum of 9 TRU credits (distance or on-campus)—see [page 12](#)

#### Diploma Requirements

18 credits, with a GPA of 3.00 and a grade of B- or higher or higher in each course required to complete this credential, as follows:

- BUSN 5010/5011, *Managerial Statistics* (3)
- BUSN 5020/5021, *Financial Accounting* (3)
- BUSN 5030/5031, *Management Accounting* (3)
- BUSN 5040/5041, *Global Economics* (3)
- BUSN 5050/5051, *Marketing Management* (3)
- BUSN 5060/5061, *Human Resource Management* (3)



#### GPA and Program Completion

For graduation from the Graduate Diploma in Business Administration program, a grade of B- or higher over all courses and a GPA of at least 3.00 is required.

You have three years from the date of admission to complete this program.



#### Transfer Credit

You may receive a course waiver or transfer credit for GDBA courses if the degree committee determines that you have adequate, relevant and recent undergraduate or graduate coursework from an acceptable institution and a grade of B or higher in the corresponding coursework.

You can apply for PLAR in any course but it cannot be used to meet the residency requirements for this program.

# Business and Management Studies

## Master of Business Administration

Traditional or unconventional, your path is here.

Everyone's goals are different, including yours. Whether you want to follow your entrepreneurial instincts, specialize through research, skip the thesis or embrace it, you can make the TRU Master of Business (MBA) program your own.

If you're interested in research, there are many choices for pursuing your passions. Our world-class faculty members are known to be some of the most approachable, and they are here to support you.

This program is a training ground for your future and the limitless opportunities you'll explore upon graduation. You'll leave the program with concrete skills to apply to your workplace or your next venture.

The TRU MBA offers one of the highest values for your dollar in Canada.

### LEARNING OPTIONS

Complete the MBA on a part- or full-time basis and either by distance or on-campus.

Regardless of your method of study, you will receive a rigorous academic experience.

The MBA offers course-based, project or thesis completion options.

You can start in September, January or May.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Completion of each course in the Graduate Diploma in Business Administration (GDBA), with a GPA of 3.00 and a grade of B or higher in each course, or exemption from the courses by the degree committee

#### Residency Requirements

A minimum of 7 TRU courses (distance or on-campus)—see [page 12](#)

#### Degree Requirements

Up to 54 credits, with a GPA of 3.00 and a grade of B- or higher in each course and a GPA of 3.00 or higher in all courses required to complete this credential, as follows:

#### Core Knowledge Requirements (24 credits)

BUSN 6010/6011, *Ethics and Corporate Social Responsibility* (3)

BUSN 6020/6021, *Corporate Finance* (3)

BUSN 6030/6031, *International Business* (3)

BUSN 6040/6041, *Leadership and Organization Development* (3)

BUSN 6050/6051, *Supply Chain Management* (3)

BUSN 6060/6061, *Strategic Management Information Systems* (3)

BUSN 6070/6071, *Project Management and Consulting Methods* (3)

BUSN 6080/6081, *Strategic Management* (3)

#### Course-Based Option Requirements (12 credits)

BUSN 6150/6151, *Advanced Marketing Management* (3)

BUSN 6210/6211, *Advanced Corporate Finance* (3)

BUSN 6250/6251, *Decision Analysis and Modelling* (3)

BUSN 6310/6311, *Innovation and Entrepreneurship* (3)

#### Graduate Project or Thesis Requirements (15 or 18 credits)

BUSN 6950/6951, *Research Methods, Preparation, and Presentation* (3)

BUSN 6970, *Graduate Project* (9)  
or

BUSN 6960, *Graduate Thesis* (12)



#### GPA and Program Completion

For graduation from the Master of Business Administration program, a grade of B- or higher over all courses and a GPA of at least 3.00 is required.



#### Transfer Credit

You may receive a course waiver or transfer credit for MBA courses if the degree committee determines that you have adequate, relevant and recent undergraduate or graduate coursework from an acceptable institution and a grade of B or higher in the corresponding coursework.

You can apply for PLAR in any course but it cannot be used to meet the residency requirements for this program.

# Education and Social Work

## Overview

Your choice ranges from entry- or graduate-level courses to certificate and master's degree programs. Our Education and Social Work courses and programs allow you to choose where you want your career to go and provide you with the momentum to get there.

Choose from many Open Learning and TRU courses to fulfill your program requirements. You can also access post-secondary courses from other institutions and transfer them to your OL program. See BC Council on Admissions & Transfer (BCCAT) at [www.bccat.ca](http://www.bccat.ca) to explore your options.

Plan ahead and make the most of your Education and Social Work credential. Our Program Advisors help you choose courses that can later be applied toward another program, either at OL or elsewhere.

Start your learning journey today!

## Benefits

As an Open Learning Education and Social Work student, you benefit from:

- Open admission for many programs
- A Program Advisor to create a program plan for you and guide you through your studies
- The opportunity to apply for PLAR
- Student services, including financial assistance and awards programs, library services and help with writing
- The ability to transfer courses from or to other educational institutions and to apply program credits earned to other OL programs



### PLAR

[www.tru.ca/distance/plar-ol](http://www.tru.ca/distance/plar-ol)

Some program requirements for certain Education and Social Work programs may be met with credits awarded through prior learning assessment and recognition (PLAR). See [page 15](#) or the website.



### Program Application

[www.educationplannerbc.ca](http://www.educationplannerbc.ca)

You can apply online through EducationPlannerBC at the above URL.

If you are unable to apply online, you can apply by mail or fax with a Program Admission form, which you can find at [www.tru.ca/distance/register/admission](http://www.tru.ca/distance/register/admission).



### Student Forms: Program Admission

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

To take courses at other post-secondary institutions and transfer credit to an OL program, apply for a letter of permission, using the request form on the Student Forms page at the above URL.

If your program and that of a transferring institution are listed on the CVU-UVC website, use the CVU form on the Student Forms page to save admission fees to CVU-UVC partner institutions.



### Student Responsibility

Consult with your Program Advisor to ensure that the courses you select are appropriate for your program of study and educational goals. Otherwise, you may find that a course does not meet program requirements and its credits may not be applied toward your chosen credential, or you may be required to pay an additional transcript assessment fee.



### Contact: StudentServices

We're here for you. Please contact us if you have any questions about our Education and Social Work programs and courses.

# Education and Social Work

## Graduate Certificate in Online Teaching and Learning

Whether you are a K–12 teacher, post-secondary instructor or trainer, the Graduate Certificate in Online Teaching and Learning gives you a solid foundation in the expertise you need to effectively use technology in your online or face-to-face classroom.

To qualify for an additional salary level in BC, you need 30 or more senior- or graduate-level credits. Gain 15 of those credits through this credential.

Graduation from this program increases your marketability in the public school environment. Get noticed and get hired.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

One of the following:

- A Bachelor of Education (BEEd)
- A bachelor's degree in another discipline, along with teaching qualifications or experience
- The permission of the academic director or designate

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see [page 12](#)

#### Certificate Requirements

15 credits total, with a GPA of 3.00 or higher over all courses required for this credential, as follows:

EDDL 5101, *Educational Technology in the Curriculum* (3)

EDDL 5111, *Introduction to Distributed Learning* (3)

EDDL 5131, *Multimedia in the Curriculum* (3)

EDDL 5141, *Online Teaching and Learning* (3)

EDDL 5151, *Managing Your Technology Classroom* (3)



#### GPA and Program Completion

For the Graduate Certificate in Online Teaching and Learning, you must maintain a GPA of 3.00 or higher to remain in the program.

One grade of F can result in dismissal from the program. Students with B- (70-72%) or lower in two or more courses must withdraw, regardless of their GPA, unless the Program Coordinator recommends otherwise.

## Social Service Worker Certificate

If you are looking to enrich more than your resumé, the Social Service Worker Certificate program can be your way into this field or to a promotion. From social work theory to counselling skills and real-life practice, you learn about and experience situations you may encounter in your career.

If you want to complete this program but live outside of BC, you may participate if you can make appropriate practicum arrangements at a social service agency near you.

Use this program to get you started in your career in social services, or transfer credits from this program into an undergraduate degree in social work. Increase your opportunities for employment or promotion.

See WorkBC at [www.workbc.ca](http://www.workbc.ca) regarding employment trends and opportunities for social service workers.



PLAR applies: see [page 15](#)

### PROFESSIONAL DEVELOPMENT

If you are a non-program student, you can register in all Social Work (SOCW) and Human Services (HUMS) courses other than HUMS 1601, *Human Social Field Practicum* - Year 1.

### PROGRAM REQUIREMENTS

#### Admission Requirements

All of the following:

- Grade 12 or equivalent or mature student status
- English 12/English 12 first peoples with a minimum grade of 73% (B)
- 19 years of age prior to the start of the program

#### Admission Recommendations

Completion of Grade 12 or the BC Adult Graduation Diploma—see [page 40](#)

#### Additional Requirements

A Request for Consent to a Criminal Record Check (CRC) form, resulting in a clear CRC, prior to your registration in HUMS 1671—see below ([page 75](#))

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see [page 12](#)

#### Certificate Requirements

30 credits total, with a grade of C or higher in each program course required for this credential, as follows:

# Education and Social Work

## Core Knowledge Requirements (27 credits)

ENGL 1101, *Introduction to University Writing* (3)

SOCI 1111, *Introduction to Sociology I* (3)

SOCW 2061, *An Introduction to Social Work Practice* (3)

HUMS 1541, *Interpersonal Communications and Helping Relationships* (3)

HUMS 1581, *Introduction to Professional Human Service Practice* (3)

HUMS 12531, *Professional Communications and Helping Relationships* (3)

HUMS 1771, *Introduction to Human Service Practice with Indigenous Communities* (3)

SOCW 2121, *Social Welfare in Canada* (3)

SOCW 3551, *Human Development in the Social Environment* (3)

## Practicum Requirement

HUMS 1601, *Human Service Field Education - Year 1* (3-6)

The process of obtaining a practicum placement is based on availability and resources in the community you select. You may need to relocate, at your own expense.

The practicum is 190 hours minimum.

Choose one of two delivery timeframes:

- Part-time: three days a week for a total of 10 weeks
- Full-time: five days a week for a total of six weeks

You must attain a grade of C or higher for all core knowledge requirements before you can register for HUMS 1601.

## PROGRAM COMPLETION

Completion time for this program varies.

If you are accepted as a program student but a course is full, you are waitlisted for that course. If a space becomes available, you are contacted prior to the registration deadline.



### Transfer Credit

Credit from this program can be laddered into Bachelor of Social Work programs at participating Canadian post-secondary institutions. Refer to British Columbia Council on Admissions & Transfer (BCCAT) at [www.bccat.ca](http://www.bccat.ca).



### Contact: Program Coordinator

For more about this program and its practicum, please refer to the OL website and contact the program coordinator at [osocialwork@tru.ca](mailto:osocialwork@tru.ca).



### Criminal Record Check (CRC)

If you are a Social Service Worker Certificate program student and want to secure a practicum placement, you must obtain a satisfactory criminal record check (CRC). Please complete a Request for Consent to a CRC form.

An additional CRC may be required for the field practicum.

# Education and Social Work

## Graduate Certificate in Child and Youth Mental Health

This program is not currently accepting applications.

The Graduate Certificate in Child and Youth Mental Health (CYMH) program is designed for you if you have a bachelor's or master's degree, are employed as a social worker, child and youth care worker, counsellor or nurse and are interested in providing assessment and intervention to children, youth and families who are dealing with mental health issues.

The critical need for mental health specialists has been identified by BC's Schools of Social Work, Schools of Child and Youth Care and the BC Ministry for Children and Family Development.

This program includes Indigenous and cross-cultural content to prepare you for work in the Canadian mental health system, schools, First Nations agencies and hospitals and with special needs children in community settings.

See WorkBC at [www.workbc.ca](http://www.workbc.ca) regarding employment trends and opportunities for child and youth mental health workers.



PLAR applies: see [page 15](#)

### PROFESSIONAL DEVELOPMENT

If you are a non-program student, you can register in all CYMH courses other than CYMH 5541, *Child and Youth Mental Health, Clinical Internship and Capstone*.

### PROGRAM REQUIREMENTS

#### Admission Requirements

- A recognized bachelor's or master's degree, with a GPA of 3.00 or higher

#### Admission Recommendations

- A degree in child and youth care, nursing, social work, education or psychology; other degrees may be recognized in combination with professional experience
- Volunteer or paid experience working with children or youth who are mentally, physically or behaviourally challenged
- A counselling course

#### Additional Requirements

- Official transcripts, sent directly to OL Admissions from the issuing institution
- The admissions checklist and personal history form
- A Request for Consent to a Criminal Record Check (CRC) form—see [page 75](#)

#### Residency Requirements

A minimum of 15 TRU credits (distance; this program is not offered on campus)—see [page 12](#)

#### Graduate Certificate Requirements

15 credits total, with a GPA of 3.00 (a grade of B) or higher over all courses required for this credential, as follows:

##### *Core Knowledge Requirements (10 credits)*

CYMH 5511, *Context and Theory in Child and Youth Mental Health Practice* (3) (prerequisite for CYMH 5521 and 5531)

CYMH 5521, *Assessment for Intervention in Child and Youth Mental Health* (3)

CYMH 5531, *Intervention in Child and Youth Mental Health* (4)

##### *Internship Requirement (5 credits)*

CYMH 5541, *Child and Youth Mental Health, Clinical Internship and Capstone* (5)

The process of obtaining a clinical internship placement is based on availability and resources in the community you select. You may need to relocate, at your own expense.

The internship is 210 hours minimum and can be completed on a full- or part-time basis.

You must attain a GPA of 3.00 or higher over all core knowledge requirements before you can register for CYMH 5541.

# Education and Social Work

## PROGRAM COMPLETION

Completion time for this program is, typically, two years. To stay in good standing with the program, you must take at least one course per year.

If you are accepted as a program applicant or are a program student but a course is full, you are waitlisted for that course. If a space becomes available, you will be contacted prior to the registration deadline.



### Transfer Credit

Credit from this program can be laddered into degree programs at participating Canadian post-secondary institutions. Refer to British Columbia Council on Admissions & Transfer (BCCAT) at [www.bccat.ca](http://www.bccat.ca).



### Contact: Program Coordinator

For more about this program and its clinical internship, please refer to the OL website and contact the Program Coordinator at [olsocialwork@tru.ca](mailto:olsocialwork@tru.ca).

## Master of Education

Would you like to expand your career options and get ahead? Have you thought about working in educational leadership or research? If so, we invite you to consider the Master of Education (MEd) program.

Canadian and international professionals who aspire to assume leadership and research roles in education, training, employee development, health care, private industry or government can benefit from this program.

Achieve your MEd with maximum flexibility and choice. Complete the program part- or full-time, according to your own schedule, and study online, on-campus or a combination of both, depending on your area of study. Choose a thesis, project or capstone completion option.

## PROFESSIONAL DEVELOPMENT

Would you like to try a few MEd courses? You can take up to seven through Open Learning, provided that you meet the MEd admission requirements.

MEd courses are paced. They have a specific start and end date. Start dates are in September, January and May, subject to availability; registration deadlines apply. On-campus courses are offered evenings, weekends and in the summer.

Contact a Program Advisor or apply online, using the application process at EducationPlannerBC. During Step 4, Program Selection, choose the following:

Program Level: Unclassified Program  
Program: Graduate Unclassified

## PROGRAM REQUIREMENTS

### Admission Requirements

A four-year baccalaureate degree or equivalent, with a minimum B average (GPA of 3.00 on a scale of 4.33 or local equivalent in the last 60 credits

Official transcripts for all post-secondary education (in original language and a certified copy In English) or a letter of permission from your home institution



# Education and Social Work

## English Language Proficiency

If you are an applicant who did not complete an undergraduate degree from an English-language university, you normally must have one of the following to enter the MEd program:

- A minimum TOEFL score of 570 with a TWE of 4.5 or higher (paper-based test)
- A minimum TOEFL 230 with an essay of 4.5 or higher (computer-based test)
- A minimum TOEFL iBT of 88 with no section below 20
- IELTS of at least 6.5 with no bands below 6.5
- CAEL (Canadian Academic English Test) of at least 70 with no subtest below 60
- Successful completion (or exemption) of TRU ESAL Level 5.

If you have a four-year baccalaureate degree or equivalent and have a GPA below 3.00 but not below 2.50 and/or do not meet the English language proficiency requirement, you can take the TRU Graduate Certificate in Educational Studies (GCES) to gain admission into the MEd.

## Residency Requirements

A minimum of 15 TRU credits (distance or campus)—see page 12

## Degree Requirements

30 credits total (15 through required courses and 15 through electives and a completion option), with a GPA of 3.00 (a grade of B) or higher over all courses required for this credential

A forward slash (/) between course numbers indicates either one course or the other.

## Exit Options

You must choose one of the three exit options: capstone, project or thesis.

Students in the **Capstone Exit Option** complete five core courses, four electives and the capstone: EDUC 5280/5281.

Students in the **Project Exit Option** complete five core courses, three electives and the project: EDUC 5180.

Students in the **Thesis Exit Option** complete five core courses, two electives, the research design course and the thesis: EDUC 5070 and EDUC 5998.



More about Dave and other stories at [www.truopen.ca/truestory](http://www.truopen.ca/truestory)

# Education and Social Work

All students complete the following required core courses: (15 credits)

On Campus	Online	Course title
EDUC 5010	EDUC 5011	Research Methods (3 credits)
EDUC 5040	EDUC 5041	Diversity: Constructing Social Realities (3 credits)
EDUC 5020	EDUC 5021	Philosophy and History of Education (3 credits)
EDUC 5400	EDUC 5401	Principles and Processes of Educational Leadership (3 credits)
EDUC 5030	5031	Curriculum, Teaching, and Learning (3 credits)

Students choose 15 credits of the following elective courses:

On Campus	Online	Course title
EDUC 5420	EDUC 5421	Legal Issues in Education (3 credits)
EDUC 5440	EDUC 5441	Understanding and Managing Conflict (3 credits)
EDUC 5460	EDUC 5461	Educational Management (3 credits)
EDUC 5060		Directed Seminar (3 credits)
EDUC 5280	EDUC 5281	Capstone Seminar (3 credits)
EDUC 5180		Research Project (3 credits)
EDUC 5070		Research Project Design (3 credits)
EDUC 5998		Thesis (6 credits)
EDUC 5500	EDUC 5501	Introduction to Counselling Skills (3 credits)
EDUC 5510	EDUC 5511	Theories in Counselling (3 credits)
EDUC 5520	EDUC 5521	Assessment and Evaluation in Counselling (3 credits)
EDUC 5550	EDUC 5551	Introduction to Secondary School Counselling (3 credits)
EDUC 5560		Career Counselling and Development (3 credits)
EDUC 5580		Counselling Internship (6 credits)
EDUC 5100		Selected Topics in Exceptionalities (3 credits)
EDUC 5990		Special Topics in Education
EDUC 5600		Summer Research Institute: Language, Culture and Community
EDUC 5110		Mind, Brain and Education: An Introduction to Educational Neuroscience
EDUC 5120		Assessment of Exceptionalities: Theory and Practice
EDUC 5130		Inventions and Programming in Inclusive and Special Education
EDUC 5140		Literacy for Individuals with Exceptionalities
EDUC 5160		Field Experience 1
EDUC 5170		Field Experience 2

# Education and Social Work

Core Knowledge Requirements (15 credits)

EDUC 5011/5010, *Research Methods* (3)

EDUC 5021/5020, *Philosophy and History of Education* (3)

EDUC 5031/5030, *Curriculum, Teaching and Learning* (3)

EDUC 5041/5040, *Diversity: Constructing Social Realities* (3)

EDUC 5401/5400, *Principles and Processes of Educational Leadership* (3)

Elective Requirements (variable credits, depending on exit option)

Two, three or four of the following online or on-campus courses (the number of courses depends on your completion option):

## ONLINE

EDDL 5101, *Education Technology in the Curriculum* (3)

EDDL 5111, *Introduction to Distributed Learning* (3)

EDDL 5131, *Multimedia in the Curriculum* (3)

EDDL 5141, *Online Teaching and Learning* (3)

EDDL 5151, *Managing your Technology Classroom* (3)

## ONLINE OR ON-CAMPUS

EDUC 5401/5400, *Principles and Processes of Educational Leadership* (3)

EDUC 5421/5420, *Legal Issues in Education* (3)

EDUC 5441/5440, *Understanding and Managing Conflict* (3)

EDUC 5461/5460, *Educational Management* (3)

EDUC 5501/5500, *Introduction to Counselling Skills* (3)

EDUC 5511/5510, *Theories in Counselling* (3)

EDUC 5521/5520, *Assessment and Evaluation in Counselling* (3)

EDUC 5551/5550, *Introduction to Secondary School Counselling* (3)

EDUC 5561/5560, *Career Counselling and Development* (3)

## ON-CAMPUS

EDUC 5110, *Mind, Brain, and Education: An Introduction to Educational Neuroscience* (3)

EDUC 5120, *Assessment of Exceptionalities: Theory and Practice* (3)

EDUC 5130, *Intervention and Programming in Inclusive Education* (3)

EDUC 5140, *Literacy for Individuals with Exceptionalities: Theory, Research, and Practice* (3)

EDUC 5600, *Research Institute - Language, Culture and Community* (3)

To complete the MEd fully online, select OL courses: courses with a number ending in 1 rather than 0.

Completion Requirements (variable credits)

EDUC 5281/5280, *Capstone Seminar* (3)

(to complete the MEd fully online, choose EDUC 5281) or

EDUC 5180, *Research Project* (6)

or

EDUC 5070, *Research Design* (3)

EDUC 5998, *Thesis* (6)

## COMPLETION OPTIONS

Capstone: 27 credits (five core knowledge and four elective requirements) and  
EDUC 5281/5280, *Capstone Seminar* (3)

Project: 24 credits (five core knowledge and three elective requirements) and  
EDUC 5180, *Research Project* (6)

Thesis: 21 credits (five core knowledge and two elective requirements) and  
EDUC 5070, *Research Design* (3)  
EDUC 5998, *Thesis* (6)



### GPA and Program Completion

For graduation from the Master of Education program, a grade of B or higher over all courses and a GPA of at least 3.00 is required. Students who receive a B- or F in more than one course may be required to withdraw from the program.



### Contact: Academic Advisor

For more about this program, its course offerings and its completion options, please refer to the OL website and contact the Academic Advisor at [edadvising@tru.ca](mailto:edadvising@tru.ca).

## Overview

General Studies programs offer a multidisciplinary approach to education, allowing you to study a plethora of subject matter: arts, science, and social sciences and humanities. Follow your passion and create your own program by choosing from a wide range of courses that will fulfill your program requirements.

Choose from many Open Learning and TRU courses to fulfill your program requirements. You can also access post-secondary courses from other institutions and transfer them to your OL program. See BC Council on Admissions & Transfer (BCCAT) at [www.bccat.ca](http://www.bccat.ca) to explore your options.

Plan ahead and make the most of your General Studies credential. Our Program Advisors help you choose courses that can later be applied toward another program, either at OL or elsewhere.

Start your learning journey today!

## Benefits

As an Open Learning General Studies student, you benefit from:

- Open admission for many programs, and many courses with no prerequisites
- A Program Advisor to create a program plan for you and guide you through your studies
- The flexibility, in many courses and programs, to study at your own pace, part- or full-time
- The opportunity to apply for PLAR
- Student services, including financial assistance and awards programs, library services and help with writing
- The ability to transfer courses from or to other educational institutions and to apply program credits earned to other OL programs



### PLAR

[www.tru.ca/distance/plar-ol](http://www.tru.ca/distance/plar-ol)

Some program requirements for certain General Studies programs may be met with credits awarded through prior learning assessment and recognition (PLAR). See [page 15](#) or the website.



### Program Application

[www.educationplannerbc.ca](http://www.educationplannerbc.ca)

You can apply online through EducationPlannerBC at the above URL.

If you are unable to apply online, you can apply by mail or fax with a Program Admission form, which you can find at [www.tru.ca/distance/register/admission](http://www.tru.ca/distance/register/admission).



### Student Forms: Program Admission

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

To apply for a General Studies program, please complete a Program Admission Form.

To take courses at other post-secondary institutions and transfer credit to an OL program, apply for a letter of permission, using the request form on the Student Forms page at the above URL.

If your program and that of a transferring institution are listed on the CVU-UVC website, use the CVU form on the Student Forms page to save admission fees to CVU partner institutions.



### Student Responsibility

Consult with your Program Advisor to ensure that the courses you select are appropriate for your program of study and educational goals. Otherwise, you may find that a course does not meet program requirements and its credits may not be applied toward your chosen credential, or you may be required to pay an additional transcript assessment fee.



### Contact: Student Services

We're here for you. Please contact us if you have any questions about our General Studies programs and courses. See the inside front cover for contact information.

# General Studies

## Certificate in General Studies

Tailor your learning to suit your goals. The Certificate in General Studies allows you to select almost any combination of courses at the university level, and may be completed entirely online on a full- or part-time schedule.

This program allows you to select almost any combination of lower- and upper-level courses.

If you want to continue your education, you can transfer your credits from this certificate toward a diploma or a bachelor's degree. You may apply your credits from this certificate toward other OL programs, provided that you meet the program requirements.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see [page 11](#)

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see [page 12](#)

#### Certificate Requirements

30 credits of post-secondary courses numbered 1000 and above, 15 credits of which may be applied studies courses, such as fine and performing arts, studio and technology courses

Education, business and administrative studies courses are reviewed on a case-by-case basis.

## Diploma in General Studies

The Diploma in General Studies is an open admission program that allows you to select almost any combination of courses at the university level, although there are some specific requirements.

Also, you can transfer credits between various post-secondary institutions.

This program allows for a high degree of choice, freeing you to concentrate on courses that will get you closer to your career goals in almost any field you choose.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see [page 11](#)

#### Residency Requirements

A minimum of 9 TRU credits (distance or on-campus)—see [page 12](#)

#### Diploma Requirements

60 credits, including a minimum of 21 credits from courses numbered 2000 and above

30 of these credits may be applied studies courses, such as fine and performing arts courses, studio courses and technology courses.

Education, business and administrative studies courses are reviewed on a case-by-case basis.

## Bachelor of General Studies

The Bachelor of General Studies (BGS) program provides a flexible structure, allowing you to create your own program, although there are some specific requirements. It is the most flexible program we offer and accepts a high degree of PLAR and transfer credit, making it ideal for those who have taken a non-linear path to education or have extensive work experience.

You may ladder a two-year diploma program from a Canadian post-secondary institution or a BC associate degree into this program.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see [page 11](#)

#### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see [page 12](#)

#### Degree Requirements

120 credits, with a GPA of 2.00 or higher over all courses required to complete the credential, as follows:

##### *Core Knowledge Requirements (6 credits)*

6 credits in English (university-level composition and literature), excluding technical and business writing courses

##### *Upper-Level Requirements (45 credits)*

15 of these credits may be applied studies courses, such as fine and performing arts courses, studio courses and technology courses

##### *Elective Requirements (69 credits)*

May be either lower- or upper-level courses, 60 credits of which may be applied studies courses

Education, business and administrative studies courses are reviewed on a case-by-case basis.



More about Nicole and other stories at [www.truopen.ca/truestory](http://www.truopen.ca/truestory)

# Notes

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## Overview

Whether you want to enter the field of health care directly after graduation or to use your education to help advance your career, OL has a Health Sciences program that can help you on your journey.

Choose from many Open Learning and TRU courses to fulfill your program requirements. You can also access post-secondary courses from other institutions and transfer them to your OL program. See BC Council on Admissions & Transfer (BCCAT) at [www.bccat.ca](http://www.bccat.ca) to explore your options.

Plan ahead and make the most of your Health Sciences credential. Our Program Advisors help you choose courses that can later be applied toward another program, either at OL or elsewhere.

Start your learning journey today!

## Benefits

As an Open Learning Health Sciences student, you benefit from:

- Open admission for some programs
- A Program Advisor to create a program plan for you and guide you through your studies
- The opportunity to apply for PLAR
- Student services, including financial assistance and awards programs, library services and help with writing
- The ability to transfer courses from or to other educational institutions and to apply program credits earned to other OL programs
- Practice-based learning through laboratory or clinical practicum placements



### Program Application

[www.educationplannerbc.ca](http://www.educationplannerbc.ca)

You can apply online through EducationPlannerBC at the above URL.

If you are unable to apply online, you can apply by mail or fax with a Program Admission form, which you can find at [www.tru.ca/distance/register/admission](http://www.tru.ca/distance/register/admission).



### Student Forms: Program Admission

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

To take courses at other post-secondary institutions and transfer credit to an OL program, apply for a letter of permission, using the request form on the Student Forms page at the above URL.

If your program and that of a transferring institution are listed on the CVU-UVC website, use the CVU form on the Student Forms page to save admission fees to CVU-UVC partner institutions.



### Student Responsibility

Consult with your Program Advisor to ensure that the courses you select are appropriate for your program of study and educational goals. Otherwise, you may find that a course does not meet program requirements and its credits may not be applied toward your chosen credential, or you may be required to pay an additional transcript assessment fee.



### Criminal Record Check (CRC)

If you are admitted to a Health Sciences program that includes a practicum placement, you must obtain a satisfactory criminal record check (CRC) by submitting a Request for Consent to a Criminal Record Check form. A current and clear CRC is a pre-practicum and pre-employment requirement.



### Practicum Placements

If the program you select contains a practicum placement, it is your responsibility to determine if current employment trends in your region meet your needs and to speak with the Program Administrator, Science before you begin to arrange a placement.

Also, confirm that you have workplace insurance coverage in your home province/territory. TRU provides liability coverage for BC students on unpaid practicum placements; however, workplace safety insurance varies by province/territory.



# Health Sciences

## Medical Laboratory Assistant Certificate

The Medical Laboratory Assistant (MLA) Certificate program consists of five theory courses, a five-day workshop and a clinical practicum placement conducted at a hospital or laboratory, under criteria developed by TRU. Combined, these provide the theory and skills required for graduates to function as medical laboratory assistants (MLAs).

In this program, you are trained to perform the practical components of collecting, sorting and preparing patient samples for further testing and analysis. The majority of this training is completed online, so you can study at a time and place that works for you.

The program includes a five-day workshop and requires the completion of a practicum placement.

If you are a student in BC, choose this program, rather than the MLA *National Certificate* program.

### PROGRAM REQUIREMENTS

#### Admission Requirements

- Grade 12 diploma or equivalent: order BC high school transcripts online through the BC Ministry of Education and have them sent directly to OL Admissions
- Basic computer skills with typing at 40 wpm (words per minute): contact TRU Assessment Centre at [assess@tru.ca](mailto:assess@tru.ca), or refer to the website regarding testing off campus
- Confirmation of a practicum-training site

Certain admission requirements may be waived upon permission from the Academic Director or designate.

#### Additional Admission Requirements

- A Request for Consent to a Criminal Record Check (CRC) form—see [page 85](#)
- The original copy of a hepatitis B (Hep B) vaccination form
- A Hep B blood panel test if you have been previously vaccinated (to ensure immunity)

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see [page 12](#)



#### Professional Associations

The following professional associations recognize Health Sciences credentials earned through OL:

Applied Science Technologists and Technicians of BC (ASTTBC)

Canadian Alliance of Physiotherapy Regulators (CAPR)

College of Physical Therapists of BC (CPTBC)

College of Massage Therapists of BC (CMTBC)

HealthCareCAN

Canadian Society of Respiratory Therapists (CSRT)

College of Licensed Practical Nurses of BC (CLPNBC)

College of Registered Nurses of BC (CRNBC)

BC Society of Medical Laboratory Science (BCSLS)

Canadian Society for Medical Laboratory Science (CSMLS)

“

*From the very beginning, I had the sense that this is a university here to build you up and help you recognize that your goals are within reach. Staff take pride in helping people reach their goals.”*

Bachelor of Health Science  
program graduate

*Agnes R.*

More about Agnes and other stories at [www.truopen.ca/truestory](http://www.truopen.ca/truestory)

## Certificate Requirements (18 credits)

HLTH 1981, *Medical Terminology* (3)

HLTH 1141, *Introduction to Electrocardiography* (3)

MDLB 1221, *Professional Practices and Safety in Health Care* (3)

MDLB 1321, *Phlebotomy Procedures and Specimen Preparation* (3)

MDLB 1521, *Microbiology Specimen Preparation* (3)

MDLB 0521, *MLA Workshop* (0) (complete prior to laboratory practicum)

MDLB 1721, *Laboratory Practicum - Evaluation of Competencies* (3)

## MLA WORKSHOP SCHEDULE

For workshop (MDLB 0521) dates, refer to the Workshop Schedule under Medical Laboratory Assistant Certificate on the website or contact the Program Administrator, Science.

## OPTIONAL COURSE

MDLB 1611, *Pre-Analytical Procedures for Histopathology* (3)

## PROGRAM COMPLETION

The program is equivalent to 20 to 24 weeks of full-time study. You have a maximum of 30 weeks to complete each course and a maximum of two years to complete the entire program. However, you are encouraged to complete the program in under one year.

Extensions are not granted for this program.



### Practicum Placement

It is your responsibility to determine if current employment trends in your region meet your needs and to arrange a clinical practicum placement. However, for the MLA programs, speak with the Program Administrator, Science before you begin to arrange a placement.

Also, confirm that you have workplace insurance coverage in your home province/territory. TRU provides liability coverage for BC students on unpaid practicum placements; however, workplace safety insurance varies by province/territory.



### Contact: Program Administrator, Science

For more about the MLA Certificate, MLA National Certificate, Polysomnography Certificate or Anesthesiology Assistant Post-Diploma and practicum placements, contact the Program Administrator, Science, at 1-877-664-4094 and refer to the website for FAQs and more.

## Medical Laboratory Assistant National Certificate

The Medical Laboratory Assistant (MLA) National Certificate program consists of five theory courses and a clinical practicum placement conducted at a hospital or laboratory, under criteria developed by TRU. Combined, the courses and practicum provide the theory and skills required for graduates to function as medical laboratory assistants (MLAs).

The MLA National Certificate program is accredited by the Canadian Medical Association (CMA). Graduates are eligible to write the Canadian Society for Medical Laboratory Science (CSMLS) national exam for MLAs.

If you are a student in certain provinces outside of BC, specifically in three Atlantic provinces (NS, NL, PE), choose this program, rather than the MLA Certificate program (page 86), which is for BC students.

## PROGRAM REQUIREMENTS

### Admission Requirements

- Grade 12 diploma or equivalent: order BC high school transcripts online through the BC Ministry of Education and have them sent directly to OL Admissions
- Basic computer skills with typing at 40 word per minute (WPM) on a 5-minute test: contact TRU Assessment Centre at [assess@tru.ca](mailto:assess@tru.ca), or see the website for information regarding testing off campus
- Confirmation of a practicum-training site

Certain admission requirements may be waived upon permission from the Academic Director or designate.

### Additional Admission Requirements

- A Request for Consent to a Criminal Record Check (CRC) form—see [page 85](#)
- The original copy of a hepatitis B (Hep B) vaccination form form (a pre-practicum and pre-employment requirement)

### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see [page 12](#)

# Health Sciences

## Certificate Requirements (19 credits)

HLTH 1981, *Medical Terminology* (3)

MDLB 1221, *Professional Practices and Safety in Health Care* (3)

MDLB 1321, *Phlebotomy Procedures and Specimen Preparation* (3)

MDLB 1521, *Microbiology Specimen Preparation* (3)

MDLB 1611, *Pre-Analytical Procedures for Histopathology* (3)

MDLB 1991, *Laboratory Practicum - Evaluation of National Competencies* (4)

## OPTIONAL COURSE

HLTH 1141, *Introduction to Electrocardiography* (3)

## PROGRAM COMPLETION

The program is equivalent to 20 to 24 weeks of full-time study. You have a maximum of 30 weeks per course and a maximum of two years for program completion. However, you are encouraged to complete the program in under a year.

Extensions are not granted for this program.



### Student Responsibility

You are responsible for your own funding. The MLA National Certificate program is not eligible for full- or part-time loan or grant funding through the Canada Student Loan programs.



### Contact: Program Administrator, Science

For more about the MLA Certificate, MLA National Certificate, Polysomnography Certificate or Anesthesiology Assistant Post-Diploma and practicum placements, contact the Program Administrator, Science at 1-877-664-4094. Also, refer to the website for FAQs and more.

## Polysomnography Certificate

The Polysomnography Certificate program is approved by the Board of Registered Polysomnographic Technologists (BRPT) as a STAR (sleep technology approved research)—designated focused education provider. Graduates are eligible to write the Certified Polysomnographic Technician (CPSGT) exam under Pathway 3 eligibility.

The CPSGT is an entry-level, time-limited certification earned by individuals new to the sleep field. It is time limited, meaning that certificate holders must earn the Registered Polysomnographic Technologist (RPSGT) credential within three years or lose the CPSGT designation. Please refer to BRPT at [www.brpt.org](http://www.brpt.org).

This program consists of three online theory courses followed by a two-week clinical placement held at a BRPT-approved sleep facility in BC.

The Polysomnography Certificate program is for you if you want a career as an EEG technologist, nurse or respiratory therapist specializing in medicine and polysomnography.

With the exception of the clinical placement, this program is available to you no matter where you live. However, program capacity may be limited, due to the availability of clinical placements.

## PROGRAM REQUIREMENTS

### Admission Requirements

- Open admission—see [page 11](#)
- A Criminal Record Check (CRC) form—see [page 85](#)

### Admission Recommendations

A diploma in a health profession or equivalent

## Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see [page 12](#)

## Certificate Requirements (12 credits)

POLY 3011, *Polysomnography Sleep and Sleep Disorders* (3)

POLY 3021, *Polysomnography Instrumentation* (3)

POLY 3031, *Principles of Polysomnography* (3)

POLY 3041, *Polysomnography Program Clinical Component* (3)

## PROGRAM COMPLETION

You should expect to complete this program in less than one year, with a maximum allowed time period of two years for completion.



**Contact: Program Administrator, Science**

For more about the MLA Certificate, MLA National Certificate, Polysomnography Certificate or Anesthesiology Assistant Post-Diploma, contact the Program Administrator, Science at 1-877-664-4094 and refer to the website for FAQs and more.

## Anesthesia Assistant Post-Diploma

The Anesthesia Assistant Post-Diploma program is designed to provide respiratory therapists or registered nurses who possess critical care experience with the knowledge and clinical skills required to fulfill the designated role of an anesthesia assistant as defined and approved by the Canadian Anesthesiologists' Society (CAS).

The program consists of eight core online theory courses followed by a 16-week clinical practicum, for a total of 29 credits. The clinical practicum is in a hospital environment under the supervision of an anesthetist, along with the support of a TRU-based instructor, following criteria developed by TRU.

[This program is available to you if you reside in Canada and meet the admission requirements.](#)

## PROGRAM REQUIREMENTS

### Admission Requirements

- Proof of professional licensure as a RRT or RN in Canada, or equivalent
- At least one year of post-graduate clinical experience
- A letter of sponsorship and commitment from an anesthesia department, typically your current place of employment, to deliver the clinical placement; more than one clinical site may be needed to fulfill all competencies required
- Your resumé, detailing your education and clinical care work experience



More about Kristy and other stories at [www.truopen.ca/truestory](http://www.truopen.ca/truestory)

# Health Sciences

## Residency Requirements

A minimum of 9 TRU credits (distance or on-campus)—see [page 12](#)

## Post-Diploma Requirements

ANES 0011, *Anesthesia Assistant Placement Exam* (0)

This placement exam is required to determine your course of studies. If you pass all subject areas of the exam, you directly enter and complete the core courses prior to your clinical practicum placement. Otherwise, you must either take the corresponding course that relates to the failed subject area or else take all four support courses, rather than writing the exam.

### Support Course Requirements (12 credits)

HLTH 2511, *Introduction to Pharmacology* (3)

HLTH 2573, *Arterial Blood Gases* (3)

RESP 1781, *Principles and Applications of Respiratory Therapy Equipment I and II* (3)

RESP 2161, *Mechanical Ventilation* (3)

### Core Course Requirements (20 credits)

ANES 4001, *Anesthesia Workstations* (3)

ANES 4003, *Airway Management* (3)

ANES 4005, *Anesthesia and Adjunct Equipment* (3)

ANES 4011, *Hemodynamic and Physiological Monitoring* (3) ANES 4021, *Pharmacology and Principles of Clinical Anesthesia* (3)

ANES 4031, *Clinical Anesthesia and Special Considerations* (3)

ANES 4061, *Anesthesia Assistant Professional Skills* (1)

ANES 4071, *Research Skills for Anesthesia Assistants* (1)

### Practicum Requirements (9 credits)

Following the successful completion of all support and core course requirements, you take the full-time clinical practicum course:

ANES 4101, *Clinical Anesthesia* (9)

Prior to your clinical practicum, you must have:

- Provided proof of current Emergency Cardiac Care [Advanced Cardiac Life Support (ACLS)] certification
- Passed all required support and core courses
- Discussed the requirements of the clinical practicum placement with your Open Learning Faculty Member and the Clinical Preceptor

## PROGRAM COMPLETION

The length of the program varies, depending upon your previous experience. However, the average completion time is less than two years; the maximum time allowed is three years. You are expected to continue with full- or part-time employment during your studies.



### Practicum Placement

You are responsible for finding a clinical practicum placement affiliate that is willing to undertake the training with you and meets specific requirements. Refer to the Clinical Affiliation page under Anesthesia Assistant Post-Diploma on the website and speak with the Program Administrator, Science.

Also, confirm that you have workplace insurance coverage in your home province/territory. TRU provides liability coverage for BC students on unpaid practicum placements; however, workplace safety insurance varies by province/territory.

Punctual attendance and active participation in the practicum course is required.



### Contact: Program Administrator, Science

For more about the MLA Certificate, MLA National Certificate, Polysomnography Certificate or Anesthesiology Assistant Post-Diploma and practicum placements, contact the Program Administrator, Science, at 1-877-664-4094. Also, refer to the website for FAQs and more.

## Pre-Health Science Certificate

The Pre-Health Science Certificate program provides general educational breadth as well as specific health-related content that is either a required or a recommended prerequisite to many health care programs, such as the Advanced Care Paramedic (ACP) program at the Justice Institute of BC (JIBC).

The program also increases the opportunities for integration, flexibility of learning, and specialized training that builds on existing credits and credentials in support of continued career advancement and success over the working lifetime of individuals.

Graduation from the Pre-Health Science Certificate program can bring you closer to your professional goals and/or prepare you to apply for admission to a health care program.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see [page 11](#)

#### Admission Recommendations

Grade 12 diploma or equivalent

Pre-calculus 11 or Foundations of Math 11, CHEM 12, BIOL 12, ENGL 12 and PHYS 11 (all with a C+ average) or equivalent

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see [page 12](#)

#### Certificate Requirements (24 or 25 credits)

*Core Knowledge Requirements (22 credits)*

BIOL 1593, *Anatomy and Physiology I* or campus-based BIOL 1592 (3)

BIOL 1693, *Anatomy and Physiology II* or campus-based BIOL 1692 (3)

ENGL 1101, *Introduction to University Writing* or campus-based ENGL 1100 (3)

HLTH 2501, *Pathophysiology* (4)

HLTH 2511, *Introduction to Pharmacology* (3)

PSYC 1111, *Introductory Psychology I* or campus-based PSYC 1110 (3)

One only of the following:

- PSYC 2111, *Introduction to Research Methods in Psychology* (3)
- PSYC 2101, *Statistics in the Social Sciences* (3)
- STAT 1201, *Introduction to Probability and Statistics* or campus-based STAT 1200 or STAT 2000 (3)

*Elective Requirements (2 or 3 credits)*

One only of the following:

- Current Emergency Medical Responder (EMR) certification offered by the Justice Institute: 105 hours/15 days full-time, calculated using TRU policy ED 8-0 or equivalent (2)
- Either MATH 1101, *Finite Mathematics*; PSYC 1211, *Introductory Psychology II*; CMNS 1811, *Professional and Academic Composition*; or Program Advisor–approved equivalent (3)



#### Advanced Care Paramedic Program

You can apply the following requirements for the Pre-Health Science Certificate program toward admission into the JIBC's Advanced Care Paramedic (ACP) program:

BIOL 1593, *Anatomy and Physiology I* (3)

BIOL 1693, *Anatomy and Physiology II* (3)

HLTH 2501, *Pathophysiology* (4)

HLTH 2511, *Introduction to Pharmacology* (3)

# Health Sciences

## Bachelor of Health Science

Do you have a diploma in the health care field? The Bachelor of Health Science program provides the opportunity for health care diploma students and graduates from recognized programs and institutions to obtain a bachelor's degree.

This degree program is designed to:

- Allow you, as a health care diploma student, graduate or working professional, to broaden your education and enhance your skills, knowledge, career options and academic credentials
- Provide the academic foundation required for select graduate programs
- Allow you to maximize recognition of related university credits you have earned for coursework unrelated to your health care diploma

If you are a graduate from a three-year diploma program, you may be granted up to a maximum of 90 transfer credits; graduates from a two-year diploma program may be granted up to a maximum of 60 transfer credits. A maximum of 30 upper-level credits may be granted as block transfer from any health care diploma.

Exceptions may be considered for concentrated programs.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Completion of, or proof of enrolment in, a minimum two-year diploma in health care or related area from a recognized program and institution

#### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see [page 12](#) (specifically, two of either HLTH 3101, 4011 or 4021 or approved equivalent)

#### Degree Requirements

120 credits (including at least 45 upper-level credits), with a GPA of 2.00 (a grade of C) or higher over all courses required for this credential, as follows:

##### *Lower-Level Requirements (12 credits)*

6 credits in first-year English (university-level composition and literature), such as ENGL 1001, *Literature and Composition I*; ENGL 1011, *Literature and Composition II*; or ENGL 1101, *Introduction to University Writing*, if not granted as part of the transfer credit from a diploma program

3 credits in introductory statistics

3 credits in humanities (other than English), including FRAN, FREN, GERM, GREK, HIST, HUMN, PHIL, SPAN, WOST

##### *Upper-Level Requirements (9 credits)*

3 credits in research methods, such as RMST 3501, *Introduction to Research Methods* or an approved upper-level equivalency

6 credits in either HLTH 3101, HLTH 4021 or HLTH 4011

##### *Elective Requirements (number of credits varies, depending on transfer credit granted)*

At least 15 credits of required coursework must be academic electives, with a minimum of 6 upper-level credits

*Academic electives are courses not considered as professional development, applied studies or advanced training. Thus, credit for ANES, POLY, RESP and HLTH courses are limited because some are considered non-academic.*

*Courses related to transfer credit into this program are not considered for additional credit toward this degree.*



#### Electives

TRU Respiratory Therapy (RT) Diploma students transfer 90 credits from the diploma into the OL Bachelor of Health Sciences (BHSc). For these students, CMNS 1810 and CMNS 1970 (or approved equivalent) satisfy the 6 credits of required English in the BHSc program, and students are exempted from the statistics requirement. TRU RT students must take 30 credits outside of their program to complete the OL BHSc degree.

For the 30 remaining credits, TRU RT students must complete:

One humanities course (3 credits)

Four lower-level electives (12 credits)

Two upper-level electives (6 credits)

One required research methods course (3 credits), such as RSMT 3501

Two required upper-level health care courses (6 credits); two of HLTH 3101, 4011 or 4021

## Health Sciences Transition Courses

Health Sciences transition courses are suitable for you, a nationally or internationally educated health professional or a student entering or participating in entry-level health programs.

As a *nationally* educated health care professional, you may choose these courses to support a transition in your professional practice or to receive credit toward a post-diploma undergraduate degree program.

As an *internationally* educated health care professional, you may choose some of these courses to support your Canadian licensure.

As a student in an entry-level health program, you may opt for the theory courses as an elective or find a course suitable for transfer credit toward a course in your program of study.



### English Proficiency

If you are an internationally educated nurse (IEN) whose first language is not English, you must provide evidence of English proficiency by passing the Canadian English Language Benchmark Assessment for Nurses (CELBAN) at the level required by the College of Registered Nurses of British Columbia (CRNBC).

## COURSES

BIOL 1593, *Anatomy and Physiology I* (3)

BIOL 1693, *Anatomy and Physiology II* (3)

HLTH 1981, *Medical Terminology* (3)

HLTH 2501, *Pathophysiology* (4)

HLTH 2511, *Introduction to Pharmacology* (3)

HLTH 2573, *Arterial Blood Gases* (3)

HLTH 3101, *Client-Directed Care Management* (3)

HLTH 4011, *Issues in Health Care* (3)

HLTH 4021, *Health Policy* (3)

OCHS 3511, *Occupational Health & Safety Legislation and Standards* (3)

RSMT 3501, *Introduction to Research Methods* (3)

Also, see the Pre-Health Science Certificate program (page 91), which provides general educational breadth and specific health-related content required or recommended for entry into many health care programs.



### Contact: Student Services

We're here for you. Please contact us with your questions about Health Sciences or Health Sciences transition courses. See the inside front cover for contact information.

“

*I enjoyed the modern flexibility of the Bachelor of Health Science program, which allowed me to maintain my professional practice as a registered massage therapist and my recreational athleticism as a marathoner while earning my degree.”*

*Megan W.*

More about Megan and other stories at [www.truopen.ca/truestory](http://www.truopen.ca/truestory)





# Notes

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## Overview

Our Nursing programs provide you with exciting options for your career path. Whether you are just starting off in nursing or returning to your past practice, you'll find a program for you.

Choose from many Open Learning and TRU courses to fulfill your program requirements. You can also access post-secondary courses from other institutions and transfer them to your OL program. See BC Council on Admissions & Transfer (BCCAT) at [www.bccat.ca](http://www.bccat.ca) to explore your options.

Plan ahead and make the most of your Nursing credential. Our Program Advisors help you choose courses that can later be applied toward another program, either at OL or elsewhere.

Start your learning journey today!

## Benefits

As an Open Learning Nursing student, you benefit from:

- Open admission for some programs
- A Program Advisor to create a program plan for you and guide you through your studies
- The opportunity to apply for PLAR
- Student services, including financial assistance and awards programs, library services and help with writing
- The ability to transfer courses from or to other educational institutions and to apply program credits earned to other OL programs
- Practice-based learning through lab, practice or practicum placement courses



### PLAR

[www.tru.ca/distance/plar-ol](http://www.tru.ca/distance/plar-ol)

Some program requirements for certain Nursing programs may be met with credits awarded through prior learning assessment and recognition (PLAR). Please see [page 15](#) or the website.



### Program Application

[www.educationplannerbc.ca](http://www.educationplannerbc.ca)

You can apply online through EducationPlannerBC at the above URL.

If you are unable to apply online, you can apply by mail or fax with a Program Admission Form, which you can find at [www.tru.ca/distance/register/admission](http://www.tru.ca/distance/register/admission).



### Student Forms: Program Admission and LOP

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

To take courses at other post-secondary institutions and transfer credit to an OL program, apply for a letter of permission, using the request form on the Student Forms page at the above URL.

If your program and that of a transferring institution are listed on the CVU-UVC website, use the CVU form on the Student Forms page to save admission fees to CVU-UVC partner institutions.



### Criminal Record Check (CRC)

If you are admitted to a Nursing program that has a practicum course, you must obtain a satisfactory criminal record check (CRC) prior to enrolment in such a course; please submit a Consent for Request for a Criminal Record Check form.. A current and clear CRC is a pre-practicum and pre-employment requirement. There is a fee for each CRC.

An additional CRC may be required by the agency providing the placement.



### Practicum Placements

If the program you select contains a practicum, it is your responsibility to determine if current employment trends in your region meet your needs and to arrange a clinical practicum placement.

Also, confirm that you have workplace safety insurance coverage in your home province/territory, since insurance varies by province/territory. TRU provides liability coverage for BC students on unpaid practicum placements.

Practicum-based courses may be limited by geographic location, time of year, space and enrolment, and placements cannot be guaranteed in your home region.

# Nursing



## Student Responsibility

Consult with your Program Advisor to ensure that the courses you select are appropriate for your program of study and educational goals.

If you proceed otherwise, you may find that a course does not meet program requirements and its credits may not be applied toward your chosen credential, or you may be required to pay an additional transcript assessment fee.



## English Proficiency

If you are an internationally educated nurse whose first language is not English, you must provide evidence of English language proficiency by passing the Canadian English Language Benchmark Assessment for Nurses (CELBAN) at the level required by the College of Registered Nurses of British Columbia (CRNBC) or the English competency requirements per the BC Care Aide & Community Health Worker Registry Requirements, depending on the requirements for the program in which you are interested.



## Contact: School of Nursing

If you have any questions about Nursing programs and courses, including admission requirements and documentation, please email [tru\\_ol\\_nursing@tru.ca](mailto:tru_ol_nursing@tru.ca).



## Professional Associations

The following professional associations recognize Nursing credentials earned through OL:

Applied Science Technologists and Technicians of BC (ASTTBC)

Canadian Alliance of Physiotherapy Regulators (CAPR)

College of Physical Therapists of BC (CPTBC)

College of Massage Therapists of BC (CMTBC)

HealthCareCAN

Canadian Society of Respiratory Therapists (CSRT)

College of Licensed Practical Nurses of BC (CLPNBC)

College of Registered Nurses of BC (CRNBC)

BC Society of Medical Laboratory Science (BCSLS)

Canadian Society for Medical Laboratory Science (CSMLS)



More about Stephanie and other stories at [www.truopen.ca/truestory](http://www.truopen.ca/truestory)

## Health Care Assistant Certificate

The Health Care Assistant (HCA) Certificate program prepares you to work in both residential care and community settings. It is based on core values and beliefs that are foundational to the HCA practice:

- The respect and value of all human beings
- An appreciation for independence within complex health challenges
- A holistic definition of health
- The right to comprehensive health care
- The provision of care as a genuine concern of another person
- Family as the foundation of society

To be eligible to work as an HCA in any publicly funded health care setting in BC, you must be registered with the BC Care Aide & Community Health Worker Registry. The HCA program helps you to meet the requirements for registration and follows the 2015 BC Provincial Health Care Assistant curriculum guidelines (see [www.cachwr.bc.ca/Home.aspx](http://www.cachwr.bc.ca/Home.aspx)).



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

- Open admission—see [page 11](#)
- Completion of Grade 10; completion of Grade 11 strongly recommended
- English language competency for non-native speakers of English as per the BC Care Aide Registry Requirements—see [www.cachwr.bc.ca](http://www.cachwr.bc.ca)
- Ability to use a computer and the internet at a basic skill level

#### Admission Recommendations

- Completion of Grade 11, including Grade 11 English or equivalent
- Experience working or volunteering in a residential care facility, especially with seniors
- Discussion with a home support worker

#### Additional Admission Requirements

- A Request for Consent to a Criminal Record Check (CRC) form—see [www.tru.ca/\\_shared/assets/tru-ol-hcac-crc-form-29250.pdf](http://www.tru.ca/_shared/assets/tru-ol-hcac-crc-form-29250.pdf)
- A completed and signed health status declaration form—see [www.tru.ca/\\_shared/assets/health-status-declaration-hca-29480.pdf](http://www.tru.ca/_shared/assets/health-status-declaration-hca-29480.pdf)

- A standard First Aid certificate
- A CPR Level C or CPR-HCP (health care provider) certificate, issued within the last two years
- An up-to-date immunization record—see HealthLink BC/Immunization for Health Care Workers in BC at [www.healthlinkbc.ca/healthlinkbc-files/immunization-health-care-workers](http://www.healthlinkbc.ca/healthlinkbc-files/immunization-health-care-workers)
- A Food Safe Level 1 certificate
- A Workplace Hazardous Materials Information System (WHMIS) certificate
- A completed and signed Health Sciences Placement Network (HSPNet) consent form—see [www.tru.ca/\\_shared/assets/HSPnet\\_Form36673.pdf](http://www.tru.ca/_shared/assets/HSPnet_Form36673.pdf)

It is important that as a prospective HCA you demonstrate a caring and interested attitude toward older adults and physically challenged persons and are willing to work with these clients and their families to encourage independence.

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus—see [page 12](#) (specifically, HLTH 1155 and 1301)

#### Certificate Requirements

33 credits, with a grade of 70% or higher over all theory courses required for this credential; a COM (complete) for laboratory and practicum courses, as follows:

##### *Core Knowledge Requirements (20 credits)*

HLTH 1051, *Health 1: Interpersonal Communications* (3)

HLTH 1001, *Health 2: Lifestyle and Choices* (2)

HLTH 1011, *Health and Healing: Concepts for Practice* (3)

HLTH 1101, *Health Care Assistant: Introduction to Practice* (2)

HLTH 1153, *Personal Care and Assistance: Theory* (3)

HLTH 1201, *Healing 1: Caring for Individuals Experiencing Common Health Challenges* (4)

HLTH 1351, *Healing 2: Caring for Individuals Experiencing Cognitive or Mental Challenges* (3)

##### *Practicum Requirements (13 credits)*

HLTH 1155, *Personal Care and Assistance - Skills Practicum* (3)

HLTH 1251, *Practice Experience in Home Support, Assisted Living and/or Group Settings* (3)

HLTH 1301, *Practice Experience in Multi-Level or Complex Care* (7)





## Practicum and Practice Courses

You must have met all admission requirements and successfully completed all core knowledge courses and before you can enrol in the practicum and practice experience courses for the Health Care Assistant Certificate (HCA) program.

The practicum courses are held in BC and available to BC residents only. If you want to complete this program but reside outside BC, you may participate at practicum sites in BC or in your home province or territory if you can make appropriate arrangements.



## HLTH 1155, Personal Care and Assistance - Skills Practicum

HLTH 1155 must be taken in Kamloops prior to other practicum courses and activities. It includes two weeks (75 hours) in the lab and practice setting so as to meet the BC Care Aide and Community Worker Registry and 2015 BC provincial curriculum guidelines.



## HLTH 1301, Practice Experience in Multi-Level or Complex Care

If you have no experience in a residential care facility, you may need to complete HLTH 1301. You can do this in one of two ways:

1. Join a TRU on-campus HCA cohort (HLTH 1300) offered in Kamloops, Williams Lake or region (dependent on vacant seats in the face-to-face program). Refer to TRU's HCA Program Information page at [www.tru.ca/nursing/programs/healthcare/program](http://www.tru.ca/nursing/programs/healthcare/program).
2. Join a public post-secondary institution HCA- equivalent practice cohort in BC (dependent on vacant seats). Refer to BC Care Aide & Community Health Worker Registry at [www.cachwr.bc.ca/](http://www.cachwr.bc.ca/) for a list of approved BC educational institutions that offer recognized HCA programs

## PROFESSIONAL DEVELOPMENT OPTION

If you are a non-program student, you can register in courses for this program, excluding HLTH 1153, 1155, 1251 and 1301.



## Student Responsibility

Punctual attendance and active participation is required.

You are responsible for all costs associated with practicum courses and activities.

## Seniors Living Management Certificate

The Seniors Living Management Certificate program, a collaboration with BC Seniors Living Association (BCSLA), provides you with knowledge and skills in the areas of management, labour relations, residential site operations, healthy aging and nutrition in the owning and operating of residences for active and vibrant older people.

This program may appeal to you if you want to establish or expand your employment opportunities in the growing field of seniors residence management.

BCSLA ([www.bcsla.ca](http://www.bcsla.ca)) works with independent and assisted living providers to form and strengthen vital resident-responsive communities that foster independence and freedom of choice for older people who have a proactive approach to health and wellness.

This certificate program, with the exception of its practicum requirements, is available to applicants residing inside or outside of Canada.



PLAR applies: see [page 15](#)

If you have been employed in the seniors residences industry, you may have prior experience or training that can transfer in as academic credits.

## PROGRAM REQUIREMENTS

### Admission Requirements

- Open admission—see [page 11](#)
- The ability to use a computer and the internet at a basic level

### Admission Recommendations

Experience working or volunteering with active seniors

### Additional Admission Requirements

A Request for Consent to a Criminal Record Check (CRC)—see [www.tru.ca/\\_shared/assets/tru-ol-slmc-crc-form-29271.pdf](http://www.tru.ca/_shared/assets/tru-ol-slmc-crc-form-29271.pdf)

### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see [page 12](#)

### Certificate Requirements

23 credits, with a GPA of 2.00 or higher over all courses required for this credential, as follows:

## Core Knowledge Requirements (20 credits)

MNGT 1211, *Management Principles and Practices* (3)

MNGT 2131, *Motivation and Productivity* (3)

HRMN 2821, *Human Resource Management* (3)

HLTH 1021, *Nutrition for Health and Changing Lifestyles* (3)

HLTH 3711, *Healthy Aging: A Contemporary Perspective* (3)

HLTH 3713, *Seniors Residential Site Operations* (5)

## Practicum Requirements (3 credits)

HLTH 2707, *Seniors Living Observational Practicum* (1)

HLTH 3707, *Seniors Living Project Practicum* (2)



### Practicum Courses

You must have met all admission requirements and successfully completed all core knowledge courses before you can enrol in the practicum courses for the Seniors Living Management Certificate program.

The practicum courses are held in BC and available to BC residents only. If you want to complete this program but reside outside BC, you may participate at practicum sites in BC or in your home province or territory if you can make appropriate arrangements.

## PROFESSIONAL DEVELOPMENT OPTION

If you are a non-program student, you can register in courses for this program, excluding the practicum courses HLTH 2707 and HLTH 3707.



### Student Responsibility

Punctual attendance and active participation is required.

You are responsible for all costs associated with practicum courses and activities.

## Return to Registered Nurse Practice Certificate

The Return to Registered Nurse Practice (RRNP) Certificate program provides educational access to you if you are a non-practising nurse seeking re-entry to professional practice or an internationally educated nurse with an RN background requiring work experience in the Canadian health care system.

You may be a candidate for the RRNP program if you are either:

- Canadian educated and required by the College of Registered Nurses of British Columbia (CRNBC) to complete courses or a program to gain reinstatement of BC licensure or initial registration in BC

or

- Internationally educated and previously registered by a Canadian provincial regulatory authority or international regulatory authority and required by CRNBC to complete courses or a program to gain reinstatement of BC licensure or initial registration in BC

The theory, lab and practice courses reacquaint you with the substantive knowledge, values and skills to support nursing practice decisions and actions in the context of the evolving Canadian health care system.

## PROGRAM REQUIREMENTS

### Admission Requirements

- A CRNBC Assessment of Application letter, if you are seeking reinstatement or initial registration with CRNBC, specifying additional education required
- Official transcript(s) from previous nursing program(s), sent either from the issuing institution or CRNBC
- Documented evidence of your RN practice/employment history (including evidence of RN employment outside of Canada)
- A Request for Canadian Employment and Role Verification form—see [www.tru.ca/shared/assets/Request-for-Canadian-Employment-and-Role-Verification-Form-38598.pdf](http://www.tru.ca/shared/assets/Request-for-Canadian-Employment-and-Role-Verification-Form-38598.pdf)
- A completed and signed CRNBC Requisite Skills and Abilities form—see [www.tru.ca/shared/assets/requisite-skills-and-abilities-form-26691.pdf](http://www.tru.ca/shared/assets/requisite-skills-and-abilities-form-26691.pdf)

### Additional Admission Requirements

After program admission and prior to enrolment in NURS 3651, a Request for Consent to a Criminal Record Check (CRC) form



# Nursing

## Admission Process

Submitting all admission requirements documentation at the same time will expedite the processing of your application.

Once all documentation is received, your application is reviewed, you may have an assessment interview. If all admission requirements are satisfied and the program has adequate space, you are informed of course dates and registration procedures.

## Residency Requirements

A minimum of 8 TRU credits (distance or on-campus)—see [page 12](#) (NURS 3641, 3643, 3651)

## Certificate Requirements

17 credits minimum, with a cumulative GPA of 2.33 (minimum 65%) over all courses for this credential, as follows:

### Core Course Requirements (12 credits)

HLTH 3611, *Professional Growth* (3)

HLTH 3621, *Relational Practice* (3)

HLTH 3631, *Clinical Decision Making* (3)

NURS 3641, *Principles and Skillfulness: Theory* (3)

NURS 3643, *Principles and Skillfulness: Lab* (0)

### Practicum Course Requirements (5 credits)

NURS 3651, *Return to Registered Nurse Practice* (5)

Prior to enrolment in NURS 3651, you must complete NURS 3643 and submit the following:

- A request for a CRC form
- An up-to-date immunization record—see HealthLink BC/Immunization for Health Care Workers in BC at [www.healthlinkbc.ca/healthlinkbc-files/immunization-health-care-workers](http://www.healthlinkbc.ca/healthlinkbc-files/immunization-health-care-workers)
- A current Workplace Hazardous Materials Information System (WHIMIS) certificate
- A practice placement request form
- Your resumé
- A CPR Level C or CPR-HCP (health care provider) certificate

## Additional Requirements (3 credits)

An additional three credits may be required, depending on your individual student assessment and the recommended plan from the School of Nursing Advisor.



### Lab and Practice Courses

The lab workshop course for the RRNP program, NURS 3643, is offered four times a year and must be completed in Kamloops over a four-day weekend. It must be completed before the practice course, NURS 3651.

You must have met all admission requirements and successfully completed all core knowledge courses before you can enrol in the practice course, NURS 3651.

Practicum activities for this course are typically held in BC and the Yukon. If you reside outside this area but want to complete the program, you may participate at practicum sites in BC or in your home province or territory if you can make appropriate arrangements.

## PROFESSIONAL DEVELOPMENT OPTION

If you are a non-program student, you may be able to register in courses for this program, excluding NURS 3651, *Return to Registered Nurse Practice*.



### Student Responsibility

Punctual attendance and active participation is required.

You are responsible for all costs associated with the lab and practice courses and activities and for uniforms, equipment (computer, stethoscope and so on), travel, housing and food.

You are responsible for all tuition and fees, as this program is not eligible for full- or part-time loans or grants from StudentAidBC or any other provincial loan offices. This is because this program cannot be completed on a full-time basis from start to finish.

## Interprofessional Mental Health Practice Certificate

The Interprofessional Mental Health Practice Certificate program provides you with the opportunity to acquire the knowledge and competencies necessary to work in a variety of mental health settings within facilities, agencies and community settings. The program integrates theoretical constructs from best practices in the mental health field with the technical and behavioural competencies required for interdisciplinary practice.

### PROGRAM REQUIREMENTS

#### Admission Requirements

- Permission of the associate dean or designate or
- Fourth-year standing in TRU's Nursing program or permission from the School of Nursing or eligibility to take a 4000-level course

#### Additional Admission Requirements

After program admission and prior to enrolment in the practicum course, a Request for Consent to Criminal Record Check (CRC) form



#### Official Transcripts

Arrange for any official transcripts needed to meet admission requirements directly from the issuing institution to [tru\\_ol@nursing.ca](mailto:tru_ol@nursing.ca), to be received at least four weeks prior to course start.

#### Residency Requirements

A minimum of 6 TRU credits—see [page 12](#) (distance courses; this program is not offered on campus)

#### Certificate Requirements (15 credits)

HLTH 4411, *Introduction to Mental Health* (3)

HLTH 4421, *Assessment and Intervention Approaches to Mental Health Problems* (3)

HLTH 4441, *Population Based Mental Health Assessment and Intervention* (3)

HLTH 4531, *Assessment and Intervention Approaches*

HLTH 4551, *Directed Studies Practicum in Substance Use and Concurrent Disorders* (3)



#### Practicum Course: HLTH 4551

Prior to registering in HLTH 4551, you must complete all theory courses, with a GPA of 2.00 (a grade of C) or higher over all courses and submit a Request for Consent to a Criminal Record Check (CRC) form.

The program coordinator, with your input, arranges a practicum placement, based on availability and resources in the community that you select. It consists of a total of 96 hours and is completed on a part-time or full-time basis. You may need to relocate at your expense if suitable service agencies are unavailable near where you live. Acceptance into this program does not guarantee a practicum placement.

### GRADUATION REQUIREMENTS

Completion of all courses, with a GPA of 2.00 (a grade of C) or higher over all courses

### PROFESSIONAL DEVELOPMENT OPTION

If you already work in a setting with clients who use substances, you may be eligible to take HLTH 4511 as part of your professional development or as an introduction to this field, without program admission.



# Nursing

## Interprofessional Substance Use Practice Certificate

This five-course certificate program provides interdisciplinary learners who are working in the substance use field or those interested in this area with an opportunity to acquire the knowledge and competencies necessary to work in a variety of substance use treatment settings within facilities, agencies and community. This substance use program integrates theoretical constructs from best practices in the substance use field with the technical and behavioural competencies developed by the Canadian Centre on Substance Abuse ([www.ccsa.ca](http://www.ccsa.ca)).

### PROGRAM REQUIREMENTS

#### Admission Requirements

Current employment in a health care, criminal justice, social services or treatment facility setting OR

Graduation from a certificate, diploma or bachelor's degree program in health and human services OR

Permission of the associate dean or designate OR

Fourth-year standing in TRU's Nursing program or permission from the School of Nursing or eligibility to take a 4000-level course

#### Additional Admission Requirements

After program admission and prior to enrolment in the practicum course, a Request for Consent to a Criminal Record Check (CRC) form



#### Official Transcripts

Arrange for any official transcripts needed to meet admission requirements directly from the issuing institution to [tru\\_ol@nursing.ca](mailto:tru_ol@nursing.ca), to be received at least four weeks prior to course start.

#### Residency Requirements

A minimum of 6 TRU credits—see [page 12](#) (distance courses; this program is not offered on campus)

### Certificate Requirements (15 credits)

HLTH 4511, *Introduction to Problematic Substance Use* (3)

HLTH 4521, *Assessment and Intervention Approaches to Problematic Substance Use* (3)

HLTH 4531, *Assessment and Intervention Approaches in Concurrent Disorders* (3)

HLTH 4541, *Population-Based Prevention and Intervention* (3)

HLTH 4551, *Directed Studies Practicum in Substance Use and Concurrent Disorders* (3)



#### Practicum Course: HLTH 4551

You must have met all admission requirements, submitted a Request for CRC form and successfully completed HLTH 4511, 4521, 4531 and 4541 with a GPA of 2.00 or higher over all courses before you can enrol in the practicum course, HLTH 4551.

HLTH 4551 is held in BC. If you want to complete this program but reside outside BC, you may participate at a practicum site in BC or in your home province or territory if you can make appropriate arrangements.

The Program Coordinator, with your input, arranges a practicum placement, based on availability and resources in the community that you select. It consists of a total of 96 hours and is completed on a part-time or full-time basis. You may need to relocate at your expense if suitable service agencies are unavailable near where you live. Acceptance into this program does not guarantee a practicum placement.

### GRADUATION REQUIREMENTS

Completion of all theory courses and HLTH 4551 with a GPA of 2.00 or higher over all courses required for this credential



#### Contact: Student Services or School of Nursing

If you have any questions about Nursing programs and courses, including admission requirements and documentation, see the front inside cover and contact us, or email [tru\\_ol\\_nursing@tru.ca](mailto:tru_ol_nursing@tru.ca).

## Nursing Transition Courses

Nursing transition courses are suitable for you if you are a nationally or internationally educated health care professional or a student enrolled in an entry-level nursing program.

As a *nationally* educated professional, you can choose these courses to support a transition in your professional practice or to receive credit toward a post-diploma undergraduate degree program.

As an *internationally* educated professional, you can choose these courses to support your Canadian licensure through the College of Registered Nurses of British Columbia (CRNBC).

As a student, you can choose theory courses as electives or find a course suitable for transfer credit to your current program of study.

### COURSES

HLTH 1061, *Medical English* (3)

HLTH 2121, *Pharmacology Principles and Practices* (3) (theory)

HLTH 2911, *Perinatal Nursing: Foundation* (3) (theory)

HLTH 2931, *Psychiatric and Mental Health Nursing: Foundational Concepts* (3) (theory)

NURS 2921, *Perinatal Nursing Practice: Developing Competence* (3) (practice-based course)

NURS 2941, *Psychiatric and Mental Health Nursing*

### REGISTRATION REQUIREMENTS FOR PRACTICE-BASED COURSES

NURS 2921 and 2941 are intended for internationally educated nurses (IENs) residing in BC who are seeking CRNBC licensure.

Prior to enrolment in these practice-based courses, please submit the following:

- A CRNBC letter of assessment indicating your eligibility for nurse licensure
- A Request for Consent to a Criminal Record Check (CRC) form—see [page 95](#)
- A completed and signed Health Status Declaration form—see [www.tru.ca/\\_\\_shared/assets/health-status-declaration-hca-29480.pdf](http://www.tru.ca/__shared/assets/health-status-declaration-hca-29480.pdf)
- A CPR Level C certificate, current within one year
- An up-to-date immunization record—see HealthLink BC/Immunization for Health Care Workers in BC at [www.healthlinkbc.ca/healthlinkbc-files/immunization-health-care-workers](http://www.healthlinkbc.ca/healthlinkbc-files/immunization-health-care-workers)
- A completed and signed Health Sciences Placement Network (HSPnet) consent form—see [www.tru.ca/\\_\\_shared/assets/HSPnet\\_Form36673.pdf](http://www.tru.ca/__shared/assets/HSPnet_Form36673.pdf)



#### English Proficiency

If you are an internationally educated nurse (IEN) whose first language is not English, you must provide evidence of English proficiency by passing the Canadian English Language Benchmark Assessment for Nurses (CELBAN) at the level required by the College of Registered Nurses of British Columbia (CRNBC).



#### Contact: School of Nursing

If you have any questions about Nursing Transition courses, please email [tru\\_ol\\_nursing@tru.ca](mailto:tru_ol_nursing@tru.ca).

# Notes

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## Overview

Our Science programs provide you with exciting options for your career path.

Choose from many Open Learning and TRU courses to fulfill your program requirements. You can also access post-secondary courses from other institutions and transfer them to your OL program. See BC Council on Admissions & Transfer (BCCAT) at [www.bccat.ca](http://www.bccat.ca) to explore your options.

Plan ahead and make the most of your Science credential. Our Program Advisors help you choose courses that can later be applied toward another program, either at OL or elsewhere.

Start your learning journey today!

## Benefits

As an Open Learning Science student, you benefit from:

- Open admission
- A Program Advisor to create a program plan for you and guide you through your studies
- The flexibility to study online or on-campus, on a full- or part-time basis
- The opportunity to apply for PLAR
- Student services, including financial assistance and awards programs, library services and help with writing
- The ability to transfer courses from or to other educational institutions and to apply program credits earned to other OL programs



### PLAR

[www.tru.ca/distance/plar-ol](http://www.tru.ca/distance/plar-ol)

Some program requirements for certain Science programs may be met with credits awarded through prior learning assessment and recognition (PLAR). See [page 15](#) or the website.



### Program Application

[www.educationplannerbc.ca](http://www.educationplannerbc.ca)

You can apply online through EducationPlannerBC at the above URL.

If you are unable to apply online, you can apply by mail or fax with a Program Admission Form, which you can find at [www.tru.ca/distance/register/admission](http://www.tru.ca/distance/register/admission).



### Student Forms

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

To take courses at other post-secondary institutions and transfer credit to an OL program, apply for a letter of permission, using the request form on the Student Forms page at the above URL.

If your program and that of a transferring institution are listed on the CVU-UVC website, use the CVU form on the Student Forms page to save admission fees to CVU-UVC partner institutions.



### Student Responsibility

Consult with your Program Advisor to ensure that the courses you select are appropriate for your program of study and educational goals. Otherwise, you may find that a course does not meet program requirements and its credits may not be applied toward your chosen credential, or you may be required to pay an additional transcript assessment fee.



### Contact: Student Services

We're here for you. Please contact us with any questions about our Science programs and courses. See the inside front cover for contact information.

# Science

## Associate of Science

You can earn an Associate of Science degree on your way to a bachelor's degree or as an independent credential.

The academic breadth of this program prepares you for the workplace and for upper-level university study.



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see [page 11](#)

#### Residency Requirements

A minimum of 9 TRU credits (distance or on-campus)—see [page 12](#)

#### Associate Degree Requirements

60 credits of first- and second-year courses (including upper-level courses), with a GPA of 2.00 or higher over all courses required to complete this credential, as follows (suggested courses in parentheses):

- 6 credits in English (university-level composition and literature (ENGL 1001, 1011, 1031))
- 6 credits in arts (other than English), mathematics or lab-based science courses
- 18 credits in first-year natural science, mathematics—including statistics—or engineering science
- 6 credits of mathematics—may include MATH 1101, MATH 2121, STAT 1201—of which 3 credits must be in calculus (MATH 1141, 1241)

[MATH 1001](#), [MATH 1157](#), [MATH 1171](#), [MATH 1091](#) and [MATH 1901](#) do not meet this requirement.

- 18 credits of second-year courses in two or more of the following areas: natural science, mathematics—including statistics—or engineering science
- 6 credits of first- or second-year academic courses

[MATH 1001](#) cannot be used in any Science program.

Campus-based equivalents to most course requirements are available.

Some interdisciplinary areas of studies may be allocated to more than one of the subject areas, depending on the content of the course.

No course may be used to meet more than one of the specific requirements.

The first-year science requirement must include a minimum of one course with a hands-on lab component ([BIOL 1113/1115](#), [1213/1215](#); [CHEM 1503/1505](#), [1523/1525](#); [GEOG 1221](#); [GEOL 1111](#); [PHYS 1103/1105](#), [1203/1205](#)).

## DIRECTED STUDIES

Directed Studies consists of concentrated study of a topic in the subject area of the major (biology/life science), which you select in consultation with an Open Learning Faculty Member and your Program Advisor.

Directed Studies is available to you if you have fulfilled the General Education requirements, all the lower-level requirements of the major (biology/life science) and at least 15 credits of upper-level courses in the subject of your major (biology/life science).

As registration procedures differ for Directed Studies courses, consult with a Program Advisor before registering.

## Bachelor of Science, General Program

The Bachelor of Science, General program concentrates study in one subject area to the level needed for a minor (18 upper-level credits). No labs are required.

Many Science graduates are highly successful, pursuing careers in medicine, veterinary medicine, medical genetics, elementary and high school teaching, resource management, high tech industry, biotechnology, optometry, pharmacy, dentistry, wildlife management, respiratory therapy and more.



PLAR applies: see [page 15](#)

## PROGRAM REQUIREMENTS

### Admission Requirements

Open admission— see [page 11](#)

### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see [page 12](#)

### Degree Requirements

120 credits, with a GPA of 2.00 or higher over all courses required to complete this credential, as follows:



More about Eric and other stories at [www.truopen.ca/truestory](http://www.truopen.ca/truestory)

# Science

## General Education Requirements (24 credits)

May be met with lower- or upper-level courses—see General Education requirements on [page 124](#)—as follows:

- 6 credits in English—university-level composition and literature (ENGL 1001, 1011, 1101)
- 6 credits in humanities other than English
- 6 credits in mathematics—including statistics—and/or science
- 6 credits in social science

## Electives (lower-level Requirements) (24 credits)

MATH 1141, *Calculus I* (3) and 1241, *Calculus II* (3)

[MATH 1001](#), [MATH 1157](#), [MATH 1171](#), [MATH 1091](#) and [MATH 1901](#) do not meet the math requirements. [MATH 1001](#) is not accepted in any science program.

18 credits in first- or second-year science, with a minimum of 6 credits in any three of the following subject areas (suggested courses are in parentheses):

- Life science (biology, genetics, zoology, botany, microbiology, biological oceanography, plant and animal physiology; examples are BIOL 1113, 1213, 2131, 2341)
- Chemical science—chemistry (CHEM 1503, 1523)
- Physical science—astronomy and physics (PHYS 1103, 1203)
- Earth science—geology, atmospheric science, physical geography, geophysics, physical oceanography (GEOG 1221, GEOL 1111)
- Mathematics—including statistics (MATH 1101, 2111 or 2121)
- Applied science—bioresource, chemical, civil, mechanical, electrical or computer engineering science; forensic, forest or agricultural science

[Some interdisciplinary areas of studies may be allocated to more than one of these subject areas, depending on the content of the course.](#)

## Upper-Level Requirements (45 credits)

30 credits in two areas of science, with 18 credits in one area, 12 credits in the other area; consult with your Program Advisor

or

30 credits in three areas of science, with 18 credits in one area, 6 credits in each of the other two areas; consult with your Program Advisor and

15 upper-level elective credits (may be science or non-science courses)

## Elective Requirements (27 credits)

May be lower- or upper-level science or non-science courses, with exception of MATH 1001; consult with your Program Advisor

[Campus-based equivalents to most course requirements are available.](#)

[30 credits of the degree requirements \(with no more than 15 upper-level credits\) may be applied studies: fine and performing arts studio and technology courses. Education, business and administrative studies courses are reviewed on a case-by-case basis.](#)

[No single course may be used to meet more than one of the specific requirements.](#)

## Bachelor of Science, Major Program

The Bachelor of Science, Major program is designed for you if you want to specialize in biology/ life science.

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see [page 11](#)

#### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see [page 12](#)

#### Degree Requirements

120 credits, with a GPA of 2.00 or higher over all courses required to complete this credential, as follows:

##### *General Education Requirements (24 credits)*

May be met with lower- or upper-level courses—see General Education requirements on [page 124](#)—as follows:

- 6 credits in English (university-level composition and literature: ENGL 1001, 1011 or 1101)
- 6 credits in humanities other than English Literature and Composition
- 6 credits in mathematics—including statistics—and/or science
- 6 credits in social science

##### *Lower-Level Requirements (27 credits)*

MATH 1141, *Calculus I* (3) and 1241, *Calculus II* (3) or equivalents (excluding MATH 1157, 1171 and 1091)

**MATH 1001, MATH 1157, MATH 1171, MATH 1091 and MATH 1901 do not meet the math requirements.**

**MATH 1001 is not accepted In any science program.**

STAT 1201, *Introduction to Probability and Statistics* (3) or equivalent

18 credits in first- or second-year science, with a minimum of 6 credits in any three of the following subject areas (suggested courses are in parentheses):

- Life science—biology, genetics, zoology, botany, microbiology, biological oceanography, plant and animal physiology (BIOL 1113, 1213, 2131, 2341)
- Chemical science—chemistry, biochemistry
- Physical science—astronomy, physics (PHYS 1103, 1203)
- Earth science—geology, atmospheric science, physical geography, geophysics, physical oceanography (GEOG 1221, GEOL 1111)
- Mathematics—including statistics (MATH 1101, 2111, 2121)
- Applied science—bioresource, chemical, civil, mechanical, electrical or computer engineering science; forensic, forest or agricultural science

Some interdisciplinary areas of studies may be allocated to more than one of these subject areas, depending on the content of the course.

##### *Upper-Level Requirements (45 credits)*

30 credits in the subject area of the major (biology/ life science), including 3 credits of Directed Studies—see [page 107](#)

An additional 15 upper-level elective credits (may be science or non-science courses; consult with your Program Advisor)

### GENERAL

#### *Elective Requirements (24 credits)*

May be lower-level or upper-level science or non-science courses, with the exception of MATH 1001. MATH 1001 cannot be used in any science program.

30 credits of the degree requirements (with no more than 15 upper-level credits) may be applied studies: fine and performing arts studio courses and technology courses. Education, business and administrative studies courses are reviewed on a case-by-case basis.

No single course may be used to meet more than one of the specific requirements.

Campus-based equivalents to most course requirements are available.



# Notes

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## Overview

Our Technology programs provide you with exciting options for your career path. Whether you wish to enter the field of water treatment, information technology or computing science, we can get you started.

Choose from many Open Learning and TRU courses to fulfill your program requirements. You can also access post-secondary courses from other institutions and transfer them to your OL program. See BC Council on Admissions & Transfer (BCCAT) at [www.bccat.ca](http://www.bccat.ca) to explore your options.

Plan ahead and make the most of your Technology credential. Our Program Advisors help you choose courses that can later be applied toward another program, either at OL or elsewhere.

Start your learning journey today!

## Benefits

As an Open Learning Technology student, you benefit from:

- Open admission
- A Program Advisor to create a program plan for you and guide you through your studies
- The flexibility to study online or on-campus, on a full- or part-time basis
- The opportunity to apply for PLAR
- Student services, including financial assistance and awards programs, library services and help with writing
- The ability to transfer courses from or to other educational institutions and to apply program credits earned to other OL programs



### PLAR

[www.tru.ca/distance/plar-ol](http://www.tru.ca/distance/plar-ol)

Some program requirements for certain Technology programs may be met with credits awarded through prior learning assessment and recognition (PLAR). See [page 15](#) or the website.



### Program Application

[www.educationplannerbc.ca](http://www.educationplannerbc.ca)

You can apply online through EducationPlannerBC at the above URL.

If you are unable to apply online, you can apply by mail or fax with a Program Admission Form, which you can find at [www.tru.ca/distance/register/admission](http://www.tru.ca/distance/register/admission).



### Student Forms

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

To take courses at other post-secondary institutions and transfer credit to an OL program, apply for a letter of permission, using the request form on the Student Forms page at the above URL.

If your program and that of a transferring institution are listed on the CVU-UVC website, use the CVU form on the Student Forms page to save admission fees at CVU-UVC partner institutions.



### Student Responsibility

Consult with your Program Advisor to ensure that the courses you select are appropriate for your program of study and educational goals. Otherwise, you may find that a course does not meet program requirements and its credits may not be applied toward your chosen credential, or you may be required to pay an additional transcript assessment fee.



### Contact: Student Services

We're here for you. Please contact us if you have any questions about our Technology programs and course. See the inside front cover for contact information.

# Technology

## Water Treatment Technology Program

The Water Treatment Technology (WTT) program is designed to address your educational requirements, whether you are an entry- or advanced-level operator in water treatment, distribution and collection systems.

As a graduate of this program, you can pursue employment in many settings, such as:

- Water and wastewater facilities, including municipalities, regional districts and industrial engineering firms
- Environmental and ecological services
- Laboratories
- Water companies
- Water treatment equipment, services and supplies sales
- Government facilities, such as provincial parks, national parks, Correctional Services, RCMP and Canada Border Services

The WTT Diploma can be laddered into the Bachelor of Technology (page 117) or the Bachelor of Technology (page 116) program.

The structure of the WTT program is progressive, with four levels of credentials:

- Level I WTT Certificate (15 credits)
- Level II WTT Certificate: Level I plus 15 credits (30 credits)
- Level III WTT Certificate: Level II plus 15 credits (45 credits)
- WTT Diploma: Level III plus 15 credits (60 credits)



PLAR applies: see page 15



### Environmental Operators Certification

To be recognized as a certified operator in the province of BC, you must also hold an Environmental Operators Certification Program (EOCP) certificate (refer to [www.eocp.ca](http://www.eocp.ca)), in addition to your WTT Certificate or Diploma.

## PROGRAM REQUIREMENTS

### LEVEL I WTT CERTIFICATE (15 CREDITS)

#### Admission Requirements

Open admission—see page 11

Provincial Grade 12 diploma or equivalent

#### Admission Recommendations

Chemistry 11 and Foundations of Math 11

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see page 12

#### Certificate Requirements (15 credits)

A grade of C or higher over each course required to complete this credential, as follows:

WTTTP 1171, *Environmental Legislation* (1)

WTTTP 1181, *Occupational Health and Safety* (1)

WTTTP 1191, *Communications* (1)

WTTTP 1701, *Water Sources* (3)

WTTTP 1711, *Water Treatment I* (3)

WTTTP 1721, *Applied Math and Science* (3)

WTTTP 1731, *Mechanical Systems 1* (3)

### LEVEL II WTT CERTIFICATE (30 CREDITS)

#### Admission Requirements (15 credits)

Level I WTT Certificate or equivalent

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see page 12

#### Certificate Requirements (15 credits)

WTTTP 1291, *Moving Water* (1)

WTTTP 1301, *Major Process Equipment* (1)

WTTTP 1311, *Secondary Process Equipment* (1)

WTTTP 1801, *Electrical Fundamentals I* (3)

WTTTP 1821, *Instrumentation I* (3)

WTTTP 1851, *Water Treatment II* (3)

WTTTP 1891, *Practicum I* (3)



### Practicums

Consult the Program Coordinator regarding the options available for completing WTTTP 1891 and WTTTP 2891. If you are currently working at a plant, you can apply to complete the practicum at your workplace. Recommended completion is in Kamloops at the Centre for Water Quality. You arrange your practicum in consultation with the Program Coordinator and onsite practicum supervisors.

## LEVEL III WTT CERTIFICATE (30 CREDITS)

### Admission Requirements (15 credits)

Level II WTT Certificate or equivalent

### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)  
—see [page 12](#)

### Certificate Requirements (15 credits)

WTTP 2051, *Introduction to Water Chemistry* (1)

WTTP 2061, *Inorganic Species in Water* (1)

WTTP 2071, *Organic Species in Water* (1)

WTTP 2131, *Concepts of Filtration* (1)

WTTP 2141, *Slow and Rapid Sand Filtration* (1)

WTTP 2151, *Membrane and Alternative Filtration Techniques* (1)

WTTP 2171, *Basic Principles of Disinfection* (1)

WTTP 2181, *Standard Disinfection Practices* (1)

WTTP 2191, *Advanced Disinfection and Fluoridation Practices* (1)

WTTP 2701, *Electrical Fundamentals II* (3)

WTTP 2721, *Advanced Coagulation and Particle Removal* (3)

## WTT DIPLOMA (60 CREDITS)

### Admission Requirements (45 credits)

Level III WTT Certificate or equivalent

### Residency Requirements

A minimum of 9 TRU credits (distance or on-campus)  
—see [page 12](#)

### Certificate Requirements (15 credits)

WTTP 2291, *Computers in Industry* (1)

WTTP 2301, *Advanced Programmable Logic Controllers* (1)

WTTP 2311, *Industrial Communications and SCADA Systems* (1)

WTTP 2331, *People Management* (1)

WTTP 2341, *Asset and Operations Management* (1)

WTTP 2351, *Financial Management* (1)

WTTP 2801, *Microbiology and Toxicology* (3)

One elective (3)

WTTP 2891, *Practicum II* (3)

## Certificate in Information Technology

The Certificate in Information Technology (IT) gives you the freedom to take a wide variety of distance or on-campus courses in IT, either at TRU and OL or through OL's consortium partners.

This generalist certificate is for you if you want to redirect your focus halfway through your program or seek recognition for mixed IT skills from recognized sources.

The 15-credit Certificate in Business Skills program ([page 54](#)) may be taken as a complementary program to this certificate.

The Certificate in Information Technology ladders into either the Diploma in Information Technology and Management ([page 114](#)) or the Diploma in Management Studies ([page 58](#)). To do so, choose a minimum of 21 credits in approved IT or computing courses. UVIC CMPT courses are not transferable to this credential.

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see [page 11](#)

#### Admission Recommendations

Provincial Grade 12 diploma or equivalent

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see [page 12](#)

#### Certificate Requirements

30 credits, with a combined/cumulative GPA of 2.00 or higher over all courses required to complete this credential, as follows:

*Core Knowledge Requirements (27 credits)*

MNGT 1221, *Supervision* (3) or MNGT 1211, *Management Principles and Practices* (3) or approved equivalent

ENGL 1101, *Introduction to University Writing* (3) or CMNS 1291, *Introduction to Professional Writing* (3) or CMNS 1811, *Professional and Academic Composition* (3) or approved equivalent

3 to 6 credits in introductory IT and/or computer courses, such as MIST 2611, *Management Information Systems 1*, COMP 1131, *Computer Programming I*, COMP 1231, *Computer Programming II* or approved equivalent

18 credits in approved IT-related courses, transfer credit courses, or PLAR credit; courses may include TRU distance or on-campus COMP courses

One 3-credit elective, excluding XCMP courses (consult with your Program Advisor)

# Technology

## Diploma in Information Technology and Management

The Diploma in Information Technology and Management program supports your academic pursuits if you have completed a Certificate in Information Technology (page 113) or a recognized computing certificate with 30 or more transferrable credits in IT and/or computing studies.

Study in this diploma program on a part-time basis while employed in the industry.

This program is not available to students in the Diploma in Management Studies (page 58).



PLAR applies: see page 15

### PROGRAM REQUIREMENTS

#### Admission Requirements

One of the following:

- A certificate in Information Technology
- Another recognized IT or computing certificate from another post-secondary institution, with 30 or more transferable credits, including a minimum of 21 credits in IT or related courses (COMP, MIST, XCMP)

For certificates with less than 30 credits or without key prerequisites, OL may specify that courses, in addition to those required for the diploma, be completed.

#### Residency Requirements

A minimum of 9 TRU credits (distance or on-campus)—see page 12

#### Diploma Requirements

A minimum of 60 credits with 30 credits of IT and/or computing courses transferred in from the Certificate in Information Technology or equivalent, with a combined/cumulative GPA of 2.00 or higher over all courses required to complete this credential, as follows:

#### Core Knowledge Requirements (15 credits)

3 credits from ACCT 2211, *Financial Accounting* or equivalent (3)

6 credits of English; choose two of the following:

ENGL 1101, *Introduction to University Writing* (3)

CMNS 1291, *Introduction to Professional Writing* (3)

CMNS 1811, *Business, Professional and Academic Composition* or approved equivalent

3 credits: choose one of the following:

MNGT 1211, *Management Principles and Practices* (3) or MNGT 1221, *Supervision* (3)

MNGT 2131, *Motivation and Productivity* (3) or approved equivalent

3 credits of ORGB 2811, *Organizational Behaviour* (3) or approved equivalent

#### Elective Requirements (15 credits)

15 credits of approved IT and business electives, including a minimum of 6 credits of business electives, such as ACCT 2251, *Management Accounting* (3), ACCT 2281, *Accounting Software Systems* (3), BLAW 2911 (3), *Commercial Law* (3), HRMN 2821, *Human Resource Management* (3), MKTG 2431, *Marketing* (3)

Elective courses must not overlap with previous studies and are subject to OL approval.

The overall 60 credits required for this diploma must include a minimum of 6 ENGL or CMNS credits and 30 IT and/or computing credits. If you have a certificate with fewer than 30 credits or without key prerequisites, OL may specify that you complete additional courses for this diploma.

## Bachelor of Computing Science

The Bachelor of Computing Science (BCS) degree program consists of general and concentrated computing coursework. It is designed for you if you want to enter the field of computing science or pursue graduate studies. The program concentrates on small to medium business environments.

This program is intended for a wide range of candidates including (but not limited to) the following:

- Graduates of any non-computing undergraduate program in arts, business, education, engineering or science who plan to obtain a second degree in computing science
- Graduates of a two- or three-year diploma program in computing, management information systems or information science
- Graduates of a BCS degree or any undergraduate computing program who want to upgrade their knowledge and skills
- Students currently enrolled in a TRU science program
- Individuals wishing to enter a career involving computer-based systems, with special emphasis on small and medium sized companies and organizations



PLAR applies: see [page 15](#)

### PROGRAM REQUIREMENTS

#### Admission Requirements

Three categories of entry are possible.

- Entry from a computing science diploma
- Entry from an undergraduate program in arts, business, education, engineering or science
- Professional entry from post-secondary studies and work experience in the information technology field

#### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see [page 12](#)

#### Degree Requirements

120 credits, at least 45 of which must be upper-level, with a GPA of 2.00 or higher over all courses required for the credential, as follows:

#### Lower-level Requirements (75 credits)

- COMP 1131, *Computer Programming 1* (3)
- COMP 1231, *Computer Programming 2* (3)
- 6 credits in discrete structures
- 3 credits in introduction to computer systems
- 3 credits in visual program design
- COMP 2231, *Data Structures and Algorithms* (3)
- 3 credits in website design and development
- ENGL 1101, *Introduction to University Writing* (3)
- CMNS 1291 or approved equivalent (3)
- 33 academic elective credits in any subject area at upper- or lower-level
- 3 credits in any course, excluding science
- 9 credits in any course, excluding computing science

*Students who do not meet all first- and second year course requirements through transfer credit and PLAR need to take the listed first- and second-year courses for program completion. Address the prerequisites for each course before registration and ensure that all program requirements have been achieved prior to graduation.*

#### Upper-Level Requirements (45 credits)

- COMP 3271, *Computer Networks* (3)
- COMP 3411, *Operating Systems* (3)
- COMP 3521, *Software Engineering* (3)
- COMP 3541, *Web Site Design and Programming* (3)
- COMP 3611, *Database Systems* (3)
- COMP 4531, *Advanced Software Engineering* (3)
- COMP 4911, *Computing Science Project* (3)
- 15 upper-level credits in computing
- 9 upper-level academic elective credits

# Technology

## Bachelor of Technology

The Bachelor of Technology program is designed to give tradespeople, technologists and technicians the communication and interpersonal skills necessary to move into a leadership or management role.

If you have strong technical expertise, this program is intended to equip you with the skills you need to be an effective workplace manager.

Graduates will understand how to:

- Communicate clearly in a culturally diverse workplace
- Effectively communicate with and lead teams
- Manage change in the workplace
- Manage large-scale projects
- Manage emerging technologies
- Operate business in a sustainable fashion
- Support occupational health and safety
- Effectively function in a global economy
- Analyze and perform research

As a graduate of this program, you have the option of using many of its courses as prerequisites toward TRU's Master of Business Administration ([page 72](#)).



PLAR applies: see [page 15](#)

If you have a recognized four-year trades qualification or technology diploma, you may receive up to 60 PLAR credits toward the 120 credits required to complete this credential.

## PROGRAM REQUIREMENTS

### Admission Requirements

- A two-year diploma of technology or recognized trades qualification or equivalent (number of credits—up to 60—are determined by OL upon admission)
- University-level writing skills; enrolment in a course such as ENGL 1101, *Introduction to University Writing* may be required

### Residency Requirements

A minimum of 15 TRU credits for distance or a minimum of 30 TRU credits for on-campus—see [page 12](#)

### Degree Requirements

120 credits (includes credits from the two-year diploma or trades qualification or equivalent admission requirement), including at least 45 upper-level credits, with a GPA of 2.00 or higher over all courses required to complete this credential, as follows (suggested courses are in parentheses):

#### Lower-Level Requirements (18 credits)

6 credits in composition and interpersonal communications (CMNS 1290 or CMNS 1291, *Introduction to Professional Writing* or ENGL 1101 or ENGL 1100, *Introduction to University Writing* and CMNS 2170, *Interpersonal Communication*, or approved equivalent)

3 credits in statistics (STAT 1200 or STAT 1201, *Introduction to Probability and Statistics* or approved equivalent)

3 credits in organizational behaviour (ORGB 28010 or ORGB 2811, *Organizational Behaviour* or approved equivalent)

6 credits in micro- and macro-economics (ECON 1900 or ECON 1901 *Principles of Microeconomics* and ECON 1951, *Principles of Macroeconomics* or approved equivalent)

#### Upper-Level Requirements (45 credits)

12 credits in business administration, organization, teamwork and leadership leadership (BBUS 3671, BBUS 4135, BBUS 4833, MNGT 3731, ORGB 4871 or Program Advisor–approved equivalent)

6 credits in environmental and international economics (ECON 3550 and ECON 3710 or approved equivalent)

3 credits in organizational communications (CMNS 4530 or approved equivalent)

3 credits in occupational health and safety (LEAD 3511, *Occupational Health & Safety Legislation and Standards* or approved equivalent)

9 credits in specialized electives (must be Program Advisor–approved)

3 credits in emerging technologies (TECH 3010 or approved equivalent)

3 credits in research methods (RSMT 3501, *Introduction to Research Methods* or approved equivalent)

6 credits in project management (TECH 4910, 4920 or MNGT 4751, *Project Management* or approved equivalent)

## Bachelor of Technology, Trades and Technology Leadership

The Bachelor of Technology, Trades and Technology Leadership (BTTTL) program provides you, as a qualified tradesperson or technologist, with the knowledge and skills necessary to become a effective team leader, supervisor or manager in a changing business and technical environment.



**PLAR** applies: see [page 15](#)

If you have a recognized four-year trades qualification or technology diploma, you may receive up to 60 PLAR credits toward the 120 credits required to complete this credential.

### PROGRAM REQUIREMENTS

#### Admission Requirements

- Provincial Grade 12 diploma or equivalent
- Red Seal Trades Qualification or recognized technology diploma or equivalent

#### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see [page 12](#)

#### Degree Requirements

120 credits (at least 45 of which must be upper-level), with a combined/cumulative GPA of 2.00 or higher over all courses required to complete this credential, as follows (suggested courses are in parentheses):

##### *Transfer Credits (up to 60 credits)*

OL determines, based upon your previous qualifications or credentials, the number of credits you can transfer to this program.

##### *General Education Requirements (15 credits)*

- 3 credits in English (university-level composition and/or literature) (ENGL 1101, *Introduction to University Writing*; ENGL 1001, *Literature and Composition I*; ENGL 1011, *Literature and Composition II*; ENGL 1021, *Composition and Indigenous Literature in Canada I*; ENGL 1031, *Composition and Indigenous Literature in Canada II*)
- 3 credits in applied communications (CMNS 1291, *Introduction to Professional Writing* or CMNS 1811, *Business, Professional, and Academic Composition*)

- 3 credits in computing science (COMP 1131, *Computer Programming 1* or MIST 2611, *Management Information Systems*)
- 3 credits in natural science; generally, upper-level
- 3 credits in liberal arts or science; generally, upper-level

##### *Core Knowledge Requirements (18 credits)*

- MNGT 1211, *Management Principles and Practices* or MNGT 1221, *Supervision* (3)
- MNGT 3731, *Leadership* (3)
- BBUS 4135, *Motivation and Productivity* (3)
- ORGB 4871, *Organizational Development and Change* (3)
- OCHS 3511, *Occupational Health & Safety Legislations and Standards* (3)
- LEAD 4901, *Strategic Thinking for Leadership* (3)

##### *Elective Requirements (27 credits)*

At least 12 credits from the following:

- BBUS 3611, *Open Thinking* (3)
- MNGT 4711, *Decision Analysis* (3)
- BBUS 3631, *Open Communication: Effective Communication Skills* (3)
- BBUS 3671, *Contemporary Leadership* (3)
- BBUS 4833, *Effective Leadership* (3)
- MNGT 4751, *Project Management* (6)

At least 15 credits from the following:

- MNGT 3711, *Business Ethics and Society* (3)
- BBUS 3331, *Introduction to Production and Operations Management* (3)
- BBUS 3661, *Strategic Human Resource Management* (3)
- HRMN 3841, *Employee and Labour Relations* (3)



# Notes

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## Overview

Whether you are just beginning your post-secondary studies or have already completed a credential and want to enhance your resumé, our Tourism programs can help you meet your educational and professional goals. Get started in tourism management, hospitality administration and outdoor recreation. Leverage your existing tourism industry experience.

Choose from many OL and TRU courses to fulfill your program requirements. You can also access post-secondary courses from other institutions and transfer them to your OL program. See British Columbia Council on Admissions & Transfer (BCCAT) at [www.bccat.ca](http://www.bccat.ca) to explore your options.

Plan ahead and make the most of your Tourism credential. Our Program Advisor help you choose courses that can later be applied toward another program, either at OL or elsewhere.

Start your learning journey today!

## Benefits

As an OL Tourism student, you benefit from:

- A Program Advisor to create a program plan for you and guide you through your studies
- The flexibility to study online or on-campus, on a full- or part-time basis
- The opportunity to apply for PLAR
- Student services, including financial assistance and awards programs, library services and help with writing and math
- The ability to transfer courses from or to other educational institutions and to apply program credits earned to other OL programs



### PLAR

[www.tru.ca/distance/plar-ol](http://www.tru.ca/distance/plar-ol)

Some program requirements for certain Tourism programs may be met with credits awarded through prior learning assessment and recognition (PLAR). Please see [page 15](#) or the website.



### Program Application

[www.educationplannerbc.ca](http://www.educationplannerbc.ca)

You can apply online through EducationPlannerBC at the above URL.

If you are unable to apply online, you can apply by mail or fax with a Program Admission Form, which you can find at [www.tru.ca/distance/register/admission](http://www.tru.ca/distance/register/admission).



### Student Forms

[www.tru.ca/distance/services/forms](http://www.tru.ca/distance/services/forms)

To take courses at other post-secondary institutions and transfer credit to an OL program, apply for a letter of permission, using the request form on the Student Forms page at the above URL.

If your program and that of a transferring institution are listed on the CVU-UVC website, use the CVU form on the Student Forms page to save admission fees at CVU-UVC partner institutions.



### Student Responsibility

Consult with your Program Advisor to ensure that the courses you select are appropriate for your program of study and educational goals. Otherwise, you may find that a course does not meet program requirements and its credits may not be applied toward your chosen credential, or you may be required to pay an additional transcript assessment fee.



### Contact: Student Services

We're here for you. Please contact us with any questions about our Tourism programs and courses. See the inside front cover for contact information.

## Event Management Certificate

The Event Management Certificate program is intended to help you acquire the skills necessary to plan and manage festivals and special events, upgrade skills for entering the workforce and meet your schedule as a full- or part-time learner.

Credit gained through this certificate can be applied toward a diploma in event management or the Bachelor of Tourism Management (page 120).

### PROGRAM REQUIREMENTS

#### Admission Requirements

Open admission—see page 11

Basic computer skills

#### Residency Requirements

A minimum of 6 TRU credits (distance or on-campus)—see page 12

#### Certificate Requirements

18 credits total, with a GPA of 2.00 or higher over all courses required to complete this credential, as follows:

*Core Knowledge Requirements (18 credits)*

CONV 1011, *Introduction to Tourism* (3)

CONV 1021, *Introduction to Special Event Management* (3)

CONV 1031, *Celebrating Community and Culture* (3)

CONV 1041, *Event Volunteer Management* (3)

CONV 1051, *Legal Liability and Risk Management*

CONV 1061, *Event Marketing* (3)

## Bachelor of Tourism Management

The Bachelor of Tourism Management is designed for you, a graduate of a recognized two-year diploma program in tourism management, hospitality administration, outdoor recreation, or a related program or educational background.

This degree forms an integral part of the BC Tourism Learning System.

### PROGRAM REQUIREMENTS

#### Admission Requirements

Graduation from a recognized two-year tourism or hospitality program, with a GPA of 2.67 or higher for the maximum block transfer credit toward this degree; industry experience is assumed

*If you have considerable industry experience but not this credential, you may apply for admission upon completion of at least 60 credits of directly applicable coursework in core business and tourism or hospitality foundation courses.*

#### Residency Requirements

A minimum of 15 TRU credits (distance or on-campus)—see page 12

#### Degree Requirements

120 credits total, including 45 upper-level credits, with a GPA of 2.00 or higher over all courses required to complete this credential, as follows (suggested courses are in parentheses):

*General Education Requirements (21 credits)*

May be met with lower- or upper-level courses (see General Education requirements and discuss with your Program Advisor), as follows:

- 6 credits in English (university-level composition and literature) (ENGL 1001, *Literature and Composition 1* or ENGL 1021, *Composition and Indigenous Literature in Canada I*; and ENGL 1011, *Literature and Composition II* and/or ENGL 1031, *Composition and Indigenous Literature in Canada II*)
- 3 credits in statistics (STAT 1201, *Introduction to Probability and Statistics*)
- 3 credits in humanities, other than English
- 3 credits in introductory economics (ECON 1221, *Introduction to Basic Economics* or ECON 1901, *Principles of Microeconomics*)
- 3 credits in approved geography—human, cultural or regional geography relevant to tourism (GEOG 1191, *Introduction to Human Geography 1: People and the Environment*)
- 3 credits in natural science

## Core Knowledge Requirements (30–33 credits)

Choose from a concentration in either Tourism Management or Hospitality Administration.

### TOURISM MANAGEMENT

The co-op or practicum, (which may be completed via PLAR) and at least one course from six of the following seven subject areas:

- Accounting (ACCT 2211, *Financial Accounting*)
- Computer applications (MIST 2611, *Management Information Systems*)
- Marketing (MKTG 2431, *Marketing*)
- Entrepreneurship, introductory
- Business communication (CMNS 1291, *Introduction to Professional Writing* or CMNS 1811, *Professional and Academic Composition*)
- Human resource management (HRMN 2821, *Human Resource Management*)
- Organizational behaviour (ORGB 2811, *Organizational Behaviour*)

At least one course from four of the following five subject areas:

- Introduction to tourism (CONV 1011, *Introduction to Tourism*)
- Business law (BLAW 2911, *Commercial Law*)
- Co-op/practicum (may be completed via PLAR)
- Community and cultural issues (CONV 1031, *Celebrating Community and Culture*)
- Environmental Studies (ENVS 3991, *Environmental Studies: Sustainability*)

### HOSPITALITY ADMINISTRATION

The co-op or practicum, and at least one course from each of the following nine subject areas:

- Accounting (ACCT 2211, *Financial Accounting*)
- Computer applications (MIST 2611, *Management Information Systems*)
- Marketing (MKTG 2431, *Marketing*)
- Accommodations
- Hospitality marketing
- Business communication (CMNS 1291, *Introduction to Professional Writing*, or CMNS 1811, *Business, Professional and Academic Composition*)

- Human resource management (HRMN 2821, *Human Resource Management*)
- Organizational behaviour (ORGB 2811, *Organizational Behaviour*)
- Food and beverage service
- Hospitality law (CONV 1051, *Legal Liability and Risk Management*)

### Upper-Level Requirements (24 credits)

The graduating seminar, and at least one course from each of the following seven subject areas:

- Tourism policy and planning (Vancouver Island University's TRMT 470, *Policy and Planning in Recreation and Tourism*)
- Financial management for tourism (FNCE 2121, *Financial Management* or TMGT 3030, *Financial Management for Tourism*)
- Entrepreneurship (ENTR 4751, *New Venture Creation*)
- Community and cultural issues (MNGT 3711, *Business Ethics and Society*)
- People management and human relations (BBUS 3661, *Strategic Human Resource Management*)
- Organizational leadership (BBUS 4833, *Effective Leadership*)
- Advanced communication (BBUS 3631, *Open Communication: Effective Communication Skills*)

### Upper-Level Tourism or Hospitality Administration Requirements (15 credits minimum)

Four additional upper-level tourism and hospitality courses and one course from one of the following four subject areas:

- Marketing research (MKTG 3481, *Marketing Research*)
- Promotions management (MKTG 4481, *Integrated Marketing Communications*)
- Consumer behaviour (MKTG 3471, *Consumer Behaviour*)
- International tourism marketing (MKTG 4471, *International Marketing* or Vancouver Island University's TRMT 368, *International Marketing in Recreation and Tourism*)

# Tourism

## Other Elective Requirements (27–30 credits)

Generally met through block transfer credit from recognized tourism management or hospitality administration diploma programs; course offerings from all institutions may vary from year to year

### OL Courses

ACCT 2511, *Management Accounting* (3)

IBUS 3511, *International Business* (3)

MNGT 3711, *Business Ethics and Society* (3)

CONV 1021, *Introduction to Special Events Management* (3)

CONV 1041, *Event Volunteer Management* (3)

CONV 1051, *Legal Liability and Risk Management* (3)

CONV 1061, *Event Marketing* (3)

### University of Victoria (UVic) Courses through OL

HART 4839, *Museum Principles and Practices II: Programming, Exhibitions, and Management*(3)

HART 4869, *Museum Principles and Practices I: Communities, Curatorship, and Collections* (3)

HART 4879, *Heritage Resource Management* (3)

MATH 1091, *Business Mathematics* (3) (recommended)

### Vancouver Island University (VIU) Courses

TRMT 359, *Management of Parks and Protected Areas* (3)

TRMT 392, *Programming and Services for Seniors* (3)

TRMT 430, *Resort Management* (3)

TRMT 475, *Lifestyle Management* (3)

For more courses, see a list of VIU's Tourism Management courses at <https://viu.ca/courses/tourism-management>.



### Other Institutions

Various tourism management and hospitality administration courses are offered to part-time students through distance delivery by other BC post-secondary institutions, including University of Victoria, Vancouver Island University and Capilano University (see [www.capilanou.ca](http://www.capilanou.ca)).



### Student Responsibility

Be sure to consult with your Program Advisor when choosing your courses for either the Event Management Certificate or the Bachelor of Tourism Management program.

“

What I enjoyed most about the Bachelor of General Studies program was its flexibility and wide range of courses. And it prepared me for UBC's Masters of Occupational Therapy program at UBC.”

Bachelor of General Studies  
degree graduate

**Britt L.**

More about Britt and other stories at [www.truopen.ca/truestory](http://www.truopen.ca/truestory)

# General Education Requirements

# General Education Requirements

## Arts and Science Degree Programs

OL degree programs in arts; fine and performing arts (design, fine art, music); and science require 6 credits of university-level English and completion of requirements in the following discipline areas: humanities (other than English), mathematics and/or natural sciences, social sciences and interdisciplinary fields, as follows:

### Humanities

Art History  
Classical languages and literature  
Classical studies  
Comparative literature  
Communications  
Creative writing  
Cultural studies  
History  
Humanities  
Journalism  
Linguistics  
Media studies  
Modern languages and literature  
Music history  
Philosophy  
Religious studies  
Theatre studies

### Mathematics and/or Natural Sciences

Astronomy  
Biochemistry  
Biology  
Botany  
Chemistry  
Computer science  
Earth sciences  
Ecology  
Environmental science  
Geology  
Geophysics

Kinesiology  
Mathematics  
Microbiology  
Ocean science  
Physical anthropology  
Physical geography  
Physics  
Physiology  
Statistics  
Zoology

### Social Sciences

Anthropology  
Archaeology  
Criminology  
Economics  
International relations  
Political science  
Psychology  
Regional/human/cultural geography  
Sociology

### Interdisciplinary Fields

Asian studies  
Canadian studies  
Environmental studies  
Gender studies  
Indigenous (First Nations) studies  
Latin American studies  
Urban studies  
Women's studies

## Business and Related-Degree Programs

Some OL degree programs in business and management studies require 3 to 6 credits of university-level English and completion of requirements in the following discipline areas: social sciences, humanities, natural sciences, arts and science electives, as follows:

### Social Sciences

Aboriginal studies  
Anthropology  
Archaeology  
International relations  
Political science  
Psychology (excluding statistics, data analysis)  
Regional, human, cultural geography  
Sociology

### Humanities

Art history  
Classical languages  
Classical studies  
Cultural studies  
History  
Humanities  
Journalism  
Linguistics  
Modern languages  
Music history  
Philosophy  
Religious studies  
Theatre studies (excluding acting, speech, stagecraft)

### Natural Sciences

Astronomy  
Biochemistry  
Biology  
Botany  
Chemistry  
Earth sciences  
Ecology  
Environmental studies  
Geology  
Geophysics  
Microbiology  
Ocean science  
Physical anthropology  
Physical geography  
Physics  
Physiology  
Zoology

### Arts and Science Electives

All disciplines under social sciences, humanities, natural science, plus:  
Applied economics  
Computer science  
Economics  
English  
Mathematics



### Student Responsibility

Be sure to consult with your Program Advisor when choosing courses to meet General Education requirements for your program.

# Campus Distance Education Programs and Courses

## Campus Delivery

TRU offers distance education programs through the Faculty of Science and the School of Business and Economics (SoBE). These programs are unaffiliated with Open Learning.



# Campus Distance Education Programs and Courses

## FACULTY OF SCIENCE

### Animal Health Technology (AHT)

[www.tru.ca/science/programs/aht/disted](http://www.tru.ca/science/programs/aht/disted)

No matter where in Canada you are located, if you are already working in a veterinary clinical setting, you can become an animal health technologist (AHT), thanks to a dynamic partnership of AHT course instructors, a supportive veterinary employer willing to provide clinical mentoring and your self-motivated, independent learning.

The Canadian Veterinary Medical Association (CVMA) Animal Health Technology/Veterinary Technician Program Accreditation Committee regards the TRU Animal Health Technology (AHT) program as a fully accredited program. It delivers training both on-campus and online and is recognized throughout Canada. The AHT program also has full accreditation with the Ontario Association of Veterinary Technicians.

As an AHT graduate, you are eligible to write the Veterinary Technician National Examination (VTNE), upon successful completion of which you can apply for Registered Animal Health Technologist status with a provincial animal health technologist/veterinary technician association.

See the website (at the above URL) for more about this program and contact information.

### Animal Welfare Certificate (AWC)

[www.tru.ca/science/programs/distance/awcp](http://www.tru.ca/science/programs/distance/awcp)

The AWC program is for you if you are an animal care giver interested in a career in animal welfare or in upgrading your work skills. You may already be employed or seeking employment in the animal welfare industry or involved in retail sectors, such as pet stores or related businesses. Depending on your individual requirements, you may wish to complete only selected modules.

The Animal Welfare Certificate (AWC) program was jointly developed with the BC Society for the Prevention of Cruelty to Animals (SPCA), and it builds on the highly regarded Animal Health Technology (AHT) program (see this page) and the Bachelor of Science (BSc) degree (on-campus).

With your completion of AWCP 1700 or AWCP 1710, you can obtain a certificate of completion and TRU undergraduate course credits. These credits are honoured in certain UBC programs.

See the website (at the above URL) for this program's courses, FAQs, registration, contact information and more.



#### Asthma Educators and Certified Respiratory Educator (CRE) Programs

The Asthma Educators and Certified Respiratory Educator programs are temporarily suspended for new admissions and continue for current students only.



#### Student Loans: Science Distance Programs

The Animal Health Technology (AHT) distance program qualifies for Canadian student loans, but the Animal Welfare Certificate program *does not qualify* for these loans.

For more information, refer to TRU Student Awards & Financial Support at [www.tru.ca/awards](http://www.tru.ca/awards).



#### Contact: Faculty of Science

[www.tru.ca/science/programs/distance](http://www.tru.ca/science/programs/distance)

Refer to the above URL for more about the Animal Health Technology (AHT) or Animal Welfare Certificate (AWC) programs.

## SCHOOL OF BUSINESS AND ECONOMICS

### Business Foundations Certificate

[www.tru.ca/business/certificates\\_diplomas/business\\_foundations\\_certificate.html](http://www.tru.ca/business/certificates_diplomas/business_foundations_certificate.html)

The Business Foundations Certificate may be suitable for you if you want to earn a business credential quickly (within one year) to help you secure an entry-level accounting or administrative position or to advance in your current workplace.

As a graduate of this program, you can ladder into the Accounting Technician Diploma (page 57), either online or on-campus, the Management Diploma (on-campus) or the Bachelor of Business Administration (on-campus).

See the website (at the above URL) for this program's learning objectives and options, admission and program requirements, courses, contact information and more.

# Campus Distance Education Programs and Courses

## Administrative Assistant Certificate

[www.tru.ca/business/certificates\\_diplomas/abt/administrative\\_assistant\\_certificate\\_online.html](http://www.tru.ca/business/certificates_diplomas/abt/administrative_assistant_certificate_online.html)

The Administrative Assistant Certificate (online) prepares you for employment in a variety of office positions. Emphasis is placed on developing communication, software application and accounting skills and the ability to work effectively as part of a team.

As a graduate of this program, you can ladder into the Executive Assistant Diploma (either online or on-campus) and receive a block transfer of 15 credits for the courses completed in this or a similar program elsewhere. You can also pursue the IAAP Certified Administrative Professional (CAP) or Organizational Management designations.

See the website for this program's learning objectives and options, admission and program requirements, contact information and more.



### Student Loans: Administrative Assistant Certificate

[www.tru.ca/awards](http://www.tru.ca/awards)

The online version of the Administrative Assistant Certificate is not eligible for government student loans and grants.

For more information, refer to TRU Student Awards & Financial Support at the above URL.



### Contact: School of Business and Economics

[www.tru.ca/business](http://www.tru.ca/business)

Refer to the above URL for more about the Business Foundations, Administrative Assistant, Executive Assistant and Legal Administrative Assistant programs offered by the School of Business and Economics (SoBE).

## Courses

- ABTS 1100, *Word Processing 1* (1)
- ABTS 1110, *Word Processing 2* (1)
- ABTS 1120, *Desktop Publishing* (1)
- ABTS 1130, *Keyboarding 1* (1)
- ABTS 1140, *Keyboarding 2* (1)

- ABTS 1200, *Introduction to Computers* (1)
- ABTS 1210, *Spreadsheets 1* (1)
- ABTS 1220, *Spreadsheets 2* (1)
- ABTS 1230, *Database* (1)
- ABTS 1240, *Presentation Software* (1)
- ABTS 1250, *Integrated Project* (1)
- ABTS 1260, *Website Design and Maintenance* (1)
- ABTS 1300, *Business English* (2)
- ABTS 1310, *Business Communications* (2)
- ABTS 1410, *Computerized Accounting* (2)
- ABTS 1430, *Accounting 1* (1)
- ABTS 1440, *Accounting 2* (2)
- ABTS 1450, *Business Math and Calculators* (0)
- ABTS 1500, *Human Relations* (1)
- ABTS 1510, *Job Search* (1)
- ABTS 1520, *Practicum* (1)
- ABTS 1530, *Administrative Procedures* (1)
- ABTS 1540, *Records Management* (0)
- ABTS 1550, *Online Learner Success* (0)

If you complete ABTS 1100, 1140, 1200, 1210, 1230, 1300, 1400, and 1500, you can, upon application, be awarded a Business Fundamentals Certificate, qualifying you for some entry-level office administration positions. Further study is recommended, however.

## Executive Assistant Diploma

The Executive Assistant Diploma prepares office administration students to serve in more senior positions as office managers and assistants to senior executives in both industry and government.

Graduates of this program are well prepared to write the accreditation exams for the IAAP Certified Administrative Professional (CAP) or Organizational Management (OM) designations. As a graduate, you can also ladder into the Bachelor of Commerce [page 60](#)) or the Bachelor of Business Administration (on-campus).

See the website for this program's learning objectives and options, admission and program requirements, courses, contact information and more.

# Campus Distance Education Programs and Courses

## Legal Administrative Assistant Certificate

[www.tru.ca/business/certificates\\_diplomas/legal\\_admn\\_assistant\\_certificate\\_online.html](http://www.tru.ca/business/certificates_diplomas/legal_admn_assistant_certificate_online.html)

The Legal Administrative Assistant Certificate provides you with skills in keyboarding and transcriptions, along with knowledge of proper legal terminology and procedures. Graduates find work with local law firms, notaries, judges and legal departments of larger private and public organizations. As a graduate, you can pursue the Certified Administrative Professional (CAP) or Organizational Management (OM) designation or ladder into the Executive Assistant Diploma and possibly a business degree. Previous office experience is recommended and Grade 11 completion is required for success in this program .

See the website (at the above URL) for this program's admission and graduation requirements, contact information and more.

### Prerequisite Courses

- ABTS 1100, *Word Processing 1* (1)
- ABTS 1110, *Word Processing 2* (1)
- ABTS 1140, *Keyboarding 2* (or speed of 45 WPM) (1)

- ABTS 1200, *Introduction to Computers* (1)
- ABTS 1300, *Business English* (2)
- ABTS 1550, *Online Learner Success* (0)

### Recommended Courses

- ABTS 1310, *Business Communications* (2)
- ABTS 1450, *Business Math and Calculators* (0)
- ABTS 1500, *Human Relations* (1)
- ABTS 1530, *Administrative Procedures* (1)
- ABTS 1540, *Records Management* (0)

### Required Courses

- LEGA 1010, *Introduction to the Canadian Legal System* (1)
- LEGA 1020, *Legal Office Procedures* (1)
- LEGA 1030, *Litigation Procedures 1* (1)
- LEGA 1040, *Litigation Procedures 2* (1)
- LEGA 1050, *Family Litigation Procedures* (2)
- LEGA 1060, *Corporate Procedures 1* (2)
- LEGA 1070, *Corporate Procedures 2* (1)
- LEGA 1080, *Conveyancing Procedures 1* (2)
- LEGA 1090, *Conveyancing Procedures 2* (2)
- LEGA 1100, *Wills and Estates* (2)



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# Notes

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# Open Learning Course Descriptions

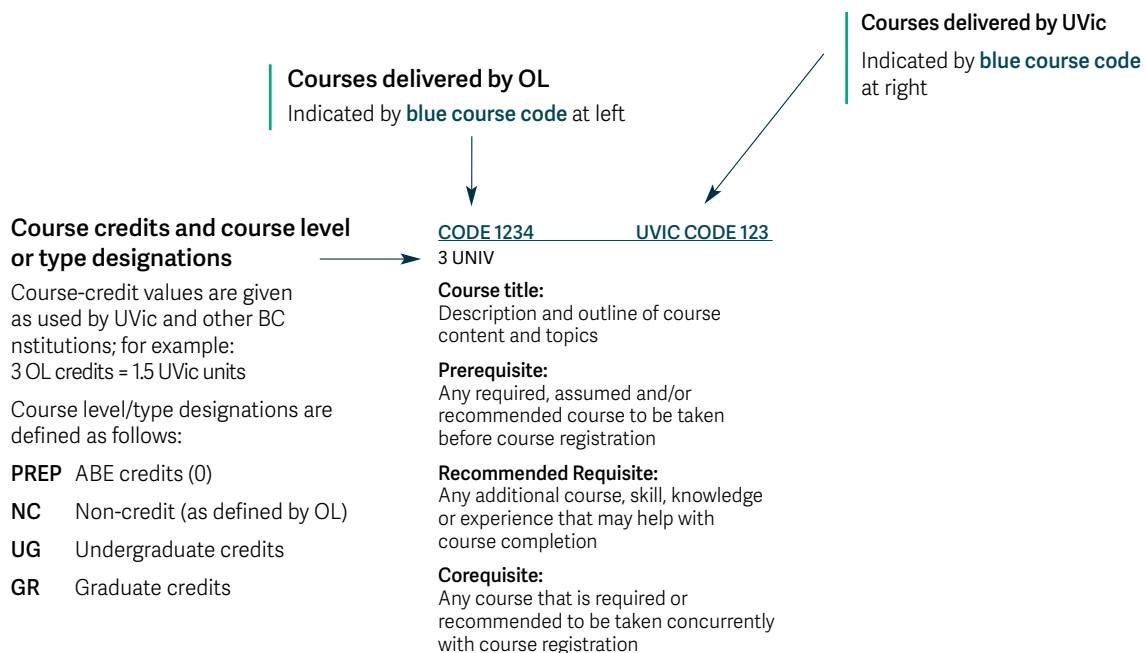
# Course Descriptions Overview

Course descriptions in this calendar are accurate at the date of publication. For up-to-date course descriptions and for estimated costs and delivery formats, see the Courses pages at [www.tru.ca/distance/courses](http://www.tru.ca/distance/courses) or use the Course Search on the Course Registration page at [www.tru.ca/distance/register/registernow](http://www.tru.ca/distance/register/registernow).

## HOW TO READ A COURSE DESCRIPTION

Courses are listed alphabetically by course acronym and numerically by four-digit course number.

- Four-digit course numbers beginning with a zero (0) indicate Adult Basic Education (ABE) or other non-credit courses, such as labs and placement exams. Course numbers ending with a one (1) are OL courses.
- 1000-level numbers indicate first-year courses, (lower-level requirements), usually taken in the first year of a program; usually, they have no prerequisites but may have recommended requisites.
- 2000-level numbers indicate second-year courses, (lower-level requirements), typically taken in the second year of a program; they may have one or more prerequisites or recommended requisites.
- 3000-level numbers indicate third-year courses, (upper-level requirements), usually taken in the third or fourth year of an undergraduate degree program; most have one or more prerequisites and/or recommended requisites.
- 4000-level numbers indicate fourth-year courses, (upper-level requirements), usually taken in the third or fourth year of an undergraduate degree program; most have one or more prerequisites and/or recommended requisites.
- 5000-level numbers generally indicate graduate-level courses. Most have one or more prerequisites that often include meeting the admission requirements of the related program; these courses may also have recommended requisites.
- 6000-level numbers indicate graduate-level courses required for graduate- or masters-level programs. Most have one or more prerequisites that often include meeting the admission requirements of the related program; these courses may also have recommended requisites.



# Course Descriptions Overview

## Scheduling and Registration Deadlines

Courses are either paced or self-paced, and this affects scheduling and registration deadlines.

*Self-paced* courses offer continuous registration, meaning that there is no deadline to register for these courses. You can register for a self-paced course at any time and enjoy an independent style of learning while studying at your own pace.

*Paced* courses have a specific start and end date, which means that registration deadlines apply. If you are working through paced courses, you enjoy collaboration and virtual interaction with other members of your cohort.

## Delivery Formats and Completion

The start date and maximum time allotted for course completion depends on the delivery format of a course and on the delivering post-secondary institution. Delivery formats are specified in the course descriptions on the Open Learning website, not in this calendar.

*Online, self-paced* courses are delivered online. You study individually on your own time and at your own pace, along with the support of your Open Learning Faculty Member. Some required content may not be provided; additional materials may be required.

*Online, paced* courses are delivered online. They are facilitated by an Open Learning Faculty Member. They have specific start and end dates, usually in September, January and May, and applicable registration deadlines. Additional materials may be required.

*Print, self-paced* courses are delivered through instructional materials sent directly to you in a course package. You study individually on your own time and at your own pace, along with the support of your Open Learning Faculty Member. Internet access is often required.

*In-person* courses require that you physically attend a lab, workshop, clinical practicum placement, practice, seminar or other type of face-to-face learning. Some in-person courses have specific start and end dates, with applicable registration deadlines. Internet access is often required.

## Prerequisites, Recommended Requisites and Corequisites

### PREREQUISITES

You must meet stated prerequisites, if any, before you can register in a particular course. These can include English language requirements, high school education, previous courses, credentials, skills, academic standing, qualifications and experiences.

### RECOMMENDED REQUISITES

Although most courses do not have prerequisites, many have one or more recommended requisites. Recommended requisites can include previous courses, credentials, academic standing, skills, qualifications, knowledge and experiences that, though not mandatory, are helpful or supportive to the subject matter in the described course.

### COREQUISITES

Some courses must be taken concurrently (at the same time) as others, if you do not already have credit for them.



### Prerequisites and Recommended Requisites

If prerequisites or recommended requisites are not listed under the course description in this calendar, assume that there are none for that course.

Recommended requisites, typically, are *strongly* or *highly* recommended for successful completion of the target course.



# Course Descriptions Overview

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## Required Equipment

All online courses delivered by Open Learning, University of Victoria and the University of British Columbia require access to a computer or device with high-speed internet, and this may also be required by print-based courses.

Most online courses delivered by OL use a learning management system, such as Moodle.

Make sure you have an up-to-date browser (Firefox, Internet Explorer, Google Chrome, Opera and Safari) compatible with the system used by your course. The browser must also support Adobe Flash.

Many courses also require that you have an updated version of either Microsoft Word, Open Office or a word-processing software capable of generating .doc files.

The delivering institution for each course provides technical assistance to students. For OL courses, refer to the IT Service Desk page at [www.tru.ca/its](http://www.tru.ca/its) or contact it at [itservicedesk@tru.ca](mailto:itservicedesk@tru.ca) or 1-888-852-8533.

For UVic courses delivered by OL, refer to [www.distance.uvic.ca/onlinehelp](http://www.distance.uvic.ca/onlinehelp).



## Computer with Internet Requirement

Access to a computer or device with high-speed internet is assumed for all online courses. For questions about equipment or software required for courses, contact either Student Services (for OL courses) or the institution delivering the course.

## Course Materials

Textbooks and materials can change throughout an academic year. Refer to course descriptions at [www.tru.ca/distance/courses](http://www.tru.ca/distance/courses) to view the current textbook(s) and materials required.

For certain courses, textbooks and materials may be sent to you in a course package. For others, you may need to purchase course materials separately.

# Course Descriptions

## ACCT 1211

3 UG

### Accounting 1

Students develop the ability to record business transactions and prepare financial statements for a small business enterprise. Topics include accounting and the business environment; recording business transactions; adjusting entries; closing entries and completing the accounting cycle; merchandising accounting; accounting information systems; internal control and cash; receivables; property, plant and equipment; goodwill and intangible assets; and current liabilities and payroll accounting.

#### Recommended requisite:

Provincial Grade 12

## ACCT 1221

3 UG

### Accounting 2

Building on ACCT 1211, students develop the ability to prepare and analyze increasingly complex financial statements. Topics include partnership accounting; corporate accounting; long-term liabilities; investments and international operations; the cash flow statement; and financial statement analysis.

#### Recommended requisite:

ACCT 1211

## ACCT 2211

3 UG

### Financial Accounting

Students develop the ability to prepare and analyze the financial statements of public corporations. Topics include an overview of corporate financial reporting, transaction analysis, and accounting entries; double-entry accounting systems; merchandising and inventory; internal control, cash, and receivables; long-lived assets and current liabilities; financial reporting concepts and accounting for partnerships; corporations; long-term liabilities; cash flow statement; investments; and financial statements analysis.

#### Recommended requisite:

English 12/English 12 First Peoples (73% or better) or equivalent (in last 5 years)

## ACCT 2251

3 UG

### Management Accounting

Students develop the ability to collect, analyze and communicate quantitative and non-quantitative information to assist management in making more effective planning and control decisions. Topics include the changing role of management accounting and basic concepts; product costing and cost accumulation; process costing and hybrid product costing systems; activity-based costing and activity-based management; activity analysis, cost behaviour and cost estimation; cost-volume profit analysis; absorption and variable costing; profit planning and activity-based budgets; standard costing and flexible budgeting; cost management tools; and decision making.

#### Recommended requisites:

ACCT 1211 and 1221; ACCT 2211 or MIST 2611; ENGL 1101

## ACCT 2281

3 UG

### Accounting Software Systems

Students learn to maintain the financial records of a small business using an accounting software package. Topics include an introduction; accounts payable; accounts receivable; payables and receivables setup; payroll journal and setup; inventory transactions; orders, quotes and deposits; currencies and remittances; project allocations; reconciliations and deposits; and comprehensive setup.

#### Recommended requisites:

ACCT 1211 and 1221 or 2211; ENGL 1101

## ACCT 3201

3 UG

### Intermediate Financial Accounting 1

Students learn to prepare the income statement, a statement of retained earnings, and the asset side of the statement of financial position. Topics include the conceptual framework; reporting financial performance; financial position; revenue recognition; cash and receivables; inventory; investments; property, plant, and equipment; depreciation, impairment and disposition; and intangible assets and goodwill.

#### Recommended prerequisites:

ACCT 1211 and 1221 or 2211; CMNS 1291/1290

## ACCT 3211

3 UG

### Intermediate Financial Accounting 2

Building on ACCT 3201, students learn to prepare the current liabilities, long-term liabilities, and shareholders' equity sections of the statement of financial position and the cash flow statement. Topics include current liabilities and contingencies; long-term financial liabilities; shareholders' equity; complex financial instruments and earnings per share; income taxes; pension and other employee future benefits; leases; accounting changes and error analysis; the cash flow statement; and other measurement and disclosure issues.

#### Recommended requisite:

ACCT 3201

**ACCT 3221**

3 UG

**Income Taxation 1**

Students examine the conceptual structure of the *Income Tax Act* and the application of its rules to practical situations. Topics include an introduction to federal taxation; procedures and administration; income or loss from office, employment, business or property; capital cost allowances and cumulative eligible capital; capital gains and losses; other income and deductions; and calculation of taxable income and tax payable for individuals.

**Recommended requisites:**

ACCT 1211 and 1211 or 2211;  
CMNS 1291/1290

**ACCT 3231**

3 UG

**Income Taxation 2**

Building on ACCT 3221, students examine the taxation of corporations, corporate distributions, and transactions between corporations and their shareholders. Topics include an in-depth coverage of taxable capital gains; deferred income plans; and the taxation of corporate entities, partnerships, trusts and corporate reorganizations.

**Recommended requisite:**

ACCT 3221

**ACCT 3251**

3 UG

**Intermediate Management Accounting**

Building on ACCT 2251, students further develop their ability to use quantitative and non-quantitative information to make effective planning and control decisions. Topics include strategy, balanced scorecard, and profitability analysis; period cost application; cost allocation, including joint products and byproducts; revenue and customer profitability analysis; process costing and spoilage, rework, and scrap; cost management and quality, time, and the theory of constraints; capital budgeting; transfer pricing and multinational management control systems.

**Recommended requisites:**

ACCT 2251; CMNS 1291000/1290

**ACCT 4201**

3 UG

**Advanced Financial Accounting**

Building on ACCT 3201 and 3211, students examine a number of complex topics and their effect on financial reporting and disclosure. Topics include an introduction to international accounting and the development of accounting standards; temporary and long-term investments in debt and equity securities; business combinations; consolidation at acquisition; consolidation subsequent to acquisition; consolidation and intercompany profit in inventory and land; consolidation and intercompany company in depreciable assets; foreign currency transactions; translation and consolidation of international operations; and accounting for not-for-profit organizations, including public sector reporting.

**Recommended requisite:**

ACCT 3211

**ACCT 4231**

3 UG

**Assurance**

Students will learn to gather and evaluate audit evidence related to company financial statements. The goal is to provide assurance that the financial statements fairly present the financial performance and position of the organization being audited. Risk assessment techniques available to auditors and possible responses to those risks will be examined. Topics include an introduction to auditing and the public accounting profession; the audit process; professional relationships and legal liability; materiality and risk; audit evidence, evidence mix and audit strategy; the audit of internal controls, control risk and corporate governance; audit sampling; application of the audit process and auditor reporting.

**Recommended requisite:**

ACCT 3211

**ACCT 4251**

3 UG

**Advanced Management Accounting**

Building on ACCT 3251, students explore the integrative and interdisciplinary role of management accounting and its contribution to the strategic management process. Students discuss the provision of quantitative and non-quantitative information for planning, control and decision making. Topics include costing systems; allocating costs and revenues, including support service costs, fixed costs, joint product costs, bundled product revenues and customer profitability; management information systems; the importance of budgeting; the importance of variance analysis; capital budgeting and investment decision making; quality issues and supply chain strategies; transfer pricing; performance measurement; compensation issues; and strategic processes and balanced scorecards.

**Recommended requisite:**

ACCT 3251

**ANES 0011**

NC

**Aesthesia Assistant Placement Exam**

Registration in this course allows students to write the placement exam for the Anesthesia Assistant program. Once registered, students have 30 weeks to write the exam.

**Prerequisite:**

AA admission

**ANES 4001**

3 UG

**Anesthesia Workstations**

Students explore current practices in the preparation, operation and troubleshooting of anesthesia delivery workstations. Topics include the structure, function and operating principles of workstation components as well as information on anesthetic pollution, equipment hazards, and checks and maintenance procedures for anesthesia workstations. Students analyze the uses of airway and adjunct equipment.

**Recommended requisites:**

RRT, RN, MD or equivalent, with at least one year of clinical experience; ANES 4011

**ANES 4003**

3 UG

**Airway Management**

Managing a patient's airway is an essential skill for an Anesthesia Assistant. Students explore the technology and application of airway management principles. Topics include airway equipment, airway assessment, and current airway management techniques. Additionally students will be assessed in surgical and nonsurgical approaches, and difficult airway management algorithms. Students successfully completing the course are well grounded in airway management theory and practice.

**Recommended requisites:**

RRT, RN, MD or equivalent, with at least one year of clinical experience; background as AA, RRT, RN or MD or equivalent

**ANES 4005**

3 UG

**Anesthesia Adjunct Equipment**

Students review, examine and analyze all aspects of adjunct equipment used to administer anesthesia to patients. Activities for assessment include analyzing different monitoring devices, reviewing different tools and techniques for administering anesthesia safely, identifying complex situations and explaining how to manage them. Students focus on equipment in their workplace and compare and contrast with alternatives.

**Recommended requisites:**

RRT, RN, MD or equivalent, with at least one year of clinical experience; background as AA, RRT, RN or MD or equivalent

**ANES 4011**

3 UG

**Hemodynamic and Physiological Monitoring**

This course establishes the relationship between cardiopulmonary physiology and pathophysiology and the technical aspects of hemodynamic monitoring. Included in this course is the study of preoperative assessment and preparation of the patient, monitoring during anesthesia, general anesthesia techniques and postoperative care of the patient. On completion of this course, students should be able to understand the techniques and equipment involved in hemodynamic monitoring and their role in the assessment and treatment of cardiovascular and pulmonary disease.

**Recommended requisite:**

RRT, RN, MD or equivalent, with at least one year of clinical experience

**ANES 4021**

3 UG

**Pharmacology and Principles of Clinical Anesthesia**

Students build upon their general knowledge of pharmacological principles and learn pharmacology in the context of clinical anesthesia. Both general and regional anesthesia is considered. Students explore the theory of current safe practice in pre-anesthetic care, preparation, induction, maintenance, and emergence from general anesthesia. The application of an anesthetic workstation and other technology used in the delivery of anesthesia is considered.

**Recommended requisites:**

RRT, RN, MD or equivalent, with at least one year of clinical experience; HLTH 2511 or equivalent; ANES 4001, 4011

**ANES 4031**

3 UG

**Clinical Anesthesia and Special Considerations**

Students explore the application of anesthesia in specific practice areas and contexts. General, regional and specialty areas of anesthesia are considered with specific reference to obesity, neonatal and geriatric anesthesia, cardiac pathology, cardiovascular disease, endocrine diseases, thoracic surgery, neuromuscular disease, neurosurgery, trauma and crisis management. Students analyze cases, develop anesthetic plans and evaluate considerations for specific patient subsets.

**Recommended requisites:**

RRT, RN, MD or equivalent, with at least one year of clinical experience; HLTH 2511 or equivalent; ANES 4001, 4011, 4021

**ANES 4061**

1 UG

**Anesthesia Professional Skills**

Students explore the standards that govern professional practice within the context of Anesthesia care teams as an Anesthesia Assistant (AA) and enhance their current understanding of professional practice by taking an in-depth look at the basic principles of professional and safety issues related to the position of AAs. In addition, students have the opportunity to demonstrate professional skills needed for the AA work environment. Professionalism, communication, analysis and problem-solving, health and safety, and administration are examined in the AA context.

**Recommended requisites:**

RRT, RN, MD or equivalent, with at least one year of clinical experience; background as AA, RRT, RN or MD or equivalent



**ANES 4071**

1 UG

**Research Skills for Anesthesia Assistants**

Students establish or advance their understanding of research through critical exploration of research design, data collection and analysis. The language of research, ethical principles and challenges, and the elements of the research process are examined. Students begin to critically review literature relevant to the field of anesthesia and determine how research findings are useful in informing their practice.

**Recommended requisites:**

RRT, RN, MD or equivalent, with at least one year of clinical experience; background as AA, RRT, RN or MD or equivalent

**ANES 4101**

9 UG

**Clinical Anesthesia**

Students are exposed to a wide range of anesthesia cases and experiences. Students develop an understanding of clinical anesthesiology and demonstrate their clinical skills through their choice of anesthetic agents, managing airways, starting routine IVs, arterial line insertion, patient monitoring and operation of anesthetic machines.

**Prerequisites:**

AA admission; current ACLS certification; ANES 4001, 4011, 4021, 4031, 4003, 4005, 4061, 4071

**APEC 1631**

3 UG

**Assessment and Assessment Appeal Procedures**

Students are introduced to property markets and property assessment, with an emphasis on property assessments and assessment appeals in Canada under the authority of the *First Nation Fiscal and Statistical Management Act* (FSMA) or s.83 of the *Indian Act*. Topics include land tenure, approaches to assessing residential or income earning properties, assessment rolls and assessment appeal processes which meet the FSMA regulatory requirements. Upon completion of this course, participants should have the knowledge and skills to fulfill the First Nation tax administrator's role in regards to managing the assessment and assessment appeals process.

**Prerequisite:**

APEC 1610

**APEC 1671**

3 UG

**Development Cost Charges**

This course discusses the development of a fair and transparent development cost charge (DCC) system for First Nations or local governments. Students focus on creating DCC systems under the authority of the Financial Management Association and First Nation Tax Commission procedures and standards related to DCCs. The course presents DCC best practices throughout Canada.

**Recommended requisites:**

APEC 1610, 1620

**ASTR 1141**

3 UG

**Introductory Astronomy: The Solar System**

This is a general-interest introductory course on the history of astronomy and the solar system and is intended for non-science majors. Topics include telescopes and observing the night sky, ancient astronomy, space exploration, the Earth/Moon system, formation and evolution of the solar system, the planets, minor members of the solar system and the Sun.

**ASTR 1151**

3 UG

**Introductory Astronomy: Stars and Galaxies**

This is a general-interest introductory course on the night sky, stars and galaxies and is intended for non-science majors. Topics include telescopes and observing the night sky, radiation and spectra, stellar properties and evolution, black holes, the Milky Way and other galaxies and cosmology.

**BBUS 3331**

3 UG

**Introduction to Production and Operations Management**

This course examines the functional area of production and operations management as practised in the manufacturing industry. The course includes decision making, capacity planning, aggregate planning, forecasting, inventory management, distribution planning, materials requirements planning (MRP), project management and quality control.

**BBUS 3611**

3 UG

**Open Thinking**

This competency-based, paced course examines "open thinking," as well as good strategic thinking and creative thinking. Neither is separate from the other. Students explore open thinking by practising techniques that encourage creativity, identifying strategies to broaden their approach to issues and analyzing the context within which they traditionally think.

### **BBUS 3631**

3 UG

#### **Open Communication: Effective Communication Skills**

This competency-based, paced course teaches the theories and strategies that sustain and foster effective communication skills for management. It provides students with the professional skills and knowledge to communicate successfully on many levels, including writing, speaking, conducting meetings, giving presentations and interpersonal dialogues and using electronic media. Students are given the opportunity to work with various techniques to learn valuable communication tools to successfully support them in their managerial careers and personal lives.

### **BBUS 3661**

3 UG

#### **Strategic Human Resource Management**

This competency-based, paced course provides students with the understanding, knowledge and skills to make strategic human resource management decisions. The course emphasizes practical activities, ranging from assessment of the global economic environment and organizational culture to the analysis of competencies and the implementation of human resource decisions. Students carry out a detailed strategic analysis of a human resource management issue in their organizations and, in doing so, learn how to effectively manage human resources in a way that contributes to improved performance, productivity and morale.

### **BBUS 3671**

3 UG

#### **Contemporary Leadership**

In this competency-based, paced course, students examine the relationship between leadership and management, explore the attributes of a good leader, and focus on developing their own leadership style. Attention is also given to analyzing leadership stories, identifying relationships and connections and examining the level of alignment between organizational and personal values. Students are required to apply theoretical concepts to workplace, community, or volunteer experiences.

### **BBUS 4135**

3 UG

#### **Motivation and Productivity**

This course integrates theory and practice to examine the effect supervisory practices have on employee motivation. Up-to-date supervisory techniques are introduced. Skills learned in this course can be applied to organizations in either the public or private sector. Topics discussed include leadership, job design, goal-setting, management by objectives, rewards and communications.

### **BBUS 4453**

3 UG

#### **E-Business in a Competitive Environment**

This competency-based course explores the realities of doing business in the fast-moving and rapidly changing world of the Internet. Ways of determining viability of ideas are required in order to launch a totally "virtual" business, add aspects of e-commerce to an existing business operation or use the new technologies to streamline and add value to dedicated bricks-and-mortar business. By studying existing e-business models, analyzing industry realities and examining the implications of the Internet on start-up and incumbent businesses, students develop an understanding of how and where to seek competitive advantage for business ideas and plans. The development of an e-business plan is a major focus of this course.

### **BBUS 4541**

3 UG

#### **International Business**

This course examines world trade and the processes that business managers go through in order to establish or expand operations into international markets. Students explore various levels of business involvement in foreign markets, combining historical, theoretical and current perspectives on international business and world trade. They learn the terminology of international business and examine the influence of forces such as culture, economics, politics and geography on business and markets. Students are also introduced to international organizations, including the World Bank, the International Development Association, the World Trade Organization and the International Monetary Fund.

### **BBUS 4629**

### **UVIC ADMN 462**

3 UG

#### **Intergovernmental Relations in Canada**

This course examines the nature of relations among federal, provincial and municipal governments and the impact of those relations on public policy. Topics include the modalities of fiscal federalism, the concepts of executive federalism and intergovernmental governance.

#### **Recommended requisite:**

Third- or fourth-year standing

### **BBUS 4701**

**NEW**

3 UG

#### **Business Policy and Strategy**

This course examines the components and processes of the strategic management model, using examples from Canada and the United States. Students learn to do case analysis throughout the course. Topics covered include strategic management, social responsibility, environmental and internal analysis and diagnosis, strategy selection, and implementation and evaluation.

**BBUS 4759****UVIC ADMN 470**

3 UG

**Contemporary Topics in Administration and Critical Perspectives on Public and Community Leadership**

This course examines a range of contemporary critical perspectives on the significant role of public sector and community-based leadership including gender-based, indigenous, multicultural, dispute-resolution focused, street-level, activist and other forms. This course uses multi-media narrative formats, including film analysis, biography/autobiography in addition to engaging with formal academic leadership theory to scrutinize otherwise diverse and unconnected understandings and lessons from leadership practice from these alternative domains in an effort to more rigorously critique dominant populist notions of leadership and the role of leadership in society.

**BBUS 4833**

3 UG

**Effective Leadership**

This competency-based, paced course provides students with the opportunity to develop a repertoire of leadership skills for diverse organizational and community contexts. Working through the course, students increase their awareness of the interaction between self, systems, and organizational context. Students explore how leaders take action to make a positive difference and investigate various approaches to leadership within a variety of contexts. By the end of the course students are expected to articulate their vision of how to lead in diverse situations. Students are required to apply theoretical concepts to workplace, community or volunteer experiences.

**BIOL 0501**

PREP

**General Biology (Grade 11)**

This course is equivalent to Biology 11. The general aims of this course are to give a basic understanding of biological processes and to introduce a number of fundamental biological terms. To begin, students review the scientific method, microscope use and basic cell biology. They then consider the evolution of biological diversity. As they explore the diversity of life, students progress from microbes to plants and animals, learning from observation in labs and neighbourhood field trips as well as from the excellent textbook and online resources. Finally, they apply their biology skills to ecology.

**Prerequisite:**

Science 10 or equivalent

**Recommended requisite:**

Reading skills at English 11 level

**BIOL 0601**

PREP

**Provincial Biology**

This provincial-level course in human biology is equivalent to Grade 12 biology and is one of the optional science courses that may be used to meet the requirements of the Adult Secondary Graduation Diploma awarded by the Ministries of Education and Advanced Education. Topics include cell biology, photosynthesis and cellular respiration; human anatomy and physiology; and genetics. The course imparts an understanding and appreciation for the way scientific knowledge is obtained and organized, so that students can apply these methods to everyday life. This course is concerned primarily with human biology (reproduction, circulation, the heart, immunity, the nervous system, genetics), although there are several textbook chapters concerned with biological topics such as diffusion, photosynthesis, cellular respiration, cell division, evolution and ecology.

**Prerequisite:**

Science 10 or equivalent

**Recommended requisites:**Reading skills at English 11 level;  
BIOL 0501**BIOL 1001**

3 UG

**Understanding Biology**

Students are introduced to biological principles applicable to many contemporary problems of human well-being and long-term survival. The aim of the course is to provide students who will not major in science with a scientific perspective.

**Recommended requisite:**

Provincial Grade 12 or equivalent

**BIOL 1113**

3 UG

**Principles of Biology I**

This course is designed for biology or science majors. Students examine the molecular basis of cellular processes, including energy transfer and the storage and use of genetic information.

**Recommended requisites:**Biology 11 or 12 (C+ or better);  
Chemistry 11; BIOL 113/1115, 1213/1215  
for science majors or prospective  
second-year biology students**BIOL 1115**

1 UG

**Biology Laboratory I**

In this five-day lab course, students perform experiments that illustrate the principles learned in BIOL 1113.

**Recommended requisite:**Prior or concurrent registration in  
BIOL 1113 or equivalent**BIOL 1213**

3 UG

**Principles of Biology II**

This course is designed for biology or science majors, and offers a survey of the kingdoms of life, emphasizing their ecology and evolutionary relationships.

**Recommended requisites:**Biology 11 or 12 (C+ or better);  
Chemistry 11

### BIOL 1215

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1 UG

#### **Biology Laboratory II**

In this five-day lab course, students perform experiments that illustrate the principles learned in BIOL 1213.

#### **Recommended requisite:**

Prior or concurrent registration in BIOL 1213 or equivalent

### BIOL 1593

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3 UG

#### **Anatomy and Physiology I**

This is the first of two comprehensive theory courses in which students survey the anatomy and physiology of all the human body systems, with an emphasis on the relationship between a body organ's structure and its function. Students who have little formal knowledge of the human body but who wish to train for a career in health-related professions are invited to take this course.

#### **Recommended requisites:**

Biology 11 or 12 (C+ or better);  
Chemistry 11

### BIOL 1595

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0 UG

#### **Anatomy and Physiology Laboratory I**

This in-person laboratory course is the first half of the laboratory component generally required for a fundamental first year anatomy and physiology course. Students are introduced to the structure and function of the human body, beginning with an orientation to the body and proceeding to the functions of a generalized cell. These include the atoms and molecules that make up organic molecules, tissues, organs, and organ systems, as well as the integumentary, skeletal, muscular and nervous systems. Students focus on the healthy functioning of the body, and consider each system's contribution to overall health and the maintenance of homeostasis.

#### **Recommended requisites:**

Biology 11 or 12 (C+ or better);  
Chemistry 11; BIOL 1593 or equivalent

### BIOL 1693

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3 UG

#### **Anatomy and Physiology II**

Continuing from BIOL 1593, this is the second of two comprehensive theory courses, in which students survey the anatomy and physiology of all the human body systems, with an emphasis on the relationship between a body organ's structure and its function. Students who have little formal knowledge of the human body but who wish to train for a career in health-related professions are invited to take this course.

#### **Recommended requisites:**

Biology 11 or 12 (C+ or better);  
Chemistry 11; BIOL 1593/1595

### BIOL 1695

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0 UG

#### **Anatomy and Physiology Laboratory II**

This in-person laboratory course is the second half of the laboratory component generally required for a fundamental first year anatomy and physiology course. Students focus on the nervous system and the senses, in addition to the endocrine, circulatory, respiratory, urinary, digestive and reproductive systems.

#### **Recommended requisites:**

BIOL 1593/1595 and 1693/1695

### BIOL 2131

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3 UG

#### **Cell and Molecular Biology**

Students examine the basic properties of cells and cell organelles in addition to the properties of differentiated cell systems and tissues. The course aims to equip students with a basic knowledge of the structural and functional properties of cells. From this fundamental perspective, students are introduced to important scientific literature on the subject of cell biology and instructed on how to critically examine data and interpretations presented by researchers.

#### **Prerequisites:**

CHEM 1503/1505 and 1523/1525

#### **Recommended requisites:**

BIOL 1113/1115 and 1213/1215

### BIOL 2341

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3 UG

#### **Introduction to Genetics**

In this introduction to a fascinating and controversial area of contemporary science, students are presented with basic terms, principles and research methods used in the study of genetics. Students learn about the transmission, distribution, arrangement and alteration of genetic information and how it functions and is maintained in populations.

#### **Recommended requisites:**

BIOL 1113/1115, 1213/1215, 2131

### BIOL 3021

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3 UG

#### **Community and Ecosystem Ecology**

This course is a survey of the theoretical development of community and ecosystem ecology as a science. Students examine the major influences on the organization and development of ecological communities, including physical constraints and processes, biological interactions within and among species and the complex interaction of all these factors at varied spatial and temporal scales. Students also examine the classification, diversity and conservation of ecological communities. The course provides extensive experience in the practice of ecology through a field research project.

#### **Recommended requisite:**

6 credits of introductory biology

### BIOL 3101

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3 UG

#### **Animal Behaviour**

This course provides a basic introduction to the study of behaviour. Students concentrate on the evolution of behaviour by natural selection, and briefly consider behavioural genetics, development and mechanistic aspects. The major topics considered include feeding, habitat choice, antipredator behaviour, parental care and reproductive tactics, mating systems, social behaviour and human behaviour. Students develop a basic understanding of the evolution and adaptation of behaviour.

#### **Recommended requisites:**

BIOL 1113/1115, 1213/1215, 3021



**BIOL 3131**

3 UG

**Introduction to Biochemistry**

Students are introduced to cellular chemistry in this course. Topics include the structure and function of biological molecules, nucleic acids, enzymes and other proteins, carbohydrates, lipids and vitamins. The course also provides an introduction to metabolic pathways and bioenergetics, including glycolysis, fermentation and respiration, oxidation of fatty acids and photosynthesis.

**Recommended requisites:**

BIOL 2131/2130 or CHEM 2120 or 2220; CHEM 2123 or 2223

**BIOL 3201**

3 UG

**Immunology**

This course provides an overview of the structure and function of the immune system at the cellular and molecular levels. Topics include cells of the immune system and their interactions; innate immunity and inflammation; antibody structure, function and genetics; T-cells and cell-mediated immunity; MHC (major histocompatibility complex) and antigen presentation; regulation of the immune response; inappropriate immune responses (hypersensitivity and autoimmunity); and immunodeficiency syndromes.

**Prerequisite:**

BIOL 2131 (C or better)

**Recommended requisite:**

Health care diploma, with solid understanding of pathophysiology

**BIOL 3231**

3 UG

**Biochemistry**

Students examine the structure, function, synthesis and degradation of macromolecules (carbohydrates, lipids, nucleic acids, and proteins). The biochemistry of DNA repair and intracellular transport of proteins is also addressed.

**Recommended requisite:**

BIOL 3131 (C or better)

**BIOL 3431****3 UG Plants and People**

This course analyzes the importance of plants and the role plants have in the local and global community. Through online research and discussion-based activities, students learn about plant biology and how humans have impacted the plant world. Students evaluate the importance of plants as sources of bioactive chemicals and examine the importance of plants as foods, spices, and dyes. Students also have the opportunity to explore the relationships between First Nations people and plants.

**Recommended requisite:**

60 credits

**BIOL 3701**

3 UG

**Human Anatomy for Health Care Professionals**

This is an advanced course in human anatomy that is of interest to learners who intend to study physical therapy, occupational therapy or medicine. The focus of the course is to relate anatomical structures to human activity and function. Students examine the musculoskeletal, cardiovascular and nervous systems in detail and focus on how they are interconnected.

**Recommended requisite:**

60 credits, including 6 in introductory anatomy and/or general biology

**BIOL 4001**

3 UG

**Biostatistics**

This course explores the nature of data and the challenges involved in collecting and handling it, this includes planning the collection of data necessary to examine a particular problem, manipulation of data, summarizing and describing a data set. It also covers the statistical approach for testing hypotheses and performing data analysis, using current statistical tools as a tool for description and hypotheses testing. Students will also interpret and evaluate statistical analyses used by others, design experiments and analyze and interpret the results of experiments or observational studies.

**Recommended requisites:**

60 credits; introductory statistics course

**BIOL 4141**

3 UG

**Evolution**

Students examine central concepts in the contemporary theory of evolution, such as variation, descent, natural selection, adaptation, speciation and extinction on both micro- and macro-evolutionary scales. Emphasis is placed on presentation of changes in evolutionary thinking and discussion of how the current theory of evolution developed from the time of the Greek philosophers to modern evolutionary synthesis. This historical approach addresses scientific theories are first proposed and continuously modified to accommodate new findings. Students' major projects consist of independent research into current controversies surrounding evolutionary theory. Topics include origins of living systems; species and their origins and extinctions; adaptation and constraints; systematics; and evolutionary ethics.

**Recommended requisite:**

BIOL 3021

**BIOL 4481**

3 UG

**Directed Studies**

This course is a requirement for completion of the Bachelor of Science (Biology/Life Science Major). Students are required to review the literature in their area of study, offer critical assessment of that literature and submit a comprehensive review paper.

**Prerequisites:**

General education; lower-level requirements of BSc degree; 15 upper-level biology credits

### **BLAW 2911**

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3 UG

#### **Commercial Law**

Students examine the legal environment in which businesses operate and how common law, provincial and federal government statutes influence decision making. Topics include the legal system and the law relating to torts, contracts, forms of business organization, agency, sale of goods, consumer protection, real estate, intellectual property and employment.

#### **Recommended requisite:**

ENGL 1101

### **BLAW 2921**

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3 UG

#### **Law for Public Sector Managers**

Students study the key aspects of Canadian law and the legal institutions of relevance to public sector managers. Topics include the role of law in public sector management; constitutional law; organization of the courts; alternative dispute resolutions; administrative law; human rights law; statutes and their interpretation; administrative law and natural justice; administrative law and advocating before administrative tribunals; administrative law and challenging decisions; freedom of information and privacy; technology and the law; and public sector ethics.

#### **Recommended requisite:**

ENGL 1101

### **BLAW 3921**

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3 UG

#### **Employment Law**

Students investigate the legal principles and law relating to the individual employer-employee relationship and how it influences business decision making. Case law and statutes are studied in depth to reinforce an understanding of the legal concepts. Topics include human rights issues; the contract of employment; legal issues during employment; statutes that impact the employment relationship; monitoring the employment relationship; and termination of employment.

#### **Recommended requisites:**

BLAW 2911; HRMN 2821

### **BUSN 5011**

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3 GR

#### **Managerial Statistics**

Students examine the statistical methods and tools required for decision making in today's business environment. Topics include descriptive statistics and numerical measures, statistical inferences with two populations, hypothesis tests and nonparametric methods, analysis of variance, simple regression models, multiple regression models, regression and the model building process, regression models with categorical dependent variables, applied models with categorical dependent variables, forecasting in business and decision analysis.

#### **Prerequisite:**

GDBA or MBA admission or degree committee approval

### **BUSN 5021**

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3 GR

#### **Financial Accounting**

Students acquire the knowledge and skills necessary to understand financial statements. They analyze the many accounting policy choices available to companies, and the consequences of these choices for users. Topics include recording basic financial transactions, financial statement preparation, adjusting entries, accounting for receivables and inventories, depreciation and sale of capital assets, bonds and long-term debt, equity transactions, the cash flow statement, revenue and expense recognition, and leases and pensions.

#### **Prerequisite:**

GDBA or MBA admission or degree committee approval

### **BUSN 5031**

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3 GR

#### **Management Accounting**

Students explore the three functions managers must perform within their organizations: planning operations, controlling activities and making decisions. To perform these functions efficiently, managers must collect and interpret appropriate information based on the firm's long-term strategy and annual objectives. Topics include an introduction to management accounting; costs and cost behaviours; job or project costing; activity-based costing; cost behaviour and the contribution margin; cost, volume, profit analysis; budgeting; budget variances and performance evaluation; performance measures and the balanced scorecard; and short-term decision analysis.

#### **Prerequisite:**

BUSN 5021 or equivalent

### **BUSN 5041**

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3 GR

#### **Global Economics**

Students develop an understanding of the theoretical framework within which the performance of an economy can be analyzed. Topics include an overview of macroeconomics; measurement of income, prices and unemployment; national income determination; money, banks and central bank; the IS-LM model; financial market and economic instability; government budget, debt and limitations of fiscal policy; international trade, exchange rate and macroeconomic policy; aggregate demand and aggregate supply; inflation; stabilization policies; and the theory of economic growth.

#### **Prerequisite:**

GDBA or MBA admission or degree committee approval

**BUSN 5051**

3 GR

**Marketing Management**

Students examine the key principles and concepts of marketing, and are introduced to marketing in a variety of contexts including not-for-profit, international, services, and environmental issues. Topics covered include marketing strategy, marketing research, customer relationship management, market segmentation, branding, products and services, pricing strategies, channels of distribution, integrated marketing communications and international marketing.

**Prerequisite:**

GDBA or MBA admission or degree committee approval

**BUSN 5061**

3 GR

**Human Resource Management**

Students acquire the knowledge and skills required to effectively design and manage a human resource management system. Human resource management systems that are aligned with strategic objectives and capable of attracting, deploying, developing and retaining human capital are key contributors to organizational competitiveness and success. Topics include the strategic role of human resource management; the legal environment; designing and analyzing jobs; planning and recruitment; selection; orientation and training; performance appraisal; compensation; employee benefits and services; occupational health and safety; effective employee relations; and labour relations, collective bargaining and contract administration.

**Prerequisite:**

GDBA or MBA admission or degree committee approval

**BUSN 6011**

3 GR

**Ethics and Corporate Social Responsibility**

Students become more effective decision makers by examining the meaning and role of ethics in the business environment, and the social responsibility of business organizations. Topics include the relationship between business and society; identifying stakeholders and issues; the theoretical basis of business ethics; business ethics in management and leadership; the concept of corporate social responsibility; corporate social responsibility in practice; regulating business; ownership and governance of the corporation; environmental and business responsibilities; globalization and business responsibilities; and ethics, responsibilities and strategy.

**Prerequisite:**

MBA admission or degree committee approval

**BUSN 6021**

**NEW**

3 GR

**Corporate Finance**

Students develop the knowledge and skills required to effectively manage a firm's operating and fixed assets and to fund those assets with an optimal mix of short-term and long-term debt and equity financing. Topics include time value of money; goals of the firm; corporate governance and executive compensation; financial statement analysis; quality of earnings; maturity matching; short-term financial planning; capital budgeting; risk and return and stock valuation; bond valuation and interest rates, cost of capital; capital structure; and dividend policy.

**Prerequisites:**

BUSN 5011, 5031, 5041

**BUSN 6031**

3 GR

**International Business**

Students are introduced to the basic concepts of international business and competition from a manager's perspective. Topics include country differences in political economy, the cultural environment, ethics in international business, international trade theories, the political economy of international trade, foreign direct investment, regional economic integration, the foreign exchange market, the global monetary system, global strategy, global marketing and research and development and global human resource management.

**Prerequisites:**

BUSN 5041, 5051

**BUSN 6041**

3 GR

**Leadership and Organizational Development**

Students adopt a systematic understanding of the characteristics of a successful leader and what is required by leaders to attune and align organizations to the ever-changing global business environment. Topics include new realities as a force for change; the prime task of leadership – identifying new realities; critical systems thinking; philosophies, theories, and styles of leadership; the systematic leadership approach; authority, obedience, and power; authority, power, leadership, and group dynamics; organizational behavior, group dynamics, and change; the shadow side of leadership; leadership and ethics; systematic leadership and strategy; and "the leader in you."

**Prerequisite:**

BBUS 5061



### **BUSN 6051**

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3 GR

#### **Supply Chain Management**

Students acquire the knowledge and basic skills to effectively design a supply chain for an organization. Topics include an introduction to supply chain, the importance of information technology, supply chain slacks, demand management, supply management, inventory management, production management, transportation management, location analysis, sourcing decisions, supply chain strategy, and an overview of special types of supply chains such as green and humanitarian aid supply chains.

#### **Prerequisites:**

BBUS 5011, 5031

### **BUSN 6061**

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3 GR

#### **Strategic Management Information Systems**

This course provides students with the knowledge required to effectively manage a firm's information and technology assets in order to meet the information needs of the organization. Topics include information systems strategies; the development of information system assets; organizational information infrastructure; databases and data management including decision making support; enterprise resource planning systems; ebusiness; social media use by organizations; information security and risk management; innovating with information technology; and leadership and management of information systems.

#### **Prerequisite:**

MBA admission MBA

### **BUSN 6071**

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3 GR

#### **Project Management and Consulting Methods**

Students explore the concepts and practical techniques to apply consulting methods in their work and to participate in or manage complex projects. The topics include the five stages of the consulting process which include entry and contracting, discovery and dialogue, analysis and the decision to act, engagement and implementation and closing; analysis and presentation techniques; and examination of the five major project process groups which include project initiation, planning, execution, controlling and closing.

#### **Prerequisite:**

BUSN 6041

### **BUSN 6081**

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3 GR

#### **Strategic Management**

Students examine the role of senior management in developing and implementing corporate strategy in a global context. They learn to analyze the firm's external and internal environment to identify and create competitive advantage as well as to formulate, implement and evaluate cross-functional decisions that directly affect the ability of an organization to achieve its stated objectives. Topics include an introduction to strategic management, measures of firm performance, analysis of the external environment, analysis of the internal environment, business-level strategy, corporate-level strategy, acquisition and restructuring strategies, international strategies, corporate governance, organizational structures and controls, strategic leadership and corporate social responsibility and ethics.

#### **Prerequisites:**

BBUS 6011, 6021, 6031, 6041, 6051

### **BUSN 6151**

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3 GR

#### **Advanced Marketing Management**

Students acquire the knowledge and skills required to develop, implement and control successful marketing strategies. Topics include the art of case analysis; consumer behaviour; marketing research and competitive analysis; marketing segmentation and position; market entry and pricing; retail selling, private labels and channels of distribution; marketing communications; Internet marketing; corporate social responsibility and nonprofit marketing; sales management; and international marketing.

#### **Prerequisite:**

BUSN 5051

### **BUSN 6211**

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3 GR

#### **Advanced Corporate Finance**

Building on BUSN 6020, students continue to develop their knowledge and skills in corporate finance. Topics include long-term financial planning; sources of long-term financing; working capital management; sources of short-term financing; international corporate finance; risk management; business valuation; mergers and acquisitions; corporate restructuring; bankruptcy, reorganization and liquidation; and Economic Value Added.

#### **Prerequisite:**

BUSN 6021



**BUSN 6251**

3 GR

**Decision Analysis and Modelling**

Students learn to integrate personal judgment and intuition in realistic business situations with the most widely applicable methodologies of decision and risk analysis, probability and statistics, competitive analysis, and management science. Topics include an introduction to decision analysis and modelling; spreadsheet engineering and error reduction; framing decision analysis problems; framework for analyzing risk; data analysis; resource allocation with optimization models; multi-period deterministic models; multi-factor deterministic models; regression modelling; strategic interactive decisions; and interpreting models, data and decisions.

**Prerequisites:**

BUSN 5011, 5031

**BUSN 6311**

3 GR

**Innovation and Entrepreneurship**

Students acquire the knowledge and skills needed to manage the development of innovations, to recognize and evaluate potential opportunities to monetize these innovations, to plan specific and detailed methods to exploit these opportunities and to acquire the resources necessary to implement these plans. Topics include entrepreneurial thinking; innovation management; opportunity spotting and evaluation; industry and market research; business strategy; business models and business plans; financial forecasting and entrepreneurial finance; pitching to resource providers and negotiating deals; and launching new ventures.

**Prerequisite:**

BUSN 6021

**BUSN 6951**

3 GR

**Research Methods, Preparation, and Presentation**

Students receive an overview of the scientific method, research preparation and the styles of communication used to disseminate research at the graduate level. Topics include the role of business research, theory and the business research process, organization structure and ethical issues, defining a research problem, qualitative research tools, survey research, observation methods and experimental research, measurement and scaling concepts, sampling and sample size, working with data, quantitative statistical analysis and writing a research report.

**Prerequisite:**

BUSN 5011

**CHEM 0501**

PREP

**Principles of Chemistry**

This course is equivalent to Grade 11 chemistry. Students start with the basics of chemistry as a science, SI metric system and safety rules. Then students study properties and classification of matter, the periodic table, chemical names and formulae, molecular shapes and polarity, chemical reactions, the mole concept, solutions, the gas laws and organic compounds.

**Prerequisites:**

Science 10 or equivalent; MATH 0401 or Math 10

**Recommended requisites:**

MATH 0523 or Math 11; reading skills at English 11 level

**CHEM 1503**

3 UG

**Chemical Bonding and Organic Chemistry**

This course is the first half of a fundamental first-year chemistry course. Topics include general concepts of chemical bonding, Lewis structures, molecular shape and valence bond theory of bonding. The organic chemistry portion of the course focuses on the bonding and structure of organic compounds, compound naming, functional groups, conformational and stereo chemical features, oxidation reduction reactions, substitution and elimination reactions and enolate chemistry.

**Recommended requisites:**

Chemistry 11 and 12; Pre-calculus 12; Foundations of Math 12

**CHEM 1505**

0 UG

**Chemistry Laboratory I**

This course is the first laboratory in a fundamental first-year chemistry course, designed for students who have completed CHEM 1503. The topics include a review of laboratory safety and equipment, chemical changes, laboratory techniques and measurements, separation of mixtures, properties of gases, liquids and solids, physical and chemical properties, identification of metallic ions, ionic reactions, stoichiometry of a precipitation reaction, calorimetric content of food and water-hardness determination. Students are expected to become familiar with these topics and demonstrate their proficiency in various laboratory techniques.

**Recommended requisites:**

Chemistry 11 and 12; Pre-calculus 12; Foundations of Math 12

### CHEM 1523

3 UG

#### Principles of Chemistry

This course is the second half of first-year chemistry theory designed for students with a strong background in chemistry. Course topics include gas laws, equilibrium, redox reactions, electrochemistry, thermochemistry, entropy and free energy.

#### Recommended requisites:

CHEM 1500 (C- or better); 1503/1505; Chemistry 12 (B or better)

### CHEM 1525

0 UG

#### Chemistry Laboratory II

This course is the second laboratory for a fundamental first-year chemistry course, designed for students who have a Chemistry 11 background. This course provides the equivalent of a first-year university chemistry course when taken with its accompanying theory course, CHEM 1523. The topics include a review of laboratory safety and equipment, anion and cation identification, properties of gases, thermochemistry and caloric content of food, equilibrium and Le Chatelier's principle, reaction order and rate of reaction, acid-base titrations, buffers, acid-ionization constant ( $K_a$ ) determination, oxidation-reduction reactions and electrochemical cells. Students are expected to become familiar with these topics and demonstrate their proficiency in various laboratory techniques.

#### Recommended requisites:

CHEM 1500 and 1503/1505

### CHEM 2123

3 UG

#### Organic Chemistry I

Students review the basic principles of chemical bonding as they apply to organic molecules and are introduced to the concepts of functional groups, nomenclature, stereochemistry, and reaction mechanisms. The systematic chemistry of alkanes, alkenes, alkynes, alkyl halides, alcohols and ethers are discussed, in addition to the theory and use of spectroscopy in identifying organic compounds. Students are expected to apply their knowledge to problem-solve, deduce structures and synthesize simple organic molecules using the studied reactions. The relationships between organic chemistry and other disciplines are noted.

#### Recommended requisites:

CHEM 1503/1505, 1523, 1525

### CHEM 2125

1 UG

#### Organic Chemistry Laboratory I

In this five-day lab course, students perform experiments that illustrate the principles learned in CHEM 2123.

#### Recommended requisite:

CHEM 2123 or equivalent

### CHEM 2223

3 UG

#### Organic Chemistry II

Students continue their study of organic chemistry by discussing aromatic compounds, aldehydes and ketones, carboxylic acids and their derivatives and organic nitrogen compounds. Synthesis using carbanion and enolate ion methods are emphasized. Students also explore the chemistry of various organic compounds found in biological systems: carbohydrates, amino acids, proteins and peptides, and nucleic acids. Working through this course, students are expected to apply their knowledge to problem-solve, deduce structures and synthesize simple organic molecules using the studied reactions. Relationships between organic chemistry and other disciplines are noted.

#### Recommended requisite:

CHEM 2123/2125

### CHEM 2225

1 UG

#### Organic Chemistry Laboratory II

In this five-day lab course, students perform experiments that illustrate the principles learned in CHEM 2223.

#### Recommended requisite:

CHEM 2123/2125 or equivalent

### CMNS 1161

NEW

3 UG

#### Introduction to Communications

Students think critically about a range of communication theories tied to examples from popular culture and address how we transmit information, how we create meaning and how we persuade others, with a focus on many communication contexts, including interpersonal communication, group and organizational communication, public space, mass media and culture and diversity. Students explore what it means to communicate in these various contexts, and appreciate the contribution of theory to helping us understand what we do when we communicate and why it sometimes goes wrong.

#### Recommended requisite:

Provincial Grade 12 or equivalent

### CMNS 1291

3 UG

#### Introduction to Professional Writing

Students study the theories and practice of professional organizational communication, learning the importance of effective communication to meeting goals, developing and maintaining relationships and the overall facilitation of work. Students develop skills in evaluating communication scenarios, designing communication strategies that meet goals and audience need, including requests, information sharing and persuasion. In addition, students learn to employ writing techniques and editorial skills relevant to professional communication contexts.

**CMNS 1811**

3 UG

**Professional and Academic Composition**

Students learn the theory and practice of successful academic and professional writing. Students compare and apply techniques involved in writing for business and academic purposes, learning skills in audience assessment, document planning and design, research and effective writing. Students complete assignments ranging from academic essays to a variety of professional communication documents.

**CMNS 2171**

**NEW**

3 UG

**Interpersonal Communication**

Students learn a range of theories and perspectives related to interpersonal communication. Emphasis will be on understanding the importance of effective interpersonal communication to establishing and maintaining relationships as well as achieving goals in social and workplace environments. Students assess the use of interpersonal communication in given scenarios and are encouraged to reflect on and improve their own interpersonal communication skills. This study of interpersonal communication includes several contexts, including the workplace, social and family environments.

**CMNS 2291**

**NEW**

3 UG

**Technical Communication**

Students study a variety of technical communications used to document professional activity, including proposals, technical and formal reports, policies and procedures, technical descriptions and definitions, and instructions. Students learn the importance of documentation and accountability as part of professional due diligence, applicable across many fields including journalism, business, government, public service, consulting and research institutes. Students develop skills in assessing communication needs in a scenario, identifying communication goals, audience need and relevant media. Finally, students learn skills in research and synthesis to ensure professional engagement and presentation of research material.

**Recommended requisite:**

CMNS 1291/1290

**CMNS 3211**

**NEW**

3 UG

**Digital Communities**

Students think critically about the challenges and opportunities of community in the digital era. Through a survey of research in the fields of social media, students consider the effects of our networked culture on media participation, as well as consumer and civic engagement. Students consider the current state of digital media creation and consumption and propose and develop engaging social media strategies that help users connect, create and provide digital content for intended publics.

**Recommended requisite:**

45 post-secondary credits

**CMNS 3241**

**NEW**

3 UG

**Advanced Professional Communication**

Students develop best practice skills in advanced professional writing with an emphasis on the design and production of strategic and planning-level communication documents, including a formal report, with added emphasis on online communication contexts, including multimedia production and social media. In addition, students consider and develop multi-phased communication strategies, learn advanced research skills and consider techniques for effective collaboration.

**Recommended requisites:**

42 credits, including CMNS 1291/1290

**CMNS 3251**

**NEW**

3 UG

**Professional and Academic Proposal Writing**

Students review literature on best practices for grant writing, and, through the development of a grant application, learn the key elements of the process which include defining the funding purpose, understanding mandate and accountability, adopting effective budget practices, preparing effective material and completing post-funding due diligence. This course meets the needs of academic, research, government, health, community arts and non-profit professionals who seek the knowledge and skill to write persuasive, informative and professional grant applications.

**Recommended requisite:**

30 credits

**CMNS 4531****NEW**

3 UG

**Organizational Communication**

Students examine the theory and practice of organizational communications, which includes an overview of different models of organizational communication and management, a review of common problems and dilemmas in this field and consideration of a variety of internal publications. Students learn problem-solving strategies unique to a variety of organizations.

**Recommended requisite:**

45 credits

**COMP 1131**

3 UG

**Computer Programming 1**

This course provides problem solving and computer programming skills for students with no prior experience in the area of programming. Students use Java, a high-level, object-oriented computer programming language, to learn the fundamentals of computer programming including how to write, compile and execute programs.

**Recommended requisites:**

Pre-calculus 12; Physics 12 (C+ or better); familiarity with computers

**COMP 1231**

3 UG

**Computer Programming 2**

In this continuation of COMP 1131, students are introduced to the programming tools required to solve a more advanced set of problems. Students further develop their knowledge of the principles of object-oriented design and programming, including the use of interfaces and inheritance, and learn the fundamentals of sorting data and data structures.

**Recommended requisite:**

COMP 1131/1130 (C or better)

**COMP 2231**

3 UG

**Data Structures and Algorithms**

Students are introduced to new types of data structures such as trees (including binary and multiway trees), heaps, stacks and queues. Students also design new algorithms for each data structure studied, create and perform simple operations on graph data structures, describe and implement common algorithms for working with advanced data structures, and recognize which data structure is the most appropriate for solving a particular problem.

**Recommended requisite:**

COMP 1231/1230

**COMP 2681**

3 UG

**Web Site Design and Development**

This course covers major client-side web application design and development applications including HTML, HTTP, JavaScript programming and cascading style sheets (CSS).

**Recommended requisite:**

First year of BCSc or equivalent

**COMP 3051**

3 UG

**Algorithm Design & Analysis**

In this course, students learn algorithm definition; tools and methods for algorithm analysis and design; mathematical notations; choice of data structure, space and time efficiency; computational complexity; and algorithms for searching and sorting.

**Recommended requisite:**

COMP 2231/2230

**COMP 3141**

3 UG

**Object-Oriented Design and Programming**

This course introduces students to object-oriented design and programming. Upon completion, students should have a good understanding of object-oriented design and programming including understanding and developing console-based applications in C++, Visual C++ applications and an introduction to Microsoft Foundation Classes (MFC) and inter-object communication. Students will be able to design and develop systems using object-oriented design and programming methodologies in console- and Windows-based applications. They will also have an introductory knowledge base in MFC that will allow them to analyze and use these library functions in application development.

**Recommended requisites:**

COMP 1231/1230; 2231/2230

**COMP 3261**

3 UG

**Internet and Security Issues**

This course presents the most practical of Internet/Intranet technologies and techniques to students. It covers Internet protocols, addressing and architecture, Intranet and Extranet design, installation and management, as well as all aspects of Internet/Intranet security and user/data authentication.

**Recommended requisite:**

COMP 2231/2230



**COMP 3271**

3 UG

**Computer Networks**

The main emphasis of this course is on the organization and management of local area networks (LANs). The course objectives include learning about computer network organization and implementation, obtaining a theoretical understanding of data communication and computer networks, and gaining practical experience in installation, monitoring and troubleshooting of current LAN systems. Students are introduced to computer communication network design and its operations and discuss the following topics: Open Systems Interconnection (OSI) communication model; error detection and recovery; local area networks; bridges, routers and gateways; network naming and addressing; and local and remote procedures. On completion of the course, students should be able, in part, to design, implement and maintain a typical computer network (LAN).

**Recommended requisites:**

COMP 2130 and 2231/2230

**COMP 3411**

3 UG

**Operating Systems**

This course introduces principles and techniques for the design and implementation of operating systems (OS) including interrupts; computer resource management (memory management, processor management, I/O management, file management, process management and security management); and process communication. Additional topics include Job Control Language and batch processing; case studies of operating systems; Real Time OS; and Concurrent computations. This course includes a practical OS design project.

**Recommended requisite:**

Background in data structures and algorithms or COMP 2231/2230

**COMP 3521**

3 UG

**Software Engineering**

This third-year course introduces students to large-scale software development, including software design, implementation and maintenance. Topics include software life cycle; design techniques; psychology and economics of software testing; organization and management of modular inter-communication; software engineering tools; project management, including resource estimation; and team organization and review. Students apply the new techniques and knowledge from this course to develop a software project in a software engineering project course.

**Recommended requisite:**

COMP 2231/2230

**COMP 3541**

3 UG

**Web Site Design & Programming**

This third-year course examines all major aspects of website design and programming, including HTML, HTTP, JavaScript and Visual Basic scripting, as well as Java web programming. The course also includes advanced techniques in HTML programming (frames and style sheets) and concurrent programming for the web (multithreading). Students concentrate on client-side web programming and are introduced to server-side web programming.

**Recommended requisite:**

COMP 2231/2230

**COMP 3611**

3 UG

**Database Systems**

This course introduces students to database concepts and reviews the underlying data structures that make up databases. Database design techniques are introduced using both the entity relationship model as well as an object-oriented approach to designing database systems. The relational database model and data normalization will be taught as students design and implement a case study project. Data description language, data manipulation language (updates, queries, reports) and data integrity checking will also be covered. Case study work will be completed using a relevant and current relational database management system software product.

**Recommended prerequisite:**

COMP 2231/2230

**COMP 4531**

3 UG

**Artificial Intelligence**

This course is designed to cover the scope of artificial intelligence with special emphasis on rule-based systems; knowledge representation and engineering; tools; techniques and areas of applicability; natural language interface; problem solving and games; pattern recognition and vision; and neural networks.

**Recommended requisite:**

COMP 2231/2230

### COMP 4531

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3 UG

#### Advanced Software Engineering

This course builds on the material students learned in COMP 3520 or 3521. It introduces problems and solutions in regards to long-term maintenance, evolution in large-scale, long-lived software systems. Topics include software engineering techniques for programming-in-the-large, programming-in-the-many, legacy software systems, software architecture, software evolution, software maintenance, reverse engineering, program understanding, software visualization, advanced issues in object-oriented programming, design patterns, anti-patterns and client-server computing.

#### Recommended requisite:

COMP 3521/3520

### COMP 4621

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3 UG

#### Web-based Information Systems

This course provides students with the concepts and technologies involved in the design, implementation and operation of web-based information systems. Students will use a variety of current web development tools and programming/scripting languages. The emphasis is placed on the server side programming using several approaches including: Active Server Pages (ASP); JavaServer Pages (JSP); JavaBeans; and XML. The students will design and implement a two-tier and three-tier web-based application including a database system.

#### Prerequisites:

COMP 3541/3540 and 3611/3610

### COMP 4911

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3 UG

#### Computing Science Project

This course is designed as a capstone course for a computing science degree program and includes the practical design and implementation of a supervised project in an area of specialization in computing science. The students will develop a "live" project, and part of their learning experience will include working with an external client.

#### Recommended requisite:

COMP 3521/3520

### CONV 1011

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3 UG

#### Introduction to Tourism

Students are introduced to the tourism industry. Consideration is given to the concepts and vocabulary common throughout the tourism sectors. Students critically examine the competition for resources with other industries.

### CONV 1021

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3 UG

#### Introduction to Special Events Management

Students are introduced to the planning and management of special events and festivals. The highly interdisciplinary course addresses the systems, tools and checklists necessary for successful festival and event planners.

### CONV 1031

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3 UG

#### Celebrating Community and Culture

Students explore how communities and cultures within these communities can be attracted to and successfully included in special events. Consideration is given to cross cultural issues and challenges of creating "authentic" experiences while respecting the local environment and traditions of the people who live there.

### CONV 1041

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3 UG

#### Event Volunteer Management

Students are introduced to concepts and theories for the successful management of event volunteers. Current trends and their impacts on volunteer organizations are examined. Students participate in volunteering for a special event.

### CONV 1051

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3 UG

#### Legal Liability and Risk Management

Students are introduced to event management law and risk management. This course has been designed to provide a broad perspective about the legal and risk management issues involved in planning and hosting tourism events. Students are also provided with an overview of many topics that can be studied at greater depth in future law courses.

### CONV 1061

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3 UG

#### Event Marketing

This course reviews the concepts and tools used to design and implement a successful event marketing strategy. The focus of the course is on applying contemporary principles of strategic marketing to the process of event management. These concepts are applicable to the broadest definition of the event management industry including festivals, sporting events, community celebrations, cultural events and arts productions. A student-defined case study further defines the application of course content.

### CRIM 1011

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3 UG

#### Introduction to Criminology

Students examine the core concepts, basic data sources and general research findings in the field of criminology, with particular attention to Canadian developments. Topics include crime measurement, patterns and trends in crime, crime types, criminological theories and how the theories are related to public policies and the criminal justice system.

**CRIM 1161**

3 UG

**The Canadian Legal System**

This course focuses on the history, development and present day operation of the Canadian legal system. The topics that will be examined include constitutional law; criminal, contract and tort law; human rights; administrative law; the court system; the functions of judges and lawyers; and the basic elements of legal reasoning.

**CRIM 2251**

3 UG

**Sociological Explanations of Criminal Behaviour**

This course will critically examine the sociological, socio-cultural and socio-psychological explanations of criminal behaviour such as the ecological theories, conflict theories, control theories and symbolic interactionist theories. Some of the specific theories subjected to critical examination will be those concerned with class and group conflict, subcultures, soassociation, labelling and gender.

**CRIM 2261**

3 UG

**Criminal Law**

This course is designed to give students an understanding of Canadian criminal law. The course will begin with a review of the sources of criminal law and how criminal law operates within the structure of the justice system. Students will be introduced to the role of criminal law in society through a discussion of the Charter of Rights and Freedoms and recent cases. This will be followed by a thorough examination of the principles of substantive Canadian criminal law. The substantive criminal law will be explained and examined by the use of the case method. General principles of law will be discussed in the context of specific cases decided by the courts. Students will be encouraged to consider the law critically, from both an academic and societal perspective.

**Recommended requisite:**

CRIM 1161

**CRIM 2521**

3 UG

**Introduction to the Canadian Criminal Justice System**

(Also offered as SOCI 2521, *Criminal Justice and Corrections*)

This course provides an introduction to the criminal justice system. The course content includes an introduction to the way criminal justice operates and also examines the way the police are organized and operate in Canada. The consideration of the criminal courts and the operation of the correctional system is included. This course examines the Canadian criminal justice system from a systems approach. Criminal incidents are followed through the system from detection and apprehension of the offender to the end of any formal or informal disposition. The factors involved in the discretion, decisions and practices of the entire system, including the functions and dysfunctions of the system, are analyzed and current issues and reform initiatives are reviewed.

**Recommended requisite:**

Introductory social science course

**CRIM 3151**

3 UG

**Aboriginal Restorative Justice**

As an introduction to the aboriginal restorative justice paradigm, students critically examine the historical and contemporary experiences of Aboriginal/Indigenous peoples in Canada. The idea of "justice" is explored and compared amongst some Indigenous, restorative, retributive and rehabilitative conceptions. Particular attention is paid to the importance of values, relationships, needs and healing for those who cause harm and have been harmed. Indigenous and restorative justice approaches are evaluated in the context of law enforcement, the law, corrections, community development and crime prevention.

**Recommended requisite:**

Introductory sociology or Aboriginal/Indigenous/First Nations course

**CRIM 3311**

3 UG

**Advanced Theoretical Perspectives in Criminology**

Students explore the diverse nature of theory within the field of crime and deviance by focusing on modern, post-modern and critical theories. The selected paradigms are studied with regard to their explanatory domain, role in examining social and criminological problems and research implications.

**Recommended requisite:**

CRIM 1011

**CRIM 3321**

3 UG

**Sociology of Law**

Students examine law from a sociological perspective, with particular attention to understanding major theories and empirical studies on various aspects of law and how law works in the real world, or what socio-legal scholars call "law in action." Topics include exploring law as a mode of social control, dispute resolution, social change and how intersecting factors such as, race/ethnicity, class, gender, sexuality, age and ability shape the law and legal institutions.

**Recommended requisite:**

CRIM 1011

**CRIM 3821**

3 UG

**Socio-Ethnographic Research Methods**

Students examine the ways social scientists employ qualitative research to identify, document and critically analyse complex social phenomena and patterns and practices of interaction. The course is intended to provide an overview of particular techniques in research design, data collection and data analysis most commonly associated with qualitative research.

**Recommended requisite:**

CRIM 1011

### **CRIM 4121**

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3 UG

#### **Crime and Media**

Students examine the interrelationships between crime, criminal justice and mass media, with particular attention to how the media represents, distorts and/or filters crime and justice issues. Topics include media portrayal of police, courts, corrections and how various forms of media shape public perceptions about crime, the criminal justice system and criminal justice policy.

#### **Recommended requisite:**

CRIM 1011

### **CRIM 4991**

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3 UG

#### **Directed Studies in Criminology**

Students are required to review the literature, both original and interpretative, in their particular area of study, offer critical assessment of the literature and submit a major research paper based on the course reading list.

#### **Prerequisites:**

Lower-level requirements for BA (Criminology); 15 upper-level criminology credits

### **CYMH 5511**

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3 GR

#### **Context and Theory in Child and Youth Mental Health Practice**

This course is an interdisciplinary course that is designed to enable bachelor's- and master's-prepared students to provide assessment and treatment for clients who experience mental health conditions. The course introduces and examines core concepts, theoretical foundations and competencies in child and youth mental health clinical practice. The course is broken down into the following age grouping: 0-5, 6-12 and 13-19, reflective of the research literature and direct practice in the mental health field. Case studies, case assessments and treatment cases will be used to address all three age groups over a broad cross-section of direct practice issues.

#### **Prerequisite:**

CYMH admission or program coordinator's approval

#### **Recommended requisite:**

Background in social work, counselling, child and youth care, education and/or nursing

### **CYMH 5521**

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3 GR

#### **Assessment for Intervention in Child and Youth Mental Health**

This interdisciplinary course is designed to enable bachelor's- and master's-prepared students to provide assessment and treatment for clients with mental health disorders. The course provides an understanding of assessment issues and approaches relevant to the support of children and youth with mental health concerns and their families. Students will be introduced to a range of issues and considerations that guide a thorough and accurate evaluation and diagnosis and develop an understanding of specific assessment processes and instruments associated with specific conditions.

#### **Prerequisites:**

CYMH admission or program coordinator's approval; CYMH 5511

#### **Recommended requisite:**

Background in social work, counselling, child and youth care, education and/or nursing

### **CYMH 5531**

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4 GR

#### **Intervention in Child and Youth Mental Health**

This is an interdisciplinary course that is designed to enable bachelor's- and master's-prepared students to provide and implement intervention plans for children with mental health disorders. The course provides an understanding of intervention issues and approaches relevant to the support of children and youth with mental health concerns and their families. Students will be introduced to a range of issues and considerations that guide intervention plans.

#### **Prerequisites:**

CYMH admission or program coordinator's approval; CYMH 5511

#### **Recommended requisite:**

Background in social work, counselling, child and youth care, education and/or nursing

### **CYMH 5541**

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5 GR

#### **Child and Youth Mental Health, Clinical Internship and Capstone**

This course will provide the structure and supervision for field experience in child and youth mental health. Field education will provide students with an opportunity to enhance and refine their child and youth mental health skills. Students who are currently working in a mental health position must ensure that their placement work is specifically with children and youth and appropriate supervision is available within or can be contracted outside of the agency. Included in this course is a capstone project, which will integrate theory, practice and research.

#### **Prerequisites:**

CYMH admission or program coordinator's approval; CYMH 5511, 5521, 5531; 210 internship hours

**CYMH 5611**

3 GR

**Introduction to Adoption and Permanency Planning**

This course is designed to provide participants with a foundation in the theoretical underpinnings of adoption competent mental health practice. Based on the Center for Adoption Support and Education training, this course is designed for professionals in the mental health and child welfare field who want to develop their knowledge and skills to better serve adopted children and their families. Throughout the course, participants will be encouraged to reflect upon their own attitudes and beliefs about adoption, the diversity of adoptive families, and the challenge when mental health behaviours occur. In addition to an understanding of the theoretical, organizational, legal and ethical issues impacting adoption, the course will focus on developmental stages of children and their adoptive families and the psycho-emotional challenges in adoptive families.

**Prerequisite:**

CYMH admission or program coordinator's approval

**Recommended requisites:**

Bachelor's or master's degree; degree in social work, child and youth care, nursing, education or psychology (GPA 3.00 or better)

**CYMH 5621**

3 GR

**Mental Health Practice Skills for Adoption Facilitators**

This course focuses on providing clinical skill development for practitioners to support adoptive children and families who are experiencing mental health challenges. Participants will integrate adoption competent knowledge, skills, and values into their practice with adopted children, adoptive families, birth parents and extended family members. Particular attention will be focused on the multiple mental health challenges children present in adoptive families and ways of supporting adoptive families through the process of healing in order to enhance healthy family formation.

**Prerequisites:**

CYMH admission or program coordinator's approval; CYMH 5611

**Recommended requisites:**

Bachelor's or master's degree; degree in social work, child and youth care, nursing, education or psychology (GPA 3.00 or better)

**ECON 1221**

3 UG

**Introduction to Basic Economics**

Students develop a basic understanding of economic principles in order to discuss issues at the level covered by the media. The course topics include an introduction to microeconomics; the importance of government; an introduction to macroeconomics; macro policies and trade; industrial organization and products costs; and market structures, including perfect and imperfect competition.

**ECON 1901**

3 UG

**Principles of Microeconomics**

Students examine the interaction between individuals and firms in various types of markets. Topics include the fundamental principles of microeconomics; supply and demand; markets and welfare; government intervention; behaviour of the firm; market organization; and income distribution.

**Recommended requisite:**

Provincial Grade 12 or equivalent

**ECON 1951**

3 UG

**Principles of Macroeconomics**

Students examine how the economy behaves at the aggregate level and how national income is measured and determined. Topics include an overview of macroeconomics; measuring gross domestic product, inflation and unemployment; demand including the multiplier process; supply, business cycles, long-term growth; money, banking and monetary policy; inflation; interest rates; stagflation; deficits and fiscal policy; exchange rates and balance of payments; exchange rate policy; purchasing power and interest rate parity.

**Recommended requisites:**

Principles of Math 12 or Foundations of Math 12 or Pre-calculus Math 12; Foundations of Math 11 or Pre-calculus Math 11 (B or better) or Principles of Math 11 or Applications of Math 12 or equivalent (C+ or better) or MATH 0523 or equivalent

### **ECON 2331**

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3 UG

#### **Economic and Business Statistics 2**

Building on STAT 1201, students examine advanced statistical techniques and methods and their applications in business and economics. Topics include review of hypothesis tests; inferences about population variances; comparing multiple proportions for three or more populations and tests of independence; analysis of variance and experimental design; simple and multiple regressions; and time series analysis and forecasting. Students are required to apply statistical techniques using Excel and/or Minitab.

#### **Recommended requisites:**

ECON 1221 or 1901 and 1951; STAT 1201; MIST 2611

### **ECON 2631**

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3 UG

#### **Issues in Aboriginal Economics**

Students investigate issues relating to Aboriginal self-governance and economic development. Topics include an introduction to Canadian Aboriginal peoples and their communities; the public sector in Canada and the public sector of First Nations; an overview of First Nations Economies; an introduction to urban and regional economics; how markets operate and the implication of market failures; and economic development on First Nations lands.

#### **Recommended requisites:**

ECON 1221 or 1901 and 1951

### **ECON 3041**

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3 UG

#### **Managerial Economics**

Students focus on the application of economic models and rationale choice to business decision making. Topics include an overview of managerial economics; demand and supply; costs of production and the organization of the firm; market structure and pricing and output decisions; game theory and pricing strategies; and the economics of information and the role of government in the marketplace.

#### **Recommended requisites:**

ECON 1901 and 1951; MATH 1171

### **EDDL 5101**

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3 GR

#### **Educational Technology in the Curriculum**

This online, applied course is designed to provide educators with knowledge, skills and experience in implementing educational technology into a pedagogically sound learning environment. This course is intended to be a general launching point for your own exploration and learning about information technology (IT). Because the world of IT is complex, and especially so in education, it is challenging to design a course of study that is right for all students. You, and every other student, bring with you a unique set of experiences and interests that enhance your learning and determine your individual learning.

#### **Prerequisite:**

Bachelor's degree and/or special permission from the School of Education

### **EDDL 5111**

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3 GR

#### **Introduction to Distributed Learning**

This course is designed to provide educators (teacher candidates, in-service teachers, faculty members and trainers) with an introduction to the skills required to teach in a distributed learning environment. Participants will explore the realm of distributed learning through: discussion about learning theory and pedagogy in online environments; consideration and application of technological tools to enhance the learning environment; and examination and design of assessment strategies.

#### **Prerequisite:**

Bachelor of Education or bachelor's degree in another discipline with teaching qualifications or experience or permission from the School of Education

### **EDDL 5131**

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3 GR

#### **Multimedia in the Curriculum**

This course is designed to introduce educators, and thus their students, to computer and web-based multimedia tools such as text, video, audio and digital photographs and graphics. There will be an emphasis not only on how to use the tools, but also on sound pedagogical practice to promote teaching and learning. Students in this course will learn how to identify, select, plan for, create, and integrate multimedia into instruction and have their students do the same in activities such as reports, digital storytelling and portfolios.

#### **Prerequisite:**

Bachelor of Education or bachelor's degree in another discipline with teaching qualifications or experience or permission from the School of Education

### **EDDL 5141**

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3 GR

#### **Online Teaching and Learning**

This course provides educators with knowledge, skills and experience in implementing educational technology into a pedagogically sound learning environment. This course is designed to provide instructors with a basic introduction to the theory and practice of online teaching and learning and to develop the skills and strategies needed to facilitate courses in an online environment. Participants will reflect on their experiences as online learners to help develop their own philosophy of online teaching and learning. Using their philosophy, they will plan and conduct an online learning activity that they will facilitate for their fellow participants. Emphasis will be placed on student engagement and motivation, creating collaborative and interactive experiences and gaining practical experience.

#### **Prerequisite:**

Bachelor of Education or bachelor's degree in another discipline with teaching qualifications or experience or permission from the School of Education

**EDDL 5151**

3 GR

**Managing Your Technology Classroom**

Participants will explore a variety of methodologies, tools and technologies to enhance teaching and learning in their specific educational context. They will engage in critical discourse about the use of information technology in a number of different educational settings, evaluate the resources available to them, and develop strategies to make the most effective use of those resources for themselves and their students.

**Prerequisite:**

Bachelor of Education or bachelor's degree in another discipline with teaching qualifications or experience or permission from the School of Education

**EDFN 4201**

3 UG

**Aboriginal Teaching and Learning**

Students are given an overview of the history of Aboriginal education in BC and Canada. The course focuses on effective teaching and learning practices for Aboriginal students, including developing relationships with parents and extended family members. Teacher candidates examine how to enrich the regular school curriculum by adding Aboriginal content and including the cultural background of their Aboriginal students. The class format is presentation and discussion based on articles and videos provided by faculty, presentations from other Aboriginal educators, community members and teacher candidates. Virtual field experiences could include visits to local band-operated schools, Aboriginal museums, residential schools and/or Aboriginal Friendship Centres.

**Recommended requisite:**

EDTE 3180

**EDIE 4151**

3 UG

**Inclusive Education – Specific Learning Disabilities**

Students are introduced to specific learning disabilities (LD). They gain a historical perspective on learning disabilities and an overview of relevant theoretical frameworks and models of learning disabilities. Students are introduced to current legislation in BC and its relationship to the school district, school and classroom levels. Two key topics are (a) screening and in-class assessment, and (b) intervention strategies within the general education classroom.

**Recommended requisite:**

EDTE 3180

**EDUC 4409****UVIC EDCI 441**

3 UG

**Literacy Strategies for Supporting Struggling Learners I**

The focus is on assessment and instructional issues, practices and strategies for students who struggle with reading and writing. A practical component involves administering and interpreting an informal reading assessment to a student who experiences challenges with literacy learning.

**Prerequisite:**

Professional year of teacher education and 1.5 units of reading instruction, or instructor permission

**EDUC 4429****UVIC ECI 442**

3 UG

**Literacy Strategies for Supporting Struggling Learners II**

This course builds on EDUC 4409, further exploring assessment and instructional practices for elementary, middle and high school students who experience difficulties with reading and writing. A practical component involves creating and delivering a series of intervention lessons to a student who experiences challenges with literacy learning.

**Prerequisite:**

EDUC 4409 or instructor permission

**EDUC 4479****UVIC EDCI 447**

3 UG

**Principles of Teaching English to Second Language Learners**

This course provides a survey of principles and theories for and the teaching of English to second language learners. It examines curriculum and methodology for use with ESL learners in elementary and secondary schools.

**Prerequisite:**

MEd admission, or diploma or major in applied linguistics, or instructor permission

**EDUC 4489****UVIC EDCI 448**

3 UG

**Organization and Procedures for Instruction of English to Second Language Learners**

This course examines current models for the organization and instruction of ESL students at the elementary and secondary levels. It emphasizes the integration of language and content instruction within the regular classroom.

**Prerequisite:**

MEd admission, or diploma or major in applied linguistics, or instructor permission

**EDUC 5011**

3 GR

**Research Methods**

This course will serve as an overview to research methods typically used in educational research. It will familiarize students with a range of research methods which will allow students to be critical consumers of research and apply appropriate methods to examine a range of research questions. Students will learn to design research proposals, conduct a literature review, examine a variety of research methods and learn procedures for securing research ethics approval.

**Prerequisite:**

Meet MEd admission requirements

### **EDUC 5021**

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3 GR

#### **Philosophy and History of Education**

What education is, what purposes it should serve, and how it should be structured is closely entwined with ideas of what a society is and how it functions. This course provides an introduction to key educational philosophers and considers their impact on the history of education.

#### **Prerequisite:**

Meet MEd admission requirements

### **EDUC 5041**

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3 GR

#### **Diversity: Constructing Social Realities**

Students investigate fundamental questions about the relationship between education and society. Inequalities based on class, gender, race, and sexual orientation and how they are socially constructed in contemporary society are considered, in addition to how they operate in educational environments. Students identify the effects of identity constructs such as race, class, gender, and sexual orientation on the educational experiences of students and how these constructs shape student access, achievement, and attainment. Students are challenged with the following questions: How do schools reproduce, reinforce, and challenge social inequalities? How do educational materials embrace inclusive approaches within the broader contexts of multiculturalism, globalization and cosmopolitanism? How can educators promote inclusive education that values diversity and equity?

#### **Prerequisite:**

Meet MEd admission requirements

### **EDUC 5281**

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3 GR

#### **Capstone Seminar**

This capstone course will provide students with the opportunity to write a major synthesis paper on their learning in the MEd. While the precise topic of the paper will be determined by the student in consultation with his/her supervisor, the student will benefit from interaction with peers in this course. Topics covered will include models and examples of synthesis papers, peer review, and presentations. This course will be delivered online.

#### **Prerequisites:**

Completion of required MEd courses

### **EDUC 5401**

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3 GR

#### **Principles and Processes of Educational Leadership**

This course is designed to examine the current theories and belief systems that contribute to evolving concepts of leadership, particularly leadership in educational settings. A variety of pedagogical approaches will be used to examine processes that develop relationships, encourage team building, facilitate conflict resolution, and encourage innovation, change and organizational performance. Participants will become familiar with various styles of leadership such as charismatic, transformational, transactional, and collegial, and will be encouraged to examine and challenge their own practices in field settings. Students will investigate current models of supervision and performance assessment and assess the models in the context of differing leadership styles. Participants will develop a repertoire of leadership styles and skills that will be applicable in a variety of educational settings.

#### **Prerequisite:**

Meet MEd admission requirements

### **EDUC 5421**

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3 GR

#### **Legal Issues in Education**

This course examines educational governance, policy and laws with an emphasis on their effects on students, teachers, administrators, and parents. Course themes include student and parent rights, labour law, child protection, collective bargaining, and the governance of schools in BC, Canada and internationally.

#### **Prerequisite:**

Meet MEd admission requirements

### **EDUC 5441**

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3 GR

#### **Understanding and Managing Conflict**

Understanding and managing conflict is core to many educational roles; for example, teacher, principal, district leaders, counselors, and curriculum consultants. It also is central to leadership in other sectors such as health care, social services, the military, and more. This course will examine these topics: types and causes of conflict, cultural components of conflict, effects of conflict, conflict management, and conflict vis-a-vis organizational change.

#### **Prerequisite:**

Meet MEd admission requirements

### **EDUC 5461**

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3 GR

#### **Educational Management**

This course will examine the management of fiscal and human resources that contribute to effective leadership in educational settings.

#### **Prerequisite:**

Meet MEd admission requirements



**EDUC 5501**

3 GR

**Introduction to Counselling Skills**

The purpose of this course is to provide an opportunity for the development of counselling skills and improved interpersonal relationships through the exchange of ideas, feelings and attitudes. Through interaction and experiential learning activities, students will develop a working knowledge of counselling and interviewing skills and procedures.

**Prerequisite:**

MEd admission

**EDUC 5511**

3 GR

**Theories in Counselling**

This course focuses on major theoretical approaches to counselling and the strategies used in each. Through exploration and examination of each approach, coupled with the integration of multicultural and diversity competencies, students will gain the knowledge and skills necessary to apply the strategies and techniques of counselling theories. Ethical decision making will be incorporated into each theoretical approach.

**Prerequisite:**

MEd admission

**EDUC 5521**

3 GR

**Assessment and Evaluation in Counselling**

This course is a study of group and individual assessments used in schools and agencies.

**Prerequisite:**

MEd admission

**EDUC 5551**

3 GR

**Introduction to Secondary School Counselling**

Students explore counselling as related to secondary school practice and focus on the secondary school counsellor's role and functions.

**Prerequisite:**

MEd admission

**EDUC 5561**

3 GR

**Career Counselling and Development**

This course is a study of career counseling development and theory. The theoretical emphasis is on the developmental aspects of career decision making from childhood through adulthood.

**Prerequisite:**

MEd admission

**ENGL 0401**

PREP

**Reading and Writing English**

This course is designed to develop skills as a writer by practising the stages of writing from rough draft, grammar and sentence structure, revising the draft, editing and final draft. The course covers both narrative and expository writing, with an emphasis on the expository form for both academic and business purposes.

**Recommended Requisites:**

English 8 or equivalent; English language self-assessment

**ENGL 0501**

PREP

**Advanced English Skills**

Students review and practice the skills necessary for writing effectual sentences, paragraphs, and short essays. By the end of the course, students are able to write effective application letters and short critical essays about literary selections.

**Recommended requisites:**

English 10 or ENGL 0401; English language self-assessment

**ENGL 0601**

PREP

**Introduction to Literature**

This course introduces Canadian writers and the different forms of fiction. Students learn to think critically about literature.

**Recommended requisites:**

English 11 or ENGL 0501; English language self-assessment

**ENGL 0641**

PREP

**Survey of British Literature**

This course presents a traditional survey of English literature from its earliest beginnings to the second half of the twentieth century.

**Recommended requisites:**

English 11 or ENGL 0501; English language self-assessment

**ENGL 0661**

PREP

**Written Communication**

This course provides an introduction to writing clear, positive messages and to understanding basic writing strategies. It is designed to help you to be more proficient at the kind of writing you need to do-at home, at school, and in the workplace. This course will show you some typical techniques for effective writing and will give you practice in writing various sorts of email messages, memos, letters, college essays and workplace reports.

**Recommended requisites:**

English 11 or ENGL 0501; English language self-assessment

**ENGL 1001**

3 UG

**Literature and Composition I**

This course introduces short stories and the novel through examples of the genres drawn primarily from the twentieth century. The course is not a chronological or historical survey of literature. Instead, it examines the general characteristics of fiction by focusing on short stories and a novel. This course also provides a review of basic grammar, punctuation and instruction in composing critical essays.

## ENGL 1011

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3 UG

### Literature and Composition II

This course is the second part of first-year English and introduces you to poetry and drama. In the first half, the course briefly considers the major features of poetry and then looks closely at how a poem is organized, how thematic patterns emerge, how the work of a specific poet can be characterized according to style and how specific subjects can be treated in different ways. You will be studying a selection of modern and contemporary poems. In the second half of the course, you will study three plays, each of which introduces an important form of drama. Topics for consideration include dramatic structure, tragedy, comedy, characterization, theme and expressionist theatre.

#### Prerequisite:

English 12 or equivalent

#### Recommended requisite:

ENGL 1001 or equivalent

## ENGL 1021

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3 UG

### Composition and Indigenous Literature in Canada I

This course introduces students to an exciting range of Indigenous Canadian literature and orature, including autobiographies, speeches, essays, short stories and storytelling. Students will also have the opportunity to listen to recordings of interviews and readings by many of the authors studied in the course and to view a video of a storytelling performance and an interview with a contemporary Indigenous multimedia artist.

#### Prerequisite:

English 12 or equivalent

## ENGL 1031

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3 UG

### Composition and Indigenous Literature in Canada II

This course is comparable to the second half of other first-year university English courses. Course requirements include reading: novels, a novel excerpt, one-act and full-length plays, and a wide range of poems. The six instructional units in this course cover a broad and exciting range and depth of literature written in English by Canadian Indigenous writers, beginning in the twentieth century. Students will develop an appreciation for both the significance of oral storytelling to contemporary Aboriginal writers as well as the diverse contributions of these writers to contemporary literature. Students will identify, analyze and discuss many literary conventions related to fiction, drama and poetry. In addition, students will receive further experience in composition and in writing critical essays, including a formal research paper.

#### Prerequisite:

English 12 or equivalent

#### Recommended Requisite:

ENGL 1001 or 1021 or equivalent

## ENGL 1101

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3 UG

### Introduction to University Writing

This course introduces students to the practices of reading and writing in scholarly contexts. Students will read and analyze scholarly journal articles from a variety of disciplines. They will also develop their abilities to compose in the genres and sub-genres of scholarly writing, including incorporating research and documentation in a grammatically correct style.

#### Recommended requisite:

English 12/English 12 First Peoples (73% or better) or equivalent

## ENGL 2111

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3 UG

### English Literature from Chaucer to Milton

This course is a brief, selective survey of English literature from Chaucer to the late seventeenth century. The reading list is drawn from a list that includes Chaucer's *The Canterbury Tales*, Shakespeare's *Antony and Cleopatra*, Milton's *Paradise Lost*, as well as some of the works of such Elizabethan and Jacobean poets as Spenser, Shakespeare, Donne and Jonson.

#### Prerequisites:

ENGL 1001 and 1011; or ENGL 1021 and 1031; or ENGL 1019 and 1029

## ENGL 2211

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3 UG

### English Literature of the Eighteenth and Nineteenth Centuries

Continuing from ENG 21111, this course examines some of the key writings of major authors in English literature from the eighteenth and nineteenth centuries. The reading list is drawn from a list that includes Pope, Blake, Coleridge, Wordsworth, Keats, Emily Bronte, Arnold, Tennyson and Browning. Attention is also given to the political, philosophical, social and religious atmospheres of what we now call the Neo-Classical, the Romantic and the Victorian periods of English literature.

#### Prerequisites:

ENGL 1001 and 1011; or ENGL 1021 and 1031; or equivalents

#### Recommended requisite:

ENGL 2211

**ENGL 3841** **NEW**

3 UG

**The English Novel in the 18th Century**

Students examine, in chronological sequence, the growth of the novel in eighteenth-century England, by looking at the relationship (sometimes hostile, sometimes sympathetic) between the novel and the traditions of comedy, romance and epic. Topics include an examination of the relationship between the novel and journalistic prose, autobiography and biography.

**Recommended requisite:**

6 credits in English

**ENGL 4241**

3 UG

**Modern British Fiction**

This course provides a survey of modern British fiction from its development early in the twentieth century to its current achievements and trends. The course focuses on the work of six representative novelists and examines the way these writers perceive the world around them and how they construct their fiction. A close critical reading of six novels allows students to understand each work on its own terms, to place it in the context of each writer's full body of work and, finally, to see in it reflections of the major themes of modern British fiction.

**Prerequisites:**

ENGL 1001 and 1011

**ENGL 4321**

3 UG

**Modern Canadian Fiction**

Like all literature courses, this course aims to make students feel at home among good writers and their writing; in particular it is meant to encourage a lifetime of enjoying Canadian fiction and criticism. Students learn to recognize the stylistic fashions that distinguish the periods of Canadian writing since the 1920s. By exploring novels and short stories published between 1920 and the present, the course acquaints students with major Canadian authors, the record of Canadian life that their works have laid down, their penetrations of a wider human experience and the questions of literary judgment that they raise, notably the question of realism. The chosen texts address questions not only about writing, but also about Canadian concerns of regionalism, mythology and identity and multiculturalism.

**Prerequisites:**

ENGL 1001 and 1011

**ENGL 4341**

3 UG

**Modern Canadian Theatre**

This is a survey course in Canadian drama from 1967 to 1992, a very rich 25-year period that saw Canadian playwriting, performance and production grow from obscurity to a lively, thriving component of Canadian literature and culture as well as an international export. This course is designed to introduce students to contemporary drama and theatre in Canada through the study of 12 plays.

**Prerequisites:**

ENGL 1001 and 1011

**ENGL 4351**

3 UG

**Modern American Fiction**

Literature is one way of making sense of the world. This course looks at some of the ways modern American writers have made sense, or tried to make sense, of the rapidly changing twentieth century. Although there's a world of difference between, say, the disturbing introspection of Sylvia Plath's heroine and Vladimir Nabokov's rapturous villain, students learn to evaluate each work in its social and artistic context. Students examine how the positions we occupy—for example, our gender, class or race—determine in part the kind of sense we make of the world as both writers and readers.

**Prerequisites:**

ENGL 1001 and 1011

**ENGL 4991**

3 UG

**Directed Studies**

This course is a requirement for completion of the BA (English Major) and may be taken for completion of the Post-Baccalaureate Certificate in Liberal Arts. Students are required to review the literature, both original and interpretative, in their particular area of study, offer critical assessment of that literature and submit a major research paper based on the reading list prepared for the course.

**Prerequisites:**

General education and lower-level English requirements of BA (English); 15 upper-level English credits

### **ENTR 4751**

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3 UG

#### **New Venture Creation**

Students develop the skills, values and attitudes needed for success as an entrepreneur, whether starting a new venture from scratch, joining or acquiring an existing business or creating a new venture inside a larger organization. The primary activity is the development of a comprehensive business plan. Topics include an overview of entrepreneurship and small business in Canada; entrepreneurial mindset, characteristics, competences and ethics; creativity, idea generation and feasibility studies; business plans; part-time and full-time entrepreneurship; location and capacity planning; marketing research for new ventures; financing new ventures; creating a financial plan; legal structures and issues; new venture development team; risk analysis and management; and reviewing, identifying and evaluating educational technologies.

#### **Recommended requisites:**

FNCE 2121; MKTG 2431

### **ENVS 3991**

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3 UG

#### **Environmental Studies: Sustainability**

This upper-level course is a web seminar offering special topics in environmental studies for in-depth study. Students focus on topics that are important to Canadians: the impacts of population and pollution on global climate change and the effects of exploiting our natural resources. Emphasis is placed on water, energy and biodiversity and on the attempts to balance the impact of our activities with the environment's capacity to absorb them. This course is suitable for learners completing degrees in a number of discipline areas including science, engineering, humanities, social science, business or general studies.

#### **Recommended requisite:**

60 credits

### **FILM 3991**

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3 UG

#### **Cinematic Visions of the Apocalypse**

Students study and analyze, from differing academic perspectives, how apocalyptic film focuses on the end of humanity through a crisis, such as a war or the fulfilling of an ancient prophecy (such as the end of the Mayan calendar), which ushers in the beginning of a new reality.

#### **Recommended requisite:**

60 credits

### **FNCE 2121**

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3 UG

#### **Financial Management**

Students develop a basic understanding of business finance which deals with how organizations effectively manage their operating and fixed assets and fund them with an optimal mix of debt and equity financing. Topics include financial statement analysis; financial forecasting; working capital management and short-term borrowing; valuing financial assets; cost of capital; capital budgeting and risk; capital markets and sources of long-term financing; dividend policy; and foreign exchange.

#### **Recommended requisites:**

ACCT 1211 and 1221 or ACCT 2211; CMNS 1291/1290; MATH 1071; STAT 1201

### **FNCE 3151**

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3 UG

#### **Investments 1**

Students examine basic investing and portfolio management from a global perspective. Topics include risk and return; diversification and assets allocation; types of securities; buying and selling securities; stock valuation; price behavior and market efficiency; behavioural finance and the psychology of investing; interest rates; bond prices and yields; portfolio management; return, risk and the security market line; performance evaluation and risk management; options and futures; fixed income, including corporate and government bonds and mortgage-backed securities; and international portfolio management.

### **NEW**

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#### **Recommended requisites:**

FNCE 2121; ECON 2331

### **FNCE 3171**

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3 UG

#### **Investments 2**

Building on FNCE 3151, students explore investing at an advanced level, focusing primarily on fixed income alternatives. Topics include measuring yield and bond price volatility; duration and interest rates; treasury and local government securities; residential mortgage loans; price and yield behaviour of pass-through securities; collateralized mortgage obligations and stripped mortgage backed securities; asset-backed securities; bonds with embedded options; fixed income portfolio management; liability-driven strategies and performance evaluation; and derivative contracts and strategies.

#### **Recommended requisite:**

FNCE 3151

### **FRAN 1111**

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3 UG

#### **Introduction to French I**

Students begin the Common European Framework of Reference (CEFR) A1 level to develop cultural knowledge and communicative skills in speaking, listening, reading and writing in modern standard French. Students are assumed to have no prior knowledge of French

#### **Prerequisite:**

French 10 or equivalent

### **FRAN 1211**

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3 UG

#### **Introduction to French II**

Building on the Common European Framework of Reference (CEFR) A1 skills acquired in FRAN 1111, students continue to develop communicative skills to the A1+ level in speaking, listening, reading and writing as well as the culture of the French-speaking world.

#### **Prerequisite:**

FRAN 1111 or equivalent

**FRST 3073**

3 UG

**Forest Harvesting**

Students consider the engineering, economic and environmental factors associated with transportation and harvesting systems used in integrated forest resource management. These include forest road design and location; geotechnical engineering, and drainage; harvest planning, locating and scheduling; and an international perspective on logging systems and their application in meeting silvicultural objectives.

**Prerequisite:**

Undergraduate degree (forestry, biology, wildlife, natural resources or geography major); or field experience and enrolment in Natural Resource Sciences program

**GEOG 1191**

3 UG

**Introduction to Human Geography I: People and the Environment**

This course traces the development of present-day attitudes concerning the complex interrelationship between people and the environment. Students examine both “determinist” and “possibilist” views and focus on topics such as resource exploitation, population growth, and the impact of human activities on the environment.

**Recommended requisites:**

Provincial Grade 12 or equivalent; lower-level geography (GEOG 1221) or other social sciences

**GEOG 1221**

4 UG

**Introduction to Physical Geography**

This course is an introduction to the basic processes that influence the characteristics and spatial relationships of climate, water cycle and vegetation. Students examine the interactions of solar energy with the Earth’s atmosphere and surface, and how atmospheric circulation, precipitation, and weather systems are generated. The cycling of water and other Earth resources within the living zone—the biosphere—are discussed, while students focus on how these cycles, together with the flows of energy, influence the nature and distribution of ecosystems and vegetation. Throughout the course, students look at patterns of human activity that are in response to and have an effect upon environmental processes. Students are then asked to observe and to interpret aspects of their local environment by applying what they have learned.

**GEOG 2211**

3 UG

**Geography of Culture and Lands**

This course is an introduction to the cultural geographic study of environment. Students focus on the evolution of landscape, the creation of vernacular regions and human relationships with nature.

**Recommended requisite:**

Introductory human geography

**NEW**

**GEOG 2221**

3 UG

**Regional Geography of Canada**

This course examines the physical, human and economic geography of Canada from a regional context. Students focus on the many interconnections and relationships between the different regions, between different areas in the regions and between cities and the rural areas in each region. The distribution patterns of people, cultural groups and economic activities is explored to illustrate how the regions are part of larger interconnected systems (Canada, North America or the Pacific Rim). The course is designed to promote an understanding of the similarities and differences between different areas across Canada and to develop students’ skills in recognizing and analyzing the salient geographical features of those regions and the country as a whole.

**GEOG 2231**

3 UG

**Geography of British Columbia**

This course uses the concepts and methods of regional geography to explore the character of British Columbia through study of the province’s diverse physical and human landscapes. Students focus on geographic patterns and on the interaction of physiography, climate, settlement, resource utilization and economic activity. Students also examine how the province fits into a variety of regional settings: the Pacific Northwest, Canada, North America and the Pacific Rim.

**Recommended requisites:**

First-year course in geography (GEOG 1221, 1191) or geology (GEOL 1011, 1111)



## **GEOG 3991**

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3 UG

### **Global Climate Change and Regional Impacts**

This seminar course involves in-depth analysis in environmental studies, including receptive but critical examination of issues from various perspectives. Students study how natural processes and human activity alter the composition of the ocean and atmosphere and trigger climate change at different temporal and spatial scales, globally and regionally. As a basis for their critical thinking and seminar discussion, students develop their knowledge of systems and energy flow and atmospheric and ocean circulation; methodologies, records and indicators of climate change; and the consequences of human activity within the context of natural climate change and the environment's capacity to absorb anthropogenic impacts.

#### **Prerequisite:**

60 credits

## **GEOG 1011**

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3 UG

### **Introduction to Geoscience**

In this non-lab course, students examine the nature of the Earth and its development through time. Topics include the Earth's origins and composition, volcanoes, earthquakes, and the development of the landscape over time by such processes as weathering, mass wasting, rivers, glaciers, wind and waves.

#### **Recommended requisite:**

Provincial Grade 12 or equivalent

## **GEOG 1021**

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**NEW**

3 UG

### **Natural Disasters**

This course introduces students to the causes and physical characteristics of disasters such as volcanic eruptions, earthquakes, tsunamis, hurricanes, storm surge, thunderstorms, tornadoes, landslides, wind waves, meteor impacts and mass extinctions.

## **GEOG 1031**

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3 UG

### **Dinosaur Earth**

Students explore dinosaurs and their domination of terrestrial habitats for about 160 million years during the Mesozoic era. The course begins by examining global plate tectonics and climate with specific reference to the Mesozoic. Students examine the evolution of the dinosaurs from the early land-dwelling vertebrates, their diversification, and their extinction 65 million years ago. The manner in which the ancestors of modern animals filled the habitats previously occupied by dinosaurs is also examined. This course is intended to meet the science requirements of non-science programs and to be of interest to students who have taken other courses in earth and environmental sciences.

## **GEOG 1111**

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4 UG

### **Introduction to Earth Science**

This lab course studies the nature of the Earth and its development through time. Students examine the Earth's origins and composition, volcanoes, earthquakes and the development of the landscape over time by such processes as weathering, mass wasting, rivers, glaciers, wind and waves. The lab component of the course focuses on the identification and understanding of minerals and rocks and on the interpretation of geological features from topographic maps.

#### **Prerequisite:**

Provincial Grade 12 or equivalent

## **GEOG 2051**

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3 UG

### **Historical Geology: Global Change through Time**

This course explores the evolution of Earth, the continents, oceans, atmosphere, climate and biosphere over geologic time. Students learn about the scientific principles, evidence, techniques and technologies for addressing fundamental inquiries such as how oxygen was added to the atmosphere, how and why climates have changed throughout time and the significance to current climate change; how water was added to the oceans, and causes of sea level change; the formation and erosion of mountains; causes and effects of glaciations; theories for the origin of life and the timing and causes of major extinctions; and the recent importance of humans as geologic agents.

#### **Recommended requisite:**

GEOG 1111/1110

## **GEOG 2071**

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3 UG

### **Geologic Hazards and Forensic Geology**

Students explore how the geosciences contribute to criminal and military investigations and to the understanding, prediction and mitigation of geologic hazards. Students investigate the magnitude, frequency, causes and impacts of geologic hazards such as earthquakes, volcanic eruptions, tsunamis, landslides and meteor impacts. Students develop skills for the prediction, monitoring, assessment and determination of causes of damage. Students examine the role of geosciences for national security and geological methods used in criminal investigations.

#### **Recommended requisite:**

GEOG 1111/1110

**GEOL 2391**

3 UG

**Environmental Geology**

Students examine geological processes and material and their interaction with human activities, environmental planning and management.

**Prerequisite:**

Provincial Grade 12 or equivalent

**Recommended requisite:**

GEOL 1111/1110

**GEOL 3191**

3 UG

**Geomorphology**

This course examines geomorphic processes and the interrelationship of processes, landforms, materials and time. Practical problems in science and applied science that relate to geomorphic processes are discussed, and methods of investigation and analysis are introduced in laboratory sessions.

**Prerequisite:**

GEOL 1111/1110

**HART 4819 UVIC AHVS 488P**

3 UG

**Human Resource Management in Cultural Organizations**

This course is an intensive examination of the ways in which staff and volunteers are managed in cultural organizations, with particular emphasis on museum and heritage agencies. It stresses integrated, planned approaches to human resource development. Topics include organizational dynamics, leadership and decision-making, board/staff relations, policy development, position descriptions, recruitment, performance planning, communications, legal considerations, ethics and professionalism.

**HART 4839**

**UVIC AHVS 486B**

3 UG

**Museum Principles and Practice II: Programing Exhibitions and Management**

Exhibitions and public programs are the primary means by which museums share their collections and knowledge with communities. This course explores the role and development of exhibitions and programs, with particular emphasis on public partnerships; audience development; and principles of design, implementation and evaluation.

**HART 4869**

**UVIC AHVS 486A**

3 UG

**Museum Principles and Practice I**

Museums, their collections and the knowledge they convey play a unique role in contemporary society. This course explores the purpose and functions of museums with particular emphasis on relationships with communities and the ways in which knowledge is created and preserved through collections and research. Topics include history and organization of museums and collections curatorship, research, documentation and care.

**HART 4879**

**UVIC AHVS 487A**

3 UG

**Heritage Resource Management**

This course offers an intensive study of the nature and value of heritage resources worldwide, and of management approaches that support their preservation and presentation. Topics include principles of heritage conservation, identification of heritage value and significance, inventory and documentation of heritage resources, organizational and legal frameworks for conservation, planning for conservation, and cultural tourism.

**HART 4889**

**UVIC AHVS 488D**

3 UG

**Caring for Collections**

This course examines the physical characteristics of various of museum collections; the ways they are affected by a range of environmental factors in their physical and social environments; and the risk assessment, preventive conservation and treatment guidelines that are utilized to ensure the safekeeping of artifacts and specimens in storage, on exhibit, in transit, and when in use for research and programming purposes.

**HART 4899**

**UVIC AHVS 489K**

3 UG

**Heritage Conservation in Context**

Addresses the complex range of principles and practices that influence heritage preservation and conservation planning and decision-making. The implications of international and national conservation charters, principles, standards and guidelines are discussed, along with legal, programmatic and financial incentives and constraints.

**HART 4909**

**UVIC AHVS 488A**

3 UG

**Managing Cultural Organizations**

This course is an intensive study of the application of management theory and practice in cultural organizations, with particular emphasis on characteristics of non-profit cultural organizations; governance and leadership; establishing mission goals and objectives; roles of executive and artistic directors; policy development and implementation; personnel management and team building; financial management; strategic and operational planning; information management; public relations; marketing; volunteer development; and ethical and legal issues.

**HART 4919**      **UVIC AHVS 488B**

3 UG

**Collections Management**

This course is an examination of the development and contemporary roles of museum collections, with an emphasis on the principles and practices involved in their management, including policy development, legal and ethical considerations, documentation and information management, acquisitions, accessioning, deaccessioning, loans, risk management and care and handling. Issues of ownership, access and collections planning are addressed.

**HART 4929**      **UVIC AHVS 488S**

3 UG

**Building Community Relationships**

Strong, sustained and mutually beneficial relationships with communities are critical to museums, heritage agencies and cultural organizations that seek relevant, positive and socially responsible roles. This course explores the complex factors that are reshaping relationships with communities and addresses methods of defining community characteristics and needs; potential community roles and relationships with cultural organizations; and strategies for creating and maintaining relationships with diverse groups.

**HART 4939**      **UVIC AHVS 488J**

3 UG

**Curatorship: Contemporary Perspectives**

This course examines the core curatorial concepts of collections planning, management, research, analysis, documentation and exhibition development and relates them to the evolving roles of museums in society. Topics include collections and acquisition policies, object-oriented research methods, curatorial approaches to intangible heritage, documentation, information management, access, copyright, curatorial collaborations and the communication of research through exhibitions, public programming, and print and electronic media.

**HART 4959**      **UVIC AHVS 488G**

3 UG

**Public Programming**

This course examines the critical role of public programming and interpretation in museums, galleries, heritage programs, sites and related agencies, and the relationship with learning and education. It emphasizes approaches that respond to community interests and reflect curatorial priorities. Planning, delivery, management and evaluation strategies for a range of programming approaches are covered.

**HART 4969**      **UVIC AHVS 488U**

3 UG

**Managing Archival Collections**

This course focuses on archival collections as components of museum collections requiring specialized organization, management and care. Topics include the value and nature of archival materials; theories, principles and practices governing archival management; legal, administrative and frameworks; appraisal, acquisition, and accessioning; arrangement and description; physical processing and storage; preventive conservation; reference services and access; sharing archives and using them to enhance exhibits, education and outreach.

**HIST 1121**

3 UG

**Canadian History to 1867**

This course provides a general chronological overview of Canadian history in the pre-Confederation era. In addition, it introduces some of the major political, economic, and social events and developments that shaped Canada in that period. Students explore such themes as the relationship between European and First Nations populations; French-English relations; the changing relationship between colonies and their mother countries; the changing structure of the economy; the growth of political, economic, and social institutions; and, at the end of this period, the Confederation of the British North American colonies into one political unit, Canada.

**HIST 1161**

3 UG

**Modern European History I: 1450-1800**

This course surveys the world of early modern Europe from the flowering of the Renaissance in Italy and northern Europe, through the age of the religious wars in the seventeenth century, the eighteenth-century Age of Enlightenment, and developments in Eastern Europe and Russia, culminating in the great watershed of the French Revolution. In addition to covering military and political developments, the course also describes the changes wrought in the social and economic lives of the people of the emerging nation states of Europe.

**HIST 1221**

3 UG

**Post-Confederation Canadian History**

This introductory course provides an overview of Canadian history since 1867, concentrating on the main lines of political, social, and economic development. The thirteen units of the course analyze important and controversial issues and events, such as the Riel Rebellion, the economic policies initiated by the Macdonald government, Canada's shift from a rural to an urban society, the effects of the two world wars on Canada, the Great Depression, the social problems created by rapid industrialization, relations between English and French Canadians, and provincial demands for autonomy.

**HIST 2251**

3 UG

**History of British Columbia**

This course surveys the past two centuries of the history of Canada's westcoast province, and includes an overview of the major historical events in BC. Students analyze their significance and examine the roles played by economics, geography, politics and social factors. This course is of interest to history majors and other arts students, teachers of social studies and local history enthusiasts.

**Recommended requisite:**

Secondary school history coursework





**HIST 2271** **NEW**  
 3 UG  
**Introduction to American History II**  
 Students survey the history of the US from the Civil War to the present, with an emphasis on the principal forces affecting the development of a distinctive social and political culture in the US. Selected topics examine the emergence of the US as a global economic, political, military and cultural power.

**HIST 3711** **NEW**  
 3 UG  
**Historical Perspectives on the First Nations in Canada**  
 Students explore many aspects of the historical experience of Aboriginal peoples in what is now Canada. Topics include historical accounts predating the arrival of non-indigenous peoples, as well as the contact experience, the establishment of commercial and other relationships with newcomers, Aboriginal strategies of power and resistance from the 1600s through the 1900s, changes in the diplomatic environment from the Imperial phase through relations with the Canadian state, and the environmental consequences of colonialism. Methodologically, students are introduced to ethnohistorical resources and approaches and thematically examine Aboriginal experiences from a post-colonial perspective.

**Recommended requisites:**  
 HIST 1121 or 1221; HIST 1120 or 1220

**HIST 3721** **NEW**  
 3 UG  
**History of Terrorism**  
 Through a study of terrorism from the French Revolution to the present, students examine terrorism within the context of individual and state-initiated acts of political and social violence and through themes such as the evolution of democracy, social and political alienation, rising national, ethnic, and religious consciousness and cultural and economic globalization. Students advance their understanding of the root causes for terrorism in the modern world through their interpretation and analysis of historical resources.

**Recommended requisite:**  
 6 credits of lower-level history

**HIST 3731** **NEW**  
 3 UG  
**A Cultural History of Crime and Justice**  
 Students consider North American cultural history through the lens of crime and the legal system. With a focus on 19th to 21st century Canadian society, students examine the English legal history and North American adaptations. Overall themes include how crime and justice have been and are socially constructed, reflecting and perpetuating racial and gender relations, and the tension between formal and informal justice in the past and today with Indigenous communities and, in recent decades, with the growth in ethnic minority communities.

**HIST 3741** **NEW**  
 3 UG  
**The Automobile**  
 Students consider the invention of the automobile as a vehicle for understanding North American cultural and economic history. By exploring the revolutionary impact of the automobile, students examine the context and status of its invention, its relationship to environmental and socioeconomic factors, and the current trends and priorities in auto-mobility, urban planning and production.

**HIST 3751** **NEW**  
 3 UG  
**Science and Religion**  
 Students consider the popular contemporary belief that science and religion are necessarily hostile toward each other and discover a nuanced dynamic between the two endeavours. From its roots in Ancient Greece through to the twentieth century, science has advanced in the milieu of Western European religious beliefs and organizations, and students study this evolving relationship in order to develop a richer understanding of the relationship between these overlapping fields of knowledge. Students explore specific instances of perceived conflicts between science and religion, such as the Galileo Affair and the Scopes Monkey Trial. Whilst infamous, students examine that more common are cases of scientists like Newton, Faraday and others whose religious faith were crucial to their scientific discoveries.

**HIST 3991**  
 3 UG  
**Environmental History**  
 In this online seminar, students examine the reciprocal relations between humans and non-human nature through a historiographic perspective. The course addresses the changing impact of human populations, their technology and their ideas on the physical environment, as well as how climate, topography, plants and animals have enabled, constrained and altered the path of human societies. A North American context is emphasized.

**Prerequisite:**  
 60 credits

### **HIST 4991**

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3 UG

#### **Directed Studies**

This course is a requirement for completion of the Bachelor of Arts, History major and may be taken to complete the Post-Baccalaureate Certificate in Liberal Arts. Students are required to review the literature, both original and interpretative, in their particular area of study, offer critical assessment of that literature and submit a major research paper based on the reading list prepared for the course.

#### **Prerequisites:**

General education and lower-level requirements of BA (History major); 15 upper-level history credits

### **HLTH 1001**

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2 UG

#### **Health 2: Lifestyle and Choice**

Students are introduced to a holistic concept of health and the components of a health-enhancing lifestyle. Students are invited to reflect on their own experience of health, recognizing challenges and resources that can impact lifestyle choices. Students are introduced to a model that is applied to understanding the multi-faceted aspects of health and healing.

#### **Prerequisite:**

HCA admission

### **HLTH 1011**

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3 UG

#### **Health and Healing - Concepts for Practice**

Developing a theoretical framework for practice, students are introduced to the philosophical values and theoretical understandings that provide a foundation for competent practice as a health care assistant (HCA). This course focuses on concepts of caring and person-centred care; basic human needs and human development; and family, culture and diversity as they relate to health and healing. Students are also introduced to a problem-solving model that will be critical to their practice.

#### **Prerequisites:**

HCA admission; HLTH 1001, 1051, 1101, 1153, 1201, 1351 (B- or better)

### **HLTH 1021**

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3 UG

#### **Nutrition for Health and Changing Lifestyles**

This course provides an introduction to the relationship between nutrition and health. The focus is on healthy eating, understanding strategies for modifying food patterns within the context of lifestyle and culture and identifying standards of healthy eating in Canada.

### **HLTH 1051**

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3 UG

#### **Health 1: Interpersonal Communications**

This course focuses on the development of self-awareness, increased understanding of others and development of effective interpersonal communication skills that can be used in a variety of care-giving contexts. Students are encouraged to become more aware of the impact of their own communication choices and patterns. Participants develop and use communication techniques that demonstrate personal awareness, respect and active listening skills.

#### **Prerequisite:**

HCA admission

### **HLTH 1061**

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3 UG

#### **Medical English**

Participants develop and strengthen their understanding of medical terminology as it is used in a Canadian health care context. Language development will be facilitated through the use of case scenarios, dialogues and discussions related to body systems, medications and medication administration as well as health care contexts. Through the use of reading for general meaning, word expansions and vocabulary building, internationally educated health care providers are able to acquire career-specific language development.

#### **Prerequisite:**

Previous health care education

### **HLTH 1101**

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2-3 UG

#### **Health Care Assistant: Introduction to Practice**

This course provides an introduction to the role of the health care assistant within the BC health care system. Students are introduced to the health care team and the roles and functions of HCAs within the system. Students will also have opportunities to develop the self-reflective skills required for competent practice and will be introduced to effective job-finding approaches.

#### **Prerequisite:**

HCA admission

### **HLTH 1121**

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3 UG

#### **Foundational Human Anatomy**

This course promotes the entry-level health professional's understanding, communication and application of foundational anatomy and physiology knowledge for the promotion of continuing physical health for people of all ages, from birth to older adults. Foundational to the practice of health is awareness of body systems and the recognition of body system changes across the lifespan. Students gain knowledge of appropriate interventions to maintain physical health and reduce the chances of disease from physiological dysfunction and develop the ability to communicate this knowledge to others.

### **HLTH 1131**

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1 UG

#### **The Electrocardiogram**

This introductory course covers the theory behind the specific anatomy of the heart, the conduction system and the electrocardiogram, as well as some diagnostic aspects of the heart as related to the medical laboratory assistant.



### HLTH 1141

3 UG

#### Introduction to Electrocardiography

This course is designed specifically for health care practitioners interested in gaining the knowledge required to perform 12-lead electrocardiograms (ECGs). Information on the anatomy and physiology of the heart, lead theory, ECG equipment, troubleshooting and dealing with a variety of patient situations will also be reviewed. Emphasis will be placed on the 12-lead ECG, recognition of arrhythmias that require immediate response and the properties that comprise an accurate ECG tracing.

#### Recommended requisite:

HLTH 1981

### HLTH 1153

3 UG

#### Personal Care and Assistance Theory

This practical course offers students the opportunity to acquire personal care and assistance skills within the parameters of the health care assistant role. The course will assist the student to integrate theory from other courses and develop a theoretical understanding of caregiver skills that maintain and promote the comfort, safety and independence of individuals in community and facility contexts.

#### Prerequisites:

HCA admission

### HLTH 1155

1 UG

In-Person

#### Personal Care and Assistance (Skills Practicum)

This course offers students the opportunity to acquire personal care and assistance skills within the parameters of the health care assistant role. The course is comprised of class and supervised laboratory experiences which assist the student in integrating theory from other courses. This allows the student to develop caregiver skills that maintain and promote the comfort, safety and independence of individuals in community and facility contexts.

#### Prerequisites:

HLTH 1001, 1011, 1051, 1101, 1153, 1201, 1351 (B- or better)

### HLTH 1201

4 UG

#### Caring for Individuals Experiencing Common Health Challenges

Students focus on the normal structure and function of the human body and normal bodily changes associated with aging. Students are introduced to common challenges to health and healing in relation to each body system. Students are encouraged to explore person-centred practice as it relates to the common challenges to health and, in particular, to end-of-life care.

#### Prerequisites:

HCA admission

### HLTH 1251

2 UG

In-Person

#### Practice Experience in Home Support, Assisted Living and/or Group Settings

This course provides students with an opportunity to apply knowledge and skills from all other courses with individuals and families in a community setting. Opportunities are provided for students to become more familiar with the role of the health care assistant within a home support agency, assisted living facility and/or group home, and gain abilities that prepare graduates for employment in these settings. It is important that students understand the philosophy of community care settings and its emphasis on client choice and independence.

#### Prerequisites:

HLTH 1001, 1011, 1051, 1101, 1153, 1155, 1201, 1301, 1351

### HLTH 1301

7 UG

In-Person

#### Practice Experience in Multi-Level or Complex Care

This supervised clinical practice experience provides students with the opportunity to apply knowledge and skills gained from all courses in the program with individuals in a multilevel or complex care setting. A portion of this clinical experience will be devoted to working with individuals experiencing cognitive challenges. Students gain expertise and confidence with the role of the health care assistant within a continuing care facility.

#### Prerequisites:

HLTH 1001, 1011, 1051, 1101, 1153, 1155, 1201, 1351

### HLTH 1351

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3 UG

#### **Caring for Individuals Experiencing Cognitive or Mental Challenges**

This course builds on content from other courses to assist students in exploring concepts and caregiving approaches that will allow them to work effectively with individuals experiencing cognitive or mental challenges. Emphasis is on supporting clients with dementia, recognizing behaviours and identifying person-centred intervention strategies.

#### **Prerequisites:**

HCA admission

### HLTH 1981

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3 UG

#### **Medical Terminology**

This course uses a systematic approach to teach medical terminology to those who plan to be involved in or are already engaged in the medical, dental, nursing, veterinary and allied health fields. It also gives the student a basic understanding of body systems, anatomical structures, medical processes and procedures and diseases.

### HLTH 2121

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3 UG

#### **Pharmacology Principles and Applications**

Students explore basic concepts of pharmacology required to safely administer medications to a diversity of clients across the lifespan, in a variety of health care contexts.

This course provides students with a working knowledge of drug therapy in preparation for using a comprehensive, systematic and evidence-based approach to drug therapy when treating patients with various health challenges. Drug therapy is present within a framework of body systems, using client care situations to enhance the integration of content learned in human anatomy and physiology. The major drug classes are discussed, using prototype drugs.

### HLTH 2501

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4 UG

#### **Pathophysiology**

This course focuses on the general principles of disease and then further explores information dealing with specific disorders of body systems or individual organs. This course is intended for health care practitioners.

#### **Recommended requisite:**

6 credits of anatomy and physiology

### HLTH 2511

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3 UG

#### **Introduction to Pharmacology**

Students develop an understanding of the theoretical concepts surrounding pharmacology, such as the pharmacokinetics and pharmacodynamics of drugs, and the concepts surrounding pharmacotherapy. This course gives specific information concerning cardiopulmonary, vascular, central and peripheral nervous system, and antimicrobial drug classifications, as well as common examples in each classification. With each classification of drugs covered, their mode of action, their clinical effects and side effects will be emphasized.

#### **Recommended requisites:**

Two-year health care diploma; sound knowledge of human anatomy, physiology and pathophysiology

### HLTH 2573

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3 UG

#### **Arterial Blood Gases**

This in-depth course examines the basic principles of chemistry and physics related to blood gases and the physiology of respiration. The interpretation, collection, and sampling of blood gases and non-invasive measurements are examined, with particular emphasis on clinical applications.

#### **Recommended requisites:**

Two-year health care diploma; sound knowledge of human anatomy, physiology and pathophysiology

### HLTH 2707

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1 UG

#### **Seniors Living Observational Practicum**

Students explore the roles and skills required for employment in the seniors living industry and develop an understanding of the seniors' living environment.

### HLTH 2911

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3 UG

#### **Perinatal Nursing: Foundation**

This course is designed to provide participants with the opportunity to gain a solid foundation in the basic knowledge required in perinatal practice. The course focuses on facilitating participants' understanding of key concepts related to antepartum, intrapartum and postpartum nursing care, including the assessment and care of the newborn. Learning activities are designed to foster participants' understanding of social, ethical and cultural influences on the childbearing family, the health care resources available to support families and of the entry-level nursing competencies and standards of care required in perinatal practice.

#### **Prerequisites:**

Second-year standing in nursing or letter of assessment or recommendation of CRNBC as qualifying course or permission of associate dean or delegate; CRNBC English language requirements

**HLTH 2931**

3 UG

**Psychiatric and Mental Health Nursing**

This course is designed to foster understanding and critical thinking in relation to social, ethical, legal, professional and cultural aspects of psychiatric-mental health care. Students enhance their therapeutic relational-communication skills, assess and plan care for common mental health challenges and increase awareness of the entry-level nursing competencies and standards of care within interprofessional and intersectoral psychiatric-mental health practice.

**Prerequisites:**

Second-year standing in nursing or letter of assessment or recommendation of CRNBC as qualifying course or permission of associate dean or delegate; CRNBC English language requirements

**HLTH 3101**

3 UG

**Client-Directed Care Management**

This online course is intended for professionals working in the health system, and upper-level students in health degree programs wishing to develop their knowledge and skill in care management. Students explore the theory of care management within a client-directed service philosophy including ethical decision-making using bioethical principles, the balancing of autonomy and risk, the legal context of care management and system barriers to client-directed service delivery. Using both teleconferences and online discussions, the course is delivered in the context of current and emerging health policy and organizational structures.

**Recommended requisites:**

Health care diploma; work experience in health care setting; recent upper-level credits

**HLTH 3611**

3 UG

**Professional Growth**

This course is designed to reacquaint health practitioners with the standards that govern professional practice, update participants' awareness of Canadian health care system trends and perspectives and advance their understanding of disciplinary inquiry emerging from multiple ways of knowing.

**Prerequisite:**

RRNP admission or current CRNBC registration or permission of associate dean or designate

**HLTH 3621**

3 UG

**Relational Practice**

This course is designed to advance the relational knowledge and skill of health professionals. It emphasizes concepts such as communication; leadership; interprofessional practice; teaching and learning; diversity; power; and the client as a person, family or community.

**Prerequisite:**

RRNP admission or current CRNBC registration or permission of associate dean or designate

**HLTH 3631**

3 UG

**Clinical Decision Making**

This course is designed to enhance the professional health practitioner's clinical decision-making skills to support safe practice across various health settings and with different client populations with diverse health issues. Using a case-based approach and a clinical decision-making framework, participants are supported to explore the current knowledge required to implement best practices with respect to the assessment and care of clients with various actual or potential health challenges.

**Prerequisite:**

RRNP admission or current CRNBC registration or permission of associate dean or designate

**HLTH 3707**

2 UG

**Seniors Living Project Practicum**

This course, to be completed near the end of the certificate, provides an opportunity for the student to consolidate learning throughout the program with the completion of an on-site project.

**HLTH 3711**

3 UG

**Healthy Aging:  
A Contemporary Perspective**

This course provides a contemporary perspective of health aging in Canada. Changing population demographics highlight the importance of understanding successful and healthy aging in multiple dimensions such as personal health domains (physical, emotional, social, psychological, spiritual) and social determinant dimensions (biology, education, income, housing, social networks, work). The course will emphasize contemporary health across the lifespan aging as differentiated from the historical model of declining health and abilities.

**HLTH 3713**

5 UG

**Seniors Residential Site Operations**

Students develop an understanding of the scope of managerial oversight in seniors' residences. Students explore the responsibilities and accountabilities of the manager including managing changing populations within varied segments of the industry (independent living, assisted living), sales and marketing, risk management, labour relations in the workplace, staff development and residential services.

**Recommended requisites:**

MNGT 2131; HRMN 2821;  
HLTH 1021, 3711

### HLTH 4001

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3 UG

#### **Social Determinants of Health**

This course provides an opportunity for participants to develop or strengthen their understanding of social determinants of health using local, regional, national and international perspectives. Participants will critically examine social inequities and the health consequences in diverse populations.

#### **Recommended requisite:**

60 credits

### HLTH 4011

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3 UG

#### **Issues in Health Care**

This course explores current issues in health care and the Canadian health care system. Students review issues from a range of perspectives, such as those of an individual, family member, health care professional, lobby group, health care administrator or politician. Critical thinking skills and knowledge of health determinants in global and Canadian contexts are developed in small groups. Issue analysis touches on legal and ethical frameworks, and students build on their understanding of the code of ethics and the scope of practice for their health care profession.

#### **Recommended requisites:**

Fourth-year standing; familiarity with Canadian health care issues

### HLTH 4021

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3 UG

#### **Health Policy**

This seminar course introduces students to policy analysis processes, concepts and outcomes of public policy-making, with an emphasis on health. Students use their foundational knowledge on public policy analysis and apply this knowledge to Canadian health policy issues. Students determine how their knowledge of policy analysis might apply in the health care workplace. Students utilize critical thinking, research and critiquing skills to develop their knowledge of Canada's evolving health care system in response to economic, cultural, technological, political, ideological and globalization factors and forces. Students experience the whole public policy process as they apply their knowledge on public policy-making to a current major health policy issue in their province or territory and participate in a simulated policy community.

#### **Prerequisite:**

HLTH 4011

### HLTH 4411

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3 UG

#### **Introduction to Mental Health**

Using an interdisciplinary approach to study mental health, mental illness and substance use, students will examine a variety of perspectives and contextual factors used to explore issues and concepts of mental health. Distribution patterns, risk factors, organization of health systems and societal efforts toward prevention and treatment will also be reviewed. A focus will be placed on understanding the social determinants of health and exploring issues from a population and public health perspective.

#### **Prerequisite:**

Third-year standing or permission of associate dean

### HLTH 4421

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3 UG

#### **Assessment and Intervention Approaches to Mental Health Problems**

Building on many of the concepts introduced in HLTH 4411, students will focus on ways of supporting individuals and families and on the use of evidence-informed frameworks, tools and processes.

#### **Prerequisite:**

HLTH 4411

### HLTH 4441

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3 UG

#### **Population Based Mental Health Assessment and Intervention**

Students will be introduced to best practices in working with specific populations, such as younger adults, older adults, aboriginal people, LGBT populations, women and families who are experiencing mental health problems.

#### **Prerequisite:**

HLTH 4531

### HLTH 4511

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3 UG

#### **Introduction to Problematic Substance Use**

Learners review conceptual, historical, political and societal factors that influence values, beliefs, approaches and practices with persons with problematic substance use. Learners reflect upon their own attitudes and beliefs and consider how prior knowledge and experiences may influence their understanding of substance use disorders and their perceptions of persons experiencing problematic substance use and their families. Learners are introduced to foundational concepts and methods in prevention and treatment of problematic substance use.

#### **Prerequisite:**

Fourth-year standing or permission from School of Nursing or School of Education and Social Work

### HLTH 4521

3 UG

#### Assessment and Intervention Approaches to Problematic Substance Use

Building on many of the concepts introduced in HLTH 4510, learners will focus on ways of supporting individuals and families who are adversely affected by substance misuse. Learners are introduced to key concepts and basic competencies required for practice. The course will blend evidence-informed practices and core behavioral and technical competencies for addiction professionals through an interprofessional lens. Consideration will be given to the social determinants of health and the impacts these have upon case conceptualization and care planning. Learners will examine evidence-based interventions with a special emphasis on skills that illustrate a selection of core technical competencies.

#### Prerequisite:

HLTH 4511

### HLTH 4531

3 UG

#### Assessment and Intervention Approaches in Concurrent Disorders

This course builds on HLTH 4521, and the learners focus on the integration of more advanced knowledge, skills and tools required in increasingly complex situations. Learners will begin with an examination of care from a systems level and explore how systems shape the delivery of frontline services. The central focus will be on servicing individuals (and their families) who are living with serious mental illness and addiction. Learners will blend evidence-informed practices and core behavioural and technical competencies for addiction professionals through an Interprofessional lens. Consideration will also be given to specific populations. Learners will consider culture, diversity, gender, sexual orientation and race and the impact they have on client health and treatment case studies.

#### Prerequisite:

HLTH 4421 or 4521

### HLTH 4541

3 UG

#### Population Based Prevention and Intervention

Learners will be exposed to a broadened view of approaches to reducing risk and harms of substance use for individuals, helping systems and communities, including health promotion, prevention, harm reduction and drug policy. Learners will consider population as individuals, families, social and demographic cohorts, neighbourhoods and larger communities when examining policy, programs, advocacy and legislation aimed at preventing and or reducing problematic substance use.

#### Prerequisite:

HLTH 4531

### HLTH 4551

3 UG

#### Directed Studies Practicum in Substance Use and Concurrent Disorders

Learners will develop further understanding of the relationships between theory and practice in the treatment and prevention of problematic substance use and mental health disorders during the practicum. Learners will expand their knowledge by having an opportunity to observe services and supports within prevention and treatment systems. Over the course of 13 weeks, students will spend 12 days (usually, 96 hours) in a practice setting while concurrently completing a series of directed online readings, assignments and experiential learning exercises. Where appropriate, Learners will be provided the opportunity to demonstrate foundational competency in prevention and treatment practice.

#### Prerequisites:

HLTH 4411 or 4511; HLTH 4421 or 4521; HLTH 4531 and 4541 or HLTH 4441

### HRMN 2821

3 UG

#### Human Resources Management

Students are introduced to the management of an organization's workforce through the design and implementation of effective human resources policies and procedures. Current Canadian issues and practices are examined. Topics include the need for human resources management and its growing professionalism; human resource planning, including job design and analysis; recruitment and selection; compensation; employee development; workplace health and safety; and employee relations.

#### Recommended requisites:

CMNS 1291/1290; ORGB 2811/2810

### HRMN 3831

3 UG

#### Human Resource Planning and Staffing

Students examine the policies and procedures for the planning, acquisition, deployment and retention of a workforce of sufficient size and quality to allow an organization to attain its strategic goals. Topics include the strategic importance of staffing; the staffing environment; human resource planning; job analysis and design; recruitment; applicant screening; employee testing; interviews; references; decision making; employment contracts; methods of evaluating the hiring process; deployment; and retention.

#### Recommended requisite:

HRMN 2821/2820

### HRMN 3841

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3 UG

#### **Employee and Labour Relations**

Students examine the different aspects of union management relations, focusing on the Canadian experience. Topics include an introduction to industrial relations; theories of industrial relations; the history and structure of unions in Canada; union organizing; collective bargaining; strikes and lockouts; third-party interventions including conciliation, mediation and arbitration; grievance arbitration; changes to the union or employer; and future issues in Canadian unionism.

#### **Recommended requisite:**

HRMN 2821/2820

### HRMN 4831

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3 UG

#### **Total Rewards**

Students develop an understanding of the different rewards systems available to employers to attract, motivate and retain qualified employees. The topics include impact of rewards on attraction, retention and performance management; strategic framework for compensation; behavioural framework for compensation; components of compensation strategy; formulating rewards and compensation strategies; job evaluation; evaluating the labour market and individuals; designing base pay, performance pay and indirect pay plans; and implementing, managing, evaluating and adapting compensation systems.

#### **Recommended requisite:**

HRMN 2821/2820 or 3821/3820

### HRMN 4841

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3 UG

#### **Organizational Learning, Training and Development**

Students examine the educational activities provided by organizations to enhance the current performance of individuals or groups of employees and instill a commitment to continuous improvement and advancement. They study how organizations can become more adaptive by learning from their experiences and reacting more quickly to environmental change. Topics include organization learning; training and development; learning and motivation; needs analysis; training design, methods, and delivery; transfer of training; training evaluation; and cost and benefits of training programs.

#### **Recommended requisite:**

HRMN 2821/2820

### HRMN 4891

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3 UG

#### **Selected Topics in Human Resource Management**

Students examine a selection of contemporary issues in human resource management. Topics include occupational health and safety, human resource information management and professional practice.

#### **Recommended requisite:**

HRMN 3831/3830 or 3841/3840

### HUMN 3011

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3 UG

#### **The History of Science**

This course examines the development of science in society. The course begins with the earliest scientific ideas, progressing to science in the modern era and beyond. A philosophical analysis of the advances, functions, and implications of science in society is used to study how science has changed over time, and how these changes have impacted our world. The discussion addresses issues such as societal attitudes toward science, the achievements of great scientists, and the effect on future generations of today's social policies regarding science. Central questions include: What is science for? Whom is it for? How has science changed over time? How does—and how should—society use science?

#### **Recommended requisites:**

Provincial Grade 12 or equivalent; university-level studies in history, science or social sciences

### HUMN 3981

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3 UG

#### **Issues In Latin American Studies**

This online seminar course explores the social aspects of the economic, political, and cultural issues facing Latin American countries. After an introduction to the basic issues for understanding Latin America as a region, students examine and research such issues as the distribution of wealth and economic globalization, democracy and social movements, and various aspects of Latin American culture. This course is suitable for students completing degrees in a number of discipline areas, including science, engineering, humanities, fine arts, social science, business, education and general studies.

#### **Recommended requisites:**

60 credits



**HUMN 3991**

3 UG

**Issues in Science and Society**

This course examines the effect of science on society through the use of sample readings and websites, and by encouraging students to discover their own collection of resources on science in modern society. The course begins with a summary of the historical development of scientific ideas; then examines the advances, functions, and implications of science in society. The discussion includes social forces that can lead to misuse of science and science fraud and focuses on current and future controversies in life sciences and technological innovation as examples of the influence of science on daily life. The powerful presence of science in society raises a number of questions that the course explores: What is science? Is science truly objective and autonomous? How does--and how should--society use science? This upper-level course requires a significant amount of reading, web research, independent work, and conference-based discussion. This course is suitable for students completing degrees in disciplines such as science, engineering, humanities, fine arts, social science, education, business and general studies.

**Recommended requisites:**

60 credits; university-level courses in history, science or social science

**HUMS 1091**

4 UG

**Introductory Counselling Skill**

This course provides the opportunity to acquire basic communication and interviewing skills. Using a problem-solving model, students learn how to work with clients to identify issues and through role playing, practice and demonstration of new skills. Before completing the final assignment, students are required to complete HUMS 1101. This course begins with an exploration of the concept of relationship as the critical ingredient to effective helping. The course ends with the opportunity to acquire basic communication and interviewing skills in working with clients to resolve issues using the problem-solving model, empowering and relationship building. You will be required to demonstrate personal integration of the helping skills covered in this course in simulated practice sessions using learning partners, teleconferencing, video viewing and the production of a video with critique.

**Corequisite:**

HUMS 1101

**HUMS 1101**

1 UG

**Introduction to Counselling**

Taken concurrently with HUMS 1091, this course is designed to give students the opportunity to practice and receive feedback on their core communication, interviewing and counselling skills and on their ability to apply the problem-solving model in case-simulation scenarios.

**Corequisite:**

HUMS 1091

**HUMS 1541**

3 UG

**Interpersonal Communications and Helping Relationships**

Students explore self-awareness as a foundational concept in the development of competent human service workers. The focus is on furthering self-knowledge and facilitating the development of self-reflection skills. Students will build personal awareness, self-understanding and effective interpersonal communication by examining aspects of self, such as motivations, emotions, values, attitudes, beliefs, perceptions, learning styles, personal styles and self-concept.

**Prerequisite:**

SSW or HS admission or program coordinator permission

**HUMS 1581**

3 UG

**Introduction to Professional Human Service Practice**

Students review the field of human service practice beginning with an overview of personal and professional values and ethics that are key elements of practice. Additional topics include observation, record keeping, community mapping, supervision, team work and self-care.

**Prerequisite:**

SSW or HS admission or program coordinator permission

**HUMS 1601**

6 UG

**Human Service Field Education - Year 1**

Students participate in an 190-hour blended community service learning practicum to establish linkages between human service knowledge, values and skills. Students experience supervised opportunities to demonstrate self-knowledge and self-awareness, professional integrity and positive working relationships in a human service agency. The focus is on the application of core human service concepts and the recognition of the knowledge to practice relationship.

**Prerequisites:**

HUMS 1541/1540 or EDCS 1540; HUMS 1581/1580 or EDCS 1580 (C or better)

**HUMS 1771**

3 UG

**Introduction to Human Service Practice with Indigenous Communities**

Students examine the historical and continuing process of colonization in Canada and the resulting societal, political, linguistic, spiritual and cultural impacts that are challenging Indigenous people today. The development of cultural understanding and the beginning of culturally competent practice occur in this course. Additional topics include self-government, cultural healing and empowerment; and human service practice in Indigenous communities.

**Prerequisite:**

SSW admission or program coordinator permission

**HUMS 2531**

3 UG

**Professional Communications and Helping Relationships**

Participants develop the values, language, contextual speech and skills required for the development of professional helping relationships. Utilizing critical reflection, participants examine relationship development with members of diverse populations, conduct relationship building activities for their peers and learn the process of giving and receiving professional feedback and supervision.

**Prerequisites:**

HUMS 1541/540 or EDCS 1540; HUMS 1581/1580 or EDCS 1580 (C or better)

**IBUS 3511**

3 UG

**International Business**

Students examine globalization and the steps managers take to establish or expand their operations in international markets. Students explore the influence of forces such as culture, economics, politics and geography on management decision making. Topics include the business and economic impact of globalization; the economic, geographical, social, cultural, political and legal influences on global business; international business opportunities and modes of entry; the risks associated with global business; human resource needs for international operations; financing international ventures; international marketing issues, including customer benefits, promotions, pricing, product or service branding and targeting strategies; international production and distribution; and planning an international business venture.

**Recommended requisites:**

ECON 1951; MKTG 2431

**JOUR 2061**

**NEW**

3 UG

**Introduction to Multimedia**

Students connect journalistic storytelling with the multimedia and social media tools used by professionals to reach a wide range of audiences. Coursework includes social media; storytelling with audio and video; and the use and critical evaluation of blogs as sources and sites for news.

**LEAD 3101**

3 UG

**Foundations of Leadership**

This course is designed to provide learners with applied leadership skills and knowledge. Participants will have opportunities to learn more about current theory, trends and best practices in the field of leadership. The key elements of people, interaction, workplace environment, community and social external factors which affect leadership will be examined.

**LEAD 4901**

3 UG

**Strategic Thinking for Leadership**

This course is a capstone fourth-level course that brings together all of your leadership coursework and experience to date. The course will focus on both strategic leadership and strategic management, including critical thinking, through the development and assessment of a strategic plan. You will also consider your organizational context and create a personal development plan to work on throughout the course. This course will help you to fine tune your strategic thinking skills to enable you to achieve superior results as leaders within an organization.

**Prerequisite:**

Fourth-year standing

**MATH 0101**

NC

**Practical Mathematics**

This basic-level course provides a review of arithmetic with an emphasis on practical applications and examples. The course is an adult equivalent to completing Grade 9 mathematics.

**Recommended requisite:**

Math self-assessment

**MATH 0401**

NC

**Intermediate Mathematics**

This ABE intermediate-level math course is equivalent to Algebra 10. Upon completion of this course, students are well-prepared for the advanced-level course, MATH 0523 or Algebra 11. This course is also good preparation for studies in a variety of technical, business and scientific fields requiring an understanding of intermediate-level mathematics.

**Recommended Requisites:**

Math 9; math self-assessment

**MATH 0523**

NC

**Advanced Mathematics**

This advanced-level algebra course is equivalent to Algebra 11. The course offers an optional review component for students who have not studied algebra for some time. Topics include equations, graphs, polynomials, rational equations, radical equations and trigonometry.

**Recommended requisites:**

MATH 0401 or Algebra 10 or equivalent; math self-assessment

**MATH 0633**

NC

**Pre-Calculus**

This course is equivalent to Math 12 and provides the mathematical foundation for an introductory course in calculus. Topics include a review of basic algebra; equations and inequalities; graphs of functions; polynomial, rational, exponential, logarithmic and trigonometric functions; trigonometric equations and identities; conic sections; and sequences and series. This course fulfills the requirement for provincial-level math.

**Prerequisites:**

MATH 0523 or Math 11 or equivalent; basic algebra

**MATH 1001**

3 UG

**Pre-Calculus Mathematics**

This course provides the mathematical foundation for an introductory calculus course. In addition to a brief review of basic algebra, students are instructed in equations and inequalities; functions, models, and graphs; polynomial and rational functions; exponential and logarithmic functions; trigonometric functions; and trigonometric identities and equations.

**Recommended Requisites:**

Principles of Math 12; Pre-calculus 12; MATH 0633; math self-assessment

**MATH 1071**

3 UG

**Fundamentals of Mathematics for Business and Economics**

This course is designed for business and economic students. Topics include the review of linear and non-linear functions and models (including cost, revenue, profit, demand and supply), solving linear and non-linear systems of equations, matrices, linear programming, difference equations and mathematics of finance (including simple and compound interest: discrete and continuous, annuities, mortgages, loans).

**Recommended Requisites:**

Principles of Math 12 and MATH 1001 (within last two years)

**MATH 1091**

3 UG

**Business Mathematics**

Students are introduced to mathematics of management, which includes such concepts as simple interest, discounts, present value, time value of money, compound interest, annuities, sinking funds, capitalized cost, and bonds and stocks. This course assumes no prior knowledge of the mathematics of finance, as each of the topics is presented in a step-by-step manner, with examples provided.

**Prerequisites:**

Principles of Math 11; Pre-calculus 11; Foundations of Math 12; MATH 0523

**MATH 1101**

3 UG

**Finite Mathematics**

First-year university students are provided an opportunity to develop mathematical skills in areas other than calculus. The course has a numerical leaning tied to solving problems that have direct relevance in the "real world," and including such topics as systems of linear equations, linear programming, finite probability and descriptive statistics.

**Recommended requisites:**

Principles of Math 11; Pre-calculus 11; Foundations of Math 11; MATH 0523

**MATH 1141**

3 UG

**Calculus I**

This is considered a first course in calculus, primarily for students intending to continue to advanced courses in calculus, and mathematics in general. Students conduct a detailed study of differential calculus and its applications, and are introduced to antiderivatives.

**Recommended requisites:**

Principles of Math 12 or Pre-calculus 12 or MATH 0633 or equivalent; math self-assessment

**MATH 1157**

3 UG

**Calculus for Biology and Social Sciences**

This course emphasizes applications rather than theory. Students begin with a review of algebra to ensure the necessary mathematical skills to succeed in the course and before they are introduced to limits and continuity. Students then progress to differential and integral calculus for polynomial, exponential and logarithmic functions and their applications to curve sketching, maxima, and minima. Students apply these mathematical tools to a variety of "real-world" problems, including medical issues, epidemics, carbon dating, memory and criminology.

**Recommended requisite:**

Principles of Math 12 or Pre-calculus 12 or MATH 0633 or 1001

### **MATH 1171**

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3 UG

#### **Calculus for Business and Management Sciences**

This introductory course emphasizes the application of differential and integral calculus to the problems encountered in business and management science. Students begin with a brief review of algebra in order to ensure the necessary mathematical skills to succeed in the course. Students are then introduced to limits and continuity, and progress to differential and integral calculus for polynomial, exponential and logarithmic functions and their applications to curve sketching, maxima and minima.

#### **Recommended requisite:**

Principles of Math 12 or Pre-calculus 12 or MATH 0633 or 1001

### **MATH 1241**

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3 UG

#### **Calculus II**

This course is intended for students who have already completed a calculus course in differential and integral calculus and need to further develop their skills in this subject.

#### **Recommended requisite:**

MATH 1141

### **MATH 1901**

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3 UG

#### **Principles of Mathematics for Teachers**

This course is primarily for students who wish to enter an elementary teaching program. The course emphasizes conceptual understanding of elementary mathematical methods and ideas. Topics include numbers, operations, proportional reasoning, number theory, algebra, geometry, measurement, data analysis and probability.

#### **Recommended requisites:**

Principles of Math 11 or Pre-calculus 11 or Foundations of Math 11 or MATH 0523 or equivalent skills; math self-assessment

### **MATH 2111**

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3 UG

#### **Calculus III – Multivariable Calculus**

This course takes calculus from the two-dimensional world of single variable functions into the three-dimensional world and beyond of multivariable functions. Students explore the following topics: vector geometry and analytic geometry of lines, planes and surfaces; calculus of curves in two or three dimensions, including arc length and curvature; calculus of scalar-valued functions of several variables, including the gradient, directional derivatives and the Chain Rule; Lagrange multipliers and optimization problems; double integrals in rectangular and polar coordinates; triple integrals in rectangular, cylindrical and spherical coordinates; calculus of vector fields, including line integrals, curl and divergence, fundamental theorem for line integrals and Green's theorem.

#### **Recommended requisite:**

MATH 1141 or 1241

### **MATH 2121**

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3 UG

#### **Linear Algebra**

Students explore the following: systems of linear equations, matrix arithmetic, determinants, real vector spaces, linear transformations, eigenvalues, eigenvectors and diagonalization.

#### **Recommended requisite:**

Principles of Math 12 or MATH 0633 or 1001 or 1141

### **MDLB 0511**

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NC

#### **Phlebotomy Workshop**

This practical course allows students to develop and demonstrate the skills learned in MDLB 1311, to further explore the roles and responsibilities of a medical laboratory assistant (MLA) and to gain experience in performing venipuncture under the guidance of experienced MLAs.

#### **Prerequisite:**

MLA admission

### **MDLB 0521**

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NC

#### **MLA Workshop**

This practical course allows students to develop and demonstrate the skills learned in MDLB 1221, 1321 and 1521, to further explore the roles and professional responsibilities of a medical laboratory assistant (MLA), and to gain experience in performing venipuncture, electrocardiograms and laboratory procedures under the guidance of experienced MLAs.

#### **Prerequisite:**

MLA admission

### **MDLB 1121**

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**NEW**

3 UG

#### **Anatomy, Physiology and Medica**

By using a consistent, systematic approach, this course not only provides a system for a student to analyze medical terminology, but also gives the student a basic understanding of body systems, anatomical structures, medical processes and procedures, and diseases.

#### **Prerequisite:**

MLA admission

### **MDLB 1221**

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3 UG

#### **Professional and Safety Issues**

This is an in-depth course examining the basic principles of professional and safety issues. The main objectives are to clarify the role of the medical lab assistant (MLA) in health care, to promote the need for professionalism in MLAs and to develop a positive attitude towards safety in the workplace.

#### **Prerequisite:**

MLA admission

#### **Recommended requisites:**

HLTH 1141 and 1981

**MDLB 1311**

3 UG

**Laboratory Procedures and Protocol**

This is an in-depth course designed to clarify the MLA's role in specimen collection, specimen handling and distribution, body fluid analysis and culture media preparation. General record keeping and office procedures are also discussed.

**MDLB 1321**

3 UG

**Phlebotomy Procedures and Specimen Preparation**

This in-depth course examines the practice of phlebotomy and provides a comprehensive background in the related theory and principles. The course also covers the theory of body fluid analysis, automated instrument loading, slide staining and laboratory information systems. Practitioner safety is emphasized throughout the course.

**Prerequisite:**

MLA admission

**Recommended requisites:**

HLTH 1141, 1981; MDLB 1221

**MDLB 1411**

3 UG

**Evaluation of Competencies**

This course is designed to evaluate specific technical and non-technical aspects of the MLA's work, according to criteria and curriculum developed by the British Columbia Society of Medical Laboratory Science (BCSMLS), which includes a minimum of 120 hours of practicum training and 200 successful venipunctures. This practicum is a competency-based training program held at a laboratory or clinical facility.

**Prerequisite:**

MLA admission

**MDLB 1511**

3 UG

**Pre-Analytical Specimen Prep**

This course is designed for the working MLA and covers the basic concepts of pre-analytical specimen preparation including microbiology, serum separation, loading specimens on automated instruments and urinalysis.

**Prerequisite:**

MLA admission

**MDLB 1521**

3 UG

**Microbiology Specimen Preparation**

Students explore the basic concepts for an MLA working in the microbiology laboratory. The course content includes the theory required for the proper collection, preparation and handling of specimens, which is essential to ensuring accurate results for microbiology tests.

**Prerequisites:**

MLA admission; HLTH 1141, 1981; MDLB 1221, 1321

**MDLB 1611**

3 UG

**Pre-Analytical Procedures for Histopathology**

This course is designed for the working MLA and includes the basic concepts of pre-analytical histopathology: anatomic pathology/histology specimens; preparation for cutting, processing and accessioning. It also includes a cytology component covering specimen preparation, processing and accessioning.

**Prerequisites:**

MLA admission or proof of graduation from recognized MLA program; current employment in clinical lab; letter from qualified employer stating support for required training

**MDLB 1721**

3 UG

**Laboratory Practicum – Evaluation of Competencies**

This practicum course is designed to evaluate specific technical and non-technical aspects of the MLA's work, according to criteria and curriculum developed by the British Columbia Society of Medical Laboratory Science (BCSLS), which includes a minimum of 120 hours of practicum training and 200 successful venipunctures. This practicum is a competency-based training program held at a laboratory or clinical facility.

**Prerequisites:**

MLA admission; HLTH 1141, 1981; MDLB 0521, 1221, 1321, 1521

**MDLB 1991**

3 UG

**Laboratory Practicum – Evaluation of National Competencies**

This practicum course is designed to evaluate specific technical and non-technical aspects of the MLA's work, according to criteria and curriculum developed by the Canadian Society for Medical Laboratory Science (CSMLS). This practicum is a competency-based training program held at a laboratory or clinical facility.

**Prerequisites:**

MLA admission; HLTH 1981; MDLB 0521, 1221, 1321, 1521

### **MIST 2611**

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3 UG

#### **Management Information Systems**

Students acquire the basic knowledge and skills needed to effectively utilize information systems and technology in support of organizational strategy. Topics include an introduction to information systems in organizations; strategy and information systems leadership; databases and data management; information networks; the Internet and social media; enterprise resource planning and business applications; e-business; wireless and mobile technology; knowledge management; developing and implementing information systems; security and information systems auditing; information ethics and privacy; and practical skills using operating systems, word processing and spreadsheet software.

#### **Recommended requisite:**

ENGL 1101/1100

### **MKTG 2431**

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3 UG

#### **Marketing**

Students receive an overall view of the marketing function, the role of marketing in society and its application within organizations. Topics include marketing value; understanding customer's value needs; creating value; communicating value; and delivering value.

#### **Recommended requisite:**

CMNS 1291/1290

### **MKTG 3451**

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3 UG

#### **Professional Selling**

Students examine an overall analysis of the professional selling function, and gain insight into the role of personal selling in marketing and society and its applications within organizations. Topics include being a professional salesperson; knowing your product; finding customers; presenting successfully; closing sales; and managing and being managed.

#### **Recommended requisite:**

MKTG 2431/2430

### **MKTG 3471**

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3 UG

#### **Consumer Behaviour**

Students develop an appreciation for the influence consumer behavior has on marketing activities. Students apply psychological, social and cultural concepts to marketing decision making. Topics include the importance of consumer behaviour and research; internal influences such as motivation and involvement, personality, self-image, life-style, perception, learning, attitude formation and change, and communication; external influences such as culture, subculture, social class, reference groups and family, and the diffusion of innovations; and consumer decision-making.

#### **Recommended requisite:**

MKTG 2431/2430

### **MKTG 3481**

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3 UG

#### **Marketing Research**

Students gain an understanding of marketing research and its value in analyzing consumers, markets, and the environment. Topics include an overview of market research and research design, exploratory research; descriptive research; scaling; sampling; and data analysis and reporting.

#### **Recommended requisites:**

ECON 2331/2330; MKTG 2431/2430

### **MKTG 4411**

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3 UG

#### **Services Marketing**

Students examine the important issues facing service providers and the successful implementation of a customer focus in service-based businesses. Topics include an overview of services marketing; understanding the customer in services marketing; standardizing and aligning the delivery of services; the people who deliver and perform services; managing demand and capacity; and promotion and pricing strategies in services marketing.

#### **Recommended requisite:**

MKTG 2431/2430

### **MKTG 4431**

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3 UG

#### **Retail Marketing**

Students examine the important issues facing service providers and the successful implementation of a customer focus in service-based businesses. Topics include an overview of services marketing; understanding the customer in services marketing; standardizing and aligning the delivery of services; the people who deliver and perform services; managing demand and capacity; and promotion and pricing strategies in services marketing.

#### **Recommended requisite:**

MKTG 2431/2430

### **MKTG 4451**

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3 UG

#### **E-Commerce**

Students examine how the Internet is rapidly becoming one of the primary communication, marketing and commercial medium for businesses in almost every industry, and how managers can effectively use this tool to execute their organization's strategic plans. Topics include an overview of electronic commerce; e-marketplaces including auctions and portals; online marketing and consumer behaviour; business-to-business e-commerce; e-government; e-learning; social networks; search engine maximization; e-commerce security; payment solutions and order fulfillment; e-commerce security; e-commerce strategy and global issues; legal, ethical and tax issues; and launching an e-commerce business.

#### **Recommended requisite:**

MKTG 2431/2430

**MKTG 4471**

3 UG

**International Marketing**

Students explore all aspects of marketing from a global perspective to better respond to international opportunities and competitive situations. Topics include an overview of international marketing; social, cultural, political and legal environments; international market-entry opportunities; planning and managing market entry strategies and products; global distribution and pricing; international promotion, sales and negotiation; and international market planning.

**Recommended requisites:**

IBUS 3511; MKTG 2431/2430

**MKTG 4481**

3 UG

**Integrated Marketing Communications**

Students examine the promotional mix including advertising, publicity, personal selling and sales promotion from an integrative perspective. Students create and manage these promotional tools to successfully execute a business' strategic plan. Topics include an overview of integrated marketing communications (IMC) and brand building; basic IMC strategies; creating, sending and receiving brand messages; IMC functions; social, legal and ethical issues in IMC; international marketing communication; and effectiveness, measurement and evaluations.

**Recommended requisite:**

MKTG 2431/2430

**MKTG 4491**

3 UG

**Business-to-Business Marketing**

Students examine the importance and impact of marketing products and services to other businesses and organizations in the economy, the unique nature of business customer's needs, and the different marketing strategies that can be employed to meet those needs. Topics include exploring business markets and business marketing; creating value for business customers; designing product and channel strategies; establishing strong communications; building strong sales and pricing; and managing programs and customers.

**Recommended requisite:**

MKTG 2431/2430

**MNGT 1211**

3 UG

**Management Principles and Practices**

Students examine a basic framework for understanding the role and functions of management and an explanation for the principles, concepts and techniques that can be used in carrying out these functions. Topics include planning, organizing, staffing, leading and controlling, as well as decision-making and managing change.

**Recommended requisite:**

Provincial Grade 12

**MNGT 1221**

3 UG

**Supervision**

Students explore the duties and responsibilities of supervisors and front-line management practices in modern dynamic organizations. They apply the principles of management: planning, organizing, staffing, leading and controlling and also learn to work through and with people in order to achieve organizational goals and objectives. Topics include an introduction to supervision; planning and control; decision-making; organizing an effective department; staffing; performance appraisal; motivation; leadership; communication; conflicts and politics in the workplace; change and stress management; and disciplining employees.

**Recommended requisite:**

MNGT 1221

**MNGT 1711**

3 UG

**Introduction to Business**

Students are introduced to basic management principles and the functional areas of business. Topics include the business environment; important business trends; forms of business ownership and the importance of entrepreneurship; different business functions including marketing, accounting, finance, human resources and information systems; and the functions of management including planning, organizing, leadership and control.

**Recommended requisites:**

English 12/English 12 First Peoples (73% or better) or level 5 for LPI compositions, all other LPI categories 70% or better within last two years; ACCUPLACER or ENGL 0600 or ESAL 0570 or 0580 (C+ or better)

**MNGT 2131**

3 UG

**Motivation and Productivity**

Students explore the supervisory aspects of management, with a specific focus on effectively motivating employees as a means of increasing productivity. Topics include motivational obstacles and their causes; job design; leadership; goal setting and management by objectives; rewards; and supervisory communications.

**Recommended requisite:**

MNGT 1211 or 1221

### **MNGT 3711**

3 UG

#### **Business Ethics and Society**

Students explore the complex business environment and the relationships organizations have with civil society, the natural environment and each other. Through this examination, students learn that ethical decision-making is critical to the successful management of any organization. Topics include primary and secondary stakeholder groups; the impacts of various organizational-stakeholder relationships; the varying levels of responsibility of stakeholder groups; the biases, influences and reasons that drive stakeholder perspectives; changing economic, political, social and cultural forces and their influences on business and society; the continuum of socially responsible management and ethical business practices; and the challenges and opportunities that influence where an organization fits on the continuum.

#### **Recommended requisite:**

CMNS 1291/1290

### **MNGT 3731**

3 UG

#### **Leadership**

Students develop an in-depth understanding of what leadership is and what leaders do to be successful. Emphasis is on the development of practical leadership skills. Topics include reflection, self-awareness, and leadership; building trust and maintaining trust; developing successful interactions; and coaching fundamentals and feedback techniques.

#### **Recommended requisites:**

CMNS 1920; ORGB 2811/2810

### **MNGT 4711**

3 UG

#### **Decision Analysis**

Students focus on the development, implementation and utilization of business models for making informed managerial decisions. Topics include an introduction to decision-making; problem definition and opportunity delineation; compiling relevant information; generating ideas; evaluating and prioritizing potential solutions; financial forecasting; and developing the implementation plan.

#### **Recommended requisites:**

ACCT 2251; ECON 2331; MNGT 3731

### **MNGT 4751**

6 UG

#### **Project Management**

Students are provided with the essential knowledge, skills and competencies to lead a project to a successful completion. They learn to combine the operational aspects of managing a project with the leadership qualities required to inspire the project team and to interact with project stakeholders. Topics include defining a project; scoping a project; planning a project; engaging the team; developing a work plan; managing the project; and project conclusion.

#### **Recommended requisites:**

ACCT 2251; ECON 2331; MNGT 3731

### **MNGT 4781**

3 UG

#### **Strategic Management**

Students explore the basic concepts and methodologies of developing and executing successful business strategies in a dynamic global environment. Effective strategy is about developing a competitive advantage. Learners develop insights into the workings of CEO and top management teams in preparation for senior positions in management. Topics include an overview of strategic management; creating competitive advantages; strategies for creating a competitive advantage; and implementing strategies.

#### **Recommended requisites:**

FNCE 2121; HRMN 2821; IBUS 3511; MKTG 2431/2430; SCMN 3321

### **MUSC 3109**

3 UG

#### **Learning to Listen to Music: Milestones in Music History**

This course identifies what to listen for and how to listen to music of diverse styles and genres.

#### **Prerequisite:**

Provincial Grade 12 or equivalent

### **NURS 2921**

3 UG

#### **Perinatal Nursing Practice: Developing Competence**

Participants apply the theory learned in HLTH 2911, under the supervision of an instructor preceptor. This course, along with HLTH 2911, enables students to meet CRNBC licensing requirements. Participants are introduced to perinatal nursing and develop their practice of perinatal competencies expected of entry-level nurses. Meaningful practice-based learning experiences, guided practice and opportunities for self-reflection are provided. The majority of clinical experience in perinatal nursing takes place in a hospital where students develop competencies in antepartal assessment and care, nursing care during labour and delivery and postpartal care of women and stable newborns. Students are also placed in an outpatient setting to develop skills in assessing and providing nursing care and support for pregnant women and their families in the antepartal period.

#### **Prerequisites:**

HLTH 2911 or equivalent (within last two years); letter of assessment from CRNBC or other provincial RN association indicating eligibility, or permission of School of Nursing associate dean



**NURS 2941**

3 UG

**Psychiatric and Mental Health Nursing**

Students apply the theory learned in HLTH 2931 to a clinical setting. This clinical course, along with the theory course, enables students to meet CRNBC licensing requirements. The essential features of this practice experience are professionalism, skills and competency development; scope of practice for psychiatric and mental health nursing; professional communication skills; and therapeutic use of self. Participants are assigned to work with a nurse preceptor on an acute care psychiatric inpatient unit, under the supervision of a nurse educator. The main emphasis in this course is developing clinical competencies in the following areas: therapeutic relationship, admitting and discharging clients, teaching clients, administering medications, group therapies and common mental health interventions.

**Prerequisites:**

HLTH 2931 or equivalent (within last two years); letter of assessment from CRNBC or other provincial RN association indicating eligibility, or permission of School of Nursing associate dean

**NURS 3641**

3 UG

**Principles and Skillfulness: Theory**

This course is designed to focus on the theoretical principles underpinning day-to-day technical skills required for safe nursing practice common to diverse practice settings. Participants are required to demonstrate knowledge of the principles of various nursing skills.

**Prerequisite:**

RRNP admission, current registration in CRNBC, or permission of School of Nursing associate dean or designate

**Recommended requisites:**

HLTH 3611, 3621, 3631

**NURS 3643**

NC

**Principles and Skillfulness: Lab**

This laboratory experience is designed for students to develop and demonstrate the day-to-day technical skills required for safe nursing practice introduced in NURS 3641. Participants are required to demonstrate knowledge of the principles of various nursing skills and to demonstrate their ability to perform skills safely. Attendance at a face-to-face laboratory workshop to demonstrate safe nursing practice in a simulated environment is required.

**Prerequisite:**

RRNP admission, current registration in CRNBC, or permission of School of Nursing associate dean or designate

**Recommended requisites:**

HLTH 3611, 3621, 3631; NURS 3641

**NURS 3651**

5 UG

**Return to Registered Nurse Practice**

This course analyzes the participant's previous RN work experience, returning them to a position of practice suitable to their level of education and/or experience. This practice course focuses on redeveloping the participant's confidence and competence. In addition, it serves to help establish their ability to resume the responsibilities of an RN within a familiar yet evolving, client (individuals, families, groups or communities) context. The course is designed to support the participant's capacity to practice nursing according to the *Health Professions Act*. This is facilitated by offering health care that promotes, maintains or restores health and prevents, treats or palliates illness or injury through the application of nursing knowledge and skills in the assessment, planning and implementation of nursing interventions and in health service coordination.

**Prerequisites:**

RRNP admission, current registration in CRNBC, or permission of School of Nursing associate dean or designate; HLTH 3611, 3621, 3631; NURS 3641; CRC; CPR Level C, WHMIS; immunization record, HSPnet consent; health status declaration

**NURS 3661**

3 UG

**Nursing Knowledge for Practice Transition**

This course is designed to facilitate nurses' knowledge preparatory to returning to RN practice in an area in which they do not have previous or sufficient experience and require theoretical updating.

**Prerequisites:**

RRNP admission, current registration in CRNBC, or permission of School of Nursing associate dean or designate; HLTH 3611, 3621, 3631

**NURS 4809**

**UVIC NURS 405**

3 UG

**Statistics for Evidence-Based Practice**

This course is designed to provide a better understanding of and basic knowledge on statistics for nurses and other health care professionals to critically appraise the literature for evidence-based practice. Today, the demand for accountability, professionalism and knowledge translation activities is of paramount importance to making clinical decisions. Nurses are routinely responsible for planning health-related interventions to achieve the best possible clinical outcomes. Research competency is the fundamental and essential step toward evidence-based practice in health care.

**Prerequisite:**

RN qualification



### **OCHS 3511**

3 UG

#### **Occupational Health & Safety Legislation and Standards**

This course sets the foundation for occupational health and safety in Canada, within an industrial context. Students will learn how to establish the rights and responsibilities of the various workplace parties within the workplace. They will also learn to interpret and apply statute and best practices to the workplace in a manner that provides for consensus and understanding on the shop floor as well as due diligence required from all levels of supervision and management.

#### **Recommended requisites:**

Third-year standing; education or experience in management or supervision

### **ORGB 2811**

3 UG

#### **Organizational Behaviour**

Students examine the behaviour of individuals and how they interact with each other in different workplace organizations. Topics include an orientation to organizational behaviour; individual behaviour; individual and behavioural processes; team processes; organizational dynamics; and organizational processes.

#### **Prerequisite:**

ENGL 1101

### **ORGB 3811**

3 UG

#### **Organizational Theory and Design**

Students explore how to think about and practice organizing in complex workplace environments. They utilize various conceptual tools and theoretical frameworks to systematically investigate organizing processes and contexts and solve practical problems. Topics include organizations and organization theory; strategy, organizational design, and effectiveness; fundamentals of organizational structure; the external environment; inter-organizational relationships; manufacturing and service technologies; organizational culture; innovation and change; decision making; and conflict, power and politics; and designing organizations for international environments.

#### **Recommended requisites:**

CMNS 1291/1290; ORGB 2811/2810

### **ORGB 4871**

3 UG

#### **Organizational Development and Change**

Students learn to become agents for change, thereby improving human resource and organizational effectiveness and productivity. In today's business environment, a human resource practitioner must be a skilled change manager. Topics include processes of change; perspective of self and others; creating a climate for change; facilitating change transition; gaining commitment and sustaining momentum; and the institutionalization of change and beyond.

#### **Recommended requisite:**

ORGB 2811/2810

### **PADM 3109**

3 UG

#### **Public Sector Economics**

This is an introduction to the principles of microeconomics for public sector policy analysis and management. You are introduced to economic principles, including supply and demand; household behaviour and consumer choice; production; labour and capital markets; competition policy and regulation; market failures and government intervention; income distribution and taxation. Topics include the national income and expenditure accounts, unemployment and inflation.

#### **Recommended Requisite:**

Third-year university standing

### **PADM 3119**

3 UG

#### **Introduction to Public Administration**

An exploration of the external factors affecting contemporary public sector management in Canada, the changing structural and value context within which public servants work, the key processes in which they are engaged and how those processes are changing. Focus is primarily on the federal and provincial governments, but references will also be made to public administration at other levels.

#### **Recommended requisite:**

Third-year standing

### **UVIC ADMN 310**

**PADM 3129**                      **UVIC ADMN 312**

3 UG

**Managing in Public and Non-Profit Organizations**

An examination of the skills of an effective manager in public and non-profit sector organizations and the interplay between management and key organizational processes such as planning, organizing, implementing and evaluating policies, programs and services. Management topics include: managerial work, interpersonal and leadership skills, power and influence, conflict resolution, formal and informal communications, motivation and teamwork. A project on managing organizational change is used as a way to connect manager behaviours and organizational processes.

**Recommended requisite:**

Third-year standing

**PADM 3149**                      **UVIC ADMN 314**

3 UG

**Public Sector Research and Analysis**

An introduction to research methods in public and non-profit sector settings. Students learn to become informed consumers and critics of research and more effective managers of research-related projects. Data analysis skills are also strengthened with the use of spreadsheet software. Topics include definition and types of research; research design; measurement; methods of data collection; data coding; descriptive and inferential statistics; relationships between variables; ethical and organizational issues; and the research proposal and report.

**Recommended requisite:**

Third-year standing

**PADM 3169**                      **UVIC ADMN 316**

3 UG

**Written Communications in the Public and Non-Profit Sectors**

Topics include how to analyze a communication task; identify the topic, purpose and audience; write and edit professionally with a good command of standard written English and principles of plain language; gather, paraphrase, summarize, analyze or interpret complex information from print and electronic sources; describe complex policies and procedures; apply the principles of document structure and design; write proposals; and design and develop the types of documents required in the public and non-profit sectors.

**Recommended requisite:**

Third-year standing

**PADM 4079**                      **UVIC ADMN 407**

3 UG

**Managing Service Delivery**

Explores challenges facing public sector managers who develop or transform public services with a strong focus on service recipients. Examines the drivers of the service transformation movement, surveys the ways that public services can be reformed and then works through a framework for assessing service needs, engaging service recipients and stakeholders, making a business case for transformation, implementing new delivery arrangements (including networks and partnerships), managing across boundaries and building in performance measurement and accountability.

**Prerequisite:**

PADM 3119 or equivalent

**Recommended requisite:**

Third-year university standing

**PADM 4099**                      **UVIC ADMN 409**

3 UG

**Leading and Managing in the Non-Profit Sector**

An overview of management in Canada's non-profit and voluntary sector. Students will examine the size, scope, structure, functions, value bases and uniqueness of the non-profit sector, plus the differences among the non-profit, public and private sectors. Topics include leadership, board governance, strategic analysis, volunteer management and partnering. Students will analyze how management concepts, models, principles and techniques have validity as applied in the context of non-profit and voluntary sector organizations.

**Recommended requisite:**

Third-year standing

**PADM 4119**                      **UVIC ADMN 411**

3 UG

**Public Sector Project Management**

An overview of management in Canada's non-profit and voluntary sector. Students will examine the size, scope, structure, functions, value bases and uniqueness of the non-profit sector, plus the differences among the non-profit, public and private sectors.

**Recommended requisite:**

Third-year standing

**PADM 4209**                      **UVIC ADMN 420**

3 UG

**The Public Policy Process**

An introduction to the policy process in the public sector. Includes analysis of current theories of policy-making and examines case studies from Canadian contexts. Topics include policy formation; the policy communication process; the structural aspects of policy execution; and the human dimensions of implementation and coordination of policies in public sector organizations.

**Recommended Requisites:**

Third-year standing; PADM 3109, 3119, 3149

**PADM 4219**      **UVIC ADMN 421**

3 UG

**Financial Management**

Provides a foundation in public sector financial management, focused on the needs of the manager working in government. Topics include: government financial statements and their analysis; public sector accounting standards and financial reporting; operational and capital budgeting; public sector financial management; cost management and control; accountability and performance measurement. Covers all levels of government in Canada: municipal, provincial and federal. Requires that students be competent in the use of the Excel spreadsheet program.

**Recommended requisite:**

Third-year standing

**PADM 4229**      **UVIC ADMN 422**

3 UG

**Ethical Public Management**

An exploration of value and ethical dilemmas which confront public and quasi-public sector officials in the workplace. Focuses on process dilemmas related to political neutrality, confidentiality, privacy, fairness and accountability, as well as issues related to good, just and legitimate public policy. Students will have an opportunity to develop their own moral reasoning skills and apply them in case studies.

**Recommended requisite:**

Third-year standing

**PADM 4239**      **UVIC ADMN 423**

3 UG

**Local Government in British Columbia**

This course examines the legislative framework, organization, operation and finance of local government service delivery and regulation in BC.

**Recommended requisite:**

Third-year standing

**PADM 4319**      **UVIC ADMN 431A**

3 UG

**Public Sector Human Resource Management**

Examines various aspects of the human resource function within public sector organizations and compares current theory and practice in: human resource planning; job analysis and design; recruitment and selection; performance management; training; career planning; staff development; and occupational health and safety.

**Recommended requisite:**

Third-year standing

**PADM 4379**      **UVIC ADMN 437**

3 UG

**Program Evaluation and Performance Measurement**

Intensive introduction to organizational, methodological and professional issues involved in evaluating programs and measuring performance in public and non-profit organizations. Offers a practical understanding of the evaluation process, including identification of key evaluation questions, program logics, measurement, research design and qualitative evaluation. Performance measurement is treated as a complementary set of skills for measuring and reporting program and organizational results. Includes modules on conceptual issues, implementation requirements and uses of performance measurement.

**Recommended requisite:**

Third-year standing

**PADM 4459**      **UVIC ADMN 445**

3 UG

**Urban and Regional Economics**

Examines economic forces influencing settlement patterns, growth and other characteristics of towns, cities and regions. Provides a theoretical and historical basis for analyzing and predicting how urban areas evolve and how public policies may affect patterns of growth and change. Topics include regional economics; economic development; growth policy; urban land use patterns; how land and housing markets function; how land-use regulation affects these markets; urban environmental problems; urban transportation; and emerging spatial patterns.

**Prerequisites:**

Third-year standing; PADM 3109

**PADM 4469**      **UVIC ADMN 446**

3 UG

**Local Government Land Use Planning**

Provides an overview of land use planning principles and regulations to local government administrators and staff, focusing on small and mid-sized communities. Topics include history; regulatory framework in BC; rural and small town planning, growth management and regional planning; neighbourhood, local area and community planning; zoning; mainstreet, strip and commercial planning; residential planning; permits and other regulatory mechanisms; public information and participation; and environmental and heritage planning.

**Recommended requisite:**

Third-year standing

**PADM 4529**      **UVIC ADMN 452**

3 UG

**Local Government Law**

Analysis of legislation and court decisions applicable to local governments in BC, including the Community Charter. Students who are not lawyers will become familiarized with local government law and legal issues that arise in relation to local government activities and will learn how to read case law and legislation.

**Prerequisite:**

Third-year standing

**Recommended requisite:**

Work experience in local government

**PADM 4709**      **UVIC ADMN 470**

3 UG

**Contemporary Topics in Administration: Critical Perspectives on Public and Community Leadership**

This course will provide students with a clear understanding of project management and leadership; the differences between private and public sector project management; and the dynamics of change that impact project success.

**Prerequisite:**

Third-year standing

**PADM 4779**      **UVIC ADMN 477**

3 UG

**Strategic Planning and Implementation**

Examines strategic planning processes and how strategic goals can be implemented in public sector organizations. Topics include stakeholder analysis; developing mission, value and vision statements; environmental scanning; transforming strategic plans into policies and programs; management tactics; and assessing organizational performance. Implementation topics include: deploying resources; quality control; strategic communication; budgeting; team building; problem solving; progress assessment; completion; and evaluation.

**Recommended requisite:**

Third-year standing

**PADM 4789**      **UVIC ADMN 478**

3 UG

**European Union Urban Region Policies**

Compares the main issues associated with the politics, policy analysis and policy environment of European cities and urban regions with North American regions; and considers ways in which the policy capacity of urban/regional government might be improved.

**Recommended requisite:**

Third-year standing

**PHED 1439**      **UVIC EPHE 143**

3 UG

**Multidisciplinary Foundations of Physical Activity**

This course looks at the relationship of physical activity to education, kinesiology, athletics, health, recreation and leisure. The contributions made by the sciences of physiology, motor learning and biomechanics are discussed. Students gain an understanding of the historical, philosophical and psycho-sociological foundations of physical education and discuss a wide range of contemporary issues as they affect physical activity and active living.

**Recommended requisite:**

Provincial Grade 12 or equivalent

**PHED 2439**      **UVIC EPHE 243**

3 UG

**Foundations of Recreation and Leisure**

An introduction to the nature and scope of recreation; a consideration of past influences and future trends; and the role of the recreational professional.

**Recommended requisite:**

Provincial Grade 12 or equivalent

**PHED 2529**      **UVIC EPHE 252**

3 UG

**Leadership Methods for Recreation and Health Education**

Theoretical and practical introduction to leadership, teaching, communication and decision-making skills in recreation/leisure services, sport and fitness. Field experience is required as part of this course.

**Recommended requisite:**

Provincial Grade 12 or equivalent

**PHIL 1011**

3 UG

**Introduction to Epistemology and Metaphysics**

This course engages students in careful study of epistemology (theories of knowledge) and metaphysics (theories of reality). What is the difference between knowledge and belief? How should we distinguish between reality and illusion? These are two of the central questions explored, using tools and theories or models developed by philosophers seeking answers to them. Students use the tools of the basic principles of good argumentation and critical analysis. For an introduction to the models that philosophers use to explore questions about knowledge and reality, the course turns to the writings of Bertrand Russell and Paul Edwards. The course also invites students to consider questions in the philosophy of religion by examining The Euthyphro, one of Plato's best-known dialogues, and his view of the relationship between God and goodness.

## PHIL 1021

3 UG

### Introduction to Ethics, Political Philosophy and Aesthetics

Students are engaged in careful study of ethics (theories of right and wrong), political philosophy (theories of justifiable social organization), and aesthetics (theories of beauty; specifically, philosophy of art). What is the difference between what is pleasurable and what is good? Is democracy always best? How should we distinguish between works of art and works of craft? Students explore these types of questions, using tools developed by philosophers including Canadian philosopher Wil Waluchow's introductory text, Plato's dialogues, and readings in the philosophy of art.

## PHIL 1111

3 UG

### Introduction to Critical Thinking

This course helps students distinguish between good and bad reasoning. The student is introduced to logical analysis, which entails an examination of the meaning of logical terms and an investigation of their contribution to the arguments in which they occur. Considerable attention will be given to representing the logical structure of arguments and deciding their validity or invalidity.

## PHYS 0501

NC

### Introductory Physics

This advanced-level university preparation course is equivalent to Physics 11. Topics include measurement, kinematics, dynamics, heat and relativity, waves, electricity and nuclear physics.

#### Prerequisite:

MATH 0523 or Math 11

## PHYS 0601

NC

### Senior Physics

This course is designed to meet the curriculum requirements for ABE provincial-level physics and any additional secondary school Physics 12 requirements. The principal topics are kinematics in one and two dimensions; dynamics; energy, momentum and equilibrium; electricity; magnetism; and quantum physics.

#### Prerequisites:

PHYS 0501 or Physics 11; MATH 0633 or Math 12; MATH 0523 or Math 11

## PHYS 1011

3 UG

### Physics for Future Leaders

Covers the physics needed to understand and make decisions on many of society's complex contemporary issues. Physics is explained in the context of climate change, peak oil, nuclear power and weapons, natural disasters such as tsunamis and earthquakes, satellites, and quantum physics and relativity.

## PHYS 1103

3 UG

### General Physics I

This course is an introduction to mechanics, heat, wave motion and vibration at a first-year level.

#### Prerequisites:

MATH 0633, 1101

#### Recommended requisites:

Physics 11; PHYS 0501 and 0601; MATH 1141, 1157, 1171

## PHYS 1105

1 UG

### Physics Laboratory I

In this five-day lab course, students perform experiments that illustrate the principles learned in PHYS 1103.

#### Recommended requisite:

PHYS 1103 or equivalent

## PHYS 1203

3 UG

### General Physics II

This course is an introduction to electricity and magnetism, optics and modern physics at a first-year level.

#### Recommended requisites

PHYS 1103; MATH 1141, 1157, 1171

## PHYS 1205

1 UG

### Physics Laboratory II

In this 5-day lab course, students perform experiments illustrating the principles learned in PHYS 1203.

#### Recommended requisites:

PHYS 1103, 1105, 1203 or equivalents

## POLI 1111

3 UG

### Canadian Government and Politics

This course is an investigation into the Canadian system of government and the central questions in this country's political life. Students learn about our constitutional arrangements, the structure and processes of our national government and the relationship between politics and society. Students examine the future of democracy as analyzed through the political effects of globalization, concentrated economic power and the ideology of limited government.

## POLI 3991

3 UG

### Globalization and its Discontents: The Politics of Economic Change

This web seminar course examines three economic institutions that are central to understanding the processes referred to as "globalization": the World Bank, the International Monetary Fund and the World Trade Organization. The course develops a framework of the key concepts in discussions of globalization before exploring the political origins and current social consequences of these organizations and examining related issues of global governance, corporate accountability and global justice.

#### Prerequisite:

60 credits

**POLY 3011**

3 UG

**Sleep and Sleep Disorders**

This course is designed to introduce students who are pursuing careers in sleep medicine and polysomnography to the structure and function of the allied health profession of polysomnographer. This course also serves as an adjunct to other health professionals, such as respiratory therapists and registered nurses, who would like to have a better understanding of sleep and sleep disorders.

**Recommended requisite:**

Health professional diploma

**POLY 3021**

3 UG

**Polysomnography Instrumentation**

This course introduces instrumentation and electrical principles and practices that the polysomnographer must understand. While electrical safety and ancillary equipment encountered in sleep laboratories are covered, the student will also cover the internal workings and calibration of the polygraph. Amplifiers and filters will be emphasized along with basic tracings and some of the artifacts that may appear and influence ones interpretation of the sleep study. Also, the international 10-20 system of electrode placement will be introduced.

**Prerequisite:**

POLY 3011

**Recommended requisite:**

Health professional diploma

**POLY 3031**

3 UG

**Principles of Polysomnography**

This course is designed to provide the most current information on the technical and clinical aspects of polysomnography, as well as the methodology used by the polysomnographic technologist in the sleep laboratory. This course includes patient interaction and describes the capture of bioelectric activity, overnight recording techniques, the interpretation of data and data presentation for the compilation of a final report.

**Prerequisites:**

POLY 3011, 3021

**Recommended requisite:**

Health care professional diploma

**POLY 3041**

3 UG

**Polysomnography Program Clinical Component**

This clinical course is designed to provide a broad clinical experience. This will include the development of caseload, technical and diagnostic skills. Upon completion, students should be proficient with the necessary educational and technical skills to allow them to practice these in their own clinical environment.

**Prerequisites:**

Polysomnography admission; POLY 3011, 3021, 3031; current basic CLS certification

**PSYC 1111**

3 UG

**Introductory Psychology I**

This companion course to PSYC 1211 introduces students to the scientific study of human behaviour. Topics include an overview of psychological theories and research methods as well as current information on the brain and nervous system, sensation and perception, learning, problem solving, memory, emotion and motivation.

**PSYC 1211**

3 UG

**Introductory Psychology II**

This companion course to PSYC 1111 introduces students to the scientific study of human behaviour. Topics include an overview of psychological theories and research methods as well as current information on health and stress; psychological disorders and psychotherapy; and selected topics in social psychology, including attitudes, prejudice, conformity and group behaviour.

**PSYC 2101**

3 UG

**Statistics in the Social Sciences**

This course provides an overview of the basic descriptive and inferential statistical techniques used in the analysis of social science research data. Students become familiar with the organization and analysis of data, communicating research results, translating statistical jargon into meaningful English and understanding basic theories underlying statistics, such as elementary probability theory.

**Prerequisite:**

Pre-calculus 11 or Applications of Math 12 or MATH 0633 or 1001

**PSYC 2111**

3 UG

**Introduction to Research Methods in Psychology**

Students are introduced to the procedures and designs used in psychological research and the critical evaluation of research. Topics include the strengths and weaknesses of different approaches to research, including non-experimental, experimental, and quasi-experimental designs; research ethics; measurement; validity of methods; control of extraneous influences; and the drawing of valid conclusions from empirical evidence.

**Recommended requisites:**

Provincial Grade 12 or equivalent; PSYC 1111, 1211

### PSYC 2131

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3 UG

#### **Introduction to Childhood and Adolescence**

Students are introduced to developmental psychology, the branch of psychology devoted to the study of human development and change. As change and development are an intrinsic part of the human experience, this course is designed to foster a lifetime interest in the process of human development, as students explore key issues, methods, theories and research findings in this field. The content of the course is organized chronologically, beginning at the point of conception and following the trajectory of human development through to the teen years. The interconnectedness of developmental processes is a major theme and includes the interrelations between a child's physical, cognitive, social and emotional development. The intricate relation between children and the contexts that support their development are also emphasized, such as family life, peers and culture.

#### **Recommended requisite:**

Provincial Grade 12 or equivalent

### PSYC 2161

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3 UG

#### **Abnormal Psychology**

This course is designed to introduce students to the study of human behavioural disorders. Topics include behaviours ranging from functional to dysfunctional, the principles of psychological assessment, and professionals who might be involved in the assessment process and the methods they use. Psychological, biological and sociocultural approaches to understanding human behaviour are reviewed and a wide variety of behavioural disorders are described. Case studies are presented and interpreted, and recommended treatments are discussed.

#### **Recommended requisites:**

PSYC 1111, 1211

### PSYC 2311

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3 UG

#### **Psychology of Sex Differences**

Students examine the psychology of one of society's most important current interests: how and why females and males differ and in what ways are they more similar than we think. The development of gender roles affects nearly every aspect of life, such as family, education, work, sexuality, culture and emotional problems. Students consider different views of the biological and social influences on developing gender roles.

#### **Recommended requisite:**

6 credits of introductory psychology

### PSYC 2321

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3 UG

#### **Sports Psychology**

Students examine the use of psychological knowledge to enhance the development of performance and satisfaction of athletes and others associated with sports. Topics include improving skills of athletes, motivating practice performance, increasing the effectiveness of coaches, and mental preparation for competition.

#### **Prerequisites:**

PSYC 1111, 1211

#### **Recommended Requisite:**

PSYC 2111

### PSYC 3151

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3 UG

#### **Developmental Psychology of Children**

Students explore normal human development from conception to middle childhood. A major focus is on the various genetic, environmental, social, family and cultural factors that influence development in complex ways. The course has been designed to highlight cross-cultural research on development. Topics include major theoretical issues and research methods, prenatal development and birth, physical development throughout childhood, development of cognition and language, socialization (moral and sex-role development) and personality.

#### **Recommended requisites:**

PSYC 1111, 1211, 2111

### PSYC 3451

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3 UG

#### **Adolescent Development**

Continuing from PSYC 3151, students examine the adolescent years. In addition to the general theoretical issues and methods of studying development, the course presents the physical, cognitive, personality and social development during adolescence in the contexts of family, peer group, school, work and culture. Specific in-depth topics include identity, autonomy, sexuality and moral development. Although students focus on normal development, there is discussion of behavioural and emotional problems such as delinquency, substance abuse, depression, suicide and eating disorders.

#### **Prerequisites:**

PSYC 1111, 1211

#### **Recommended requisite:**

PSYC 2111

### PSYC 3461

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3 UG

#### **Psychology of Adulthood and Aging**

Students are provided an accurate overview of the psychological changes that people experience as they grow older. This includes identifying specific types of psychological changes and examining the dynamic forces that underlie and produce change. Topics include research techniques, theoretical approaches, memory, intelligence, personality, social forces and psychopathology. The course surveys the adult lifespan: young and middle adulthood and old age.

#### **Prerequisites:**

PSYC 1111, 1211

#### **Recommended requisite:**

PSYC 2111



**PSYC 3611**

3 UG

**Social Psychology I**

This course introduces the field of social psychology, focusing on how we think about and interact with others. Topics covered are personal perception, social cognition, attitudes, prejudice and interpersonal relations.

**Prerequisites:**

PSYC 1111, 1211

**Recommended requisite:**

PSYC 2111

**PSYC 3621**

3 UG

**Social Psychology II**

This course aims to expand students' knowledge of human behaviour and thought in social context. Topics include self-concept, self-esteem, and gender identity - the elements of social identity; conformity, compliance, and obedience - processes that influence social behaviour; altruism; causes and control of aggression; and group performance, including group decision-making and leadership. Before completion of the course, students examine applications of social psychology principles in six areas: population control, health promotion, the environment, law, politics and the workplace.

**Prerequisite:**

PSYC 3611

**Recommended requisite:**

PSYC 2111

**PSYC 3991**

3 UG

**Psychology of Human Resilience**

This course focuses on the study of human resilience. Students examine research evidence on individual, family and community factors that have been found to promote resilience in at-risk children, adolescents and adults. Students explore the intense debates and controversies engendered by these findings and their application to prevention and intervention strategies. As a foundation for engaging with these issues, students first develop a framework that includes an introduction to psychology and the research methods used to study human resilience.

**Prerequisite:**

60 credits

**PSYC 4991**

3 UG

**Directed Studies**

This course is a requirement for completion of the Bachelor of Arts, psychology major and may be taken to complete the Post-Baccalaureate Certificate in Liberal Arts. Students must review the literature, original and interpretative, in their particular area of study, offer critical assessment of that literature and submit a major research paper based on the reading list prepared for the course.

**RESP 1761**

3 UG

**Cardiopulmonary Anatomy, Physiology and Introduction to Mechanical Ventilation**

This course provides the background knowledge and concepts of respiratory system anatomy, cardiopulmonary physiology, and foundations of mechanical ventilation that students require to progress in the comprehensive curriculum of Respiratory Therapy. Selected cardiovascular system anatomy curriculum is included. Cardiac and pulmonary physiological processes are related to cardiopulmonary disease and clinical practice at an introductory level. The foundations of mechanical ventilation including lung mechanics, various modes and adjuncts applied during mechanical ventilation is explored.

**Recommended requisite:**

Knowledge of basic anatomy

**RESP 1781**

3 UG

**Principles and Applications of Respiratory Therapy Equipment I & II**

Learners develop an understanding of the function and patient application of respiratory therapy equipment. Topics include medical gases and their delivery systems, humidity and aerosol devices, artificial airways and airway management devices, resuscitators, patient monitoring devices and suction.

**Recommended requisite:**

Two-year health care diploma

**RESP 2161**

3 UG

**Mechanical Ventilation**

This course is intended for individuals interested in enhancing their understanding of the clinical applications of mechanical ventilation. The course is designed to meet two objectives: to reinforce the core components of mechanical ventilation and to address advances in ventilatory care.

**Recommended requisites:**

Sound knowledge of human anatomy; physiology of cardiopulmonary systems; blood gas interpretation; background in basic science



### RSMT 3501

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3 UG

#### **Introduction to Research Methods**

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics and approaches. The course introduces the language of research; ethical principles and challenges, and the elements of the research process within quantitative, qualitative and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in informing their understanding of their environment (work, social, local, global).

#### **Recommended requisites:**

60 credits; STAT 1201 or equivalent

### SOCI 1111

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3 UG

#### **Introduction to Sociology I**

Together with SOCI 1211, this course introduces students to the discipline of sociology. Because humans are social by nature, all of us are members of various social groupings and located within a social system; we can only achieve an adequate understanding of ourselves after we have acquired the tools to understand that social system. Students learn to understand our social system and how it shapes and influences us all as individuals. Students discuss basic concepts of the sociological perspective, understand the importance of the transformation of Western society, examine the concepts developed to describe capitalist society and explore the sociology of Canada.

### SOCI 1211

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3 UG

#### **Introduction to Sociology II**

Together with SOCI 1111, this course introduces students to sociology by means of a systematic analysis of the character of modern Western capitalist society, and building on the concepts and perspectives introduced in SOCI 1111. Students examine issues such as liberal ideology, inequality, the role of the state, socialization for work, the role of the family and problems of deviance.

#### **Recommended requisite:**

SOCI 1111

### SOCI 2251

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3 UG

#### **Sociological Explanations of Criminal Behaviour**

This course will critically examine the sociological, socio-cultural and sociopsychological explanations of criminal behaviour such as the ecological theories, conflict theories, control theories and symbolic interactionist theories. Some of the specific theories subjected to critical examination will be those concerned with class and group conflict, subcultures, soassociation, labelling and gender.

### SOCI 2501

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3 UG

#### **The Sociology of Crime**

This course adopts a radically sociological view of crime that emphasizes the social construction of crime and challenges assumptions about the criminal justice system. Students focus on the creation of law, police work, activities of the courts and the experience of incarceration. Students are also provided an excellent introduction to the application of social theory.

### SOCI 2521

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3 UG

#### **Criminal Justice and Corrections**

This introductory course, also offered as CRIM 2521, consists of three modules. The first module provides an introduction to the operation of the criminal justice system and examines the organization and operation of police in Canada. The second module considers the criminal courts, and the third module examines the operation of the correctional system.

#### **Recommended requisite:**

Introductory social sciences course

### SOCI 3821

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3 UG

#### **Socio-Ethnographic Research Methods**

Students examine the ways social scientists employ qualitative research to identify, document and critically analyse complex social phenomena and patterns and practices of interaction. The course is intended to provide an overview of particular techniques in research design, data collection and data analysis most commonly associated with qualitative research.

#### **Recommended requisites:**

SOCI 1111, 1211; CRIM 1011

**SOCI 3991**

3 UG

**Sociology of Diversity: Issues for Canadians**

This course offers an in-depth study of special topics in the sociology of diversity. Students explore the tensions and challenges that arise from multiculturalism, the presence of multiple nations within the state of Canada, and the varied social identities found among communities and groups in Canada's pluralistic society. Topics include: Is Canada really a nation? How is social unity achieved in a multi-nation and multi-ethnic state? Has the role of the citizen been diminished? Does identity politics threaten our ability to act as citizens? Should nations within Canada have special status? This course is suitable for learners completing degrees in a number of discipline areas such as science, engineering, humanities, social science, business or general studies.

**Prerequisite:**

60 credits

**SOCI 4221**

3 UG

**The Social Construction of Crime and Deviance**

This course offers an advanced examination of the processes involved in the social construction of crime and deviance from the perspectives of structural conflict theory, symbolic interactionism, and ethnomethodology. It looks at the work of citizens, legislators, police, courts, welfare agencies, schools, and others in the creation of deviance and deviants. Delivered from a distinctly interpretivist point of view, the course is not concerned with the causes of crime or recommendations for reducing crime or deviance. It is grounded in numerous examples of real-life situations and students are encouraged to apply the conceptual and theoretical materials to their own lives and work experiences.

**Prerequisite:**

SOCI 1111 or 1211

**SOCI 4301**

3 UG

**Family Life in Contemporary Canada**

Students examine the many facets of contemporary family life in Canada, beginning historically and looking cross-culturally within the nation. Sociological concepts, theories and research methodologies are employed as a means to explain the causes and consequences of transformations of family life over time. These transformations include those that have already occurred and those that continue to take place, including dramatic changes in gender roles and divisions of labour. Emphasis is placed upon diversity within and between families; the increased pressures on families within a consumer society; and the impacts upon families from globalization and a pervasive neoliberal ideological, social, political and economic context.

**Prerequisite:**

SOCI 1111 or 1211

**SOCI 4311**

3 UG

**Sociology of Family: Families in a Multicultural World**

This course is an exploration of cultural diversity among the world's family systems; students are provided a comparison of families from Asia, Africa and North America to illustrate how households, family relationships, and community bonds vary from society to society. This cross-cultural study demonstrates that there is no universal family unit, but a great variety of organizational forms and value systems. Sociological perspectives are used to help understand reasons why different family forms occur and how they have been shaped by their social context. Canadians live in a multicultural country made up of people who have different values, backgrounds, and family organizations. By learning and understanding these differences, students can distinguish between legitimate critique and ethnocentric bias.

**SOCI 4991**

3 UG

**Directed Studies**

This course is a requirement for completion of the BA (Sociology) degree and may be taken to complete the Post-Baccalaureate Certificate in Liberal Arts. Students are required to review the literature, both original and interpretative, in their particular area of study, offer critical assessment of the literature and submit a major research paper based on the course reading list.

**Prerequisite:**

15 upper-level credits in sociology; general education and lower-level requirements for BA (Sociology)

**SOCW 2061**

3 UG

**An Introduction to Social Work Practice**

This course introduces students to social work practice through an exploration of the history, philosophical foundation and theoretical perspectives of the profession of social work. This includes a review of the relevant codes of ethics and practice standards that guide practitioners and an overview of the roles in which social workers become involved. The course also examines the social structures influencing people's lives and how various sources and forms of oppression and marginalization impact the lives of people in Canadian society.

## SOCW 2121

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3 UG

### Social Welfare in Canada

This course provides an overview of the income security system in Canada - its development, programs and major policy debates. It is intended for those seeking an understanding of the many income security programs and policies, how they reflect ideologies and how effectively they work (or fail to work) in practice. An overview of social welfare in Canada is included - its historical foundations, developmental and program delivery system. The course will consider how social policy responds to populations in need.

#### Recommended requisite:

SOCI 2061

## SOCW 3551

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3 UG

### Human Development in the Social Environment

Students are introduced to the aspects and models of how human behaviour is acquired, maintained and modified in a social environment. A perspective of bio-psycho-social-spiritual human development is used as a knowledge base for practice with individuals, families and groups. Human development and behaviour is examined through the lens of various theoretical perspectives, including Aboriginal, feminist and anti-oppressive approaches to practice.

## SPAN 1001

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3 UG

### Introduction to Spanish I

This course is designed for students with little or no knowledge of the language to begin their study of Spanish at the university level. The course emphasizes a communicative approach to acquiring written and oral language skills. A variety of learning activities are included, with emphasis on a creative approach to generating authentic written and oral communication in Spanish. A combination of reading, writing, viewing, listening and speaking enables students to acquire a basic knowledge of Spanish quickly and effectively. Students are also introduced to the diverse cultural contexts in which Spanish is spoken and emphasizes the cultural differences among Spain, Central America and South America. Upon successful completion, students are expected to demonstrate a CEFR A1 level of proficiency.

## SPAN 1011

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3 UG

### Introduction to Spanish II

The course emphasizes a communicative approach to acquiring written and oral language skills. A variety of learning activities are included, with emphasis on a creative approach to generating authentic written and oral communication in Spanish. A combination of reading, writing, viewing, listening and speaking enables students to acquire a basic knowledge of Spanish quickly and effectively. Students are also introduced to the diverse cultural contexts in which Spanish is spoken and emphasizes the cultural differences among Spain, Central America and South America. Upon successful completion, students are expected to demonstrate a CEFR A1+ level of proficiency.

#### Prerequisite:

SPAN 1001 or equivalent

## STAT 1201

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3 UG

### Introduction to Probability and Statistics

Students are introduced to the concepts and methods of statistics, including variability, randomness and probability. A statistical software program is used to facilitate the analysis of data sets and the understanding of statistical concepts, and to carry out simulation of experiments. Many jobs or professions require that objective decisions be made based on statistical data; students are taught how to collect, analyze and interpret data correctly. Students are also shown how to clearly and accurately present data to others.

#### Recommended requisite:

Principles of Math 11, Pre-calculus 11, Foundations of Math 11, MATH 0523 or equivalent; basic computer literacy

## VISA 1101

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3 UG

### Colour: An Introduction

This studio course in art, based on 10 half-hour video programs about understanding and using colour, is for anyone who wants to work with colour and use it effectively. The course covers basic colour theory, colour research (mixing pigments), colour energy and temperature, and colour schemes. Each unit's program begins with a lecture and/or demonstration followed by a studio session in which students work on the program theme. Each program concludes with an exhibition of students' work.

## VISA 1111

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3 UG

### A Survey of Western Art I

This humanities course introduces the significant developments in artistic expression, from cave drawings and the monuments of ancient Egypt to the painting, sculpture and architecture of the early Renaissance.

**VISA 1121**

3 UG

**A Survey of Western Art II**

A continuation of VISA 1111, this humanities course, considers the history of artistic development from the Renaissance to the modern period in Europe and North America.

**VISA 1201**

3 UG

**Mark and Image**

This studio course in art, which offers 10 one-hour programs, is for anyone who wishes to explore a new approach to drawing and communication. Students begin with the fundamentals of physical mark-making; visual literacy; and points, lines and shapes; and proceeds to the human form. Topics include an analysis and interpretation of objects, both manufactured and natural; functional drawing for communicating information; and advances in electronic technology. Each unit's program begins with a lecture/demonstration, followed by a studio session in which students work on the program theme. Each program concludes with an exhibition of students' work.

**VISA 1301**

3 UG

**Material and Form**

This studio course in art is for anyone wishing to gain an understanding and appreciation of the materials that make up our physical world and how these materials can be used in art and design. Each unit focuses on one material, such as wood, metal, plastics, paper, fibre, particles, earth, stone, liquids and space. The sources, processing, available forms and developments in art and design history of each material are discussed through slides and computer animations. On-camera students then explore the physical properties and aesthetic possibilities of materials in the studio and in external environments.

**VISA 3991**

3 UG

**Cultural Theory and Images**

This interdisciplinary, seminar course offers an in-depth study of special topics in cultural theory and images. Students examine theories of culture that inform the processes and practices of visual production, circulation and reception. Students focus on major cultural theorists, such as Gramsci, Althusser, Foucault, Williams, Hall and Said, whose work on the intersection/interaction of power and meaning has influenced current research on representation. Students select a research problem, conduct literature research, assess sources of information and present their findings. Students critically engage with and respond to the thoughts and opinions of others from various backgrounds and an experienced faculty member. Learning activities are interactive and take advantage of the image-rich environment of the web.

**Prerequisite:**

60 credits

**WTTP 1171**

1 UG

**Environmental Legislation**

The course provides students with an understanding of the basic principles of law, with an emphasis on statutes, environmental law and the legislative framework under which most water suppliers must legally operate. Students consider concepts of due diligence, standards of care and liability, while reviewing torts and case law.

**Prerequisite:**

WTTP admission or industry experience

**WTTP 1181**

1 UG

**Occupational Health & Safety**

This course covers the issues and responsibility of health and safety as it applies to operators in water and wastewater treatment operations. Topics include occupational health safety regulations; construction and plant safety procedures; and occupational hygiene.

**Prerequisite:**

WTTP admission or industry experience

**WTTP 1191**

1 UG

**Communications**

Students are introduced to best practices in community relations and practical information for improving communication skills. Good communications skills are important in building a good relationship within the community and in ensuring water utility plants have the financial support needed for optimal performance. Topics include how to establish good community relations; format regular business correspondence; deliver presentation; communicate with the media; and document procedures and plans.

**Prerequisite:**

WTTP admission or industry experience

**WTTP 1291**

1 UG

**Moving Water**

Students examine the process and direction of water movement through the treatment facility. Topics include: hydraulic profile; overflow and spill protection; process and instrumentation drawing; and formula calculation. Pump identification, selection and maintenance are also discussed.

**Recommended requisites:**

WTTP admission or industry experience; WTTP 1731

### WTPP 1301

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1 UG

#### Major Process Equipment

This course emphasizes different types of equipment used in the treatment of water, including mixing, flocculation, solid separation, filtration, water conditioners, disinfection and various filter systems. Flow charts and the ability to analyze historical data are also covered.

#### Recommended requisites:

WTPP admission or industry experience; WTPP 1291, 1731

### WTPP 1311

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1 UG

#### Secondary Process Equipment

This course covers support systems typical in treatment facilities such as high pressure air systems, blowers, compressors, vacuum pumps, pneumatic valve operator systems and process air systems. It is also designed to teach students about chemicals used in water treatment, along with associated hazards. Additional topics such as sludge and residual handling, building mechanical systems, maintenance and associated responsibilities are discussed.

#### Recommended requisites:

WTPP admission or industry experience; WTPP 1291, 1301, 1791

### WTPP 1701

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3 UG

#### Water Sources

This course provides training in the development of new and existing water sources. Students focus on ground and surface water sources as they relate to the way drinking water is treated and distributed. Areas of study include basic water supply hydrology; groundwater sources; surface water sources; emergency and alternate water sources; source water conservation; source water quality; and source water protection.

#### Prerequisite:

WTPP admission

### WTPP 1711

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3 UG

#### Water Treatment 1

This is a basic water treatment course which focuses on environmental applications and emphasizes past, present and future technologies related to water treatment. Topics explored in this course include operator responsibilities; water sources; reservoir management; coagulation and flocculation processes; sedimentation; filtration; disinfection; corrosion control; and basic water treatment sampling procedures.

#### Prerequisite:

WTPP admission

### WTPP 1721

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3 UG

#### Applied Math and Science

This course covers the essential elements of mathematics and science which enables students to be successful in the program. In mathematics, the concepts of fractions, ratios and proportion, scientific notation, percent, algebra, calculation of areas and volumes, graphs, and the conversion of units are covered. The science component of the course is divided into two areas: hydraulics and chemistry. In hydraulics, the concepts of pressure, hydraulic grade lines, calculation of head loss, pumping and flow rate problems are discussed in detail. In chemistry, the structure of matter, the balancing of chemical equations and the calculation of dosage are studied.

#### Prerequisite:

WTPP admission

### WTPP 1731

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3 UG

#### Mechanical Systems 1

Students explore the principles of piping, pumps and valves as they apply to the support systems in water treatment facilities. The principles of cross connection control are also addressed.

#### Prerequisite:

WTPP admission

### WTPP 1801

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3 UG

#### Electrical Fundamentals 1

This course offers an introduction to the electrical trade as it applies to the daily operation of water and wastewater treatment plants. Topics include basic electrical principles; electrical safety; motor control principles; and the fundamentals of electric motors. This course is designed from the viewpoint of plant operators to develop more awareness of the trades and to enable operators to function more effectively.

#### Prerequisites:

WTPP 1701, 1711, 1721, 1731, 1740, 1760

### WTPP 1821

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3 UG

#### Instrumentation 1

This course offers an introduction to the instrumentation trade as it applies to the day-to-day operation of water and wastewater treatment plants. Topics include process control principles; terminology; and trouble shooting techniques. This course is not designed to create tradespersons, but is designed from the viewpoint of plant operators to develop more awareness of the trades and to enable operators to function more effectively.

#### Prerequisites:

WTPP 1701, 1711, 1721, 1731, 1740, 1760

### WTPP 1851

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3 UG

#### Water Treatment II

This course is a continuation of WTPP 1711. Advanced topics include water softening, pH control, pre-oxidation and dissolved metals removal. Students are provided an overview of chemical feed systems and chemical dosage calculations.

#### Prerequisites:

WTPP 1701, 1711, 1721, 1731, 1740, 1760

**WTTP 1891**

3 UG

**Practicum I**

This course offers students hands-on practical training integral to the development of future water and wastewater operators. Students progress through practical experiences involving basic electrical and instrumentation, mechanical system maintenance, laboratory procedures and plant operation fundamentals for water and wastewater.

**Prerequisite:**

WTTP Level 2 or industry experience

**WTTP 2051**

1 UG

**Introduction to Water Chemistry**

This course provides the fundamentals of chemistry as it applies to the water industry. The intent is to lay the foundation for operators to understand more advanced theories involving chemical reactions in water. Topics include the theory behind pH, alkalinity and titrations. These topics are supported by concepts such as chemical equations, equilibriums, acid base theory and buffering capacity.

**Prerequisites:**

WTTP 1801, 1821, 1830, 1851, 1860, 1870

**WTTP 2061**

1 UG

**Inorganic Species in Water**

The focus of this course is on the study of inorganic species (metals and non-metals) found in water and wastewater. Topics include identification and removal techniques of inorganic species in treatment systems. Basic terminology, reactions and equation analysis are also emphasized.

**Recommended requisite:**

WTTP levels 1 and 2 or industry experience

**WTTP 2071**

1 UG

**Organic Species in Water**

The focus of this course is on the organic content as it applies to the water and wastewater industries. Topics include identification, analysis and treatment techniques related to organic compounds. Students discuss the effects of naturally occurring and human made organics in water.

**Prerequisite:**

WTTP levels 1 and 2 or industry experience

**WTTP 2131**

1 UG

**The History, Mechanisms and Concepts of Filtration**

There are many filtration processes available in the water treatment industry. Each process has its advantages and disadvantages depending on source water and finished water requirements. This course expands on the basic building blocks of filtration as taught in part of WTTP 1711, basic principles of sedimentation and filtration. Topics include filter design concepts; regulatory standards; filter mechanisms; filter classification; and media selection techniques.

**Prerequisite:**

WTTP Level 2 or industry experience

**WTTP 2141**

1 UG

**Slow and Rapid Sand Filtration**

This course considers in detail, the process of slow and rapid sand filtration as introduced in part of WTTP 1711, basic principles of sedimentation and filtration. Topics include filter operation; performance optimization; maintenance; and backwashing techniques.

**Prerequisite:**

WTTP admission and industry experience

**WTTP 2151**

1 UG

**Membrane and Alternative Filtration Techniques**

There are many filtration processes available in water treatment apart from the conventional media processes. Alternative and membrane filtration techniques have recently become more widely used in the water treatment industry. Each of these processes has its advantages and disadvantages depending on source water and finished water requirements. This course covers alternative and membrane filtration as introduced in part of WTTP 1711, basic principles of sedimentation and filtration. Topics include: pressure filtration; iron and manganese removal; activated carbon; diatomaceous earth; cartridge filters; and membrane filtration.

**Prerequisite:**

WTTP admission or work experience

**WTTP 2171**

1 UG

**Basic Principles of Disinfection**

This course is designed to cover the basic principles of water disinfection. Topics include: history of disinfection; causes of waterborne diseases; and disinfection goals. Basic properties and uses of chlorine and disinfection by-products are also discussed.

**Prerequisite:**

WTTP admission or work experience

**WTTP 2181**

1 UG

**Standard Disinfection Practices**

The intent of this course is to analyze in-depth concepts related to the more common forms of water disinfection: chlorination; ozone disinfection; and UV technologies.

**Recommended requisite:**

WTTP Level 2 or work experience

### WTPP 2191

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1 UG

#### Advanced Disinfection and Fluoridation Practices

Alternate disinfection practices are a focus of this course, along with fluoridation. Maintenance and calibration procedures used in monitoring equipment for both disinfection and fluoridation are discussed.

#### Recommended requisite:

WWTP Level 2 or industry experience

### WTPP 2291

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1 UG

#### Computers in Industry

Students are introduced to the components of a computerized system. Understanding personal computers enables students to understand other microprocessed-based control equipment and how to use personal computers more effectively. Topics include the personal computer hardware; operating systems; and software applications found in industry.

#### Recommended requisite:

WWTP Level 3 or industry experience

### WTPP 2301

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1 UG

#### Advanced Programmable Logic Controllers

This course takes students beyond the entry level and introduces them to advanced topics such as analogues signal handling; increasingly sophisticated instructions apart from timers and counters; and how discrete and analogue values can be passed from one PLC to another. Basics such as serial and ethernet communication are included.

#### Recommended requisite:

WTPP 2701 or industry experience

### WTPP 2311

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1 UG

#### Industrial Communication

This course provides students with the basics on a modern planet-wide control system that relies on merging technology, such as computers, PLCs, operator interfaces and microprocessor-based plant-floor devices together into a Supervisory Control and Data Acquisition (SCADA) system.

#### Recommended requisite:

WWTP Level 3 or industry experience

### WTPP 2331

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1 UG

#### People Management

Students explore the foundations for managing people. This course is designed for personnel who have been promoted from within the ranks or for those who need a reminder of the range of management skills and techniques applied to improve performance. The subject matter ranges from the study of manager roles and responsibilities to disciplining employees.

#### Prerequisites:

WTPP Level 3 or industry experience;  
WTPP 1171, 1181, 1191, 1740

### WTPP 2341

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1 UG

#### Asset and Operations Management

The course is designed for personnel who need a basis in plant management for water and wastewater facilities. The subject matter ranges from the fundamentals of management and asset maintenance to record keeping.

#### Prerequisites:

WTPP Level 3 or industry experience;  
1171, 1181, 1191, 1740

### WTPP 2351

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1 UG

#### Financial Management

This course is designed to teach students basic financial matters as they apply to utility management in the water industries. Topics include forecasting, planning and budgeting. The fundamentals of environmental law are also discussed.

#### Prerequisites:

WWTP Level 3 or industry experience;  
1171, 1181, 1191, 1740

### WTPP 2701

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3 UG

#### Electrical Fundamentals II

This course is a continuation of WTPP 1801 and looks beyond the basic electricity fundamentals and motor control toward the utilization of electrical theory in practical applications. While further fundamental theory such as solid-state electronics and numbering systems is considered, the majority of the information in this course references practical applications.

#### Prerequisite:

WTPP 1801

### WTPP 2721

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3 UG

#### Advanced Coagulation and Particle Removal

This course is a continuation of WTPP 1851 and coagulation in general terms is introduced. This course takes an in-depth look at coagulation and particle removal. Topics include the advanced principles of coagulation; emerging technologies; jar testing; and clarification methods and equipment. The course aims to provide operators with information that will improve their ability to assess conditions in the water treatment plant and make decisions to ensure the smooth operation of their treatment process.

#### Prerequisite:

WTPP 1851



**WTTP 2801**

3 UG

**Microbiology and Toxicology**

The goal of this course is to introduce students to some of the unifying concepts of biology, microbiology and toxicology relating to water, the most common and significant source of infectious diseases caused by microbial contamination. The course will explore the types of toxicants present in aquatic systems, their routes of exposure and modes of action and their effects on human health and the environment.

**Prerequisites:**

WTTP 2701, 2711, 2721, 2731, 2741

**WTTP 2891**

3 UG

In-Person

**Practicum II**

This course represents the second onsite practicum. The intent of this course is to provide hands-on activities, as students enter the final phase of the program. Students progress through a series of topics covered in terms three and four, such as advanced process control concepts, SCADA systems and microbiological laboratory procedures.

**XCMP 0119**

**UVIC TECJ 432**

NC

**Database Concepts**

This course is designed to help you become a knowledgeable end-user of database management systems and to help you understand the needs and roles of users, database designers, managers and administrators. You acquire an understanding of how databases fit into the information system of an organization. Topics include the major components and functions of a database; how information is modelled, stored and manipulated; and the implications of databases on organizational operations, control and planning. You also gain hands-on experience creating and maintaining a relational database.

**XCMP 0129**

**UVIC TECB 401**

NC

**Systems Analysis and Design**

This course gives you a comprehensive introduction to systems analysis and design and its relationship to mainstream business and project management. You learn about the practice of systems methodologies; the roles and elements involved in system development, implementation and support; and how to avoid the common causes of project failure. You also learn how to select a project from a portfolio and propose appropriate methodologies and management techniques for its implementation.

**XCMP 0139**

**UVIC TECJ 420**

NC

**Networks and Network Management**

This course examines the fundamental concepts of computer networks and their implementation, operation and management. It provides knowledge of how networks fit into an organization's information system. Topics include network technology, architecture, management, operating systems, security, reliability, maintenance, interconnectivity and user interface and support.

**XCMP 0149**

**UVIC TECB 402**

NC

**Human Side of Information Systems**

This course provides an understanding of the impact of information technology and systems on society. This course addresses issues in IT from the human perspective. You discuss the impact of technology on education, business, cultures and society. Topics include intellectual property, security, privacy, confidentiality, globalization and the evolution of IT.

**XCMP 0209**

**UVIC TECJ 460**

NC

**Programming with Java**

This course introduces you to Java programming language and the basics of program development. You create simple Java applications, using the Eclipse-Integrated Development Environment (IDE). The course presents fundamentals of programming concepts, including creating variables, expressions, methods and control structures and manipulating data values, arrays, debugging and more. You are introduced to more advanced concepts, including GUI (graphical user interface) development, use of additional collections and strings, implementing more advanced classes and interfaces (libraries), accessing and manipulating MySQL databases by using Java database connectivity (JDBC) and working with Java graphics and Java applets. You work with practical examples of Java Console applications and applet development in hands-on exercises and assignments.

**XCMP 0219**

**UVIC TECJ 230**

NC

**Web Design and Management I**

This course provides the technical skills and conceptual understanding you need to create and manage professional websites. It provides a rationale for the use of the web as an effective tool to meet business needs. You learn the basics, such as hypertext mark-up language (HTML), creating links, adding graphics and applying cascading style sheets (CSS) to web pages. You advance to learn more about navigational graphics and image maps, incorporating different graphic formats and video and/or sound into web pages. You also gain an understanding of complex issues such as site management and use of online forms.



**XCMP 0229** **UVIC TECJ 315**

NC

**Relational Database Management Systems**

This course provides you with an understanding of the design, creation, maintenance and management of a relational database management system (RDBMS). You learn how to create and access data using structured query language (SQL), the programming language used by most large relational database management systems such as Oracle, IBM DB2, MS SQL server and Sybase and open-source products such as MySQL and PostgreSQL.

**Prerequisite:**

XCMP 0119

**XCMP 0239** **UVIC TECJ 320**

NC

**Database Application Development**

This extensive hands-on course builds upon the database design skills taught in XCMP 0119 and the SQL skills obtained in XCMP 0229. This course is a natural followup to those earlier courses. You enhance your database design and data access skills by completing the lifecycle with the creation of a sophisticated web-based application interface. Using open source and/or free software, you learn to install and configure the Vaadin and Eclipse products and your choice of MySQL, MSSQL or Oracle. You build a web-based graphical user interface (GUI) application that incorporates multiple forms, GUI controls like buttons and lists of values and you generate dynamic reports. You deploy and test your GUI application to the Apache Tomcat web server.

**XCMP 0249** **UVIC TECJ 340**

NC

**Web Design and Management II**

This course introduces the creation of dynamic websites with server-side scripting and relational databases and offers a good conceptual understanding of how dynamic websites, such as a shopping cart or a blog application, are created. It is aimed at non-programmers who already have experience creating basic, static websites using HTML and CSS. It complements XCMP 0219 by exploring the technologies used to create data-driven websites and introduces the programming language PHP. Topics include variables, data types, error-handling, validation strategies, handling text and mathematical operations in web script, control structures and loops, and handling user sessions with a login form. It also covers the design and management of server-scripted, data-driven web applications, including information architecture, and roles in a typical web-development team.

**Prerequisite:**

XCMP 0219

**XCMP 0259** **UVIC TECJ 410**

NC

**Project Management**

This covers all stages of projects, including feasibility, development, management, administration and completion and standard project management tools such as Critical Path Method (CPM), Project Evaluation Review Technique (PERT) and network diagrams. It presents the concepts and methodologies needed to plan, manage and track performance over a complete project lifecycle, such as cost-benefit analysis, change control management, quality control, performance tracking and corrective action. Further topics are time and cost estimating, resource levelling, critical path analysis and charting.

**XCMP 0269** **UVIC TECJ 425**

NC

**IT Security**

This course gives you the background to evaluate the risks and assess the tools to provide a secure environment for the IT infrastructure of an organization. Security issues and solutions are discussed from a management and a technical perspective. You learn about the security threat and risk assessment process and how to apply this process to operating system and network communications security to support business requirements. You learn about security policies, procedures, user awareness, disaster recovery and business continuation planning. Case studies and self-assessment exercises reinforce the concepts presented in the course.

**XCMP 0279** **UVIC TETS 461**

NC

**Digital Identity Management: Concepts and Technologies**

Enterprises are under increasing pressure to integrate a variety of business processes with networked systems to make enterprises more secure, accessible and user-friendly. Managing user identity is key in connecting employees, customers, suppliers and partners inside and outside organizational networks. You explore the concepts and technologies related to building an effective enterprise identity management architecture and examine the concepts, tools and technologies that allow enterprises to build an identity management architecture that achieves business process goals. You also look at the intersection between the corporate and public worlds of online identity and reflect on the way living online is fundamentally changing how we develop communities of trust.

# Notes

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# Consortium Distance Education

## University Consortium

In 1984, the government of British Columbia established the BC University Consortium to increase access to post-secondary education through distance courses. The Open Learning Agency (OLA), which in 2005 became Open Learning (OL), was chosen as the administrative headquarters for this consortium. Joining OLA in this consortium were Simon Fraser University (SFU), the University of Victoria (UVic) and the University of British Columbia (UBC).

The current consortium arrangement allows you to register in OL distance courses delivered by UVic without admission to UVic. This means you have access to hundreds of additional courses to complement those offered by OL. Such courses appear on TRU transcripts and are applicable toward the residency requirements for programs offered through OL.

As an OL program student, you also have access to distance courses offered by UBC via its Access Studies initiative. The main benefit, beyond greater access to courses, is that UBC waives the administration fee for OL students. UBC's courses, however, do not count toward OL's residency requirements.

Royal Roads University (RRU) and the University of Northern British Columbia (UNBC) are also consortium members, but their courses are not available through OL.

# Consortium Distance Education

## University of Victoria (UVic)

[www.continuingstudies.uvic.ca](http://www.continuingstudies.uvic.ca)

Through its Distance Education Services and the Faculty of Human and Social Development, the University of Victoria has pioneered a number of different approaches to the delivery of distance programs to encourage student-to-student and student-to-instructor interactions.

Here are the distance education certificate, diploma and bachelor's degree programs offered by UVic and contact information for each program:

### Certificate in Adult and Continuing Education (CACE)

[www.uvcs.uvic.ca/training](http://www.uvcs.uvic.ca/training)

[cace@uvic.ca](mailto:cace@uvic.ca)  
1-250-721-8944

### Professional Specialization Certificate (PSC) in Collections Management

<https://continuingstudies.uvic.ca/culture-museums-and-indigenous-studies/programs/professional-specialization-certificate-in-collections-management>

Irene Lo  
1-250-721-8457

### Computer Based Information Systems (CBIS) Certificate

<https://continuingstudies.uvic.ca/business-technology-and-public-relations/programs/computer-based-information-systems-certificate>

Lorraine Ferreira  
1-250-472-5442

### Certificate in Environmental and Occupational Health

<https://continuingstudies.uvic.ca/health-wellness-and-safety/programs/certificate-program-in-environmental-and-occupational-health>

Julie Emmerson  
1-250-721-6129

### Certificate in Business Administration (CBA)

<https://continuingstudies.uvic.ca/business-technology-and-public-relations/programs/certificate-in-business-administration>

Kim Carver  
1-250-721-8073

### Restoration of Natural Systems (RNS) Certificate

<https://continuingstudies.uvic.ca/science-and-ecological-restoration/programs/restoration-of-natural-systems-certificate>

Gina Anderson  
1-250-721-8458

### Restoration of Natural Systems (RNS) Diploma

<https://continuingstudies.uvic.ca/science-and-ecological-restoration/programs/restoration-of-natural-systems-diploma>

Gina Anderson  
1-250-721-8458

### Diploma in Cultural Resource Management

<https://continuingstudies.uvic.ca/culture-museums-and-indigenous-studies/programs/diploma-in-cultural-resource-management>

Irene Lo  
1-250-721-8457

### Diploma in Public Relations

<https://continuingstudies.uvic.ca/business-technology-and-public-relations/programs/diploma-program-in-public-relations>

Julie Emmerson  
1-250-721-6129

### Bachelor in Child and Youth Care

<https://www.uvic.ca/hsd/cyc/future-students/undergraduate/index.php>

[cycadvicing@uvic.ca](mailto:cycadvicing@uvic.ca)  
1-250-721-7984

### Bachelor of Social Work (BSW)

<http://www.uvic.ca/hsd/socialwork/current/bsw/index.php>

[socw@uvic.ca](mailto:socw@uvic.ca)  
1-250-721-8036

### Teacher Professional Development

<https://continuingstudies.uvic.ca/education-learning-and-development/topics/teacher-professional-development>

[register@uvcs.uvic.ca](mailto:register@uvcs.uvic.ca)  
1-250-472-4747

### Certificate in Public Policy and Governance

<http://www.uvic.ca/hsd/publicadmin/undergraduate/future-students/undergrad-programs/index.php>

[hkirkham@uvic.ca](mailto:hkirkham@uvic.ca)  
1-250-721-8067

### Certificate in Public Sector Management

<http://www.uvic.ca/hsd/publicadmin/undergraduate/future-students/undergrad-programs/index.php>

[hkirkham@uvic.ca](mailto:hkirkham@uvic.ca)  
1-250-721-8067

### Diploma in Public Sector Management

<http://www.uvic.ca/hsd/publicadmin/undergraduate/future-students/undergrad-programs/index.php>

[hkirkham@uvic.ca](mailto:hkirkham@uvic.ca)  
1-250-721-8067

### Certificate in Local Government Management

<http://www.uvic.ca/hsd/publicadmin/undergraduate/future-students/undergrad-programs/index.php>

[hkirkham@uvic.ca](mailto:hkirkham@uvic.ca)  
1-250-721-8067

### Diploma in Local Government Management

<http://www.uvic.ca/hsd/publicadmin/undergraduate/future-students/undergrad-programs/index.php>

[hkirkham@uvic.ca](mailto:hkirkham@uvic.ca)  
1-250-721-8067

# Consortium Distance Education

## Certificate in Voluntary and Non-Profit Sector Management

<http://www.uvic.ca/hsd/publicadmin/undergraduate/future-students/undergrad-programs/index.php>

hkirkham@uvic.ca  
1-250-721-8067

## Certificate in Performance Management

<http://www.uvic.ca/hsd/publicadmin/undergraduate/future-students/undergrad-programs/index.php>

hkirkham@uvic.ca  
1-250-721-8067

## Diploma in Indigenous Community Development and Governance

<http://www.uvic.ca/hsd/publicadmin/undergraduate/future-students/undergrad-programs/index.php>

hkirkham@uvic.ca  
1-250-472-4391

## Minor in Public Administration

<http://www.uvic.ca/hsd/publicadmin/undergraduate/future-students/undergrad-programs/index.php>

hkirkham@uvic.ca  
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### Transfer Credit

Registration in OL courses delivered by UVic may not be automatically accepted for transfer credit to a specific UVic program. Contact the department of the program in which you are interested.

## The University of British Columbia (UBC)

<http://distancelearning.ubc.ca/courses-and-programs/distance-learning-courses/>

Through its Centre for Teaching, Learning and Technology (CTLT) at [www.ctlt.ubc.ca](http://www.ctlt.ubc.ca), University of British Columbia offers online distance education courses that carry full credit toward certificate or degree programs in accordance with the requirements of the UBC faculty concerned.

Register through UBC Enrolment Services for most of the courses listed at the above URL. As an OL student, your application fee is waived.

### APBI—Applied Biology

APBI 100, *Soil and the Global Environment* (3)

APBI 200, *Introduction to Soil Science* (3)

APBI 418, *Intensive Fish Production* (3)

APBI 419, *Fish Diseases* (3)

APBI 428, *Integrated Pest Management* (3)

APBI 490, *Aquaculture and the Environment* (3)

### ARST—Archival Studies

ARST 556E, *Topics in Archival Automation: Records Systems in the Digital Environment* (3)

### ASTR—Astronomy

ASTR 556E, *Exploring the Universe: Stars and Galaxies* (3)

### AUDI—Audiology & Speech Sciences

AUDI 402, *Neuroanatomy for Audiology and Speech-Language Pathology* (3)

AUDI 403, *Introduction to Neurolinguistics* (1.5)

### BIOL—Biology

BIOL 200, *Cell Biology I: Structural Basis* (3)

### CENS—Central, Eastern and Northern European Studies

CENS 303A, *Representations of the Holocaust* (3)

### CIVL—Civil Engineering

CIVL 200, *Engineering and Sustainable Development* (3)

### CLST—Classical Studies

CLST 301, *The Technical Terms of Medicine and Biological Science* (3)

### DENT—Dentistry

DENT 407, *Special Oral Care in the Community* (6)

### DHYG—Dental Hygiene

DHYG 400, *Current Issues in Oral Health Sciences* (6)

DHYG 401, *Oral Epidemiology* (6)

DHYG 402, *Dental Hygiene Practice I* (6)

DHYG 405, *Oral Microbiology and Immunology* (3)

DHYG 412, *Oral Health Care Trends* (6)

DHYG 433, *Assessment and Treatment Planning for Advanced Periodontal Diseases* (3)

DHYG 435, *Oral Medicine and Pathology* (3)

DHYG 461, *Literature Review I* (4)

DHYG 462, *Literature Review II* (4)

### ENGL—English

ENGL 112, *Strategies for University Writing* (3)

ENGL 222, *Literature in Canada* (3)

ENGL 301, *Technical Writing* (3)

ENGL 303, *Intermediate Composition* (6)

ENGL 304A, *Advanced Composition* (3)

ENGL 320, *History of the English Language* (6)

ENGL 321, *English Grammar and Usage* (3)

ENGL 322A, *Stylistics* (3)

ENGL 330A, *The Structure of Modern English: Sounds and Words* (3)

# Consortium Distance Education

ENGL 348A, *Shakespeare and the Renaissance: Shakespeare* (3)

ENGL 364A, *Nineteenth Century Studies: Monsters, Murderers! Secrets and Hidden Lives in Novels of the Victorian Period* (3)

ENGL 462A, *The Modern British and Irish Novel* (3)

ENGL 468A, *Children's Literature* (3)

ENGL 470A, *Canadian Studies: Canadian Literary Genres* (3)

## **EOSC—Earth & Ocean Sciences**

EOSC 114, *The Catastrophic Earth: Natural Disasters* (3)

EOSC 116, *Mesozoic Earth: Time of the Dinosaurs* (3)

EOSC 118, *Earth's Treasures: Gold and Gems* (3)

EOSC 310, *The Earth and the Solar System* (3)

EOSC 311, *The Earth and its Resources* (3)

EOSC 314, *The Ocean Environment* (3)

EOSC 315, *The Ocean Ecosystem* (3)

EOSC 326, *Earth and Life Through Time* (3)

## **ETEC —Educational Technology**

ETEC 500, *Research Methodology in Education* (3)

ETEC 510, *Design of Technology Supported Learning Environments* (3)

ETEC 511, *Foundations of Educational Technology* (3)

ETEC 512, *Application of Learning Theories to Instruction* (3)

ETEC 520, *Planning and Managing Learning Technologies in Higher Education* (3)

ETEC 521, *Indegeneity, Technology and Education* (3)

ETEC 522, *Ventures in Learning Technology* (3)

ETEC 530, *Constructivism Strategies for e-Learning* (3)

ETEC 531, *Curriculum Issues in Cultural and Media Studies* (3)

ETEC 532, *Technology in the Arts and Humanities Classroom* (3)

ETEC 533, *Technology in the Mathematics and Science Classroom* (3)

ETEC 540, *Text Technologies: The Changing Spaces of Reading and Writing* (3)

ETEC 565A, *Learning Technologies: Selection, Design and Application* (3)

ETEC 565G, *Culture and Communication in Virtual Learning Environments* (3)

ETEC 590, *Graduating Project* (3)

## **FIST—Film Studies**

FIST 332, *Studies in Genre or Period: Irish Cinema & Culture* (3)

## **FMST—Family Studies**

FMST 316, *Human Sexuality* (3)

## **FNH—Food, Nutrition and Health**

FNH 200, *Exploring our Food* (3)

FNH 250, *Nutrition: Concepts and Controversies* (3)

FNH 454, *Fish Nutrition* (3)

## **FOPR—Forest Operations**

FOPR 264, *Geomatics, Forest Access & Transportation* (4)

FOPR 362, *Sustainability and Forest Operations* (3)

## **FREN—French**

FREN 348, *French Literature in Translation I* (3)

FREN 349, *French Literature in Translation II* (3)

## **FRST—Forestry**

FRST 202, *Forest Ecology* (3)

FRST 231, *Introduction to Biometrics* (3)

FRST 308, *Forest Entomology* (2)

FRST 309, *Forest Pathology* (2)

FRST 319, *Principles of Forestry Economics* (3)

FRST 421, *Integrated Resources Management I* (3)

## **GEOG—Geography**

GEOG 350, *Introduction to Urban Geography* (3)

## **GRSJ—Gender, Race, Sexuality and Social Justice**

GRSJ 224A, *Gender, Race, Sexuality and Social Justice in Literature* (3)

GRSJ 300, *Intersectional Approaches to Gender Relations* (3)

## **HIST—History**

HIST 102, *World History from 1500 to the 20th Century* (6)

HIST 104, *Topics in World History: Cultures in Contact* (3)

HIST 106, *Global Environmental History* (3)

HIST 432, *International Relations of the Great Powers in the 20th Century* (6)

HIST 441, *History of the Holocaust* (3)

HIST 444, *Slave Societies in the Americas* (3)

HIST 451, *Family and Community in Latin America* (3)

HIST 481, *Education and Society in Modern China* (3)

## **JAPN—Japanese**

JAPN 100, *Beginning Japanese* (3)

JAPN 101, *Beginning Japanese I* (3)

## **LAW—Law**

LAW 504, *Property Law* (5)

LAW 505, *Canadian Public Law* (5)

LAW 508, *Business Organizations* (4)

LAW 525, *Canadian Criminal Law & Procedure* (5)

## **LFS —Land and Forest Systems**

LFS 302A, *International Field Studies in Sustainable Agriculture - Cuba* (3)

## **LIBR—Library, Archival and Information Studies**

LIBR 500, *Foundations of Information Technology* (3)

LIBR 526, *Literature and Other Materials for Young Adults* (3)

LIBR 529, *Services for Families and Early Literacy in the Preschool Years* (3)

LIBR 548F, *History of the Book* (3)

# Consortium Distance Education

LIBR 548H, *Community Informatics* (3)

LIBR 559M, *Social Media for Information Professionals* (3)

LIBR 561, *Information Policy* (3)

LIBR 562, *International Librarianship - Issues and Innovations* (3)

LIBR 575, *Academic Libraries* (3)

## MUSC—Music

MUSC 103, *Introduction to the Theory of Music* (3)

## PATH—Pathology

PATH 417A, *Bacterial Infection in Humans* (3)

PATH 427, *Basic Principles of Infection Prevention and Control* (3)

PATH 467, *Basic Microbiology for Infection Control* (3)

PATH 477, *Basic Epidemiology for Infection Control* (3)

## PHIL—Philosophy

PHIL 120, *Introduction to Logic and Critical Thinking* (3)

PHIL 220A, *Symbolic Logic I* (3)

PHIL 433A, *Biomedical Ethics* (3)

PHIL 434A, *Business and Professional Ethics* (3)

PHIL 435A, *Environmental Ethics* (3)

## PHYS—Physics

PHYS 100, *Introductory Physics* (3)

PHYS 333, *Energy and Climate* (3)

## PSYC—Psychology

PSYC 101, *Introduction to Biological and Cognitive Psychology* (3)

PSYC 102, *Introduction to Developmental, Social, Personality, and Clinical Psychology* (3)

PSYC 300A, *Behaviour Disorders* (3)

PSYC 302, *Infancy* (3)

PSYC 304, *Brain and Behaviour* (6)

PSYC 307, *Cultural Psychology* (3)

PSYC 308, *Social Psychology* (3)

PSYC 309B, *Cognitive Processes* (6)

PSYC 314, *Health Psychology* (3)

PSYC 315, *Childhood and Adolescence* (3)

PSYC 320, *Psychology of Gender* (6)

## RELG—Religious Studies

RELG 306, *Archaeology and the Bible* (3)

## SOWK—Social Work

SOWK 320, *Introduction to Social Work Research* (3)

SOWK 450, *Social Work Practice in Community Mental Health* (3)

SOWK 570E/NURS 586V, *Advanced Understanding of and Response to Violence in Families* (3)

## WRIT—Writing Centre

WRIT 098, *Preparation for University Writing and the LPI* (0)



### Transfer Credit

If you need a UBC course to complete a program offered through OL, first obtain approval from OL, register through UBC Enrolment Services and then transfer the UBC credit to OL. Such credit cannot be used for OL's residency requirement.



### Contact: UBC Enrolment Services

[www.students.ubc.ca/enrolment/courses/non-degree/TRU](http://www.students.ubc.ca/enrolment/courses/non-degree/TRU)

1-877-272-1422

(toll-free in Canada and US)

1-604-822-9836

(Kamloops and International)

1-604-822-5945 (Fax)



# Administration

## **President and Vice-Chancellor**

Alan Shaver  
BSc (Hons) (Carleton)  
PhD (MIT, US)

Brett Fairbairn, as of Dec. 1, 2018  
PhD (Oxford U, UK)  
BA (USask); BA (Hons) (Oxford)

## **Provost and Vice-President, Academic**

Christine Bovis-Crossen  
BA (McMaster)  
MA (Laurier)  
PhD (U Hull, UK)

## **Interim Associate Vice-President, Open Learning**

Donald Poirier  
BA, MA, MBA (U of C)

## **Associate Vice-President, Enrolment & University Registrar**

Michael Bluhm  
BSc (Waterloo)  
MEd (UBC)

## **Associate Vice-President, Academic**

Donna Petri  
BScN (Bethel C, US)  
MNS (Deakin, AU)

## **Assistant Registrar, Articulation, Audit and Graduation**

Marjorie Budnikas  
BA PhD (U of T)  
MA (UBC)

## **Assistant Registrar, Admissions**

Sarah Graham  
BA (UBC)  
MEd (SFU)

## **Manager, Financial Aid and Awards**

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BA (TWU)

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Prof Teaching Cert (UVic)  
MA, PhD (Washington State U, US)

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PhD (Lancaster U, UK)

## **Acting Director, Program Delivery**

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BA (Hons), MSc, Pg Cert  
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## **Acting Associate Director, Program Delivery**

Matt Dyck  
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MA (AU)

## **Acting Director, Curriculum Development**

Naomi Cloutier  
Cert Exec Dev (Sauder)  
MA (RRU)

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Jennifer Read  
BA (McGill)

## **Director of Innovation**

Brian Lamb  
BA Hons (USask)  
MA (McGill)

## **Interim Director of PLAR**

Susan Forseille  
PhD candidate (U Leicester, UK)  
Med (TRU); BA (SFU)

## **Manager, Partner Relations**

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BBA (TRU)

## **Interim University Librarian**

Kathy Gaynor  
MLIS (McGill)  
BEd (USask)

## **Dean, Human, Social and Educational Development**

Dr. Airini  
Certificate, Economics of Education  
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Teaching Dip (Christchurch C, NZ)  
MBA (Massey U, NZ)  
MEd (U Canterbury, NZ)  
PhD (UBC)

## **Associate Dean, Arts**

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BA (Hons) (Trent)  
MA (Western)

## **Program Coordinator, Arts; General Studies**

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## **Academic Coordinator, Health Sciences**

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PID (VCC)  
MA (RRU)

## **Dean, Adventure, Culinary Arts and Tourism**

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MA (AU)

## **TRU Open Learning Nursing Lead**

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RN (UCC)  
BScN (UVic)  
MSN (U Texas, El Paso, US)

## **Dean, School of Trades and Technology**

Baldev Pooni  
BSc (Hons), MSc (Teesside, UK)

[Names of post-secondary institutions outside of Canada are followed by the country code for that institution.](#)

# Open Learning Faculty Members

Reza Abbasi BSc (Isfahan U of Tech, IR) MSc (SUNY, US)	Kevin Barrie BSc (Queen's)	C. Elizabeth Bulmer BA (Hons) (York) BEd (UWO) BSW (UVic) MSW (Dalhousie) PID (VCC)
Mohd Abdullah BSc (Hons) (U Strathclyde, UK) Applied IT Post-Grad Dip (ITI) MITE (Dalhousie)	Sylvia Bell BA (TRU) BEd (SFU) MA (Gonzaga U, US) EdD (U of C)	Mark Butorac BA (Hons) (McMaster) MA (Windsor) PhD (McGill)
Chima Adiele BSc, MSc (Hons) (U Benin, NG) PhD (U of M)	Tony Bell, CPA, CA BBA (SFU) MBA (TRU)	Juan Caldera-Noriega BSc, MBA (Nat Autonomous U, MX) MA (Monterrey IT, MX) PhD (RMIT, AU) Teaching/Learning Cert (SFU) BEDC, AOATES (UBC)
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SOQP (CODE/OPC)  
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TESL Level 4 (CA)  
E-Learn Cert (Open Polytechnic, NZ)

Harpreet Jamarai  
MSc (Guru Nanak U, IN)

Scott Jameson  
AScT, WQT (OUC)  
WD III, WT III, WWT III (EOCP)

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BA (U Washington, US)  
MBA (Nat Chengchi U, TW)

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Ind Elec Red Seal ID (BC, CA)  
Elec Dip ( DeVry, US)

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MFA (Mills C, US)

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MBA (Case Western Reserve U, US)  
PhD (Kent State U, US)

Richard Bruce Kirkley  
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Laura Kreissl  
MBA (California State U, US)  
PhD (U Mississippi, US)

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BSN, MSN, EdD (UBC)

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BSc (UBC)  
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Shana Kushniruk  
RLT (UCC)

Ronald Lakes  
BComm, BA (USask)  
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Laura Lamb  
BA (U Winnipeg)  
MBA, PhD (U of M)

Andre Le Dressay  
BA (Hons) (UR)  
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PhD (SFU)

Suzanne LeBlanc, CHRP  
BA, MA, PhD (U of T)  
MBA (UNBC)

Michael Lemphers  
RRT (TRU)  
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MA (Gonzaga U, US)  
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Lynnette Lettinga  
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BEd (U of T)  
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Robert Lindsay  
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Martha (Kim) Love  
BScN (UVic)  
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MSc, PhD (Purdue U, US)

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MA (Concordia)  
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PhD (U of Sask)

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